Designing cash and voucher assistance to achieve child protection outcomes in humanitarian settings

FIELD TESTING VERSION
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ACKNOWLEDGEMENTS

ACRONYMS AND ABBREVIATIONS

CALP	Cash Learning Partnership
CCT	Conditional Cash Transfers
CHH	Child-headed household
CP	Child protection
CVA	Cash and voucher assistance
FGD	Focus group discussion
FRM	Feedback and reporting mechanism
FSP	Financial service provider
HEA	Household Economy Approach
HTWG	Humanitarian Technical Working Group
IASC	Inter-Agency Standing Committee
ILO	International Labour Organisation
IPEC	International Programme on the Elimination of Child Labour
JoD	Jordanian Dinar
M&E	Monitoring and Evaluation
MEAL	Monitoring, evaluation, accountability and learning
MEB	Minimum Expenditure Basket
MIRA	Multi-sector Initial Rapid Assessment
MSNA	Multi-sector Needs Assessment
NIAF	Needs Identification and Analysis Framework
PDM	Post-distribution monitoring
PSEA	Prevention of Sexual Exploitation and Abuse
RACI	Responsible, Accountable, Consulted, and Informed
SOGIESC	Sexual Orientation, Gender Identity and Expression, and Sex Characteristics
UAC	Unaccompanied child/children
UCT	Unconditional Cash Transfers
UNHCR	United Nations High Commissioner for Refugees
VCA	Vulnerability Capacity Assessment
WASH	Water, Sanitation, and Hygiene
WGQ	Washington Group of Questions

1. INTRODUCTION

In many settings impacted by crises, markets are functioning, but affected populations do not have the means to purchase items to meet their basic needs. An increasing proportion of humanitarian assistance is being given in the form of cash and voucher assistance to targeted recipients or communities so they can make essential purchases to meet their needs. In 2019, 17.9% of total humanitarian assistance[1] was delivered in the form of CVA.[2] Disbursal of cash and voucher assistance is (i) efficient and cost effective; (ii) it stimulates local economies; and (iii) it is a respectful, dignified way of providing aid.[3] Adoption of CVA as a modality for aid distribution is being limited by perceived risks. Staff fear risks such as: corruption, theft, diversion of funds, attacks against recipients,[4] leakage and misappropriation of funds,[5] unachieved sector outcomes, vulnerability to misappropriation of data, low quality of CVA interventions, limited ability to ensure accountability to affected populations,[6] use of cash to purchase non-essential items and compromise of data security when using electronic transfer mechanisms.[7]

Because of perceived risks, the possibility of including children and adolescents as direct recipients of CVA has been considered controversial.[8] Subsequently, there are currently few settings where direct transfers to children/adolescents have been employed.[9] This exclusion of children and adolescents from programmes that are prioritising cash and voucher assistance may be harmful, limiting actors' ability to reach some of those who are most at risk.

In 2019 it was estimated that approximately 386 million children were living in extreme poverty.[10] Within all economies for which there is data, children between the ages of 0 – 14 are significantly over-represented in the poorest 40 percent of people, with girls more likely than boys to be among the poor.[11] Poverty contributes to certain child protection violations,[12] exacerbating risk of child marriage, sexual exploitation, sexual abuse, physical violence in the community, and inadequate care.[13] Whilst research on the use of cash and voucher assistance to achieve child protection outcomes in humanitarian contexts is relatively limited, there are already indications that CVA interventions can be of benefit. Preliminary evidence shows that CVA may prevent children from being separated from their families, may reduce incidents of physical violence,[14] may address child marriage, and child labour, may strengthen family caregiving practices,[15] and improve children/adolescents and their family's psychosocial wellbeing.[16]

1   Development initiatives (2020) Global Humanitarian Assistance Report 2020, https://devinit.org/resources/global-humanitarian-assistance-report-2020/funding-effectiveness-and-efficiency/#downloads

2   Cash Learning Partnership (2020) The State of The World's Cash 2020: Cash and Voucher Assistance in Humanitarian Aid, https://www.calpnetwork.org/resources/collections/state-of-the-worlds-cash-2020/

3   European Civil Protection and Humanitarian Aid Operations (2019) Factsheet: Cash transfers and vouchers, https://ec.europa.eu/echo/what/humanitarian-aid/cash-transfers-and-vouchers_en

4   Gordon, L. (May 2015) Risk and humanitarian cash transfer programming Background Note for the High Level Panel on Humanitarian Cash Transfers, ODI, available at: https://www.calpnetwork.org/publication/risk-and-humanitarian-cash-transfer-programming/

5   Bumbacher, S. (13 March 2019) Cash is no Riskier than Other Forms of Aid. So Why Do We Still Treat In-kind like the Safer Option?, CALP Network, available at: https://www.calpnetwork.org/blog/cash-is-no-riskier-than-other-forms-of-aid-so-why-do-we-still-treat-in-kind-like-the-safer-option/

6   Cash Learning Partnership (2020) The State of The World's Cash 2020: Cash and Voucher Assistance in Humanitarian Aid, https://www.calpnetwork.org/resources/collections/state-of-the-worlds-cash-2020/

7   Ibid.

8   The Alliance for Child Protection in Humanitarian Action. (2019). Cash Transfer Programming and Child Protection in Humanitarian Action: Review and opportunities to strengthen the evidence.

9   The Alliance for Child Protection in Humanitarian Action. (2019). Cash Transfer Programming and Child Protection in Humanitarian Action: Review and opportunities to strengthen the evidence.

10 That is, on less than $1.90 purchasing power parity (PPP) per day. UN (15 APRIL 2020) Policy Brief: The Impact of COVID-19 on children

11 World Bank. (2020). Poverty and Shared Prosperity 2020: Reversals of Fortune. Washington, DC: World Bank. doi: 10.1596/978-1-4648-1602-4. License: Creative Commons Attribution CC BY 3.0 IGO

12 Marcus, R. (2014) Child protection violations and poverty in low- and middle-income countries, ODI. For example, girls are thought to be more exposed to school-related gender-based violence when they are poorer. Greene, M., Robles, O., Stout, K. and Suvilaakso, T. (2013) A girl's right to learn without fear: Working to end gender-based violence at school. Woking: Plan International.

13 Marcus, R. (2014) Child protection violations and poverty in low- and middle-income countries, ODI

14 Collins, Olivia, and Sciot, Antoine (2022) CVA and Child Protection: Summary of practice and evidence from Save the Children programmes, https://resourcecentre.savethechildren.net/pdf/CVACP_Evidence-Building.pdf/

15 Battistin, Francesca, Mishra, Anjini (2018) Child Outcomes of Cash Transfer Programming: What works and what doesn't for children in humanitarian and development contexts, https://resourcecentre.savethechildren.net/pdf/research_brief_pr6_singles.pdf/

16 Thompson, Hannah (2012) Cash and Child Protection: How Cash Transfer Programming Can Protect Children From Abuse, Neglect, Exploitation and Violence, Save The Children, https://resourcecentre.savethechildren.net/document/cash-and-child-protection-how-cash-transfer-programming-can-protect-children-abuse-neglect/

This guidance seeks to empower child protection actors so that they can integrate cash and voucher assistance into their programming. By enabling increased use of CVA within child protection responses we will be able to learn lessons on how best to design CVA that minimises risks and maximises protection outcomes for children, adolescents, and their families. It is also for those implementing Cash and Voucher Assistance programmes – both as part of multipurpose cash programmes or in sectors other than child protection – who wish to contribute to child protection outcomes.

Objectives of this guidance

There are three main objectives to this guidance:

I.   To help staff establish whether or not cash and voucher assistance is an appropriate modality to use as part of their child protection interventions in humanitarian settings.

II. To provide a step-by-step guide on setting up cash and voucher assistance to achieve child protection outcomes.

III. To list key resources, tools and support that will help you start using Cash and Voucher Assistance as an element of your response.

This guidance does not repeat detailed material that exists elsewhere describing how to plan, set up manage and run cash and voucher assistance. This is not a stand-alone tool. This tool sets out factors specific to Child Protection programmes that should be considered. The actions described here are additional or unique to standard practice in preparing for, setting up, and implementing Cash and Voucher Assistance. Therefore, this guidance must be read in conjunction with other guidance on cash and voucher assistance. The CALP Programme Quality Toolbox is the best place to look for up-to-date resources and tools relating to cash and voucher assistance. For guidance that looks at the intersection between child protection and cash and voucher assistance see The Alliance for Child Protection in Humanitarian Action website. In addition, it is essential that staff using this guidance adhere to the "Child Safeguarding in Cash and Voucher Assistance" guidance as this highlights key areas of risk for children in CVA and strategies for mitigating those risks. For those targeting child headed households and/or unaccompanied children as direct recipients they should reference the Guidance Note on Cash and Voucher Assistance for Child-headed households (CHH) and Unaccompanied Children (UAC), https://resourcecentre.savethechildren. net/document/guidance-note-on-cash-and-voucher-assistance-for-child-headed-households- chh-and-unaccompanied-children-uac

Who is this guidance for?

This guidance note is for Child Protection programme staff, cash and voucher focal points, and other sector staff working in humanitarian settings who are seeking to use cash and voucher assistance to achieve child protection outcomes. Cash and voucher assistance may be implemented as part of child protection programmes. Or, other sector actors using CVA may wish to address child protection concerns through their interventions. It is essential that child protection staff and cash and voucher assistance experts work together when designing and using CVA to achieve child protection outcomes.

What does this guidance contain?

This guidance contains the principles of CVA for child protection; a set of minimum proposed actions, a checklist that enables you to confirm whether or not CVA for child protection outcomes is feasible in your location; advice on how to build your knowledge of CVA; the foundations that need to be established before you start implementing CVA for child protection outcomes; it explains the actions you need to take throughout the CVA design and implementation process; it gives step by step instructions on the design and implementation of CVA to achieve child protection outcomes; briefly describes the monitoring and evaluation process; and finally it sets out considerations for programme phase out, handover, transition, or closure.

What do the symbols used in this guidance mean?

Throughout this document we will use the following symbols to indicate the actions you should take, the resources available, the people to contact or the websites where more information is available.

Symbol	Meaning	Symbol	Meaning
	Action to be taken		Coordination and collaboration
	Tools		Learning opportunities
	Resources and guidance		Questions to ask yourself
	Standards adapted from the Minimum Standards for Child Protection in Humanitarian Action (CPMS)		Click on the home icon to return to the contents page

2. PRINCIPLES

This section describes the values that should underpin all actions relating to delivering CVA for child protection outcomes.

(1) **Base all decisions on the best interests of the child:**

The best interests principle states that "in all actions concerning children, …the best interests of the child shall be a primary consideration."[17] This requires "evaluating and balancing all the elements necessary to make a decision in a specific situation for a specific individual child or group of children."[18] The best interests of the child should be prioritised at each major decision-making stage in relation to your CVA.

(2) **Non-discrimination and inclusion:**

All programme activities must be equally accessible to all children, "without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status."[19] This does not mean that all children/adolescents have to be targeted by your interventions; you may prioritise individual children/adolescents or groups of children/adolescents based on risk factors. It does require that activities are adapted to the needs of diverse children/adolescents based on their individual level characteristics – such as their gender, age, stage and level of development, any disabilities, language or education level, etc. It is also important that programmes reach out to those who may have the highest level of need, but may be hard to reach.

(3) **Survival and development:**

Children/adolescents have a right to life and to develop to their full potential. CVA that can contribute to meeting their basic needs in times of crises, ensuring their on-going survival in times of hunger, will enable them to achieve this right. The principles of survival and development is equally about being holistic. Work with other key sectors such as food, health, nutrition, WASH, social protection and shelter is necessary. CVA is an opportunity for sectors to work together to provide assistance in an integrated fashion.

(4) **Participation:**

Children/adolescents must be given the time and space to meaningfully participate in all decisions that affect them.[20] Adapt processes for younger or older children; for boys, girls, and children/adolescents of other gender identities; and based. on individual abilities or any disabilities children may have. Delivering CVA that is unconditional to children/adolescents is one significant way to allow children/adolescents to play an active role in determining their own choices. Participatory activities including children/adolescents with disabilities may need to be designed differently. Engage with an inclusion expert and disabled people's organisations to ensure better accessibility and inclusion. Seek informed consent for any participation, see point 6 below.

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17 UN General Assembly, Convention on the Rights of the Child, 20 November 1989, United Nations, Treaty Series, vol. 1577, p. 3, available at: https://www.refworld.org/docid/3ae6b38f0.html [accessed 24 March 2021]

18 UN Committee on the Rights of the Child (CRC), General comment No. 14 (2013) on the right of the child to have his or her best interests taken as a primary consideration (art. 3, para. 1), 29 May 2013, CRC /C/GC/14, available at: https://www.refworld.org/docid/51a84b5e4.html [accessed 24 March 2021]

19 UN General Assembly, Convention on the Rights of the Child, 20 November 1989, United Nations, Treaty Series, vol. 1577, p. 3, available at: https://www.refworld.org/docid/3ae6b38f0.html [accessed 24 March 2021]

20 The Alliance for Child Protection in Humanitarian Action, 2019, Minimum Standards for Child Protection in Humanitarian Action, available at: https://alliancecpha.org/en/CPMS_home

5 **Privacy & Confidentiality:**

Confidentiality can be defined as the restrictive management of sensitive information (names, incidents, locations, details, violations witnessed or suffered by girls and boys) collected about children either for assessment, monitoring, case management, or record keeping purposes. This sensitive information must be protected and shared only with those persons (such as other service providers or the family of the child) who need to know in order to carry out actions that ensure the wellbeing of the child.

In-country data-sharing protocols, including best practice for privacy and confidentiality, must be followed when registering and storing information about children.

6 **Informed consent/assent:**

The programme staff must seek informed consent or informed assent from all children/adolescents and/or their caregivers when they take part in CVA programming. CVA recipients are allowed to withdraw consent at any time. For guidance on seeking consent based on age and stage of development of children see: Pages 113 – 199 of IRC and UNICEF (2012) Caring for Child Survivors of Sexual Abuse: Guidelines for health and psychosocial service providers in humanitarian settings, https://gbvresponders.org/response/caring-child-survivors/#CCSGuidelines

7 **Culturally aware:**

Staff must be aware of, sensitive to, and respectful of the socio-cultural norms of the CVA recipients. CVA design must be adapted to the context. The targeting criteria, way in which children/adolescents are engaged in participatory activities, and way in which CVA is designed, delivered, and monitored, must all be done in ways that is suitable to the setting and the recipients. Where child protection issues or harmful cultural norms – for example child marriage, female-genital mutilation, sexual exploitation – are discussed with humanitarian actors, staff must not show any signs that they condone or support these harmful practices.

8 **Sensitive:**

When including at-risk children/adolescents as a category of recipients in your CVA interventions, it is possible that affected populations approach you or your staff to disclose incidents of harm. Staff who are not qualified in providing social work-like support to children/adolescents, should not ask or probe about any history of harm to a child/adolescent. If a member of the affected population or host community discloses harm or violence experienced by a child/adolescent, respond in a kind manner, and provide the option to speak confidentially to a child protection specialist in a private location. Do not ignore the concern; instead report and refer it onwards immediately, in line with local-relevant reporting mechanisms and referral pathways.

9 **Adaptable:**

Given how new the use of CVA is in response to the needs of children, interventions and programmes using CVA modalities have to be flexible and adaptable. This means that a process of constant monitoring and learning must influence and inform the intervention design. It must be possible to change the delivery mechanisms at short notice wherever possible to mitigate risks and maximise benefits. In addition, the CVA may need to take a range of forms (different modes of delivery; a range of complementary interventions; varied conditions; etc.) for different individuals or groups. These adaptations may be particularly relevant based on gender, disability status, displacement status, and age.

10 **Do no harm:**

Avoid any negative effects that may be caused by humanitarian interventions. In the case of CVA for child protection new risks may be: (i) harm to children/adolescents due to the fact they have access to cash or vouchers. (ii) Staff employed may be abusive with CVA recipients, in particular children/adolescents. Or, (iii) selected financial service provider or sales point may be exploitative. Other forms of harm may also arise. Risks such as these should be constantly monitored and mitigated.

For further details and explanations on implementing the principles see: Guidance Note on Cash and Voucher Assistance for Child-headed households (CHH) and Unaccompanied Children (UAC).

Photo Credit: Rebecca Davies, Save the Children.

3. MINIMUM PROPOSED ACTIONS FOR REDUCING HARM TO CHILDREN

In order to "Do No Harm," humanitarian actors are obliged to identify any child protection concerns that may arise and design interventions that mitigate the risks identified. Designing CVA that considers, and is adapted to, the situation of children also ensures programmes are inclusive of some of the most at-risk members of affected populations and host communities.

All humanitarian actors using CVA should work with child protection experts to accurately assess, address, and monitor child protection benefits and concerns.

In cases where limited resources (in terms of staff skills or time, or funding) mean that any staff implementing CVA are unable to carry out a specific child protection benefit and risk analysis minimum proposed actions are:

- Identify and work with staff who have experience in communicating and working with children and adolescents. Use the Toolkit for Monitoring and Evaluating Child Protection when using Cash and Voucher Assistance, https://resourcecentre.savethechildren.net/document/toolkit-monitoring-and-evaluating-child-protection-when-using-cash-and-voucher-assistance/
  - o In particular, Tool 1: Focus group discussion/key informant interview tool to identify child protection benefits and risks before starting cash and voucher assistance
  - o See also the attachment to this PDF file called "Design Research Toolkit" from the Taageero Project. This contains helpful guidance for carrying out research on CVA for adolescents.
- Review and adhere to the Child safeguarding for cash and voucher assistance guidance.
- Seek technical support in-country from the child protection/cash coordination group.
- Implement systems for collaboration between child protection and cash actors at each stage of the programme cycle:
  - o Sharing assessment findings;
  - o Feeding into each other's programme plan development processes;
  - o Supporting each other during implementation by providing technical expertise;
  - o Advising on monitoring processes, and
  - o Sharing, reviewing, and applying lessons learnt from programme evaluations.

Photo Credit: Jordi Mata, Save the Children.

4. FEASIBILITY CHECKLIST: IS IT FEASIBLE TO PROVIDE CASH AND VOUCHER ASSISTANCE TO ACHIEVE CHILD PROTECTION OUTCOMES IN YOUR CONTEXT?

If you want to implement CVA to achieve child protection outcomes in humanitarian settings, you must be able to say "yes" to all the below criteria. You will need to verify these facts through dialogue with government agencies; discussions with other humanitarian and development actors in coordination meetings; key informant interviews; needs assessment processes; and consultation with your donor. You will still need to carry out the monitoring and evaluation processes listed below in order to identify any potential risks. And then you will need to put in place design and mitigation measures that reduce the possibility of harm to children/adolescents and their families.

Checklist	
✓	**Criteria**
	Child protection concerns identified during needs assessment are driven by economic factors, and, a Theory of Change indicates that the child protection risks you are trying to prevent or respond to may be addressed by CVA.
	The humanitarian crisis is creating a reduction in purchasing power amongst affected populations.
	Children and their families lack the economic resources they need to be able to meet their basic needs.
	Children and their families are unable to find ways to safely earn the income they need to meet their basic needs.
	Markets are functioning and essential goods are available locally.
	It is safe and appropriate for children/adolescents and their families, of all gender identities and abilities, to access existing markets.
	A range of CVA delivery mechanisms are available that are: o Safe for diverse children/adolescents and their families. o Accessible for diverse children/adolescents and their families. Note: It may be that existing delivery mechanisms can be adapted to make them safe for diverse children/adolescents and their families. (Including children and their families with disabilities.)
	Monitoring and evaluation processes have taken place and identified any risks. Risks identified can be mitigated.
	Formal and informal governance structures agree to the use of CVA in general, and for children/adolescents and their families in particular.
	Legal frameworks; and customary law allow for the use of CVA to address the needs of children/adolescents and their families. Consider how the legal; and customary structures may differ for girls, boy, and children/adolescents of other gender identities.

	Donor conditions allow for the use of CVA to address the needs of children/adolescents and their families
	Child protection interventions that keep children/adolescents and their families safe when receiving CVA are available or can be established before CVA begins. These include for example referral pathways, case management, life-skills training, social norms changes, etc.
	Coordination structures are in place that enable you to agree and harmonise approaches to delivering CVA for child protection outcomes between humanitarian actors.

This guidance was drafted in 2021, when CVA was only just starting to be used to achieve child protection outcomes. At the time of writing, actors are still learning in this area. It is therefore important to consider the criteria listed above in light of on-going research and findings.

Photo Credit: Miguel Angel Arreategui Rodrigue, Save the Children.

5. BUILDING YOUR UNDERSTANDING OF CASH AND VOUCHER ASSISTANCE

Before starting to implement cash and voucher assistance, anyone who does not have previous experience in implementing CVA should: (i) build their own theoretical understanding and (ii) try to develop certain skills relating to CVA.

	Get yourself informed on what Cash and Voucher Assistance (CVA) is and how to implement CVA
	• Check if your organisation has internal operational guidelines and procedures on Cash and Voucher Assistance.
	For an overview of cash and voucher assistance watch this CALP video, https://www.youtube.com/watch?v=ZNUQ36xH9lI.
	• Ask for support from a CVA focal point in your country office, region or Head office. • Get in touch with the Cash working Group and/or a CALP representative in your country. • Contact The Alliance for Child Protection in Humanitarian Action Cash and Child Protection focal points at: cash.tf@alliancecpha.org
	Take part in a learning opportunity: • There are a variety of training options covering the subject of CVA available on Kaya – the humanitarian leadership academy online training portal. For a full list of CVA courses see https://kayaconnect.org/local/catalogue/index.php?query=cash. The courses are free but you have to register to use the site. o "Cash and Voucher Assistance – The Fundamentals", is an excellent introduction to and overview of CVA - https://www.calpnetwork.org/course/cash-and-voucher-assistance-cva-the-fundamentals/. • Introduction to Cash and Voucher Assistance. A free online, two-hour course is available at the International Federation of the Red Cross Learning Platform. You have to register to use the site. • If you can, take part in some more in-depth online or face-to-face training. Get in touch with the Cash Learning Partnership (CaLP) who can advise on trainings currently available either virtually or in your region. Their contact is: training@cashlearning.org. • Or, get an in-country or external expert to provide training for you and other staff who will be using Cash and/or Vouchers as a modality.

There is extensive information on each step of the process of setting up and implementing Cash and Voucher Assistance available at:

- CALP Programme Quality Toolbox
- Cash in emergency toolkit ICRC IFRC
- Cash transfer Implementation guide 2017, Mercy Corps
- Operational Guidance and Multipurpose Grant toolkit - UNHCR, CALP, Save the Children, WFP
- The Cash Learning Partnership (CALP) Library and Resources.
- The Alliance for Child Protection in Humanitarian Action library of resources on cash and child protection, https://alliancecpha.org/en/library-solr?keys=cash&field_topic_s_=All&field_publication_type=All&field_country_s_this_content_is_=All

Photo Credit: Catarina Ramírez Raymundo, Save the Children.

6. FOUNDATIONS: WHAT ACTIONS NEED TO HAPPEN THROUGHOUT PREPARATION, DESIGN AND IMPLEMENTATION?

The following section highlights actions that need to take place throughout all phases of the programme management cycle. These are functions that need to begin during the preparedness phase and are maintained all the way until the CVA is phased out. This includes: (1) coordination; (2) human resources: staff recruitment, training, and management; (3) communication and advocacy; and (4) information management and data protection.

6.1 Coordination

> Authorities, humanitarian agencies, civil society organisations and affected populations coordinate CVA to protect diverse child-headed households and unaccompanied children in a timely, efficient manner.

- Map the agencies and organisations in your location that are addressing issues that face children and their families. Participate in or set up a coordination structure with these other agencies so that:
  - o Implementation of interventions to support children and their families can be harmonized;
  - o Accountability structures can be jointly managed; and,
  - o Lessons learnt can be shard.
- In these coordination meetings regularly and honestly share:
  - o Emerging assessment data.
  - o The set-up, implementation, monitoring and exit strategies for CVA.
  - o CVA for CP outcomes targeting criteria; amounts; frequency; duration; delivery mechanisms; etc.
  - o Findings on programme design risks and safeguarding concerns.
  - o Experiences with Financial Service Providers (FSPs), service providers, points of sale/ services.
  - o Challenges faced and risks identified.
  - o Mitigation strategies put in place and their outcomes.
  - o Lessons learned on what is working well.
- Create links between the child protection coordination structures, the cash working group, and any other existing cash coordination structure in country (this may be part of education, health, livelihoods, etc.) in order to discuss the design of CVA for child protection outcomes and how this will be integrated across all sectors. This can be done by having:
  - i. A focal point from each of this coordination mechanisms attending the other meetings,
  - ii. The coordinators holding three-way meetings on the subject of CVA and child protection, and/or
  - iii. A sub-working group within the cash-working group or child protection coordination structure that regularly meets to discuss CVA for all children/adolescents.

- Designate a CVA focal point in all CP programme teams implementing CVA. They should be responsible for:
  o Attending any CVA coordination meetings.
  o Staying up to date on any evolution in CVA design being implemented in other sectors that should be reflected in the CVA for CP.
  o Informing programme design to ensure it remains harmonised with the way CVA is being implemented by other actors.
  o Being aware of any risks being identified in relation to CVA.
  o Supporting colleagues to identify mitigation strategies for risks identified in relation to CVA design.
- Designate a child protection focal point in all non-CP programme teams implementing CVA. They should be responsible for:
  o Attending any child protection coordination meetings.
  o Staying up to date on child protection needs information and the gender dynamics that may affect CP and/or CVA risks.
  o Informing programme design to ensure it remains child/adolescent focussed.
  o Being aware of CP referral pathways for the location.
  o Supporting colleagues to refer any CP cases, including CHH and UAC, identified during the course of implementing the CVA.

6.2   Human resources: staff recruitment, training, and management

Cash and voucher assistance that targets child-headed households and unaccompanied children is delivered by staff and associates who have proven competence in their areas of work and are guided by human resources processes and policies that promote equitable working arrangements and measures to protect children from maltreatment by humanitarian workers.

- Select a diverse and qualified staff team so as to increase the quality of support and reduce bias. Staff should be representative of the intersecting identity characteristics of affected communities. Where possible, they should be diverse men and women, of different races or ethnicities, representing different linguistic, religious, and marginal groups, living with and/or without disabilities, etc.
- Staff implementing CVA that includes child recipients must have:
  o Completed safeguarding checks (in-line with organisational policy);
  o Read and signed a code of conduct and/or safeguarding policy, and
  o Experience communicating and working with children/adolescents. Where a staff member does not have skills and experience in working with children/adolescents, must be accompanied by a staff member who does.
- Ask individual children/adolescents what staff member they would prefer to work with when assigning staff to work with recipients. Children/adolescents may have a preference to work with someone of a specific gender. Do not assume that all boys will prefer to talk to and work with men, and that all girls will prefer to talk to and work with women. The team should make every effort to fulfil this request. When not possible from within the team, a staff member of the gender requested from outside the CVA team should accompany the CVA staff member of a different gender.
- It is recommended that, where possible, your staff have skills development on the following subjects:
  o Child rights;
  o Child protection concerns and principles;

- o Safeguarding (including how to recognise child protection issues and referral pathways;
- o Disability inclusion/sensitivity;
- o Unconscious bias and gender sensitivity;
- o Accountability and reporting mechanisms – both national and local;
- o Protection from Sexual Exploitation and Abuse;
- o Psychological first aid and communicating with children/adolescents; and
- o The fundamentals of CVA (https://www.calpnetwork.org/course/cash-and-voucher-assistance-cva-the-fundamentals/) and the specifics of how CVA is adapted when being delivered for children/adolescents.

- For a list of suggested training see: ANNEX 2: Trainings
- There are a number of ways you can address these learning needs:
  - o Work with inter-agency child protection coordination groups to identify learning opportunities. Request their support in designing short practical sessions on the range of topics above, so that the CVA teams' skills in working with children/adolescents are strengthened.
  - o Support staff to access the online learning platform, kaya, where many free modules cover these topics.
  - o Hire consultants in your location who can deliver learning sessions adapted to your setting.
  - o Register with academic bodies who can provide skills development.
- Select individuals with training and experience in psychology and social work to deliver CVA interventions. Whilst this is not essential, it can be beneficial when targeting at-risk children/adolescents.
- For teams providing CVA who are not part of a CP programme: Provide on-going, regular, and frequent technical support on child protection and working with children/adolescents through supervision, mentoring, or regular contact (face-to-face meetings or telephone calls).
  - o Where you do not have CP staff within your own agency, for example, you can ask for a regular, say once a month, meeting with a CP colleague from another agency who can address questions arising.
- These should be opportunities for staff and financial service providers to individually or as a team discuss and confirm the way they are working.
- Staff well-being: Establish a system for staff to be able to reach out for confidential mental health and psychosocial support in case of trauma or distress relating to (1) hearing about others' negative experiences, or (2) discussions reminding them of violence they have experienced or been exposed to themselves.

6.3 Communication and advocacy

The protection, dignity, best interests and safety of child-headed households and unaccompanied children is advocated for among all those funding, implementing and overseeing cash and voucher assistance.

- Contact existing child and youth groups for support in designing and running your information sharing and accountability mechanisms as well as your advocacy strategy. Ensure the ideas they propose meaningfully influence the final outputs.
- Work with children/adolescents, including CHH and UAC, to develop the communication and advocacy materials for the CVA project.
- Run a child safeguarding assessment for whichever forms of media you choose to use for sharing messages.
  - o Put in place a mitigation plan against possible risks identified.

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- Work with children/adolescents, including CHH and UAC, to develop the communication and advocacy materials for the CVA project.
- Run a child safeguarding assessment for whichever forms of media you choose to use for sharing messages.
    o   Put in place a mitigation plan against possible risks identified.

Communication

- Seek innovative ways to share information with children/adolescents – especially those who are not in households with adults. Communication may be done…
    o   Through traditional modes of communication, such as radio, television, and posters or community theatre.
    o   Using social media platforms, such as WhatsApp, Snapchat, TikTok, Twitter, Instagram.
    o   In rural settings, by using griots/town criers, sharing messages on market day, or preparing video that is shared at local video-clubs, etc.
- Develop communication materials that are accessible to all children/adolescents. This should include materials that are accessible to those with low literacy and those children/adolescents living with a disability.
- Understand where children and adolescents are gathering, so you can design communication strategies that reach them in those locations. Consider that diverse children need to be reached in different ways, in different spaces.
- Consider which children/adolescents may have access to the media you are using. For example, in some contexts, relying on phones may reach boys well but leave out girls, or reach host community children/adolescents better than displaced children/adolescents.
- Train staff and financial service providers on how to adapt information and communication to the needs of children/adolescents of different genders, ages, abilities, stages of development, and literacy levels
- Use clear and simple language that children/adolescents will understand. It is advised to test messaging through FGDs with the proposed target group prior to rolling them out further.
- If deemed appropriate, communicate clearly from the outset details of the CVA interventions – including eligibility and prioritisation criteria, CVA transfer amount, duration, and exit strategies. This information should be shared with children/adolescent CVA recipients as well as the general population. The rationale behind some of these factors – for example, prioritisation criteria, transfer amount, and duration – should also be explained in a clear succinct manner. This can help to avoid tension between those receiving CVA and those not receiving CVA.

Advocacy

- Carry out advocacy in collaboration with other actors through coordination groups and the humanitarian country or other in-country decision making bodies.
- Subjects of advocacy with national and district level government; donors; UN agencies; and community-level organisations may include to:
    o   Register CHH and UAC as direct recipients of humanitarian assistance.
    o   Include children at risk and their families in CVA targeting criteria across all sector programmes / in multi-purpose cash interventions / in government run social protection systems.
    o   Collect sex, age, and disability-disaggregated data on children in all settings.
    o   Establish appropriate alternative care options for CHH and UAC.[23]
    o   Put in place child-friendly report-handling mechanisms.[24]

- o Systematically consult with children, or informants who have regular contact with children/adolescents, on the design of CVA interventions, including regarding gender and disability.
  - o Promulgate legal frameworks that protect children/adolescents and enable access to CVA.
- Participate in social norms change activities. Relevant subjects that need to be addressed may include:
  - o Children/adolescent having rights to be involved in decisions that affect their lives.
  - o Children/adolescent having the right to access and spend CVA.
  - o Girls/ child/ adolescent with disabilities having the right to access and spend CVA.

Key questions to ask yourself in relation to advocacy and communications are:

- How will you communicate with children and their families so that they know they are eligible for CVA and so that they know how to access it?
- Is there a communication strategy for making communities aware of the referral pathways and feedback and reporting mechanisms that exist? Does it include children / adolescents and child/youth groups?
- How will you reach children/adolescents with information/messages about your programmes? Where are diverse children/adolescents gathering? What media is most accessible to them?
- Should your strategy for sharing messages be different for boys, girls, and children of diverse sexual orientation and other gender identities, children/adolescents with disabilities?
- What advocacy can take place to address some of the barriers – including legal, gender- and disability-related barriers – faced by children and their families when they are trying to access CVA?
- How can your communications with the wider the community to minimise tension between community members and CVA recipients?

6.4 Information management and data protection

Up-to-date information necessary for the protection of CHH and/or UAC receiving CVA is collected, processed/analysed and shared according to international child protection principles and with full respect for confidentiality, data protection and information-sharing protocols.

- Develop data protection and information sharing protocols describing the appropriate and agreed ways to collect, record, store, and share data about CVA recipients between CVA and CP team members.
- Review national legal frameworks and data protection protocols to establish how you can secure consent from children/adolescents to collect, record, store and share data about them.

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23 Guidance on establishing foster care and group care is given in The Interagency Working Group on Unaccompanied and Separated Children (2013) Alternative Care in Emergencies Toolkit, HTTPS://RESOURCECENTRE.SAVETHECHILDREN.NET/ LIBRARY/INTERAGENCY-WORKING-GROUP-UNACCOMPANIED-AND-SEPARATED-CHILDREN-2013-ALTERNATIVE-CARE

24 Guidance on establishing Child-Friendly Feedback Mechanisms is given in Plan International (2018) Child-Friendly Feedback Mechanisms: Guide and Toolkit, https://plan-international.org/publications/child-friendly-feedback-mechanisms-guide-and-toolkit#download-options.

- Put in place rigorous systems to protect the identity of children/adolescents and their families who are recipients of CVA. Whilst all CVA recipients' identities should be protected, children and their families increased risks. Example actions that protect the identity of children at risk include:
  - o Put in place an information sharing protocols, including data protection policies, which should cover guidance on data transfer and sharing.
  - o Substitute names and identifying information with codes.
  - o Carry out CVA disbursal in private, safe locations, where CVA recipients cannot easily be seen and identified.
  - o Keep any printed/paper documents and files in locked cabinets, in locked rooms.
  - o Password-protect any electronic files.
  - o Only share information on a need-to-know basis.
- Adapt data fields in any forms of databases to allow for the fact that heads of households may be children/adolescents.
- Coordinate CVA and child protection case management processes/databases so that they are compatible, harmonised, and complement each other. Systems should not require that children/adolescents have to: repeat the registration process, tell their story numerous times, or complete numerous forms to access assistance.
- CVA actors may, if they wish, use child protection case management codes to identify recipients. This must however be done with care, ensuring not to compromise data safety. CVA actors may use bank account numbers or phone numbers as recipient identifying numbers. In which case these should also be recorded on any child protection case management files so that the links are made between the two processes (CVA delivery and child protection case management).

Key questions to ask yourself in relation to information management and data protection are:

- What measures do you have in place to keep target lists safe?
- Are there risks in holding data on children who are referred from child protection programmes?
- Are their certain groups of children/adolescents in your setting – for example, child formerly associated with armed forces and groups or illegal migrants – who may be particularly vulnerable if their identities and personal details are revealed?

Tom Pilston, Save the Children.

7. STEP-BY-STEP GUIDANCE ON PREPARING FOR AND DESIGNING YOUR CASH AND VOUCHER ASSISTANCE TO ACHIEVE CHILD PROTECTION OUTCOMES IN HUMANITARIAN ACTION

In this section we will look at each stage of the programme cycle. We will identify additional steps to be taken and ways in which you need to adapt standard Cash and Voucher Assistance processes in order to take into account the fact that you are programming to achieve child protection outcomes.

Overall, it is recommended that CVA does not go directly to children unless:

- The child is unaccompanied and/or part of a child headed household, or
- There is another very strongly justified reason, such as the caregiver is a perpetrator of harm to the child.

When giving CVA directly to children please refer to the Guidance Note on Cash and Voucher Assistance for Child-headed households (CHH) and Unaccompanied Children (UAC), available at: https://resourcecentre.savethechildren.net/document/guidance-note-on-cash-and-voucher-assistance-for-child-headed-households-chh-and-unaccompanied-children-uac

7.1 Assess and analyse the situation

Before starting to implement cash and voucher assistance with the aim of achieving child protection outcomes you must understand (i) the situation of children, (ii) the markets in the location where you will be implementing your activities; and (iii) any risks that may be associated with CVA delivery mechanisms available. Throughout the assessment process focus on getting inputs that allow you to understand the needs and the views of children/adolescents.

a. Focus on children/adolescents in your assessment activities
- Review summary information from the latest research evidence and data that indicates which forms of CVA best address which forms of child protection concern.   - Read through risk assessment reports that may indicate any risks facing children that can be associated with accessing certain markets or services, and /or having contact with service providers.   - Include key informants who have frequent direct contact with children – teachers, case workers, doctors and nurses, caregivers, and youth groups – in your assessment processes.

b. Review secondary data, and the legal and policy framework

Before carrying out any primary data collection to fill gaps in information needs (see below), review the data that already exists relating to child protection and CVA.

- Learn from the experiences of all humanitarian organisations in your setting. Review evidence reports from the country, region and based on global findings. These can be found on the Alliance for Child Protection in Humanitarian Action, Child Protection Area of Responsibility, UNHCR, and CALP websites.

- Identify potential CP issues that may be associated with the use of CVA. This can be found in reports from previous projects including CVA; through key informant interviews; and by reviewing feedback received through any report handling mechanisms.

- Prepare lessons learnt reviews, case studies, and checklists where financial and human resources make this possible looking at any CVA risks linked with children/adolescents.

- Brief child protection teams in face-to-face meetings and through phone calls where access is an issue. They need to understand:
  - o Why and how CVA may lead to child protection risks.
  - o What forms CP risks associated with CVA have taken in the past.
  - o Strategies for mitigating these risks.
  - o Appropriate actions to take if these risks arise.

- Review child protection negative coping strategies (for example, child labour, including the worst forms of child labour, child marriage, migration of carers, etc.) used by affected communities during previous humanitarian crises. Share information on negative coping strategies with staff in easily accessible formats – either verbally or in writing.

- Review existing data on social and gender power relations, religion, culture and kinship structures as this can help you to:
  - o Understand the socio-cultural norms in your location;
  - o Identify negative coping mechanisms previously employed when there are humanitarian crises and economic shocks.
  - o Inform decisions on the beneficiary selection. For example, by looking at intra-household dynamics and/or intra-community dynamics.

- Reflect on which modality and delivery mechanism is most appropriate and/or preferred for the targeted group. Consider diverse needs of children and their families.

- Map legal frameworks and protections that are relevant in the setting.

- In the event that you decide to provide CVA directly to UAC/CHH, see the guidance on how to identify relevant legal frameworks. This is available in: Guidance Note on Cash and Voucher Assistance for Child-headed households (CHH) and Unaccompanied Children (UAC), available at: https://resourcecentre.savethechildren.net/document/guidance-note-on-cash-and-voucher-assistance-for-child-headed-households-chh-and-unaccompanied-children-uac

c. Map out existing services

Mapping out the actors that are providing protective services – at community, district, and national level – can help you to (i) prevent duplication, (ii) fill gaps, and (iii) plan an eventual exit or transition strategy.

Carry out mapping activities that identify:

- Community-level actions, actors, networks, and structures that may be able to:
  - Help identify children/adolescents at risk.
  - Refer children/adolescents that have already been identified as at-risk or as having experienced child protection risks.
  - Ensure safety and security of children and adolescents who receive CVA.
  - Provide goods and services to children/adolescents.
  - Support and mentor children/adolescents and their families and caregivers when they are receiving and spending their CVA, including women's groups to help mentor girls.
  - Enable a smooth transition when CVA has to end.
  - Provide care and shelter to children/adolescents – for example, kinship and foster care options.
- Existing social safety net programming provided by the government or non-government organisations – private, public, formal, informal – in the setting, that could potentially include children and their families as recipients of CVA. It is good to know about these programmes so you can:
  i. harmonise with them,
  ii. ensure you are not duplicating, and
  iii. consider how you may transition recipients to these programmes when you phase out.
- Identify existing referral pathways for children/adolescents.

d. Identify the child protection risks, needs, and capacities children/adolescents are most frequently exposed to in your location

- Where there are key gaps in information in your secondary data you may need to carry out a primary data collection process.
- Try to have questions relating to the child protection risks and drivers of child protection concerns integrated into the Multi-Sector Initial Rapid Assessment (MIRA) or Multi-Sector Needs Assessment (MSNA).
- Prepare a Theory of Change to help you to understand the causality of your child protection risks, and establish if CVA may be a logical modality to address child protection needs in your location.

- Coordinate with interagency working groups to integrate your questions into existing processes, to modify or develop (rapid) assessment tools and conduct assessments together. Integrate (i) questions relating to CVA into child protection assessments, and (ii) questions relating to the needs and risks facing children / adolescents into assessments influencing CVA design.

- Use the latest version of the Child Protection Rapid Assessment Toolkit. This includes questions on a range of child protection risks that may arise when children or families receive CVA.
- Integrate questions from the FGD guide of the Toolkit for Monitoring and Evaluating Child Protection When Using Cash and Voucher Assistance.

- Check Needs Identification and Analysis Framework (NIAF) website for more resources on how to understand CP needs.
- Check the countries labour laws and information on working children. See the country-specific "Child labour data country briefs" on the International Programme on the Elimination of Child Labour (IPEC) website for details on existing national legislation.
- For support in developing a Theory of Change, see pages 7 – 8 of Skovbye, Rebecca (2021) Guidance on Promoting Child Protection Outcomes Through Cash-Based Interventions, UNHCR.

After understanding what the child protection needs are, assess what the root causes of those needs are.

? Are there challenges in accessing education or other services due to high costs?

? Do families have insufficient income and therefore they need their children to gain an income in order to meet the households needs?

? Are households choosing to send children/adolescents to live with others or to marry as costs exceed income?

? Are other negative coping mechanisms arising that are linked to children/adolescents and their families being unable to meet their basic needs?

- *If yes,* then these are potentially issues that CVA can address. CVA can support in meeting basic needs for food, non-food items, shelter, WASH, health, education or services. CVA enables beneficiaries to buy assets essential for the recovery of livelihoods.
- *If no,* if the causes of child protection risks relate more strongly to other factors. For example?
  ? Are there challenges in access to goods and services because of other issues (security concerns, poor quality of services, poor infrastructure, damaged crops, disruptions to markets, roads and other modes of transport are damaged)?
  ? Are families engaging in harmful traditional practices due to social norms, and not as a means to cope with economic shocks?
  ? Are child protection risks escalating due to a general increase in violence?
- *Then,* you may need to consider other modalities to address the child protection risks in your location.

e. Consider if the child protection risks you are seeking to address are likely to be addressed by CVA.

- Evidence to date indicates that different forms of CVA are suitable for different Child Protection situations. Below is a summary of recommendations, as of early 2022 when this guidance was being written. Make your decisions with consideration for on-going research and findings. Overall, it is thought that child protection outcomes are best achieved indirectly, for example, by using CVA to encourage the enrolment and regular attendance of children in school.[25]

NOTE: Unrestricted Conditional Cash Transfers (unrestricted CCTs) provide beneficiaries with cash once they have fulfilled a specific precondition but which they are then free to use as they see fit. For example, Cash for Work, Cash for training, or educational scholarship benefits.

Child labour:

- Unrestricted CCTs have been shown to have a significant effect on child labour, including even a possible impact on hard labour and child sexual exploitation. Unrestricted CCTs may relieve adolescent daughters from household childcare burden.
- Unrestricted UCTs reduce the level of paid work, but increase unpaid work.
- Evidence indicates that Cash for Work has negative repercussions for children, even when targeting adult carers and thus should not be used as part of child protection programmes.
- NO IMPACT OR NEGATIVE IMPACT: Restricted UCT and labelled UCT programmes may have no effect on wage labour and household chores. And, possibly, significantly increase work on own non-farm business activities.

Child marriage, pregnancy, and other aspects of sexual and reproductive health and rights:

- Unrestricted CCTs may significantly increase age at marriage as well as reduce the probability of ever being married for adolescent girls.
- Both unrestricted CCTs and UCTs significantly decrease the probability of child pregnancy.
- Unrestricted UCT also impact positively on age of first-time sex, and incidence rates of transactional sex, age-disparate sex, and multiple sexual partners.
- NOT IMPACTED BY CVA: Unprotected sex; and sex after drinking alcohol or taking drugs.

Family unity, care, and parenting:

- CVA may facilitate children returning home after a separation from their parents.
- There are suggestions of improved child-caregiver relationships resulting from CVA.
- CVA can prevent family separation.
- NEGATIVE IMPACT: CVA that is conditional on taking kinship or foster care responsibilities of orphaned or unaccompanied children, may generate unintended, negative consequences.

Violence prevention:

- CVA has the potential to reduce the risk of violence – including intimate partner violence.[26]

- Prepare a theory of change that indicates if the child protection risks you are seeking to address relate to economic causes and contributing factors.
- Proceed to look at and assess CVA options only if there is evidence that the child protection risks identified can be address by CVA. Otherwise, look to other programming modalities.

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25 The recommendations made here are drawn from research evidence provided in: Battistin, Francesca, Mishra, Anjini (2018) Child Outcomes of Cash Transfer Programming: What works and what doesn't for children in humanitarian and development contexts, https://resourcecentre.savethechildren.net/pdf/research_brief_pr6_singles.pdf/

26 Save the Children (2020) The Effectiveness of Cash Transfer Programming for Children, https://resourcecentre.savethechildren.net/document/effectiveness-cash-transfer-programming-children/

Addressing the root causes of protection risks through CVA

The results of the protection/ risk assessment will indicate which protection risks are partly/entirely associated to one or more economic causes (root causes). The drivers for each setting and child protection risk will differ, but some examples follow:

Risk	Economic Root cause
Child Labour / Exploitation	Families lack financial means to meet their basic needs and rely on child labour as a negative coping strategy to generate income.
Family separation	Lack of livelihoods opportunities and poverty pushes parents to migrate for extended periods of time in order to generate income, leaving their children behind.
Sexual Exploitation	A displaced single mother relies on transactional sex in order to generate income to meet her households' needs.

- The provision of a regular CVA designed to meet households' basic needs can contribute to reducing some protection risks and cases. For example:
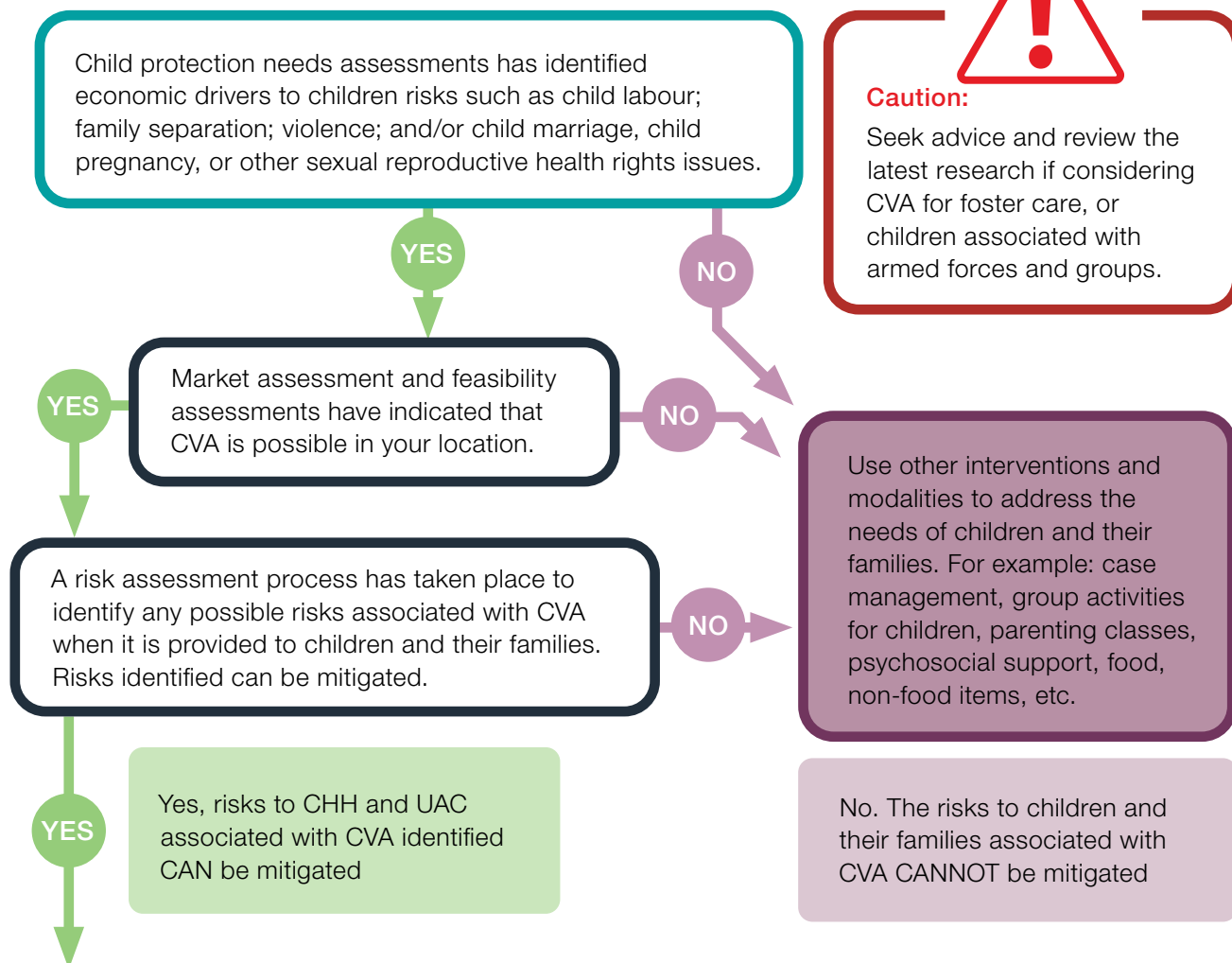
Risk	Economic Root cause	CVA
Child Labour / Exploitation	Families lack financial means to meet their basic needs and rely on child labour as a negative coping strategy to generate income.	Due to the CVA, the family will no longer need to send their children to work in order to meet their basic needs.
Family separation	Lack of livelihoods opportunities and poverty pushes parents to migrate for extended periods of time in order to generate income, leaving their children behind.	Due to the CVA, the family will no longer have to be separated in order to meet their basic needs.
Sexual Exploitation	A displaced single mother relies on transactional sex in order to generate income to meet her households' needs.	Due to the CVA, the single mother will no longer have to resort to transactional sex in order to meet her households' needs.

- CVA can be provided in a preventative manner (ex: to reduce the presence and harm of protection risks) or in a responsive manner (ex: to respond to a protection risk/case). For example:

Preventive CVA	Responsive CVA
Provide CVA to economically vulnerable families to reduce the need to rely on negative coping strategies such as child labour, family separation or child marriage.	Provide CVA to a victim/survivor of violence in the household to enable her/him to no longer be economically dependent on the perpetrator and take the required actions (ex: rent a separate flat)

- It is important to remember that in order to sustainably and effectively reduce protection risks/ address protection cases; complementary activities ("+") need to accompany the provision of CVA. These include non-protection related activities (such as livelihoods services) and protection activities (such as psychosocial or legal support, mental health services).

DECISION-MAKING TREE: DESIGNING CASH AND VOUCHER ASSISTANCE TO ACHIEVE CHILD PROTECTION OUTCOMES?

Child protection needs assessments has identified economic drivers to children risks such as child labour; family separation; violence; and/or child marriage, child pregnancy, or other sexual reproductive health rights issues.

YES

NO

Caution:

Seek advice and review the latest research if considering CVA for foster care, or children associated with armed forces and groups.

YES

Market assessment and feasibility assessments have indicated that CVA is possible in your location.

NO

A risk assessment process has taken place to identify any possible risks associated with CVA when it is provided to children and their families. Risks identified can be mitigated.

NO

Use other interventions and modalities to address the needs of children and their families. For example: case management, group activities for children, parenting classes, psychosocial support, food, non-food items, etc.

YES

Yes, risks to CHH and UAC associated with CVA identified CAN be mitigated

No. The risks to children and their families associated with CVA CANNOT be mitigated

Deliver tailored and adapted CVA.

As of 2021 evidence indicates that: Unrestricted conditional cash transfers are the preferred CVA delivery mechanism to address child protection needs.

Unrestricted Conditional Cash Transfers (unrestricted CCTs) provide beneficiaries with cash once they have fulfilled a specific precondition. They are then free to use the cash as they wish. Beneficiaries who do not comply with the conditions should be disqualified from receiving further transfers. Unrestricted CCTs can help you to achieve your programme objectives while still giving recipients a degree of dignity and choice. Examples of unrestricted CCTs include: • Transfers in exchange for training attendance (also known as Cash for Training) • Transfers based on attending health check-ups • Scholarship benefits, if the transfer is conditional on attending school or achieving a certain grade and paid directly to households.

If the children and their families are particularly vulnerable, a discussion should be had with them and their case worker before disqualifying them from any CVA that is not in the form of unrestricted CCT. If you have a wider programme using vouchers, for example, you should not exclude families as their vulnerability relates to child protection concerns. Look at how to include them in the way that suits them best.

	f. Understand the market
	• Carry out a market assessment according to the guidance given in CVA.
	• When assessing markets, consider how safe and equitable it is for children and their families to access markets. Look at the market systems for goods and services related to child protection, for example, child care, children's clothes, food, education, child health services, legal and para-legal services, transport, communications. Understand the costs of these goods and services, who has access, how available they are, their adequacy and quality.
	• CALP E-learning: A Practical Guide to Market Analysis in Humanitarian response, 3 – 4 hours
	• Explore the possibility to take part in the CALP 5-day, face-to-face, Market Assessment Tools Training
	• Check the Comparative Table of Humanitarian Market Analysis Tools which provides a basic overview of the different market analysis guidance that exists. This can help you to choose between the different market analysis tools available. Alternatively, you may choose to combine tools to fit the context and need.
	• FAO's E-learning on Market Assessment and Analysis
	• Does the available information suggest that cash and voucher assistance is feasible? You need to look at: o Local market integration, o Competition in the local market, o Inflation, o Price trends, o Product and service availability and quantity, and, o The risks identified in relation to CVA and how these can be mitigated.
	g. Carry out a Feasibility and Risk Assessment
	• Carry out a feasibility and risk assessment to determine whether cash and voucher assistance is an appropriate methodology that can be integrated into the child protection humanitarian.
	• Ensure the assessment is conducted in collaboration with children and staff experienced in working with children. Assessments should include consideration of unintended consequences (for example, inducing secondary separation of children and their caregivers) as well as intended outcomes.
	• Engage children and caregivers in the risk assessment process, where staff are qualified and trained in working directly with children.
	• Ask children and their families for their inputs on possible risks of the different cash and voucher assistance types (unconditional cash, cash, vouchers, cash-for-work).
	• Assess risks for children when selecting sites of work and ensure dangers are addressed. This requires discussions with children, their families and communities before any cash-for-work starts.
	• Identity actions that increase CVA feasibility and that mitigate risks.

	• Ensure that staff working with children have previously had training on communicating and working with children as well as participatory focus group discussion (FGD) techniques. • Note children will be especially vulnerable as you are in a humanitarian context.
	• UNHCR Cash Feasibility and Risk Assessment Toolkit. • The Toolkit for Monitoring and Evaluating Child Protection when using Cash and Voucher Assistance.
	• Refer to the Child safeguarding for cash and voucher assistance guidance to help your analysis and identify ways to adapt your CVA to mitigate risks.
	When making the final choice on the form of Cash and Voucher Assistance you will use, ask yourself the following questions: **Cash versus vouchers:** • Are there risks with regards to children/adolescents and their caregivers or families receiving this amount of cash? Can we mitigate these risks? How? • If we give them vouchers, can they be exploited or influenced by the vendors? • Are there certain goods or services that children and their families need they will not be able to access with vouchers? **Cash transfers to caregivers:** • Will there be false fostering, where babies/children are passed from one family to the next each claiming to be fostering a child? • Will caregivers spend the money on items for the children needing protection assistance? • What is the relationship between the caregiver/head of household receiving the CVA and the child targeted by your child protection intervention? Will the nature of this relationship impact on the efficacy of the CVA? For example, where children are cared for by step or foster parents or extended family their needs may not be prioritised. This situation can be even worse for children with disabilities, girls, or those of diverse sexual orientation, gender identity, expression or sex characteristics. **Cash transfers to adolescents:** • Is it necessary to provide CVA directly to adolescents (for example, do they not have an available caregiver who could receive the CVA?)? • If they are unaccompanied and/or living in a child-headed household, then please refer to the Guidance Note on Cash and Voucher Assistance for Child-headed households (CHH) and Unaccompanied Children (UAC), available at: https://resourcecentre.savethechildren.net/document/guidance-note-on-cash-and-voucher-assistance-for-child-headed-households-chh-and-unaccompanied-children-uac **Cash for work:** • In general, Cash for work is NOT recommended when trying to contribute to child protection outcomes. Where cash for work is being used in your wider CVA programming, ensure that age verification techniques are used to prevent any children from engaging in the work.

h. Conduct a Delivery Mechanism Assessment

A variety of delivery mechanisms exist for cash and voucher assistance. Each has their own preconditions, advantages, and limitations depending on the context and programme objectives. Examples include direct cash distributions, cash through traders, debit cards, cheques, voucher fairs, and mobile money. The delivery mechanism chosen must take into account the needs of at-risk groups and the risk mitigation measures that can be put in place to ensure their access. For example, child-headed households who may not have access to a bank account may need to be supported through a different delivery mechanism or modality. The selection of a particular type of cash or voucher assistance, either alone or in combination with complementary programming, should be based on:

- The causes of the child protection concerns that you are seeking to address (see section 7.1 d and e,);
- The diversity of children and their families in your setting (including children and their caregivers who are of different gender identities, ages, living with disabilities, etc.)
- The programme outcomes to be achieved;
- Safety and security in the location;
- Market and economic conditions in the context; and,
- The preferences of affected populations.

- Develop a CVA feasibility and risk assessment process that is sensitive to the needs of children and their families.
- Reflect on which modality and delivery mechanism is most appropriate and/or preferred for the targeted group, bearing in mind the group will be made up of diverse individuals.
- Carry out focus group discussions with representatives of your recipient community to understand their perspectives. Ensure diverse views are able to be expressed during separate discussions with different, often excluded, groups.
- Review information from your assessment process that indicates any potential risks for children/adolescents that may be associated with the various delivery mechanisms possible.
- Consider the diversity of children and their caregivers. It may be that you need different delivery mechanisms for different groups of children/adolescents and their families, e.g. for single parent households; female versus male headed households; caregivers with disabilities; older caregivers; caregivers from minority groups; refugee families; etc.
- Make decisions on a case-by-case basis for more unusual situations, where children/ adolescents are particularly at-risk. For example, if a child/ adolescent is in foster-care but prefers to receive the CVA directly themselves, this may indicate issues with the foster care arrangement.
  - o The child/adolescent's circumstances – such as age, stage of development, and capacities – should be taken into consideration.
  - o Where the decision is not straightforward, and risks of providing CVA seem high, child protection case workers should be called in for support.
- Consider FSP's capacity, including...
  - o Their skills in working with vulnerable individuals, including children,
  - o Their ability to manage and address safety and security risks,
  - o Any child labour policies and practices they may have,
  - o Their data protection protocols, and,
  - o Their capacity to apply data protection standards.

	If you have decided it is safe and in the best interest of the child to provide CVA directly, to them instead of a caregiver check If…
	• There are laws preventing children from accessing financial service providers (FSPs) or other forms of assistance. For example, there may be legal age restrictions on children/adolescents accessing bank accounts; bank cards or Subscriber Identity Module (SIM) cards.
	• Whether there are discrete and flexible delivery mechanisms which can be used with children.
	• Whether children can safely store physical cash or cash equivalents.
	• Explore children's perceptions of risks in relation to the different delivery mechanisms for receiving cash and voucher assistance.
	• If giving to children, ask children what their preferred methods are for receiving CVA.
	• Refer to the Guidance Note on Cash and Voucher Assistance for Child-headed households (CHH) and Unaccompanied Children (UAC), available at: https://resourcecentre.savethechildren.net/document/guidance-note-on-cash-and-voucher-assistance-for-child-headed-households-chh-and-unaccompanied-children-uac

i. Select delivery mechanisms that…	
	• Maximise discretion and flexibility of use, including partial withdrawal and usage; and
	• Are usable by programme participants with specific vulnerabilities, for example child -headed households, single mothers, etc.
	• Understand "Know Your Customer" (KYC) requirements and understand whether these may impact on children/adolescent's ability to access certain delivery mechanisms.
	Know Your Customer (KYC) refers to the information that local regulators require that FSPs collect about any new customers in order to discourage financial products being used for money laundering or other crimes. [27]
	• Allocate enough resources to appropriately monitor the FSPs.
	• UNHCR Cash Delivery mechanism and Assessment Tool
	• Cash, vouchers or in-kind? Guidance on evaluating how transfers are made in emergency programming
	Ask yourself the following questions:
	• How accessible is each of the delivery mechanisms to children/adolescents?
	• How comfortable do children/adolescents feel in using services of this kind?
	• Do children feel there are any risks involved with any of the delivery mechanisms proposed?

7.2 Plan and design of your cash and voucher assistance

Once you have…

(i) Become more informed on what CVA is and how to go about it,

(ii) Carried out a market assessment, and feasibility and risk assessment to ensure CVA is a viable option, and

(iii) An understanding of the risks involved in different CVA delivery mechanisms …

You now need to address the question of how you will implement your programme. You need to think through how you will adapt CVA to the needs of children/adolescents and their caregivers.

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27 Glossary of Terminology for Cash and Voucher Assistance, Cash Learning Partnerships, 2019, http://www.cashlearning.org/resources/glossary

a. Set realistic child protection objectives

Given the fact that CVA in humanitarian settings is a short-term intervention, ensure that the CP outcomes you are seeking are not long-term, deep, structural changes, such as shifts in community behaviours. Identify things that can realistically be prevented, such as secondary separation, forced early marriage, or school drop-out. Or seek to address child protection situations that can be more quickly improved, such as children engaging in dangerous early recovery activities and minor distress caused by parental anxiety.

- When justifying the programme approach in your strategy and proposals explain clearly the links between the child protection objectives you are trying to achieve and the evidence from previous crises on the outcomes of CVA.

b. Establish your indicator framework

We are using the term 'indicator framework' here to refer to a structured listing of measurable variables indicative of the progress of an individual or programme. Data is collected from different sources against each of these variables. This can include school attendance rates by age and gender, aggregate health data (under-age pregnancy rates, number of clinic visits, number of reported cases of child sexual exploitation), children's hours of work, early / forced marriage rates. Using data collected through surveys and case management processes may help monitor progress against the indicators.

Develop context specific indicators in consultation with children and communities.

- Adapt indicators so that they:
  o Align with the objectives outlined in the strategy and
  o Are achievable over the lifetime of the project, given humanitarian programmes are often quite short in duration.

- The indicators developed for monitoring purposes would also ideally include "red flag" indicators.
- A 'red flag' indicator is a piece of information or data you should regularly track to alert you to negative issues that may relate to your interventions. Red flag indicators relating to CVA for child protection outcomes may include those that identify (i) harm to children/adolescents; (ii) an increase in vulnerability of children/adolescents and their families; or (ii) a negative outcome for affected communities due to your actions. They should help you to pin-point ways in which programme design needs to change or in a worst-case scenario, activities that need to be stopped.
- Establish a set of red flag indicators for your programme, specific to your setting. These should be developed based on the context and situation and response analysis.
  o Decide before activities start what incidents would require a total halt to programming, what would require revisions, and within what timeframe action would need to be taken if those issues arise.
  o Depending on the severity of harm, for some red flag indicators one single incident is sufficient to decide to halt your intervention, for others, you can have a higher threshold.
- "Red flag" indicators should be measured at the outset and at regular intervals throughout the programme. Changes in these red flag indicators should be examined regularly.

Example indicators could include…

CVA for CP outcomes

- % of FSPs who report increased confidence in referring child protection concerns as a result of programme interventions. (Interventions may include, for example, training; awareness raising activities; display of referral pathways; or signing of codes of conduct.)
- % of multi-purpose cash eligibility criteria that include child protection criteria.
- % of CVA programmes that monitor for child protection outcomes.
- % of child protection service providers who report increased confidence in referring children and their families for CVA support.

Care

- # of children newly placed in foster care, kinship care or adoptive care who are receiving support in the form of cash and/or vouchers.
- # of children in the agency's operational areas removed from residential care and reintegrated into a family placement receiving CVA support.
- # of families who report they did not place children in residential care since the humanitarian crisis due to the CVA being received.
- % of separated children who are receiving direct or indirect CVA who are accessing support services (case management, counselling, medical, legal, etc.).
- % of unaccompanied children who are receiving direct or indirect CVA who are accessing support services (case management, counselling, medical, legal, etc.).

Access to education

- and % of returnee children who are receiving CVA who are accessing basic education.
- and % of affected/displaced/returnee/refugee children who were accessing basic education before the emergency and are now no longer doing so.

Child Labour

- # of children who report starting to work since the crisis who were not working before.
- # of hours of work done per week by children whose parents/caregivers/or families are receiving CVA.
- % of families identified as at-risk that receive prevention support in the form of CVA.
- % of staff who manage cash-for-work initiatives who demonstrate increased knowledge on how to identify child labour risks.
- # and % of surveyed caregivers who report that child labour was reduced due to receipt of CVA.

Sexual violence

- % of identified child sexual or gender-based violence survivors who required medical assistance and report being able to access it due to CVA.
- % of identified child sexual or gender-based violence survivors who required shelter and report being able to access it due to CVA.
- % of identified child sexual or gender-based violence survivors who required mental health and psychosocial support and report being able to access it due to CVA.
- # and % of surveyed caregivers who report that child marriage was averted due to receipt of CVA.

Child marriage and intimate partner violence

- # of households whose caregivers report CVA prevented them from resorting to child marriage as a coping mechanism.
- # of children who report being married (legally or in a customary union) since CVA began/ in the past 12 months.
- % of children subjected to physical or sexual violence in the last 12 months / since CVA began at by an intimate partner.

Mental health

- % of children and their caregivers who report improvement in their mental health and psychosocial well-being following CVA.
- % of children identified as needing specialised mental health services who are able to access it due to CVA.

Unaccompanied children

- # and % of registered child-headed households or unaccompanied children receiving CVA.
- # and % of surveyed caregivers who report that unnecessary separation was successfully averted due to receipt of CVA.

RED FLAG INDICATORS

A 'red flag' indicator is a piece of information or data you should regularly track to alert you to negative issues that may relate to your interventions. Red flag indicators relating to CVA for child protection outcomes during humanitarian action may include those that identify (i) harm to children/adolescents; (ii) an increase in vulnerability of children/adolescents and their caregivers; or (ii) a negative outcome for affected communities due to your actions. In the case of CVA for child protection outcomes red flag indicators may include, for example:

- # of children/adolescents whose cash has been stolen when they are direct recipients
- # of children/adolescents reporting instances of harassment, feeling unsafe, etc, including differences in reports between girls, boys, and those of diverse sexual orientation, gender identity, expression or sex characteristics
- # of children/adolescents who have intentionally separated from their families in order to access CVA.
- # of cases of sexual exploitation and abuse perpetrated by FSP, aid workers, transportation workers, or others when disbursing or facilitating disbursement of CVA.
- # of children receiving CVA dropping out of school to carry out income generating activities
- # of reported incidents of adult carers taking funds from children in their care
- # of foster carers reporting that continued care is dependent on continued receipt of CVA beyond the end of the programme timeframe.

The following information may help you to develop your red flag indicators:

- Reports on existing protection issues – especially as they face children/adolescents;
- Data on safeguarding concerns related to CVA;
- Information on at-risk groups in your setting;
- Discussions with child protection case workers on the severity/likelihood of risks facing vulnerable children;
- Data gathered through the use of the CVA and CP MEAL Toolkit.

For a longer list of example indicators see: Guidance Note on Cash and Voucher Assistance for Child-headed households (CHH) and Unaccompanied Children (UAC), available at: https://resourcecentre.savethechildren.net/document/guidance-note-on-cash-and-voucher-assistance-for-child-headed-households-chh-and-unaccompanied-children-uac

c. Develop your targeting criteria

Targeting is the criteria you use for selecting the recipients of CVA. For each CVA programme and in each context, you will need to develop specific targeting criteria. Typically, CVA targeting will be based on an assessment of economic and food security needs and social factors (such as disability, chronic illness, or family structure).

Child Protection outcomes can be achieved through direct targeting of children or by providing Cash and Voucher Assistance to parents and caregivers of vulnerable children. It is important that child protection considerations are taken into account when choosing the targeting approach, while developing selection criteria, and during verification. The choice of targeting approach should consider whether vulnerable children that should benefit from the assistance will be included when a particular approach is used.

Targeting procedures attract considerable attention. All projects need to demonstrate clear and transparent targeting criteria so as to minimize targeting errors and reduce the possibility of bias or corruption. It is recommended to harmonize with other agencies in the geographical area.

- Work with diverse youth groups, organisations of persons with disabilities, women's groups, etc. to identify often excluded groups and help you develop context-specific targeting criteria.
  - o Ask them which children/adolescents are most at risk, marginalised and excluded.
- Use the Washington Group Short Set of Disability Questions (WGQ) when interviewing households and trying to identify children with disabilities who are at-risk. (See "Tools to support monitoring and evaluation processes" in Annex 1.)
- Consult with a range of community members when determining your targeting criteria. This can help to avoid tension between the wider community and those who are eventually chosen as CVA recipients.
- Adjust your targeting criteria to take into account child protection concerns. This can be done by, for example:
  - o Adding child protection criteria to the CVA targeting criteria, if this is considered appropriate at assessment stage.
  - o Drawing on case management trends and analysis of data to inform the targeting criteria.
  - o Providing cash and voucher assistance directly to children and their families who are receiving case management support.
  - o Asking child protection teams / case managers to identify and refer priority child protection cases and/or individual cases of vulnerable children that fit within the eligibility criteria.
  - o Assessing children and their families based on exposure to and risk of child protection concerns.
  - o Lobby for the inclusion of child-headed households and unaccompanied children, particularly those living on the street, who are especially at risk of exclusion. For further guidance on this, see the Guidance Note on Cash and Voucher Assistance for Child-headed households (CHH) and Unaccompanied Children (UAC),
  - o Adding an additional score/point for those who are at risk of or experiencing children protection risks such as child labour or child marriage, when using a scoring system in regular CVA programmes.

	• Put in place systems that allow children and their families who have lost or do not have formal documentation and/or birth registration to access CVA. Many of the most at-risk children lack any form of identification. • Target diverse children/adolescents and their families who are facing a wide range of child protection risks. A programme including only those who have survived sexual abuse or exploitation, for example, may lead to all those benefitting from the programme suffering stigmatisation. • Harmonise targeting approaches between agencies and geographical locations that are similarly affected by a crisis, as far as possible. Avoid a situation that may cause tension. For example, it can create problems if in one village at-risk families receive CVA and in-kind support, and in a neighbouring village they only receive in-kind assistance. • Communicate the eligibility criteria clearly with the whole population. Where there is a difference between the package of support one group of children and their families are receiving as compared to another - there must be a good reason why this is the case. You should explain this to community leaders, to the recipients themselves, and to other recipients of assistance.
	Where CVA will only reach a limited number of clients, the following prioritisation tools may help in the selection process. • Vulnerability and capacity assessment (VCA). This is a tool that can help you identify risk at the community level. • Household Economy Approach (HEA). this will help you identify the poorest economically active households in a context. • Heightened Risk Identification Tool. This is a tool that helps to identify individuals at heightened risk. This tool is designed specifically for refugee settings, but could be adapted to other contexts. • UN High Commissioner for Refugees (UNHCR), (May 2021) UNHCR Best Interests Procedure Guidelines: Assessing and Determining the Best Interests of the Child.
	When deciding between targeting children or adults ask yourself the following questions: • Think of the child's role within the family. Is the child the primary income-generator for the household? Is the head of household disabled, elderly, living with HIV, a girl or a single female? Is the child supporting a family with a head of household who would not be able to work or go out to collect the assistance? • Is the child going to school? If yes, cash and voucher assistance may help to keep the child in school. • If you are giving CVA to adult foster-carers, ask why the child is in foster care? Is it possible that biological parents / regular caregivers are still alive but suffered an economic shock which caused them to send their child/children to live with someone else? Could the biological family or regular caregivers be reunited with their child if they benefitted from the CVA? • When you have identified a child who is part of a child-headed household or unaccompanied, special procedures apply. Refer to the Guidance Note on Cash and Voucher Assistance for Child-headed households (CHH) and Unaccompanied Children (UAC)

d. Decide on your transfer amount

Your transfer value should be calculated based on the cost of basic needs (goods and services), existing income, and other assistance the CHH and/or UAC is receiving, and any costs theu may incur to access the CVA.

Household needs → Costs of goods and services → Existing household income & suport → Other humanitarian assistance → Cost of accessing CVA (e.g. transport)

When CVA is seeking to address child protection outcomes, the transfer amount should in part be determined by information given by children/adolescents and their caregivers on the needs of children/adolescents. Ideally, a child focus should be integrated into the calculation of Minimum Expenditure Basket, so as to ensure that it is considering the needs of diverse members of any household. The MEB is typically agreed at the inter-agency level, ideally by a Cash Working Group in-country. Work with the Cash Working Group in-country to try to make the MEB child-sensitive.

A Minimum Expenditure Basket (MEB) requires the identification and quantification of basic needs items and services that can be monetized and are accessible in adequate quality through local markets and services. Items and services included in an MEB are those that households in a given context are likely to prioritize, on a regular or seasonal basis. An MEB is inherently multisectoral and based on the average cost of the items composing the basket. It can be calculated for various sizes of households.[28]

Whilst the transfer value of CVA may be determined with reference to the MEB, the transfer value may not match the MEB.

Also, in some cases, people at risk/victims might require additional one-off or recurrent cash injections to help fully address a protection risk or need. These constitute **"Protection top ups"** that are provided (whenever possible) in addition to regular CVA. The provision of a Protection top up is usually done on a case-by-case basis, and agreed upon between CP and CVA staff. These can cover costs such as: transport, communication, legal documentation, and/or shelter. Note, this is different and does not replace the child protection case management fund which is still essential to cover immediate needs and is most often done in-kind.

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28 Glossary of Terminology for Cash and Voucher Assistance, Cash Learning Partnerships, 2019, http://www.cashlearning.org/resources/glossary

	• Review the in-country agreed Minimum Expenditure Basket (MEB). • Discuss with children/adolescents the different goods and services they need, where the household shortfalls lie, and what activities they have to do to contribute to the household. • Ensure that any child specific costs for goods and services are added to the MEB if they were not previously taken into account. • Review (1) assessment data and (2) consult anonymised case management information to inform decisions about a protection "top-up". This top-up would be the amount of extra CVA required for transfers to CHH and/or UAC because of additional costs they incur. • Balance any decisions to give one-off top-ups against the tension and risks this may cause if the general population finds out that children and their families are receiving more than others. • Where there is a shortfall and the CVA does not cover the needs of children and their families, explore referral to complementary support and services to address the gap. • Consider breaking down the cash transfers into smaller amounts. Children are among the most vulnerable, if it is known in the community that children have been given large sums of money this will put them at risk. Giving smaller sums spread over time also allows for closer monitoring of the child's wellbeing and the programme impact.
	• Collaborate with the relevant coordination groups working on child protection and cash and voucher assistance (for example the child protection working group / area of responsibility and the Cash Working group) to include costs in relation to children in the calculation of the Minimum Expenditure Basket. Ensure that the MEB supports the essentials of children's lives: such as baby food; health care; hygiene items; education; costs of birth registration (if applicable); etc...
	Ask the following questions: • What are the costs that families with children incur, that others do not? • What are the costs incurred by specific at-risk sub-groups of children, for example children with disabilities, girls, child parents, etc? • What costs can households cover themselves? o Note that child-headed households and unaccompanied children may have significant restrictions on work and the ability to earn an income. • Will there be risks associated with having different transfer amounts for recipients of CVA who are targeted by child protection programmes?

Influencing the calculation of the Minimum Expenditure Basket

Protection-related expenditures will significantly differ by context and by case and will ultimately need to be analysed locally. They can be very hard to define because protection includes ensuring adequate access to protection assistance (which is a very broad set of activities and services) and individually based assistance. When working on factoring protection considerations in MEB design, it is important to look at:

- Key protection risks (as identified through a context-specific protection/risk assessment) and associated economic root causes (ex: risk of child labour is caused by economic poverty, amongst other drivers/causes) that require regular assistance in order to be addressed.
- Key protection costs/expenditures (such as access to services) that might be punctual (ex: surgery or birth certificate) or recurrent (ex: counselling).

Covering the extra costs associated with addressing protection risks/ needs through CVA

In some cases, people at risk/victims might require additional one-off or recurrent expenditure to fully address a protection risk or need. This constitutes a "Protection top up" which is provided (whenever possible) in addition to regular CVA. The provision of a Protection top up is usually done on a case-by-case basis, and agreed upon between CP and CVA staff. Top ups can include:

- **Transport costs** to enable access to protection services. These could be related to accessing services such as psychosocial support for example, or for transport to facilities dealing with legal documentation. In some cases, access to such services might be a punctual expenditure (for example, a one-time appointment in another city), which would require a one-off top up; or a recurrent expenditure (ex: access to a service required on a monthly basis). Consider that transport costs are often covered in MEB calculations, and top ups are not always required.

- **Communications costs** (telephone/internet): Communications costs may be crucial in some contexts, especially where people are displaced and on the move. In these circumstances, people need to be able to receive critical information and stay in contact with families. These costs can contribute to the ability to maintain family links and improve overall wellbeing. People may also incur costs for communications for ongoing access to services including case management, counselling and PSS programmes.

- Costs related to obtaining **legal documentation/ accessing protection services:** these could range from paying for legal/administrative services and fees (including for birth certificates, ID documents, lawyers' fees (representation), regularization of status etc.) to seeking psychological services. For example, in a refugee setting, or a natural disaster/conflict setting when people have lost their homes/assets etc., the cost of replacement documentation may be critical. This could be costs related to accessing legal documentation, residency permits, work permit renewals and birth registration to reduce statelessness. Similarly, some cases might require regular specialist mental health services: if quality services are available locally, the provision of a protection top up to cover the costs of consultation could be envisaged.

- **Rent/Shelter** is important to consider also from a protection standpoint. In some cases, costs of rent will be factored into standard MEBs, in others it will need to be included as a top up to either mitigate or address protection risks. For example, a survivor of sexual violence who has to flee their home: in this case it is essential to consider both temporary and longer-term shelter options (as without longer term options, survivors might not always accept to leave their house, even if the perpetrator is still there).

It is important to differentiate between the provision of CVA or protection top ups from any Emergency Case Management Fund you may have in-country. This is a fund that is usually made available to case workers to address immediate risks/ emergencies, such as paying for a hotel or an ambulance. The Emergency Case Management Fund is not considered a CVA.

Protection costs accounted for in the Jordan MEB 2019:

Transport:

Costs of transport for 2 visits (per month) to protection and other services (excluding education): average of 10.60 Jordanian Dinar (JoD) per person (covering max 2 persons).

Communications:

Contribution to costs of communication for a monthly subscription/credit recharge per month: 6.63 JoD per household.

Legal documentation:

Fees for issuance of birth certificates: Civil Status Department: 1 JoD (one-off per household, cost divided by 12 months)

Top tips and additional considerations for protection in calculating your MEB:

- **Shelter:** in urban contexts it is important to estimate the costs of any deposit needed to pay for rent of accommodation. In some cases, you should also consider providing assistance needed to find the accommodation and to cover rental of a new place (especially in refugees/displaced settlements) as these can constitute major barriers, particularly to vulnerable and at-risk individuals.
- In the calculation of **transport costs**, particularly in urban contexts, it is important to consider where (geographically) the individual/ HH has relocated to, and whether the cash is sufficient to cover the costs of transport from that new location. This is important to ensure that the victim, for instance, doesn't lose her/his livelihoods by relocating
- **Gap analysis:** if the transfer amount calculations factors income, it is important to consider that, in certain circumstances, the victim/at risk person will no longer be able to generate income for a certain period of time (ex: relocation, distress, need to care for the entire family, child headed household)
- In contexts where the objective of the CVA is to prevent/reduce child labour, ensure that the overall amount of the cash transfer is sufficient to cover the value of the income that the child or children might have generated if they had worked as well as additional fees for the child to access education, if applicable.
- In contexts of **family separation,** consider the overall costs of reunification (legal, transportation, resettlement of a family member).
- **Temporality:** Generally speaking, short/one off assistance might be less effective than longer term (6 months +) ones. It is also crucial to integrate since the beginning of the assistance the possibility to access livelihoods services, in order to ensure that the client does not have to re-start relying on negative coping strategies at the end of the assistance.
- As with all sector coordination structures, ensure Protection coordination mechanisms' members are brought into discussions about calculations of the MEB from the start in order to flag relevant expenditures to be included in the MEB. Discuss and agree

how to monitor these expenditures and to gather trends from existing protection assessments.

- Bring in local organisations working on Protection, including women-led organisations, specialist GBV organisations, informal women's groups from the affected communities, as well as representatives of people with disabilities, the elderly and minority groups, including people with diverse SOGIESC and children where relevant. These entities and the populations they represent and advocate for are often underrepresented in clusters so proactively seeking their perspectives and recommendations is key.

- Talk to crisis-affected people and protection colleagues about protection needs, self-protection or positive coping mechanisms that should be considered in the MEB or as a one-off need, for example, paying for legal documents or birth certificates.

- As some specific examples of cash for protection, such as cash assistance within GBV case management, or vouchers for adolescent girls to access menstrual hygiene materials, may fall under other sectors or sub-sectors (for example, GBV, CP, Health, or WASH), it is important to coordinate with relevant working groups to ensure non-duplication of these items or costs within the MEB.

a. Decide on your transfer frequency and duration

The frequency of your CVA can vary. The CVA may be:

- A one-off payment to cover a specific cost and/or immediate needs. This can be referred to as a "top-up"; or,
- A limited number of transfers, given over the short term; or,
- Regular transfers given at set intervals that cover the child/adolescent's basic needs or those of the household over a more extended period of time.

You should plan the CVA transfer frequency based on:

- The needs to be covered;
- In line with your organisational capacity;
- With an analysis of what can be achieved over a certain period of time; and
- The capacity of FSPs to meet the timetable, particularly if they have to set up new disbursement / redemption points, deploy teams to remote locations, etc.

Note that one family may receive several types of CVA, for example they may receive a monthly MEB, as well as a protection top up (as needed).

- Balance the risks at the moment/point of receipt of CVA against the benefits of frequent and smaller transfer amounts.
  - o Reduce the frequency of transfers where children/adolescents and their caregivers are exposed to high levels of risk each time they collect or receive CVA but risks associated with storing CVA are lower.
  - o Divide the transfer into more frequent, smaller amounts where there are (i) risks associated with storing the cash; and/or (ii) concerns about recipients capacity to manage funds and appropriately budget.
- Consider the extra costs to your operations of adaptation to reduce risks for children / adolescents and their families. For example, it may cost more to run a CVA intervention with more frequent transfers or use of different delivery mechanisms.
- Plan to implement CVA for a medium to long-term duration. This should ideally12 months or longer as it takes time to set up, and run an effective CVA programme. Child protection concerns are typically deep rooted, and take time to address.

- What is the minimum expenditure basket? What is the CVA transfer amount for adults in the setting? Have children/adolescents' needs been taken into account?
- Do children/adolescents and their families receiving CVA to address child protection issues require a "top-up"? If so, will having a different CVA transfer amount than other recipients create tension within the community?

7.3 Prepare a programme budget

- Develop a comprehensive budget that takes into account the various ways CVA has to be adapted if it is to address child protection outcomes.
- Advocate to have the costs for meeting the needs of children and their families facing child protection risks included in all programme proposals across all sectors. Child protection is a highly underfunded humanitarian sector. Integrating the needs of children/adolescents as one of most at-risk groups in times of crises into the work of other sectors will increase the chance that their needs are met. This will be most effective when you collaborate with sectors that have a higher rate of funding – including health, nutrition, and food security.

When preparing your programme budget, calculate and cover the following costs	
✓	Item
	Translation and adaption of global guidance and tools into relevant languages.
	Needs assessment involving children/adolescents, including analysis of gender and disability issues.
	Establishing complementary child friendly accountability mechanisms (for example a child hotline, or child help desk).
	Child participatory activities – including focus group discussions for consultation with children/adolescents where staff are qualified to do so, at needs assessment, programme design, monitoring, and evaluation stages.
	Child/adolescent focussed risk assessment.
	Mapping of the legal and policy frameworks guiding the delivery of CVA to children/adolescents.
	Staff training on Child safeguarding, codes of conduct, child rights, and communicating with children/adolescents, etc.
	Additional staffing needs within FSP – if extra female staff need to be hired for example.
	Adapted services being delivered by Financial Service Providers – there may be additional transfer fees due to (i) increased number of recipients; (ii) multiple smaller tranches; or (iii) the use of different delivery mechanisms.
	Community messaging and norms change activities to create community acceptance of children/adolescents receiving CVA.
	Information, Education, and Communication materials such as pamphlets, brochures, flyers, leaflets and posters – explaining recipient entitlements, giving contact numbers, describing how to access CVA, sharing referral pathways, etc.

Staff or volunteer costs relating to mentoring and support to children/adolescents receiving CVA (in particular implementation of the Money Matters toolkit).
Contingency budget for referral of safeguarding cases.
Stipends for community mentors who provide support to children/adolescents and their caregivers relating to CVA.

7.4 Set out your programme's policies and procedures

	• Develop standard operating procedures (SOP). These should (1) contain step-by-step instructions that guide the actions necessary to implement CVA and (2) assign roles and responsibilities for these actions. • Ensure a separation of duty is reflected throughout the SOP. Separate case management from cash and voucher distribution functions for staff. The staff who are carrying out case management support for individual child cases are not best placed to deliver the cash or vouchers. If social work staff are seen to be the ones delivering and disbursing cash, their regular contact with children, their families and communities may put them at risk of persuasion and coercion. • Include a RACI (Responsible, Accountable, Consulted, and Informed) Matrix (also sometimes known as the Responsibility Assignment Matrix). • Develop data protection and information sharing protocols that describe the appropriate and agreed ways to collect, record, store, and share data on children/adolescents and their families who are CVA recipients. • Provide clarification and guidance on the role that can be played by community-level actors and structures (such as committees and youth groups) that can support the set-up, implementation, monitoring, and accountability of your CVA.
	• Mercy Corps Sample SOP Annex 3 and Annex 9 • IFRC CVA process flow, Annex 2, Page 12.

7.5 Adapt or set up your accountability mechanisms:

You need to actively seek the views of children and adolescents, children/adolescents throughout all stages of the programme cycle – from preparedness, to set-up and implementation through to evaluation.

	• Adapt existing or establish new child-friendly feedback and reporting mechanisms. Feedback and Reporting Mechanisms (FRM) are one way in which the ideas and concerns of the children/adolescents and communities can be heard. FRM can:
	
	  o Improve the quality of CVA design and implementation, making it more effective, relevant, appropriate and sustainable;
	
	  o Reduce the risk of harm to children/adolescents and their families or communities at the hands of staff or partners or caused by programme activities;
	
	  o Capture the wishes and needs of children/adolescents so as to influence CVA design;
	
	  o Enable the voices of children/adolescents to be heard;
	
	  o Reduce the chances of fraud, mismanagement and inefficiency; and
	
	  o Improve relations with donors.

?	• Do feedback and reporting mechanisms exist already in the location? • Are there child-friendly feedback and reporting mechanisms? If not, what can be adapted and built on? • Do existing feedback mechanisms have adapted systems for including children/adolescents of all genders? For example, girls may prefer to speak to women, and often visit different locations to boys and men. Is there a reporting mechanism that is staffed by women and is set in locations that girls go to? • Have diverse children/adolescents been reporting suspicions, concerns, or incidents to the existing mechanisms? If not, why not? • What forms of suspicions, risks or incidents have children/adolescents been reporting? • Are there systems for giving feedback to children on how humanitarian response have been adapted based on their feedback? • Have community-level actors and structures (for example, committees, groups, associations) been engaging children in the accountability process?
✂	• [Creating an Inclusive and Accessible Feedback and Reporting Mechanism](#)

Example Responsible, Accountable, Consulted, and Informed (RACI) Matrix for needs assessment process

Below is a sample of what a RACI matrix may look like. This is just a segment of what your overall RACI might look like so that you understand what the RACI matrix looks like. When you prepare your programme's RACI matrix it should list all the activities relating to your CVA intervention in the left-hand column, not only those relating to assessment, as it does here.

Activity	Responsible	Accountable	Consulted	Informed
Conduct needs assessment	CP and MEAL Focal Point/Advisor	Child protection Focal Point/Advisor	MEAL team	Management Logistics Partner organisations Inter-agency CP groups
Conduct market assessment	CVA Focal Point	CVA Manager/adviser	MEAL team CP team	Management Logistics Partner organisations Inter-agency CVA groups
Conduct CVA feasibility analysis	CVA Focal Point	CVA Manager/adviser	MEAL team	
Conduct CVA risk analysis	CVA Focal Point with Child Protection Focal Point/Advisor	CVA Manager/adviser Child protection programme manager	MEAL team	Management Logistics Partner organisations Inter-agency CVA & CP groups
Decide if CVA is appropriate or in-kind	CP Focal Point/ Advisor	Management	CVA Focal Point/ Advisor	Partner organisations Inter-agency CVA & CP groups

8. IMPLEMENT YOUR CASH AND VOUCHER ASSISTANCE

8.1 Registration and verification

Generally, beneficiary registration data will need to be collected by staff or partners to enable: (i) the verification of identity; (ii) disbursement of CVA; (iii) tracking of CVA recipients; and it can also (iv) help to determine the cash transfer value, when transfers are variable based on household size. Staff and partners may use mobile devices or paper forms to collect the information. Enumerators will collect household/family data such as: the names, gender, and ages of household members; relationship to recipient of transfer for each member of the household; and relevant identification documentation.

Whilst all CVA recipients' identities should be protected, information breaches for child protection cases can be especially harmful. Possible risks may include retaliation, extortion, coercion, or aggression from others.

Thus, in addition to the standard practice to adhere to when registering Cash and Voucher Assistance beneficiaries, there are factors specific to Child Protection programmes that should be considered.

- ***Do not include*** vulnerability information (explaining the nature of child protection risks experienced) on any project identity cards. This can stigmatise or put children at risk.

- Case workers can refer children and their families to CVA implementers, providing vital information such as name and identifying information for verification processes. But they should not give information about the forms of child protection risks the children and their family are exposed to.

- Information that can or cannot be shared between child protection staff and CVA implementers and used for registration purposes should be described in your standard operating procedures (see above).

- Segregate staff tasks, roles and responsibilities. Those staff who are doing beneficiary selection, registration and verification should NOT be the same staff who are responsible for the cash distributions. In cases of small programmes teams, they can be split geographically

- Advocate for age, sex and disability disaggregated data. Specifically, work with those designing the needs assessment process so that they record data disaggregated according to agreed age bands – that do not confuse children, adolescents, youth and adults. You may for example suggest 0 – 9 years old and 10 – 17 as age bands to distinguish between adolescents and other children.

- If feasible, legal and safe, allow for the registration of child headed households and unaccompanied children as direct recipients of humanitarian assistance. Please see the Guidance Note on Cash and Voucher Assistance for Child-headed households (CHH) and Unaccompanied Children (UAC),

- Train staff supporting the registration process on how to recognise child protection concerns and refer children and their families for supports other than CVA, for example case management.

- Train staff carrying out registration processes on how to communicate with children/adolescents.

- Link CVA registration processes with child protection case management processes, where they exist.

	• CaLP's Programme Quality Toolbox: Registration and data protection. • The Child Protection Area of Responsibility has produced a Draft Data Protection and Information Sharing Protocol. • CALP (2013) Protecting Beneficiary Privacy: Principles and operational standards for the secure use of personal data in cash and e-transfer programmes. • CALP, Data Responsibility Toolkit: A Guide for CVA Practitioners.
	• CALP and UNHCR Online Training Course: E – transfer and operationalizing beneficiary data protection. • Psychological First Aid for Children, 1.5 hours. • Safeguarding essentials, 1.5 hours.

8.1 Beneficiary database set up and maintenance

	• Develop data protection and information sharing protocols describing the appropriate and agreed ways to collect, record, store, and share data on CVA recipients. These must be based on stringent measures to protect all information and prevent data breaches that can harm children and their families. • Follow protection protocols on encrypting, anonymising, storing, sharing, archiving and disposing of data. • Align your protocols with national, regional, and global level legislation, policy and regulation (such as General Data Protection Regulation (GDPR)). • Ensure beneficiaries are aware of their rights when it comes to retracting and accessing their personal data. • Clarify the links and inter-relationships between any CVA database and child protection information management systems that may be used. If you use case management software this can be adapted to include information on CVA. For example, it can indicate if a child and their family who are registered with case management are entitled to CVA. The case management system can also integrate CVA monitoring questions for follow up by case workers.
	• CaLP's pages on Beneficiary Data Protection.

8.3 Plan your cash distribution

A Distribution Plan is needed for all forms of cash and voucher assistance. A Distribution Plan helps to clarify roles and responsibilities of different team members and/ or service providers; clarify communication points; ensure staff and administrative resources are available and in the right place on distribution days; and plan cash flows for the office as well as overall programme spending. These plans may differ slightly if your CVA is part of a child protection programme.

	• Include CVA, Finance, Operations, Human Resources, and child protection teams and your organisation's safeguarding focal points in the process for developing your distribution plan. • Conduct a gender/age and protection analysis to inform decisions about the safety and management of the distributions. • Engage clients and staff to design a system of orderly distribution that avoids having to resort to even the mildest form of violence to control the crowds.

- Design a distribution that:
  - o Takes a 'client-centred' approach; that is friendly to children, adolescents, women and vulnerable groups.
  - o Minimises the disruptions to education, life skills, psychosocial support, or recreational activities when children/adolescents are direct CVA recipients.
  - o Take into account safety concerns at different times of day and adapt the hours of work (for CfW) or times of distribution accordingly. Certain sites are safe in the day, but at dawn, dusk or night they may present a danger. Consider the distances to be walked in conjunction with the timing of your activity to make sure neither you nor the beneficiaries will be in a dangerous area at a dangerous time of day, that the work ends with adequate time to reach home before dark
- Consider the hours that are safe for children as well as adults when distributing cash and voucher assistance for child protection.
  - o Do not organise CVA distributions that mean carers have to leave children alone unwatched.
  - o Consider locations and times of day that allow any child-headed households or unaccompanied children receiving CVA to get home before dark.
- Consider having a separate queue or system for fast processing of priority cases – including child-headed households and unaccompanied children, pregnant mothers, and parents/caregivers accompanied by small children; parents /caregivers who have left small children without care at home.
- Ensure that the most vulnerable are brought to the front of the distribution line so they can go home earlier (pregnant women, elderly, child-headed households, those caring for …
- Establish a location to receive feedback and complaints – ensure there is an adapted mechanism to receive feedback directly from children.
- Establish a confirmation process for any conditions that contribute to child protection goals that need to be met by the CVA recipient. For example, where conditional cash transfers require that a child has attended school, you should…
  - o (1) Agree what proof confirms school attendance.
  - o (2) Add an additional column on distributions forms – so recipients sign to confirm receipt of the CVA and staff confirm conditions have been met.
- Have alternative plans in place for verifying the identity of child-headed household/unaccompanied children who are intended recipients, who may not have the formal / official identification documents required to receive CVA.
- After distribution is complete, review the distribution process with your staff team to assess any learning points that should be taken into account during future distributions.

8.4 Staff your cash distribution

- Establish a staffing structure for supervising the implementation of child-friendly distribution methods.
- Brief any staff managing distributions and security on (i) appropriate crowd control measures when children/adolescents may be part of distributions; (ii) recognition and referral of child protection cases; (iii) Child Safeguarding policies and Codes of Conduct (iv) programme eligibility criteria, frequency/duration of assistance and distribution mechanisms.
- Select a gender balanced team (whenever possible), with equal numbers of men and women. Women should take part in assessments, co-lead focus groups, and support distributions in order to make programme more representative of and approachable to the community.
- Train any third parties who have to support distributions on the Child Safeguarding / Child Protection Policy.

8.5 Choose the right site for your distribution

- Choose distribution sites that:
  - o Have been assessed and agreed in consultation with women, girls and community members.
  - o Do not expose women, men, boys or girls to risk of violence or abuse, especially if it is known that they will be carrying money, when they are accessing the sites.
  - o Are not too far to reach, and are easily accessible for children and their caregivers.
- Consult with local youth and children's groups to prepare the site beforehand.

8.6 Communicate with diverse CVA recipients

- Communicate about the planned timing and location of any distributions well in advance so parents and caregivers can make arrangements for child care if needed.
- If deemed appropriate, communicate targeting decisions to the wider community. Explaining who was chosen as CVA recipients and why. This can avoid tension between child/adolescent recipients, their families, and other members of the community not selected as CVA recipients.
- Develop and disseminate Information, Education, and Communication materials such as pamphlets, brochures, flyers, leaflets and posters – explaining recipient entitlements, giving contact numbers, describing how to access CVA, sharing referral pathways, etc.
- Use gender and age-appropriate communication methods, disseminating messages using media and communication methods that are accessible to all.

- See "Distribution (Cash Disbursement)" on Page 43 – 52 of Mercy Corps (May 2017) The Cash Transfer Implementation Guide, Part of the Cash Transfer Programming Toolkit.

9. INTERVENTIONS TO ACCOMPANY CASH AND VOUCHER ASSISTANCE WHEN TRYING TO ACHIEVE CHILD PROTECTION OUTCOMES

Cash and Voucher Assistance has a higher impacted on child protection outcomes when it is implemented in conjunction with other child protection interventions. The child's wellbeing can be significantly improved if their needs are addressed holistically, with CVA being part of a package of support. Consider taking a "Cash Plus" approach to complement Cash and Voucher Assistance with additional inputs, services, and linkages to other services in order to more effectively achieve successful outcomes and ensure long-term sustainability. The interventions can include, for example, case management and psychosocial support for children and their families. This may be established by linking children and their families to existing services provided by communities; civil society organisations; and/or government agencies. Alternatively, where these services do not already exist, humanitarian actors may need to deliver these supports.

9.1 Establish which additional services and goods are needed to achieve your child protection outcomes.

	• Work with children/adolescents and the families to establish what children/adolescent's needs are; what needs the CVA is able to address; and therefore, to identify programme interventions that could accompany CVA to address any shortfalls. • Identify which agencies or organisations are providing these goods and/or services in your location.

9.2 Ensure children/adolescents have access to additional services and good

	• Lobby for the inclusion of your CVA recipients in other agencies' interventions. • Establish agreements for referral from your CVA intervention to theirs.

9.3 Follow up

	• Organise check-ins with children/adolescents and their families to confirm that additional services and goods have been accessed and used. • Seek feedback on the quality and safety of services and goods. • Adapt the additional activities if there are issues with quality or safety of these services and/or goods.
	• Do children and their families have access to services other than CVA? What are the other services available to them? Case management; health services; mental health and psychosocial support; legal advice; economic strengthening activities; education; shelter; nutrition; food security and livelihoods; reintegration; WASH; etc.? • What agencies and organisations in the current location are providing services that include and are adapted to children and adolescents? Government; civil society organisations; community level organisations; etc.? • Where are the gaps in children and adolescent's support needs? • Has the caregiver child/adolescent received any income before? Has the caregiver managed a budget before? Does the caregiver need support in basic money management if they are given CVA?

- Cash Plus" Programmes for Children: A Child Poverty Global Theme Resource Paper.

Essential interventions to accompany cash and voucher assistance

- Inter-sectorial referrals to basic services.
  - o Examples may include access to complementary services, such as vaccination programmes, shelter, construction of family-friendly WASH facilities, etc.
- Up-to-date comprehensive information on the services that can be accessed by children/ adolescents and their families. And guidance on how to access these services.
- Links to on-going case management support.
- Family tracing and reunification.
- Alternative care options, such as foster care and supervised independent living, for child headed households and/or unaccompanied children/adolescents.
- Basic money management support as a minimum, even better if it is possible to provide financial literacy training. This enables children/adolescents to think through how they can meet their needs with the income they have. Adults may also help by accompanying children/adolescents when shopping.

See Money Matters: A toolkit for caseworkers to support adult and adolescent clients with basic money management

- Where your intervention is providing CVA directly to UAC/CHH, then you should have adult mentors, coaches or supervisors – directly or through community-level actors. See the CHH/UAC guidance on this. Guidance Note on Cash and Voucher Assistance for Child-headed households (CHH) and Unaccompanied Children (UAC),
- Links to community-level approaches that can provide support to children and their families. This can be especially helpful where there are no child protection actors among the humanitarian responders.
  - o At the community level there may be, for example, actors who are providing foster care, child protection focal points, and /or child protection networks.
  - o Ask children and adolescents who provides them with support in this setting.
  - o Ask local leaders, heads of women's and youth groups, and health workers "who helps children/adolescents in this setting?" They should be able to indicate the names of individuals and organisations.
  - o Contact those actors and ask them what support they can and do provide to children/ adolescents.
  - o Confirm with children/adolescents who have already received support from these actors that they feel safe approaching these individuals/actors.

Complementary interventions that should be implemented where there is capacity

- Accompaniment of children and their families when they are accessing other services and goods, so that you can support them:
  - o In completing any administrative processes,
  - o With translation, and,
  - o By explaining their rights and entitlements.
- Links with education interventions. For example:
  - o Advocate for the inclusion of child protection concerns;
  - o Strengthen the responsiveness of the education system to the needs of children/adolescents (e.g. there may be a need for non-formal accelerated learning programmes); and,
  - o Refer children/adolescents who are identified as out of school; etc.
- Integration and mainstreaming of child protection and rights activities into the CVA of other sectors.
- Community awareness raising campaigns on child protection, child rights and the impact of family separation and child abuse, neglect, violence, and exploitation, as well as child labour and discrimination.
- Childcare services.
- Distribution of food and non-food items, in line with assistance being received by other households at-risk in the setting.
- Mental health and psychosocial support for children/caregivers.
- Recreational activities for children/adolescents.
- Vocational skills/ apprenticeship programmes. Ensure this is targeted based on the age group of the child/adolescent. That choice of activities is driven by children's and adolescents' views. And that activity options do not reinforce harmful gender norms.
- Literacy and language skills.
- Income-generating activities for children/adolescents. Community-level grants or credit to initiate livelihoods that children and their families may be a part of.
- Parenting skills training. This should include provision of "parenting" groups or classes for CHH and UAC who are parents themselves.
- Peer group activities for children and their caregivers. Deliver curricula of life-skills sessions.

> For example UNICEF's Adolescent Kit for Expression and Innovation, IRC's Supporting Adolescents and their Families in Emergencies Resource Package, and War Child's I DEAL programmes. These should cover how to manage conflict without violence. Peer-to-peer violence can escalate in situations of crisis.

- Sexuality education for pre-adolescents and adolescents.
- Messaging on (i) risky behaviours, (ii) alcohol and substance use, and (iii) addiction, with the aim to discourage these practices. This can be integrated into one-to-one case management processes; group activities; and/or community-level awareness raising campaigns.

10. MONITORING, EVALUATION, ACCOUNTABILITY AND LEARNING (MEAL)

Monitoring and evaluating the programme progress is vital. It can indicate the appropriateness and effectiveness of the modality and delivery mechanism chosen, targeting approach, transfer amount and frequency, etc. It can flag risks or problems, to inform programme adaptations to mitigate further risks. Lessons learned during implementation can inform the design. MEAL can also help us understand outputs and outcomes related to our actions to see how interventions are meeting basic needs, reducing harmful coping strategies, and achieving sector specific outcomes.
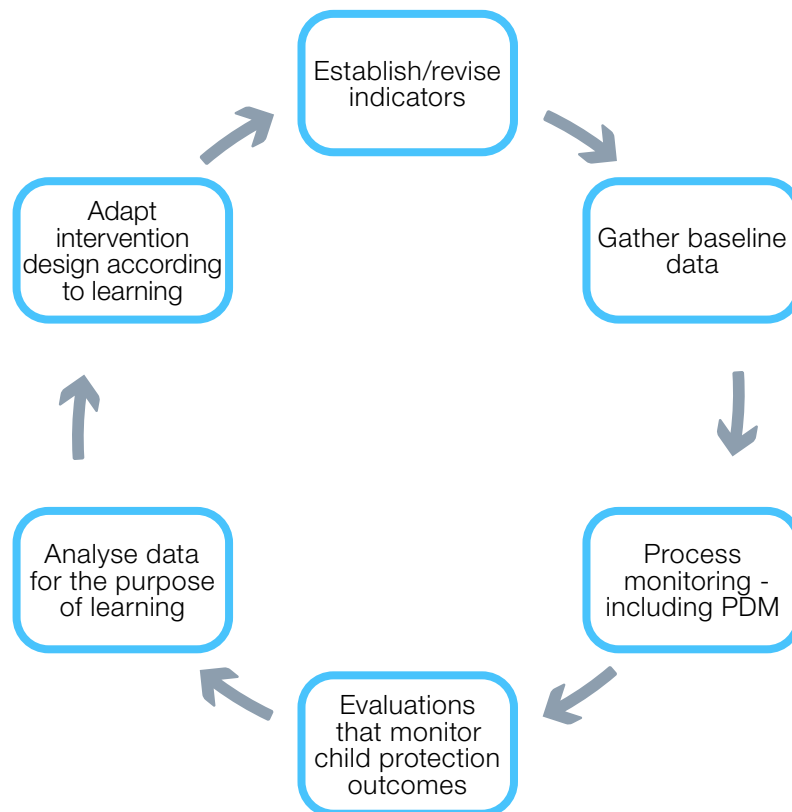
The methodology used to measure child protection outcomes of your Cash and Voucher Assistance can take varying forms. The choice of methods will depend on the other components of the programme, which you will also want to monitor and evaluate. Note the discussion below is not exhaustive Other existing resources can provide more detailed guidance on monitoring and evaluation. Here we highlight some tools, which may be especially helpful in monitoring the outcomes of cash and voucher assistance used in child protection programmes. Support from a monitoring and evaluation expert would help you to tailor the M&E tools you use to the context in which you are working as well as help you establish your sample size, methods and frequency of data collection. The guidance is also limited to the resources developed at the time of publishing.

For all programs, you should have a minimum of a baseline assessment (which captures key information on child protection and cash and voucher indicators; and Post Distribution Monitoring (PDMs). PDMs are vital as they capture progress against indicators, allowing you to monitor your distribution process, and adjust your programmes as soon as any issues or risks are noticed.

Engage children throughout the M&E cycle, they should help you to identify outcomes, sometimes unplanned, which benefit children; contribute to the development of your indicators; give feedback on the design of your monitoring and evaluation methodologies; and share their views during monitoring and evaluation activities.

10.1 Develop your monitoring and evaluation tools and processes

You will have to develop tools that collect data in order to track progress against your indicators.

a) Best practice in terms of developing M&E tools when monitoring child protection outcomes.
- Include the views of children/adolescents in the design of all monitoring, evaluation, accountability, and learning processes.[29]   - Integrate questions on risks to children/adolescents in all monitoring processes.   - Ensure all tools for baseline data collection, monitoring, and evaluation disaggregate responses by gender, age, disability, other aspects of diversity, and household composition.   - Where possible, age should be disaggregated as 0-9 years (early childhood) 10–17 (adolescence). This enables you to distinguish between younger children and adolescents, and in turn all children/adolescents can be distinguished from adults.   - Disaggregate gender as "Girl, boy, other (please specify), rather not say". This can help you to identify risk factors.   - Use the Washington Group Short Set of Disability Questions (WGQ) to help identify people with a disability. (See "Tools to support monitoring and evaluation processes" in Annex 1.)   - Asking about household composition can help you to rapidly recognise and refer children at risk such as child-headed households or unaccompanied children.   - Evaluate your monitoring and accountability mechanisms at regular intervals. Are they receiving feedback from children/adolescents? Do you need to make changes in order to better hear the views of children/adolescents?   - Have strict protocols in place for collecting, storing, and analysing data in a way that keeps children and their families safe.   - Conduct any discussions about children and the protection concerns they face in private settings.   - Record group discussions without identifying individual participants' names, or any other identifying details.

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29 For guidance on child participation in humanitarian action see: O'Kane, Claire (2013) Guidelines for Children's Participation in Humanitarian Programming, Save the Children, https://resourcecentre.savethechildren.net/library/guidelines-childrens-participation-humanitarian-programming.

b) Where there are child protection case workers or other staff skilled in talking directly to children.

Monitoring of objectives/indicators related to sensitive child protection issues - such as sexual exploitation, child marriage, and association with armed forces and group - should only be done by protection team members/case workers.

Where staff trained in working with children/adolescents are available to run activities with children/adolescents,

- Use child-friendly processes for engaging children/adolescents directly in the CVA M&E (from baseline, to monitoring and evaluation). Examples may include:
  - o Use forum theatre and role play to explore existing challenges and understand possible solutions and mitigation strategies that children/adolescents may propose.
  - o Provide children/adolescents with cameras to keep a record of their daily lives, this may help when establishing needs and wishes.
  - o Have children/adolescents keep visual journals of their activities and spending in relation to the CVA, that they can talk through with their caseworker when they next see them.
- Develop post-distribution monitoring (PDM) tools that are tailored for use with children/adolescents where staff are qualified to interview children.
  - o Include contextually appropriate questions to identify potential CP risks and issues, particularly where CVA is new to the community or the organisation.
- Request that child protection case managers carry out an assessment of changes in the wellbeing of children over time as an integral part of their follow-up sessions.
  - o Wellbeing data can be gathered as part of the case management process.
  - o The wellbeing questions and indicators should be context-specific developed in collaboration with diverse children/adolescents.[30]
- Integrate data collection points on CVA in child protection case management databases so that aggregated, anonymised data can be used to assess CVA outcomes. Examples include adding information on amounts and frequency of CVA received by children and their families.
- Integrate questions on the impact of CVA on children/adolescents in focus group discussion; survey; and key informant interview guides across sectors of the humanitarian response. Carry out FGDs with children during evaluation processes.

- You may wish to adapt the tools found in the Toolkit for Monitoring and Evaluating Child Protection When Using Cash and Voucher Assistance or and the "Toolkit for Engaging Adolescents in Child Protection and Cash and Voucher Assistance Monitoring and Evaluation".

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30 Example tools include: Page 64 – 66 of Measuring the Hamakawa, T. and Randall, K. (2008) Unmeasurable: Community Reintegration of Former Child Soldiers in Cote d'Ivoire, Save the Children and Harvard Kennedy School, https://resourcecentre.savethechildren.net/sites/default/files/documents/4494.pdf. And, O'Donnell K., Nyangara F., Murphy R., & Nyberg B. (2008) Child Status index, USAID and Duke University, https://www.measureevaluation.org/resources/tools/ovc/child-status-index/CSI%20Index-Jan-09-beta.pdf

10.2 Carry out a baseline survey

A baseline is vital to be able to understand the initial well-being situation of targeted beneficiaries in your programme and then monitor and evaluate if and to what extent the situation has changed after the intervention. Donors are especially keen to understand the way in which Cash and Voucher Assistance are used and the potential outcomes they can deliver. The form of data you collect will depend on your objectives and the monitoring tools you intend to use during the lifetime of the programme.

	The baseline survey should: • Measure indicators of possible intended and unintended effects related to affected people, the direct beneficiaries, and the social context. • Develop a minimum set of socio-demographic indicators to profile the children and their families who it is intended will benefit from the CVA. • Capture whether planned CVA recipients are receiving other assistance.
	• A sample baseline survey tool is available at…..

10.3 Establish a control group

In order to understand the impact of the cash and voucher assistance the M&E system should ideally use a control group for comparison purposes. A control group would be a sample of children who have similar characteristics to the beneficiaries. The main difference between the control group and the CVA beneficiaries would be the receipt of CVA. Not all the beneficiaries in the child protection programme will benefit either directly or indirectly (through caregivers) from CVA, some will be attending group activities for children; will be participating in children's clubs; or be reunified with their families and will not need CVA support. A sample of these other child beneficiaries, not receiving CVA, can also be monitored for changes in wellbeing using the same methods as the sample who are included in the M&E for the CVA. This would allow the evaluation process to identify what outcomes can be attributed to the fact that the child benefitted from a CVA intervention. It is often considered inappropriate to have control groups in humanitarian responses as requesting time of individuals who will not benefit from the organisation's work raises expectations. The fact that the control group can be made up of beneficiaries of other activities in your programme eliminates this problem.

If at a later stage it is found that children and their families within the control group now fit criteria for inclusion as CVA recipients, the fact that they are part of the control group should not mean they are excluded from the CVA support.

10.4 Monitor programme implementation

The following elements should be monitored in all CVA but greater emphasis must be placed on them when CVA is designed to achieve child protection outcomes:

• How the CVA has been used to meet the needs of diverse household members – including children and adolescents;
• The use of risky coping strategies by children;
• Vulnerabilities increased or CP risks encountered as a result of the CVA (for example, increased vulnerability to theft/ stealing, smuggling, drug/substance abuse); and,
• Basic ability of CVA recipients to manage their money, especially when adolescents will be direct recipients.

Immediately report any causes for concern relating to child safeguarding or sexual exploitation and abuse (SEA) of any members of the affected population or host community that are recognized or reported during monitoring activities. You should report to your programme managers; a child protection case worker; the SEA Focal point; and/or the authorities depending on the reporting guidelines of your organisation in your location.

a) Carry out regular on-going process monitoring activities

- Collect and share all data in disaggregated form – sex, age, disability, and other relevant aspects of diversity that may intersect to exacerbate risk and vulnerability.
- At regular intervals, request feedback from children/adolescents or people who are in close contact with them, on:
  - Any changes in the profile of children at risk in the location.
  - How their wants and needs may have changed over time.
  - How they are using the CVA they receive.
  - Efficacy of Financial Service Providers.
  - Efficacy of selected delivery mechanisms.
  - Any risks relating to CVA delivery mechanisms being used.
  - Any risk mitigation strategies they are employing.
- Agree a protocol for flagging risks identified during monitoring activities to ensure CVA delivery is promptly adapted to mitigate any ongoing, immediate, and urgent risks to children/adolescents and their families.
- Delegate all monitoring responsibilities to staff members and teams who do not have responsibility for CVA targeting choices and disbursal. This allows children/adolescents and community members to feel more comfortable if they are reporting concerns with the way CVA is being implemented.
- Establish a regular schedule for reviewing the needs of the children and their families impacted by the crisis. Children/adolescents' needs may evolve or become clearer over time. CVA design may need to be adapted in response to those changed needs.
- Carry out site observations to verify that agents are adhering to proper procedures regarding crowd control and security, and that they are appropriately dealing with children/adolescents in these contexts.
- Perform surprise visits to FSPs and traders. Consider using staff as "secret shoppers" to identify instances of abuse or exploitation perpetrated by FSPs or traders.
- Check feedback received through monitoring activities and accountability mechanisms, at regular intervals, in order to inform decisions on programme design and adjustments.
- Feed monitoring outcomes directly into programme design. Adapt your targeting criteria, CVA frequency, amount, and delivery mechanism, etc. according to the information being collected on changing needs of children and their families; circumstances; and safety.

- Train staff carrying out any baseline, monitoring, or evaluation data collection to be able to recognise, and refer, if a child/adolescent is a-risk.

- You may wish to adapt the tools found in the Toolkit for Monitoring and Evaluating Child Protection When Using Cash and Voucher Assistance or and the "Toolkit for Engaging Adolescents in Child Protection and Cash and Voucher Assistance Monitoring and Evaluation".

b) Monitor the markets

- Conduct market monitoring at regular intervals, to understand the market situation and its trends. This will establish and verify if:
  - o Market conditions (prices and availability) are undergoing substantive changes;
  - o Cash is still an appropriate and feasible modality; and,
  - o Vendors are compliant with conditions and remain able to participate in the programme (where vouchers are being used).
- Analysis of the data from your market monitoring can inform any possible revisions of your transfer amount &/or change of intervention.
- Market monitoring should take into account the priority goods and services that children/adolescents and their families require to address their needs.

c) Carry out post-distribution monitoring (PDM) processes that take into account child protection concerns

- Ensure post distribution monitoring systematically takes place and includes contextually appropriate questions to identify potential CP risks and issues, particularly where CVA is new to the community or the organisation.
- Carry out interviews with any children/adolescents – using your post-distribution monitoring questionnaire – to understand how they view the programme and staff, the quantity and quality of what they have received, and how they used their entitlements. This should ideally be done by child protection staff.
- Schedule PDM data collection visits at hours that do not interrupt planned activities for children /adolescents and their families – such as formal or informal learning.

- Use the Toolkit for Engaging Adolescents in Child Protection and Cash and Voucher Assistance Monitoring and Evaluation.
- Monitoring Child Protection within Humanitarian Cash Programmes June 2019
- CALP Monitoring Quality toolbox

d) Monitor your CVA through your case management processes

When appropriate, case workers should ensure that CVA is followed- up and monitored throughout the case management cycle. Options include the following:

Use data from the child protection information management system

- M&E can be integrated into your case management process, where case management is a process of routine data collection to document specific characteristics of an individual child protection case.
- The information collected on individual children and collated into your child protection information management system can be aggregated, removing identifying information. Analysis can then be done to determine broader trends and changes in characteristics of your caseload. This can give information such as: the number of children receiving CVA who are reunified with their families or placed in foster care; and, the number of children reporting violence.

Carry out a survey with children/adolescents and/or their families.

- You may wish to use a survey during case management meetings. Survey data can be collected on each individual child in your programme, at the same time as completing case management information. Surveys to assess child wellbeing can be composed of a set of questions looking at a variety of different indicators of wellbeing, which you are monitoring to assess your programme's impact. Categories of well-being questions may include: Health; Economic condition; Family relations; Community acceptance; Psychological and interpersonal competencies; Sexual life, Sanitation and Hygiene; Nutrition. Children and the community should give input on the key determinants of child wellbeing.

- The survey does not need to be completed every time there is a follow-up meeting. This can be done at set intervals, taking advantage of caseworker contact with children. Home visits would allow the caseworker to also note the conditions of the household, which can indicate changes in well-being. Having a survey for other family or community members would give a broader sense of the child's wellbeing and would allow for triangulation.

- You can adapt and use the [Inter-Agency Child Protection Information Management System Forms](#)
- Page 64 – 66 of [Measuring the Unmeasurable](#)
- [Child Status Index](#)

Risks to monitor may include, for example:

- Negative coping strategies that have an impact on children/adolescent's protection – such as engagement in worst forms of child labour; withdrawal from education; child marriage; etc.
- Inappropriate or dangerous use of funds – for example the frequent purchase of psychoactive substances that are harming the user.
- Incidents of exploitation, coercion, bribery, or extortion of children and adolescents because they are receiving CVA.
- Tensions between community members and children and their families who are recipients of CVA.
- Risks when receiving CVA, storing CVA or spending CVA.

e) Carry out mid-term, end of year, and end of programme evaluations

- Carry out mid-term, end-line evaluation and post-exit evaluations, wherever funding and security allows, to review the quality, efficacy, etc. of CVA for children and their families.
- Plan this evaluation process when setting up and designing your CVA intervention.
- Build upon a review of the data collected during the initial needs assessment processes/baseline data collection processes.
- Gather data that can help you to determine:
  - o The appropriateness of the use of CVA for addressing child protection issues.
  - o Relative efficacy of different delivery mechanisms for children and their families.
  - o Comparative efficacy of different delivery mechanisms for tackling various child protection risks.
  - o Comparative efficacy of different delivery mechanisms for addressing the needs of diverse children/adolescents.

- Include children/adolescents who have benefitted from the humanitarian response as respondents in your evaluation process.
  - o Where this passes an ethical review process, try to include some children/adolescents who have not directly received CVA as respondents. You can for example interview adolescents in households where adults received CVA.
  - o The views of those who benefitted from assistance but did not directly have CVA can enable a comparison of outcomes. (See the notes on control groups, above.)
- Include child protection staff in the data analysis process.
- Share trends and lessons learned through your evaluation process with other actors, including:
  - o Those implementing CVA in-country (including government and non-governmental actors as well as community-level organisations);
  - o District and national level coordination groups;
  - o Regional bodies and groups;
  - o Donors; and,
  - o Global structures setting standards on child protection interventions and/or CVA.

- [Toolkit for Monitoring and Evaluating Child Protection When Using Cash and Voucher Assistance](#)
- [Toolkit for Engaging Adolescents in Child Protection and Cash and Voucher Assistance Monitoring and Evaluation,](#) including, [Activity for Mapping Cash and Voucher Assistance Risks and Protective Factors with Adolescents](#)

Photo Credit: Elvis Gonzalez, Save the Children.

11. PROGRAMME PHASE OUT, HANDOVER, TRANSITION OR CLOSURE

Your CVA support to children/adolescents may come to an end for one of a variety of reasons. For example: children/adolescents' needs may be resolved; a child/adolescent may leave the area; a child/adolescent situation may change meaning they are no longer eligible for CVA; your funding may come to an end; or you may close your offices in the location. Individual and programme wide exit strategies need to be thought through carefully and ahead of time. Transition or handover needs to be communicated to children/adolescents, staff, and communities in a respectful way.

11.1 Communicate with children and their families

- Provide children/adolescents and their families with clear and transparent information about when the CVA interventions will end as early as possible in the intervention. This should be done in ways that are adapted to their age and stage of development.
- Be clear with children/adolescents and their families if other services will remain available to them or not. For example, will their case management support continue even after CVA ends?
- Communicate your phase out strategy to children and their families or caregivers from the beginning of the Cash and Voucher Assistance
  - o Communicate from the outset the planned timeframe for the CVA programme.
  - o Ensure that all beneficiaries, including the young, have understood when and why your Cash and Voucher Assistance will end
  - o Carry out a final meeting with the child protection committee, children's clubs or a sample of children to invite concluding feedback
  - o Provide details about any transitional arrangements that will be put in place if any.

11.2 Manage a gentle transition that mitigates against risk of harm

- Work with child protection case managers to draw on information from the case management process to tailor the exit / transition strategy for groups of children or adolescent who are receiving CVA.
  - o Where individual children/adolescents are particularly at risk, work with child protection case managers who can use best interest procedures, where necessary, to establish the most suitable option for each child/adolescent.
- Link the CVA support to longer-term continued programming in, for example, the sectors of: (i) education; accelerated learning; and technical and vocational education and training programmes; (ii) health; (iii) mental health and psychosocial support; and/or (iv) livelihoods.
- Support the children/adolescents and their families with the administrative processes for registering with the government or UN agency-sponsored long-term initiatives for economic support.
- Integrate child protection concerns into the CVA eligibility criteria for other sector programmes as one way to maintain longer-term funding and support.

	• Collaborate with government run-social welfare systems and community-level and national organisations to maintain support for children and their families beyond the life of humanitarian agency projects and response plans.

11.3 Address any pending issues in relation to concerns raised or reports or feedback received about the CVA

	• Address any final feedback, concerns or reports and provide a response to the community regarding issues raised. Explain what was done, and what the outcome was of your actions. • Inform the community of how they can share any complaints that may come to light after you are gone and how they will be dealt with. It may be your organization is staying in the area and can address concerns through other sector programmes. If your operations are closing in that area, link with a partner (for example. a government agency or a community-based organisation) so they can support any individuals who come forward. • Adjust referral pathways and report-handling mechanisms and communicate these changes to communities.

11.3 Evaluate your phase out, handover, transition, or closure

	• Go back to children/adolescents and their families 3 – 6 months after the CVA has ended to carry out a post intervention evaluation, wherever this is possible. This can help evaluate overall outcomes and impact. It will also help you learn how effective exit and transition strategies have been.
	It is important to consider from the outset how long you will be delivering cash and voucher assistance and how you will phase out of the programme. • What is the phase out strategy? • What criteria will indicate that a child and their family no longer need CVA? • Do other long-term actors exist who can support children and their families after we have to end CVA if necessary? • Will child protection case management and other support interventions continue even after CVA ends? • How will children and their families support themselves after CVA ends? • Will CVA to families because of CP risks end as soon as the relevant children turn 18 years old?
	• See Money Matters: A toolkit for caseworkers to support adult and adolescent clients with basic money management

📖 ANNEX 1: REFERENCES AND TOOLS

Core references to be read in conjunction with this guidance

- It is essential that staff using this guidance also reference the Child Safeguarding in Cash and Voucher Assistance as it highlights key areas of risk for children in CVA and strategies for mitigating those risks.

- Okubo, Tomoo (2017) Making cash transfers work for children and families, UNICEF Child Poverty and Social Protection Unit

- Toolkit for Engaging Adolescents in Child Protection and Cash and Voucher Assistance Monitoring and Evaluation, https://resourcecentre.savethechildren.net/document/toolkit-for-engaging-adolescents-in-child-protection-and-cash-and-voucher-assistance-monitoring-and-evaluation/

- Skovbye, Rebecca (2021) Guidance on Promoting Child Protection Outcomes Through Cash-Based Interventions, UNHCR, https://www.unhcr.org/60d43f824

Evidence relating to the use of CVA to achieve child protection outcomes

- Collins, Olivia, and Sciot, Antoine (2022) CVA and Child Protection: Summary of practice and evidence from Save the Children programmes, https://resourcecentre.savethechildren.net/document/cva-and-child-protection-summary-of-practice-and-evidence-from-save-the-children-programmes/

- Salloum, C (2021) Child Protection Outcomes in Cash and Voucher Assistance in Humanitarian Settings, https://resourcecentre.savethechildren.net/document/child-protection-outcomes-cash-and-voucher-assistance-humanitarian-settings/

- Battistin, Francesca, Mishra, Anjini (2018) Child Outcomes of Cash Transfer Programming: What works and what doesn't for children in humanitarian and development contexts, https://resourcecentre.savethechildren.net/pdf/research_brief_pr6_singles.pdf/

- The Alliance for Child Protection in Humanitarian Action. (2019). Cash Transfer Programming and Child Protection in Humanitarian Action: Review and opportunities to strengthen the evidence, https://resourcecentre.savethechildren.net/document/cash-transfer-programming-and-child-protection-humanitarian-action-review-and-opportunities/.

Guidance and resources that look at the intersection between cash and voucher assistance; protection; child protection; and child safeguarding

- The Alliance for Child Protection in Humanitarian Action website, https://alliancecpha.org/en/library-solr?keys=cash&field_topic_s_=All&field_publication_type=All&field_country_s_this_content_is_=All

Guidance on working with children

- The Alliance for Child Protection in Humanitarian Action, 2019, Minimum Standards for Child Protection in Humanitarian Action, CPMS Annex: Glossary, available at: https://alliancecpha.org/en/glossary-minimum-standards-child-protection-humanitarian-action-2019-edition

- UNHCR Emergency Handbook (version 1.8) Best Interests Procedure, available at: https://emergency.unhcr.org/entry/44308/best-interests-procedure#:~:text=Best%20interests%20assessment%20(BIA).,the%20child%20in%20the%20process

- UNICEF (2011) Communicating with children, available at: https://sites.unicef.org/cwc/files/CwC_Final_Nov-2011.pdf, accessed 31 March 2021

- Dybdal, A.S, Melin, M., Terlonge, P. (2013) Save the Children Psychological First Aid Training Manual for Child Practitioners, Save the Children Denmark, https://resourcecentre.savethechildren.net/library/save-children-psychological-first-aid-training-manual-child-practitioners

- O'Kane, Claire (2013) Guidelines for Children's Participation in Humanitarian Programming, Save the Children, https://resourcecentre.savethechildren.net/library/guidelines-childrens-participation-humanitarian-programming

Guidance on working with adolescents and young people

- Plan International (2020) Adolescent Programming Toolkit: Guidance and Tools for Adolescent Programming and Girls' Empowerment in Crisis Settings, United Kingdom: Plan International, https://plan-international.org/publications/adolescent-programming-toolkit.

- UNICEF Adolescent kit for Expression and Innovation, https://adolescentkit.org/

- IASC, With us & for us: Working with and for Young People in Humanitarian and Protracted Crises, UNICEF and NRC for the Compact for Young People in Humanitarian Action, 2020, https://interagencystandingcommittee.org/events/iasc-guidelines-working-and-young-people-humanitarian-and-protracted-crises

- The Compact for Young People in Humanitarian Action, 2018, www.youthcompact.org/about.

Guidance on working with unaccompanied children

- Melville Fulford, Louise and Smith, Rebecca (2013) Alternative Care in Emergencies Toolkit, https://resourcecentre.savethechildren.net/node/7672/pdf/ace_toolkit_0.pdfhttps://resourcecentre.savethechildren.net/node/7672/pdf/ace_toolkit_0.pdfhttps://resourcecentre.savethechildren.net/node/7672/pdf/ace_toolkit_0.pdf

- Uppard, S. and Birnbaum, L. on behalf of the Inter-agency Working Group on Unaccompanied and Separated Children (2016) Field Handbook on Unaccompanied and Separated Children, The Alliance for Child Protection in Humanitarian Action, available at: https://alliancecpha.org/en/child-protection-online-library/field-handbook-unaccompanied-and-separated-children

- Uppard, S. and Birnbaum, L. on behalf of the Inter-agency Working Group on Unaccompanied and Separated Children (2017) Toolkit on Unaccompanied and Separated Children, The Alliance for Child Protection in Humanitarian Action, available at: https://alliancecpha.org/en/child-protection-online-library/toolkit-unaccompanied-and-separated-children

Guidance on working with children with disabilities

- Cordero, Ricardo Pla; Mitra, Gopal; Tucker, Megan; Bieler, Rosangela Berman (2017) Guidance: Including Children with Disabilities in Humanitarian Action, United Nations Children's Fund and Handicap International, https://resourcecentre.savethechildren.net/library/guidance-including-children-disabilities-humanitarian-action

- CBM Global (2021) Disability Inclusive Cash Assistance: Learnings from Practice in Humanitarian Response, https://www.unicef.org/media/93166/file/Cash%20and%20voucher%20assistance%20targeting%20for%20education%20outcomes%20-%20How%20to%20select%20beneficiaries%20to%20advance%20equity%20and%20maximize%20results.pdf

Tools that describe how to work with specific groups at-risk groups and can help you to design outreach activities

- UNHCR (2011) Need to Know Guidance 3: Working with National or Ethnic, Religious and Linguistic Minorities and Indigenous Peoples in Forced Displacement, https://www.refworld.org/docid/4ee72a2a2.html

- Plan International (2021). Mobile Child Protection Programming Guidance. https://alliancecpha.org/en/system/tdf/library/attachments/plan_mobile_child_protection_programming_guide_correction1.pdf?file=1&type=node&id=43675

- Plan International and Edge Effect (June 2020) Walking the Talk: Supporting Young LGBTIQ+ People in Our Covid-19 Adaptation and Response, https://plan-international.org/sexual-health/lgbtiq-inclusion

- I'm Here: Steps and Tools to Reach Adolescent Girls in Crisis, https://www.womensrefugeecommission.org/research-resources/im-here-steps-tools-to-reach-adolescent-girls-in-crisis/ https://www.womensrefugeecommission.org/research-resources/im-here-steps-tools-to-reach-adolescent-girls-in-crisis/

Guidance on delivering CVA

- CALP Programme Quality toolbox,
  https://www.calpnetwork.org/resources/programme-quality-toolbox/
- International Red Cross and Red Crescent Movement (2017) The Cash in Emergencies Toolkit,
  https://rcmcash.org/
- UNHCR Cash-Based Interventions, https://www.unhcr.org/cash-based-interventions.
  html#:~:text=UNHCR%20uses%20cash%2Dbased%20interventions,and%20to%20
  facilitate%20voluntary%20repatriation.
- 3 things to know about…Integrated Cash and Voucher Assistance (CVA) and Child Protection
  (CP) during the COVID-19 Pandemic, https://resourcecentre.savethechildren.net/library/
  integrated-cash-and-voucher-assistance-cva-and-child-protection-cp-during-covid-19-
  pandemic

Guidance on adapting your CVA during infectious disease outbreaks

- Adapting your CVA during infectious disease outbreaks: The Cash Learning
  Partnership (20 May 2020) CVA in COVID-19 contexts: guidance from the CALP network,
  https://www.calpnetwork.org/wp-content/uploads/2020/03/CaLP-summary-guidance-
  version-10-20-May-2020-English_.pdf
- Plan International (2020) Cash and Voucher Assistance: COVID-19 Resource Toolkit, https://
  www.calpnetwork.org/publication/cash-and-voucher-assistance-covid-19-toolkit-one-pager/

Guidance documents that can support the implementation of the principles

- For details on running a child-focussed risk assessment process see: Plan International
  (2018) Child-Centered Multi-Risk Assessments: A Field Guide and Toolkit, United Kingdom:
  Plan International, available at: https://plan-international.org/multi-risk-assessment-children-
  disasters#download-options
- For detailed lists of mitigation strategies relating to risks associated with CVA see: Amar,
  J., Hames, H. and Clifton, N. (2019) Child Safeguarding for Cash and Voucher Assistance
  Guidance, Save the Children, https://resourcecentre.savethechildren.net/document/child-
  safeguarding-cash-and-voucher-assistance-guidance/
- Thompson, H. and Whiting, C. (2019) 20 core elements: a toolkit to strengthen safeguarding
  report-handling, BOND, UK Aid, available at: https://www.bond.org.uk/resources/
  safeguarding-report-handling-toolkit
- Davey, C. and Heaven Taylor, L. (2020) PSEA Implementation Quick Reference Handbook,
  GCPS Consulting UK, for CHS Alliance, available at: https://www.chsalliance.org/get-support/
  resource/pseah-implementation-quick-reference-handbook/
- For further information on Mandatory reporting see page 13 of InterAction (2010) InterAction
  Step by Step Guide to Addressing Sexual Exploitation and Abuse, https://www.interaction.
  org/wp-content/uploads/2019/04/2010.6-Step-by-Step-Guide-Comments-Version.pdf
- How to support survivors of gender-based violence when a GBV actor is not available
  in your area: A step-by-step Pocket Guide for humanitarian practitioners (version 2.0),
  https://gbvguidelines.org/en/pocketguide/

Adaptation or set up of feedback and reporting mechanisms

- Severijnen, E. and Hill, P. (2020) Creating an Inclusive and Accessible Feedback and
  Reporting Mechanism, Save the Children, https://resourcecentre.savethechildren.net/pdf/1_-_
  creating_an_inclusive_and_accessible_feedback_and_reporting_mechanism_0.pdf/
- Plan International (2018) Child-Friendly Feedback Mechanisms: Guide and Toolkit,
  https://plan-international.org/publications/child-friendly-feedback-mechanisms-guide-and-
  toolkit#download-options.https://plan-international.org/publications/child-friendly-feedback-
  mechanisms-guide-and-toolkit#download-options

Information management and data protection

- The Child Protection Area of Responsibility has produced a Draft Data Protection and Information Sharing Protocol.
- CALP (2013) Protecting Beneficiary Privacy: Principles and operational standards for the secure use of personal data in cash and e-transfer programmes.
- CALP, Data Responsibility Toolkit: A Guide for CVA Practitioners.

Needs assessment and situation analysis

- Toolkit for Monitoring and Evaluating Child Protection when using Cash and Voucher Assistance: https://resourcecentre.savethechildren.net/document/toolkit-monitoring-and-evaluating-child-protection-when-using-cash-and-voucher-assistance/
  - o In particular, Tool 1: Focus group discussion/key informant interview tool to identify child protection benefits and risks before starting cash and voucher assistance
- Child Safeguarding for Cash and Voucher Assistance Guidance, https://resourcecentre.savethechildren.net/document/child-safeguarding-cash-and-voucher-assistance-guidance/
- Coping strategies - Feinstein International Center, Tufts University & TANGO (2008) The Coping Strategies Index: Field Methods Manual (2nd Edition) https://www.fsnnetwork.org/sites/default/files/coping_strategies_tool.pdf
- Guidelines for Children's Participation in Humanitarian Programming, https://resourcecentre.savethechildren.net/pdf/children_participation_humanitarian_guidelines.pdf/
- For support in developing your Theory of Change, see pages 7 – 8 of Skovbye, Rebecca (2021) Guidance on Promoting Child Protection Outcomes Through Cash-Based Interventions, UNHCR, https://www.unhcr.org/60d43f824

References to support development of your targeting criteria

- UNICEF (2020) Cash and voucher assistance targeting for education outcomes: How to select beneficiaries to advance equity and maximize results, https://www.unicef.org/documents/cash-and-voucher-assistance-targeting-education-outcomes
- Household Economy Approach (HEA) - https://www.heacod.org/fr-fr/Published%20Reports/Household%20Economy%20Analysis_Package21032018.pdf - this will help you identify the poorest economically active households in a context.
- Heightened Risk Identification Tool – https://www.refworld.org/docid/4c46c6860.html - this is a tool that helps to identify individuals at heightened risk. This tool is designed specifically for refugee settings, but could be adapted to other contexts.
- UNHCR and IDC (2016) Vulnerability screening tool, chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fwww.refworld.org%2Fpdfid%2F57f21f6b4.pdf. This tool helps you to establish eligibility and prioritisation criteria. It can also help caseworkers with sample questions and scripts to identify risks.

Tools to support monitoring and evaluation processes

- A Toolkit for Monitoring and Evaluating Children's Participation, Booklets 1 – 6, https://resourcecentre.savethechildren.net/document-collections/toolkit-monitoring-and-evaluating-childrens-participation especially Booklet 1, Section 4. Ensuring ethical participation in monitoring and evaluation, pages 14 – 17.
- Child Protection in Emergencies Monitoring Toolkit Draft 5.2, Child Protection Working Group, 2016, https://resourcecentre.savethechildren.net/node/12294/pdf/cpie_situation_and_response_monitoring_toolkit_field-testing_version_draft_5.2_july2016.pdf
- International Red Cross and Red Crescent Movement and The International Federation of Red Cross and Red Crescent Societies, Cash in Emergencies Toolkit, Module 5: M&E, https://rcmcash.org/toolkit/
- Washington Group of Disability Statistics, Question Sets, https://www.washingtongroup-disability.com/question-sets/
- Evaluating humanitarian action using the OECD-DAC criteria: An ALNAP guide for humanitarian agencies, ALNAP, 2006, http://www.alnap.org/resource/5253

📇 ANNEX 2: TRAININGS

- Basic Principles of Disability Inclusion in Humanitarian Response, https://kayaconnect.org/course/view.php?id=886, 30 mins

- Safeguarding Essentials, https://www.youtube.com/watch?v=2QdvlTlaAuA, 1 – 1.5 hours

- Introduction to Sexual Exploitation and Abuse, https://kayaconnect.org/course/info.php?id=273, 1 hour

- Child Safeguarding in Emergencies, 3 mins 35 seconds https://www.youtube.com/watch?list=PL7m7bY82aNP3LB-EnC6Aoazhi-KbFK4Kx&v=GQhOuq7BFLY, 3 mins 35 seconds

- Psychological First Aid for Children, https://kayaconnect.org/course/view.php?id=781, 1hr 30 mins

- CALP and UNHCR Online Training Course: E – transfer and operationalizing beneficiary data protection

- Cash and Voucher Assistance: The Fundamentals, https://kayaconnect.org/course/info.php?id=496, 3 – 4 hours

- Child Protection in Humanitarian Action: This is Samira, https://youtu.be/2QdvlTlaAuA, 3 mins 50 seconds

- What is Child Protection in Humanitarian Action? https://youtu.be/H6CTjV-3V6c, 6 mins 20 seconds

Photo Credit: Beatríz Bejarano, Save the Children.

Designing cash and voucher assistance to achieve child protection outcomes in humanitarian settings

APRIL 2022

THE ALLIANCE
FOR CHILD PROTECTION
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