



# MINI GUIDE

# IMPLEMENTING AN ADOLESCENT-RESPONSIVE CASH VOUCHER ASSISTANCE PROGRAMME







## Acknowledgements

Anita Queirazza, from Plan International, and Tenzin Manell, at the time working at the Women's Refugee Commission, wrote the first draft of the mini guides and oversaw their development. Cassondra Puls, then at the Women's Refugee Commission, wrote the first draft of the evaluation mini guide.

On behalf of Proteknôn Foundation, Hannah Thompson reviewed, collated, and harmonized all the mini guides, and added some new sections. Rochelle Johnston input at the review stage. Sara Lim Bertrand and Kristen Castrataro led the final review and editing of the mini guides.

A special thank you to Lotte Claessens and Silvia Oñate, from Plan International, for their invaluable contributions and technical reviews of the various drafts. Additional thanks to the following colleagues who shared their input and experiences throughout the drafting and revision process: Dale Buscher, Diana Quick and Julianne Deitch, Women's Refugee Commission; Emilia Sorrentino, Jennifer McAteer, Aftab Alam, Emilio Paz, Marta Ricci, Ilenia de Marino, Domenico Di Nuzzo, Alexandra Parnebjork, Keren Simons, Sofia Sainz de Aja, Laetitia Sanchez, Christopher Kagab, John Richard Okumu, Dorah Musiimire and Doris Akello Otim, Plan International; Eleonora Mansi, International Rescue Committee; Lauren Murray, Save the Children; Mirette Bahgat, World Vision International; Sitnour Babiker, UNHCR.

The mini guides align with the Guidance on Designing Cash and Voucher Assistance to Achieve Child Protection Outcomes in Humanitarian Settings (Alliance for Child Protection in Humanitarian Action, 2022).

## Contact

For more information, please contact:

Anita Queirazza, Global Lead Child Protection in Emergencies, Plan International; [Anita.Queirazza@plan-international.org](mailto:Anita.Queirazza@plan-international.org)

Noanne Laida, Cash and livelihoods Senior Advisor, Women's Refugee Commission; [NoanneL@wrccommission.org](mailto:NoanneL@wrccommission.org)

# CONTENTS

<b>Overview</b>	<b>2</b>
<b>Introduction</b>	<b>3</b>
<b>Core actions for the implementation of adolescent-responsive cash and voucher assistance</b>	<b>3</b>
<b>CORE ACTION 1 Select, train, and supervise your team</b>	<b>4</b>
Set out your team structure and staffing needs	4
Select your team	4
Induct and train your staff	5
Deliver on-going in-service training	5
Supervise staff	5
<b>CORE ACTION 2 Register and verify the identity of recipients of adolescent-responsive CVA</b>	<b>6</b>
Considerations when registering adolescents	6
Data confidentiality and protection	7
<b>CORE ACTION 3 Identify and work with financial service providers</b>	<b>7</b>
<b>CORE ACTION 4 Deliver your adolescent-responsive CVA</b>	<b>8</b>
Confirm that any conditions associated with the CVA have been met	8
Deliver cash-in-hand and/or paper vouchers	8
Deliver e-cash and/or e-vouchers	9
<b>CORE ACTION 5 Transition and/or handover of your adolescent-responsive CVA</b>	<b>10</b>
<b>Additional resources</b>	<b>11</b>

# OVERVIEW

## PURPOSE

Implementation of adolescent-responsive CVA by delivering transfers, developing and implementing your monitoring system, managing staff recruitment and training, and exiting (or transitioning from) the programme

## HOW TO USE THIS MINI-GUIDE

Use this mini-guide for instructions on actions to take to implement your adolescent-responsive CVA.

## TOPICS COVERED

Select, train, and supervise your team

Register and verify the identity of recipients of adolescent-responsive CVA

Work with financial service providers (FSPs)

Deliver your adolescent-responsive CVA







Transition and handover

Standard operating procedures (SOPs)

Responsible, accountable, consulted, and informed (RACI) matrix

Data protection

## SUPPORTING TOOLS

-  [Example Responsible, Accountable, Consulted, and Informed \(RACI\) Matrix for Needs Assessment Process for Adolescent-responsive CVA Programme with Education Outcomes](#)
-  [Sample Standard Operating Procedures \(SOPs\) for Adolescent-responsive Cash and Voucher Assistance](#)
-  [Staff Behaviours for Adolescent-responsive Cash and Voucher Assistance](#)
-  [Urgent Action Procedure](#)
-  [CVA and Case Management](#)
-  [Advocacy on Adolescent-responsive Cash and Voucher Assistance](#)

# INTRODUCTION

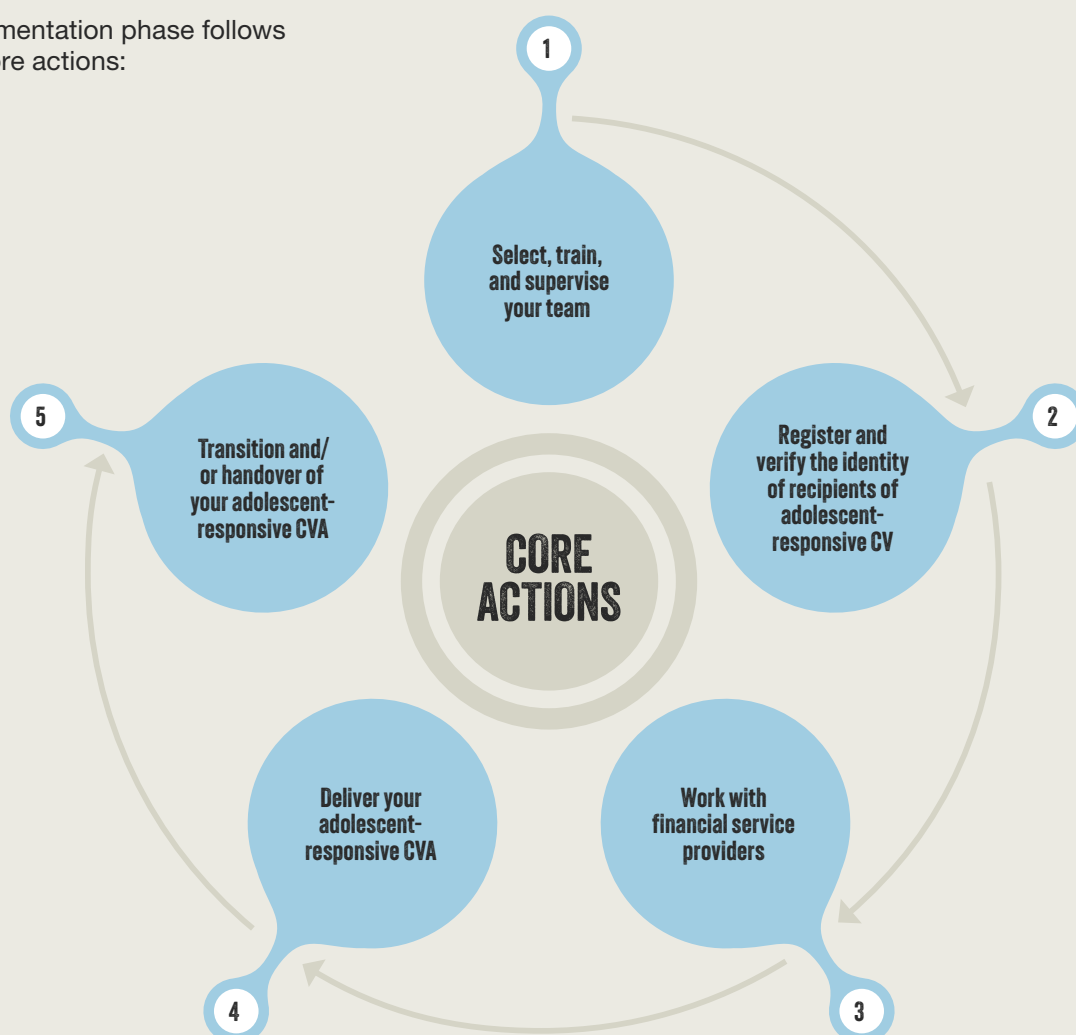
This mini-guide on implementing your adolescent-responsive CVA covers:

- 1 the selection, training, and supervision of your team;
- 2 registering and verifying the identity of recipients of adolescent-responsive CVA;
- 3 working with financial service providers;
- 4 delivering your adolescent-responsive CVA; and
- 5 transition and handover of adolescent-responsive CVA.

The content of this mini-guide is closely linked with the content of the Design, Monitoring, and Evaluation mini-guides, so they should ideally be read together.

## CORE ACTIONS FOR THE IMPLEMENTATION OF ADOLESCENT-RESPONSIVE CASH AND VOUCHER ASSISTANCE

The implementation phase follows these 5 core actions:







## CORE ACTION 1 SELECT, TRAIN, AND SUPERVISE YOUR TEAM

Managing and implementing adolescent-responsive CVA requires the close collaboration of staff with skills in:

- Implementing cash and voucher assistance (often those with a background in food security and livelihoods)
- Child protection, gender-transformative programming, disability inclusion, education, sexual reproductive health and rights, or another sector with expertise and experience in working with adolescents
- Monitoring, evaluation, and accountability

The day-to-day human resourcing and management is therefore more complex than for other programmes. It requires close collaboration and matrix management, inter-sectoral coordination and skills sharing; and respectful and trusting working relationships.

### Set out your team structure and staffing needs

The management and decision-making structure must be clear to all staff and partners and must be set out in a standard operating procedure.

- Set out a standard operating procedure (SOP) that lays out clear lines of responsibility.
- Identify an overall manager who has oversight of all aspects of the adolescent-responsive CVA.
- Given the cross-cutting nature of adolescent-responsive cash and voucher assistance, the person who is ultimately in charge should be someone who is more senior than and can delegate to staff who are doing the day-to-day functions of:
  - Monitoring, evaluation, accountability, and learning
  - Delivering cash and voucher assistance
  - Monitoring wellbeing of adolescents (this may be staff working in child protection, sexual and reproductive health and rights, education, nutrition, etc)
- Clarify the roles, responsibilities, and division of tasks between all team members. This will avoid gaps and duplication.
- Capture these roles and responsibilities in a Responsible, Accountable, Consulted, and Informed (RACI) Matrix.
- You may include the Responsible, Accountable, Consulted, and Informed (RACI) Matrix in your SOP to make roles and responsibilities for different tasks very clear.



**TOOL – Sample Standard Operating Procedures (SOPs) for Adolescent-responsive Cash and Voucher Assistance**



**TOOL – Example Responsible, Accountable, Consulted, and Informed (RACI) Matrix for Needs Assessment Process for Adolescent-responsive CVA Programme with Education Outcomes**

### Key responsibilities to be assigned

You need to set out who will:

- Carry out assessments – including of adolescent needs and capacities, markets, and financial service providers
- Put in place accountability mechanisms
- Communicate with recipients, adolescents, and communities about programme design
- Lead consultations with adolescents, their families, and communities
- Make final decisions on programme design, including: CVA modality, frequency, duration, timing, location, recipients, and exit strategies
- Monitor adolescent wellbeing
- Manage any reported cases of harm to adolescents, their families, or communities related to the CVA and put in place mitigation strategies based on on-going learning
- Participate in cash coordination groups and other relevant sectoral coordination groups
- Link delivery of CVA with complementary activities (for example, referring cases identified through CVA for case management support)

### Select your team

Your team will be made up of a range of colleagues filling different functions, as above. You will have (technical) managers and/or coordinators as well as staff who will deliver services and organise activities at community level.



## Skills needed on your team

All **teams** must have:

- At least one staff member with in-depth knowledge of child protection concerns and principles
- A staff member with experience in working with adolescents. Any staff member who *does not* have these skills *must be accompanied* by a staff member who does whenever they are working directly with adolescents.

All **staff delivering adolescent-responsive CVA** must have the following skills, knowledge, and/or experience:

- Child rights-based programming
- Recognition, appropriate handling, and referral of child protection cases
- Implementation and management of accountability and reporting mechanisms – both national and local
- Data protection and best practice in relation to maintaining confidentiality
- Protection from Sexual Exploitation and Abuse
- Safeguarding
- Disability inclusion/sensitivity
- Gender transformation
- Experience communicating and working with adolescents
- The [fundamentals of CVA](#) and the specifics of how CVA is adapted when being delivered for adolescents

**Staff directly communicating with adolescents and working on evaluation and consultations with adolescents** must have the following skills:

- Group discussion facilitation techniques
- Participatory research methods (including any participatory activities you may have introduced when contextualising the tool)
- Psychological first aid and communicating with adolescents
- Training on unconscious bias and gender sensitivity



For a full set of staff competencies needed to implement adolescent-responsive CVA, **See TOOL – Staff Behaviours for Adolescent-responsive Cash and Voucher Assistance.**

## Steps for selecting your team

- Talk to adolescents and communities about which staff they would like to see on the team, particularly when selecting staff who have direct contact with adolescents, their families, and communities.
- Get adolescents' feedback on the personnel you are choosing, where possible.

- Select a diverse and qualified staff team. Staff should be representative of the intersecting identity characteristics of adolescents in the affected communities. This will increase the quality of support and reduce unconscious bias.
- Recruit a team with a range of essential, complementary skills and experience.
- Address any skills gaps through training and on-the-job learning.

## Induct and train your staff

During an initial staff selection and on-boarding phase you must:

- Brief all new staff on your code of conduct and/or safeguarding policy through interactive training. This training must include discussion of different forms of unacceptable behaviour.
- Have all new staff read and sign a copy of the code of conduct and/or safeguarding policy.
- Explain the urgent action procedures to be taken when there are suspicions, disclosures, or reports of (child) protection or safeguarding concerns.

See the **Urgent Action Procedures** for details of the actions to take when there is a suspicion, disclosure, or report of a child protection or safeguarding concern.



**See TOOL – Urgent Action Procedures**

## Deliver on-going in-service training

On-going in-service learning must cover certain subjects that require frequent updates and refresher training. These include:

- Protection from Sexual Exploitation and Abuse
- Safeguarding
- Referral pathways and reporting of protection suspicions and incidents
- Risk mitigation strategies

## Supervise staff

Regular one-on-one and group supervision should take place. Staff supervision should cover the following subjects:

- Staff wellbeing
- Issues in working with and for the benefit of adolescents
- Suspected, perceived, or reported risks to adolescents during CVA implementation, both when adolescents are direct and indirect recipients of CVA
- Risk mitigation strategies for and adjustments to programme design
- Staff learning and development needs in relation to working with adolescents and their families

## CORE ACTION 2 REGISTER AND VERIFY THE IDENTITY OF RECIPIENTS OF ADOLESCENT-RESPONSIVE CVA

During registration, specific data needs to be collected to confirm the identities of those selected to receive CVA (see Box 1). This data will also allow financial service providers or staff who disburse CVA at a later date to verify that individuals receiving a transfer are the intended recipients who were registered at the outset of the programme. You may choose to create identification/registration documents/cards for recipients to use when they access their CVA transfers.

### Collection of personal data for registration purposes

Data will need to be collected about individuals who are selected as recipients of CVA. Data collected will help in the:

- Verification of identity
- Disbursement of CVA
- Tracking of CVA recipients
- Determination of cash transfer amounts when transfers are based on household size

Data collected may include name, gender, age, relationship to CVA recipient, and copies of identification documentation for each member of the receiving household.

CVA data protection protocols must be adhered to whenever CVA is implemented. Consider harmonising data collection and storage processes with existing databases, such as ProgRes (for UNHCR-led refugee responses), CPIMS+, and/or Primero

### Considerations when registering adolescents

- Advocate for age-, sex- and disability-disaggregated data. Work with those designing the registration form so that data can be recorded in agreed-upon disaggregated age groups. This should ideally distinguish between children (0–10 years), early adolescents (10–14 years), late adolescents (15–17 years), adolescent adults (18–19 years), and adults (20+ years).
- Collect and store only the minimum amount of data (i.e. only the information that is essential for verifying the identity of CVA recipients).
- Inform adolescents in age-appropriate ways why the data is being collected and how it will be used.
- Seek informed assent/consent from adolescents for the data collection and use in age-appropriate ways.
- Select diverse staff for your registration team who will be approachable for diverse adolescents.
- Confirm that the staff team do not have connections (through family or friendships) with members of the affected community and potential CVA recipients to avoid any conflict of interest.
- Train staff who are registering recipients to recognise and refer adolescents who are at-risk.
- Train staff who are carrying out registration processes to communicate with adolescents.
- Put in place systems that allow diverse adolescents and their families who have lost or do not have formal documentation and/or birth registration to access CVA. Many of the most at-risk adolescents lack any form of identification.



#### TOOL – Tip Sheet 4 Registration

- Allow for on-going registration and uptake of adolescents who are at risk throughout programme implementation and/or advocate for on-going registration of adolescent recipients where decisions about targeting are being made by another organisation or agency. It should be possible to add new recipients to the recipient list as they are identified because:
  - Case management procedures and diverse sectoral actors may identify adolescents who are at-risk as interventions are rolled out.
  - Humanitarian crises can have a delayed impact on certain families.
  - The most marginalised adolescents and their families may initially be hidden.



## Data confidentiality and protection

- Adapt any privacy impact assessment process to address specific risks faced by adolescents, particularly for adolescents who are unaccompanied or heading a household; direct recipients of CVA; (formerly) associated with armed forces or groups; and survivors of sexual abuse, exploitation, or violence.
- Clarify which information can or cannot be shared between different sectoral staff, CVA staff, FSPs, and monitoring staff. Set this out clearly in your standard operating procedures.
- Have all parties engaged in registration, data collection, data input, and data storage trained and on then sign confidentiality, data protection, and data-sharing protocols and agreements.



### **TOOL – Tip Sheet: Privacy Impact Assessment (PIA)**

- Record your CVA registration number in other humanitarian databases being used in-country (for example, in-country child protection, gender-based violence, and/or refugee information management systems). This will allow all databases to securely record and track information on which adolescents are receiving CVA.



### **TOOL – Practical Guidance for Data Protection in Cash and Voucher Assistance: A supplement to the January 2021 Cash in Emergencies Toolkit**

## CORE ACTION 3 IDENTIFY AND WORK WITH FINANCIAL SERVICE PROVIDERS

- Review the list of service providers (e-voucher providers, FSP, and traders) identified by others in the humanitarian response.
  - Confirm whether any of the financial service providers (FSP) have previous experience or training in working with adolescents. Those with a background in working with adolescents may be prioritised for selection.
  - Add training and experience in working with adolescents to selection criteria.
  - **Note: FSP training and experience in working with adolescents may be rare.** This should not be essential criteria but an added bonus where it exists.
- Translate relevant organisational policies (for example, policies on safeguarding, prevention of sexual exploitation and abuse, codes of conduct, child protection, discrimination and diversity, etc.) into the language(s) of FSP staff.
- Provide on-going, regular, and frequent technical support on working with adolescents.
  - Allow for regular meetings or calls where financial service providers can discuss and confirm the way they are working with adolescents.
- Designate a staff member within each FSP as a focal point for working with adolescents, where adolescents are direct recipients.
- Train staff and financial service providers on:
  - Codes of conduct that cover child protection and referral of adolescents at risk. They should sign the codes of conduct on completion of the training.
  - How to adapt information and communication to the needs of adolescents of different genders, ages, abilities, stages of development, and literacy levels.
  - Psychological first aid and communicating with adolescents. Note: this may not be possible when the number and geographical spread of FSP staff is too great and makes training too costly and/or time-consuming.



## CORE ACTION 4 DELIVER YOUR ADOLESCENT-RESPONSIVE CVA

This section covers the practical issues to consider and decisions to make about when and where to carry out transfers for your adolescent-responsive CVA. Distributions need to be as adolescent-friendly and inclusive as possible. They must be organised in ways that is orderly and avoids any possible harm.

*Note: frequency and duration of the adolescent-responsive CVA are covered in the [Mini Guide Design an Adolescent-responsive CVA Programme](#).*

### Confirm that any conditions associated with the CVA have been met

- Establish a process for confirming that CVA recipients have fulfilled any required conditions. For example, where conditional cash transfers require that an adolescent has attended school, you should:
  - Agree upon the proof that confirms school attendance
  - Include a column on distribution forms for recipients to sign to confirm that they have received the CVA and that staff confirmed the conditions were met.
- Have alternative plans in place for verifying the identity of child heads of households/unaccompanied children who are intended recipients but who may not have the formal/official identification documents required to receive CVA. They may not think to bring these documents to meetings, etc. due to their age and stage of development.

### Deliver cash-in-hand and/or paper vouchers

This section gives advice on providing cash-in-hand and paper vouchers, both of which are distributed in-person to recipients. See [Deliver e-cash and/or e-vouchers](#) below for guidance on providing CVA through electronic payments.

### Communicate with diverse adolescents and their families about the distribution of adolescent-responsive cash transfers

- Communicate the distribution plan in advance so that CVA recipients (adolescents or their family members) and/or parents/caregivers can make all necessary arrangements (such as replacement at work, childcare, transport, etc.).
  - Communications should include information on the planned timing, location, and amounts of any distributions.
- Communicate targeting decisions to the wider community, where it is considered safe and appropriate to do so. Explain **what groups of adolescents/parents/caregivers** were chosen as CVA recipients and **why**.

- DO NOT make names and identities public. Rather, explain the characteristics that led to prioritisation (e.g., adolescents who are unaccompanied, living with disabilities, out of school, etc.).
- This can avoid tension between adolescent recipients, their families, and other members of the community who were not selected as CVA recipients.
- Disseminate messages using accessible, gender- and age-appropriate media and communication methods.
- Develop and disseminate information, education, and communication materials that explain recipient entitlements, give contact numbers, describe how to access CVA, share referral pathways, etc. Materials should:
  - Be in a variety of formats, such as pamphlets, brochures, flyers, leaflets, and posters
  - Include adolescent-friendly and accessible versions
  - Use images and simple words in the languages spoken and read by the community

### Set the time and location of distribution of adolescent-responsive CVA

- Consult with diverse adolescents to learn what times and locations of distributions are most convenient, safe, and least disruptive to other activities. Other essential activities for adolescents may include education, health services hours; skills strengthening or psychosocial support sessions, livelihoods and recreational activities, etc.
- Carry out risk assessments – including for adolescents – to map out safe spaces at different times of the day.
- Agree upon times of day and locations for your distribution that minimise risks and costs to adolescents and their families.
  - Certain sites are safe in the day but may present a danger at dawn, dusk, or night.
  - Consider the distances to be travelled/walked in conjunction with the timing of your activity to make sure neither you nor the recipients will be in a dangerous area at a dangerous time of day.
  - Consider the impact of timing and location on the direct recipient of CVA and their other household members. For example, CVA distributions may be organised at times that mean carers have to leave children or other dependents unsupervised.
- Cover the cost of transport in the transfer amount to allow recipients to access the distribution site safely, where budget allows.

- After distribution is complete, review the distribution process with your staff team to assess any learning points that should be taken into account during future distributions.

### Organise your physical space when carrying out distributions of adolescent responsive CVA

- Consider having a separate queue or system for fast processing of priority cases, including diverse adolescents (adolescents who are heads of households, parents/caregivers, pregnant, unaccompanied, living with disabilities; etc.).
- Ensure that the most vulnerable (such as pregnant women, elderly, child heads of households, etc.) are brought to the front of the distribution line so they can go home earlier.
- Establish a location to receive face-to-face feedback. Ensure there is an adapted mechanism to receive feedback directly from diverse adolescents.
- Organise the distribution to avoid any possibility that staff managing the site have to resort to even the mildest form of violence to control CVA recipients and/or gathering crowds.



### Deliver e-cash and/or e-vouchers

This section covers the delivery of cash and voucher assistance through digital or electronic means, referred to here as ‘electronic payments’. This section covers the use of digital cash and e-vouchers.



**Digital cash:** the digital replacement of physical cash with options such as mobile money, pre-paid debit/ATM cards, or others.



**Digital vouchers:** the digital replacement of paper vouchers

### Advantages for adolescents

- May reduce risks since they do not have to physically go and collect CVA
- Less visible and lower chance of theft
- Saves time when it is possible to access e-cash/vouchers from home

### Disadvantages for adolescents

- Electronic payments require access to technology – such as mobile phones – which has a cost.
- Legislation may restrict or place tighter controls on adolescents’ access to necessary technologies.
- Adolescents may experience difficulties in accessing and using technology.
- Poor telephone or internet network may delay receipt of payments.
- Lack of access to a home or shelter with regular electricity may impact access to the transfer.

### Build an understanding among CVA recipients about how to access their e-cash and/or e-vouchers

- Train diverse adolescents and their parents/caregivers on the use of the e-cash and/or e-vouchers they will be receiving.
- Communicate with all recipients about the date of receipt and how and where they can use their transfer.
- Confirm that all intended recipients have the necessary hardware to receive the transfer.
- Provide recipients, especially at-risk adolescents, with “helpers” (such as family members or trusted adult community members) who are identified by your organisation and can support (where needed) in:
  - Accessing the e-cash or e-voucher
  - Completing purchases



MercyCorps (December 2018) [E-Transfer Implementation Guide](#).



## CORE ACTION 5 TRANSITION AND/OR HANDOVER OF YOUR ADOLESCENT-RESPONSIVE CVA<sup>1</sup>

CVA for adolescents and their families may end for one or more reasons, including:

- The situation of the adolescent and their family may change so that they are no longer eligible for CVA (for example, an unaccompanied adolescent may be reunited with their family).
- The adolescent may leave the area where you are implementing your activities.
- Donor funding may come to an end.
- You may close your offices in the location.
- The adolescents' needs may be resolved.

**Transition options** may include:

- Linking adolescents' CVA support to longer-term continued programming in other sectors, such as:
  - Education, accelerated learning, and technical and vocational education and training programmes
  - Health and sexual and reproductive health
  - Mental health and psychosocial support
  - Livelihoods and life skills
- Supporting adolescents and their families with the administrative processes for registering with long-term government or UN agency initiatives for economic strengthening support
- Integrating child protection concerns into the CVA eligibility criteria for other-sector programmes as one way to maintain longer-term funding and support
- Collaborating with government run-social welfare systems and community-level and national organisations to maintain support for diverse adolescents and their families beyond the life of humanitarian agency projects and response plans.

Individual and programme-wide exit strategies need to be carefully planned. Transition or handover needs to be respectfully communicated to diverse adolescents and their families, staff, and communities from the outset of the CVA:

- Provide adolescents and their families with clear and transparent information about when the CVA interventions will end and how as early as possible in the intervention, ideally when the CVA begins.
  - Communicate from the outset the planned timeframe for the CVA programme.
  - Provide details about any transitional arrangements that will be put in place, if any.
  - Clarify if other services will remain available to them or not.
    - Will they be able to access government social safety nets?
    - Will they still receive in-kind assistance such as school kits?
    - Will they receive on-going case management support?
  - Provide the information in ways that are adapted to the adolescents' ages and stages of development.
  - Confirm that all recipients, including any adolescents who are direct recipients, have understood when and why the CVA will end.
- Analyse monitoring data to assess wellbeing progress of the cohort of recipients.
- Draw on information from the case management process to tailor the exit/transition strategy for diverse groups of adolescents who are directly or indirectly receiving CVA (where case management is being implemented).
  - Use monitoring data to flag and identify particularly at-risk adolescents whose situation has not significantly improved.
  - Work with child protection case managers who can use best interest procedures to establish the most suitable option for particularly at-risk adolescents.
- Carry out a final meeting with diverse stakeholders (including child protection committees, adolescents' clubs, youth groups, or a sample of adolescents) to invite final feedback.

1. Adapted from (2022) *Designing cash and voucher assistance to achieve child protection outcomes in humanitarian settings*, The Alliance for Child Protection in Humanitarian Action, available at: <https://resourcecentre.savethechildren.net/document/designing-cash-and-voucher-assistance-to-achieve-child-protection-outcomes-in-humanitarian-settings/>



## ADDITIONAL RESOURCES

- [CaLP Programme Quality Toolbox](#), specifically the Implementation section.
- Plan International, [CVA Programming Step-by-Step Guidance](#).
- UNHCR, [Guidance on promoting child protection outcomes through cash-based interventions](#).
- Alliance for Child Protection in Humanitarian Action, [Designing Cash and Voucher Assistance to Achieve Child Protection Outcomes in Humanitarian Settings](#).





**Plan International Global Hub**

Dukes Court, Block A, Duke Street,  
Woking, Surrey GU21 5BH, United Kingdom

Tel: (+44)1483 755 155

To learn more about our actions for children,  
visit [www.plan-international.org](http://www.plan-international.org)

**Women's Refugee Commission**

15 West 37th Street, 9th Floor,  
New York, NY 10018

Tel: (+1) 212 551 3115

[www.womensrefugeecommission.org](http://www.womensrefugeecommission.org)