

ChildFund Korea Sector Framework

**1st edition
December, 2020**

Table of Contents

1. Introduction	03
2. Education sector Framework	05
3. Child Protection sector Framework	15
4. Disaster Risk Reduction sector Framework	24
5. Sector Framework Q&A	33
6. Bibliography	35

1. ChildFund Korea Priority Sector Framework

01. Purpose of the Framework

ChildFund Korea Sector Framework for global programs sets out directions and key interventions of each sector in global programs of ChildFund Korea: Education, Child Protection, and Disaster Risk Reduction. The Framework describes specific activities to achieve sector outcome, defined based on ChildFund Korea Global Program Direction and Core Strategies 2017, and suggests indicators and tools to measure outputs and outcomes for shared achievements.

The Framework is developed using various data searches and linkage to already developed strategies. Analysis was made on references, sector framework of other alliances partners, and learnings from previous projects. Consistency with previously developed Intermediate & Long-term Changes in the Theory of Change for Impact was considered. Details of references are included in each sector framework.

The Sector Framework will be used as a guideline for all development projects conducted in main focused countries and any countries. However, it will not include education, child protection and disaster risk reduction projects under circumstances in need of humanitarian aids such as emergency relief, early restoration, and refugee support.

02. Overview of the Framework

1) Target Readers

The Framework targets staffs who are responsible for planning, implementation and monitoring and evaluation of projects at ChildFund Korea. We recommend to share this with partners and cooperating organizations for utilization.

2) Overview

Structure	Details
Sector Goal	<ul style="list-style-type: none"> ✓ Overall goal for change that each sector pursues, which shows the direction of ChildFund's global programs. ✓ Sector goal is not measured.
Domain	<ul style="list-style-type: none"> ✓ Frame that describes each sector suggests the direction for sector outcome and key interventions. Domain was defined based on highly recognized theory, arguments in each field, and the analysis of ongoing project's activities. ✓ Domain is not a unit of measurement but a frame that describes each sector.
Sector Outcome	<ul style="list-style-type: none"> ✓ Change that each domain pursues and the result of key interventions. PDM in the project proposal can utilize sector outcome as project outcome or objective level. ✓ Sector outcome should be consistent with situation that each community faces.

Key intervention	<ul style="list-style-type: none"> ✓ Prioritised interventions for designing project. ✓ It is used activity or output level in PDM in the project proposal. More details of key interventions are stated in each introduction. ✓ Interventions set out in the Framework will be prioritised during project development but other activities can be added based on community situation.
Sector Introduction	<ul style="list-style-type: none"> ✓ Introduction of each Framework. It describes what perspective was applied to the Framework, ChildFund’s viewpoint on each sector and the definition of major concepts suggested in the Framework

03. How to Utilize the Framework

1) Assessment & Planning

Each Sector Domain can be referred to set the direction of interventions at early stage of project, or when conducting survey to prepare country strategy paper. Let’s say you are designing education project. You will be able to utilize three domains in the Framework to see whether the children have access to education, child-centered education (Domain2); participate in decision-making process through education (Domain3); in deciding the directions for Key Interventions.

2) Development of project proposal

Sector outcome and key interventions suggested in the Framework can be used to set project outcome and activities. When designing projects based on data including community surveys, you can refer to key interventions in the Framework to plan activities. But surrounding circumstances for activities should come before key interventions when setting plans. You may add other activities when there are ongoing activities led by other stake-holders and the community is in need of activities other than what was suggested in the Framework.

3) Monitoring and Evaluation

You can measure output and outcome using indicators suggested in Sector Outcome and Key Interventions of the Framework. Indicators can be revised based on the situation of each country.

Education Sector Framework

Sector Goal	All girls and boys enjoy their rights to education		
Domain	Right to Education: Equitable education environment for all girls and boys is established.	Right in Education: Child-centred and inclusive education approach for all girls and boys is implemented	Right through Education: Right through Education: All girls and boys participate in community/government decision making process through transformative and participatory education
Sector outcome	1. Access to basic education for all girls and boys is increased 2. Access to education for vulnerable children such as girls, CWD, refugee children and working children is increased	1. Implementation of child-centred pedagogy is strengthened 2. Adoption of inclusive curriculum is strengthened	1. Quality of school (learning facilities) management and governance is improved 2. Participatory school governance is set up 3. Child participation in society (community/government level) is increased
Key interventions	<p>(children)</p> <ul style="list-style-type: none"> -Providing children with services for better access to education facilities/services -Providing children with service regarding nutrition and health <p>(Parents/caregivers)</p> <ul style="list-style-type: none"> -Training of parents/caregivers in children’s rights and parenting (Knowledge and awareness improvement) -Support to parents/caregivers to have resources for children’s education <p>(schools/community)</p> <ul style="list-style-type: none"> -Construction/improvement of school/learning infrastructure -Providing schools with educational materials -Training of local change agents in children’s educational access (Knowledge and awareness improvement) -Support local change agents to have resources and opportunity for improving children’s educational access <p>(government)</p> <ul style="list-style-type: none"> -Advocating to local government/government for enhancing children’s educational access (policy, funding and practice) -Training of local government/government officials in children’s educational access(Knowledge and awareness improvement) 	<p>(schools/community)</p> <ul style="list-style-type: none"> -Training of teachers in child-centred pedagogy (knowledge and techniques) -Providing teachers and schools with educational materials and resources for applying child-centred and inclusive education -Supports to improve teacher’s teaching environments -Training of local change agents in child-centred and inclusive education (Knowledge and awareness improvement) -Support local change agents to have resources and opportunity for strengthening child-centred and inclusive education <p>(government)</p> <ul style="list-style-type: none"> -Advocating to local government/government for strengthening child-centred and inclusive education (policy, funding and practice) -Training of local government/government officials in child-centred and inclusive education (Knowledge and awareness improvement) 	<p>(children)</p> <ul style="list-style-type: none"> -Training of children in children’s rights -Providing children with life skill education -Support to children to have resource and opportunities to participate in society -Set up/support to child club <p>(schools/community)</p> <ul style="list-style-type: none"> -Training of local change agents in participatory school management and governance -Support to local change agents to have resources and opportunity for participatory school management and governance -Set up/support to student council <p>(government)</p> <ul style="list-style-type: none"> -Advocating to local government/government for participatory school management and governance (policy, funding and practice) -Training of local government/government officials in participatory school management and governance (knowledge and awareness improvement)

2. Education Sector Framework

01. Education Sector Framework: Purpose and Details

The ChildFund Korea’s Education Framework takes an approach that children deserve to enjoy universal right to education based on UN CRC¹. Utilizing 4A scheme² of Tomaševski³ and UNICEF’s Child Friendly School model based on Article 28 and 29 of UN CRC, we analysed education as a right approach. We created Key Interventions that guide education program of ChildFund Korea and developed the Framework. Under the Sector Goal of ‘All girls and boys enjoy their rights to education’, Education Sector Framework consists of three domains: ‘Right to Education, Right in Education, and Right through Education’.

02. Domain1: Right to Education

‘Right to Education’ is a domain that describes equal access to education for all children. Access to education is considered to be achieved when the following two elements are fulfilled. First, availability that makes educational facilities and service available to children. Second, accessibility that makes educational facility accessible to children. Sector Outcome of the Framework is the improvement of access to education for children. Especially, it suggests to give top priority to those who are vulnerable and isolated due to social status such as class, gender, and race. In addition, ChildFund Korea makes interventions based on its definition of ‘basic education’ that children deserve to grow and develop from ECD to upper secondary education, whereas UN CRC made only primary education compulsory.

ChildFund Korea’s classification of education

According to International Standard Classification of Education (hereinafter ISCED), basic education consists of ISCED level1, primary education and ISCED level2, lower secondary education. However, ChildFund Korea believes that the range of basic education that children deserve spread from ISCED level0 to ISCED level3 including ECE and upper secondary education, and we implement projects on that standard. The Framework accepts that basic education takes various forms(formal, informal & non-formal), and intends to offer most appropriate and available education to children based on situation of country and community.

Availability - the first element of access to education – is ensured by education infrastructure including school, teaching materials and resources for school management. Relevant Key Interventions include creating, repairing learning space, and offering teaching materials. This Key Interventions suggest to utilize UNICEF’s standard for Child-Friendly School (hereinafter ‘CFS’) or relevant standards for CFS facility/service provided by ministry of education of each country.

¹UN Convention on the Rights of the Child

²4A scheme: Right to education is structured into 4 schemes. Availability, Accessibility, Acceptability, Adaptability

³Katarian Tomaševski: United Nations Special Rapporteur on the right to education of the United Nations Commission on Human Rights from 1998 to 2004

CFS (Child-Friendly School) Infrastructure

According to CFS infrastructure standard, focuses are on two areas: 1) Designing and planning of child-centered school and infrastructure. 2) Healthy, clean and learner protecting environment. In order to create child-centered learning space for quality education, basic elements including location, design, construction, governance and management are to be considered. Additionally, risks to children are classified into physical and physiological threats to provide manual for schools/education infrastructure to make appropriate interventions⁴. Standards for CFS infrastructure are applied to each country based on its situation. Rwanda's Child Friendly Schools Infrastructure Standards and Guideline are utilized as a representative example. The government of Rwanda recommends to consider details in 4 CFS standards that it suggests.

Standards	Contents
A school must have appropriate, sufficient and secure buildings	Class rooms/ basic teaching areas, internal floor area, head teachers room, staff room, science laboratory, ICT room, play area, library, multi-purpose hall, medical sick room, Internal temperature, ventilation, day lighting, dust, electricity, security, etc.
A school must be a healthy, clean, secure and learner protecting environment	Water, Water supply systems, sanitation, environmental and waste management, composting, stagnant water, secure and learner protecting environment, passive surveillance against harassment and abuse, fence, etc.
A school must have a child-friendly, barrier free environment which promotes inclusive access and equal rights of every child	Barrier free environment, access, ramps, accessible toilets and hygiene facilities, classrooms, signage, tactile surfaces, special needs rooms, specific religious needs, gender allowance in infrastructures etc.
A school must have adequate and appropriate equipment that support the level of education	Furniture, equipment list

(Table 1. Rwanda Child Friendly Schools Infrastructure Standards and Guideline⁵)

Accessibility – the second element of access to education – is ensured when education infrastructure is physically accessible to children and when society, culture, and law do not undermine children's access to education. Key Interventions may include; services to improve children's physical access to education (e.g.: providing school bus or bicycle for school commute); extending school hours for children who are not able to attend during regular school hours (e.g.: providing make-up class); nutrition and health services to prevent vulnerable children from losing educational opportunity (e.g.: providing meal service, health center, sex education). On top of that, interventions can be made based on social, cultural and legal environment that children face. That will help parents improve childcare capacity and awareness for children's right as well as have resources to support child education by creating more income through self-support group. Lastly, cultural and legal environment of the local community need to be looked into to eliminate things that infringe children's access to education. Along with that, advocacy activities for the local community/government, and training supports should be included. Activities to remove legal policy of banning pregnant girls from attending school in Sierra Leone and Tanzania is a good example of such supports.

⁴ UNICEF (2011). Child-Friendly School Standards Manual

⁵Rwanda Ministry of Education. (2009). Child Friendly School Infrastructure Standards and Guideline

○ **Key assessment Questions**

1	Does the local community have adequate education infrastructure that children have access to? -Does the infrastructure meet minimum standard for education facility, set in CFS guideline and by each country? -Does education infrastructure have location with easy access for children? -Is education service affordable (admission fee, tuition, school operating expenses, textbook price)?
2	Does education infrastructure have adequate education materials and resources?
3	Does a local change agent have capability and awareness for access to education?
4	Does a local change agent have adequate resources to support children's right to education?
5	Do parents/caregivers have capability and awareness for children's right and childcare including education?
6	Do parents/caregivers have adequate resources for children's right and childcare including education?
7	Does a child need additional physical supports to have access to education infrastructure?
8	How is the health and nutritional status if children?
9	Are there group of children in the local community who are isolated or excluded from access to education?
10	Do government policy and common law have any element that infringes children's right to education?
11	Do relevant officials of the local government/government have enough capability and awareness for access to education?

03. Domain2: Right in Education

'Right in Education' focuses on inclusive right in education for all girls and boys to enjoy learning within educational space/facility and system. The Framework puts child-centred pedagogy, inclusive curriculum, and safe education environment a prerequisite for creating such educational space and environment, reflecting them to Sector Outcome. However, we did not go into details about safe education environment here to avoid overlapping as Child Protection and DRR Sector Frameworks contain more details. Child-centred pedagogy creates pathways of learning based on various elements including child's curiosity, desire, ability and even social background around children (culture, race, language, etc.)

Inclusive curriculum is a concept derived from inclusive education defined with 'School for All'. Inclusive education helps all children develop sense of belonging, sociality to grow into whole person, and raise achievement regardless of their background, environment, and physical feature.⁶ In the same context, inclusive curriculum should reflect various preferences, desire and background of children to its content and be flexible to changes that children go through.

The curriculum is a must to deliver inclusive education and can be described as "the central means through which the principle of inclusion is put into action within an education system"⁷ It considers education contents and its outcome, which is learning goals for students. Usually, inclusive education is for those who have physical or mental disability. But this Framework go beyond that and take into account children with various backgrounds (refugee, minority group, girl child, aboriginal children, etc.)

Child-centred pedagogy is sometimes dubbed as learner-cantered pedagogy. It adopts flexible teaching method tailored to each child considering individual desire, and background as opposed to traditional

⁶ UNESCO and Right to Education Initiative (2019), Right to Education Handbook
⁷ IBE (2008), p22

teacher-centered one-way approaches. Pedagogy is how education content is to be taught and how knowledge is imparted in an educational context.

Child-centred pedagogy

Unlike traditional teacher-centred pedagogy, this method allows children to learn based on their own curiosity, desire and ability. Children can direct the method, content and process of teaching based on their opinion and plan with the help of teachers.⁸ Voluntary participation of a child is therefore a must for this pedagogy. Especially, UNICEF emphasizes that not only personal background, ability, environment, curiosity of children but also social, cultural background such as culture, race, and language of children should be treated as important element in child-centred pedagogy.⁹ In this context, child-centred pedagogy is closely related to inclusive education.

'Right in Education' especially emphasizes the role of a teacher to strongly apply child-centered pedagogy and inclusive curriculum. It helps teachers come out of traditional non-involving teaching method or simple knowledge delivery, and increase their capability to implement inclusive curriculum by attracting participation of children and providing resources. (e.g.: library, ICT education services, construction/repair of playground, play tools, and translation of education materials) Such interventions make teachers apply child-centered pedagogy and curriculum to their classes. In addition, it is important to improve working condition of teachers to avoid their frequent replacement, and drive focus on child education in a stable manner. Such activities include providing incentives, dormitory or training program for teachers.

○ Key assessment Questions

1	Do curricula and pedagogy right for the situation that a child face? - Do curricula and pedagogy consider the background, environment, and language of a child?
2	Do curricula and pedagogy attract participation, interaction, and right reaction from a child?
3	Does a teacher have capability and understanding appropriate for child-centered pedagogy?
4	Does a teacher have good working condition to focus on education? -Is there infrastructure such as welfare facility (teachers' room, dormitory) and training program for teachers to improve their working condition?
5	Is education infrastructure equipped with adequate resources and system for child-centered and inclusive curriculum? -e.g., ICT, library, play tool, and textbooks translated into various languages, etc.
6	Do local change agents have adequate capability and understanding to reflect various backgrounds and desire of children to education?
7	Does major group relevant with education (SMC, PTA, etc.) represent local diversity?
8	Does the government implement right policy to satisfy the desire of various children and consider their backgrounds?
9	Do officials of the local government/government have the capability and understanding for the approach based on child-centered pedagogy and inclusive education?
10*	Is education infrastructure appropriate for protecting children from various risk factors including natural disaster, violence, and etc?

*Refer to Child Protection & Disaster Risk Reduction Sector Framework to set details and intervention plan

⁸ Sriprakash, Arathi (2010), Child-centred education and the promise of democratic learning: Pedagogic messages in rural Indian primary schools, International Journal of Education Development

⁹ UNICEF (2009), Child Friendly Schools Manual

04. Domain 3: Right through Education

'Right through Education' aims to encourage children to be active with critical thinking through transformative and participatory education, breaking away from one-way delivery of knowledge. Essential concepts of this domain are transformative education and child participation in education, listed below

Transformative Education

Unlike traditional education to learn skills and attitude, transformative education aims to reconsider taken-for-granted frames, assumption, and perspectives through learning to accept them in a more inclusive and open mindset. Thus, questions will be raised on the validity and rationality of certain argument or fact through critical reasoning to review argument and proof with objective attitude, excluding prejudice or error. The process sometimes facilitates changes in the action taken by learners.¹⁰

For transformative education, children must be allowed to raise their voice and reflect them in given education environment. In the process, children will be able to increase their capability, rethink social values and concepts surrounding them, through which accept them independently or practice to communicate with the society they belong to, using critical thinking. Children's participation can reach various levels depending on their age, capability, and social background.

Child participation

Based on 'the right of the child to be heard' mentioned in the Article 12 of the Convention on the Rights of the Child, child participation is defined as a process for children to be heard, have their views taken seriously and reflected by decision makers in terms of issues that affect them.¹¹ This does not always guarantee voluntary choice (self-determination) of children in all situations. It regards children having a say as one of various forms of participation. Thus, it is very important to pick the appropriate form of participation considering the age, background, and capability of a child. ChildFund Korea recognizes participation activity as a way to facilitate participation of a child and encourage to select the appropriate form of child participation.

Key Interventions for child participation include supporting children's right and life skill education, as well as child participation activities such as holding discussion session, providing comments, and child club activities. Additionally, government advocacy activities and capacity strengthening activities were suggested to enable the institutionalization of listening to and reflecting the view of children to decision-making process with the cooperation of the local community and the government.

¹⁰ Mezirow, Jack (2003), Transformative learning as discourse, Journal of transformative education

¹¹ International Child Rights Center (2017), 12th comment, Children's right to be heard

Life Skill Education(LSE)

LSE takes participatory approach in learning knowledge, function, and attitude required for in and out of school life. Generally, curriculum targets certain learner group and is planned based on its skill and knowledge needs. (UNESCO and UNICEF, 2013). Mostly, LSE is integrated with CFS model to implement, though details differ by situation of each country and community. It is more difficult to proceed than basic education as there are limited number of teachers and ways to measure the effectiveness of LSE.

Division	Example
Focus on psychosocial skills, including social-emotional learning, leadership and self-regulation	communication, critical thinking, values and attitudes, personal and interpersonal skills
Focus on income-generation skills and livelihood development	career skills, vocational skills,
Focus on healthy behaviours and risk reduction for HIV prevention	HIV/AIDS prevention, Health care and disease prevention, Sex education, Abuse awareness

Table 2. Life Skill ¹²

Transformative education is not restricted to child participation. Education environment where children learn and think is required to have respect for all people's right and equal participation in communication and education process. Thus, this domain understands the need for child participation as well as transparent & responsible management of schools and local community. It also emphasizes that active communication should be made with the local government to reflect opinion to education infrastructure/service. That is also included in the CFS standard of UNICEF stated below.

Participatory School Governance and Management

Based on Democratic Participation concept, one of UNICEF's three CFS principles, the Framework of ChildFund Korea defines that Participatory(democratic) School Management aims to make children as well as parents, local community be active participants in the management and governance of the school by openly expressing opinion and improving transparency. In other words, the purpose is to reflect the voice of children and local community to school management and priority list in order to drive democratic decision making. As a result, education quality will be improved and children will be able to learn in a more participatory environment. Moreover, the Framework intends to reflect the voice of children and local community to government's education policy to institutionalize participation, through which ensure every child enjoy quality education by reducing gap between regions, communities and schools.

In this sense, it is important for school and local community to support to enhance the capability, process and quality of school management. Improvement of school management and governance capability by running regular education, managing school budget and creating management committee is required for laying foundation for the participation of children and the local community. Furthermore, it is important to provide trainings relevant with school governance and management for major local change agents and parents, encouraging them to present opinion. That will make school system not a closed space but an open space to the local community. In doing so, we have to make sure that decisions for school governance and management are made not only by several majorities but also by diverse minority who express opinion in equal position & power. For this, meticulous communication and participation process needs to be set up.

¹²UNESCO and UNICEF (2013), Life skills and lifelong learning

○ **Key assessment Questions**

1	Is education infrastructure in the community equipped with basic capability for the governance and management?
2	Are governance and management of education infrastructure open to the participation of child and local community to actively reflect their opinion?
3	Are children able to participate in local community/society that they belong to and be involved in relevant issues?
4	Do children live in condition where they can learn basic rights & essential life skill?
5	Are there various systems and institutions for child participation in education infrastructure?
6	Does a local change agent have appropriate capability and understanding to participate in the governance and management of education infrastructure?
7	Does education infrastructure have system for the local community to express its opinion and communicate with regards to its governance and management?
8	Does local government/government have capability and understanding for the management of participatory education infrastructure?
9	Does policy decision process of local government/government include system for child participation?

■ Glossary

Formal Education: Structured form of education with goals that help students acquire knowledge, and skills through class, textbook and other learning processes. Schooling is a representative example.

Informal Education: Self-districted education that learner gains knowledge and skills through life experiences at home, work, and from reading, etc.

Non-formal Education: Any education that is not formal education or non-formal education, which is organized, structured and provided based on the learning needs of learners. Usually, lifelong learning institute, private academy(institute), and lifelong learning facility fall in this category.

Child-Friendly School (CFS) approach: With the adaptation of UNCRC in 1989, UNICEF developed Child-Friendly School (CFS) to implement education based on children’s right. (UNICEF, 2009a). Along with UNICEF, various education partners including UNESCO were involved in CFS development. Through rounds of discussion and revisions, UNICEF came up with CFS approach based on its 3 principles (Child-centredness, Democratic participation, Inclusiveness). Based on that, it unveiled CFS Manual in 2009 that contains global principle, major strategy, and success story. (refer to the table below for key features of three CFS principles)

Principle	Features of a child-friendly school derived from principle
Child-centredness	<ul style="list-style-type: none"> ● Child-centred pedagogy in which children are active participants, provided by reflective practitioners ● Healthy, safe and protective learning environment provided through appropriate architecture, services, policies and action
Democratic participation	<ul style="list-style-type: none"> ● Children, families and communities are active participants in school decision-making ● Policies and services support fairness, non-discrimination and participation
Inclusiveness	<ul style="list-style-type: none"> ● Child-seeking ● Inclusive and welcoming for all students ● Gender-sensitive and girl-friendly ● Policies and services encourage attendance and retention

Table 1. Child-friendly school principles and features (p. 2)

Pedagogy: Method to deliver and implement education to students. Pedagogy may include teaching style, teaching theory, teaching evaluation and feedback.

■ **abbreviation**

CRC Convention on the Rights of the Child

ECD Early Childhood Development

CFS Child-Friendly School

DRR Disaster Risk Reduction

PTA Parent-Teacher Association

SMC School Management Committee

UNESCO United Nations Educational, Scientific and Cultural Organization

UNICEF United Nations Children's Fund

Child Protection Sector Framework

Sector Goal	All girls and boys are protected from all forms of violence, exploitation, and abuse and fulfil the rights in a safe environment for children		
Domain	Enforce laws and policies for child protection	Enable child protection service accessibility and reinforce community-based child protection practices	Empower children to have a protection capability in person and to participate decision making process of community and government
Sector outcome	<ol style="list-style-type: none"> 1. Enforce/Enact laws, policies, and regulations including child protection factors 2. Increase personnel and budget in local government to provide child protection service. 	<ol style="list-style-type: none"> 1. Function community-based child protection mechanism(CBCPM) 2. Reinforce child protection facilities and duty-bearers' accountability 3. Enable safe and secure environment in household 	<ol style="list-style-type: none"> 1. Empower children themselves to have a protection capability from physical and mental violence and threat. 2. Extend democratic participation space for children in family, school, community, and government decision-making process.
(Immediate outcome)	Change-agents and stakeholders acquire knowledge & skills and improve/create awareness on child protection		
Key interventions	<p>(Local & national government officers)</p> <ul style="list-style-type: none"> -Train government officials responsible of child protection laws, policies and international conventions. -Train child protection case management officers and authorities -Support collaboration meeting between government departments to increase child protection responsiveness <p>(Communities & schools)</p> <ul style="list-style-type: none"> -Train community members and school officials on child protection laws and policies -Organise influence/lobbying groups for advocating child protection laws and policies -Organise advocacy activities for child protection service elevation for basic health, education, and birth registration -Organise advocacy activities for child protection laws and policies <p>(Parents & caregivers)</p> <ul style="list-style-type: none"> -Train parents and caregivers on child protection laws and policies <p>(Children)</p> <ul style="list-style-type: none"> -Train children on child protection laws and policies -Organise advocacy activities for child protection laws and 	<p>(Communities & schools)</p> <ul style="list-style-type: none"> -Provide child rights and protection education and training for community members -Provide CBCPM training for change-agents(local authorities, religious leaders, school officials, etc.) -Organise community-based child protection committee(CPC) -Organise community-based child protection champions and support activities(home visit, outreach service, public awareness campaign, etc.) -Support establishment of report, response, referral service system in CBCPM -Support establishment of child protection facilities and equipment(girls rescue centre, safe home, dormitory, etc.) -Support child protection element included community improvement plan(CIP) and school improvement plan(SIP) <p>(Parents & caregivers)</p> <ul style="list-style-type: none"> -Train parents and caregivers on child rights and protection -Train parents and caregivers on positive parenting -Provide in-kind/cash supports to parents and caregivers for livelihood -Provide technical and vocational education and training(TVET) and income generating activities(IGA) for parents and caregivers -Support participation of parents and caregivers in CBCPM 	<p>(Child & Youth)</p> <ul style="list-style-type: none"> -Provide gender discrimination, disabilities, and vulnerable group rights education and training for children -Provide child protection and risk element education and training for children -Provide life skills education and training for children -Provide sexual and reproductive health education and training for children -Provide technical and vocational education and training(TVET) for children -Provide capacity building training for out of school children, low income single parent, young single mother, minority group, etc. -Support formation of child protection clubs in schools and organise advocacy activities -Organise a dialogue forum for child rights and child participation among government, communities, and children <p>(Communities & schools)</p> <ul style="list-style-type: none"> -Train community members on a role of child protection duty-bearers -Support child protection training of trainers(ToT) for teachers and school officials -Support corners or facilities in schools for child protection communication and suggestion

policies by children
-Organise an dialogue forum for child protection laws and policies among government, communities, and children

(Local & national government officers, private service providers)

- Train government officers, police officers, health officers, counselors, private service providers on child rights and protection
- Support improvement of formal child protection facilities and service
- Support improvement of formal and informal CBCPM linkage

(Children)

- Support psychosocial, medical, and social caring services to abused children
- Support participation of children in CBCPM
- Organise an dialogue forum for CBCPM among government, communities, and children

- Support linkage programme(mentoring, etc.) between schools and communities

(Parents & caregivers)

- Train parents and caregivers on a role of child protection duty-bearers

(Local & national government officers, private service providers)

- Train government officers and private service providers on a role of child protection duty-bearers

3. Child Protection Sector Framework

01. Child Protection Sector Framework: Purpose and Details

In 1989, UN adopted Convention on the Rights of the Child that firstly stipulates child's right to survival, protection, development, and participation, calling for the responsibility of the Parties and international society. In order to offer child protection, international society came up with Goal 16.2 "End abuse, exploitation, trafficking and all forms of violence against and torture of children." In Goal 16 "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels" of 17 UN Sustainable Development Goals, and is making effort to achieve it.

According to international statistics, a child dies as a result of violence every five minutes(UNICEF UK, 2014). More than a billion children in the world are exposed to violence every year(CDC, 2018). Among them, 100 million children are not allowed to go to school and subject to child labour(ILO, 2017). Moreover, 12 million girls are forced to become brides before they turn 18 years old every year(Girls Not Brides, 2020). 67 countries still allow corporal punishment in the school(Global Initiative to End All Corporal Punishment of Children, 2020) and 25% of girls aged between 15 and 19 experience physical violence (UNICEF, 2020).

The goal of Child Protection Sector Framework is to help children be protected from all forms of violence, exploitation, and abuse to grow in the safe environment. For this, we cooperate with the government to fulfil its role and responsibility in exercising children's right, and support to create relevant law and system for child protection. We also help local community build child protection system to reinforce community-based child protection practices in responding to relevant issues, preventing child abuse, and improve child protection service accessibility. Additionally, we encourage children to act independently, protect themselves from violence & danger, and participate in decision making process that affects their lives with improved capability.

The domain and goals of this Framework are created based on 54 articles of UN CRC and △implementation and enforcement of laws △norms and values △safe environments △Parents and caregivers support △income and economic strengthening △response and support services △and education and life skills in the 『INSPIRE: Seven strategies for Ending Violence Against Children』 issued by WHO. Key interventions were defined based on the analysis of ChildFund Korea's child protection projects between 2016 and 2019. In addition, we applied local community-based child protection mechanism, referring to child protection guideline that we issued on 2018. The Framework consists of sector goals and key interventions under 3 domains. Key interventions mainly target change agents including right-holders and duty-bearers and key stakeholders.

Definition of Child Protection

- Child Protection is actions, means, and mechanisms that prevent and respond to violence, exploitation, abuse, and neglect affecting children. (ChildFund Alliance, 2017)
- 'child protection' to refer to preventing and responding to violence, exploitation, and abuse against children - including commercial sexual exploitation, trafficking, child labor and harmful traditional practices, such as female genital mutilation/cutting and child marriage. Children subjected to violence, exploitation, abuse, and neglect are at risk of death, poor physical and mental health, HIV/AIDS infection, educational problems, displacement, homelessness, vagrancy, and poor parenting skills later in life. (UNICEF, 2006)

02. Domain1: Enforce laws and policies for child protection

The government need to create and improve laws and policies to give child protection. Legal and institutional environmental lows a child to exercise his or her right safely under protection. Thus, on top of government officials who are responsible for legislation and institutionalization, advocacy activities should target children, parents and local residents as well.

○ Key interventions

The role of local and central government is very important in enforcing laws and policies for child protection. That's why it is necessary for government officials responsible for enacting child protection laws and international conventions to increase their capability and understanding of child protection through training. In addition, training should be provided to officers and authorities who manage child violence, abuse, and exploitation cases. We should come up with forum for collaboration between local and central governments, and between government departments to discuss child protection relevant laws and policies. Reviewing current child protection laws and system to make improvement based on child right is another action to take.

Change agents and key stakeholders should be aware of current child protection laws and system to make them stronger. That's why parents, caregivers, school officials, and local residents should be trained to understand child protection laws and policies. Based on that, advocacy activities to create and improve laws and policies will be organized. Advocacy activities will continue on child protection issues such as basic health, social welfare system, education service, and birth registration as well as the increase in budget and human resources for laws and policies.

Child is a subject for protection and main agent who creates environment for protection as well. Thus, children should be able to raise their voice and participate in making laws and policies. Training of child protection laws and policies for children should be supported along with setting up a forum for participation in advocacy activities for improvement. Especially, vulnerable children such as out of school youth, single teen mother and those who belong to low income, lone-parent family, skipped generation households, minority group and the disabled should be subject to advocacy activities of relevant laws and policies.

○ **Sector Outcome**

Key interventions stated above will actually create or improve laws, system, and policies that reflect child protection, which can result in increased allocation of human resources and budget by the local government. This is consistent with ‘the government and government officials play their role and do their best to offer child protection’, ‘provide laws and policies to improve child’s right’ stated in intermediate-term changes from the Theory of Change for Impact on global programs. Additionally, interventions are linked to ‘build environment for child right improvement’ in long term changes for impact.

○ **Key assessment Questions**

1	Are there child protection laws, system, and policies?
2	Who are responsible for child protection in the government?
3	Do officers and government department responsible for child protection have capabilities and understanding for the issue?
4	Do Change agents and key stakeholders laws and policies?
5	What kind of child protection issues require legal and institutional improvements?
6	Do Change agents and key stakeholders
7	Is there forum or platform for the government, local community and children to discuss child protection law and system?

03. Domain2: Enable child protection service accessibility and reinforce community-based child protection practices

Child protection laws and policies are not enough to protect child perfectly without reinforcing community-based child protection practices. Child should have access to protection service in the local community where there is environment to recognize the issue and provide assistance. To make it happen, change agents and stakeholders including local leaders, residents, parents, teachers, school officials, and the government have to understand the relevant elements and raise awareness for child protection

○ **Key interventions**

Child protection starts at home. Parents and caregivers should be aware of their role as a primarily responsible person for child protection at home and make efforts to improve surrounding environment. Training of child rights and protection should be provided to Parents and caregivers to enable them to respond with positive discipline. Lower income and economically deprived family tend to abuse, exploit children and use violence frequently. In addition to physical abuse, children sometimes suffer from labor, early & forced marriage pressured by Parents and caregivers for the livelihood of the family and economic support. To address that, safe home environment should be created for children by providing cash, commodities support as well as vocational training and income generation activities for Parents and caregivers

Positive Discipline



Joan E. Durrant

In response to 2006 UN Study on Violence against Children, Dr. Joan E. Durrant, clinical psychologist and professor of Family Social Sciences at the University of Manitoba developed 'Positive Discipline in Everyday Parenting' in collaboration with Save the Children Sweden. Positive discipline is a discipline model used in parenting that focuses on healthy, physical, and emotional stability of children without coercive punishment. Positive discipline has 5 components: Δidentifying your long-term childrearing goals Δproviding warmth and structure Δunderstanding how children think and feel Δproblem solving based on lifecycle Δresponding based on lifecycle through positive discipline(Durrant, J. E., 2016).

[Attachment 1. Positive Discipline in Everyday Parenting \(4th edition, 2016\)](#)

[Attachment 2. Positive Discipline in Everyday Parenting \(Korean ver.\)](#)

To protect a child from abuse, exploitation and violence, the local community should make effort together to report and react swiftly when children suffer damage. For that, functional Community-based Child Protection Mechanism (hereinafter referred to as 'CBCPM') that is connected to official and unofficial chain (including family, friend, neighbor, etc.) is required. We should provide child protection training and CBCPM roles and responsibilities workshop to stakeholders of local community including community leaders, religious leaders, school officials, and community-based organization(CBO). Through the process, child protection committee will be established and responsible persons and teachers will be selected. Interventions also include the support for report, response, and referral service system in CBCPM and the establishment of facility and equipment (girls rescue center, safe home, dormitory, etc.) necessary for child protection based on local research. To turn short-term support into CBCPM, activities to include the mechanism in the development plan of local community and school should be supported.

The role of the government and private service providers are also important in CBCPM that works well. Civil and private service providers including police, healthcare worker, social worker, counselor, and private company should get training for child protection and CBCPM. This Facilitates linkage between official and unofficial child protection systems to improve child protection service. In addition, the government provides supports to enhance child protection facility and service within CBCPM as a main stakeholder of reinforcing community-based child protection practices.

Education training will be organized for children to play a role not as passive beneficiaries but as active stakeholders community, will be prepared. Not only child from ordinary family but also child with special needs, young adults outside schools, single teenage mother and those who belong to low income, lone-parent family, skipped generation households, minority group, and people with disability will be considered in CBCPM.

Definition of CBCPM

- Community-based child protection mechanism is a network or group of individuals at community level who work in a coordinated manner towards protection of children from all forms of violence, in all settings. Such mechanisms can be indigenous or externally installed and supported. They may be more formal or informal in their structure and functioning. CBCPMs are linked and contributed to child protection systems. (Plan International, 2015)
- Networks of organizations and people in specific geographic areas that are jointly engaged in protecting and ensuring the well-being of children by preventing and responding to violence, abuse, neglect and

exploitation of children. (ChildFund Alliance, 2017)

<Categories of CBCPM >

Direct implementation by agency (Externally driven and managed by aid agencies)	The agency is a service providers, and community members are beneficiaries. This means that the child protection initiatives are organized and undertaken by the external agency. (e.g. Plan International)
Community involvement in agency initiatives (Initiative is driven by agency)	The agency is a promoter of its own initiative, a planner and a trainer, and community members are volunteers, and beneficiaries. This means community members are involved but the initiative is organized and managed by the external agency
Community-owned and managed activities mobilized by external agency (Higher level of community ownership with external agency support)	The agency is a catalyst, capacity builder, a facilitator of linkages, and a funder after community ownership has developed. The community members are analysts, planners, implementers, assessors, and beneficiaries. This means that the external agency supports communities in setting up a child protection mechanism which is then run by community members.
Community- owned and managed activities initiated from within the community	The agency is a capacity builder and funder, and community members are analysts, planners, implementers, assessors and beneficiaries. This means that the community already has a mechanism or system for child protection but may request support from an external agency.

Reference: ChildFund Korea Child Protection Guideline, 2018, 14-15p

○ Sector Outcome

Key interventions stated above help CBCPM be built and work well. Moreover, interventions that include livelihood support program, vocational training for parents and caregivers and positive discipline will allow children to have safe and economically stable environment in the household and the society. Support for child protection service will be improved successfully based on stronger referral service system, case management and better equipment.

The outcome is consistent with ‘Parents and caregivers are aware of the rights of a child’, ‘Parents and caregivers can protect a child and family from violence and danger’, ‘members of local community have understanding of child rights’, ‘local change agents fulfill their role and responsibility in exercising children’s right’, ‘the local community can protect children from violence and danger’, CBCPM is functional’ described in intermediate-changes set out in Theory of Change for Impact on global programs. All of these are linked to ‘create environment for the improvement of child rights’ in long-term changes.

○ Key assessment Questions

1	What are the major child protection issues in the local community?
2	Who are major change agents and stakeholders of child protection issue?
3	What kind of resources and risk factors do the local community have for child protection?
4	How is the status of parenting, attitude of parent/caregiver, and family environment for child protection?
5	What kind of Official and unofficial child protection systems do
6	Does change agent/stakeholder have capabilities and awareness for child protection?
7	Is there a forum or platform for the government, private service providers and children to discuss CBCPM?

04. Domain3: Empower children to have a protection capability in person and to participate in decision making process of community and the government

Without children's self-protection capability, child protection laws, policies and relevant services in the local community cannot always result in perfect child protection. The rights of children is exercised only when children actively participate in the decision-making process of local community and the government with their self-protection knowledge and skills to deal with violence and threats.

○ Key interventions

It is important for children to gain knowledge & skills for child protection, and eventually raise their voice in the local community and participate in the decision-making process. For that, we support activities like offering specific and practical training and building awareness for child protection. Education required to protect children such as education of rights, child protection, life skills training is provided. Along with that, we provide sexual and reproductive health, technical and vocational education and training(TVET), especially for the youth. Our interventions go beyond children from ordinary family to reach more vulnerable group including out of school youth, those who belong to low-income single parent family, skipped generation family, young single mother, and minority group, and people with disabilities, and ensure that they get training to gain knowledge and skills. We also support child protection club activities for children to enable them to understand and exercise their rights in school.

The role of child protection duty-bearers is very critical for stronger self-protection capability of a child. We support training to help parent, caregiver, residents, school and government officials fulfill their roles and responsibilities in child protection.

It is necessary for a child to learn rights and protection in the school to exercise them. We educate teachers and school officials to foster child protection instructor, and provide in-school corners and facility for child protection. We support these activities to be operated and managed in align with CBCPM, also create forum for autonomous participation of children in communication among government, local community and children.

Life Skill Education(LSE)

LSE takes participatory approach in learning knowledge, function, and attitude required for in and out of school life. Generally, curriculum targets certain learner group and is planned based on its skill and knowledge needs. (UNESCO and UNICEF, 2013). Mostly, LSE is integrated with CFS model to implement, though details differ by situation of each country and community. It is more difficult to proceed than basic education as there are limited number of teachers and ways to measure the effectiveness of LSE.

Life Skills division	Example
Focus on psychosocial skills, including social-emotional learning, leadership and self-regulation	communication, critical thinking, values and attitudes, personal and interpersonal skills
Focus on income-generation skills and livelihood development	career skills, vocational skills,
Focus on healthy behaviours and risk reduction for HIV prevention	HIV/AIDS prevention, Health care and disease prevention, Sex education, Abuse awareness

(UNESCO and UNICEF, 2013)

Reference: ChildFund Korea Education Framework Introduction , 2020.

○ Sector Outcome

The interventions stated above enable children to have capability to protect themselves from physical & emotional violence and threats. Additionally, increased capability and raised awareness expand children’s social participation in decisions made by school, household, local community, and the government. The outcome is highly relevant with intermediate-term changes set out in Theory of Change for Impact: ‘all children participate in decision making process that affects their lives’, ‘all children should be able to protect themselves from violence and danger’, ‘all children are aware of their rights as subject of rights’, ‘Children should raise voice to improve their rights’. Furthermore, the outcome is consistent with ‘all children enjoy psychological/social well-being’, ‘all children have resilience’ in long-term changes.

○ Key assessment Questions

1	What kind of support do children need to have self-protection capabilities?
2	What kind of support is required to protect the youth especially girls?
3	Do change agent and stakeholder have awareness and understanding for child protection as duty-bearers?
4	Do children have awareness and understanding for child protection as right-holders?
5	Do teachers and school officials have capability and awareness for child protection?
6	What kind of in-school corners and facilities for child protection in the school?
7	Is there a social forum for children to participate in decision making for child protection issues?

Disaster Risk Reduction Sector Framework

Sector Goal	Children and Community are Resilient Against Disaster Risks and Climate Change Impacts		
Domain	Disaster Response Readiness	Disaster Risk Reduction and response Governance	Risk Management & Vulnerability Reduction
Sector outcome	1. Children and community have improved awareness and knowledge about hazards and risks 2. Community is equipped with capacitated and structured community-based disaster risk reduction committee	1. Structured coordination mechanism is in place 2. Governance actors (e.g., CBDRRRC, NGO, Local or National Government) institutionalize DRR and CCA features 3. DRR and CCA legal and regulatory system are enforced by national / local government	1. Community led integrated action plan to mitigate Disaster risks and hazards is implemented 2. Vulnerable households adopt resilient livelihood
Key interventions	<p>(Children)</p> <ul style="list-style-type: none"> - Training of students in DRR through formal or non-formal class - Conducting awareness session on school and community DRR for children - Organizing children DRR group - Training of children in DRR <p>(Parents / Caregivers)</p> <ul style="list-style-type: none"> - Conducting awareness session on school and community DRR for parents/caregivers - Training of parents/caregivers in DRR <p>(Schools)</p> <ul style="list-style-type: none"> - Organizing SBDRRRC (School-based Disaster Risk Reduction Committee) including Parents/Caregivers - Training of SBDRRRC in DRR - Conducting awareness session on school and community DRR for teachers - Training of teachers in DRR - Developing DRR class curriculum for students - Developing School Contingency Plan <p>(Community)</p>	<p>(Children & CBDRRRC)</p> <ul style="list-style-type: none"> - Mapping of DRR resources (e.g., Network, funding, services and stakeholders) - Advocating to DRR governance actors to provide tangible or intangible forms of support for children and CBDRRRC - Advocating to National / Local government to promote participation of children and CBDRRRC in DRR integrated Development Plan developing process <p>(CSO/NGO)</p> <ul style="list-style-type: none"> - Developing Organization Contingency Plan and updating periodically - Conducting self-assessment on organizational institutionalization of DRR and CCA - Developing organizational institutionalization plan of DRR and CCA <p>(Local Government / Government)</p> <ul style="list-style-type: none"> - Advocating to government to integrate DRR into National or Local Development Plan 	<p>(Children)</p> <ul style="list-style-type: none"> - Conducting Children DRR group led initiatives <p>(Parents / Caregivers)</p> <ul style="list-style-type: none"> - Training and supporting of vulnerable households in adopting resilient livelihood practices - Providing livelihood support to vulnerable households <p>(Communities & schools)</p> <ul style="list-style-type: none"> - Developing community led integrated DRR action plan - Developing sustainable environmental management plan - Conducting Community small-scale activities of disaster risks mitigation or environmental management - Conducting needs assessment on vulnerable livelihood practices and households - Constructing and repairing livelihood related facility <p>(Local Government / Government)</p> <ul style="list-style-type: none"> - Advocating to local government to provide tangible or intangible forms of support for children and CBDRRRC

<ul style="list-style-type: none"> - Conducting awareness session on school and community DRR for community members - Organizing CBDRR (Community based DRR Committee) - Training of CBDRR in DRR - Training of community members in DRR - Conducting CPVCA (Child-participatory Vulnerability and Capacity Assessment) and validating and disseminating its findings to community members - Developing Community Contingency Plan - Constructing and repairing emergency infrastructure - Organizing CBERT (Community-based Emergency Response Team) - Training of CBERT in response action of early stage - Providing CBERT with basic relief items and supplies - Conducting integrated community emergency drill - Establishing community EWS (early warning system) interconnected <p>(Local Government /Government)</p> <ul style="list-style-type: none"> - Training of government personnel in DRR - Conducting awareness session on school and community DRR for government personnel 	<ul style="list-style-type: none"> - Providing local government with technical support in developing and implementing DRR integrated Development Plan - Establishing coordination mechanism among local DRR governance - Advocating to National / Local government to enforce DRR related law and regulation 	
---	---	--

4. Disaster Risk Reduction Sector Framework

01. Disaster Risk Reduction Sector Framework: Purpose and Details

This Framework is prepared to show changes with interventions that global programs of ChildFund Korea pursues for Disaster Risk Reduction(DRR), one of the sectors selected in ‘ChildFund Korea’s directions & strategy for global programs (2017-2021)’. This document referred to materials released by prestigious institutions in DRR such as The United Nations Office for Disaster Risk Reduction and The International Federation of Red Cross and Red Crescent Societies. As this document aims to show changes that take place, you can apply this to draw up outcomes regardless of the level & scope (e.g.: stand-alone project, mainstreaming, cross-cutting issue) of project or program.

On average, 230 million people are affected by different types of disasters every year. Disaster losses continue to rise with grave consequences for the lives, livelihoods and dignity of people, as well as for hard-won development gains. In recent years disaster risks have been on the rise due to factors such as population growth, unplanned urbanization, environmental degradation, conflicts and competition for scarce resources, climate changes, disease epidemics, poverty and pressure from development within high-risk zones.¹³

To respond to this, the Framework set the Sector Goal: ‘Children and Community are Resilient against Disaster Risks and Climate Change Impacts’. To achieve this goal, these domains are suggested: 1)Disaster Response Readiness 2)Disaster Risk Reduction and response Governance 3) Risk Management & Vulnerability Reduction. Along with Four Priorities for Action from The Sendai Framework for Disaster Risk Reduction, this Framework considered Theory of Change driven from ChildFund’s DRR project review, and came up with adequate categories for sector outcome and key interventions.

Disaster risk reduction and climate change adaptation (DRR & CCA)

Though there are fields of intersection between disaster risk reduction and climate change adaptation, the two do not overlap perfectly. DRR deals with all types of risks including hydro-meteorological and geophysical hazards, whereas CCA clearly focuses on climate-related hazards due to change in average climate conditions. In addition, DRR mainly pays attention to extreme weather events that bring disaster as opposed to CCA that considers long-term adaptation to gradual changes in climate conditions.

But DRR & CCA shares common goals which are vulnerability reduction and sustainable development, as well as shares common understanding of two concepts, risk & resilience. As there is increase in the observed frequency and intensity of climate related risks including typhoon, flood, drought and landslide, the two fields share common interests. ChildFund Korea identified such intersection and came up with the Framework that involves interventions based on DRR & CCA.

¹³ A guide to mainstreaming guiding principles disaster risk reduction and climate change adaptation, IFRC, 2020

02. Domain1: Disaster Response Readiness

This domain is about community preparedness for disaster including its capacity and resource elements. Disaster response readiness starts with building awareness and knowledge on local community disaster hazards and risks for parent/caregiver, school, the community and the government.

With that, capable and structured children DRR group & community-based DRR committee should be organized for children and community members to conduct activities to improve disaster response readiness as they are the leaders of change.

○ Sector Outcome/ Key interventions

◆ Children and community have improved awareness and knowledge about hazards and risks

To transform into a community that is prepared to face disaster, we need to improve awareness and knowledge on disaster risks and hazards. When the community faces disaster, community members should have enough knowledge to make appropriate decisions on children, who are to be protected first as rights-holders. Additionally, community members including children and vulnerability groups should have access to contingency plan and early warning system.

In order to make it happen, community members should get training on DRR based on the background and relevance of the community, which can take various channels and forms. Children will be able to have effective and sustainable training by including that as a part of regular class. Even members with low level of awareness on DRR due to non-involvement in project should be attentive on how important DRR is. In addition, the community need to conduct vulnerability assessment to come up with effective intervention plans with clear analysis on risks. In order to secure the effectiveness of the assessment, children and community residents should participate in the process to reflect their viewpoint and knowledge.

◆ Community is equipped with capacitated and structured community-based disaster risk reduction committee

To turn knowledge and awareness of children and local residents into action, substantive and independent organization with role and responsibility is necessary. That puts the organization of community-based DRR committee at its core. This Framework sees that the capacity of committee reaches beyond creating and facilitating the committee to establishing contingency plan, early warning system, and emergency infrastructure based on community needs.

Organization & support of community-based DRR committee aims to lead activities including decision making relating to DRR, implementation of DRR activities, communication with the government, setting up contingency plan & team, and integrated community emergency drill.

Contingency plan is a document that specifies arrangements established in advance to minimize damage by enabling timely, effective and appropriate responses to disaster using resources and responsible person. This can be integrated with village contingency plan for the safety of school where

children spend most time at. If necessary, separate contingency plan for school will be established. Early warning system works by disseminating warning information relevant with disaster after receiving it from high level information supplier. For that, the system should be closely linked to relevant government ministries to gain reliable information timely, and use bottom-up feedback on whether the information is useful or not. You can use various tools like telephones, megaphones, and bicycles when disseminating warning messages. In addition, disaster relief facility can be provided including disaster shelter, firefighting water, water supply truck, and emergency gathering point sign, etc. Other ways include the organization of community-based emergency response team to enable early response of the community, and providing training and relief supplies. Integrated community emergency drill can be implemented to check and improve disaster readiness.

03. Domain2: Disaster Risk Reduction and response Governance

The Framework sees DRR and response governance as overall interaction within DRR relevant entities including local community, implementing organization, civil society organization, NGO, and the government located in our geographical target for interventions

By improving governance, you will be able to establish coordination mechanism to deliver tangible or intangible resources necessary for DRR activities in the community. With the institutionalization of DRR & CCA features by each governance actor, effective interventions in geographical target will continue. Moreover, legal and regulatory system are enforced by national/local government as the highest level of governance is expected.

○ Sector Outcome/ Key interventions

◆ Build coordination mechanism in governance

As part of basic activities to build coordination mechanism, community resources and network mapping can be implemented. First, you have to identify DRR services in the community implemented by public or private organization, relevant authority, designated government department, and NGO through the participation of children and community. Then, advocacy activities can be implemented for children and community-based DRR committee to get tangible/intangible resources from governance based on the necessity and availability of out-of-community resources. In addition to that, coordination mechanism including regular meeting, discussion, and seminar should be built and implemented to promote easy coordination, cooperation and participation of relevant institutions.

◆ Governance actors institutionalize DRR and CCA features

While sector outcome stated above is about interactions between entities belong to governance, this outcome focuses on achieving institutionalization of DRR & CCA by strengthening each entity in the governance.

self-assessment on institutionalization, planning of institutionalization, and contingency planning for

institution are major activities relating to institutionalization done by implementing partners that proceed projects in cooperation with ChildFund Korea. Institutionalization at national/local government level requires advocacy activities to integrate DRR into community development plan as key interventions suggest. For this, community knowledge and expertise of NGO should be provided by giving technical support when necessary.

Institutionalization

‘Institutionalization’ in this document can be replaced with the term commonly referred to as ‘mainstreaming’ in development field. As the concept of ‘mainstreaming’ is unclear in Korean, and the expression can be confused with ‘mainstreaming’ currently discussed in ChildFund Korea, we will use more clear term or ‘institutionalization’ in this document.

IFRC presented policy and strategic framework, leadership and management’s commitment and support, institutional arrangement and capacity, project/programme planning, advocacy as enabling environment for institutionalization.

◆ Legal and regulatory system for DRR and CCA are enforced by national/local government

Fundamental change that brings the safety & protection of children and community against disaster starts with the enforcement of legal and regulatory system by national/local government as a duty bearer. Thus, you can implement advocacy activities for the government.

04. Domain3: Risk management & vulnerability reduction

Sector outcome for this domain is to implement children & community-led integrated action plan to mitigate disaster risks and hazards and adopt resilient livelihood activities for households vulnerable to climate change. Community-led DRR planning and its implementation improve the capacity of the community through action process and results, eventually brings about expected effect or the reduction of vulnerability. Above all, reflection of residents’ indigenous knowledge and community needs to activities will improve the effectiveness of support.

As mentioned in the beginning, the Framework considers intersection between DRR and CCA to take approach to CCA. Though discussion over CCA is broad, this Framework prioritizes building resilience for the livelihood of households vulnerable to CCA, and conserving & managing community environment.

○ **Sector Outcome/ Key interventions**

◆ Community-led integrated action plan to mitigate Disaster risks and hazards is implemented

Based on the results of child-participatory vulnerability and capacity assessment, children and local community lead DRR planning. ChildFund Korea intervenes to appropriately facilitate and moderate the process to reflect the pressing need of the community. Additionally, we will actively utilize coordination mechanism in the governance to obtain necessary resources and cooperation, implementing advocacy activities for the local government to provide tangible/intangible support for the community. Plans

should be assigned to major entities such as children and community-based DRR committee to take the lead in driving implementation. Simple planning and small-scale activity may be adopted based on the size of project. Community-led activities may take various forms. Examples to mitigate disaster risks and hazards around the community include small scale repair of school or public facilities in the community for improved safety, altering flow pathways of ditch to reduce flood risk of a village, purchase of products and equipment for environment conservation and eco system management.

From similar context, developing and implementing sustainable environmental conservation & management plan can focus on environment for DRR & CCA. For example, in case disaster vulnerability increases as deforestation destroys natural buffer, tree planting will help recover the forest.

◆ **Vulnerable households adopt resilient livelihood activities**

Extreme climate event caused by climate change is a hazard itself, and destroy the livelihood of affected family, resulting in increased vulnerability. As disaster risk reflects interaction between hazard, exposure, capacity and vulnerability, we need to intervene in the livelihood to reduce vulnerability and improve capability for DRR.

First, Livelihood assessment should identify major livelihood practices in the community, impacts of disaster & weather pattern on community, available alternatives, and select vulnerable households that need support. Based on that, support and training to introduce resilient livelihood practices should be provided. If necessary, construction and repair of livelihood related facilities will be done. For example, when the local community suffers water shortage, supports to provide seeds that grow with less water and survive during drought will be considered.

Equation for Disaster risk

In DRR sector, disaster risk and variables that affects the disaster are commonly explained with the formula sated below.

$$\text{Risk} = \text{Hazards} \times \text{Exposure} \times \text{Vulnerability} / \text{Capacity}$$

Events like typhoon, drought, flood, and landslide that we usually mention are not disaster but elements of hazards. In other words, hazardous events may or may not be a disaster depending on the community's exposure to hazards, vulnerability, and capacity.

■ Glossary¹⁴

Climate change - A change in the climate that persists for decades or longer, arising from either natural causes or human activity

Climate change adaptation - The adjustment in natural or human systems in response to actual or expected climate stimuli or their effects, which moderates harm or exploits beneficial opportunities.

Contingency planning - A management process that analyses specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective and appropriate responses to such events and situations.

Disaster - A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources

Disaster preparedness - Readiness to predict and, where possible, prevent disasters, reduce their impact as well as respond to and cope with their consequences at various levels

Early warning system - The set of capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organizations threatened by a hazard to prepare and to act appropriately and in sufficient time to reduce the possibility of harm or loss.

Hazard - A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage

Livelihoods - Livelihoods comprise the capabilities, assets and activities required for generating income and securing a means of living.

Mitigation - The lessening or limitation of the adverse impacts of hazards and related disasters.

Resilience - The ability of individuals, communities, organisations, or countries exposed to disasters and crises and underlying vulnerabilities to anticipate, reduce the impact of, cope with, and recover from the effects of adversity without compromising their long term prospects

Response - The provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected.

Risk management - The systematic approach and practice of managing uncertainty to minimize potential harm and loss.

Vulnerability - The characteristics and circumstances of a community, system, or asset that make it susceptible to the damaging effects of climate change and other hazards.

¹⁴ A guide to mainstreaming guiding principles disaster risk reduction and climate change adaptation, IFRC, 2020

■ **abbreviation**

DRR: Disaster Risk Reduction

CCA: Climate Change Adaptation

CBDRRC: Community-Based Disaster Risk Reduction Committee

SBDRRC: School-Based Disaster Risk Reduction Committee

CBERT: Community-Based Emergency Response Team

5. Sector Framework Q&A

Q1. How is the 'Theory of Change for Impact on global programs(ToC for Impact)' linked to Sector Framework?

- Sector Framework is directly linked to intermediate change in the ToC for Impact. Currently, intermediate change in the ToC for Impact suggests comprehensive changes that change agents can bring about based on 3 sectors. Suggested changes include: 1) Parents & caregivers fully understand Child Rights 2) Community members prevent and respond to child protection and disaster risks. These changes are linked to each Sector Outcome in Sector Framework, which presents Key Interventions to achieve such changes.
- According to the assumption that long-term change is achieved when intermediate change in the ToC for Impact is achieved, on the back of reaching Sector Outcomes and Key Interventions based on each Sector Framework will be linked to long-term changes in the ToC for Impact.

Q2. At which stage of project should we use this Framework?

- Sector Framework will be mainly used at the stage of project planning and monitoring/evaluation. Sector Framework includes how ChildFund Korea's global programs should see education, child protection, and DRR project. Thus, you can utilize each Domain to analyze community situation, and Sector Outcome & Key Interventions to develop activities of project. Indicators suggested at the Framework can be used to collect and analyze outputs and outcomes.

Q3. Do we have to use all Domains in the Sector Framework for the project?

- No. You can selectively use Domain based on community situation, project volume, etc. But, we do recommend to view from Sector Framework perspective when developing education, child protection, and DRR projects in the community. Even though you have to work on same project that was processed before, the Framework will help you understand community situation better.

Q4. Is Life Stage approach no longer used in ChildFund Korea?

- ChildFund Korea introduced Life Stage Approach in 2014 program guidebook as part of comprehensive child development approach. It is familiar approach that is frequently used

when we implement projects with ChildFund International county offices. But there are limits to apply the approach consistently like other partners do as the background of Life Stage Approach including specific theory, guideline, relevant method to measure outcomes and logical linkage with sectors of ChildFund Korea's global programs is not perfectly arranged yet. That's why we need more discussions on how to utilize Life Stage Approach with various other approaches that ChildFund Korea adopts.

Q5. What do we do when the Framework conflicts with that of partners?

- As ChildFund Korea's global programs has not been executed independently, but in cooperation with other partners, we have to coordinate between the two Frameworks with the respect of each partner's project direction. We believe that our project direction will not be that different from our partner's since ChildFund Korea developed the Framework based on various theories and experiences adopted widely by international development and mutual experiences.

6. Bibliography

(Education)

- Barry, P.-S., & Nigel, T. (2010). *A Handbook of Children and Young People's Participation*. New York: Routledge.
- CRS Zimbabwe. (2007). "How-to Guide: Child Participation in Education Initiatives." Catholic Relief Services.
- Educo. (2016). "Education for Human dignity: Based on human rights and wellbeing." Educo .
- Leanne, J. (2006). Reconceptualising childhood: Children's rights and youth participation in schools. *International Education Journal*, 17-25.
- Mezirow, J. (2003). Transformative learning as discourse. *Journal of transformative education*, 5 8-63.
- Miske Witt and Associated Inc. (2010). "Developing Standards for Quality basic Education in Central and Eastern Europe and the Commonwealth of Independent States." UNICEF CE E/CIS Regional office.
- Rwanda Ministry of Education. (2009). *Child Friendly Schools Infrastructure Standards and Guidelines Primary and Tronc Commun schools*.
- Sheldon, S. (2013). *Identifying and Promoting Good practice in Equity and Child-Friendly Education*. New York: UNICEF.
- Smith , A. B. (2007). Children and Young People's Participation Rights in Education. *International Journal of Children's Rights*, 147-164.
- Sriprakash, A. (2010). Child-centred education and the promise of democratic learning: Pedagogic messages in rural Indian primary schools. *International Journal of Education Development*.
- Suzana, B. (2017). *Improving Education Quality in South Asia: A review of UNICEF's efforts*. Kathmandu: UNICEF Regional Office for South Asia.
- Tomasevski, K. (2004). *Manual on Rights-based Education: global human rights requirements made simple*. Bangkok: UNESCO Bangkok.
- UNICEF; UNESCO. (2007). "A Human Rights-based Approach to Education for All." New York: UNICEF .
- UNESCO . (2012). "International Standard Classification of Education ISCED 2011." Montreal: UNESCO Institute for Statistics.
- UNESCO. (2020). "Global Education Monitoring Report 2020: Inclusion and Education: All means all." Paris: UNESCO.
- UNESCO Bangkok; UNICEF EAPRO; UNICEF ROSA. (2013). "EFA Goal 3: Life Skills and Lifelong Learning ." UNESCO; UNICEF.
- UNESCO; Right to Education Initiative,. (2019). *Right to Education handbook*. Paris: UNESO.

UNICEF. (2009). "CFS programming global evaluation report." UNICEF.

UNICEF. (2009). "Child Friendly School Manual."

Unterhalter, E. (2019). The many Meaning of Quality Education: Politics of Targets and Indicators in SDG4. *Global Policy*, Supplement 1.

InCRC. (2017). "General comment No. 12 the right of the child to be heard " InCRC.

Kyu Chul Eo. (2016). Education. , Education center ODA KOICA, International development cooperation (page: 23-103). Korea International Cooperation Agency ODA Education Center.

(Child Protection)

ChildFund Alliance. (2017). ChildFund Alliance Program Standards.

ChildFund Australia. (2019). Child Protection Approach.

ChildFund Australia. (2019). Child Protection MEL toolkit.

ChildFund International. (2015). Strengthening Community-based Child Protection Referral Pathways: A Resource Manual.

FHI360. (2012). Child Protection Toolkit Manual 2.

Inspire, UNICEF. (2018). Indicator Guidance and Results Framework.

Inspire, WHO. (2016). Seven strategies for ending violence against children.

Plan International. (2015). Community Action for Child Protection: Global Guidance on CBCPM.

Plan International. (2015). Community-based Child Protection Mechanisms: Global Synthesis Report of Plan International's Support to CBCPMs.

UNICEF. (2014). Ending Violence Against Children: Six Strategies for Action.

UNICEF. (2015). Child Protection Resource Pack: How to Plan, Monitor and Evaluate Child Protection Programmes.

UNICEF. (2017). Preventing and Responding to Violence Against Children and Adolescents Theory of Change.

World Vision. (2014). Child Protection Theory of Change.

ChildFund Korea. (2018). Child Protection guideline.

ChildFund Korea. (2018). Child Safeguarding Policy.

(DRR)

UNISDR. (2015). The Sendai Framework for Disaster Risk Reduction 2015-2030.

IFRC. (2013). A guide to mainstreaming guiding principles disaster risk reduction and climate change adaptation.

IFRC. (2016). Roadmap to community resilience

UNICEF. (2016). CHILD-CENTERED DISASTER RISK REDUCTION - Contributing to Resilient Development.

Provention Consortium. (2007). Tools for Mainstreaming Disaster Risk Reduction: Guidance Notes for Development Organisations.

John Twigg. (2015). Disaster risk reduction (revised 2015 edition)

Disaster Risk Reduction and Resilience Indicator Bank, CSR.

Documents of Disaster risk reduction projects funded by ChildFund Korea