

UNICEF the Netherlands
Child Resilience and Protection Project
P172582

STAKEHOLDER ENGAGEMENT PLAN (SEP)

Update #1

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(updates are in blue)

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1. INTRODUCTION

UNICEF the Netherlands will implement the Child Resilience and Protection project (the Project), with the involvement of the Ministry of Education, Culture, Youth and Sport (MECYS) of Sint Maarten. The Steering Group of the Sint Maarten Recovery and Resilience Trust Fund that is managed by the World Bank (hereinafter the Bank) has agreed to finance the Project.

The project will support the implementation of Sint Maarten's 2018 National Recovery and Resilience Plan (NRRP), which lays out priorities and a roadmap for the recovery, reconstruction, and resilience of Sint Maarten following the effects of Hurricane Irma on September 6, 2017.

The Project is also aligned with the Government of Sint Maarten (GoSM) 2019 Education Master Plan Project, which aims at providing students and education staff with safe learning environments that address the needs of special care students, vulnerable students, their families, teachers and education staff who were affected by the hurricane.

The objective of the Project is to strengthen the capacity of the education and child protection systems to address and respond to the needs of children and adolescents resulting from natural disasters and external shocks.

This Stakeholder Engagement Plan will serve as a guide for the consultation of, and information distribution to stakeholders affected by and interested in this Child Resilience and Protection Project throughout all project stages. Its design and implementation will facilitate the development of strong, participatory, and mutually beneficial relationships with stakeholders.

Stakeholder engagement is an important component of project design and implementation. Understanding how the project will affect stakeholders is beneficial to its success and is helpful in identifying and mitigating risks that could otherwise impede the progress of the project. Consultations create the opportunity for stakeholders to be informed about the project scope, development, and implementation. They also provide useful information about the context in which the project will be implemented and can shape the development of project objectives and outcomes. Stakeholders can also contribute to problem identification and solution.

UNICEF-NL recognizes the importance of, and is committed, to ensuring a transparent and iterative stakeholder consultation process throughout the project life cycle, to ensure successful project outcomes.

2. PROJECT DESCRIPTION

The project has four components: (1) Nurturing children's and adolescents' well-being by (a) enhancing the management of students' and teachers' psychosocial needs within education sector institutions, and (b) addressing occurrences of violence affecting children and adolescents; (2) Strengthening Child Protection systems; (3) Strengthening schools' and MECYS' resilience to disasters; and (4) Project Implementation Support.

Component 1: Nurturing children's and adolescents' wellbeing

The Project will support and strengthen MECYS' comprehensive approach to support in and out-of-school children by integrating psychosocial interventions, following a natural disaster, at the school, family and community levels. It will also support violence prevention interventions. While the Project was initially designed as a response to Hurricane Irma, its scope will be expanded to cover other external shocks, such as epidemics, learning from the 2020 COVID-19 pandemic and its aftermath. This component has two sub-

components: (i) Enhancing the management of students' and teachers' psychosocial needs within education sector institutions; and (ii) Addressing occurrences of violence affecting children and adolescents.

Component 2: Strengthening the Child Protection system

Through this component, the Project will strengthen the Child Protection system in Sint Maarten, including policies and institutional mechanisms and practices that aim at preventing and responding to children's rights violations, which are defined as violence, abuse, and neglect. It will also enhance inter-agency child protection mechanisms and the system's capacity to protect children during emergencies. Specifically, the component will: (i) support the Child Protection referral and case management system; (ii) support the development of a child Protection Information System; (iii) build capacity of professionals working with children; (iv) support early interventions for vulnerable children; and (v) support the mainstreaming of the Child Protection in Emergencies approach.

Component 3: Strengthening schools' and MECYS' resilience to disasters

This component seeks to strengthen coordination for disaster risk management at the system and school levels to better prepare and respond to natural hazards and protect children's safety during emergencies.

Component 4: Project implementation support

UNICEF-NL will be both the Grantee and the Project Implementation Agency. UNICEF-NL has established a core team based in The Hague, responsible for project management and coordination, management of safeguards provisions, financial management, procurement, and M&E. Additionally, a Team Coordinator will be based in Sint Maarten.

3. ENGAGEMENT WITH THE MINISTRY OF EDUCATION AND OTHER STAKEHOLDERS

This project builds on the previous collaboration of UNICEF-NL and the Ministry of Education, Culture, Youth and Sport in the response to the immediate aftermath of the impact of hurricanes Irma and Maria in 2017. A number of stakeholders, including key stakeholders, have therefore already been engaged and are aware of the development of this project.

The key government stakeholders have been involved in all stages of the project development from the submission of the project financing request, and subsequently since approval of the request by the Trust Fund Steering Committee in July 2019.

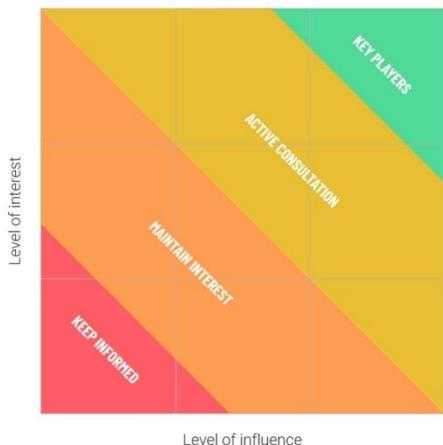
Other stakeholders, both direct and indirect beneficiaries are aware that the project was approved and are awaiting additional consultation in order to provide their input and confirm their role in support of, or as a participant in the project.

This Stakeholder Engagement Plan builds on this process and ensures the inclusion of all stakeholders, paying particular attention to those not consulted during the project development stage. The SEP describes the different stakeholders of the Project and how UNICEF-NL currently engages its stakeholders. This SEP also describes the feedback from the consultations held thus far and describes how comments and concerns will be addressed or not in the project. This is described in section 5.6 below.

4. STAKEHOLDER IDENTIFICATION AND ANALYSIS

During the development of the project concept note stakeholders were initially identified using the combined approaches of team brainstorming and experience, and historical data.

An Assessment of the various stakeholder groups was done utilizing an Interest/Influence Matrix. This enabled the identification of the different types of stakeholders.



The following categories were identified:

4.1 Tier 1 – Key Stakeholders

High Interest & High Influence

These stakeholders have the most influence and interest in the project and their involvement is considered to be vital to the success of the project. These relationships must be carefully managed.

4.2 Tier 1 – Primary Stakeholders

High/Medium Interest and Low Influence

The involvement of these stakeholders, generally as direct beneficiaries, is considered to be important to the success of the project. The consultations must ensure that the interest of these stakeholders is maintained.

4.3 Tier 2 – Secondary Stakeholders

Low Interest and Medium/High Influence

These stakeholders require active consultation as they have the ability to affect the outcome of the project both negatively and positively.

4.4 Tier 3 – Tertiary Stakeholders

Low Interest and Low Influence

These stakeholders are primarily classified as the indirect beneficiaries and should be kept informed.

At a more detailed and operational level, different types of engagement are identified (see table 1).

Table 1 Stakeholder Engagement Definitions

DEFINITIONS	
Monitor	Track this stakeholder's commentary in traditional and social media to see if their level of interest (or access to power) changes
Inform	Provide this stakeholder with relevant, high-level information about the project at regular intervals / milestones
Consult	Obtain this stakeholder's feedback on key project decisions that are relevant to them
Involve	Rely on this stakeholder's expert advice when making decisions about the project
Collaborate	Partner with this stakeholder to develop alternatives and arrive at solutions that are acceptable to the collaboration group
Empower	Authorise this stakeholder to make specific decisions about the project

Strategic Partners

These stakeholders are for the most part, not directly affected by the project, and are primarily classified as entities that may have projects/programmes with similar beneficiaries and with whom UNICEF-NL should establish and maintain open lines of communication to identify possible areas of overlap and/or opportunities for synergistic collaborations. Political leadership, namely the Council of Ministers and the Parliament of Sint Maarten, also fall under this category classification. Engagement strategies for strategic partners will be finessed on an individual basis.

4.5 Disadvantaged/vulnerable individuals or groups

The disadvantaged or vulnerable groups potentially affected by the Project are discussed below, please see chapter 5 for the specific approaches the project team will take to engaging with them and consider their needs in project design:

Vulnerable children and families: The working definition of vulnerability varies across entities on Sint Maarten. During initial stakeholder consultations held from July to November 2020, most stakeholders indicated that they did not have a written definition for vulnerability, however they agreed that there was some commonality based on a broad range of determinants of vulnerability, namely: socio-economic status, physical/infrastructural, behavioural/attitudinal, social disempowerment, inability to care for themselves, marginalisation, language and communication competency, health risks, issues of neglect (physical and emotional) and abuse, and immigration status.

Determinants specifically related to the education sector include learning challenges, children with special needs (mental and physical disabilities), improper adult supervision/care at home, social-emotional challenges, and access to nutritionally balanced meals.

This confirms the initial assumption that the working definitions should include, but are not limited to, unregistered/undocumented children and families, teen-aged mothers, families with income below the minimum wage, latchkey kids, children with intellectual and physical disabilities.

Children with disabilities: Children with disabilities are often a forgotten group, their needs and views are expressed by their parents, caregivers or those providing services to them. The organisation that provides services for this group is the White and Yellow Cross Foundation (WYC) Sint Maarten. During the project development consultation, one of the major challenges that this group faces, identified by the WYC, is the lack of structured systems/programmes to address the psychosocial, educational, and overall protection and safety as well as inclusion of children with disabilities. The project will ensure that specific attention is paid to this group, with an emphasis on encouraging representation and inclusion in decision-making spaces, to ensure their involvement at every phase of the project.

During the project design, consultations were made with the Sr. Basilia Centre (SBC) to gather information on the needs of children with disabilities to better understand the specific situation of children with disabilities.

In the context of commencing the Parenting programme and the Violence Prevention programmes, the SBC will again be involved in the consultations, to provide guidance on the issues related to children with disabilities, as well as guidance on the involvement of their parents.

One specific activity to date involved direct engagement with children with disabilities. During the youth consultations for the establishment of the Youth Sounding Board, UNICEF The Netherlands was able to identify and engage a hearing-impaired young person to participate in the consultations.

Parents, caregivers who do not understand and speak English: There are groups on Sint Maarten that do not understand or speak English. This serves as a deterrent to them from seeking public information and services. These groups speak Spanish and Haitian Creole mostly. There are information channels, such as radio stations, and national organisations that reach these groups with information. Information for these groups must be translated to Spanish and Haitian Creole.

4.6 Stakeholder needs

Stakeholder Group	Preferred notification means	Inputs required	Specific needs
COMPONENT 1 - Nurturing children's and adolescents' wellbeing			
MINISTRY OF EDUCATION, CULTURE, YOUTH & SPORT (MECYS)			
MECYS: Department of Education, Department of Culture, Department of Youth, Department of Sport, Division of Educational Innovation, Division of Inspectorate of ECYS, Student Support Services Division	Email, telephone, written correspondence	<ul style="list-style-type: none"> - Provide insight into plans and priorities to ensure maximum alignment and efficiency with activities planned - Express needs and expectations as well as 'fears' - Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries - Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions - Provide expertise, a staff member/ volunteer, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives) - Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas. - Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children 	<ul style="list-style-type: none"> - Improved institutional capacity to address needs of staff and students
EDUCATION SECTOR			
School Boards (primary, secondary, tertiary) Teachers (primary, secondary, tertiary) St. Maarten Early Childhood Development Association (SECDA)	Email, telephone, written correspondence, social media	<ul style="list-style-type: none"> - Provide insight into plans and priorities to ensure maximum alignment and efficiency with activities planned - Express needs and expectations as well as 'fears' - Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries - Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions 	<ul style="list-style-type: none"> - Improved ability to detect and address psychosocial, learning and protection needs, as a result of emergencies

		<ul style="list-style-type: none"> - Provide expertise, a staff member/ volunteer, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives) - Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas. - Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children 	
NGO's			
Association for Psychologists and Allied Professionals Sint Maarten (APAP)	Email, telephone, written correspondence	<ul style="list-style-type: none"> - Provide insight into plans and priorities to ensure maximum alignment and efficiency with activities planned - Express needs and expectations as well as 'fears' - Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries 	<ul style="list-style-type: none"> - Coordination among actors contributing to mental health and the wellbeing of children, sharing information, joint learning.
Mental Health Foundation			
St. Maarten Red Cross			
White & Yellow Cross Foundation			
COMPONENT 2 – Strengthening the Child Protection system			
MINISTRY OF JUSTICE			
Ministry of Justice – Court of Guardianship	Email, telephone, written correspondence	<ul style="list-style-type: none"> - Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned by the Department - Express needs and expectations as well as 'fears' - Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries 	<ul style="list-style-type: none"> - Improved capacity to prepare for and respond to disasters - Improved ability to protect children from violence, abuse, and neglect
Policy Department			

Immigration Department Police Foundation Judicial Institutes Sint Maarten (SJIS)		<ul style="list-style-type: none"> - Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions - Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives) - Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas. - Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children 	
Foster Homes	Email, telephone, written correspondence	<ul style="list-style-type: none"> - Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned by the Department - Express needs and expectations as well as 'fears' - Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries - Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions - Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives) - Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas. - Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children 	<ul style="list-style-type: none"> - Improved capacity to prepare for and respond to disasters
EDUCATION SECTOR			

MECYS Youth Department	Email, telephone, written correspondence, social media	<ul style="list-style-type: none"> - Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned by school boards - Express needs and expectations as well as 'fears' - Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries - Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions - Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives) - Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas. - Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children 	<ul style="list-style-type: none"> - Improved capacity to better protect children from neglect, violence, abuse, and neglect
School Boards (primary, secondary, tertiary)			
Teachers (primary, secondary, tertiary)			
St. Maarten Early Childhood Development Association (SECDA)			
After School Programmes			

MINISTRY OF PUBLIC HEALTH, SOCIAL DEVELOPMENT AND LABOUR (VSA)

SA Policy Department	Email, telephone, written correspondence	<ul style="list-style-type: none"> - Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned - Express needs and expectations as well as 'fears' - Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries - Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions - Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives) - Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas. 	<ul style="list-style-type: none"> - Improved ability to detect and address psychosocial and protection needs, as a result of emergencies - Improved data collection mechanisms - Improved capacity to better protect children from neglect, violence, abuse, and neglect
Collective Preventive Services Department			
Community Development, Family and Humanitarian Affairs			
ESF 7			

		<ul style="list-style-type: none"> - Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children 	
SXM Medical Centre	Email, telephone, written correspondence	<ul style="list-style-type: none"> - Beneficiaries will provide project team with feedback as to their expectations for the project. - Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries - Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions - Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas. 	<ul style="list-style-type: none"> - Improved capacity to prepare for and respond to disasters - Improved ability to detect and address psychosocial and protection needs, as a result of emergencies - Improved data collection mechanisms
COMMUNITIES/COMMUNITY GROUPS			
Early Childhood (0 -6) Children (6 - 12) Adolescents (12 – 18) Young Adults (18 – 24) Parents Communities	social media, broadcast & print media	<ul style="list-style-type: none"> - Beneficiaries will provide project team with feedback as to their expectations for the project. - Participate in relevant meetings, trainings, and events to benefit from exchange with others, learn, increase capacity, share ideas. - Promote activities, attend activities, share activities on social media as relevant - Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions 	<ul style="list-style-type: none"> - Improved capacity to better protect children from neglect, violence, abuse, and neglect
NGO's and CBO's			
Sint Maarten Red Cross K1 Britannia Association for Psychologists and Allied Professionals Sint Maarten (APAP) Mental Health Foundation		<ul style="list-style-type: none"> - Beneficiaries will provide project team with feedback as to their expectations for the project. - Participate in relevant meetings, trainings, and events to benefit from exchange with others, learn, increase capacity, share ideas. - Promote activities, attend activities, share activities on social media as relevant 	<ul style="list-style-type: none"> - Coordination among actors contributing to mental health and the wellbeing of children, sharing information, joint learning.

White & Yellow Cross Foundation		<ul style="list-style-type: none"> - Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions 	
<i>COMPONENT 3 - Strengthening schools' and MECYS' resilience to disasters</i>			
MINISTRY OF EDUCATION, CULTURE, YOUTH & SPORT (MECYS)			
MECYS – Department of Education	Email, telephone, written correspondence	<ul style="list-style-type: none"> - Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned by the Department - Express needs and expectations as well as 'fears' - Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries - Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions - Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives) - Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas. - Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children 	<ul style="list-style-type: none"> - Improved capacity to prepare for and respond to disasters
MECYS – Safety & Emergency Management Committee (SEMC)			
Student Support Services Division			

EDUCATION SECTOR				
School Boards (primary, secondary, tertiary)	Email, telephone, written correspondence, social media	<ul style="list-style-type: none"> - Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned by school boards 	<ul style="list-style-type: none"> - Improved capacity to prepare for and respond to disasters 	
Administrative & Auxiliary Staff of Schools		<ul style="list-style-type: none"> - Beneficiaries will provide project team with feedback as to their expectations for the project. 		
Teachers		<ul style="list-style-type: none"> - Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries 		
School bus drivers		<ul style="list-style-type: none"> - Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions 		
St. Maarten Early Childhood Development Association (SECDA)		<ul style="list-style-type: none"> - Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives) 		
After school programmes		<ul style="list-style-type: none"> - Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas. - Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children 		
EMERGENCY OPERATING CENTRE (EOC)				
VSA – ESF 7	Email, telephone, written correspondence	<ul style="list-style-type: none"> - Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned - Beneficiaries will provide project team with feedback as to their expectations for the project. - Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries - Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions - Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives) - Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas. 	<ul style="list-style-type: none"> - Better integration in the national disaster management system 	

		<ul style="list-style-type: none"> - Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children 	
COMMUNITIES/COMMUNITY GROUPS			
Early Childhood (0 -6) Children (6 - 12) Adolescents (12 – 18) Young Adults (18 – 24)	social media, broadcast & print media	<ul style="list-style-type: none"> - Beneficiaries will provide project team with feedback as to their expectations for the project. - Participate in relevant meetings, trainings, and events to benefit from exchange with others, learn, increase capacity, share ideas. - Promote activities, attend activities, share activities on social media as relevant - Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions 	<ul style="list-style-type: none"> - Improved capacity to prepare for and respond to disasters
EXTERNAL (REGIONAL/INTERNATIONAL)			
Caribbean Disaster Emergency Management Agency (CDEMA)	Email, telephone, written correspondence, social media	<ul style="list-style-type: none"> - Provide information on events, meetings, trainings, and other relevant developments in the region 	<ul style="list-style-type: none"> - Coordination and information on disaster preparedness initiatives in the region, including on Sint Maarten

5. STAKEHOLDER ENGAGEMENT PROGRAM

5.1 Purpose and timing of stakeholder engagement programme

The purpose of the stakeholder engagement programme is to ensure understanding and buy-in on the project among various groups of stakeholders and to collect information on views, needs, expectations and risks to ensure the project can achieve sustainable results. Below table outlines the various stages of the project and the type of information disclosed to whom and when.

5.2 Information disclosure plan with timelines

Project stage	List of information to be disclosed	Methods proposed	Timetable: Locations/ dates	Target stakeholders	Percentage to be reached	Responsibilities
Project development	Project goals, project components, overall amount of funding, implementing agency, project timeframe SEP and ESCP documents to be publicly disclosed	Conversations with key stakeholders who represent beneficiaries or have information about beneficiary needs and views On-line	Due to COVID-19 lockdown this took place by phone and video calls on weekdays during May and June 2020 Early July 2020	Ministries NGO's All stakeholders	90% of Tier 1 stakeholders	Team Coordinator based on Sint Maarten
Project development: research on implementation strategies and targeting	Project goals, project components, target groups, implementation modalities, ways of working	Conversations with key stakeholders who represent beneficiaries or have information about beneficiary needs and views	July 2020 – July 2021, depending on the planned implementation period of project sub-components.	Direct beneficiaries NGO partners Individual professionals working for stakeholder organisations	75% of Tier 1 stakeholders that have a relation to the sub-component or activities 60% of Tier 2 stakeholders that have a relation to the sub-component or activities	Team Coordinator based on Sint Maarten Technical programme staff and/ or consultants Project Manager
Implementation: Upon Project contract signature	Project goals, project components, overall amount of funding, implementing agency, project timeframe	Article in Daily Herald newspaper of Sint Maarten Possibly radio interview on Laser 101 Posts on facebook.com/unicefsxm and Instagram unicef.sxm Article on website www.unicef.nl/sint-maarten , unicef.nl/trustfund-sintmaarten	Expected in August 2020	Direct and indirect beneficiaries General audience All stakeholders	60% of adolescents and adults living on Sint Maarten 90% of Tier 1 stakeholders	Team Coordinator based on Sint Maarten Communications Officer based on Sint Maarten Project Manager Communications Officer based in The Hague Press Officer based in The Hague

Implementation: training, information campaigns, events, activities	Communicate opportunities for participation or benefit from activities Results achieved at activity level	Article in Daily Herald newspaper of Sint Maarten Possibly radio interview on Laser 101 Posts on facebook.com/unesfsm and Instagram unicef.sxm Article on website www.unicef.nl/sint-maarten , unicef.nl/trustfund-sintmaarten Oral information or leaflet with information via	Dates depend on implementation progress between 2020 and 2024	Direct and indirect beneficiaries General audience All stakeholders	60% of adolescents and adults living on Sint Maarten Target beneficiaries: parents, adolescents, children	Team Coordinator based on Sint Maarten Communications Officer based on Sint Maarten Project Manager Communications Officer based in The Hague Press Officer based in The Hague
Implementation: Annual report for the general public	Activities done and results achieved over the past year of implementation	Digital written report in English with images via www.unicef.nl and report abstracts on facebook.com/unesfsm Article in Daily Herald newspaper of Sint Maarten Send printed report with cover letter to Council of Ministers, Parliament, NGO partners, Ministries	Annually	Direct and indirect beneficiaries General audience All stakeholders	75% of Tier 1 stakeholders that have a relation to the sub-component or activities 60% of Tier 2 stakeholders that have a relation to the sub-component or activities 60% of adolescents and adults living on Sint Maarten	Team Coordinator based on Sint Maarten Communications Officer based on Sint Maarten Project Manager Communications Officer based in The Hague Press Officer based in The Hague

5.3 Stakeholder Consultation Strategy

Due to the project activities and the varying levels of engagement for each stakeholder, based on component, the engagement strategy for one stakeholder may vary based on the level of their involvement in a particular component, therefore a one-size-fits-all engagement strategy would be insufficient.

Engagement methods may also vary and could include any of the following, based on the activity:

1. Interviews
2. Surveys, polls, and questionnaires
3. Public or virtual meetings, workshops, and/or focus groups
4. Other traditional mechanisms for consultation and decision making.

Building on our stakeholder analysis (see section 4), the table below describes for each component how we will engage with each stakeholder in the different phases of the project. In Q4, 2020, the phase of annual planning will be filled in and this will be repeated annually. In Q 1, 2022 the mid-term review will be filled in. In Q4, 2023 the phase out will be filled in. Whilst it is likely that the type of engagement is similar for each

phase, adjustments may be necessary based on lessons learned, which is why we will fill in the other columns throughout the stakeholder engagement process and ongoing consultations with various groups.

Stakeholder Register – Project Phase Engagement Strategy

Table 2 – Stakeholder Engagement Strategy: Component 1

Organisation/Department	Category	Engagement Strategy			
Component 1: Nurturing children's and adolescents' wellbeing		Project Development	Annual Planning	Mid-term Review	Phase Out
MINISTRY OF EDUCATION, CULTURE, YOUTH & SPORT (MECYS)					
Department of Culture	Primary	Involve	Involve	Involve	Involve
Department of Education	Secondary	Consult	Consult	Consult	Consult
Department of Sport	Primary	Involve	Involve	Involve	Involve
Department of Youth	Key	Empower	Empower	Empower	Empower
Division of Educational Innovation	Secondary	Consult	Consult	Consult	Consult
Inspectorate of ECYS	Primary	Involve	Involve	Involve	Involve
Student Support Services Division	Key	Empower	Empower	Empower	Empower
MINISTRY OF FINANCE	Primary	Consult	Consult	Consult	Consult
MINISTRY OF GENERAL AFFAIRS	Primary	Consult	Consult	Consult	Consult
MINISTRY OF HOUSING, SPATIAL DEVELOPMENT AND PLANNING	Primary	Consult	Consult	Consult	Consult
MINISTRY OF JUSTICE		Involve	Involve	Involve	Involve
MINISTRY OF PUBLIC HEALTH, SOCIAL DEVELOPMENT AND LABOUR (VSA)					
Public Health Inspectorate	Key	Collaborate	Collaborate	Collaborate	Collaborate
Department of Social Affairs	Key	Collaborate	Collaborate	Collaborate	Collaborate
Department of Labour Affairs	Key	Collaborate	Collaborate	Collaborate	Collaborate
MINISTRY OF TOURISM, ECONOMIC AFFAIRS, TRANSPORTATION AND TELECOMMUNICATION	Primary	Consult	Consult	Consult	Consult
SCHOOL BOARDS (PRIMARY, SECONDARY, TERTIARY, PRIVATE)	Primary	Consult	Consult	Consult	Consult
SCHOOL MANAGERS (PRIMARY, SECONDARY, TERTIARY, PRIVATE)	Primary	Collaborate	Collaborate	Collaborate	Collaborate
SCHOOL STAFF (PRIMARY, SECONDARY, TERTIARY, PRIVATE)	Primary	Collaborate	Collaborate	Collaborate	Collaborate
COMMUNITY SCHOOLS	Primary	Collaborate	Collaborate	Collaborate	Collaborate
AFTERSCHOOL PROGRAMMES' STAFF	Key	Collaborate	Collaborate	Collaborate	Collaborate

DAY CARE CENTRES' STAFF	Key	Collaborate	Collaborate	Collaborate	Collaborate
SPORTS CLUBS & ORGANISATIONS	Key	Collaborate	Collaborate	Collaborate	Collaborate
ARTS & CULTURAL ORGANISATIONS	Key	Collaborate	Collaborate	Collaborate	Collaborate
NGO's					
<u>Association for Psychologists and Allied Professionals Sint Maarten (APAP)</u>	Primary	Collaborate	Collaborate	Collaborate	Collaborate
Mental Health Foundation	Secondary				
St. Maarten Early Childhood Development Associations (SECDAs)	Primary	Collaborate	Collaborate	Collaborate	Collaborate
St. Maarten Foundation for Psychologists & Orthopedagogues (SFPO)	Primary	Collaborate	Collaborate	Collaborate	Collaborate
St. Maarten Social Workers Association	Primary	Collaborate	Collaborate	Collaborate	Collaborate
St. Maarten Youth Council	Key	Collaborate	Collaborate	Collaborate	Collaborate
White & Yellow Cross Foundation	Primary	Collaborate	Collaborate	Collaborate	Collaborate
COMMUNITIES/COMMUNITY GROUPS					
Adolescents (12 – 18)	Key	Empower	Empower	Empower	Empower
Young Adults (18 – 24)	Key	Empower	Empower	Empower	Empower
Parents	Primary	Involve	Involve	Involve	Involve
Volunteers	Primary	Involve	Involve	Involve	Involve

Table 5 - Stakeholder Engagement Strategy: Component 2

Organisation/Department	Category	Engagement Strategy			
Component 2: Strengthening the Child Protection system		Project Development	Annual Planning	Mid-term Review	Phase Out
MINISTRY OF JUSTICE	Key	Empower	Empower	Empower	Empower
Court of Guardianship					
Min. Jus. Policy Department					
Immigration Department					
Police Dept.					
SJIS					
MINISTRY OF EDUCATION, CULTURE, YOUTH & SPORT (MECYS)	Key	Empower	Empower	Empower	Empower
MINISTRY OF PUBLIC HEALTH, SOCIAL DEVELOPMENT AND LABOUR (VSA)	Key	Empower	Empower	Empower	Empower
Department of Community Development, Humanitarian and Family Affairs					
Department of Social Affairs					
Foster Care	Primary	Collaborate	Collaborate	Collaborate	Collaborate
New Start Foster Home					
Foster Families					
SCHOOL BOARDS (PRIMARY, SECONDARY, TERTIARY, PRIVATE)	Primary	Consult	Consult	Consult	Consult

SCHOOL MANAGERS (PRIMARY, SECONDARY, TERTIARY, PRIVATE)	Key	Empower	Empower	Empower	Empower
SCHOOL STAFF (PRIMARY, SECONDARY, TERTIARY, PRIVATE)	Key	Empower	Empower	Empower	Empower
COMMUNITY SCHOOLS	Key	Empower	Empower	Empower	Empower
AFTERSCHOOL PROGRAMMES' STAFF	Key	Empower	Empower	Empower	Empower
DAY CARE CENTRES' STAFF	Key	Empower	Empower	Empower	Empower
SPORTS CLUBS & ORGANISATIONS	Key	Empower	Empower	Empower	Empower
ARTS & CULTURAL ORGANISATIONS	Key	Empower	Empower	Empower	Empower
NGO's					
Association for Psychologists and Allied Professionals Sint Maarten (APAP)	Primary	Collaborate	Collaborate	Collaborate	Collaborate
K1 Britannia	Secondary	Consult	Consult	Consult	Consult
Mental Health Foundation	Key	Empower	Empower	Empower	Empower
St. Maarten Early Childhood Development Associations (SECDAs)	Primary	Collaborate	Collaborate	Collaborate	Collaborate
St. Maarten Foundation for Psychologists & Orthopedagogues (SFPO)	Primary	Collaborate	Collaborate	Collaborate	Collaborate
St. Maarten Medical Centre	Key	Empower	Empower	Empower	Empower
St. Maarten Social Workers Association	Primary	Collaborate	Collaborate	Collaborate	Collaborate
St. Maarten Youth Council	Key	Empower	Empower	Empower	Empower
White & Yellow Cross Foundation	Key	Empower	Empower	Empower	Empower
COMMUNITIES/COMMUNITY GROUPS					
Adolescents (12 – 18)	Key	Empower	Empower	Empower	Empower
Young Adults (18 – 24)	Key	Empower	Empower	Empower	Empower
Parents	Key	Empower	Empower	Empower	Empower
Volunteers	Primary	Collaborate	Collaborate	Collaborate	Collaborate

Table 4 - Stakeholder Engagement Strategy: Component 3

Organisation/Department	Category	Engagement Strategy			
Component 3: Strengthening schools' and MECYS' resilience to disasters		Project Development	Annual Planning	Mid-term Review	Phase Out
MINISTRY OF EDUCATION, CULTURE, YOUTH & SPORT (MECYS)					
Safety & Emergency Management Committee (SEMC)	Key	Empower	Empower	Empower	Empower
Student Support Services Division	Key	Empower	Empower	Empower	Empower
Inspectorate of ECYS	Key	Collaborate	Collaborate	Collaborate	Collaborate

Emergency Support Function (ESF) 7	Key	Collaborate	Collaborate	Collaborate	Collaborate
National Disaster Management Coordination Unit	Key	Collaborate	Collaborate	Collaborate	Collaborate
Inspectorate of VSA	Key	Collaborate	Collaborate	Collaborate	Collaborate
Inspectorate of VROMI	Key	Collaborate	Collaborate	Collaborate	Collaborate
Fire Department	Key	Collaborate	Collaborate	Collaborate	Collaborate
SCHOOL BOARDS (PRIMARY, SECONDARY, TERTIARY, PRIVATE)	Primary	Collaborate	Collaborate	Collaborate	Collaborate
SCHOOL MANAGERS (PRIMARY, SECONDARY, TERTIARY, PRIVATE)	Primary	Collaborate	Collaborate	Collaborate	Collaborate
SCHOOL STAFF (PRIMARY, SECONDARY, TERTIARY, PRIVATE)	Key	Empower	Empower	Empower	Empower
COMMUNITY SCHOOLS	Key	Empower	Empower	Empower	Empower
AFTERSCHOOL PROGRAMMES' STAFF	Key	Empower	Empower	Empower	Empower
DAY CARE CENTRES' STAFF	Key	Empower	Empower	Empower	Empower
NGO's					
St. Maarten Early Childhood Development Associations (SECDA)	Primary	Involve	Involve	Involve	Involve
St. Maarten Red Cross	Key	Collaborate	Collaborate	Collaborate	Collaborate
St. Maarten Youth Council	Key	Empower	Empower	Empower	Empower
White & Yellow Cross Foundation	Key	Empower	Empower	Empower	Empower
EXTERNAL REGIONAL/INTERNATIONAL					
Caribbean Disaster Emergency Management Agency (CDEMA)	Secondary	Consult	Consult	Consult	Consult

Table 5 Engagement plan for strategic partners

Organisation/Department	Engagement Strategy				
		Project Development	Annual Planning	Mid-term Review	Phase Out
4C Foundation/NPower		Consult	Consult	Consult	Consult
K1 Britannia		Consult	Consult	Consult	Consult
Red Cross NL		Consult	Consult	Consult	Consult
Samenwerkenfonds		Consult	Consult	Consult	Consult
St. Maarten Development Fund		Consult	Consult	Consult	Consult
VNG International		Consult	Consult	Consult	Consult

5.4 Specific actions to incorporate the views of vulnerable groups

Vulnerable groups and families are not the direct targets of project activities, however, the general population which includes vulnerable groups will benefit from the project results which are intended to strengthen the resilience and child protection system on Sint Maarten. Accordingly the inclusion of vulnerable groups as well as children and adolescents in various project activities helps to ensure that the work done in this project by UNICEF-NL and its partners, has greater impact towards making a real improvement to the situation of children and adolescents. The participation and inclusion of adolescents and children in research, activities, events, and projects are all guided by UNICEF – NL's Guidelines for fair and meaningful participation by children and adolescents, attached as Annex 8.

Under Component 1 (Parenting programme): Stakeholder consultations (focus group discussions with parents and professionals working with parents) will target the general population, with particular attention being paid to ensure that persons from unregistered migrant families (previously identified as one of the vulnerable groups under this activity), are invited and facilitated to voluntarily participate in an effective manner. This will be done through general community outreach campaigns and in collaboration with community partners and our translators who have access to the Spanish speaking and Haitian Creole speaking communities. During the roll out of the positive parenting programme, we will work closely with translators to have all materials translated into the most used languages in Sint Maarten, Haitian Creole, and Spanish.

Under Component 2 which focuses on the strengthening of the child protection system, it is envisioned that the improved system will better reach vulnerable persons because the goal of the component is to establish better detection and response mechanisms for child abuse and neglect cases, making the system more accessible and equitable. Therefore, once an agreed referral system is established, information campaigns (community sensitizations, clear messages in all community centres, churches, and schools as well through the key referral points, like the police and the Court of Guardianship) will be carried out to ensure that the referral system is well known and accessible by the general population, including the most vulnerable families.

After an initial trial period of the new system, consultations will be organized with professionals within the system and with parents and/or youth (if this can be done in a safe manner, depending on their case) with key stakeholders to evaluate the effectiveness of the new system. During the consultations representatives of families who entered in contact with the child protection system will be approached to get their feedback also. This exercise will be carried out in a safe and protected manner.

5.4 Engagement with Youth

Youth-related activities (under all components): Throughout project implementation, young people will be actively engaged through meaningful youth participation approaches. The intention of this project is not only to involve young people in all youth-related activities but to also sensitize the Government counterparts on the importance of applying a meaningful youth participation approach, as well as experiencing its application

and achievements. Each approach and age-range will be determined based on the specific activity objective. When, and if appropriate, the youth will be requested to identify their preferred approach. In all youth-related activities, young girls and boys on Sint Maarten will be engaged, ensuring that the most vulnerable young people are sensitized, involved and enabled to participate and to contribute in an effective and adequate manner.

5.5 Consultation processes

Past consultations

Stakeholder consultations are conducted utilising one of three versions of a Stakeholder Briefing Note and Stakeholder Feedback form (see appendices 1 through 6). Due to the COVID-19 pandemic, consultations were done by phone and video calls. The briefing notes (see appendix) provides an overview of the project objective, component activities, risks and assumptions, and a series of questions for discussion on vulnerability, risks, and the project design. This form is provided to all stakeholders via email, at least two days prior to the consultation, so they have adequate time to prepare. The feedback form is set up to immediately capture the responses to all the discussion questions. The feedback is then compiled in a Stakeholder Management database, which provides an overview of the types of feedback collected, responses required, if any, timelines for responses and follow-up.

As of the end of December 2020 consultations had been held with most of the stakeholders from Tier 1: Key and Primary Stakeholders, as well as all Strategic Partners. These included the three (3) ministries with the greatest level of engagement in the project, the Ministry of Education, Culture, Youth and Sport, the Ministry of Justice and the Ministry of Public Health, Social Development and Labour; the Education Sector (school boards, school managers, teachers, student care coordinators and guidance counsellors from Primary, Secondary and Tertiary institutions as well as Community Schools); board members and staff of SECDA (St. Maarten Early Childhood Development Association); Day Care Centres' Managers; the St. Maarten Youth Council; the White and Yellow Cross; the Court of Guardianship; SJIS (The Foundation Judicial Institutes Sint Maarten); various departments of the Police Service, incl. the Youth and Juvenile Justice Department and NGOs working in Child Protection (Wildflower Institute, Safe Haven).

Consultations with young adults (18-24 years) under Component 2, Child Protection, were completed in June 2021. Their input and guidance were sought for the establishment of a Youth Sounding Board as an integral part of the yet-to-be established National Child Protection Platform. The young adults were identified through open calls and via social media and personal networks. They each received an explanation about what was expected from them, signed a volunteer contract which stipulates the agreements and contains a section on the use of their data (in line with the European privacy law). Our Child Safeguarding Policy and Code of Conduct were explained to them as well. The nature of the consultations about the Youth Sounding Board were mostly consultative in nature. The ensuing process to engage the youth in the development of the Terms of Reference for the Youth Sounding Board had more collaborative traits in it, as the youth took more control and ownership. Some of these young people are also engaged in the preparations for the Youth Round Table Conference, planned for 19 November 2021 (activity in component 1). Their involvement is also expected in the design of the Youth Hub (activity in component 1). This engagement is collaborative in approach.

Upcoming consultations

With the recruitment of the project's key technical staff completed, consultations with young people and parents, as well as the Tier 2 stakeholders have begun and will continue to be scheduled to coincide with the start-up of the respective project activity for which their input is required. The consultation with parents will be done via Zoom through an Open Call on UNICEF Sint Maarten's Facebook page, as well as in face-to-face sessions (observing all COVID-19 protocols). The consultations will focus primarily on the planned activities

for Component 1, namely the Positive Parenting and Violence Prevention Programmes.

The consultations with youth (the age range varies and is from 13 to 24 years old, determined by the type of activity) will be done utilising one of three meaningful youth engagement strategies: consultative, collaborative, or youth led.

Consultative: This strategy is adult initiated; adult led and managed. It lacks the opportunity for adolescents to control the outcomes; but recognizes the added value that the adolescents' perspective, knowledge and experience can contribute.

Collaborative: This strategy is adult initiated; involving partnership with adolescents. It enables adolescents to influence or challenge both process and outcome, allowing for increased levels of self-directed action by adolescents over a period of time.

Youth-led: This strategy allows the issues of concern to be identified by adolescents themselves. The adults serve as facilitators rather than leaders; and adolescents control the process and the outcomes.¹

Key issues raised and responses during the consultations held so far are shown in the table below. The full Consolidated Stakeholder Consultation Report as per 31 July 2021 is available in Annex 1.

¹ <https://www.unicef.org/documents/engaged-and-heard-guidelines-adolescent-participation-and-civic-engagement>

Table 7 Key issues raised, and responses provided during project preparation consultations.

Issues raised	Responses provided by the project team.
Comments on Component 1	
<p>Lack of data on potential beneficiaries.</p> <p>Impact of Covid-19 on implementation, including disruption of school schedules.</p> <p>The project's inability to reach both vulnerable groups as well as parents, especially if there is a significant lack of interest in the project among these groups or creative means of engagement are not identified. It was suggested that sessions for parents under component one should be made mandatory.</p>	<p>Addressed by planning data collection exercises during the starting phase of the Project.</p> <p>Adjust planning and activities in line with government Covid-19 regulations on a case-by-case basis.</p> <p>The consultancy firm that will be engaged to develop a positive parenting programme will address the challenge of engaging those parents who need it, but who are not stepping forward to attend. In various countries several methods have been tested to engage these parents: providing a meal, offering transport, offering babysitting services, reaching them via community influencers, do home visits to get their buy-in. Depending on the specific traits of the target group(s), the firm will develop strategies.</p>
<p><u>For Children/Students</u></p> <ul style="list-style-type: none"> • Life skills sessions • Coping skills programmes 	<p>In component 1, the project will design and implement a “transferable skills” programme for adolescents. An assessment will indicate what the focus will be. There could be an element of life skills, coping skills if there is demand for it and no other service is offering that.</p>
<ul style="list-style-type: none"> • Information campaign materials adapted for children with special needs. • Identify/support the establishment of student-friendly safe spaces with access to broad spectrum after-school activities, devices and youth-friendly skills building programmes. 	<p>We would have to identify what would be required to target children with special needs.</p> <p>This would be the establishment of new services, which is beyond the scope of the project. Within the scope of the project is to develop a (public or public/private) funding model for early childhood centres and after school programmes to improve quality and access.</p>
<p><u>For Parents</u></p> <p>Workshops beyond the scope of parenting, i.e., Adult Education, Communication, Life Skills, Computer Literacy, Language (English as a Second Language), Social-emotional Learning, Mental Health, and Financial Literacy.</p>	<p>The project targets parents when it comes to parenting skills, but other competency or skills building in adults is not within the scope of the project. The project will assess psychosocial needs of parents following COVID-19, and some form of intervention may ensue from that, if the CRPP can fill a gap here.</p>
<u>For Teachers</u>	

Issues raised	Responses provided by the project team.
<ul style="list-style-type: none"> • Distance Learning teaching skills • Social-emotional training • Trauma-informed programs geared towards adverse child experiences (ACE) such as shooting, divorce and other traumatic experiences. • Training for day centre teachers to better understand how to manage/care for children with special needs placed at the day care centres. <p>From the strategic NGO partners:</p> <p>There is a potential overlap with the funding that SMDF provides to the UJIMA foundation (targeting young boys with behavioural issues), which includes support for conducting parenting courses.</p> <p>A suggestion was made to map what has happened in the area of psychosocial support by both UNICEF-NL and Red Cross NL, to identify which gaps need to be filled and re-engage previously trained persons for refresher trainings.</p> <p>Of particular concern was the approach to be used to ensure that MECYS and schools continue the programmes at the end of the project cycle, and that these programmes are embedded in the organisational operations.</p> <p>Another concern was the overburdening of the CSO's being supported by multiple projects. This however could be mitigated by coordinating and sharing information between the partners both on Sint Maarten and in the Hague.</p>	<p>Within the scope of the project is a peer psychosocial support programme for teachers. That has been rolled out in 2021 in close cooperation with SSSD. Distance learning teaching skill and special needs education in day care centres is beyond the scope of the project. Trauma informed programs for teachers, could be addressed in Return to Happiness refresher activity, in the School Violence Prevention activity or in the positive parenting activity (divorce issue), although the target beneficiaries there are professionals who work with parents directly, such as school social workers.</p> <p>This will be discussed further once the parenting activity is developed for the CRP project, during the assessment phase by the firm/consultant that will roll out the positive parenting programme activity.</p> <p>This could be done as a joint exercise with SSSD, who is the key Government counterpart for both activities.</p> <p>This is indeed about our exit strategy and ensuring we utilise a sustainability approach. One strategy is to identify champions among our counterparts/beneficiaries in schools and MECYS and empower them, to advocate for budget and time allocation for the future, this works especially when demand has been created or beneficiaries see the positive impact so that there is an intrinsic motivation to continue. Advocacy at the political level is required as well.</p>
<p>Comments on Component 2</p> <p>Need for interventions to address abuse of children with disabilities.</p> <p>Need to create stronger linkages across all agencies working in Child Protection.</p>	<p>Re-prioritisation of White and Yellow Cross as a key stakeholder and greater emphasis of meaningful inclusion of children with disabilities across all programme components.</p> <p>Strengthening collaboration across agencies has been prioritised during 'virtual mission.' The Child Protection Working Group is the coordination group to establish these linkages. New linkages established in 2021 during the baseline research, for example with the Office of the Prosecutor.</p> <p>The project cannot directly influence the political instability, however scaled up advocacy for continuity</p>

Issues raised	Responses provided by the project team.
Impact of political instability on prioritisation of the focus areas within Ministry of Justice.	and sustainability can be done should the political leadership change during the project lifespan.
Lack of human resources and already stretched capacity of persons in the Child Protection field.	Reviewed planning and priorities with stakeholders during ‘virtual mission’
Impact of COVID-19 on the well-being of children and the overall Child Protection system.	The impact of COVID – 19 is included in the baseline, assessment stages of activities.
Training to better understand the reporting protocol for cases of suspected child abuse/neglect, that ensures the anonymity and confidentiality of the reporting party.	The reporting protocol and information management is a core element of the project and will be addressed, also in training and work floor level instructions.
Psychosocial support programme/training (treatment based or educational) at the community level for families, with the goal to mitigate violence in households and communities.	Under component 1 there is an assessment of psychosocial support needs of parents following COVID-19, and there will be an assessment of the needs and capacities in the area of positive parenting, where this issue will be included.
Establishment of a general Youth Care services provision (Jeugdzorg).	Youth Care services provision is currently scattered on Sint Maarten, there are gaps and opportunities. It is beyond the scope of the project to fully streamline services and fill gaps, but the project will design a referral mechanism for children facing abuse and neglect, and the implementation of proper referrals. This is a multi-year endeavour. The current Minister of Justice is addressing the gaps in Victim Support Services provision.
Establishment of the necessary data collection mechanism.	Information management, data and data management is included in the project.
Support for community members to protect children and ensure their right to healthy development.	There are some activities targeting the communities, such as dissemination of information about available services, public campaigns aimed at behavioural changes and some community level activities, such as parent-child events.
Establishment of a Hotline for the youth to report abuse/neglect (Kindertelefoon).	This is beyond the scope of the project. The Youth Hub under component 1 could be a potential service provider.
Strengthening the legal and policy framework to support implementation.	UNICEF NL provides technical support to the Child Protection Working Group, also on the legal and policy framework.

Issues raised	Responses provided by the project team.
<p>Assessment and overhaul of the foster system.</p> <p>Identify alternative forms of therapy for juveniles, like animal assisted therapy for example, a “zorgboerderij”.</p>	<p>Addressing the shortfalls in the foster system is not within the scope of this project. There are some recommendations on this in the 2020 Situation Analysis to the Government.</p> <p>This is not within the scope of the project. This has the attention of the current Minister of Justice, she made a visit to the Netherlands in September 2021 to visit facilities there and seek cooperation.</p>
<p>A few suggestions were specifically geared towards the <u>police force</u>:</p> <p>Sensitivity training for the police force, to be more sensitive through first contact, and better able to identify early signs of abuse or neglect.</p> <p>Provision of materials for a child support and response kit for the police.</p> <p>Significant concern about suspected increases in instances of child abuse and neglect, that may go unreported, or may even be exacerbated by the confinement with adults under an unusually high-stress situation. It was unclear to stakeholders how the project would or could respond to this situation and some stakeholders saw this as a potential missed opportunity if no activities were developed to better respond to the pandemic's impact on the child protection system.</p>	<p>This is an element that can and will be addressed in the project.</p> <p>This is an element that could be addressed in the project, if the police are amenable, however it is contingent on World Bank approval of this addition to the procurement plan for the Project.</p> <p>This is indeed a concern. The child protection system is under capacity strains, so if the project would invest in detecting new cases, they may not get the required support, as the referral system and services need strengthening.</p>
<p>Comments on Component 3</p> <p>Impact of political instability on prioritisation of the focus areas within MECYS</p> <p>Lack of human resources and already stretched capacity of persons in the education sector.</p> <p>For the Red Cross there is an opportunity for collaboration on the support being provided to SSSD on the development of a school safety booklet for primary</p>	<p>The project cannot directly influence the political instability, however scaled up advocacy for continuity and sustainability can be done should the political leadership change during the project lifespan.</p> <p>Reviewed planning and priorities with stakeholders during ‘virtual mission’</p> <p>This will be done for 2022 and can be aligned once we start working on this under the leadership of the</p>

Issues raised	Responses provided by the project team.
<p>school students and a Teachers' Manual for the safety school booklet. These activities are complementary to and build on the work being done with SSSD in component three on School Safety.</p> <p>An area for possible collaboration with Red Cross SXM is with an upcoming Disaster Risk Reduction initiative in schools, additionally the volunteers of Red Cross SXM can assist with the drills at schools to be conducted under the project.</p>	<p>Safety and Emergency Management Committee in MECYS.</p> <p>Same as above.</p>
Comments on Component 4	<p>Impact of the COVID-19 pandemic on the logistic arrangements for project activities, specifically the need to have face to face trainings and capacity building workshops.</p> <p>This is indeed a concern. Generally, the quality and impact of face-to-face engagement is higher, as participants are more engaged and concentrated whilst on location and away from their regular daily tasks. The project will try to organise face to face workshops and trainings where possible, depending on COVID-19 regulations set by the Government. A solution could be to work with small groups of 10-12 persons in large, well-ventilated rooms.</p>

During the project design stage, the feedback of stakeholders helped to identify risks to the Project: i.e., the factors that are outside of the control of UNICEF – NL but that do influence the outcomes of the Project, most notably political instability, and the lack of human resources in the government.

The lack of human resources capacity in the government informed the organogram of the Project and the phasing and sequencing of activities to ensure efficiency and sustainability. The lack of data of potential beneficiaries was already identified by UNICEF – NL as a concern, which has been addressed by planning data collection exercises during the starting phase of the Project. The need to create stronger linkages across all agencies working in child protection will be addressed in the project. The slow progress perceived by stakeholders due to WB requirements is being addressed by managing expectations of key stakeholders during moments of interaction.

Furthermore, it is important to note that in 2019 UNICEF the Netherlands carried out a Situation Analysis on the Situation of Children on St. Maarten, which has informed the design and priorities of this programme. The situation analysis included interviews and focus groups with adolescents, including parents, caregivers, teachers, social workers, and others. Furthermore, consultations were organised with the support of a multi-sectoral Technical Committee for Sint Maarten throughout the process. The role of the Committee included reflection and dialogue on the Situation Analysis' key recommendations, with a view to ensure that the prioritization of children's rights issues could inform discussions on development in Sint Maarten. The interviews, discussions, and consultations with the Committee revealed broad consensus on the challenges faced by children and adolescents on Sint Maarten, in relation to both underlying causality and the key actions to be prioritised. (See:

https://www.unicef.nl/files/Situation%20Analysis_St%20Maarten_2020_Full%20Report_EN.pdf

5.6 Future Phases of Project

Key, primary, secondary, and tertiary stakeholders will receive the annual project reports. The general audience, including beneficiaries will be informed through traditional media (newspaper, radio) and social

media about activities as well as through targeted information for beneficiaries and potential beneficiaries, including, but not limited to a newsletter.

6. RESOURCES AND RESPONSIBILITIES FOR STAKEHOLDER ENGAGEMENT

A tentative budget of USD 15,000 for the stakeholder engagement process has been allocated and includes costs for periodic updates via social media or other electronic publication sources, on-going and periodic face to face or virtual consultations throughout each phase of the project. While this amount is an initial estimate additional funds will be made available for ongoing stakeholder engagement after a review each quarter to ensure that enough budget is allocated to these tasks and activities. The amount does not include staff time.

The stakeholder engagement process will be managed by the following persons:

Name: Suzette M. Moses-Burton
Position: Team Coordinator on Sint Maarten
Contact: smosesburton@unicef.nl

Name: Marieke Roelfsema²
Position: Project Manager
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The stakeholder engagement activities on Sint Maarten fall under the responsibility of the Team Coordinator on Sint Maarten. The person recruited for this role has 25+ years of working experience on Sint Maarten, both in public service as well as with the private sector. The person worked with UNICEF Netherlands for 1.5 years as “Community Mobiliser”, tasked to ensure that the programme implemented by UNICEF Netherlands during 2018 and 2019 was well aligned with capacities and expectations in the communities. This qualifies the person for the responsibility of stakeholder engagement during the 2020-2024 programme.

The Team Coordinator will not personally perform all stakeholder consultations and engagement moments during the lifetime of the project but will ensure that staff and consultants perform adequate stakeholder consultations and involvement at the required moments during implementation. The Team Coordinator will share knowledge and experience on stakeholder engagement with the team members and support them where necessary. The Team Coordinator plays a critical role in the interactions with Tier 1-Key stakeholders.

The Project Manager will ensure that the Team Coordinator manages stakeholder relations carefully. The Director of Advocacy and Programmes, has final accountability for the programme and supervises the Project Manager. The Director and the Project Manager engage directly with Tier 1 stakeholders, during key moments in the programme: programme development, annual planning, mid-term review and phase out and are involved if certain situations require that level of representation.

The Team Coordinator developed briefing notes and feedback forms (see appendices) for the stakeholder consultations during the programme development stage. The feedback forms per stakeholder or stakeholder group remain living documents during the lifetime of the project to document any follow-up interaction with the same stakeholder or stakeholder group. The feedback forms are stored on UNICEF Netherlands’ SharePoint site.

A comprehensive Stakeholder Register, including contact information, categorisation and project-phase engagement strategies has been developed and will be integrated into the existing UNICEF-NL cloud-based

² From 1st December 2021, Mr. Freddy Austli took over as project manager. Email: faustli@unicef.nl

platform, Dynamics, for active and iterative stakeholder engagement management. The platform allows for the registration of reports, conversations, notes on calls, political actions etc, then creates links to lobby tracks and contacts/organisations/ministries/political parties, to provide a comprehensive overview of the phases of stakeholder engagement. This register will be managed by the Team Coordinator.

Due to privacy laws of the Netherlands, prohibiting the public disclosure of personal contact information, requests for such information for one or more stakeholders may be disclosed upon request.

7. GRIEVANCE MECHANISM

The grievance mechanism for the project relies on the grievance mechanism for the UNICEF. The local team will provide first contact for any complaint that will then be forwarded to UNICEF in the Netherlands. Complainants also have the option to go directly to the complaints system based in the Netherlands. The local team will work in close coordination with the complaints system to ensure local context is accounted for as well as actions are followed up with from the main office.

1. Definitions

- Management: the statutory board of UNICEF the Netherlands.
- Complaint: an alleged shortcoming assumed by the complainant. It is an expression of dissatisfaction with UNICEF in general received by UNICEF the Netherlands, a service rendered by UNICEF the Netherlands, a person working for UNICEF the Netherlands or a product of UNICEF.
- Complaints' regulation: these complaints regulation.
- Complainant: a natural or legal person who submits a complaint to UNICEF the Netherlands.
- In writing: by email or letter.
- The Project: Child Development and Protection Project St. Maarten
- UNICEF the Netherlands: Stichting Nederlands Comité UNICEF, with its registered office in The Hague.

2. Submitting a complaint

2.1 A Complainant can submit a complaint to UNICEF the Netherlands in the following ways:

- a. by e-mail: info@unicef.nl;
- b. written; to UNICEF Nederland, addressed to Customer Service, PO Box 95375, 2509 CJ The Hague, mentioning 'complaint';
- c. by phone; via 088 - 444 96 66 (the Netherlands), (721)-542-2220 (St. Maarten);
- d. verbally, to the Team Coordinator based in Sint Maarten.
- e. via the contact form on the UNICEF the Netherlands website (www.unicef.nl/contact)

2.2 When submitting a complaint, a Complainant must at least provide the following information:

- a. name and (email) address and / or telephone number of the Complainant.
- b. the nature and clearest possible description of the complaint

2.3 Anonymous complaints will be accepted.

3. Handling of the complaint by UNICEF the Netherlands

3.1 Once the Complainant has contacted either the local Team Coordinator or the UNICEF the Netherlands office directly, the complainant receives a written confirmation of receipt of the Complaint from UNICEF the Netherlands within two business days after the complaint has been submitted to UNICEF the Netherlands. If the complaint has been submitted verbally or otherwise by telephone to UNICEF the Netherlands, UNICEF the Netherlands can verbally confirm receipt of the complaint.

3.2 UNICEF the Netherlands assesses which of its employees is the appropriate person to handle the complaint. If action is required, this employee takes the necessary steps and formulates a response to the complainant. The main office will also coordinate with the local UNICEF team based in Sint Maarten to ensure continuity and flow of communication.

- 3.3 UNICEF the Netherlands may request further information from the Complainant or the local Sint Maarten team to assess and / or settle the complaint.
- 3.4 UNICEF the Netherlands intends to settle the complaint within 21 days after it is submitted.
- 3.5 If the complaint cannot be settled within 21 days, UNICEF the Netherlands will inform the Complainant in writing, stating the reasons and adapted timing of treatment of the complaint. The UNICEF Netherlands team will coordinate closely with the Sint Maarten based team to ensure that all complaints are managed and addressed and/or resolved.

4. Termination of a complaint

- 4.1 A complaint that has been submitted in one of the ways referred to above ends if:
- 4.2 UNICEF the Netherlands has taken action to respond to the complaint or decides not to handle the complaint. This is decided by the manager of customer services in consultation with the legal advisor and the local Sint Maarten Team Coordinator. They consult other relevant experts in the organisation based on the nature of the complaint.
- 4.3 and it has informed the complainant accordingly.
- 4.4 the complainant withdraws the complaint.
- 4.5 after mediation and / or after consultation with the complainant it appears that there is no longer any need for the complainant to continue processing the complaint.

5. The World Bank Project Grievance Redress Service (GRS)

The World Bank GRS operates independently of the grievance mechanism for this project. Any complainant can turn to the World Bank GRS at any time as this mechanism operates as a parallel mechanism.

Other provisions

- 6.1 UNICEF the Netherlands will keep and maintain electronic files of every complaint submitted to the grievance mechanism. All files shall be kept private according to Dutch privacy legislation, and as indicated in our privacy statement.
- 6.2 Anyone who is involved in a complaint and the handling thereof in accordance with these complaints' regulations will keep this complaint and information obtained in connection with the complaint private as far as it concerns confidential data.
 - In cases not covered by these regulations, the Executive Director of UNICEF Netherlands consults with the institution's legal advisor and any other experts in the organisation to make a determination.
- 6.3 Complainants are free to take legal recourse if they are unsatisfied with the grievance mechanism process at any time.

6. Establishment and amendment of complaints procedure

- 7.1 This complaints procedure is established and can be changed by the Management Board.
- 7.2 This complaints procedure was established on 1 July 2020.

8. MONITORING AND REPORTING

8.1 Involvement of stakeholders in monitoring activities

Stakeholders are included in monitoring activities in the following ways:

- Key and primary stakeholders are engaged when preparing standard monitoring reports and project reports to provide input based on their observations during the activities and feedback received from participants and stakeholders.
- Output monitoring data, such as sessions conducted, number of persons participating in sessions and outcome of sessions and feedback from participants are obtained from the NGO partners who are conducting the activities.
- The project will not engage third parties to perform any monitoring role. The UNICEF Netherlands staff and consultants are responsible for monitoring and reporting under the leadership of the Project Manager.

8.2 Reporting to stakeholder groups

Paragraph 5.2. describes how information will be provided to the various types of stakeholders during the various stages of the project. During the project there are working relationships and frequent interaction (face to face, phone, email, workshops) with key and primary stakeholders as well as secondary and tertiary stakeholders. During these engagements, it is natural to address inputs, concerns, advise that had been provided earlier. These inputs are recorded in the Stakeholder Feedback Forms that are living documents during the lifetime of the project. The Team Coordinator based on Sint Maarten is responsible for liaising regularly with key stakeholders.

9. APPENDICES

1. Stakeholder engagement report, 31 July 2021

INTRODUCTION

Child Resilience and Protection Project Overview

UNICEF-NL is implementing the Child Resilience and Protection project, with the involvement of the Ministry of Education, Culture, Youth and Sports (MECYS) of Sint Maarten, the Ministry of Justice and the Ministry of Public Health, Social Development and Labour (VSA). The project runs from 2020-2024 and is financed by the Sint Maarten Recovery and Resilience Trust Fund that is managed by the World Bank.

The objective of the Project is to strengthen the capacity of the education and child protection systems to address and respond to the needs of children and adolescents, resulting from natural disasters and external shocks.

Stakeholder Engagement Process

Stakeholder engagement is an important component of project design and implementation. Understanding how the project will affect stakeholders is beneficial to its success and is helpful in identifying and mitigating risks that could otherwise impede the progress of the project.

As part of the project, a series of stakeholder consultations will be conducted throughout the project's life span. These consultations will provide the opportunity for stakeholders to be informed about the project scope, development and implementation. They will also provide useful information about the context in which the project will be implemented and can shape the development of project objectives and outcomes. Stakeholders can also contribute to problem identification and solution.

The consultations form a central part of the project's Stakeholder Engagement Plan, which will serve as a guide for the consultation of, and information distribution to stakeholders affected by and interested in the Child Resilience and Protection Project.

Stakeholders from education, justice, government, civil society organizations, non-governmental organisations, youth, etc. will be given the opportunity to provide their opinions, expectations and concerns about the project, its design and implementation, as well as help to identify any potential risks to successful implementation.

Privacy/confidentiality and data protection

All the consultations were recorded and transcribed, in order to facilitate the analysis and to ensure the accurate capture of the discussions. These recordings will NOT be made public and are only for internal UNICEF-NL use. Any direct quotations used in this report will be anonymised.

We take data protection very seriously. All our data (audio recordings and de-identified transcripts) will be encrypted and stored securely in compliance with the data protection policies of UNICEF the Netherlands and in accordance with the privacy laws of The Netherlands.

CONSULTATION FINDINGS

The first series of consultations took place from July through November 2020 and sought to identify relevant perspectives and concerns as well as provide feedback on project activities. There were 19 stakeholder consultation sessions. Each consultation addressed key topics relating to the project's design, implementation and outputs, including risk identification and stakeholder expectations. Prior to the

consultation participants were provided with a Briefing Note.

The agenda for each consultation was as follows:

Welcome/Introduction

Overview of UNICEF NL work on Sint Maarten (2018 – 2019)

Brief Project Overview

Brief introduction and explanation of the stakeholder consultation process.

Questions for Discussion (Vulnerability, Project Design, Risks & Assumptions)

Grievance Mechanism procedure

Thank You/Closing

For the purposes of this report, the findings have been categorised under the following headings: Education Sector, Child Protection Sector, and Strategic Partners. Education sector stakeholders were by far the largest group, which is not surprising given that the project was developed to provide technical support to the Ministry of Education, Culture, Youth and Sports.

VULNERABILITY

In order to understand vulnerability within the context of this project, stakeholders were asked to provide their definition (working or written) of Vulnerable Children and Families. Additionally, they were asked to identify the methodology used for identifying these children and families, especially where no written policy guidelines were in place.

Most stakeholders do not have a written definition for vulnerability, however across the entire spectrum of stakeholders consulted there was a common thread, with some variations based on the individual sector. In most instances, stakeholders consider a broad range of determinants of vulnerability, namely: socio-economic status, physical/infrastructural, behavioural/attitudinal, social disempowerment, inability to care for themselves, marginalisation, language and communication competency, health risks, issues of neglect (physical and emotional) and abuse, and immigration status.

Determinants specifically related to the education sector include learning challenges, children with special needs (mental and physical disabilities), improper adult supervision/care at home, social-emotional challenges, and access to nutritionally balanced meals.

There was also concern within the education sector that the impact of the Covid-19 pandemic has created vulnerabilities where there were none before, especially in the area of children's lack of access to internet and/or devices creating an imbalance in the ability to receive quality education.

To identify vulnerable children and families, many stakeholders rely heavily on observation, home visits (where applicable), as well as referrals. Some schools indicated the use of a screening/assessment tool linked to a student tracking system or the relationship between students and the Guidance or Care Counsellors, as other means to identify vulnerability.

EDUCATION SECTOR FINDINGS

For the education sector the following groups were consulted:

1. Key staff of MECYS, including department heads
2. Primary, secondary and tertiary school board members
3. Primary, secondary and tertiary school managers
4. Primary, secondary and tertiary schoolteachers
5. Guidance counsellors and student care coordinators
6. Day Care Centre managers
7. Board members and staff of SECDA (SXM Early Childhood Development Association)

Project Design

Education sector stakeholders were asked to identify activities that they would like to see included within the scope of the project.

Given the current negative impact of the Covid-19 pandemic on the education sector, many education stakeholders felt that the project should directly address the challenges being created by the introduction of online learning and wanted to see the provision of devices and internet accessibility for all students who do not have access.

Despite this concern, a number of suggestions were made for potential activities that fall within the project's scope. Suggestions fall under the following categories: students, teachers and parents.

For Children/Students

- Life skills sessions
- Coping skills programmes
- Information campaign materials adapted for children with special needs
- Identify/support the establishment of student-friendly safe spaces with access to broad spectrum after-school activities, devices and youth-friendly skills building programmes.

For Parents

Workshops beyond the scope of parenting, i.e., Adult Education, Communication, Life Skills, Computer Literacy, Language (English as a Second Language), Social-emotional Learning, Mental Health, and Financial Literacy.

For Teachers

- Distance Learning teaching skills
- Social-emotional training
- Trauma-informed programs geared towards adverse child experiences (ACE) such as shooting, divorce and other traumatic experiences
- Training for day centre teachers to better understand how to manage/care for children with special needs placed at the day care centres

Project Success

Education sector stakeholders were very vocal about their definition of project success. Many felt that the customary project-related elements have to be in place to ensure success, such as having clear goals and objectives, strong indicators for evaluation, monitoring tools, as well as working within budgets and timelines.

Beyond these, other indicators for project success which are more qualitative in nature, include, children and families benefitting directly from the activities, discernible changes observed by the community, high project visibility, sustainability of initiatives, institutional strengthening, accessibility to more child friendly programming and information.

At an individual level, it was felt that project success would be achieved, if stakeholders who are beneficiaries of the various trainings exhibit personal development/growth, are enthusiastic to ensure continuity of project activities, there is positive feedback from young people and satisfaction expressed by participants and project implementers.

Longer-term outcome related success factors identified include more children being protected from neglect and abuse and an increase in overall well-being, stronger family support systems (psychosocial, emotional), and continuity of the collaborations between stakeholders.

Lastly, it was felt that project success would also be strongly linked to the quality and competency of persons providing technical assistance to stakeholders and ensuring that sustainability of project activities is built into the transfer of skills and knowledge to local stakeholders.

Concerns about the Project

An equally important component of stakeholder engagement is the understanding of any concerns prior to start of implementation.

For the most part, education sector stakeholders had very few concerns about the project, its content and scope. The most significant concerns expressed related to the impact of the Covid-19 pandemic and the project's apparent inability to respond more directly to the subsequent challenges, particularly the need to address the growing demand for access to technology and devices for students to fully benefit from an online/hybrid learning environment, as well as for teachers to have access to protective gear. It was felt that the budget for component three (Strengthening schools' and MECYS' resilience to disasters) should be increased to allow a more robust response from the education sector, to pandemics.

Other concerns expressed related to component four (Project Implementation Support). It was felt that project implementation should be timely and that the enthusiasm which is usually present at the start of projects needs to be maintained throughout.

Education sector stakeholders also expressed concerns over the influence of The Netherlands and the World Bank on the project. There are concerns that the current political standoffs and the bureaucracy of the World Bank systems, may negatively affect the project outcomes.

Risk Identification

During the consultations, stakeholders were asked to identify any additional risks which needed to be taken into consideration during implementation. The risks identified fell under the following categories, project implementation, stakeholder engagement and external factors, including the political environment and disaster risk management.

Project Implementation

A number of persons felt that project staffing could pose a significant risk, either if there was insufficient staff or if project staff did not sufficiently understand the cultural and local context to ensure the buy-in of all stakeholders, including direct and indirect beneficiaries. In addition, it was felt that stakeholder staffing capacity also presented a risk, particularly related to high staff attrition rates of civil servants, including teachers. High attrition rates result in built capacity being lost over time. This eventually impacts sustainability.

Other administration-related risks identified included poor planning and execution, and a lack of transparency.

Stakeholder Engagement

Education sector stakeholders felt that a major risk to the project's success would be the project's inability to reach both vulnerable groups as well as parents, especially if there is a significant lack of interest in the project among these groups or creative means of engagement are not identified. It was suggested that sessions for parents under component one should be made mandatory.

External Risk Factors

Stakeholders identified a number of external factors that needed to be considered as potentially significant risks to the project. Among these are the uncertainty of the long-term impact of the Covid-19 pandemic, the economic vulnerability of the community, the impact of another major natural disaster, the fragile political situation, the precarious nature of Government's financial situation and the duality of the political situation of the island, as the project activities only reach the community residing on Dutch Sint Maarten, whereby many persons have familial and community ties on French St. Martin.

CHILD PROTECTION SECTOR FINDINGS

In the child protection sector the following groups were consulted:

8. Key staff of MECYS, including department heads
9. Key staff of the Ministry VSA
10. Key staff of the Court of Guardianship
11. Foundation Judicial Institutes Sint Maarten (SJIS)
12. Members of various departments of the Police Force (KPSM)
13. NGOs working in Child Protection (Wildflower Institute, Safe Haven)
14. White and Yellow Cross
15. St. Maarten Youth Council

Project Design

Child Protection sector stakeholders were asked to identify activities that they would like to see included within the scope of the project. The activities identified here are reflective of input from both the child protection and education sector stakeholders.

All stakeholders felt that this component was very important and were pleased to see that UNICEF-NL would be working across the ministries to provide support to strengthen the overall child protection system.

Activities identified for consideration are:

- Training to better understand the reporting protocol for cases of suspected child abuse/neglect, that ensures the anonymity and confidentiality of the reporting party
- Psychosocial support programme/training (treatment based or educational) at the community level for families, with the goal to mitigate violence in households and communities
- Establishment of a general Youth Care services provision (Jeugdzorg)
- Establishment of the necessary data collection mechanism
- Support for community members to protect children and ensure their right to healthy development
- Establishment of a Hotline for the youth to report abuse/neglect (Kindertelefoon)
- Strengthening the legal and policy framework to support implementation
- Assessment and overhaul of the foster system
- Identify alternative forms of therapy for juveniles, like animal assisted therapy for example, a “zorgboerdeij”

A few suggestions were specifically geared towards the police force:

- Sensitivity training for the police force, to be more sensitive through first contact, and better able to identify early signs of abuse or neglect.
- Provision of materials for a child support and response kit for the police

Project Success

Child protection stakeholders were very clear about what project success would look like. As with the education sector, they also identified the need to have strong project implementation mechanisms in place, such as clear objectives, timely and well budgeted activity execution and a robust monitoring and evaluation system.

The consensus however was that success for this project would be determined by the following qualitative and quantitative factors: strong inter-ministerial collaborations guided by efficient systems, supported by a robust legislative and policy environment; stakeholders who are comfortable using these systems, including the abuse and neglect reporting mechanism; and a reduction in the number of juvenile cases and reports of school violence, child abuse and neglect.

The most important indicator however was identified as the project having a very high, at least 90%, buy-in and participation of all the key stakeholders and beneficiaries.

Concerns about the Project

Again, as with the education sector, the greatest concern for child protection stakeholders is the impact of the Covid-19 pandemic on the well-being of children on Sint Maarten, with the expression of a significant concern about suspected increases in instances of child abuse and neglect, that may go unreported, or may even be exacerbated by the confinement with adults under an unusually high-stress situation. It was unclear to stakeholders how the project would or could respond to this situation and some stakeholders saw this as a potential missed opportunity if no activities were developed to better respond to the pandemic's impact on

the child protection system.

There were also concerns about the impact of the pandemic on the logistic arrangements for project activities, specifically the need to have face to face trainings and capacity building workshops.

Beyond these, child protection stakeholders also expressed the importance of maintaining stakeholder interest and commitment throughout the project's life span and reiterated the need to have policies in place to support implementation.

Risk Identification

Among the child protection stakeholders, there were a number of similar risks identified in the education sector, specifically, limited stakeholder engagement, interest and commitment, especially to identify child protection as a priority; shifting priorities/policies/focus areas that come with political instability; stretched human resource capacity of the ministries and external factors such as another major hurricane.

In the case of the child protection emergency response, there is a concern that the current system will need to be adjusted to allow child protection stakeholders to be more flexible and responsive with less bureaucracy.

Specific concerns related to child protection include the lack of a "Jeugdzorg" as part of the child protection system; and the lack of an integrated child protection data collection system to facilitate a holistic approach to case management across all stakeholders in the system.

Strategic partner findings

Strategic partners are stakeholders who are not directly affected by the project and are primarily classified as entities that may have projects/programmes with similar beneficiaries and with whom UNICEF-NL should establish and maintain open lines of communication to identify possible areas of overlap and/or opportunities for synergistic collaborations.

Strategic partners consulted are:

16. St. Maarten Development Fund (SMDF),
17. VNG International,
18. R4CR Project and the Netherlands and
19. Sint Maarten Red Cross and Red Crescent Societies.

Discussions with these partners focussed primarily on informing them about the project goals, objectives and activities, and identifying the possible synergies and overlaps in order to ensure a reduction of redundancies, as well as opportunities for strengthened collaboration. When multiple agencies work in a small-island environment it is important to avoid stakeholder fatigue and maximise individual and collective project return on investment.

Potential Synergies and Overlaps

As anticipated, the consultation provided an opportunity to clearly identify the potential synergies and overlaps with activities and beneficiaries.

For the R4CR project these will become clearer once the project proposals are received, reviewed and approved. R4CR expects to receive proposals in the areas of Children's well-being and Child Protection. Additional information will be shared with R4CR once the content of the capacity building activities with NGO's, under the CRP project, is determined.

UNICEF-NL can also support R4CR project implementation by referring CSO's that require capacity strengthening in the area of organizational management, planning, budgeting, and reporting.

There is a potential overlap with the funding that SMDF provides to the UJIMA foundation (targeting young boys with behavioural issues), which includes support for conducting parenting courses. This will be discussed further once the parenting activity is developed for the CRP project.

For the Red Cross there is an opportunity for collaboration on the support being provided to SSSD on the development of a school safety booklet for primary school students and a Teachers' Manual for the safety school booklet. These activities are complementary to and build on the work being done with SSSD in component three on School Safety.

An area for possible collaboration with Red Cross SXM is with an upcoming Disaster Risk Reduction initiative in schools, additionally the volunteers of Red Cross SXM can assist with the drills at schools to be conducted under the project.

A suggestion was made to map what has happened in the area of psychosocial support by both UNICEF-NL and Red Cross NL, to identify which gaps need to be filled and re-engage previously trained persons for refresher trainings.

Beneficiary Overlap

Due to the nature of the R4CR and UNICEF-NL projects, there is an expected overlap of beneficiaries from civil society. It was determined that follow-up and regular communication will be needed to ensure that beneficiaries are not overwhelmed. There may also be some overlap in activities from both projects which target teachers and students.

Project Success

Project success factors were generally similar to those previously outlined by both the education and child protection stakeholders. Sustainability, however, emerged as the most important determinant of success for the strategic partners, specifically noting the following:

At the end of the project and upon the departure of UNICEF-NL, direct beneficiaries should be sufficiently strengthened and have the capacity to continue on their own.

UNICEF-NL would be successful if they manage to build the capacity of the government. The VNG grant facility focuses on civil society, so there is a good level of complementarity.

Policies should be put in place to mainstream and institutionalise child protection measures, personnel, and long-term sustainability of the system.

Suggestions for the project by strategic partners:

1. Children, especially those struggling with abuse, know their rights and have access to remedial actions, including a children's hotline.
2. Parents having a better understanding and knowledge of children's rights.
3. Involvement of other NGOs working in the field.
4. Identifying a strategy to help create "long term" vision through the integration of Child Protection and Child Nurturing as a mainstreamed component of country planning

Concerns about the Project

The strategic partners echoed many of the same concerns previously mentioned, including slow and cumbersome government processes, political turnover, insufficient involvement of teachers and persons who are directly in contact with the children, low parental involvement, and issues related to sustainability. Of particular concern was the approach to be used to ensure that MECYS and schools continue the programmes at the end of the project cycle, and that these programmes are embedded in the organisational operations.

Another concern was the overburdening of the CSO's being supported by multiple projects. This however could be mitigated by coordinating and sharing information between the partners both on Sint Maarten and in the Hague.

Lastly, the partners raised the topic of child protection and its sensitivity and difficulty for programming. It was however felt that while the work under this component would not be easy for UNICEF-NL, its expertise in this area would be a decided advantage.

Risk Identification

While the impact of the Covid-19 pandemic on the implementation of the project was again highlighted, strategic partners identified a number of risks from their unique perspective as grant and project managers. Some of these, not previously mentioned, include:

- Managing the high expectations of the end beneficiaries (general population) of the presence of an international organisation, against the limited scope of the project.
Mitigating factor: Ensure that project scope is well explained and ensure good management of the expectations of the community.
- Direct beneficiaries, particularly teachers, do not think that the programme is important, given the urgency of the needs to be addressed as a result of the impact of the Covid-19 pandemic.
- Discrepancy between the theory of the project and the reality of implementation.
- The possible over burdening of CSO's, who are the recipients of support from multiple grants.

Mitigating factor: Inter agency coordination, to find synergies and ensure complementarity.

2. UNICEF-NL STAKEHOLDER BRIEFING NOTE (TIER 1 - KEY)

Project Name: Child Resilience and Protection Project

Project Objective

The objective of the Project is to strengthen the capacity of the education and child protection systems to address and respond to the needs of children and adolescents resulting from natural disasters and external shocks.

Component 1: Nurturing children's and adolescents' wellbeing

(Estimated costs: US\$1,750,000)

The Project will support and strengthen MECYS' comprehensive approach to support in and out-of-school children by integrating psychosocial interventions, following a natural disaster, at the school, family and community levels. It will also support violence prevention interventions. While the Project was initially designed as a response to Hurricane Irma, its scope will be expanded to cover other external shocks, such as epidemics, learning from the 2020 COVID-19 pandemic and its aftermath. This component has two sub-components: (i) Enhancing the management of students' and teachers' psychosocial needs within education sector institutions; and (ii) Addressing occurrences of violence affecting children and adolescents.

ACTIVITIES

- Development of psychosocial care program and training of school, day-care centres', and afterschool programmes' staff and on the job training
- Development of violence prevention and parenting programmes and training of school staff, teachers and parents (community?)
- Information campaigns
- Development and delivery of life-skills interventions for students and out-of-school children and adolescents.

ASSUMPTIONS

Vulnerable children have access to services

RISKS

- COVID-19 flare up and subsequent lockdown (face to face training delivery impossible)
- Beneficiaries do not have access to services

Component 2: Strengthening the Child Protection system

(Estimated costs: US\$1,250,000)

The Project will strengthen the Child Protection system in Sint Maarten, including policies and institutional mechanisms and practices that aim at preventing and responding to children's rights violations, which are defined as violence, abuse and neglect. It will also enhance inter-agency child protection mechanisms and the system's capacity to protect children during emergencies. Specifically, the component will: (i) support the Child Protection referral and case management system; (ii) support the development of a child Protection Information System; (iii) build capacity of professionals working with children; (iv) support early interventions for vulnerable children; and (v) support the mainstreaming of the Child Protection in Emergencies approach.

ACTIVITIES

- Support to child protection inter-ministerial mechanisms and services
- Training of relevant government agencies' staff, service providers, immigration and police officers, notaries, and community on evacuation protocols during emergencies
- Development of an integrated child protection data collection protocol and analysis and reporting mechanism/system between MECYS, VSA and the Court of Guardianship

ASSUMPTIONS

Commitment of all sectors to work together in a coordinated way.

RISKS

Slow pace in the approval and implementation of protocols and mechanisms. **Mitigation:** Support the coordination efforts and promotion of stakeholder's involvement, with clear responsibilities and deadlines.

Component 3: Strengthening schools' and MECYS' resilience to disasters

(Estimated costs: US\$125,000)

This component seeks to strengthen coordination for disaster risk management at the system and school levels to better prepare and respond to natural hazards and protect children's safety during emergencies.

ACTIVITIES

- Review, test and operationalization of the Education Sector Contingency Plan
- Analysis and alignment of the existing damage and needs assessment tools with the national disaster management system
- Training of MECYS and relevant ministries' staff, educators and schoolteachers as well as Safety & Emergency teams in schools, on safety planning and disaster risk management
- Development of a monitoring tool in disaster preparedness in the classroom
- Preparation of the regional School Safety Forum

ASSUMPTIONS

COVID-19 physical distancing measures lifted to allow face-to-face trainings.

In each school there are motivated teachers and management who take responsibility for disaster preparedness and response.

RISKS

Slow pace of implementation due to MECYS staff work overload. **Mitigation:** Careful planning with strong beneficiary and stakeholder involvement to ensure that the timing and content meets the needs.

Component 4: Project implementation support

(Estimated costs: US\$884,800)

UNICEF-NL will be both the Grantee and the Project Implementation Agency. UNICEF-NL has established a core team based in The Hague, responsible for project management and coordination, management of safeguards provisions, financial management, procurement, and M&E. Additionally, a Team Coordinator will be based in Sint Maarten.

QUESTIONS FOR DISCUSSION

VULNERABILITY

1. What is the definition (written or working) of "Vulnerable Children/Families", currently being used by your department/organisation?
2. How do you currently identify "vulnerable children/families" with whom you work?

RISKS

3. Do you agree with the "Risks" currently identified in the briefing note?
4. Are there any additional "Risks" that we should consider?
5. What are the mitigating factors for each risk?

3. UNICEF-NL STAKEHOLDER BRIEFING NOTE (TIERS 1 & 2)

Project Name: Child Resilience and Protection Project

Project Objective

The objective of the Project is to strengthen the capacity of the education and child protection systems to address and respond to the needs of children and adolescents resulting from natural disasters and external shocks.

Component 1: Nurturing children's and adolescents' wellbeing

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The Project will support and strengthen MECYS' comprehensive approach to support in and out-of-school children by integrating psychosocial interventions, following a natural disaster, at the school, family and community levels. It will also support violence prevention interventions. While the Project was initially designed as a response to Hurricane Irma, its scope will be expanded to cover other external shocks, such as epidemics, learning from the 2020 COVID-19 pandemic and its aftermath. This component has two sub-components: (i) Enhancing the management of students' and teachers' psychosocial needs within education sector institutions; and (ii) Addressing occurrences of violence affecting children and adolescents.

ACTIVITIES

- Development of psychosocial care program and training of school, day-care centres', and afterschool programmes' staff and on the job training
- Development of violence prevention and parenting programmes and training of school staff, teachers and parents (community?)
- Information campaigns
- Development and delivery of life-skills interventions for students and out-of-school children and adolescents.

ASSUMPTIONS

Vulnerable children have access to services

RISKS

- COVID-19 flare up and subsequent lockdown (face to face training delivery impossible)
- Beneficiaries do not have access to services

Component 2: Strengthening the Child Protection system

(Estimated costs: US\$1,250,000)

The Project will strengthen the Child Protection system in Sint Maarten, including policies and institutional mechanisms and practices that aim at preventing and responding to children's rights violations, which are defined as violence, abuse and neglect. It will also enhance inter-agency child protection mechanisms and the system's capacity to protect children during emergencies. Specifically, the component will: (i) support the Child Protection referral and case management system; (ii) support the development of a child Protection Information System; (iii) build capacity of professionals working with children; (iv) support early interventions for vulnerable children; and (v) support the mainstreaming of the Child Protection in Emergencies approach.

ACTIVITIES

- Support to child protection inter-ministerial mechanisms and services
- Training of relevant government agencies' staff, service providers, immigration and police officers, notaries, and community on evacuation protocols during emergencies
- Development of an integrated child protection data collection protocol and analysis and reporting mechanism/system between MECYS, VSA and the Court of Guardianship

ASSUMPTIONS

Commitment of all sectors to work together in a coordinated way.

RISKS

Slow pace in the approval and implementation of protocols and mechanisms. **Mitigation:** Support the coordination efforts and promotion of stakeholder's involvement, with clear responsibilities and deadlines.

Component 3: Strengthening schools' and MECYS' resilience to disasters

(*Estimated costs: US\$125,000*)

This component seeks to strengthen coordination for disaster risk management at the system and school levels to better prepare and respond to natural hazards and protect children's safety during emergencies.

ACTIVITIES

- Review, test and operationalization of the Education Sector Contingency Plan
- Analysis and alignment of the existing damage and needs assessment tools with the national disaster management system
- Training of MECYS and relevant ministries' staff, educators and schoolteachers as well as Safety & Emergency teams in schools, on safety planning and disaster risk management
- Development of a monitoring tool in disaster preparedness in the classroom
- Preparation of the regional School Safety Forum

ASSUMPTIONS

- COVID-19 physical distancing measures lifted to allow face-to-face trainings.
- In each school there are motivated teachers and management who take responsibility for disaster preparedness and response.

RISKS

- Slow pace of implementation due to MECYS staff work overload. **Mitigation:** Careful planning with strong beneficiary and stakeholder involvement to ensure that the timing and content meets the needs.

Component 4: Project implementation support

(*Estimated costs: US\$884,800*)

UNICEF-NL will be both the Grantee and the Project Implementation Agency. UNICEF-NL has established a core team based in The Hague, responsible for project management and coordination, management of safeguards provisions, financial management, procurement, and M&E. Additionally, a Team Coordinator will be based in Sint Maarten.

QUESTIONS FOR DISCUSSION

VULNERABILITY

1. What is the definition (written or working) of "Vulnerable Children/Families", currently being used by your department/organisation?
2. How do you currently identify "vulnerable children/families" with whom you work?

PROJECT DESIGN

1. What activities would you like to see included?
2. What would/could be your role in implementation?
3. What is your definition of project success?

4. Do you have any concerns/reservations about the project?
5. What are your expectations?
6. What is the impact of a positive or negative outcome on your department/organisation?
7. Are there any conflicts of interest with other stakeholders?

RISKS

1. Do you agree with the "Risks" currently identified in the briefing note?
2. Are there any additional "Risks" that we should consider?
3. What are the mitigating factors for each risk?

4. UNICEF-NL STAKEHOLDER BRIEFING NOTE (Strategic Partners)

Project Name: Child Resilience and Protection Project

Project Objective

The objective of the Project is to strengthen the capacity of the education and child protection systems to address and respond to the needs of children and adolescents resulting from natural disasters and external shocks.

Component 1: Nurturing children's and adolescents' wellbeing

(Estimated costs: US\$1,750,000)

The Project will support and strengthen MECYS' comprehensive approach to support in and out-of-school children by integrating psychosocial interventions, following a natural disaster, at the school, family and community levels. It will also support violence prevention interventions. While the Project was initially designed as a response to Hurricane Irma, its scope will be expanded to cover other external shocks, such as epidemics, learning from the 2020 COVID-19 pandemic and its aftermath. This component has two sub-components: (i) Enhancing the management of students' and teachers' psychosocial needs within education sector institutions; and (ii) Addressing occurrences of violence affecting children and adolescents.

ACTIVITIES

- Development of psychosocial care program and training of school, day-care centres', and afterschool programmes' staff and on the job training
- Development of violence prevention and parenting programmes and training of school staff, teachers and parents (community?)
- Information campaigns
- Development and delivery of life-skills interventions for students and out-of-school children and adolescents.

ASSUMPTIONS

Vulnerable children have access to services

RISKS

- COVID-19 flare up and subsequent lockdown (face to face training delivery impossible)
- Beneficiaries do not have access to services

Component 2: Strengthening the Child Protection system

(Estimated costs: US\$1,250,000)

The Project will strengthen the Child Protection system in Sint Maarten, including policies and institutional mechanisms and practices that aim at preventing and responding to children's rights violations, which are defined as violence, abuse and neglect. It will also enhance inter-agency child protection mechanisms and the system's capacity to protect children during emergencies. Specifically, the component will: (i) support the Child Protection referral and case management system; (ii) support the development of a child Protection Information System; (iii) build capacity of professionals working with children; (iv) support early interventions for vulnerable children; and (v) support the mainstreaming of the Child Protection in Emergencies approach.

ACTIVITIES

- Support to child protection inter-ministerial mechanisms and services
- Training of relevant government agencies' staff, service providers, immigration and police officers, notaries, and community on evacuation protocols during emergencies
- Development of an integrated child protection data collection protocol and analysis and reporting mechanism/system between MECYS, VSA and the Court of Guardianship

ASSUMPTIONS

Commitment of all sectors to work together in a coordinated way.

RISKS

Slow pace in the approval and implementation of protocols and mechanisms. **Mitigation:** Support the coordination efforts and promotion of stakeholder's involvement, with clear responsibilities and deadlines.

Component 3: Strengthening schools' and MECYS' resilience to disasters

(*Estimated costs: US\$125,000*)

This component seeks to strengthen coordination for disaster risk management at the system and school levels to better prepare and respond to natural hazards and protect children's safety during emergencies.

ACTIVITIES

- Review, test and operationalization of the Education Sector Contingency Plan
- Analysis and alignment of the existing damage and needs assessment tools with the national disaster management system
- Training of MECYS and relevant ministries' staff, educators and schoolteachers as well as Safety & Emergency teams in schools, on safety planning and disaster risk management
- Development of a monitoring tool in disaster preparedness in the classroom
- Preparation of the regional School Safety Forum

ASSUMPTIONS

- COVID-19 physical distancing measures lifted to allow face-to-face trainings.
- In each school there are motivated teachers and management who take responsibility for disaster preparedness and response.

RISKS

- Slow pace of implementation due to MECYS staff work overload. **Mitigation:** Careful planning with strong beneficiary and stakeholder involvement to ensure that the timing and content meets the needs.

Component 4: Project implementation support

(*Estimated costs: US\$884,800*)

UNICEF-NL will be both the Grantee and the Project Implementation Agency. UNICEF-NL has established a core team based in The Hague, responsible for project management and coordination, management of safeguards provisions, financial management, procurement, and M&E. Additionally, a Team Coordinator will be based in Sint Maarten.

QUESTIONS FOR DISCUSSION

VULNERABILITY

1. What is the definition (written or working) of "Vulnerable Children/Families", currently being used by your department/organisation?
2. How do you currently identify "vulnerable children/families" with whom you work?

PROJECT DESIGN

1. What are the potential synergies or overlaps with your project activities/programme?
2. Are there any overlaps with target beneficiaries of your project/programme activities?
3. What is your definition of project success?

4. Do you have any concerns/reservations about the project?
5. What are your expectations?
6. What is the impact of a positive or negative outcome on your department/organisation?
7. Are there any conflicts of interest with other stakeholders?

RISKS

4. Do you agree with the "Risks" currently identified in the briefing note?
5. Are there any additional "Risks" that we should consider?
6. What are the mitigating factors for each risk?

5. UNICEF-NL STAKEHOLDER FEEDBACK (TIER 1 - KEY)

Project Name: Child Resilience and Protection Project

Consultation Date:

Stakeholder Name(s):

Stakeholder	Response
	Definition (written or working) of "Vulnerable Children/Families"
	Method to identify "vulnerable children/families"
Component	Risk Assessment (additional risks identified during consultation)
Component 1: Nurturing children's and adolescents' wellbeing	
Component 2: Strengthening the Child Protection system	
Component 3: Strengthening schools' and MECYS' resilience to disasters	

6. UNICEF-NL STAKEHOLDER FEEDBACK (TIERS 1 & 2)

Project Name: Child Resilience and Protection Project

Consultation Date:

Stakeholder Name(s):

Stakeholder	Response
	Definition (written or working) of "Vulnerable Children/Families"
	Method to identify "vulnerable children/families"

Component	Project Design (What activities would you like to see included?)
Component 1: <i>Nurturing children's and adolescents' wellbeing</i>	

Component 2: <i>Strengthening the Child Protection system</i>	
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Component 3: <i>Strengthening schools' and MECYS' resilience to disasters</i>	
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Project Design Assessment

What would/could be your role in implementation?	
What is your definition of project success?	
Do you have any concerns/reservations about the project?	

What are your expectations?	
What is the impact of a positive or negative outcome on your department/organisation?	
Are there any conflicts of interest with other stakeholders?	

Component	Risk Assessment (additional risks identified during consultation)
Component 1: <i>Nurturing children's and adolescents' wellbeing</i>	
Component 2: <i>Strengthening the Child Protection system</i>	
Component 3: <i>Strengthening schools' and MECYS' resilience to disasters</i>	

7. UNICEF-NL Stakeholder Feedback (Strategic Partners)

Project Name: Child Resilience and Protection Project

Consultation Date:

Stakeholder Name(s):

Stakeholder	Response
	Definition (written or working) of "Vulnerable Children/Families"
	Method to identify "vulnerable children/families"

Project Design Assessment

What are the potential synergies or overlaps with your project activities/programme?	
Are there any overlaps with target beneficiaries of your project/programme activities?	
What is your definition of project success?	
Do you have any concerns/reservations about the project?	
What are your expectations?	
What is the impact of a positive or negative outcome on your department/organisation?	
Are there any conflicts of interest with other stakeholders?	

Component	Risk Assessment (additional risks identified during consultation)
<i>Component 1: Nurturing children's and</i>	

adolescents'
wellbeing

Component 2:
Strengthening the
Child Protection
system

Component 3:
Strengthening
schools' and
MECYS' resilience
to disasters

8. UNICEF-NL Guidelines for Fair and Meaningful Participation by Children and Adolescents

Guidelines for fair and meaningful participation by children and adolescents

Children and adolescents are involved in various activities organized by UNICEF Netherlands. Participation by children and adolescents is a right but also ensures that the work done by UNICEF has greater impact on making a real improvement to the situation of children and adolescents.

These guidelines for participation are based on the United Nations Committee on the Rights of the Child's 2009 General Comment no.12 (The right of the child to be heard).

Participation by children and adolescents is always:

1. Transparent and informative

Children and adolescents are given information about their right to participate in a child-friendly and accessible manner. The information covers:

- How they can participate.
- Why they are asked to participate.
- The extent to which they can participate.
- The impact they can have by participating.

This means that:

- the participation of children and adolescents serves a clear purpose
- children and adolescents understand how much influence they have on the decisions that are made
- the roles and responsibilities of all those involved are clear and understood by the children and adolescents
- children and adolescents approve of the objectives and the expected results of their participation

2. Voluntary

Children and adolescents must be able to choose whether they wish to participate. Children and adolescents must not be forced to participate or give their opinion.

This means that:

- children and adolescents are given sufficient time to opt for and agree to their participation in an activity
- children and adolescents know that they can stop at any time
- school always takes priority, as well as other important commitments

3. Respect

Children and adolescents must be treated with respect and be given the opportunity to freely express their opinions and put forward their ideas. Employees of UNICEF Netherlands must also respect and understand the family circumstances, school and cultural context of the child or adolescent involved.

This means that:

- children and adolescents can freely express their opinions and be treated with respect
- children and adolescents are elected to become representatives in a democratic and transparent process
- the way in which participation is carried out increases the self-esteem of children and adolescents and gives them the confidence that their opinions and participation matter
- the support provided by UNICEF employees must also focus on ensuring that children and adolescents are respected by other participants

4. Relevance

Participation must be based on the level of knowledge possessed by children and adolescents and focus on topics and themes that are relevant to their lives and context.

This means that:

5. the activities in which children and adolescents are involved are relevant to and reflect their experiences, knowledge and abilities
6. the way they participate must be compatible with their environment
7. children and adolescents are involved in determining the criteria used to select those who will participate in an activity

8. children and adolescents are involved in a manner that reflects their abilities and interests

5. Child-friendly

Children and adolescents must be prepared for their participation in a child-friendly manner that enables them to make a sincere contribution. It should be tailored to age and abilities.

This means that:

- sufficient time and resources are provided to allow for effective participation and that children and adolescents receive assistance in their preparations
- the way in which children and adolescents participate is developed in consultation with them
- adults have the ability and qualities to allow children and adolescents to participate in a child-friendly manner
- the location of the activities in which children and adolescents take part is child-friendly and accessible to children and adolescents with a disability
- children and adolescents receive information that they are able to understand

6. Inclusive

Vulnerable children and adolescents must also be able to participate. It is important to be aware of the cultures of the different children and adolescents taking part.

This means that:

- children are not subject to discrimination on grounds of age, ethnicity, race, appearance, gender, language, IQ, religion, political or other opinion, national or social origin, disability, social status etc.
- participation is aimed at allowing children of all different cultures and backgrounds to take part
- participation is sufficiently flexible to meet the needs, expectations and situations of various groups of children and adolescents
- attention is paid to various age groups, genders and abilities
- participation is able to break through existing patterns of discrimination

7. Training for employees who work with children and adolescents

UNICEF employees who work with children and adolescents must possess the knowledge and abilities needed to properly supervise meaningful participation.

This means that:

- the UNICEF employees involved are aware of the importance of the participation of children and adolescents and understand what this requires
- the UNICEF employees involved have received training, are given support in participatory activities and are assisted in evaluating the activities afterwards
- UNICEF employees are given the opportunity to express and discuss their doubts or concerns about the participation of children and adolescents

8. Safety

Adults who work with children and adolescents have a moral and legal duty of care. UNICEF employees take precautions to ensure that children and adolescents do not get into any unsafe situations during a UNICEF activity and become the victim of abuse, violence or exploitation.

This means that:

- the safeguarding of children's rights must always be paramount in the way in which participation of children and adolescents is planned and organized
- the UNICEF employees have thought in advance about a Child Safeguarding strategy within the context of this specific activity and have communicated the strategy to all supervisors. Everyone is familiar with and has signed the UNICEF Code of Conduct and is familiar with the reporting procedure. Everyone knows his or her role and knows what he or she is responsible for
- precautions have been taken to keep children and adolescents safe
- the children and adolescents involved know what to do in the unlikely event that their rights are violated (report)
- a Child Safeguarding Officer can be contacted during the activity
- all participating children and adolescents have given permission for the distribution and use of personal information that is collected during the activity

- no photos or images are made and distributed of children and adolescents who have not given permission – nor their parents – for this purpose

9. Justification

After the participatory activity, children and adolescents should be given feedback about how their opinions and ideas have been used, what influence they had on any decisions that were made and whether they may be asked for follow-up activities.

This means that:

- children and adolescents are involved at the earliest stage possible
- employees inform the children and adolescents as soon as possible about the significance of their participation and whether any follow-up is expected
- children and adolescents can participate in the evaluation of an activity in which they were involved
- an indication is given of how lessons learned arising from the evaluation can be applied the next time
- children and adolescents are asked what they thought about the activity
- children and adolescents are given support to be able to participate in follow-up activities
- children and adolescents are supported in informing their friends and family, local youth groups and other organizations about their experiences with participation