

UNICEF the Netherlands

Child Resilience and Protection Project  
P172582

STAKEHOLDER ENGAGEMENT  
PLAN (SEP)

Final for negotiations

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## 1. INTRODUCTION

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

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

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

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

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

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

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

## 2. PROJECT DESCRIPTION

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

### *Component 1: Nurturing children's and adolescents' wellbeing*

The Project will support and strengthen MECYS' comprehensive approach to support in and out-of-school children by integrating psychosocial interventions, following a natural disaster, at the school, family and community levels. It will also support violence prevention interventions. While the Project was initially

designed as a response to Hurricane Irma, its scope will be expanded to cover other external shocks, such as epidemics, learning from the 2020 COVID-19 pandemic and its aftermath. This component has two sub-components: (i) Enhancing the management of students' and teachers' psychosocial needs within education sector institutions; and (ii) Addressing occurrences of violence affecting children and adolescents.

#### *Component 2: Strengthening the Child Protection system*

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

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

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

#### *Component 4: Project implementation support*

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

### **3. ENGAGEMENT WITH THE MINISTRY OF EDUCATION AND OTHER STAKEHOLDERS**

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

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

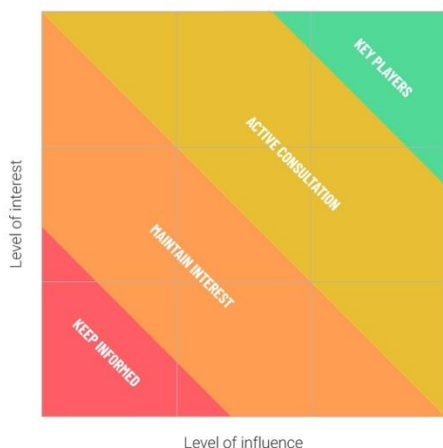
Other stakeholders, both direct and indirect beneficiaries are aware that the project was approved and are awaiting additional consultation in order to provide their input and confirm their role in support of, or as a participant in the project.

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

### **4. STAKEHOLDER IDENTIFICATION AND ANALYSIS**

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

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



The following categories were identified:

**Tier 1 – Key Stakeholders**

**High Interest & High Influence**

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

**Tier 1 – Primary Stakeholders**

**High/Medium Interest and Low Influence**

The involvement of these stakeholders, generally as direct beneficiaries, is considered to be important to the success of

the project. The consultations must ensure that the interest of these stakeholders is maintained.

**Tier 2 – Secondary Stakeholders**

**Low Interest and Medium/High Influence**

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

**Tier 2 – Tertiary Stakeholders**

**Low Interest and Low Influence**

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

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

*Table 1 Stakeholder Engagement Definitions*

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

**Strategic Partners**

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

partners will be finessed on an individual basis.

### **Disadvantaged/vulnerable individuals or groups**

The disadvantaged or vulnerable groups potentially affected by the Project are:

**Vulnerable children and families:** The working definition of vulnerability varies across entities on Sint Maarten. The project, through the stakeholder consultations, will identify the working definition of each stakeholder and ensure that all categories of vulnerable children and families are addressed accordingly. Some of the working definitions include, but are not limited to, unregistered/undocumented children and families, teen-aged mothers, families with income below the minimum wage, latchkey kids, children with intellectual and physical disabilities.

**Children:** young children are not able to express their opinions so their needs and views are represented by their parents and caregivers and to some extent teachers, day-care centre staff, the day-care centre association, St. Maarten Early Childhood Development Association (SECDA), and other service providers such as after school programmes, the department of Collective Prevention Services, the Ministry of Education, Culture, Youth and Sport, the Ministry of Justice and the Ministry of Public Health, Social Development and Labour as primary duty bearers. UNICEF-NL is in regular communication with the Ministries, SECDA and after school programmes, as part of research that was done (post-Irma assessments in education and child protection, an assessment of the Early Childhood Development Sector and a Situation Analysis on Children and Adolescents), project implementation in 2018 and 2019 and project development.

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

**Adolescents:** adolescents can express themselves, but their voices are not always heard or considered. The Sint Maarten Youth Parliament and Youth Council are platforms where adolescents' views are being expressed and encouraged to assume leadership roles. The Youth Department of the Ministry of Education, Culture, Youth and Sport also has information and insights into this group as well as NGO's such as Teen Times Foundation, the Sint Maarten Development Fund and K1 Britannia.

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

## Stakeholder needs

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

		<ul style="list-style-type: none"> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul>	
<b>NGO's</b>			
<p>Association for Psychologists and Allied Professionals Sint Maarten (APAP)</p> <p>Mental Health Foundation</p> <p>St. Maarten Red Cross</p> <p>White &amp; Yellow Cross Foundation</p>	<p>Email, telephone, written correspondence</p>	<ul style="list-style-type: none"> <li>- Provide insight into plans and priorities to ensure maximum alignment and efficiency with activities planned</li> <li>- Express needs and expectations as well as 'fears'</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> <li>- Provide expertise, a staff member/ volunteer, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul>	<ul style="list-style-type: none"> <li>- Coordination among actors contributing to mental health and the wellbeing of children, sharing information, joint learning.</li> </ul>
<b>COMPONENT 2 – Strengthening the Child Protection system</b>			
<b>MINISTRY OF JUSTICE</b>			
<p>Ministry of Justice –</p> <p>Court of Guardianship</p> <p>Policy Department</p> <p>Immigration Department</p> <p>Police</p> <p>Foundation Judicial Institutes Sint Maarten (SJIS)</p>	<p>Email, telephone, written correspondence</p>	<ul style="list-style-type: none"> <li>- Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned by the Department</li> <li>- Express needs and expectations as well as 'fears'</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> <li>- Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Improved capacity to prepare for and respond to disasters</li> <li>- Improved ability to protect children from violence, abuse and neglect</li> </ul>



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

<p><b>MECYS Youth Department</b></p> <p>School Boards (primary, secondary, tertiary)</p> <p>Teachers (primary, secondary, tertiary)</p> <p>St. Maarten Early Childhood Development Association (SECDA)</p> <p>After School Programmes</p>	<p>Email, telephone, written correspondence, social media</p>	<ul style="list-style-type: none"> <li>- Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned by school boards</li> <li>- Express needs and expectations as well as ‘fears’</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> <li>- Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul>	<ul style="list-style-type: none"> <li>- Improved capacity to better protect children from neglect, violence, abuse and neglect</li> </ul>
<b>MINISTRY OF PUBLIC HEALTH, SOCIAL DEVELOPMENT AND LABOUR (VSA)</b>			
<p>SA Policy Department</p> <p>Collective Preventive Services Department</p> <p>Community Development, Family and Humanitarian Affairs</p> <p>ESF 7</p>	<p>Email, telephone, written correspondence</p>	<ul style="list-style-type: none"> <li>- Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned</li> <li>- Express needs and expectations as well as ‘fears’</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> <li>- Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul>	<ul style="list-style-type: none"> <li>- Improved ability to detect and address psychosocial and protection needs, as a result of emergencies</li> <li>- Improved data collection mechanisms</li> <li>- Improved capacity to better protect children from neglect, violence, abuse and neglect</li> </ul>

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

<b>COMPONENT 3 - Strengthening schools' and MECYS' resilience to disasters</b>			
<b>MINISTRY OF EDUCATION, CULTURE, YOUTH &amp; SPORT (MECYS)</b>			
MECYS – Department of Education	Email, telephone, written correspondence	<ul style="list-style-type: none"> <li>- Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned by the Department</li> <li>- Express needs and expectations as well as 'fears'</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> <li>- Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul>	- Improved capacity to prepare for and respond to disasters
MECYS – Safety & Emergency Management Committee (SEMC)			
Student Support Services Division			
<b>EDUCATION SECTOR</b>			
School Boards (primary, secondary, tertiary)	Email, telephone, written correspondence, social media	<ul style="list-style-type: none"> <li>- Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned by school boards</li> <li>- Beneficiaries will provide project team with feedback as to their expectations for the project.</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> <li>- Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul>	- Improved capacity to prepare for and respond to disasters
Administrative & Auxiliary Staff of Schools			
Teachers			
School bus drivers			
St. Maarten Early Childhood Development Association (SECDA)			
After school programmes			

<b>EMERGENCY OPERATING CENTRE (EOC)</b>			
VSA – ESF 7	Email, telephone, written correspondence	<ul style="list-style-type: none"> <li>- Provide insight into policies, plans and priorities to ensure maximum alignment and efficiency with activities planned</li> <li>- Beneficiaries will provide project team with feedback as to their expectations for the project.</li> <li>- Provide data (qualitative and quantitative) to ensure optimum targeting of beneficiaries</li> <li>- Provide lessons learned on interventions that have been tested before, share what worked and what did not work in previous interventions</li> <li>- Provide expertise, a staff member, for inputs during the process and to ensure continuous alignment as well as referral to other relevant resources (such as persons, initiatives)</li> <li>- Participate in relevant meetings and trainings, to benefit from exchange with others, learn, increase capacity, share ideas.</li> <li>- Promote activities, attend activities, share activities on social media as relevant to ensure increased visibility of results for children</li> </ul>	<ul style="list-style-type: none"> <li>- Better integration in the national disaster management system</li> </ul>

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

## 5. STAKEHOLDER ENGAGEMENT PROGRAM

### Purpose and timing of stakeholder engagement programme

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

### Information disclosure plan with timelines

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

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

## Stakeholder Consultation Strategy

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

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

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

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



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

**Stakeholder Register – Project Phase Engagement Strategy**

*Table 2 – Stakeholder Engagement Strategy: Component 1*

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

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

Table 2 - Stakeholder Engagement Strategy: Component 2

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

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

Table 3 - Stakeholder Engagement Strategy: Component 3

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

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

Table 4 Engagement plan for strategic partners

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

### Strategy to incorporate the views of vulnerable groups

Children and adolescents are a key stakeholder group. Participation by them, including those from other

vulnerable groups, is not only important in its own sake, but also ensures that the work done in this project by UNICEF-NL and its partners, has greater impact on making a real improvement to the situation of children and adolescents. Their participation and inclusion in research, activities, events and projects are all guided by UNICEF – NL’s participation strategy and guidelines. The strategy and guidelines for among others, respectful inclusion, voluntary participation, safety, consent, providing feedback, etc. are outlined specifically in Appendix 7 (appendix 9.7 of this SEP): Guidelines for fair and meaningful participation by children and adolescents, of the UNICEF-NL’s Child Safeguarding Policy. This policy provides directives on the interaction with children that all staff and consultants must adhere to.

Based on these general guidelines, in September 2020, UNICEF the Netherlands will develop a detailed approach on the engagement of these vulnerable groups. This approach will be implemented as of November - December 2020.

*Table 5 General Approach to include the vulnerable groups in the project design and benefits throughout project implementation*

<p><b>Children</b></p>	<ul style="list-style-type: none"> <li>• <b>Children will be asked to participate in consultations</b></li> <li>• <b>Children will be informed in a child friendly manner on how and why they are asked to participate</b></li> <li>• <b>Children will be addressed in a way that reflects their abilities and interests</b></li> <li>• <b>A safe space will be created where children can freely express their views</b></li> <li>• <b>Children will be informed how their feedback has influenced the activity</b></li> <li>• <b>The group of children participating will be diverse and include children with disabilities</b></li> </ul>
<p><b>Adolescents</b></p>	<ul style="list-style-type: none"> <li>• Adolescents will only be asked to participate in consultations on issues they can relate to</li> <li>• Adolescents will be informed in a comprehensible manner on how and why they are asked to participate</li> <li>• Adolescents will be addressed in a way that reflects their abilities and interests</li> <li>• A safe space will be created where adolescents can freely express their views</li> <li>• Adolescents will be informed how their feedback has influenced the activity</li> <li>• The group of adolescents participating will be diverse and include children with disabilities</li> </ul>
<p><b>Parents, caregivers who do not understand and speak English</b></p>	<ul style="list-style-type: none"> <li>• For parents/caregivers who do not speak English, all communication related to the engagement will be provided in their language. This can be done for instance by translating information materials, organising consultations in their language or inviting translators to sessions</li> </ul>

**Review of Comments**

Stakeholder consultations are conducted utilising one of three versions of a Stakeholder Briefing Note and Stakeholder Feedback form (see appendices 9.1 through 9.6). Due to the COVID -19 pandemic, consultations were done by phone and video chats. The briefing note (see appendix) provides an overview of the project objective, component activities, risks and assumptions, and a series of questions for discussion on vulnerability, risks, and the project design. This form is provided to all stakeholders via email, at least two days prior to the consultation, so they have adequate time to prepare. The feedback form is set up to immediately capture the responses to all of the discussion questions. The feedback is then compiled in a Stakeholder Management database, which provides an overview of the types of feedback collected, responses required, if any, timelines for responses and follow-up.

As of July 19th, 2020 the stakeholders that have been consulted include: MECYS, VSA, Ministry of Justice, SJIS, White and Yellow Cross. Briefing notes have been shared and appointments for consultations have been set with: the Youth Council, SECD, SMD, Red Cross, Risk Takers Football Club. All other consultations will

be planned in August and September. Children, adolescents and teachers will be consulted as part of the planned consultations in August and September. Key issues raised thus far during the consultations are shown in the table below.

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

	<b>Issues raised</b>	<b>Responses provided by the project team.</b>
Comments on Component 1	<p>Lack of data on potential beneficiaries</p> <p>Impact of Covid-19 on implementation, including disruption of school schedules</p>	<p>Addressed by planning data collection exercises during the starting phase of the Project.</p> <p>Adjust planning and activities in line with government Covid-19 regulations on a case by case basis.</p>
Comments on Component 2	<p>Need for interventions to address abuse of children with disabilities</p> <p>Need to create stronger linkages across all agencies working in Child Protection</p> <p>Impact of political instability on prioritisation of the focus areas within Ministry of Justice</p> <p>Lack of human resources and already stretched capacity of persons in the Child Protection field</p>	<p>Re-prioritisation of White and Yellow Cross as a key stakeholder and greater emphasis of meaningful inclusion of children with disabilities across all programme components.</p> <p>Strengthening collaboration across agencies has been prioritised during ‘virtual mission’</p> <p>Reviewed planning and priorities with stakeholders during ‘virtual mission’</p>
Comments on Component 3	<p>Impact of political instability on prioritisation of the focus areas within MECYS</p> <p>Lack of human resources and already stretched capacity of persons in the education sector.</p>	<p>Reviewed planning and priorities with stakeholders during ‘virtual mission’</p>

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

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

Furthermore it is important to note that in 2019 UNICEF the Netherlands carried out a so-called situation analysis on the situation of children on St. Maarten, which has informed the design and priorities of this programme. The situation analysis included interviews and focus groups with adolescents, including parents, caregivers, teachers, social workers and others. Furthermore, consultations were organised with the support of a multi-sectoral Technical Committee for Sint Maarten throughout the process. The role of the Committee

included reflection and dialogue on the Situation Analysis' key recommendations, with a view to ensure that the prioritization of children's rights issues could inform discussions on development in Sint Maarten. The interviews, discussions, and consultations with the Committee revealed broad consensus on the challenges faced by children and adolescents on Sint Maarten, in relation to both underlying causality and the key actions to be prioritised. (See:

[https://www.unicef.nl/files/Situation%20Analysis\\_St%20Maarten\\_2020\\_Full%20Report\\_EN.pdf](https://www.unicef.nl/files/Situation%20Analysis_St%20Maarten_2020_Full%20Report_EN.pdf)

### Future Phases of Project

The table in paragraph 5.2. explains the information strategies per type of stakeholder. Key, primary, secondary and tertiary stakeholder will receive the annual project reports. The general audience, including beneficiaries will be informed through traditional media (newspaper, radio) and social media about activities as well as through targeted information for beneficiaries and potential beneficiaries.

## 6. RESOURCES AND RESPONSIBILITIES FOR STAKEHOLDER ENGAGEMENT

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

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

Name: Suzette M. Moses-Burton  
Position: Team Coordinator on Sint Maarten  
Contact: [smosesburton@unicef.nl](mailto:smosesburton@unicef.nl)

Name: Marieke Roelfsema  
Position: Project Manager  
Contact: [mroelfsema@unicef.nl](mailto:mroelfsema@unicef.nl)

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

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

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

The Team Coordinator developed briefing notes and feedback forms (see appendices) for the stakeholder

consultations during the programme development stage. The feedback forms per stakeholder or stakeholder group remain living documents during the lifetime of the project to document any follow-up interaction with the same stakeholder or stakeholder group. The feedback forms are stored on UNICEF Netherlands' SharePoint site.

A comprehensive Stakeholder Register, including contact information, categorisation and project-phase engagement strategies has been developed and will be integrated into the existing UNICEF-NL cloud-based platform, Dynamics, for active and iterative stakeholder engagement management. The platform allows for the registration of reports, conversations, notes on calls, political actions etc, then creates links to lobby tracks and contacts/organisations/ministries/political parties, to provide a comprehensive overview of the phases of stakeholder engagement. This register will be managed by the Team Coordinator.

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

## 7. GRIEVANCE MECHANISM

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

### 1. Definitions

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

### 2. Submitting a complaint

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

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

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

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

2.3 Anonymous complaints will be accepted.

### 3. Handling of the complaint by UNICEF the Netherlands

3.1 Once the Complainant has contacted either the local team coordinator or the UNICEF the Netherlands office directly, the complainant receives a written confirmation of receipt of the Complaint from UNICEF



the Netherlands within two business days after the complaint has been submitted to UNICEF the Netherlands. If the complaint has been submitted verbally or otherwise by telephone to UNICEF the Netherlands, UNICEF the Netherlands can verbally confirm receipt of the complaint.

- 3.2 UNICEF the Netherlands assesses which of its employees is the appropriate person to handle the complaint. If action is required, this employee takes the necessary steps and formulates a response to the complainant. The main office will also coordinate with the local UNICEF team based in Sint Maarten to ensure continuity and flow of communication.
- 3.3 UNICEF the Netherlands may request further information from the Complainant or the local Sint Maarten team to assess and / or settle the complaint.
- 3.4 UNICEF the Netherlands intends to settle the complaint within 21 days after it is submitted.
- 3.5 If the complaint cannot be settled within 21 days, UNICEF the Netherlands will inform the Complainant in writing, stating the reasons and adapted timing of treatment of the complaint. The UNICEF Netherlands team will coordinate closely with the Sint Maarten based team to ensure that all complaints are managed and addressed and/or resolved.

#### **4. Termination of a complaint**

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

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

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

#### **Other provisions**

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

#### **6. Establishment and amendment of complaints procedure**

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

## **8. MONITORING AND REPORTING**

### **Involvement of stakeholders in monitoring activities**

Stakeholders are included in monitoring activities in the following ways:

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

### **Reporting to stakeholder groups**

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

## 9. APPENDICES

### UNICEF-NL STAKEHOLDER BRIEFING NOTE (TIER 1 - KEY)

#### Project Name: Child Resilience and Protection Project

##### Project Objective

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

##### Component 1: Nurturing children's and adolescents' wellbeing

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

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

##### ACTIVITIES

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

##### ASSUMPTIONS

Vulnerable children have access to services

##### RISKS

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

##### Component 2: Strengthening the Child Protection system

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

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

##### ACTIVITIES

- Support to child protection inter-ministerial mechanisms and services
- Training of relevant government agencies' staff, service providers, immigration and police officers, notaries, and community on evacuation protocols during emergencies

- Development of an integrated child protection data collection protocol and analysis and reporting mechanism/system between MECYS, VSA and the Court of Guardianship

#### **ASSUMPTIONS**

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

#### **RISKS**

Slow pace in the approval and implementation of protocols and mechanisms.

**Mitigation:** Support the coordination efforts and promotion of stakeholder's involvement, with clear responsibilities and deadlines.

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

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

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

#### **ACTIVITIES**

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

#### **ASSUMPTIONS**

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

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

#### **RISKS**

Slow pace of implementation due to MECYS staff work overload.

**Mitigation:** Careful planning with strong beneficiary and stakeholder involvement to ensure that the timing and content meets the needs.

### **Component 4: Project implementation support**

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

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

## **QUESTIONS FOR DISCUSSION**

#### **VULNERABILITY**

1. What is the definition (written or working) of "Vulnerable Children/Families", currently being used by your department/organisation?

2. How do you currently identify "vulnerable children/families" with whom you work?

**RISKS**

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

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

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#### ACTIVITIES

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

#### ASSUMPTIONS

Vulnerable children have access to services

#### RISKS

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

#### Component 2: Strengthening the Child Protection system

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

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#### ACTIVITIES

- Support to child protection inter-ministerial mechanisms and services

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- Development of an integrated child protection data collection protocol and analysis and reporting mechanism/system between MECYS, VSA and the Court of Guardianship

#### ASSUMPTIONS

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

#### RISKS

Slow pace in the approval and implementation of protocols and mechanisms.

**Mitigation:** Support the coordination efforts and promotion of stakeholder's involvement, with clear responsibilities and deadlines.

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

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- Preparation of the regional School Safety Forum

#### ASSUMPTIONS

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

#### RISKS

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

#### Component 4: Project implementation support

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

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#### QUESTIONS FOR DISCUSSION

#### VULNERABILITY

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

**PROJECT DESIGN**

1. What activities would you like to see included?
2. What would/could be your role in implementation?
3. What is your definition of project success?
4. Do you have any concerns/reservations about the project?
5. What are your expectations?
6. What is the impact of a positive or negative outcome on your department/organisation?
7. Are there any conflicts of interest with other stakeholders?

**RISKS**

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



## UNICEF-NL STAKEHOLDER BRIEFING NOTE (Strategic Partners)

### Project Name: Child Resilience and Protection Project

#### Project Objective

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

#### Component 1: Nurturing children's and adolescents' wellbeing

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

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#### ACTIVITIES

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

#### ASSUMPTIONS

Vulnerable children have access to services

#### RISKS

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

#### Component 2: Strengthening the Child Protection system

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

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

#### ACTIVITIES

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

## ASSUMPTIONS

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

## RISKS

Slow pace in the approval and implementation of protocols and mechanisms.

**Mitigation:** Support the coordination efforts and promotion of stakeholder's involvement, with clear responsibilities and deadlines.

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

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

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

## ACTIVITIES

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

## ASSUMPTIONS

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

## RISKS

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

### Component 4: Project implementation support

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

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## QUESTIONS FOR DISCUSSION

### VULNERABILITY

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

### PROJECT DESIGN

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

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

**RISKS**

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

**UNICEF-NL STAKEHOLDER FEEDBACK (TIER 1 - KEY)**

**Project Name: Child Resilience and Protection Project**

**Consultation Date:**

**Stakeholder Name(s):**

Stakeholder	Response
	<p data-bbox="352 533 1375 571"><b>Definition (written or working) of "Vulnerable Children/Families"</b></p> <p data-bbox="352 571 1375 689"></p> <p data-bbox="352 689 1375 728"><b>Method to identify "vulnerable children/families"</b></p> <p data-bbox="352 728 1375 788"></p>

Component	Risk Assessment (additional risks identified during consultation)
<p data-bbox="100 896 338 934"><b>Component 1:</b></p> <p data-bbox="100 934 338 1081"><i>Nurturing children's and adolescents' wellbeing</i></p>	
<p data-bbox="100 1182 338 1220"><b>Component 2:</b></p> <p data-bbox="100 1220 338 1330"><i>Strengthening the Child Protection system</i></p>	
<p data-bbox="100 1435 338 1473"><b>Component 3:</b></p> <p data-bbox="100 1473 338 1621"><i>Strengthening schools' and MECYS' resilience to disasters</i></p>	

**UNICEF-NL STAKEHOLDER FEEDBACK (TIERS 1 & 2)**

**Project Name: Child Resilience and Protection Project**

**Consultation Date:**

**Stakeholder Name(s):**

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

Component	Project Design (What activities would you like to see included?)
<p><b>Component 1:</b> <i>Nurturing children's and adolescents' wellbeing</i></p>	
<p><b>Component 2:</b> <i>Strengthening the Child Protection system</i></p>	
<p><b>Component 3:</b> <i>Strengthening schools' and MECYS' resilience to disasters</i></p>	

**Project Design Assessment**

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

What are your expectations?

What is the impact of a positive or negative outcome on your department/organisation?

Are there any conflicts of interest with other stakeholders?

<b>Component</b>	<b>Risk Assessment (additional risks identified during consultation)</b>
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<b><i>Component 1: Nurturing children's and adolescents' wellbeing</i></b>	
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<b><i>Component 2: Strengthening the Child Protection system</i></b>	
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<b><i>Component 3: Strengthening schools' and MECYS' resilience to disasters</i></b>	
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## UNICEF-NL Stakeholder Feedback (Strategic Partners)

**Project Name: Child Resilience and Protection Project**

**Consultation Date:**

**Stakeholder Name(s):**

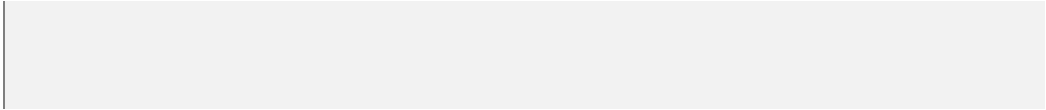
Stakeholder	Response
	Definition (written or working) of "Vulnerable Children/Families"
	Method to identify "vulnerable children/families"

### Project Design Assessment

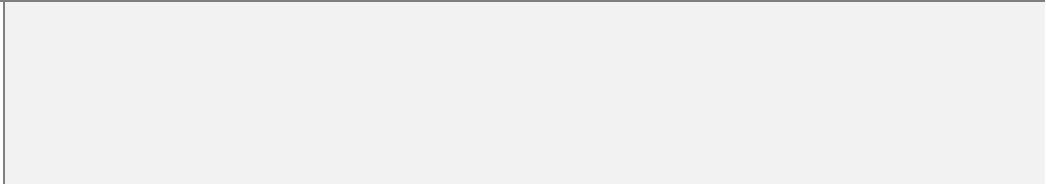
What are the potential synergies or overlaps with your project activities/programme?	
Are there any overlaps with target beneficiaries of your project/ programme activities?	
What is your definition of project success?	
Do you have any concerns/reservations about the project?	
What are your expectations?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

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

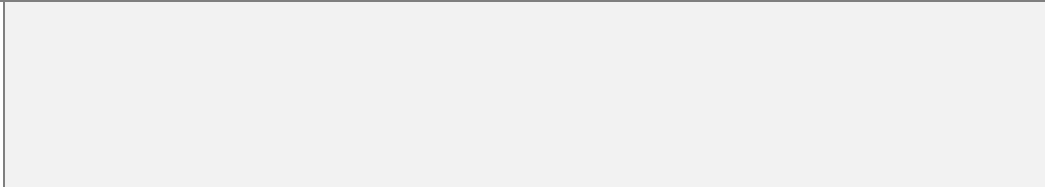
*adolescents' wellbeing*



**Component 2:  
Strengthening the  
Child Protection  
system**



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





## UNICEF-NL Child Safeguarding Policy -Appendix 7

### Guidelines for fair and meaningful participation by children and adolescents

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

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

Participation by children and adolescents is always:

#### 1. Transparent and informative

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

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

This means that:

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

#### 2. Voluntary

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

This means that:

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

#### 3. Respect

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

This means that:

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

#### 4. Relevance

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

This means that:

- the activities in which children and adolescents are involved are relevant to and reflect their experiences, knowledge and abilities
- the way they participate must be compatible with their environment

- children and adolescents are involved in determining the criteria used to select those who will participate in an activity
- children and adolescents are involved in a manner that reflects their abilities and interests

### **5. Child-friendly**

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

This means that:

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

### **6. Inclusive**

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

This means that:

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

### **7. Training for employees who work with children and adolescents**

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

This means that:

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

### **8. Safety**

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

This means that:

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

- all participating children and adolescents have given permission for the distribution and use of personal information that is collected during the activity
- no photos or images are made and distributed of children and adolescents who have not given permission – nor their parents – for this purpose

### **9. Justification**

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

This means that:

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