



South Asia Initiative to End Violence Against Children (SAIEVAC)

SAARC Apex Body

"In Solidarity with the Children of SAARC"

REPORT
OF
2ND REGIONAL CONSULTATION
ON
HUMAN RESOURCE DEVELOPMENT STRATEGY
ON
CHILD PROTECTION AND VIOLENCE AGAINST CHILDREN
(SAIEVAC ACADEMY)
24th – 26th December 2014
Pokhara, Kaski Nepal



Funded by the SAARC Development Fund (SDF)
Organized by the SAIEVAC Regional Secretariat
Hosted by the Ministry of Women, Children and Social Welfare
Government of Nepal



**REPORT
OF
2ND REGIONAL CONSULTATION
ON
HUMAN RESOURCE DEVELOPMENT STRATEGY
ON
CHILD PROTECTION AND VIOLENCE AGAINST CHILDREN
(SAIEVAC ACADEMY)**

Day One - 18th December 2013

A. Opening Session.....	5-6
a) Welcome Remarks and Introduction of Participants	
b) Opening Remarks by Ms. Radhika Aryal, GB Member, SAIEVAC Nepal	
c) Opening Remarks, Mr. Krishna Bahadur Raut, Chief District Officer	
d) Key Note Address by the Guest of Honour	
e) Vote of Thanks	
B. Business Session.....	6
1. Adoption of the Agenda and Consultation Modalities	6
2. Human Resource Development Strategy on Child Protection and Violence against Children (SAIEVAC Academy)	7
C. SAIEVAC Academy (SA) Proposed Institutional Framework	
1. Overall Objectives	7
2. Additional Aims and Objectives.....	7
3. Rationale	8
4. Formalization of Institutional Partnership.....	9
5. Two Dimensions of the Academy – The Dual Scopes of Work	9
6. Training Component (TC).....	11
7. Research Component.....	11
8. Advocacy.....	12
9. Function of IMC.....	12
10. Documentation.....	13
F. Existing opportunities for Human Resource Development in Child Rights in South Asia: Synopsis of the Training/HRD Needs Assessment.....	13
1. Regional Overview.....	13
2. National Level Information.....	15
D.1 Bangladesh	16
D.2 Afghanistan	17
D.3 Bhutan.....	18
D.4 Maldives.....	20
D.5 Nepal.....	23
D.6 Pakistan.....	25
D.7 Srilanka.....	27

Day – 2 : 25 December 2014

E. Group Exercises.....29
E.1 Group Presentations.....29
 c) **Group I:** HRD on Child Protection & ending VaC-Training Priorities and
 proposed Calendar of Events for the Short Term (2015-18).....29
 b) **Group II:** Regional Resource Hub for Knowledge Management.....32
 c) **Group III :** Review and refine the SAIEVAC Management Information System
 online portal to make it a robust data base and Information source and define a
 system for data collection and use.....33
F. Closing Session.....38

Day – 3 : 26 Dec 14 : First Half : Field Visit

Brief on field visit to Child Correction Home38

Annexes.....39

Day – I: 24 December 2014

A. Opening Session

a. Welcome Remarks and Introduction of Participants

Dr. Rinchen Chopel, Director General, SAIEVAC Regional Secretariat initiated the proceedings of the Opening Session by bringing to the attention of the participants, the tragedy in Peshawar, Pakistan where so many children were massacred by militants. In memory of these children and to pray for all the parents and relatives of these children who lost their lives, he called the forum for a 2-minute silence.

Following this he extended a very warm welcome to the dignitaries on the dias, in particular to the Hon'ble Vice Chancellor of Pokhara who was the Guest of honour, the Chief District Officer of Kaski District and the SAIEVAC Governing Board Member of Nepal. He also extended a very welcome to all the participants who have most kindly accepted the invitation to attend the 2nd HRDS (SAIEVAC Academy) Consultation.

He then introduced the Objectives of the Consultation and outlined the critical need to establish partnerships with the Academic Institutions and academicians in order to reinforce the capacity of the child protection systems and service providers to be more productive and effective.

He also took the opportunity to thank the SDF and the SAIEVAC Mechanisms for the support and collaboration to host the consultation.

Following this he invited the participants to introduce themselves.

b. Opening Remarks

Dr. Radhika Aryal, JS MoWCSW and SAIEVAC GB Member, Nepal opened her remarks by expressing her appreciation to the VC of Pokhara University and the CDO of Kaski for their gracious presence in the Opening Session. She said that as the National Mechanism hosting the Consultation she was very happy to extend a very welcome to all the delegates to Pokhara, the land of lakes and mountains.

In her address she also outlined the importance of human resource development in ensuring effective child rights/protection services. She expressed her appreciation to the SAIEVAC Regional Secretariat and the SDF for the opportunity to host this important consultation.

c. Opening Remarks

Mr. Krishna Bahadur Raut, Chief District Officer extended a very warm welcome to all the SAARC delegates to Pokhara, the land of lakes and mountains. As the CDO he said it was a great privilege for him to have this important Consultation of children being hosted here since he is also the Chairperson of the District Child Welfare Board. He said that the Government of Nepal and the MOWCSW has many important laws and policies for children and said that such Consultations will further help in making services more effective and successful.

He hoped that all the participants will have a very good stay in Pokhara.

d. Key Note Address by the Guest of Honour

Dr. Bishnu Tiwari, Hon'ble Vice Chancellor of Pokhara University extended a very warm welcome to all the participants to Pokhara. He expressed his deepest appreciation to the SAIEVAC Regional Secretariat for inviting him as the Guest of Honour in this most crucial consultation.

Introducing the institutional framework of Pokhara University, he expressed his happiness that the many discussions that has taken place between the SAIEVAC Regional Secretariat and the Pokhara University since 2012 has finally borne fruit. He confirmed Pokhara University's commitment to collaborate with the mission of the SAIEVAC Academy and offered the University's support to realizing the goals and objectives of the Academy.

e. Vote of Thanks

Dr. Kiran Rupakhete, SAIEVAC National Coordinator, Nepal offered the Vote of Thanks.

B. Business Session

1. Adoption of the Agenda and Consultation Modalities

Starting the Business Session, the Director General presented the Tentative Agenda for the 3 days Consultation of the 2nd HRDS (SAIEVAC Academy) for the consideration of the Participants. He outlined the background and scope of the different agenda items to provide further clarity. He also elaborated on the expected outcomes of the Group Exercises as well as on the Field Visit on the 3rd day of the Conference before the participants depart for Kathmandu.

The agenda was adopted without any amendments or changes (**Annex 1**).

While the standard practice is for the Host delegates to Chair the Consultation, the DG proposed that due to practical considerations and to maximize on time saving, the 3 days

Consultation be facilitated and moderated by the Director General. The forum unanimously endorsed the proposal.

2. Human Resource Development Strategy on Child Protection and Violence against Children (SAIEVAC Academy)

The Director General introduced the proceedings by providing a brief outline of the Human Resource Development Strategy on Child Protection and Violence against Children (SAIEVAC Academy).

The presentation covered the following:

C. SAIEVAC Academy (SA) Proposed Institutional Framework:

1. Overall Objectives:

- a) Enhance protection of children through establishment and strengthening of functioning, comprehensive child protection systems established at both national and regional levels.
- b) Concerned duty-bearers and key stakeholders (including governments, civil society and children) formalize linkages and exchange in order to enhance cooperation, exchange experiences and share learning and best practices to increase impact on ending violence against children in South Asia.

2. Additional Aims and Objectives:

2.1 Short term:

- a) Existing resources (both material and human) within the region are identified and shared in order to contribute to and further strengthen practical actions and learning within the region.
- b) Regional cross-country exchange and learning based on “best practices” and specific areas of expertise is promoted in order to increase exposure and capacity building for various stakeholders.

2.2. Medium term:

- a) A comprehensive “needs assessment” is completed in order to identify further learning and areas for support and to perhaps inform the development of generic curriculums or training modules / advocacy materials which can be used and adapted based on country-specific issues and context.
- b) Identification of and partnership building completed with regional academic institutes (both in South and South East Asia) having expertise in child protection research or academic work in order to facilitate further learning and mutual exchange on child protection dimensions.
- c) A network of skilled professionals and trainers (drawing from government,

university or academic institutes, civil society and / or other international agencies) is created in order to support and further evolve training and capacity building initiatives across the region.

2.3 Long term:

- a) A data-base of existing research work, documentation, best practices, surveys, etc. related to child protection initiatives is established to enable sharing across the region drawing from regional and international standards / practices further contributing to knowledge management.
- b) Functioning as a regional center of excellence, the academy will improve and further strengthen services (prevention, detection and response) as well as inform future policy development.
- c) Additional funding resources is secured - in addition to SAARC's core funds – for use in addressing or responding to emerging issues through research or other initiatives.

3. Rationale:

3.1 Rationale 1

- a) To fulfill second overall objective of the SA and due to the fact that the area of child protection remains a relatively new area of work, there continues to be need for further action, support and exchange related to both capacity building and evidence building across the region.
- b) SAIEVAC Academy is envisioned as a means for bringing together existing resources and identifying or developing new ones and this can contribute to cross-country learning and exchange.
- c) Through a gradually phased plan and mutually supportive approach that includes exchange and opportunity for increased dialogue, it is felt that the “Academy” will be able to support and enhance linkages and learning (by serving as a clearing house or resource hub for regional training or advocacy materials, a conduit for cross-country exchange and learning and as a knowledge management center), in order to increase impact on ending violence against children.
- d) Objective 6 of the SAIEVAC Work Plan (2011- 2016) includes “Professional Training and Learning”. The objective itself states that by 2016, all States have built the capacity of all professionals who work with or for children (for example social workers, counselors, foster care-givers, police officers, lawyers, judges, teachers, health care professionals, school principals, youth workers, people employed by detention facilities and child-care institutions, immigration and humanitarian workers, government officials/policy makers, etc.) in order to improve prevention, detection and response.

Indicators identified for measuring capacity are:

- Number of States with *regular in-service training* on child protection is in place for all *government employees* working for and with children such as Ministry officials both national, high-level managers, police, health care professional, lawyers, teachers, care-givers working in state institutions, public information and media specialists, export and import officials, army and security forces etc.
- Number of States that provide *short training* on prevention and response to all forms of violence against children for *politicians, members of parliament* and other *non- government policy and decision-makers* and *private sector including Chambers of Commerce* etc.
- Number of States with *national curriculum regulations for relevant professions* should include compulsory, on-going training on prevention, identification, assessment and reporting of violence against children and the protection and continuity of care to children.
- Number of States with *Bachelor's of Social Work or Master's of Social Work programmes*.
- Number of States with *Child Development and Child Counseling Bachelors and Master's programmes*.
- Number of *States employing social workers* as government employees.
- Number of states that provide *short training* on prevention and response to all forms of violence against children for *religious institutions, their leaders and related opinion makers*.

3.2 Rationale 2:

- a) In addition to existing resources and to address the need for further professional development of staff, the establishment of a concrete partnership with academic institution/s at the regional level that has relevant expertise and experience would be an excellent means to explore and address these additional requirements.
- b) Through the establishment of formalized partnerships, support can be provided specifically related to additional training, research and provision of academic programmes for capacity development of SAARC Member States in meeting the objectives of ending violence against children and establishing greater accountability for securing the rights of the child (as stipulated in CRC, CEDAW and other related instruments).
- c) Globally the practice of forging partnerships with academics in the areas of research, training and academic programmes on key social issues are proven as

best practices. In this respect SAIEVAC would explore and map potential partnerships with academic and training institutions both within and outside South Asia that can help in realizing the aims and objectives that SAIEVAC holds related to its own Vision and Objectives while at the same time creating an opportunity for mutual exchange and learning with such institutions through practical examples and challenges from various South Asian contexts.

4. Formalization of Institutional Partnership:

Bilateral Discussions: It is proposed that SAIEVAC Secretariat – following the mapping exercise to be carried out and mentioned above - will as part of the framework of this draft Concept Note - initiate bilateral discussions with the institutions and individuals with a common mission or goal.

Joint Consultative Forum and Strategy Development JCFSD): Once mapping and review of existing resources / trainers / potential institutions has been completed, it is proposed that a 3 day Consultative Workshop/Meeting for all the interested potential partners and HR experts join together to further review and discuss the SAIEVAC Academy framework and further assist with the development of a strategic plan in order to address the goals and objectives of the Academy.

5. Two Dimensions of the Academy – The Dual Scopes of Work

5.1 Regional Resource Hub - Short-term Scope of Work

- SAIEVAC would begin collection of materials, resources, training curriculum/modules, list of trainers and human resources available to support this while at the same time identifying best practices and areas of expertise in various countries across the region (in order to serve as a cross-country exchange hub).
- These materials would be gathered together and made available through a regional web-based clearing house and in addition to helping serve or further strengthen various training / advocacy components also from the basis for the Information / Knowledge Management (IMC) dimension.
- If needed – and agreed useful or helpful through discussions at the JCFSD – perhaps generic training materials or proto-type outlines could be developed and hosted on the regional site in order to support both training and advocacy activities (TC).

5.2 Center of Excellence (in partnerships with regional academic institute/s) - Long-term Scope of Work

- Moving forward with the identification and agreement of partnership/s with regional academic institute/s will require more time and thought.
- Partnership(s) with identified institutes will need to explore addressing both the Academic Programme (AP) required for further and more long-term professional

staff development as well as the Research Component (RC) which would include both qualitative and quantitative research dimensions.

- In addition, work with the academic institute/s could assist in exploring and establishing the data collection dimension, which is further discussed in section 4.2 in the next pages.

6. Training Component (TC)

- As highlighted and mentioned earlier, in order to address and operationalize Objective 2 of SAIEVAC and the SAIEVAC Academy along with Objective 6 of the SAIEVAC Work Plan (2011-2016), Professional Training and Learning, there is an immediate need to move forward in collection, review and fine-tuning of existing resources – along with development of a list of proposed trainers who could support roll out of “generic” training curriculums.

7. Research Component

Objective 5 of the SAIEVAC Work Plan (2011-2016), “Data Collection” states that by 2016, all States have developed and started implementing systematic national research and consolidated data collection, analysis, and dissemination systems disaggregated by sex, race, language, religion, caste, class, disability or other status, national or social origin, to inform evidence-based effective action, mobilize adequate resources and assess progress achieved.

7.1 Indicators:

- States who have established national databases with data collection systems at local, district and national level which include children’s births and deaths, children entering or leaving institutions, on persons convicted of violent offenses against children and other child protection issues;
- States who have carried out baseline interview studies with representative groups of children, parents and other caregivers to identify the experience of children of all forms of violence;
- States who are collecting quantitative and qualitative data on the length and outcomes of judicial proceedings involving children are collected; and
- States who have agreed regional standards for data collection to ensure comparability of data.

7.2 Information and Data Collection:

- To be initiated as soon as the IMC is established and national level researchers are identified. An Information Management Personnel has to be appointed at IMC (as part of the SAIEVAC Academy Team) in order to also add this information / data

onto the Regional Resource Hub website so that this can be accessed, seen and shared with all stakeholders and interested parties across the region.

- In subsequent years – and through soliciting partnership with the identified / selected academic institute/s – both qualitative and quantitative research studies can be conducted based on emerging issues or continuing challenges as per specific country contexts. Research work might also be considered or tied together with advanced degree program work or requirements of staff selected and participating in extended professional development courses. This will be based on discussions and agreement with the academic institute/s involved in the formal collaboration or partnership established as part of SAIEVAC Academy.

8. Advocacy

- SAIEVAC Academy will with time evolve – together in its partnership with the regional academic institute/s - as a Centre of Excellence not only in research work, which informs policy development and highlights new or emerging trends, but also as a leader in regional level advocacy.
- With a holistic approach to Child Rights/Child Protection/VAC and its direct access and engagement with documentation, research, data-collection, professional staff development, and the ability to release or promote information on progress, new findings, continued challenges and enhanced children’s participation in addressing child protection dimensions, it has the potential to become a leader and gold-standard example for sharing best practices, and contributing to global level learning.

8.1 Strategy for Advocacy:

Through continuous regional sharing of research findings, training needs, training delivery, outcome mapping and academic/pedagogical discourse the Centre can build up issues for national, regional and global level advocacy.

8.2 Evidence Based Advocacy:

With a strong IMC based data/information available and information related to indicators tied directly to the SAIEVAC Work Plan (reflective of country level progress and status) Regional Advocacy will be supported and confirmed by an evidence based approach and documentation of this.

9. Function of IMC:

The function of Information Management Center (IMC) will be the Monitoring & Evaluation and fulfillment of documentation dimensions.

9.1 Monitoring and Evaluation (M&E):

The M&E sub-component will regularly conduct monitoring and evaluation of

regional level training activities, national level actions on Child Rights and the Regional level advocacy activities in terms of funding, type of activity and the resultant outcomes, the learning and the documentation of the best practice.

10. Documentation:

- As part of the Regional Resource Hub, the documentation sub-component will host training materials, reviews, sample advocacy materials, records, data and reports / research pieces on the electronic web-site available for all to access along with being able to provide hard copies upon request.
- The roster of Regional Resource Persons can also be included besides announcements related to up-coming study tours / learning exchanges.
- In this way, the Regional Resource Hub will also serve as the knowledge base on child protection activities, resources and actions blending child protection, gender and child rights.

F. Existing opportunities for Human Resource Development in Child Rights in South Asia: Synopsis of the Training/HRD Needs Assessment

1. Regional Overview:

a Priorities Areas of Child Protection in South Asia:

- South Asian countries share some uniformity in the name of cultural and social norms.
- However the children in the region face various forms of violence such as abuse, neglect, discrimination, exploitation and violence. This violence can take place at home, in the school, in institutional care, at work, in the community, in manmade and natural disasters like armed conflicts. Children are always at very low priorities for the governments in the world as they have no political voice.
- There are different forms of violence children face; child marriage, child labour, corporal punishment as socially and legally accepted in order to make the child 'correct'; sexual exploitation and abuse, trafficking of children for all forms and purposes, traditional harmful practices, recruitment and physical and sexual exploitation of children during armed conflict; and exploitation of children during natural disasters.

b. Violence Against Children- Framework-SRS

Overall Vision SAIEVAC:

Children, girls and boys, throughout South Asia enjoy their right to an environment free from all forms of violence, abuse, exploitation, neglect and discrimination.

The following key issues have been identified for SAIEVAC to address as part of its work on establishing and strengthening comprehensive child protection systems at both regional and national levels. Based on these priorities, the focus of the SAIEVAC Academy would specifically aim to address and engage with the following issues in terms of advocacy, capacity building, documentation and research:

- Child Protection Systems Approach
- Child Marriage
- Corporal Punishment
- Sexual abuse and exploitation
- Trafficking
- Child Labour,
- Child Participation and Violence against Children

c. Key Challenges and Gaps

- Caring system in the family and institutional care are point of exploitation.
- Lack of understanding of the various forms of abuse (as it is considered as the accepted social norm),
- Poor response system by the government mechanism,
- Honor of the family and other factors in the South Asia make the children more vulnerable for the abuse and exploitation.
- Ineffective laws and policies,
- Poor implementation of the existing laws and policies,
- Lack of human resource,
- Lack of well equipped and trained staff to provide overall support to the child,
- Lack of financial resources,
- Poor monitoring mechanism
- Poor Documentation

d. Expected outcome of the HRDS:

Regional Resource Hub: with the collection of materials, resources, training curriculum/modules, list of trainers and human resources available

Center of Excellent in partnerships with regional Training/Academic Institute/s:

The identification and agreement of a partnership with a regional/national academic institute in order to explore addressing both the Academic Programme (AP) required for further and more long-term professional staff development as well as the Research Component (RC) which would include both qualitative and quantitative research dimensions. In addition, work with the academic institute could assist in exploring and establishing the data collection dimension.

The other main components are:

- Training Component (TC)
- Research Component
- Advocacy i. e. developing the Strategy for Advocacy and Evidence Based Advocacy
- SAIEVAC Management information System – in order to Monitoring and Evaluation (M&E) and Documentation

e. Expected training issues for the HRDS:

- Counseling
- Social work
- Legal Training
- Child Rights NGO management
- Advocacy & Lobbying
- Child Rights and Media Management
- Institutional Care Management
- Behaviour Change Communication
- Child Rights-based Programming
- Children and Young people participation
- Operational Formative Research
- Information and Data Management
- Funding/Resource Mobilization
- Capacity Building of NGOs & NPOs
- Monitoring and Evaluation
- Any others

f. Resources for training programs.

- Training manuals prepared by the Government, NGOs, UN, INGOs and others
- Standard Operating Procedures available on various forms of VaC.
- Guidelines available on various forms of VaC.
- ToRs available on various forms of VaC.
- University courses available on various forms of VaC.

2. National Level Information: (INFORMATION TO BE PROVIDED BY THE MEMBER STATES: Preferably in bullet points)

- a) Key protection/VaC issues/challenges
- b) Capacity building gaps/needs/priorities
- c) Existing standardized and recognized in-country training/HRD programmes
- d) Any Regional/International Training/HRD programmes offered in the country or capacity to offer such programmes
- e) Training and Resource materials available

- f) Any long term Academic programmes offered within the country

The Different IAs the country situations related to training need and opportunities. In order to have more time for discussion and to brainstorm on how to move forward in setting concrete plans and programmes to realize the objectives of the Human Resource Development Strategy (SAIEVAC Academy in 2015 and beyond, the proposal from Bangladesh was used as a basis to trigger the discussions.

The following segments encapsulate the different country settings/situations:

D.1 BANGLADESH

1. Key protection issues are:

- a. Psychosocial counseling support capacity building
- b. Capacity development of Direct care providing organization/ human resource to survivors of trafficking
- c. Elimination of child labour specially domestic child labour
- d. Absence of Institutional support to survivors of VAC
- e. Absence of proper Academic course on child protection
- f. Include child rights issues on in tertiary level
- g. Develop resource person & Institution on child protect

2. Capacity building gap /need /Priorities

- a. No skill person who provide direct services to the survivors of VAC, specially at shelter home, Rehabilitation center
- b. Child desk at Police station are not enough and absence of skill person on child protection issues.
- c. Capacity gap of service provider to care, rehabilitation of sexually abuse and exploitation
- d. Child safeguarding
- e. Documentation of good practices
- f. Research methodology
- g. No child sensitive legal expert/ lawyers
- h. Develop capacity of understanding minimum standard of care
- i. Develop capacity of local & national level advocacy & lobby
- j. 10. Training on " How to develop case study"
- k. Primary support for detoxification of substance user
- l. Training to build capacity to handle child pornography & other internet based child pornography
- m. There is absence of comprehensive database of Resource person & Organization in South Asia.
- n. Gap in Sharing country level in regional level

3. Existing standardized & Recognizes in country training /HRD program on child protection:

No regular training program offered, but INCIDIN Bangladesh with support of save the children offer short term 15 days training on psychosocial Counseling

4. Regional, International, Training/ HRD program on Child Protection

- a. Care for care provider
- b. Case Management
- c. Minimum standard of care
- d. Child Rights
- e. UN CRC training
- f. Advocacy Training
- g. Child safeguarding
- h. Burnout & care for care provider Training

5. Training & Resource materials Available

- a. Training for care provider on psychosocial Counseling
- b. Training on case Management
- c. Psychosocial Counseling
- d. Communication skill with challenged children (physical & mental disability, autistic, deaf & dumb, substance user)

6. Any long term Academic Program offered within in country:

No such Program offered in Bangladesh

D.2 AFGHANISTAN

1. Key protection/VaC issues/challenges:

Key protection: Currently AFG has the CPAN system in place. Which working just in the capitals of the provinces and 65 districts, AFG have 365 districts.

VaC issues: The main issues in AFG are divided in to 23 categories as

- a. Child labor.
- b. Child marriage.
- c. Child trafficking.
- d. Child sexual Abuse.
- e. Corporal punishment.
- f. Exploitation.

Challenges: Low capacities of the fielders, no awareness on child rights in all,

2. Capacity building gaps/needs/priorities

Capacity Building: Still there is now any specific system in place for the capacities building of the child partner's workers. But all the organization has the capacities enhancement tasks based on their own working area and organizational plan. Which is not counting as the national or beyond its organization?

Needs: still there is didn't do the national wise need assessment in AFG. But based on the reports that the situation of children is not in good in Afghanistan.

Priorities: Child Labor, child marriage, corporal punishment, children with disabilities and child trafficking.

3. **Existing standardized and recognized in-country training/HRD programs:** there is No any standardized and recognized HRD mechanism in-country.
4. **Any Regional/International Training/HRD programs offered in the country or capacity to offer such programs.** No. up to date there is no any regional or international training/HRD program offered in Afghanistan.
5. **Training and Resource materials available.** Jus based on the organization level. Which is not counting as a HRD in the country?
6. **Any long-term Academic programs offered within the country.** No. there is nothing in this regard.

D.3 BHUTAN

1. Key protection/VaC issues/challenges

- Child labour
- Sexual abuse
- Child marriage
- Violence against children-Physical, sexual and psychological abuse of children including commercial sexual exploitation and severe neglect
- Children without adequate family care or alternative care

Challenges:

- Overall lack of services and interventions for child protection, not only to identify and respond to violations, but more importantly to protect children in the first place through prevention initiatives.

- Overall lack of people working on child protection and limited capacity. With the CCPA 2011 making provisions for child welfare officers, probation officers, and social workers, it is of paramount importance to put these positions in place and build their skills to discharge their duties efficiently.
- Limited financial resources hinder the implementation of the CCPA.
- No link or coordination between national and sub-national levels due to the absence of child protection service providers at the community level.
- Lack of an information management system for child protection is a serious gap that prevents not only efficient coordination of support for children but also the monitoring of the effectiveness of the system.

2. Capacity building gaps/needs/priorities

- Social work
- Child justice
- Collection, analysis and evidence based planning and programming on child protection
- Information and Data Management

3. Existing standardized and recognized in-country training/HRD programmes

- a. Samtse College of Education
 - Postgraduate Diploma in Guidance & Counseling
 - MA in Counseling (mixed mode).
- b. Paro College of Education-modules on guidance and counseling and in future, Diploma programme on ECCD
- c. Sherubtse College
 - BA in Sociology
- d. Royal Thimphu College
 - BA in Political Science and Sociology
- e. Institute of Management Studies – some courses on gender
- f. Royal Institute of Management
 - Post graduate diploma in National legal studies
 - Diploma in Information Management System
 - Diploma in National Law

4. Any Regional/International Training/HRD programmes offered in the country or capacity to offer such programmes

- Diploma in ECCD- with University of New England, Australia
- Diploma in Guidance and Counseling-with Naropa University, USA

5. Training and Resource materials available

-Yes, in respective Colleges

6. Any long term Academic programmes offered within the country

Same as C

D.4 MALDIVES

1. Key Protection/VaC issues/Challenges

- In 2011, the Child and Family Protection Services recorded 51 cases of child physical abuse. There is no country-wide documentation (survey findings) on physical abuse parse, but the 2009 Violence Against Children Study looked at the use of physical punishment. It found that 20 percent of children had been physically punished by a primary caregiver.¹ What proportion of those cases could be deemed as physical abuse is not clear. The same study also found that 5 percent of children were punished by the primary caregiver so hard they needed to go to hospital.² This appears to suggest a high degree of violence. About 5 percent of children reported experiencing severe physical punishment by a teacher, despite a ban on this practice.³
- While there is data on the number of children who are officially married, there are no estimates on how prevalent unofficial child marriages are or on the number of child marriages in foreign jurisdictions (involving a Maldivian child). It is common for children from small and remote islands to move in with relatives in atoll capitals in order to attend school there. There are concerns, however, that some children in these arrangements are subjected to abuse and exploitation. There is no documented information to verify the extent of the problem. This is clearly a practice in need of more investigation.
- The Study on Women’s Health and Life Experiences, conducted in 2007 found that 12.2 per cent of women aged 15–49 said they had been sexually abused as a child (younger than 15 years).⁴ It is unfortunate that 15 was used as the cut-off age in the question and not 18 to capture sexual abuse perpetrated against girls aged 16–18—an age at which there are reasons to believe that sexual abuse might be even more common than at younger ages. The study report also noted that reports of sexual abuse among girls were greatest in Male’, at 16.3 per cent.⁵ Again, this figure only refers to girls aged 15 or younger. The survey also found that among girls aged 15–17 at the time of the interview, 14.5 per cent had ‘experienced some

¹Kay Engelhardt, Dilini Jayasuriya National Study on *Violence Against Children* in the Maldives UNICEF (Unpublished), Malé, 2009, p. 28 (figure 14).

² Ibid. p. 50.

³ Ibid.

⁴ Emma Fulu, op. cit., pp. vi, 53.

⁵ Ibid, p. 54.

form of sexual violence at least once in their lifetime. The 2007 child abuse study also found that sexual abuse of girls was most often a repeated violation rather than a one-off occurrence. In fact, about 60 percent of the surveyed children said it had happened three times or more. Yet the official records reflect only an average of 125 reports of sexual abuse per year (from 2007 to 2011) lodged with the Child and Family Protection Services, directly and through the Family and Children Service Centers. These reports have led to an average of only 33 perpetrators prosecuted for sexual abuse of a child per year, from 2009 to 2011, with an average of 11 defendants convicted.

- The nation's geography continuously poses a challenge in the quest to extend protection services beyond the capital. It is difficult and expensive to reach the atolls, and communication is cumbersome, not least with the islands far away from the atoll capitals. But child protection service has been decentralized in 2007, so better improvement has been brought in extending the service beyond the capital.
- Limited research has been done on VaC issues, thus this lack of information reinforces the need for basic data on VaC issues in the country. There is a consensus amongst child protection practitioners that the child protection system should become more evidence based. The mapping and assessment pointed to two main obstacles, however: (i) some existing data gaps (areas of child protection for which there is too little evidence to form a basis for plans and policies) and (ii) the failure to use the data that actually exists to inform plans and policies. There is a considerable amount of good research that has not been used to improve the child protection system.
- It has been almost 23 years since the 'Child Rights Act' has been endorsed and practiced. However, this needs to be amended because, today, some of the traditional values, practices in the nation has been changed and other emerging issues in regard to VaC has been notified. An adequate legislative framework, its consistent implementation and redress mechanisms form the bedrock of a child protection system. Policies and administrative practices should be consistent with the law and subject to challenge and review in a transparent manner. Although the 'Child Rights Act' has been endorsed 23 years back, a new draft has been developed in line with CRC, thus this will further enhance the legal framework.
- National coordination in the child protection system in the Maldives, and the degree of informal coordination varies considerably from location to location and from institution to institution. There has, for many years, been broad agreement among stakeholders that proper coordination mechanisms have to be established and further strengthened.
- Government capacity in child protection has increased substantially since Maldives acceded to the CRC. The mapping and assessment nonetheless points to numerous remaining shortfalls. These shortfalls appear not only in terms of budgetary resources allocated for child protection but also in terms of administrative support and structures, trained professionals with adequate remit and authority and

experience. Moreover, due to the decentralization mechanism, rate of reported cases were increased within the country and also by the implementation of helpline, level of awareness regarding child right issues has increased among nation.

- While levels of public awareness around abuse, violence, exploitation and neglect of children have risen in the past decades, child protection still falls relatively far down on the political agenda, which in turn has led to severe resource shortages, inadequate leadership and a decline in motivation among the people working in the child protection system.

2. Capacity building gaps/needs/priorities

- Very limited courses or training programs are offered in Maldives by local academic and training institutions on child protection related areas.
- Most lecturers and trainers who currently work in the local academic and training institutions have very limited experience in the field though they have high qualification in academics.
- Though there are pertinent jobs in private and government offices, there are very limited pertinent job opportunities in the child protection area. Though there is an increased demand in the field, certain professions like Psychologists is not yet introduced as an occupation in the government sector.
- In Maldives, most of the professionals do not seek jobs in the government sector because of the low salary and fringe benefits in the government sector.
- There are no existing diversified jobs in the government sector (especially specialist jobs, for instance child therapists).

3. Existing standardized and recognized in-country training/HRD programs

- Advance Certificate and Certificate level 3 in Social Service Work
- Advance Certificate in Counseling
- Bachelor of Psychology
- Undergraduate, Postgraduate and High Degrees in Research Studies (this includes research on sociology) – This course is also offered by Villa College.
- Courses on Early Education, Family Health Care works

Note: Private Sectors provide courses and trainings up to Certificate Level and beyond that, courses and trainings are been provided by the national university.

Workshops offered by Maldives Institute for Psychological Services, Training and Research (MIPSTAR)

- Parenting Adolescent Children
- Keeping your child of the streets and out of Gangs
- Parenting children with special needs

- Managing Peer Education
- Managing Bullies
- Managing Anxieties and Fears
- Managing Exam Stress
- Managing Low Self Esteem
- Dealing with Health Anxiety

4. Any Regional/International Training/HRD Programs offered in the country or capacity to offer such programs

- There are no regional/international courses or training programs offered in the country in child protection related areas.
- However, some local academic and training institutions offer international and regional courses and trainings on other areas such as Business Management and Information Technology courses.
- Although, workshops have been conducted in collaboration with regional and international partners, there are no programs which are conducted in a sustainable and a consist manner.

5. Training and Resource materials available

- Although there are very limited numbers of training and resource materials with in the country, these materials are not in local language.

6. Any long term Academic programs offered within the country

- The long term programs offered by the Maldives National University are;- Advance Certificate and Certificate level 3 in Social Service Work and Advance Certificate in Counseling courses but the Diploma in Counseling and Bachelor of Psychology was introduced very recently (2 years back)
- However, Undergraduate, Postgraduate and High Degrees in Research Studies (this includes research on sociology) were also offering by the Maldives National University and Villa College for a long time.

D.5 NEPAL

1. Key Protection/VAC issues/Challenges

- a. Recurrent phenomenon
- b. Inadequate attention to address the problem
- c. States intervention yet to be made meaningful and productive: they are more generic in nature
- d. Integrated Child Protection Mechanism either not established or loose and gragmented
- e. Inadequate services available to victims of VAC

- f. Inadequate institutions and poorly filled in with human resources: Robustness of institutions is yet to be expected

2. Capacity building gaps/needs/priorities

- a. Institutions (government) are not oriented towards child issues
- b. Educational Institutions are not aware towards child issues
- c. Institutions are created but they are not properly filled in with qualified human resources
- d. NGOs (only field of child rights) may have experts but their scope and coverage is limited
- e. VAC is not the priority of all NGOs

3. Existing standardized and recognized in-country training/HRD programmes

- a. Training from NASC
- b. Trainings being provided by the training institutions under thematic ministries
- c. Training centers of security agencies
- d. Training centers of NGOs
- e. On demand training conducted by contracting out to private training institutions.
- f. Master level course on child rights by KU
- g. Contents of VaC and Child Rights in different trainings to be conducted by the government and non-government agencies
- h. St. Xavier College is offering course on Profession course on Social work with reference to child rights.
- i. No solo training institutions offering training on VAC issues

4. Any Regional/International Training/HRD programmes offered in the country or capacity to offer such programmes

- a. Training being offered by SHRDC (However, it is in the process of dissolving)
- b. Training scholarship being provided by JAICA, SNV, multilateral and bilateral agencies, KOICA etc.
- c. Some programs are being conducted inside the country jointly with foreign sponsoring agencies. Some of the NGOs are conducting training (eg. Tewa)

5. Training and Resource materials available

- a. With the unprecedented development of ICT (internet) training and resource materials is not a problem. However, localized training materials are needed.
- b. Normally resources materials are being provided during or after sessions

6. Any long term Academic programmes offered within the country

- a. Not solely on child rights and VaC
- b. KU is about to start academic course on child rights
- c. Other universities may also have such course

Issues to be clarified

1. When we talk about HRs, is it focused only on VaC and only Child Rights issues
2. Institutions refer to only government institutions or institutions with NGOS?
3. How to define HRs?
4. Definition of different terminologies

D.6 PAKISTAN

1. Key protection/VaC issues/challenges

- Corporal punishment
- Child labour
- CSA/CSEC
- Trafficking
- Terrorism, forced displacement
- Child marriage/forced marriage
- Honour killing
- Acid violence
- Mutilation in the name of honour
- Treatment of juveniles and minimal criminal age at 7
- Absence of adequate intermediary institutions for children in conflict with law
- Absence of relevant orphanages
- Overall, child protection is not a political priority
- Poverty
- Lack of awareness
- Low level of economic and political empowerment of parents
- No national child protection policy
- Weak institutionalisation of child rights (No NCRC established).
- Inadequate laws
- Defective law implementation
- Patriarchal, autocratic discriminatory mindsets
- Distorted interpretation of Islam
- WEAK ACCOUNTABILITY
- Lack of institutionalized support mechanism
- Lack of capacities especially with regard to child psycho-social, and psychological (clinical support)
- Perception of guardians who has rights instead of responsibilities towards children
- Low child participation
- Law and order situation
- When VAC is addressed by stakeholders, the welfare approach prevails while child rights tend to be ignored

2. Capacity building gaps/needs/priorities

Training needed on:

- Child protection
- Psycho social support
- Child participation
- Mechanisms such as SAARC, UN
- Conventions ratified in SAARC, UN
- Advocacy and lobbying in a non-conflictual manner
- Gender
- Child rights including labour rights
- Research and (alternative) report writing with child participation
- Democracy
- Effects of CSA/CSEC, corporal punishment, child marriage on a child
- Trafficking

3. **Additional budget allocations for children** is required, reinforced communication between NACGs outside the WS, curriculum content and teaching methods reviewed, teachers curriculum must be revamped with a strong focus on pedagogy.

At the moment the capacity building initiative are not formally introduced in the country. Capacity building is not even taught as a separate subject and too many children are still out of school in Pakistan.

There is a need to mainstream child rights in the country. Different stakeholders need to be educated on the child rights and child protection issues.

These stakeholders include but are not limited to:

- Parents
- Children
- NGOs working for Child Rights
- Law enforcement agencies
- Government line departments
- Judiciary
- Academia
- Lawyers
- Politicians/Policy makers/Decision Makers
- Religious Leaders
- Media
- Shopkeepers
- Doctors

There is a need to introduce proper certification relation to child rights and child protection.

4. Existing standardized and recognized in-country training/HRD programmes

- Programmes existing in HCRP (Human Rights Commission of Pakistan, in ILO, in UNICEF, Plan I, save the Children)
- Curriculum on child rights will be included in QAU in 2015
- Training programmes developed by SAHIL, ROZAN, GD PAKISTAN, and other NACG members on child protection against CSA/CSEC on para-counseling with children victims of CSA/CSEC, on juveniles reintegration, on alternative child friendly communication, on advocacy and lobbying through puppetry, on effects of child marriage, etc...
- Training sessions relating to corporal punishment have been ran by SAIEVAC in the context of a regional campaign
- Child right Movement is also going to organize training sessions relating to child participation

5. Any Regional/International Training/HRD programmes offered in the country or capacity to offer such programmes

- stick and stones (child participation)

6. Training and Resource materials available

- Any long term Academic programmes offered within the country
- Data not available

D.7 SRILANKA

1. Key Protection /VaC issues/Challenges

- 1.1 Child sexual abuse and exploitation
- 1.2 Corporal Punishment
- 1.3 Early marriages and teenage pregnancies
- 1.4 Sex tourism (as the war is over there is huge tourist influx to the country)

2. Capacity building gaps

a. Child Sexual abuse and Exploitation

- Deficiencies in the education on sex and sexuality
- Social believes and cultural norms,
- Administrative issues with the ministry of education.
- Not developing an age appropriate curriculum for schools.
- Priorities other than the child protection in responsible organizations.
- Difficulties in organizing awareness programs on protection mechanism in institutions where children spend more time

- Changing or transferring responsible personal form relevant institutions frequently
- Denial of such occurrence by the families.
- Written, electronic media and Internet issues.
- Absence of child protection related courses.

b. Corporal Punishment

- Social believes.
- Deficiencies in cooperation among authorities (education, Probation)
- Unwillingness to deviate from the practices.

c. Child marriages and teenage pregnancies

- Deficiencies in the education on sex and sexuality
- Social beliefs and cultural norms,
- Administrative issues with the ministry of education.
- Not developing an age appropriate curriculum for schools.
- Cultural issues.
- Social and economical issues.

3. Needs

- To develop educational programs (short term and long term) to address the top to bottom levels of relevant authorities.
- Maintain the sustainability of such programs.
- Programs to educate the society.
- Continuous professional development programs to individuals who are involved in the protection of children,
- Development of a better understanding among the stakeholders.

4. Priorities

- Child sexual abuse and exploitation
- Corporal Punishment
- Early marriages and teenage pregnancies
- Sex tourism

5. Existing standardized in-country training/HRD programs

- Sociology degree in universities (Which has a module on child abuse and prevention)
- Child psychology (post graduate diploma in university)
- Child counseling (post graduate diploma in university)

- Msc in human rights
- Training programs conducted by the NCPA for the field officers
- Training programs conducted by the NCPA for the who do postgraduate studies in Paediatrics
- Angle Sri Lanka training of community
- HRD programs carried out by NACG member organization

6. Any Regional/International Training HRD Programs offered in the country or capacity to offer such programs

Nil

7. Training & Resource Material available

- NCPA training manuals
- Club manual
- Brochure on good parenting
- Positive training TOT Manual

Day – 2 : 25 December 2014

E. Group Exercises:

- GROUP 1** : HRD on Child Protection and ending VaC - Training Priorities and proposed Calendar of Events for the Short Term (2015-2018)
- GROUP II** : Setting the Regional Resource Hub for Knowledge Management: Mapping/identifying existing research work, documentation, best practices, surveys, etc. related to child protection initiatives in the Region
- Group III** : Review and refine the SAIEVAC Management Information System online portal to make it a robust data base and Information source and define a system for data collection and use.

E.1 Group Presentations:

- GROUP I: HRD on Child Protection & ending VaC-Training Priorities and proposed Calendar of Events for the Short Term (2015-18)**

Output:

- Identify a set of common protection/VaC priorities for SAIEVAC in the Region;
- Select/Identify/Define a set of training or academic programmes



that can address the priority areas so identified by outlining the scope, duration, resource materials and possible institution/s;

iii. Propose a Calendar of events that covers a 3 Year Framework

Group Discussion/ Outcome

S. N	Themes	Priority	Stakeholders	Training/ Courses	Calendar
1.	Child Marriage	<ul style="list-style-type: none"> Plurality in the laws (Social Norms and Legislation), Policy & Legal Reforms 	<ul style="list-style-type: none"> Policy Makers/ Law Makers, Judiciary Media, Religious leaders Civil Societies 	<ul style="list-style-type: none"> Training on evidence based advocacy skills, Sensitization awareness raising Sessions, Mainstreaming of UNCRC in ongoing Human Rights Courses Sensitization of students 	<ul style="list-style-type: none"> Development and standardization of Teaching curriculum/Training Module Development and standardization of measurement/ monitoring tools Training Of Trainers by 2015 in the calendar year. Need to include advocacy and communication in the process. Adaptation and replication of training material according to countries specific needs and thematic areas. There is a need to have national and regional level curriculum development in the calendar year. Need to certifying the trainee who gets training through HRDS. Need to have time bound frame work by the SRS in order to have effective implementation of the program. There is a need to link with the South Asia University. There is a need to have pool of regional experts in the HRDS. There is a need to include the micro issue in the thematic areas of the thematic areas. Who would be the lead agency to make the curriculum?
2.	<ul style="list-style-type: none"> Sexual Exploitation and abuse Sex tourism 	<ul style="list-style-type: none"> Prevention Protection Response 	<ul style="list-style-type: none"> Law enforcement agencies Duty bearers Social workers Care givers Media 	<ul style="list-style-type: none"> Awareness and advocacy Psychosocial supporting Communication skills Counseling Clinical psychology Case management 	

3.	Child Trafficking	Prevention Protection Response	<ul style="list-style-type: none"> Immigration officer/ other law enforcement agencies Ministry of ICT Media 	<ul style="list-style-type: none"> Understanding the context of trafficking Conceptual framework of trafficking Enactment of policies which govern laws on trafficking Case Management 	
4.	Corporal Punishment	<ul style="list-style-type: none"> Prevention Protection Response 	<ul style="list-style-type: none"> Teachers Family Students Training institutions 	<ul style="list-style-type: none"> Training for teachers Awareness and Sensitization Training curriculum 	
5.	Child Labour	<ul style="list-style-type: none"> Prevention Protection Response 	<ul style="list-style-type: none"> Linking with Corporate Federation Linking with Employers Linking with Trade Union Leaders 	<ul style="list-style-type: none"> Law Reforms/ Uniformity Advocacy, Sensitization 	
6	Children in Emergency Situation - children Armed conflicts, - children affected by natural disaster - any other Humanitarian Crisis	<ul style="list-style-type: none"> Advocacy with the governments to sign and ratify Optional Protocol on Armed Conflicts (OPAC) 	<ul style="list-style-type: none"> Government Military and Para military forces 	<ul style="list-style-type: none"> Training on Monitoring related issues Reporting Mechanism 	
7	Inclusiveness (Orphan, Disability, religious minorities, TGs etc) Sexual minorities - Transgender - MSM - LGTB - Any others.	<ul style="list-style-type: none"> It is a cross cutting theme for all the intervention 	<ul style="list-style-type: none"> Donors and implementing partners 	<ul style="list-style-type: none"> Specific training to develop and introduce inclusiveness 	

b) Group II: Regional Resource Hub for Knowledge Management

Overall Objective:

Creating an accessible Regional Knowledge Management Hub for ensuring effective Child Protection system to end VAC in the South Asia region



Categories and Sources of Information:

- SAACH, Human Rights Mechanism (RISHRM), SAARCLAW etc at the regional level
- At the national level link and connect with organization and network engaged in CRC (Supplementary/Shadow Report) monitoring and reporting
- NACGs (SAIEVAC mechanism more active and engaging)
- Secretary General's Special Representative's report on VAC

The Process:

1. The member States should feed information related to CP into the common data base, (Group III) on a regular basis or share their situational analysis or mapping exercises available on child protection and VAC;
2. SRS / identified organization (to carry forward the coordinating and creating linkage roles with national, regional and international actors) will collate, analyse and document CP information for the use of / by member States;
3. Initiate dialogues and create linkages with the South Asia University and other interested national universities to undertake the issues of violence against children as their academic programme;
4. SRS should initiate the process of collecting and authenticating the information from the partners;
5. SRS should clearly define what this knowledge management system is (Physical and virtual should both be a part of this system), the broad categories it will incorporate, how this system will operate and for whom is this knowledge information system being created (who are the end users);
6. SRS should broadly categorize and identify the target groups as well as define clear and systematic ways to categorize the information that is to be the part of the system;
7. Structure of how the knowledge information system is to operate should be clearly defined prior to designing and making operational the knowledge hub;
8. SRS should clearly identify and outline the kind of information that will be put up in the system through quality standard check;
9. SRS should appoint a dedicated person to scan the documents and information that will be a part of the knowledge hub;
10. SAARCLAW should be a part of this entire process and information from SAARCLAW should be part of this system.

Existing Resource Hubs for Linkages and Networking

- Coordinate with national institutes and civil society organizations working on Child Rights and child protection issues (National academic institutions, universities, National Institute of Public Cooperation and Child Development in India, National Child Protection Authority in Srilanka , National Commission for Child Welfare and Development in Pakistan)
- Link with organizations who have good collections of resources, evidence based practices and publications (CINI-Child Protection Resource Centre, Centre for Child Rights, NCCWD, ARC, SHE, etc)
- SRS should strengthen the virtual system through constant coordination and network with relevant partners

c) Group III : Review and refine the SAIEVAC Management Information System online portal to make it a robust data base and Information source and define a system for data collection and use.

1) Review of the proposed SMIS online portal

The system will hold public information/resources as well as other information/resources for the purpose of storage and internal review of progress by



SAIEVAC mechanisms, which will not be shared with public viewers.

There shall be three levels of users in the system:

- i. Super Admin: Webmaster and SAIEVAC Regional Secretariat
- ii. Admin/Content Editors: Governing Board Members and National Coordinators who can also access certain information that are not made public
- iii. Public Users

2) Category of data and information to be housed on the SMIS Portal

- i. The data and resources shall be grouped into the following categories:
 - a. Legislation, Plans of Actions, Policies and Strategy Papers
 - b. Images, Audio/Video and Multimedia Resources
 - c. Research Reports, Progress Reports and Technical Papers

- d. Training Manuals and Resources
 - e. News Reports
 - f. Court Cases and Verdicts
 - g. Other Information
- ii. The thematic areas would be cross cutting which will be tagged with appropriate keywords while uploading the information/resources.
 - iii. Certain indicator of quantitative data shall be developed that can be compared across countries. The common variables from standard surveys carried out in different countries can be mapped and compiled for the purpose.

3) **Process of data sharing/collection system and the use**

- a. The data and resources shall be shared with the Secretariat by the national mechanisms. The centralized system administration shall be carried out by the Secretariat. While sharing the information and resources, the national mechanisms may suggest whether or not the information is to be made public on website.
- b. The data from other sources than the government mechanism shall be submitted through the NACG Chairs and Co-Chairs in coordination with SAIEVAC government mechanism in the respective countries.
- c. The documents that are publicly released by different state organs may be uploaded on the system by the Secretariat by informing the SAIEVAC government mechanisms in the respective countries.
- d. For any other information from other sources, the consent of the government mechanisms shall be ensured before making the document public on the system by the Secretariat.

4) **The following process for the collection of data was agreed during the previous consultation on SAIEVAC Management Information System:**

1. Each Member State will have a SAIEVAC Country Office; The Office will host a Program Support Manager responsible for gathering data;
2. **The Program Support Manager** in each **SAIEVAC Country Office** will coordinate with SAIEVAC National Coordinators, NACG and Research Institutions in order to Gather data and forward the data to the SAIEVAC Regional Secretariat. SAIEVAC Program Support Manager should mention purpose of data when requesting data; and also send a format of a document that needs to be filled when data is received;
3. **SAIEVAC National Coordinator** in each country will identify a Focal Point / Contact Point in Government Agencies to collaborate with in order to get data that they have. The SAIEVAC National Coordinator is based in the Nodal Agency which should be the Ministry of Child Development. *(National Mechanism and Line Ministries in each country to be finalized as soon as possible);*
4. **NACG Chair / Co-Chair** will coordinate with NGOs and INGOs to gather data and forward to SAIEVAC Country Office

5) **Frequency of Gathering Data:**

Bi-Annually

6) Housing and Analyzing Data

The SAIEVAC Regional Secretariat will house an adequate software system, which will be able to house, analyze and share data.

7) Specification of the Software

- Features of the Software
- Input qualitative and quantitative data
- Analyze data including comparative analysis, generating trends
- Generate reports- against indicators
- Export tables, graphs, maps of analysis
- Accessible via a web interface for public viewing
- Export data in a variety of formats (such as CSV, Excel, etc.)
- The website will also provide general descriptions and links
- Search function

8) Types of data

Input data:

- a) Quantitative data
 1. xls, xlsx
 2. Comma Separated Values (CSV)
 3. direct entry
- b) Qualitative data
 1. Adobe PDF
 2. text (for website)
 3. images (for website)

Export data

- a. CSV
- b. Excel (xls)
- c. PDF
- d. Zip
- e. PNG (for graphs, charts)
- f. JPG (for graphs, charts)

Content of the Public Area

General Description Contacts and Links Images

a. Users and Roles

USER	PRIVILEGES
Super User	<ul style="list-style-type: none">• Create New User Account Suspend User• Delete User Reset Password• Assign Privileges to User Backup Data• Access log files of user activity• Training Staff and assisting staff with software
Data Administrator / Communication Expert	<ul style="list-style-type: none">• Upload Data• Edit uploaded Data View Data• Delete Data• Generate analysis (such as graphs, charts) export data• Add, delete or update text and images in website Respond to queries for Information
Public User (no log on necessary)	<ul style="list-style-type: none">• View Data• Generate analysis (such as graphs, charts)• Export Data browse website

Technical requirements

Hardware: Servers Firewalls

- Backup Drives and media Internet Connection

Software:

- Web server Software application Microsoft Office

Schedule of Backing-up Data

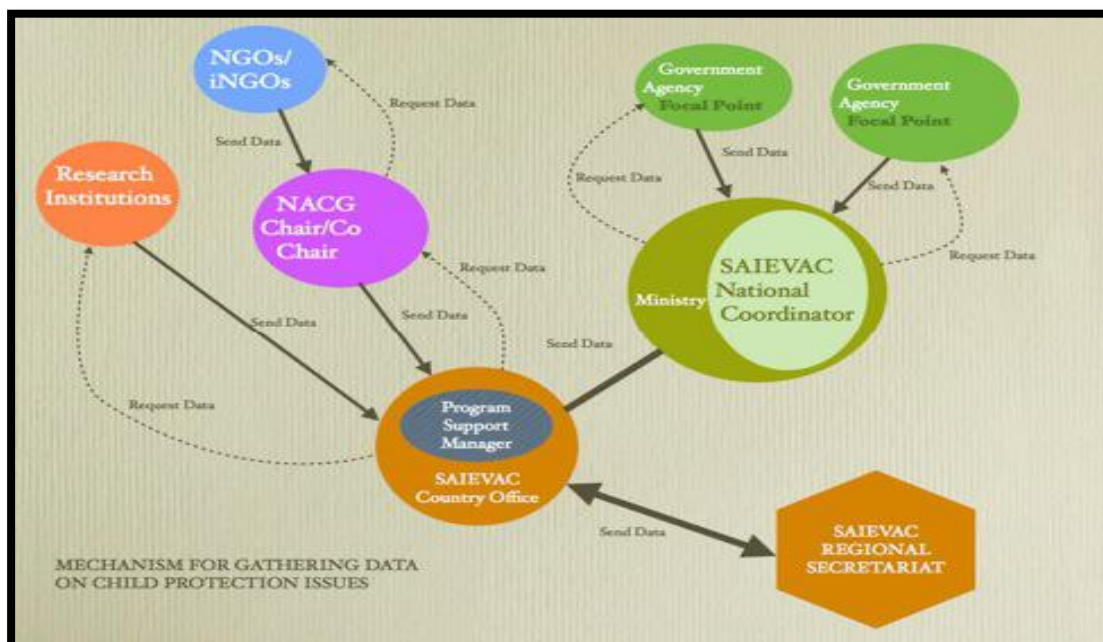
- Weekly Full Back up Daily Incremental Backup
- Monthly Backup for storing at separate location

Publishing and Sharing Data

- Policy on Publishing and Sharing Data
- Confidentiality must be maintained - only broader spectrum of details may be discerned; no children may be identifiable individually

Risks and Challenges

- Indicators /Definitions may not be harmonized leading to inability to make comparative analysis



- **Other Considerations:**

It was proposed that the glossary of key terms needs to be uploaded on the system to ensure common understanding of the terminologies used. Also, online discussion forum can be established to promote the exchange of ideas.

A proposal was made to make the system flexible for introducing additional thematic areas other than those prioritized in the current Five-Year Plan of SAIEVAC. It was clarified that the system is open for introducing additional categories of data. It was held that the SMIS needs to be developed as a resource hub with training materials, session plans and other information for the use by the national mechanisms. With regard to the question on whether or not certain announcements can also be part of the system, it was suggested that the existing website of SAIEVAC can be used for such announcements.

The discussion stressed that the management structure for the system needs to be clearly defined that includes human resources involved in collecting and maintaining the data including the national mechanisms. Also, the quality check and ethical clearance for the data also needs to be explicit within the management structure. The sources of data and validation of the data also requires more attention.

A concern was raised on whether not the national mechanisms, particularly the Governing Board Members and National Coordinators will have access to the system to add or modify the data on their own. Also, the need of consulting the national mechanisms for ensuring the authenticity of the sensitive information posted on the SMIS was highlighted. It was made clear that the system has the flexibility of adding users with different levels of permissions for read and write access on the system.

Also, the continuous review and improvement of the system will address the concerns of the member states as they emerge.

3. Closing Session:

The 2nd HRDS (SAIEVAC Academy) Consultation was closed by formal closing remarks from the SAIEVAC National Mechanism and the Director Genral of SAIEVAC Regional Secretariat.

Day – 3 : 26 Dec 14 : First Half : Field Visit

Brief on field visit to Child Correction Home

On the 3rd day of the HRDS Consultation, the participants were taken for a field visit to the Child Correction Home, situated at Sarangkot, Pokhara. Executive Director of UCEP Nepal Mr. Subash and the staff of the Child Correction Home welcomed the visiting team. The participants (visiting team) were divided into three groups escorted by three liaison officers of the centre. Three groups were taken separately for a brief tour of the facility. After a brief tour Mr. Subash gave a brief presentation on UCEP Nepal and its activities. The participants showed much interest how the Child Correction is functioning and the way it is dealing with the juveniles that comes to the Correction Home. The participants spent almost one and half hour in the Child Correction Home.





South Asia Initiative To End Violence Against Children

SAARC APEX BODY

"IN SOLIDARITY WITH THE CHILDREN OF SAARC"

2nd Regional Consultation

on

Human Resource Development Strategy on Child Protection and Violence against Children (SAIEVAC Academy)

24-26 December 2014

Pokhara, Nepal

Organized by the SAIEVAC Regional Secretariat

In collaboration with the SAIEVAC National Mechanisms

Funded by the SAARC Development Fund (SDF)

Hosted by the Ministry of Women, Children and Social Welfare (MoWCSW), Government of Nepal

TENTATIVE AGENDA

DAY – 1 (24 December 2014)

0900 – 0930 : Registration

0930 – 1000 : **Opening Session**

1000 – 1030 : GROUP PHOTOGRAPH & TEA BREAK

Business Session

1030 - 1100 : Introduction of Participants, Adoption of the Agenda and Consultation Modalities

1200 – 1230 : Human Resource Development Strategy on Child Protection and Violence against Children (SAIEVAC Academy)

1230 – 1300 : Existing opportunities for Human Resource Development in Child Rights in South Asia : Synopsis of the Training/HRD Needs Assessment

- : Discussion
- 1300 – 1400** : **LUNCH BREAK**
- 1400 – 1530 : Continue Discussions
- 1530 – 1600** : **TEA BREAK**
- 1600 – 1630 : Synopsis of the Discussions
- 1630 – 1700 : Briefing of the Day 2 Group Exercise
- 1830** : **Official Dinner**

Day – 2 (25 December 14)

- 0900 – 0910 : Recap of Day – 1
- 0910 – 1200 : Group Exercises

GROUP 1: HRD on Child Protection and ending VaC - Training Priorities and proposed Calendar of Events for the Short Term (2015-2018)

GROUP II: Setting the Regional Resource Hub for Knowledge Management: Mapping/identifying existing research work, documentation, best practices, surveys, etc. Related to child protection initiatives in the Region

Group III : Review and refine the SAIEVAC Management Information System online portal to make it a robust data base and Information source and define a system for data collection and use.

(1030 - TEA TO BE SERVED IN THE GROUPS)

- 1200 – 1300 : Group Presentations & Discussions
- 1300 – 1400 : **LUNCH**
- 1400 – 1530 : Group Presentations & Discussions
- 1530 - 1545** : **TEA BREAK**
- 1545– 1600 : The Next Step/s
- 1600 – 1700 : Closing Sessions

Day – 3 (26 Dec 14 : First Half) : Field Visit