
CHILD PROTECTION IN EMERGENCIES in Fall 2018 (PO5002D)

Course Code	PO5002D	Professor(s)	Jessica Lenz
Prerequisites	None	Office Number	G-305
Class Schedule		Office Hours	N/A
Credits	2	Email	jlenz@aup.edu
Semester	Fall 2018	Office Tel. Ext.	820

Course Description

Module Description:

Armed conflicts and increasingly frequent natural disasters scar millions of children's lives every year.

? In the last decade more than 20 million boys and girls have been forced to flee their homes;

? More than one million children have been orphaned or separated from their families by an emergency;

? Just over one billion children live in countries or territories affected by armed conflict;

? Several tens of thousands of children have been coerced or induced into armed forces or groups to serve as soldiers;

? Over 10,000 children are killed or maimed every year because of landmines and/or unexploded ordinances;

? Rape and other forms of sexual violence against children are cited as being used as a war tactic in at least 16 countries and territories.

When an emergency strikes, whether a sudden onset natural disaster or an armed conflict, children require special protection to ensure their safety and well-being. Child protection in emergencies (CPiE) is about preventing and responding to violence, coercion and deliberate deprivation of children during

times of emergency caused by natural and man-made disasters, armed conflict or other crises.

Humanitarian emergencies can carry on long after the initial crisis has passed. A response requires effective and sustainable solutions to provide both short and long-term protection to children living in the wake of disaster and armed conflict.

This course aims to equip students with the principles and normative frameworks for preventing and responding to protection concerns affecting children in times of humanitarian emergencies. The course provides a solid foundation for exploring theories of child protection in emergencies and an opportunity to apply necessary competencies and critical thinking skills required of the professional CPiE specialist.

The course will include:

? A critical understanding of child development (life cycle stages) and knowledge of how to tap into local constructs of childhood and work with community and culturally embedded belief

systems about childhood, families, and communities;

? An examination of child protection frameworks, humanitarian standards (i.e. SPHERE-CPiE), guiding principles, and legal instruments (i.e. UN Convention on the Rights of the Child, UN Security Council's Monitoring and Reporting Mechanism on the Grave Violations against Children) supporting the prevention and response to child protection in emergencies;

? A discussion on risk, its components (Threat, Vulnerability, Resilience) and what this means for children;

? An opportunity to analyze the nature and cause of specific problems of child protection in emergencies and the appropriate prevention and programmatic responses (review/apply the 'Do's' and Don'ts') in relation to specific technical areas:

- o family separation

- o children associated with armed forces/groups

- o sexual violence

- o psychosocial distress

- o child trafficking

- o child labor

- o physical violence—landmines, torture

? A critical review of the interconnected elements of prevention and response across technical areas and how to situate these within an ecological model throughout each phase of an emergency response;

? An opportunity to reflect on how such extreme conditions of war and disaster can inform child survival skills, adaptability, resilience, problem-solving, vulnerability, protective mechanisms, and cultural/social aspects of coping;

? Interactive lessons that explore children's agency in the decisions and response that affect their lives;

? Through simulations and participatory activities, application and practice of key child protection tools supporting a context-specific protection analysis (i.e. Child Protection Rapid Assessment-CPRA), program design, program cycle management, and situational protection monitoring; and

? Simulations and case studies to help identify a range of appropriate strategies for interagency coordination, communication, and advocacy on child protection in emergencies.

The course will include interactive discussions, humanitarian simulations, videos, critical reflections, and participatory activities aimed to generate learning and practical application of the theories and frameworks for child protection in emergencies.

Course Learning Outcomes

General Education

[PLEASE EDIT OR REMOVE THE FOLLOWING TEXT AS APPLICABLE]

The general education program at AUP consists of four requirements: Speaking the World, Modeling the World, Mapping the World, and Comparing Worlds Past and Present.

This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

Course Outline

*A full schedule and additional required/supplemental reading is forthcoming.

Wednesday November 21st, 15:20-21:25

Friday November 23rd, 15:20-21:25

Saturday November 24th, 10:00am-6:00pm

The course will include:

- ? A critical understanding of child development (life cycle stages) and knowledge of how to tap into local constructs of childhood and work with community and culturally embedded belief systems about childhood, families, and communities;
- ? An examination of child protection frameworks, humanitarian standards (i.e. SPHERE-CPiE), guiding principles, and legal instruments (i.e. UN Convention on the Rights of the Child, UN Security Council's Monitoring and Reporting Mechanism on the Grave Violations against Children) supporting the prevention and response to child protection in emergencies;
- ? A discussion on risk, it's components (Threat, Vulnerability, Resilience) and what this means for children;
- ? An opportunity to analyze the nature and cause of specific problems of child protection in emergencies and the appropriate prevention and programmatic responses (review/apply the 'Do's' and Don'ts') in relation to specific technical areas:
 - o family separation
 - o children associated with armed forces/groups
 - o sexual violence
 - o psychosocial distress
 - o child trafficking

o child labor
o physical violence—landmines, torture
? A critical review of the interconnected elements of prevention and response across technical areas and how to situate these within an ecological model throughout each phase of an emergency response;
? An opportunity to reflect on how such extreme conditions of war and disaster can inform child survival skills, adaptability, resilience, problem-solving, vulnerability, protective mechanisms, and cultural/social aspects of coping;
? Interactive lessons that explore children's agency in the decisions and response that affect their lives;
? Through simulations and participatory activities, application and practice of key child protection tools supporting a context-specific protection analysis (i.e. Child Protection Rapid Assessment-CPRA), program design, program cycle management, and situational protection monitoring; and
? Simulations and case studies to help identify a range of appropriate strategies for interagency coordination, communication, and advocacy on child protection in emergencies.
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Textbooks

This course doesn't have any textbook.

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

GRADING:

? Participation (20%): Students are expected to read all required materials, to contribute thoughtfully and intelligently to class discussion, and to bring/reference outside materials that are relevant to class discussions. This mark will represent the student's effort in - and contribution to - the class. Students who are late, who miss class, who come unprepared, and/or who do not actively participate will be penalized on their final grade.

? Group Project – Case Study Analysis and Program Design (30%)

? Group Project – Child Protection in Emergencies Simulation (30%)

? Final Reflection Paper (20%)

Other
