

# APPLYING BASIC CHILD PROTECTION MAINSTREAMING

TRAINING FOR FIELD STAFF IN  
NON-PROTECTION SECTORS

FACILITATOR'S GUIDE



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# Introduction

All staff members of InterAction member organizations should aim to protect children from abuse, neglect, exploitation, and violence, respond to children’s rights violations, and help build children’s resilience and the resilience of their families and communities regardless of their sectors or areas of work. The one-day training workshop outlined in this Facilitator’s Guide is intended to acquaint staff members who are not child protection practitioners with basic concepts related to child protection, help them think through how their areas of work can contribute to child protection, and give them the opportunity to plan and to take some actions to increase protection of children through their own work. The training touches on the practice of engaging children (the complex concept of child participation) in assessments, implementation, and evaluations taking into consideration children’s perspectives and needs. However, it is not an in-depth training on any of these subjects and it also highlights some of the limits to what non-specialists can do. Some resources are provided for participants to consult or to start learning more in some of the areas.

This training manual was produced by members of a child protection task team under InterAction’s Protection Working Group. Members of the task team that contributed to the production of this manual include:

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## **General Notes for Facilitators**

This is an adaptable, user-friendly tool consisting of two principle documents: a PowerPoint presentation that can guide the flow of the workshop and a Facilitator’s Guide with relevant resources.

This is a basic overview training workshop, emphasizing key concepts, rather than the nuances of the state of the art and academic discussions.

This workshop is aimed at program implementers in international development and/ or humanitarian relief who are not child protection specialists or practitioners and have not received intensive previous CP training. This training may also be useful for new child protection program staff. It is important for the facilitator to know the audience and adapt the module to its level.

The workshop is relevant for staff from all sectors because all of them are in contact with girls and boys (under-18s) either directly or indirectly. First, all programs have the potential to cause unintentional harm to children if not designed with the children’s protection in mind. Second, all sectors can proactively contribute to reducing protection risks for children.

This workshop is aimed at inspiring staff to want to use a child protection lens. This means that the way we do our work can improve our performance and the lives of children and protect them from harm, including unintentional harm. This training should help staff members to scrutinize programs in a different light. This is commonly referred to as “looking at reality through a child protection lens”. In many ways using a child protection lens, does not mean necessarily doing new things, but doing

# Introduction

The facilitator may want to share the topics intended to be covered with possible participants in advance of the training so that they can decide whether or not the training is appropriate for them. While this Guide gives suggested facilitation methods and steps, the facilitator will want to adapt these to her/his own style and skill level.



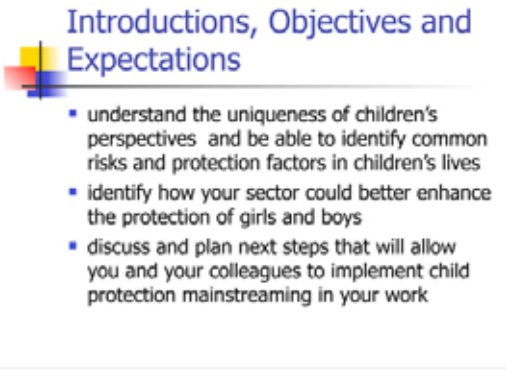

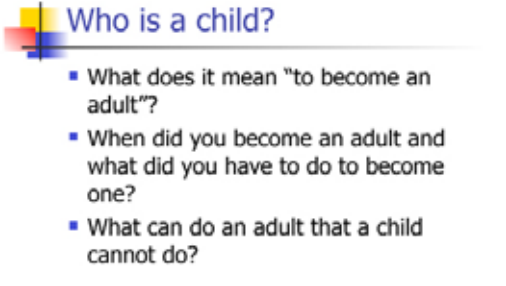

The module was piloted in the Gambia, Sierra Leone and DRC (in French).

It has been **designed as one-day training of approximately seven hours and 10 minutes**, including breaks. Trying to squeeze its contents into half a day or less will limit its results and potentially create some frustration.





Between 15 and 35 participants is an ideal group size to work with. Having two facilitators can help enormously in dynamics and contributing with two different perspectives. We encourage inter-agency facilitation and groups to be trained.

# Training/Overview Matrix





We recommend the facilitator to prepare a one-day agenda to distribute among participants and serve as a time-guide

Session Title	Learning Objectives	Activity	Time
Session 1: Welcome Slide 1: 	Understand the history of this training and InterAction/ CPTT	Introduce purpose of training Attendance sheet Rules of the training Leave a flipchart for parking lot issues in order not to stop the flow of the training.	 10 Minutes
Session 2: Introductions, Objectives, and Expectations Slide 2: 	Participants get to know the other participants  They get familiar with the training objectives	"Get to know you" activity Flipchart expectations  Introduce participants  Compare training objectives with expectations	 20 Minutes
Session 3: Who is a child? Slide 3 	Participants can describe children from different points of view: legal, traditional, cultural, personal...	Plenary discussion using guiding questions	 15 Minutes



# Training/Overview Matrix

<p>Session 4: Power Walk Slide 4:</p> 	<p>Participants can identify some of the diverse needs and backgrounds of children within a community</p> <p>Participants can identify some of the typical factors which influence power</p> <p>Participants can describe the reality of power differentials in communities between children and adults and among children.</p>	<p>Power Walk game Plenary debriefing discussion using guiding questions</p>	 20 Minutes
<b>BREAK</b>			
<p>Session 5: Child Protection Concepts</p> 	<p><b>Understand few concepts:</b></p> <p>What is child protection?</p> <p>What is child protection mainstreaming?</p> <p>What are the 4 child protection principles of the UNCRC 1989? Underline the importance of the Principle of Child Participation that helps to mainstream child protection.</p>	<p>Plenary discussion Handout</p>	 30 Minutes

# Training/Overview Matrix




<p>Session 6: Rings of responsibility</p>  <p>The diagram titled "Rings of Responsibility" features five concentric circles. From the innermost to the outermost, they are labeled: "child" (with a small icon of two children), "family", "community", "national", and "international". To the left of the circles is a small graphic with overlapping yellow, red, and blue squares and a black crosshair.</p>	<p>Understand the meaning of a "protective environment".</p> <p>Understand who is responsible for realizing children's protection rights (duty-bearers, including children themselves).</p> <p>Understand the role of NGOs in bridging capacity gaps of duty-bearers and enhancing their capacity to protect children.</p>	<p>Use "Rings of Responsibility" visual</p> <p>Plenary discussion using guided questions</p>	 30 Minutes
LUNCH			60 minutes
<p>Session 7a: Adult Perspectives of Risks Slide:</p>  <p>The slide has the title "You as adults identify the risks in your community" in blue text. Below the title is a photograph of an elderly woman with white hair wearing a teal top, and an elderly man with glasses wearing a grey jacket over a light blue shirt. They are sitting on a brown leather couch in what appears to be a living room setting.</p>	<p>Analyze our own perspective of what risks and protective factors mean in my community</p>	<p>Flipchart for a group brainstorming</p>	 10 Minutes

# Training/Overview Matrix







<p>Session 7b: Looking at Reality with Children's eyes</p> <hr/> <p><b>Looking at reality through children's eyes</b></p> <ul style="list-style-type: none"> <li>Think back to when you were a child... What were some of the risks (the bad things, your fears...) you were exposed to as a child? What were some of the things that helped you from risks? Which were the circumstances?</li> </ul> <hr/>	<p><b>Participants appreciate that:</b></p> <p>Girls and boys of different ages see reality from a different perspective.</p> <p>Children know their own risks and resources and adults are not as aware of children's risks and their capacities for resilience as children themselves.</p> <p>Children have high energy and creativity and can contribute now enormously to society if they are given the chance.</p> <p>Understand why children should be involved in all types of programming and in all the phases of the program cycle from assessment to evaluation</p> <p>Child participation is a key to mainstreaming child protection and necessary to do a quality humanitarian work</p>	<p>Small group discussion with guiding questions</p> <p>Plenary with guiding questions and the help of slides</p>	 <p>45 Minutes</p>
<p>Session 8: Engaging Children in Design and Assessment</p> <hr/> <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> <li>•Roads</li> <li>•Rivers</li> <li>•Open pits/ wells</li> <li>•Grassy areas with snakes</li> <li>•Mad dogs</li> <li>•Dangerous men</li> <li>•Bullying</li> <li>•Evil Spirits</li> </ul> <div style="text-align: right;"> <p><b>Types of risks often identified by under 14 children</b></p> </div> </div> <hr/> <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> <li>• Gang violence</li> <li>• Alcoholism</li> <li>• Sexual violence</li> <li>• Domestic violence</li> <li>• Exploitative labor</li> <li>• Early forced marriage</li> </ul> <div style="text-align: right;"> <p><b>Types of risks sometimes identified by 15-18</b></p> </div> </div> <hr/>	<p>Participants can explain why children should be involved (appropriately to their age and capacity, and beyond tokenism) in different steps of the program cycle</p>	<p>Plenary discussion of points on slide</p>	 <p>20 Minutes</p>



# Training/Overview Matrix

<p>Session 9a Slides 11 to 15 Why Is It Important to Involve Children in Assessing and Designing?</p> <hr/> <p><b>Why is it important to engage children in data collection?</b></p> <ul style="list-style-type: none"> <li>It will improve the process and the outcomes of your project whatever sector you are working in.</li> <li>It improves the relevance and appropriateness of public and organizational decision-making</li> <li>It brings particular benefits to the poorest and most marginalized groups of children</li> <li>It acknowledges a shift in the view of children as 'beneficiaries' of adult interventions towards respect for them as 'rights holders' who are key 'makers and shapers' of their own destinies.</li> </ul>	<p>Participants can explain why children should be involved (appropriately to their age and capacity, and beyond tokenism) in different steps of the program cycle</p>	<p>Plenary discussion of points on slide</p>	 15 Minutes
<p>Session 9b: Quality Child Participation</p> <hr/> <p><b>Quality Child Participation</b></p> <ul style="list-style-type: none"> <li>What is child participation?</li> <li>How to do child participation? From listening to engaging</li> <li>Standards of participation exercise</li> <li>Participation requires special skills and contextualization. Listen to children and ask for help if you are around sensitive issues!</li> </ul>	<p>Improve understanding of the concept of child participation Learning some tips on how to engage children in a meaningful way</p> <p>Practical exercise on child participation</p> <p>Learn from examples of slide 17</p>	<p>Dialogue: by groups, discuss the 'what' and the 'how' of child participation. Then open the dialogue and sharing ideas, but leave the people in groups.</p> <p>OR</p> <p>Group exercise on standards of participation: By groups ask participants to come up with their own standards of participation</p> <p>Examples of child participation on slide 17 (give them in handout)</p>	 30 Minutes
<p>Session 10: Activity: Stand up for your rights</p> <hr/> <p><b>Activity: stand up for your rights</b></p> <ul style="list-style-type: none"> <li>Water and sanitation project in Cote d'Ivoire asking girls about latrines...</li> <li>Income generating activities in Burundi, asking children about family budgets...</li> </ul>	<p>Participants can distinguish interventions that are child protection mainstreaming from those that are not</p>	<p>Facilitator reads examples and participants stand up or sit down according to what they think is child protection mainstreaming</p>	 15 Minutes

# Training/Overview Matrix

<p>Session 11a: Sector Actions</p> <hr/>  <h3>Sector actions</h3> <p>Are you enhancing protective elements to prevent CP violations? Are you addressing directly risks for children? How?</p> <p>Write down per sector one or more activities that you are going to implement differently to reduce risks/ enhance protection in your sector.</p>	<p>Identify sector specific activities for promoting children's protection.</p> <p>Get the commitment from each sector that participates to do specific and concrete actions related to CP: e.g., specific activities, disaggregating gender and ages when considering programming, introduction of practices or approaches, adoption of principles, indicators, actions regarding child participation in assessments or monitoring (like focal group discussions), etc.</p>	<p>Sector groups think of things that are being already done in your sector; and what can be done differently to improve children's wellbeing? Three immediate actions to be decided by sector groups</p>	 20 Minutes
BREAK			
<p>Session 11b Sector Actions</p> <hr/>  <h3>Sector actions</h3> <p>Are you enhancing protective elements to prevent CP violations? Are you addressing directly risks for children? How?</p> <p>Write down per sector one or more activities that you are going to implement differently to reduce risks/ enhance protection in your sector.</p>	<p>The same as session 11a</p>	<p>Plenary discussion with guided questions. Do not let a least of impossible unrealistic commitments from a sector or vague commitments that mean nothing. To do so you need the whole group to endorse each one of the actions.</p>	 30 Minutes
<p>Session 12 Slide 19 Limitations of Mainstreaming</p> <hr/>  <h3>Child Protection Mainstreaming is necessary but not sufficient to fully protect children</h3> <ul style="list-style-type: none"> <li>▪ Highly technical activities requiring technical skills (i.e. Case management)</li> <li>▪ Complex coordination among child protection actors (i.e. Separated children)</li> <li>▪ Highly sensitive cultural issues (GBV, etc.)</li> <li>▪ Meaningful participation (i.e. communicating with children)</li> </ul>	<p>Identify the technical or complex areas of child protection that require a child protection specialist beyond child protection mainstreaming. Understand the importance of a referral network in a CP system and the supportive relationship between actors in this system.</p> <p>Understand where their sector might fit in this network.</p> <p>Understand the importance of coordination between sectors.</p>	<p>Plenary discussion with guiding questions</p> <p>This is probably the least interactive of the session, more to ensure that non-experts realize they have limitation and they do not think that mainstreaming child protection is not enough to protect children</p>	 30 Minutes



# Welcome



## Learning Objectives

- Understand the history of this training and InterAction/ CPTT



## Key Message

- Everyone is responsible for children's protection.

## Background

Background information for the facilitator in the introduction above and on the notes on the PowerPoint presentation.

## Methods and Notes

 **Time Required:** 10 min

**Materials Required:** Attendance sheet  
Facilitator's guide  
PowerPoint

- Ask participants to complete an attendance sheet to be ensured resources are shared with them at the end via email.
- Present the first slide with logos and engage in a simple dialogue if there are questions. The next slide will lead you to presentations, objectives and expectations.
- Include a parking lot flip chart, to ensure the flow of the training, so if there are topics that distract attention or need special attention they can be addressed afterwards.

# Introductions, Objectives and Expectations



## Learning Objectives

- Participants get to know the other participants
- Participants become familiar with the training objectives

### Introductions, Objectives and Expectations

- understand the uniqueness of children's perspectives and be able to identify common risks and protection factors in children's lives
- identify how your sector could better enhance the protection of girls and boys
- discuss and plan next steps that will allow you and your colleagues to implement child protection mainstreaming in your work

## Key Message

- Child protection can be integrated into other sectors to ensure that our activities don't create threats to children and to facilitate children's access to protective environment and services
- This training aims to give participants knowledge and tools to help them address child protection concerns in the "real world" context

## Background

As you do the expectations exercise (outlined below), participant expectations will likely be in line with the objectives of the training. However, if not please address expectations that are outside of the training by acknowledging them and adding them to the parking lot for further discussion at a later date. Expectations and objectives need to be reviewed and remembered through the training and especially at the end during the evaluation (see Evaluation Slide 21 Session 13).

## Methods and Notes

 **Time Required:** 20 min (presentations take time when done by pairs)

**Materials Required:** Name Badges  
Facilitator's guide

Flipchart & Markers  
PowerPoint

- Throughout this and other sessions, be sure that you have sufficient time for the training as a whole, to achieve the objectives of the training beyond the objectives of each session.

# Introductions, Objectives and Expectations



## Methods and Notes

- Introductions: There are many interactive methods/ games for the introduction of participants. Participative methods and ice breakers are recommended over simple name badges or spoken introductions by participants. The major obstacle for allowing introductory presentations is always time and while some games can be time consuming, some can also facilitate succinct and fun introductions while also allowing participants to become more comfortable with each other. For example:

Names and participants. Introduce yourself and ask each participant to introduce her/his neighbor to the right after two minutes discussion so they can reveal something of themselves the group does not know (hobbies, aspirations, first job, favorite color, nicknames, if they were an animal what they would like to be, etc.), but also expectations. Or you can ask them to write their names on sticker and show it to the rest. Icebreakers asking participants to sing a children's song or dance set a good atmosphere to start.

- Expectations: write them on a flipchart and hang them where all participants can see so facilitator/s can refer to them during the evaluation at the end of the training.
- Read objectives and ask participants if they are in line with their expectations and how they can be adjusted and remain in line with the ultimate objective of the training.

# Who is a Child?



## Learning Objectives

- Participants have a chance to describe and discuss children from different points of view: legal, traditional, cultural, personal...

Who is a child?

- What does it mean “to become an adult”?
- When did you become an adult and what did you have to do to become one?
- What can do an adult that a child cannot do?

## Key Message

- A child is recognized by international law as being under the age of 18.
- A child is an individual, but the concept of childhood is a social and cultural construct (in relation to other children, to his or her family, and to the community) – so “what is a child” is not answered the same way in all countries, or even between different communities within the same country

## Background

This session can be very brief—participants will discuss further in session 4, the Power-Walk, because in order to grasp the key concepts this training counts on 3 slides including an exercise (the power walk slide 4). The facilitator should prompt some dialogue around current perceptions of what is a child/ adult, what are current power relations, etc.

Don't let the conversation go in too many directions. Drill down and be specific on what participants should walk away with: basic concepts and comprehension. Trainings are not brainwashing exercises, so diverse ideas are positive and we do not need to get consensus on anything, but rather should aim for common direction with basic principles. Facilitators need to guide the session and move on: a child is a human being under 18, but it is more than that from sociopolitical, scientific, economical, religious and cultural points of views.

Facilitators need to be able to confidently have discussions later about why children who are now parents or married groups are still counted as children in the international sense, even though culture and laws in the country may give them rights/responsibilities as adults.

# Who is a Child?



## Background

What should be underlined at this point is not so much “what/who is a child?”, but instead that a child can be many things (a breast-feeding baby in Ghana, a 17-year-old male university student in New York, a 10-year-old disabled girl in Bangladesh who has been raped, your son or daughter, an HIV+ 5-year-old girl in Burundi, a 15-year-old boy cattle keeper in Ethiopia, a 10-year-old boy living in the streets in El Salvador, a 13-year-old young mother suffering fistula in Niger, the two Obama girls in Washington, you yourself a few years ago at different stages of your life, etc.).

That is why this discussion about the concept of “child” needs to be linked to the next exercise “Power Walk” which can be introduced it in line with this slide: “so we are going to do a dynamic exercise to understand the diverse meanings of the word child”. Some children need special protection and YOU can contribute to that protection, or not. And/or you can help with prevention of some of children’s rights violations.

## Methods and Notes

 **Time Required:** 15 min

**Materials Required:** Facilitator’s guide  
PowerPoint

- Use questions to introduce and discuss the concept of a “child”. Do not write on flipcharts, just open dialogue, and for this discussion no answer is “wrong”.
  - 1. But what does a child mean to you? And when did you stop being a child and become an adult? How and why? (This will help to personalize the concept both culturally and personally, “When was I a child; when did I become an adult?”)
  - 2. What is the difference between what a child can or cannot do and what an adult can or cannot do? What can of different protection need children? Can you contribute to that protection?
  - 3. What is a child from the legal point of view? (e.g. in national law, what is the legal age for employment, voting, recruitment, driving.. What about international law? How is it defined in the United Nations Convention of the Rights of the Child (UNCRC, 1989 - defines a child as an individual under 18).

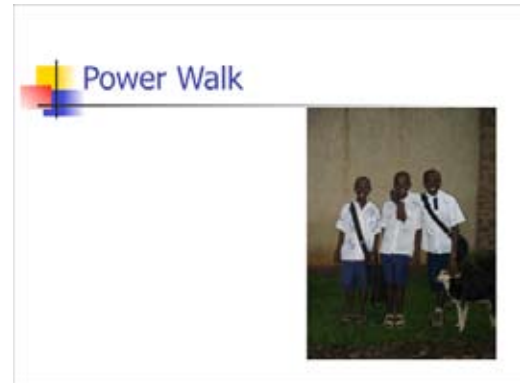


# Power Walk



## Learning Objectives

- Participants can identify some of the diverse needs and backgrounds of children within a community
- Participants can identify some of the typical factors which influence power
- Participants can describe the reality of power differentials in communities between children and adults and among children.



## Key Message

- Children, and communities, are not homogenous
- Whether we are “outsiders” or “insiders” we must be cognizant of the power differentials within communities so that we can help the least powerful to have adequate access to services and to have a say in how they are delivered.
- Some children need special protection and the actions you take can contribute to that protection
- Power dynamics, vulnerability and protection risks are always changing – children can change their positions of power and strengthen their resistance to harm. Communities can support children’s empowerment and can become more protective places for children.

## Background

Within the same community, children are diverse with different needs and power. Recognition of this fact is the first step towards making programs more protective.

The Power Walk can be a powerful exercise which can help participants to appreciate the power dynamics and imbalances within a community, even among children. Often we treat communities as if they are homogeneous or as if there is a level playing field for all children. Whether we are “outsiders” or “insiders” we are sometimes naïve about the power dynamics within a community. An important objective of child protection is to highlight the power imbalances (causes of child protection risks) and to ensure that certain children or sub-groups of girls and boys don’t fall through the cracks and their rights are not ignored or violated. This exercise is meant to bring to the surface inherent inequalities for reflection and analysis.

# Power Walk



## Background

As mentioned above, the preceding discussion about the concept of “what/who is a child?” (a child is many things, plays many roles) needs to be linked to this exercise of the “Power Walk” in explicit ways. This exercise shows that power dynamics and ideas of what a child is can also affect what power and protection children have or lack in a community. Emphasize again: “Some children need special protection and YOU can contribute to that protection, or not. And/or you can help prevent child rights violations.”

As part of this discussion it is key to emphasize that while there are power differences and imbalances, vulnerability and resilience are not static or inevitable conditions. Children can change their positions of power and communities can support their empowerment and can become more protective places for children.

## Methods and Notes

 **Time Required: approximately 20 minutes total**

**Materials Required:** Slips of paper with character descriptions  
(enough for everyone – see examples listed below)

- **Introduction for the facilitator:** This is a great exercise to get people out of their seats and interacting with one another while they begin to consider the influences within communities that create a variety of vulnerabilities that may not at first be apparent.

The game should be fun, quick and set the tone and pace for the rest of the training. Tailor the game to level of the participants and their location.

- **Purpose of game:** to sensitize the group to some of the social constructs of a community and the power or lack of power that individuals have and experience how this shapes vulnerability and access to community resources.

**Preparation:** individual character slips (see below), make sure the room is large enough for this game. Alternatively, you can ask participants to step outside if there is an open field or parking lot available nearby.

# Power Walk



## Methods and Notes

### Introduction of Game

Overview of game and purpose: 5 minutes

“Agencies often treat communities as if they are homogeneous units, while in fact they are not. So many times agencies are naïve about power dynamics in communities, their realities and the consequences in children’s lives. In any community around the world, there are social constructs and dynamics which help determine what level of power individuals have in accessing community resources. These factors are important (although sometimes “invisible”) and help shape the range of individual vulnerability. For the next ½ hour we would like to do a fun and interactive game that allows everyone the chance to explore and experience some of these dynamic elements. This will help give us a better understanding of what are the complex issues at the community level that we need to be aware of when considering factors of protection in our work”

Distribute the slips of paper with the individual character descriptions to every participant. You can do this in two turns if there are many participants (more than 15) or do it only with some of the participants, for example you choose 10 volunteers.

Play the Game (5 minutes)

### Instructions to Participants:

“Everyone here will have a different child’s character to play. You distribute the roles written in small pieces of paper to each participant. Please take one minute to read your character and think about what life in this community means for this individual. Please do not reveal who you are to anyone.”

Each participant should receive from the facilitator a slip of paper with one character description. In fact, the different roles may challenge volunteers to understand the perspectives of the characters.

Possible characters can include:

12 year-old girl in the community working as a house servant for a family

17 year old son of a wealthy traditional chief in the community

with 20 heads of cattle and two wives and many children

16 year old girl attending secondary school, with two younger siblings

and a mother and father who both work as teachers.

14 year-old boy who is a child head of household with 3 younger siblings

# Power Walk



## Methods and Notes

elder of a minority group

Young boy who lives on the street

15 year-old boy, former child soldier, working as an apprentice  
for a mechanic, in a garage where he also lives.

10 year-old girl, formerly associated with armed combatants, no school

2 year old girl being cared for by a stay at home mother and father who works

1 year old boy being cared for by his sister who is 9,  
while mother and father work. ETC.

Female girl market/street seller

Local NGO child volunteer

Male primary student

Girl sex worker

Boy sex worker addicted to drugs (Kat and marihuana)

Ask the participants to stand in a single row facing forward.

Tell them that they represent characters in a community as listed on each of their individual cards.

They should take one step forward if, as their character, they can answer “yes” to each question.

They are to remain in place if the answer is no. Then have the participants stay where they are and ask them the following questions.

Sample Questions:

Did you eat breakfast this morning?

Do you have a friend peer to talk about your problems?

Do you have an adult who listens to you and you can talk to?

Yesterday, did you have enough to eat?

When you get sick are you able to see the doctor?

When you are sick are you able to buy the necessary drugs?

# Power Walk



## Methods and Notes

Were/are you able to attend and complete primary school?

Were/are you able to attend secondary school?

When you walk through the community, are you free to walk without sexual harassment?

Are you able to make your opinions known and respected at community meetings?

Are you able to access police services when you are in trouble?

Do you have money?

Do you people in the community respect you physically and verbally?

Do the decision makers in the community value your opinions?

When all the questions have been asked, participants reveal their characters. You will see a great disparity in the positioning of people in the room now.

### Alternative 1

The game can be done mixing adult and child characters (more realistic)  
a 45 year-old traditional chief in the community with 20 heads of cattle  
and two wives and many children  
a 24 year-old female single primary school teacher  
a 65 year-old widow with no children  
married woman from a prosperous family

### Alternative 2

You could also do this exercise with only child characters, followed by an initial discussion while people are standing in their places, and then have a discussion of power differences between children themselves. That way, we can talk about the fact that all children are vulnerable and need protection, and then about the fact that some children are more vulnerable than others.

### Talk about the Game – 10 minutes

Ask volunteers one-by-one starting from the person whom has advanced the most – “who are you?” then “why have you advanced to this point?” (Often participants do not understand what should be the answer to some of the questions in relation to the particular character. However, this second question allows them to correct themselves with the assistance of the others.) Once all of the identi-

# Power Walk



## Methods and Notes

ties have been revealed, then open up the discussion. You can start by asking why some characters were able to advance while others were not. This will allow for an analysis of the context in which these characters live.

You may find this discussion overly complicated and participants may ask questions about what protection means, and this can cause confusion for the group. Proceed to the next slide of this module immediately if this begins to get complicated. But before you do so, put burning question in the “parking lot” (a flipchart paper with themes and issues that come up during the training and should be addressed later) and move on and say that we will revisit this in the end if time permits or discuss further outside of the training for those who are still interested. You might also refer to the outcome of the exercise later in the training to exemplify power imbalances in communities. A record of the exercise can serve as a reminder or reference point.)

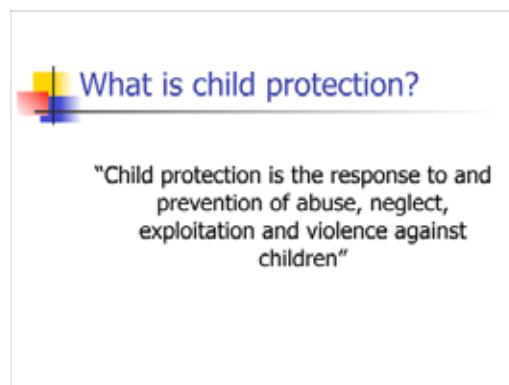
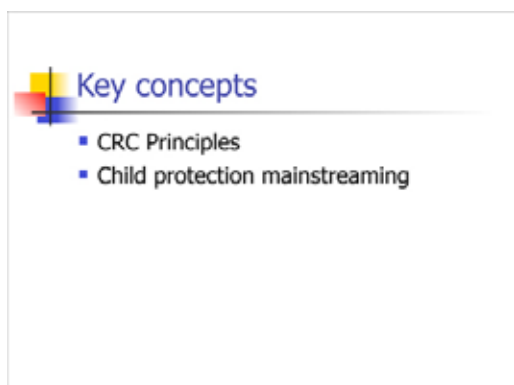
Otherwise, you can continue to discuss with participants how certain sub-groups within communities tend to have less access to community resources (while others tend to have more), and other related conflicting interests in changing and maintaining the status quo of a community.

# What is Child Protection? Key Concepts



## Learning Objectives

- Participants can describe the meaning and relevance of
  - Child protection
  - Child protection mainstreaming
  - The 4 child protection principles of the UNCRC 1989 (non-discrimination; devotion to best interests of the child; right to life, survival, and development; respect for views of the child)



## Key Message

- Child protection is the response to and prevention of abuse, neglect, exploitation, and violence against children
- Child protection principles should be part of the guidance of our work
- Child participation is a right and a principle and can improve the outcomes of our work, empower children, and support their development

## Background

This session seeks to familiarize participants with the following key terms:

child protection, abuse, child protection mainstreaming, neglect exploitation, violence, resilience,

It also seeks to familiarize participants with four principles:

1. best interests of the child,
2. survival and development,
3. non-discrimination, and
4. participation (this last one is essential to achieve child protection mainstreaming).

# What is Child Protection? Key Concepts



## Background

This facilitator's guide includes a handout that gives definitions for these terms (see at the end). The facilitator must be familiar with these terms and confident in facilitating discussion. The facilitator may also wish to check to see if the definitions need to be updated. He/ she can choose to share this handout with participants and can choose to use it as an aid during the session. However, the facilitator should try not to make this session too academic. Definitions should be helpful to understand and work, not an obstacle. There is not absolute certainty and agreement on the terms, and dialogue is always healthy, though it takes time.

Try to avoid talking at length and lecturing and find creative, contextualized ways to make these definitions real and practical, give examples. It is recommended that examples be given by the participants to illustrate those definitions.

Try to keep it simple. Do not overwhelm people with CP technicalities, but also make clear that CP needs to be mainstreamed and everybody should keep a CP lens in their projects.

Note: Since the discussion can become technical and non-CP practitioners cannot do CP directly without special training (dealing with distressed children, survivors or sexual exploitation and abuse), FTR, DDR, CP assessments, child development, etc.) it will be important to keep this brief and straightforward and allow for expansion later if there is time.

Primarily, the facilitator should ensure that participants begin to make practical commitments within their sectors so they can implement CP activities (and child participation?) and embrace CP principles, approaches and good practice.

DO NOT discuss other principles of child protection (Equal access to services; Child/ Youth friendly services; Rights- and asset- based ; Confidentiality ; Inclusiveness ; Gender-sensitivity ; Cultural appropriateness ; Sustainability; etc.) in this session, since this will take time away from the main content;

## Methods and Notes

 **Time Required:** 30 minutes

**Materials Required:** Facilitator's guide  
PowerPoint  
Use flipchart to complete with participants help the definitions from the slide.

**Handout 1:** (to be given at the end of the session if the facilitator wants to):  
definitions to be given at the end of the session.



# What is Child Protection? Key Concepts



## Methods and Notes

### Possible Method 1

- Ask the participants what child protection and child protection mainstreaming is to them and capture their ideas on a flip chart. Then pass out a handout with the definitions. Then, contrast them and open dialogue. Make it interactive and keep it as minimally academic as possible. Use a little bit more of time to discuss the Participation Principle as this is going to be a key entry point for doing mainstreaming, and do not invest too much time with the other three UNCRC principles.
- The facilitator can consider concentrating on child participation as principle of child protection and children's rights, since it is a key concept and tool to mainstream child protection. WHY? Because it will help participants to consider girls and boys as active individuals and positive contributors to their programs from design to evaluation. We do not want to overwhelm participants with theory so ask practical questions such as: How do we facilitate children to participate? How do we include children and ensure we do not discriminate? How can we ensure their protection during their participation? Some examples and a checklist will be given later.

### Possible method 2: brainstorming (30 minutes and more dynamic and interactive)

- Get people to say one word that they think relates to child protection—record on flip chart (3 minutes)
- Then get people to say one word that relates to mainstreaming—record on flip chart (3 minutes)
- Then quickly form 5 groups and give each group one definition to discuss: abuse, neglect, exploitation, violence, resilience. Have each group quickly write down a few ways in which the word might intersect with their work. E.g., might they encounter children who are exploited in some way? Would their work ever put children in the position of being exploited? Post on wall for later viewing. (10 minutes)
- Introduce the four principles—see if people need to discuss. (10 minutes)
- Have each group brainstorm and write down 1 practical way using the participation principle could improve their work. Present to the larger group. Have the group evaluate the ideas using criteria such as information flow, children's participation across the process, and potential to improve quality of the program. An alternate way to do this is as a brief news report, in which an interviewer interviews a panel or individual about how they improved their program in an innovative way by involving children (10 minutes). They have 30 seconds to get their point across.

# Rings of Responsibility



## Learning Objectives

- Participants can articulate the meaning of a “protective environment”.
- Participants can give examples of who is responsible for realizing children’s protection rights (duty-bearers, including children).
- Participants can explain the role of NGOs in bridging capacity gaps of duty-bearers and enhancing their capacity to protect children.



## Key Message

- Participation of the family and community in the protection of children is fundamental
- There are different layers of actors with the responsibility to contribute to the protective environment – children themselves, the families, the school, the communities, and the authorities
- Our ability to protect children is limited and our role is not to replace the community or authorities, but to support all actors to protect children against abuse, neglect, exploitation, and violence

## Background

The UNCRC 1989 includes a comprehensive set of rights for children. However, rights don’t just “happen”. Community participation in the protection of children is fundamental. Children are surrounded by people (e.g. parents, siblings, neighbors, community leaders, school and government officials, children themselves, teachers, peers, etc.) who have (legal, moral, traditional) responsibilities for this protection. These actors make up an environment which should be protective of children and is conducive to fulfilling her/his rights and to achieve the maximum of her/his capacities, in other words to develop as a human being. There are different layers of sets of actors with the responsibilities of contributing to this protective environment.

The role of NGO programs is not to replace the actors in this environment; rather it is to bridge the capacity gaps of the actors and to enhance their capacities. There is always a child protection system in the community with different actors working and caring for children, therefore it is important to take the approach that recognizes these assets for child protection that already exist. ..

# Rings of Responsibility



## Background

This exercise provides participants with the opportunity to unpack the layers of a protective environment and to reflect on their potential role in strengthening it.

## Methods and Notes

 **Time Required: 30 minutes**

**Materials Required:** Facilitator's guide  
PowerPoint  
Flipchart and Markers

On flip chart paper, draw a child, with circles around the child (See example above) and explain that there are various levels of protection around children and each ring reinforces one another. Many people are responsible for the protection of children, not only the immediate family. Ask participants who they think the rings might represent. Discuss the varying levels of family, community, institution (school, church, etc), national (state laws), and international. For example, families, while they may take different forms in different contexts, are generally the basic unit of society.

In almost all cases, the family provides the best environment for meeting a child's developmental needs. Ask the question about what a safe and supportive family offers to a child and let them share examples from their field visits. Discuss how In addition to providing care and protection, the family is where children learn how to behave/interact with other people, where they discover their family history and the language and customs of their community. The child learns about her/his rights and responsibilities as a child. Through the family the child acquires her/his culture and identity. In some cultures the family is defined as the child's immediate relatives: their parents and siblings. Elsewhere, there may be a far wider extended family that includes grandparents, aunts, uncles and more distant relatives within a clan, village or community. Ways of caring for children may vary but almost all societies recognize that the best place for a child is with her/his family, even if the definition of family varies.

Have participants give examples of what protections/protectors of children exist in each of the rings. For example, who in the community supports a particular child? What types of institutions?

**Break the participant into two or more groups for further discussion.**

Ask them to discuss ways in which there can be breakdowns in any of the rings, affecting the protection of the child. How could one of the rings "break"? Ask for some examples, such as family separation during a conflict, a family moving and having to reestablish community connections, a school burning down, laws protecting children not being enforced by the state, the international

# Rings of Responsibility



## Methods and Notes

community failing to intervene, etc.

There are times as well that one of the rings can become a risk factor for a child. Ask participants when this might occur (examples given by the participants: abuses within the family, incest, domestic violence, sexual abuse by teachers or by priests, etc.). Other examples might be when a parent abuses a child, when a community discriminates against a child because of the child's ethnicity, when a girl cannot continue going to school because of a community belief, when a child is excessively teased at school (bullying) and wants to stop going, etc.

Ask the group who usually comes in to fill the gap when one of the rings breaks down. Often, people say that this is the role of NGOs. There are many ways that communities formulate their own responses as well (i.e. creating community watch/alert teams during times when the government is abducting children to join the fighting forces).

# Adult Perspectives of Risks



## Learning Objectives

- Participants can identify risks to and protective factors of themselves in their own communities



## Key Message

- Different adults face different risks and vulnerabilities

## Background

This exercise is a continuation of the previous slide "Rings of Responsibility/Protective environments". This is an optional slide and you can skip it if time is a problem.

Go through this slide quickly with a dynamic plenary and brainstorming, so you can see the difference with children's perspectives in the next slides

## Methods and Notes

 **Time Required:** 10 minutes total

**Materials Required:** Facilitator's guide  
PowerPoint  
Flipchart and Markers

- Look at the picture on the slide and point out at how different adults are also. We have seen how different vulnerabilities play in communities and power relations during the power walk exercise.
- In plenary ask participants to share what are to them risk and protective factors in their communities and write them down on a flipchart.

# Understanding and Appreciating Children's Perspectives of Risks



## Learning Objectives

- Participants can give examples that illustrate their understanding of:
  - Human beings perspective of reality/life changes with age and circumstances as it has changed our own perspective of life/reality during years.
  - Children know their own risks and resources and adults are not as aware of children's risks and their capacities for resilience as children themselves.
  - Children have high energy and creativity and can contribute enormously to society if they are given the chance.

## Looking at reality through children's eyes

- Think back to when you were a child... What were some of the risks (the bad things, your fears...) you were exposed to as a child? What were some of the things that helped you from risks? Which were the circumstances?

## Key Message

- Children can identify risks and resources that can help to improve their protection.
- Understanding children's views is important because children experiences affect their development and children may see things that adults do not
- Understanding children's views does not mean you disagree with adult's views – both are valid

## Background

This exercise is a continuation of the previous slide "Rings of Responsibility/Protective environments" and looking at reality with your adult lens. This is an optional slide and you can skip it if time is a problem, as the slides to come are potentially more important

The main point to be communicated is that adults usually do not try to understand what are children's ideas, thoughts and feelings and often do not know what children's problems and priorities are. We think we know what children live, think and believe, as if we could project our experiences on them. Unfortunately it is even the case that sometimes adults tend to dismiss children as unimportant, immature or childish, and not worth listening to.

# Understanding and Appreciating Children's Perspectives of Risks



## Background

Adults often say 'Children are the future', but sometimes we do not take seriously into consideration what sort of future is in store for them based on their present realities and roles. The future starts today. Children are not the future, but the citizens of today

## Methods and Notes

 **Time Required: 10 minutes total**

**Materials Required:** Facilitator's guide  
PowerPoint

- Tell the participants that obviously one problem we face in seeing the world through a child's eyes is that we are no longer children. We have forgotten what life is like for a child. So to make it more personal we should first dig deep and try and remember and talk about ourselves
- Break participants into small groups (4 or 5 per group). Give them a piece of paper and ask them to the best of their ability to rip the paper into the shape of a child. Ask them to reflect on the following questions and write their thoughts on the figure of the child in their hand, and then be ready to discuss.:

Think back to when you were a child and share those memories:

Ask yourself:

“What made you happy?

When did you feel safe and protected?

What did you fear?

- Ask participants to also think about the circumstances (gender, ethnic, religious, social status, wealth, language, traditional practices, laws of the country, etc.) that affected them and think of those as either risks or protective factors. Ask them to return to plenary and share responses, anecdotes and experiences with examples.

Note: For this exercise get as in-depth as time permits and allow participants the time and space to remember and understand how reality is absorbed and observed by children. It is a continuation of the exercise from previous slides on the layers of protection in the protective environment (threats and protective factors).

From this slide/exercise there is an easy transition to the next that explains children's perspectives, real examples of children's participation in the assessment processes.

# Engaging Children in Design and Assessment



## Learning Objectives

- Participants can explain why children should be involved (appropriately to their age and capacity, and beyond tokenism) in different steps of the program cycle



## Key Message

- Engaging children must follow the do no harm principle. Children should be engaged in ways that are appropriate to their level of development and capacity, and that are meaningful and not tokenistic.
- Engaging children can improve the quality and relevance of programming.
- Engaging children is good for their development.

## Background

What girls and boys see and experience is an important piece in truly understanding what is happening in their lives and crucial in finding preventive and responsive solutions that provide lasting needed change through humanitarian work.

The protective factors adults may identify for children may not necessarily respond appropriately to the major risks children are facing. This exercise helps participants to understand the possibilities of mainstreaming (“you can do something!”) and emphasizes that adults can always empower children through participation, empowering them to become actors for their own protection and enhancing their development.

To find out what they know about their world and how this can be used for child protection, we need to ASK THEM and LISTEN TO them.

To ask and listen to children is only the first step in child participation. To engage children in the decision making processes and the implementation and evaluation of programs is something more complex.



# Engaging Children in Design and Assessment



## Methods and Notes

 **Time Required: 20 minutes total**

**Materials Required:** Facilitator's guide  
PowerPoint

- The exercise is a presentation of real examples given by real children of protective and risk factors. Note that these examples are not separated by gender and perception of children under 5 can be very different from children between 5 and 10 for example.
- Ask first what differences participants see between what they adults identified, listed and what children listed in these examples. What are the similarities and differences?  
The facilitator reads some of children's examples and opens dialogue. How does match the risks and protective factors that participants identified as kids (previous slide 8/9).

The facilitator can ask a series of further questions if needed:

Did anything on this slide surprise you?

What are the differences in the responses between older and younger children?

How do you think, adults, older children, and younger children would describe protective factors similarly or differently?

What do you think young children would say are the most important protective factors?

Facilitator should emphasize that human beings and their perceptions are diverse, among adults as among children. Among each group, within each family there are many differences. For example, if the biggest child protection problem in the community is child recruitment, and you are working as a health provider in the health centre, it may be difficult to combat recruitment directly, but you can ensure preventive health for children, involve children in hygiene promotion campaigns, HIV/AIDs prevention and you can also watch for signs of abuse or extreme stress among children who access health services. Or, if you work in construction, perhaps you cannot address domestic violence, but you can introduce gender sensitivities into your program and consult girls on the design of latrines, or what they would do so the new constructions are part of a protective environment and do not become risk factors. The point is you can always improve the child protection mainstreaming in your program through participation.

# Engaging Children in Design and Assessment



## Methods and Notes

Ask for examples like the above from other sectors, such as:

Watsan: How are children sometimes put at risk collecting water?

Education: What are some of the risks for children in school?

Livelihoods: What are some of the risks related to exploitative child labor?

Early Childhood Development: Are the parenting practices in the community/ camp/ neighborhood which put children at risk?

### **Some key observations to make about the issues mentioned on the slide.**

Some of the issues mentioned are surprising. For example, some of the risk factors listed by children in various contexts have been: snakes, spiders, hunting in the forest, domestic violence, and alcoholism. Some also listed as protective factors: my mum, the school, my amulets, my friends.... One key observation from this exercise is usually not only what elements children list but also in what order of priority they put them, since it often very much differs from how adults would rate them in terms of priority.

Risks identified by young children tend to focus on the social issues which they feel are affecting their communities. Notice that there are many differences among children and in these examples we do not provide a breakdown by sex or age in each category.

Of course, the risks identified by children of both age groups vary depending on the local context, but they are almost always different from those identified by adults even when we ask adults to determine what are risk factors for children.

This slide concentrates on risk factors, but you can imagine (the facilitator should point at this fact) that protective factors identified by adults and children would also differ in similar ways. Bring this to the attention of participants and ask them what they think are those protective factors for small and young children.

When we use participatory methods to gather input from communities, but we forget to ask children (who are many times over 50% of the population of the communities) we collect a very partial picture of the reality.

# Engaging children in humanitarian work



## Learning Objectives

- Participants can explain why children should be involved (appropriately to their age and capacity, and beyond tokenism) in different steps of the program cycle

## Why is it important to engage children in data collection?

- It will improve the process and the outcomes of your project whatever sector you are working in.
- It improves the relevance and appropriateness of public and organizational decision-making
- It brings particular benefits to the poorest and most marginalized groups of children
- It acknowledges a shift in the view of children as 'beneficiaries' of adult interventions towards respect for them as 'rights holders' who are key 'makers and shapers' of their own destinies.

## Key Message

- Like in session 8

## Background

Note: These images are a visual to prepare the next session on child participation

These are real photos of children involved in collecting data through drawing.

Children can as a group or as individuals express themselves in many ways. In these slides children are drawing a map of the community, and next to things they like or do not like in their community they draw smiley faces and sad faces.

Before working with children it is important to ensure they are aware of what are the implications of their participation. It is also important to provide feedback on what has been done with the information they will provide. Their information and participation needs to be valued and communicated in these and other ways..

## Methods and Notes

 **Time Required: 15 minutes**

**Materials Required:** Facilitator's guide  
PowerPoint

- The facilitator ask the question and open a dialogue before showing the slide. Then the facilitator can read the bullet points on the slide out loud. Discuss if the participants agree or not and why.

# Engaging children in humanitarian work



## Methods and Notes

- This slide asks “why is it important to engage children in assessing and designing?” This is just one of the areas of child participation, but an essential one. Ask and listen to children when you want to learn about what is going on in a community.

On the other hand, ensure that the participants understand that making girls and boys participate in assessing and designing does not mean doing child protection assessments. We do not want people who are not experienced in child protection to try to do such a thing without knowledge and experience. Children must be engaged in a manner that is appropriate to the context and their level of maturity.

Ensure that engaging children do not put them at risk in the community.

Ask participants if they agree with the statement and why. Ask them if they have ever involved children in assessment and what the results have been.

Show slides 12-15 (pictures of children participating in data collection using different participatory methodologies—drawing a map of their community and risk factors and protective factors with happy and unhappy faces). This gives the participants the visual of child participation.

# Quality Child Protection



## Learning Objectives

- Participants can explain what they think meaningful child participation is
- Participants can describe and comment on strategies to engage children in a meaningful way
- Practical exercise on child participation



## Key Message

- Child participation is about informed decisions, responsibility, and respect – and should always be voluntary
- Children and adults can play different roles in the process of decision making
- There are increasing levels of child participation (for example, from being manipulated to sharing in decision making); higher levels can improve the outcomes of our work and empower children

## Background

This slide is related to slide 6 on basic concepts. Child participation is a right and is also one of the four principles of the CRC. But what does it mean in application?

And more importantly, how can we implement and ensure that girls and boys participate in a meaningful way?

It is not only a question of listening to children or of organizing fun activities in which children can participate in. How do we translate participation into actual engagement in citizenship and civil society, in contributing to the community life and decision making processes? How can we ensure that there are spaces for children to challenge adults in a constructive and informed way that is positive for community development? Children are not only the citizens/adults of the future, but they are subjects of rights today, active members of society.

Participation will lead children to become actors of their lives and not passive recipients of help.

# Quality Child Protection



## Methods and Notes

 **Time Required:** 35 minutes

**Materials Required:** Facilitator's guide  
PowerPoint

**Handout 2:** IRC-Cote d'Ivoire standards the team came up with in a training session;

**Handout 3:** Save the Children Standards of Participation;

**Handout 4:** Roger Hart ladder of child participation  
(41 pages - hyperlink provided with handouts at the end)

### ● Option 1

Dialogue: divide the participants into groups, and ask them to discuss what they think meaningful child protection is and give opinions about successful ways to enable children to participate meaningfully in programming. They can write their points on flip chart to present them to the group. Then ask them to open the dialogue and share ideas to the larger group.

### ● Option 2

Divide participants into pairs and role play with one participant playing an adult and the other a child in the community. If it is appropriate, you can use the roles used in the power walk activity of slide 4. The pair should act out a discussion between the adult and child around their sector (e.g. if the adult is a wat san person they should focus on wat san interventions).and role play a consultation around this sector with a child.

Ask one pair to volunteer to demonstrate their role play to the larger group

Then ask debriefing questions including, for example:

What did the adult character do well in terms of engaging with the child?

What could have made the communication more effective?

4. Ask for a pair who thinks they can do better than the first group's performance in the role play to demonstrate for the group, then ask the same debriefing questions

### ● Option 3

1. By groups, ask participants to come up with their own standards of participation. See handouts Save the Children Standard of Participation, ChildFund International's Standards of Practice in Child and Youth Agency, Ladder of Participation by Roger Hart.

# Examples of child participation to ensure child protection mainstreaming



## Learning Objectives

- Participants can distinguish interventions that are child protection mainstreaming from those that are not

Activity: stand up for your rights

- Water and sanitation project in Cote d'Ivoire asking girls about latrines...
- Income generating activities in Burundi, asking children about family budgets...

## Key Message

- There is no single “right” way to approach child protection, but many different ways to help prevent and respond to abuse, neglect, exploitation, and violence
- An important part of addressing child protection in other sectors is to anticipate and prevent unintended consequences our program activities might create

## Background

This slide of examples aims at building upon previous slides of the basic principles (CRC principles) and concepts and child participation.

Participation may or may not stop child abuse, neglect, exploitation and violence, but it is a way to expose those problems and address them.

## Methods and Notes

 **Time Required:** 15 minutes

**Materials Required:** Facilitator's guide  
PowerPoint

**Handout 5:** to be prepared by the facilitator with child protection mainstreaming examples

# Examples of child participation to ensure child protection mainstreaming



## Methods and Notes

- Note: The examples from IRC can be used or replaced by examples that the facilitator is more familiar with or are more emblematic of the agencies involved in the training. The two examples are actual results from child protection mainstreaming efforts.

Read the examples included on handout 6 and ask if they are real child protection mainstreaming or not. Participants will stand up if they think the examples are good or remain seated if they think they are not.

Facilitator should go back to the definition of child protection in slide 5 “Child protection is the response to and prevention of abuse, neglect, exploitation and violence against children”.

Include examples of data disaggregation (by age and gender) which is a minimum for all sectors to do child protection mainstreaming, including disaggregation in their indicators and data collection.

Encourage participants to share their own examples good and bad ones. Some participants can give examples and the rest will stand up if they think they are good or remind seated if they think they are not good.

Facilitator can also read prepared handout with the examples of good and bad consultations with children.



# Questions to Consider and Actions to Take



## Learning Objectives

- Participants can identify sector specific activities for promoting children's protection.
- Participants describe and commit to do two to three things related to child protection in their sector activities.

### Sector actions

Are you enhancing protective elements to prevent CP violations? Are you addressing directly risks for children? How?

Write down per sector one or more activities that you are going to implement differently to reduce risks/ enhance protection in your sector.

## Key Message

- Sector plans to make the work more protective for children need to be realistic and specific

## Background

**This session is the heart of the training.** Humanitarians in the field are requesting tools or guidance because they want to learn how to integrate a more conscious focus on protecting children through their programs.

Now that the participants have some basic knowledge of what child protection is and the needs of children, they will be encouraged to think through on their own what they can do to introduce child protection (CP) in their programs. It would be useful also to suggest possible activities (examples of previous slide and check lists to be given as handouts and included in this facilitator's guide at the end), and to encourage them to adopt the CP principles and practices.

It will assist the groups if the facilitator can combine simple suggestions with resources and tools (check lists will be given at the end of the session, but don't give them too much in the beginning, or it would be too easy copy/paste). On the other hand keep it simple and do not expect participants to become child protection experts or to read and study in depth the resources you share with them.

# Questions to Consider and Actions to Take



## Methods and Notes



**Time Required:** 60 min with a break in between

**\*THIS IS PROBABLY THE MOST IMPORTANT SESSION,** give time for it and ensure participation.

**Materials Required:** Facilitator's guide  
PowerPoint

**Handout 6:** List of questions to be considered in your work (as stated above);

**Handout 7:** Child protection check list from Save

**Handout 8:** CP Coordinators manual child protection checklist

- Note: There are several handouts, list of questions and check lists the facilitator needs to consider, depending on how you are going to organize the group to come up with the actions. If you cannot give all the materials, we suggest you choose one of them (either questions, checklist or standards) for the participants to use for this final activity.

**Small groups:** Divide the participants into their sector groups. Ask them as groups to think of things that are being already done in your sector for child protection for about 5 mins. Once they have done that ask them to take more time to consider what they will do differently in their programs to improve children's wellbeing, protect them against abuse, neglect, exploitation and violence? Decide what actions can implement to introduce or improve child protection in their sector (doing child protection mainstreaming). Ask them to think of 2-03 concrete and implementable actions and include specific steps and timelines as to when and how these actions will be taken

**Plenary:** Bring the groups back together. Ask the groups to present what their ideas and commitments to integration of CP into their sector to the whole group. It is important that the group endorses the commitments/actions of each sector as:

realistic/feasible (meaning measurable in a period of time) and

specific/concrete (the group should reject actions that are vague like "we will take children more into consideration" or "children will participate more in our monitoring and evaluation tools"). .

Other sectors should give inputs and judge if the actions are relevant, real child protection interventions, specific enough and realistic

# Questions to Consider and Actions to Take



## Methods and Notes

### Questions to consider when thinking about your own work and what actions can be taken

Are children involved in your sector? How do you hear children's voices? Do you ask children for their input? If they are not already, can they be?

Do you disaggregate data? Girls and boys of different ages and backgrounds (religion, ethnic groups, sexual orientation, HIV/AIDs, disabilities, etc.). Why would this be useful? What could we learn from it?

How might you be able to strengthen child protection systems and mechanisms? Community based mechanisms? Monitoring and reporting of violations?

How are your actions reducing violence, neglect, abuse and exploitation?

How can children help you to perform better or to obtain better results?

How do you measure those CP results? Which child protection indicators can you use for your sector?

What child friendly practices might you consider?

How can you empower children to be actors of their own protection?

Facilitator can remind the group that:

There are many things you can do to mainstream child protection and you have to prioritize. The approach and the four principles of CRC can help to identify activities within the different sectors; especially the principle of participation of children that is also a right.

Child participation is a key answer to child protection mainstreaming .

# Limitations of Child Protection Mainstreaming



## Learning Objectives

- Briefly identify the technical or complex areas of child protection that require a child protection specialist beyond child protection mainstreaming.
- Understand where their sector might fit in this network.
- Understand the importance of coordination between sectors.

Child Protection Mainstreaming is necessary but not sufficient to fully protect children

- Highly technical activities requiring technical skills (i.e. Case management)
- Complex coordination among child protection actors (i.e. Separated children)
- Highly sensitive cultural issues (GBV, etc.)
- Meaningful participation (i.e. communicating with children)

## Key Message

- While mainstreaming is a crucial effort for children, practitioners must be conscious of the limitations of our programs to protect children. There are other specialized child protection programs that are also needed to help close the gaps
- We must still consider the principle of do no harm and anticipate and try to prevent any unintended consequences in our efforts for children.

## Background

This is a cautionary section: You do not want participants to leave the training thinking they can do child protection programs, start CP assessments or do surveys that require more technical skills and experience.

The principle of do no harm is not dealt with in this training, but can be mentioned here as something important to follow up on in the future.

This should be a short session, no more than 10 mins.

## Methods and Notes

 **Time Required:** 10 min

**Materials Required:** Facilitator's guide  
PowerPoint

# Limitations of Child Protection Mainstreaming



## Methods and Notes

Ask participants what they think might be types of interventions for children that would require more technical training and skills (e.g. interviewing girl survivors, doing FTR, dealing with child prostitution, talking to distressed children, etc.). If you want to do it more active, participants can write the more technical child protection interventions in a piece of paper and the facilitator can collect them and stick them on a flipchart (the writing exercise is a suggestion, but the facilitator can choose if s/he wants to do this in a different way). The participants can then walk around and look at these limits during the session or later.

Ask participants what they should do if confronted with sensitive issues through their programs.

Address these questions in plenary and make lists.



# Relevant Resources



## Methods and Notes

Go through the materials proposed and ask participants what they would need to implement their planned actions.

Make it short and practical and get from the participants and sectors action points if you need to follow up or to provide specific materials, photocopies, soft copies of the PowerPoint training module, etc.

The Facilitator should add her/his own agency resources, websites or others that s/he considers appropriate and s/he is familiar with.

There are many other resources. The facilitator can change the list as he or shee thinks is appropriate, including others that might be more relevant for the participants or the agencies involved in the training. We recommend not to add too many resources in order not to overwhelm participants.

Other possible resources:

ChildFund's Standards for child participation

Hart's Ladder

Oxford Participatory tools

Refugee study program participatory tools

Children Changing their World (PLAN international)

Other checklists: Save; Wellbeing diagram

Child development stages literature

PS CP activities/ theory

IASC MHPSS Guidelines on Mental Health and Psychosocial Support in Emergencies

UNHCR BID Guidelines

ARC (action for the rights of the child)2009 materials in CD Rom

CPiE (child protection in emergencies) in CD Rom

# Evaluation



## Learning Objectives

- Understand the effectiveness of the delivery of the training.
- Understand how the training has been used through participants' work.

**Evaluation** (Date and place (name optional))

- Do you think objectives were achieved? (1- understand children's unique perspective and be able to identify common risks and protection factors in children's lives; 2- identify how your sector could or is currently promoting the protection of girls and boys; 3-discuss and plan next steps that will allow you and your colleagues to implement child protection mainstreaming in your work) Why?
- Do you think your expectations for this training were satisfied?
- Was the training useful? In which way?
- What qualitative impact is it going to have this training into your program/sector of work?
- What it should be done different? What gaps you felt that should be addressed?
- What impact can have this training in the children of communities you are working with?
- Any other comment or suggestion?

## Key Message

- The evaluation of this training will have two purposes – one is to get your feedback on the training day itself, and the other one is to see how useful this training was in the practical application of your new knowledge and skills in your work

## Background

Two different evaluations will be administered.

## Methods and Notes

 **Time Required:** 15 min

**Materials Required:** Flipchart material from slide 2 objectives and expectations;  
A form to be filled out for the two “evaluations”  
(see samples at the end of this facilitator’s guide);  
A contact person for the immediate and the 6-month evaluation.  
The facilitator should identify this person with the participants;  
facilitators’ guide;  
PowerPoint Presentation.

**Handouts 10:** immediate and 6-month-later evaluation.



# Evaluation



## Methods and Notes

Explain the purpose of the evaluation and the idea of having 2 evaluations: one now and one in 6 months and listen to participants' reactions. Be sure to give enough time. You might have a short break before the evaluation so participants feel refreshed and ready to answer at the end.

Either give the format to be filled or protect the slide so people answer and you collect the forms at the end.

Begin the first evaluation, which will provide feedback to facilitators to measure the effectiveness of the delivery of the training. The second evaluation (second part of handout 10) will be take-home. Participants will fill again the same questionnaire (or a different one) to evaluate their practical use of the training through their work 6 months later. Facilitators/child protection person in charge in the organization will follow-up and analyze the data 6-month later.

# Handout 1

## Key Child Protection Definitions

Child Protection is the prevention and response to abuse, neglect, exploitation and violence against children.

This definition is not universally accepted, but it does parallel industry standards and is therefore acceptable across agencies and programs. The Child Protection Working Group in Geneva is working on a definition to be accepted more universally and the CPTT is feeding into this process. The CPTT and InterAction as a whole will accept the new definition once it is developed.

For information and definitions regarding general protection see InterAction module on protection. Definitions are continuously changing and rarely there is consensus among practitioners. Therefore the facilitator should crosscheck definitions and concepts before the training as part of the preparation.

This definition includes several concepts that the facilitator will need to touch on but not necessarily in much detail, listed below for reference in case more detail is needed:

### Abuse

A deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, well-being, dignity and development. Abuse includes all forms of physical, sexual, psychological or emotional ill treatment. The term 'abuse' is, in some contexts, used to refer primarily to such acts when committed 'in the context of a relationship of responsibility, trust, or power' such as by someone who has the care of the child including parent(s), legal guardian(s) or any other person who has the care of the child even temporarily such as a teacher, a community worker, a babysitter or nanny, community member/ neighbor, etc. In most contexts though, 'child abuse' is understood to refer to all such acts of ill treatment including when committed by a stranger. Child abuse is committed regardless of any justification or reason that may be provided for the ill treatment including discipline, legal sanction, economic necessity, the child's own consent to it, or in the name of cultural and religious practice.

### Neglect

Deliberately, or through carelessness or negligence, failing to provide for, or secure for a child, their rights to physical safety and development. Neglect is sometimes considered a 'passive' form of abuse in that it relates to the failure to carry out some key aspect of the care and protection of children which results in significant impairment of the child's health or development including a failure to thrive emotionally and socially.

### Exploitation

Child exploitation refers to the use of children for someone else's advantage, gratification or profit often resulting in unjust, cruel and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development.

# Handout 1

## Violence

“all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse”<sup>1</sup> or “the intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child’s health, survival, development or dignity.”<sup>2</sup>

Violence can be committed by individuals or by institutions including the state as well as groups and organizations through their members and their policies. It results not only in fear of/ or actual injury but also in fundamental interference with personal freedom.

## Resilience

“is a quality that helps individuals or communities resist and recover from adversities”.<sup>1</sup> Different children have unique personal coping mechanisms to defend themselves against violations of their rights, to deal with suffering and to recover so they can keep on with their lives and achieve their potential. girls and boys respond to the same situations in different ways, and they therefore need various types of support on their way to adulthood. The degree of external protection may vary between context and family however there are many issues that transcend context.

As a general rule, it is important to note that not all children need professional clinical psychological support to recover from trauma (abuse, neglect, exploitation and violence), but all children who suffer trauma are affected by it and need to recover from it. Resilience is the positive capacity of individuals or groups to cope with stress and catastrophe, to adjust to a difficult situation and overcome obstacles against odds to achieve human rights. It also indicates a strong possibility of resistance to future negative events. Resilience is the opposite of vulnerability.

Child protection mainstreaming is the inclusion of child protection principles, approaches and practices in other non-child protection areas/ sectors. To mainstream child protection the perspective of the child and her/his participation need to be taken into account, as child participation is not only a child protection principle but also a child’s right” The training today will take this essential concept and apply this framework into planning next steps and other concrete actions. In this slide and through the exercises participants will become familiar with the concepts, the principles and the approach, but not necessarily with practices. Practice will be examined more in depth during the next sessions and with the reference resources provided.

There are also some principles enshrined in the CRC that are key to apply when considering how to do CP mainstreaming:

Four CRC Guiding Principles directly related to Child Protection: The United Nations Convention

<sup>1</sup>UN Study on Violence Against Children (2006)

<sup>2</sup>World Report on Violence and Health (2002)

# Handout 1

of the Rights of the child (UNCRC 1989 or CRC) constitute the major legal framework, but also the principle guidelines for child protection design and programming. Therefore it would be important for participants to understand the connection between the concept of child protection and the content of the CRC as tools for them to do child protection into their own programs.

Best interest of the child is an action or series of actions most conducive to the realization of the child's rights, physically, emotionally, intellectually and morally. This must not be confused with **Formal Best Interest Determination (BID)** for separated/unaccompanied minors.<sup>3</sup>

Survival and development is a principle by which the dignity of the child is recognized with the consideration that children have special protection needs to achieve the maximum of their potential and therefore need special care by adults to live and grow.

Non-discrimination refers to the principle that children must be treated equally regardless of their sex, sexual orientation, religion, race, origin, age etc. This implies that children must receive at least the same treatment among themselves and as adults unless their rights or condition require a better treatment.

Participation is the informed and willing involvement of boys and girls in all matters affecting their lives. This includes those children with disabilities and other vulnerable characteristics; children have the right to be listened to in matters affecting their lives taking into consideration their evolving capacities and giving their views due weight. Participation is a principle and it is a right of the child that must be supported by adults. The involvement in decision making is naively interpreted as adults have to listen to what children have to say and then adults decide. Involvement of children goes beyond that simplified idea and it is not easy. It implies first a level of understanding and information flow between children and adults to start with. There is not quality participation if there is not informed participation. The involvement of children must be along the whole decision making process from reflection, to decision making act to the implementation of decisions. That means responsibility for children and transparency for adults. The idea of participation is rooted on the conviction that children are not only future adults or passive beneficiaries or rights, but actual and current citizens in the life of their communities. (This definition is in relation with Slide 16 on Child Participation)

The Formal Best Interest Determination (BID) is a standardized, formal process with specific procedural safeguards and documentation requirements that is conducted for SC/UAM of concern; the process requires a decision-maker (UNHCR) to weigh and balance the relevant factors of a particular case, giving appropriate weight to the rights and obligations recognized in the CRC and other human rights instruments, so that a comprehensive durable solution that best protects the rights of children can be provided.

# Handout 2

**IRC-CI Child Participation Standards (Session 9). Created during a training on child participation by the child protection team in Man (2009). This is an example of how a team can create its own standards of participation in a creative and more participatory way.**

Take into account the physical condition of girls and boys; the location where participation takes place needs to be conducive to participation: secure and child friendly. Tenir compte de la condition physique de filles et de garçons ; localisation où les enfants participent doit être appropriée / environnement sécurisé

Take into consideration the age and sex of each child. Tenir compte de l'âge et du genre de chaque enfant.

Leave the choice to participate to children, so they understand they are free to participate or not. Prendre en compte la liberté de participation des enfants.

Girls and boys must have the choice to participate in all the activities that affects their lives. Tenir compte de ce que les enfants participent à toutes les activités qui les concernent.

Adults need to comprehend what participation means and be opened to embrace it. Compréhension des adultes et ouverture pour tenir compte de l'opinion de l'enfant

Keep it honest to children (do not raise false expectations), participation need to be informed, transparent; children must have a good understanding of the limits and possibilities of their participation. Honnêteté, participation informée, transparente ; les enfants doivent avoir une bonne connaissance des limites et des possibilités de participation

Means have to be found to allow children to express themselves according to their expression capacities (small babies, disabled children, etc.) to ensure their representativeness. La représentativité des enfants, capacité d'expression.

Respect ethic and cultural rules if they are not against the best interests of the child; define codes of conduct; keep the principle of confidentiality when it is necessary. Respect des normes éthiques (mœurs, us et coutumes) qui respectent l'intérêt supérieur de l'enfant ; définir des codes de conduite ; confidentialité si nécessaire.

Mutual respect between children and adults. Respect mutuel des enfants et les adultes.

Adults involved (humanitarian workers, social workers, civil society activists) need to be trained and prepared to embrace child participation. Ressources humaines préparées et formées.

Take into consideration child protection issues, so it is about positive child participation that

## Handout 2

helps to uphold children's rights. Tenir compte de la protection de l'enfant : participation positive

Ensure the follow up of child participation and decisions made. Assurer le suivi des décisions prises lors de la participation des enfants

# Handout 3

## Save Practice Standards of Participation for Session 9b

### INTRODUCTION TO PRACTICE STANDARDS IN CHILD PARTICIPATION

#### What are Practice Standards?

Practice standards<sup>4</sup> are statements that describe an expected level of performance. These practice standards state what children and others can expect of Save the Children's practice in child participation. They are designed to apply to all of Save the Children's child participation work and represent minimum expectations of the ways in which staff will behave and operate.

These practice standards have been developed through years of experience supporting children's participation at both the local and global levels. This final set of standards is based on feedback and consultations with Save the Children staff, partner organizations and children in various countries and community settings.

#### Why Practice Standards?

The primary purpose of these practice standards is to ensure consistent, high quality child participation practice throughout Save the Children's programmes. They aim to provide a framework that gives guidance and direction first and foremost to field staff and partners in continuously improving their participatory practice.

The standards can be used to:

- Assist Save the Children staff in assessing their practice in child participation and identifying improvements.
- Inform training and other approaches to competency that ensures that staff working with children have the attitudes, skills and confidence required to deliver the practice standards.
- Provide a basis for accountability and challenge if practice falls below a certain standard.
- Review and evaluate current practice and identify goals for the future.
- Establish a safe and meaningful environment for the participation of children and minimise the risk to children from involvement in participatory practice.



Save the Children

## Practice Standards in Children's Participation

[http://www.savethechildren.org.uk/en/docs/practice\\_standards\\_participation.pdf](http://www.savethechildren.org.uk/en/docs/practice_standards_participation.pdf)

<sup>4</sup> Also known as 'minimum quality standards' or 'key elements'

# Handout 3

- Share Save the Children's understanding of meaningful children's participation with children's organisations and other partners.

## Implementation of these Practice Standards

These practice standards are intended to guide the practice of staff working to support children's participation. Each standard includes a set of criteria to indicate whether the standard is being met. Also included, are examples of how a participatory process can look when the standards are being applied properly. These examples should be used to assist in the planning and implementation of the standards and to assist staff in their understanding/interpretation of the standards.

The standards are designed to be relevant and achievable. At the same time, given the enormous variation in country contexts and circumstances, they will also need to be adapted to fit local conditions. There must always be a clear understanding of the implications relating to social, economic, cultural and traditional practices as well as the age and maturity of the child.

Save the Children staff should use these practice standards in conjunction with the organization's child protection policy.

## Guiding Principles

Save the Children supports meaningful, good quality children's participation that gives children a genuine opportunity to express their views, be involved in decisions or take action.

The practice standards should be interpreted within the context of the following general principles derived from the UN Convention on the Rights of the Child:

- Children have rights to be listened to, to freely express their views on all matters that affect them, and to freedom of expression, thought, association and access to information.
- Measures should be put in place to encourage and facilitate their participation in accordance with their age and maturity.
- Participation should promote the best interest of the child and enhance the personal development of each child.
- All children have equal rights to participation without discrimination.
- All children have the right to be protected from manipulation, violence, abuse and exploitation.

## Definitions

Participation



# Handout 3

Participation is about influencing decision-making and achieving change. Children's participation is an informed and willing involvement of all children, including those who are differently abled and those at risk, in any matter concerning them either directly or indirectly. Children's participation is a value that cuts across all programmes and takes place in all arenas – from homes to government, from local to international levels.

## **Standard 1** An Ethical Approach: Transparency, Honesty and Accountability

### **What**

Adult organisations and workers are committed to ethical participatory practice and to the primacy of children's best interests.

### **Why**

There are inevitable imbalances in power and status between adults and children. An ethical approach is needed in order for children's participation to be genuine and meaningful.

### **How to meet this standard:**

- Girls and boys are able to freely express their views and opinions and have them treated with respect.
- There is clarity of purpose about children's participation and honesty about its parameters. Children understand how much impact they can have on decision-making and who will make the final decision.
- The roles and responsibilities of all involved (children, adults and other stakeholders) are clearly outlined, understood and agreed upon.
- Clear goals and targets are agreed to with the children.
- Children are provided with and have access to relevant information regarding their involvement
- Children are involved from the earliest possible stage and are able to influence the design and content of participatory processes.
- Children have time to consider their involvement and processes are established to ensure that they are able to give their personal, informed consent to their participation.
- 'Outside' adults involved in any participatory processes are sensitised to working with children, clear about their role and willing to listen and learn.
- Organisations and workers are accountable to children for the commitments they make.
- Where the process of involvement requires representation from a wider group of children, the selection of representatives will be based on principles of democracy and non-discrimination

# Handout 3

- The barriers and challenges that participating children may have faced in other spheres of their lives are considered and discussed with the children involved to reduce any potential negative impacts.

## **Standard 2** Children's Participation is Relevant and Voluntary

### **What**

Children participate in processes and address issues that directly and indirectly affect them and have the choice as to whether to participate or not.

### **Why**

Children's participation should build on their personal knowledge – the information and insights that children have about their own lives, their communities and the issues that affect them. Recognising their other commitments, children participate on their own terms and for lengths of time chosen by them.

### **How to meet this standard:**

- The issues are of real relevance to the children being involved and draw upon their knowledge, skills and abilities.
- Children are involved in setting the criteria for selection and representation for participation.
- Children are given sufficient information and support to enable them to make an informed decision on their participation.
- Children's participation is voluntary and they can withdraw at any time they wish.
- Children are involved in ways, at levels and at a pace appropriate to their capacities and interests.
- Children's other time commitments are respected and accommodated (e.g. to home, work, school).
- Ways of working and methods of involvement incorporate and build on supportive local structures, knowledge and practice and take into consideration social, economic, cultural and traditional practices.
- Preparation with and support from key adults in children's lives (e.g. parents/guardians, teachers) is gained to ensure wider support for the participation of girls and boys.

## **Standard 3** A Child Friendly, Enabling Environment

### **What**

Children experience a safe, welcoming and encouraging environment for their participation.

# Handout 3

## Why

The quality of children's participation and their ability to benefit from it are strongly influenced by the efforts made to create a positive environment for their participation.

## How to implement this standard:

- Ways of working build the self-esteem and self-confidence of boys and girls of different ages and abilities so that they feel they are able to contribute and that they have valid experience and views to contribute.
- Methods of involvement are developed in partnership with children so that they reflect their preferred mediums of expression.
- Sufficient time and resources are made available for quality participation and children are properly supported to prepare for their participation.
- Adults (including children's own parents/guardians) are sensitised to understand the value of children's participation and are enabled to play a positive role in supporting it (e.g. through awareness-raising, reflection and capacity-building)
- Child-friendly meeting places are used where girls and boys feel relaxed, comfortable and have access to the facilities they need. The meeting places must be accessible to children with disabilities.
- Organisational or official procedures are designed/modified to facilitate (rather than intimidate) children and welcome less experienced boys and girls.
- Support is provided where necessary to share information and/or build skills and capacity to enable children, individually and collectively, to participate effectively.
- Children are asked what information they need and accessible information is shared with children in good time, in child friendly formats and in languages that the children understand, including children with visual or hearing impairments.
- In situations where children meet with different native/first languages, access to written information and professional interpretation is provided that allows for children's full participation in discussions.
- Non-technical language is used in all discussions involving children and/or all jargon or technical terms are clearly explained.

## Standard 4 Equality of Opportunity

### What

Child participation work challenges and does not reinforce existing patterns of discrimination and exclusion. It encourages those groups of children who typically suffer discrimination and who are often

# Handout 3

excluded from activities to be involved in participatory processes.

## Why

Children, like adults, are not a homogeneous group and participation provides for equality of opportunity for all, regardless of the child's or his or her parent's/guardian's age, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

## How to implement this standard:

- All children have an equal chance to participate and systems are developed to ensure that children are not discriminated against because of age, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- Children's involvement aims to include all rather than a few, this could mean reaching out to children in their local settings rather than inviting representatives to a central point.
- Participatory practice with children is flexible enough to respond to the needs, expectations and situation of different groups of children – and to regularly re-visit these concerns.
- The age range, gender and abilities of children are taken into account in the way participation is organised e.g. in the way information is presented.
- Those working with children are able to facilitate an environment that is non-discriminatory and inclusive.
- No assumptions are taken for granted about what different groups of children can and cannot do.
- Children are given an equal opportunity to voice their opinions and have their contributions reflected in any outcomes of a participatory process, including in processes that involve both children and adults.
- If there is a limit to how many children can participate, children themselves select from among their peers those who will represent them in participatory initiatives based on the principles of democracy and inclusion.
- Influential adults are engaged to gain family and community support for the participation of discriminated-against groups.

## **Standard 5** Staff are Effective and Confident

### What

Adult staff and managers involved in supporting/facilitating children's participation are trained and supported to do their jobs to a high standard.

# Handout 3

## Why

Adult workers can only encourage genuine children's participation effectively and confidently if they have the necessary understandings and skills.

## How to implement this:

- All staff and managers are sensitised to children's participation and understand the commitment to children's participation.
- Staff are provided with appropriate training, tools and other development opportunities in participatory practice to enable them to work effectively and confidently with children of different ages and abilities.
- Staff are properly supported and supervised, and evaluate their participation practice.
- Specific technical skills or expertise (e.g. in communication, facilitation, conflict resolution or multi-cultural working) is built up through a combination of recruitment, selection, staff development and practice exchange.
- Relations between staff and between staff and management, model appropriate behaviour, treating each other with respect and honesty.
- Support is provided for managers and staff for whom children's participation represents a significant personal or cultural change, without this being regarded as a problem.
- Staff are able to express any views or anxieties about involving children in the expectation that these will be addressed in a constructive way.

## **Standard 6** Participation Promotes the Safety and Protection of Children

### What

Child protection policies and procedures form an essential part of participatory work with children.

Please note: Save the Children staff should use these practice standards in conjunction with the organization's child protection policy.

### Why

Organisations have a duty of care to children with whom they work and everything must be done to minimise the risk to children of abuse and exploitation or other negative consequences of their participation.

### How to implement this:

- The protection rights of children are paramount in the way children's participation is planned and organised.

# Handout 3

- Children involved in participation work are aware of their right to be safe from abuse and know where to go for help if needed.
- Skilled, knowledgeable staff are delegated to address and coordinate child protection issues during participatory processes.
- Staff organizing a participatory process, have a child protection strategy that is specific to each process. The strategy must be well communicated and understood by all staff involved in the process.
- Safeguards are in place to minimise risks and prevent abuse (e.g. children are adequately supervised and protected at all times; risk assessments are in place for residential activities away from home; children are protected from abuse from other children).
- Staff recognise their legal and ethical obligations and responsibilities (e.g. in respect of their own behaviour or what to do if they are told about the inappropriate behaviour of others). A system for reporting critical incidents is in place and understood by all staff.
- Child protection procedures recognise the particular risks faced by some groups of children and the extra barriers they face to obtaining help.
- Careful assessment is made of the risks associated with children's participation in speaking out, campaigning or advocacy. Depending upon the risks identified, steps may be needed to protect children's identity or to provide follow-up measures to give protection (e.g. to ensure their safe reintegration into their communities).
- Consent is obtained for the use of all information provided by children and information identified as confidential needs to be safeguarded at all times.

A formal complaints procedure is set up to allow children involved in participatory activities to make a complaint in confidence about any issue concerning their involvement. Information about the complaints procedure is accessible to children in relevant languages and formats.

- No photographs, videos or digital images of a child can be taken or published without that child's explicit consent for a specific use.
- Unless otherwise agreed, it must not be possible to trace information back to individual/groups of children.
- Responsibilities relating to liability, safety, travel and medical insurance are clearly delegated and effectively planned for.

## **Standard 7** Ensuring Follow-up and Evaluation

### **What**

Respect for children's involvement is indicated by a commitment to provide feedback and/or follow-up and to evaluate the quality and impact of children's participation.

# Handout 3

## Why

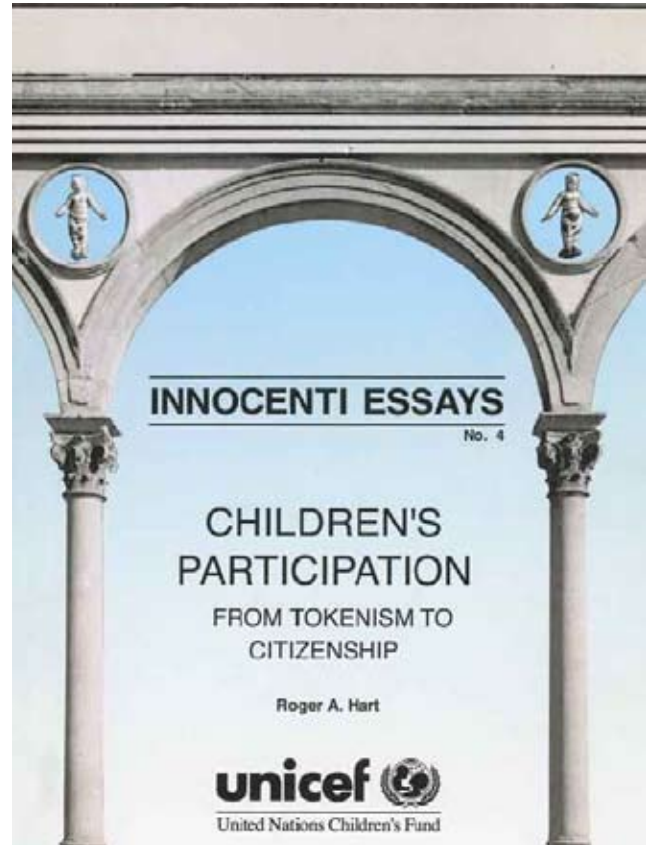
It is important that children understand what has been the outcome from their participation and how their contribution has been used. It is also important that, where appropriate, they are given the opportunity to participate in follow-up processes or activities. As a key stakeholder, children are an integral part of monitoring and evaluation processes.

## How to implement this:

- Children are supported to participate in follow up and evaluation processes.
- Follow up and evaluation is addressed during the planning stages, as an integral part of any participation initiative.
- Children are supported and encouraged to share their participatory experiences with; peer groups, local communities, organizations and with projects that they may be involved with.
- Children are given rapid and clear feedback on the impact of their involvement, the outcome of any decisions/next steps and the value of their involvement.
- Feedback reaches all children involved.
- Children are asked about their satisfaction with the participation process and for their views on ways in which it could be improved.
- The results of monitoring and evaluation are communicated back to the children involved in an accessible and child-friendly way, and their feedback is taken into account in future participation work.
- Mistakes identified through evaluation are acknowledged and commitments given about how lessons learned will be used to improve participatory processes in the future.
- Adults will evaluate how they have translated and implemented children's priorities and recommendations into their policies, strategies and programmes.
- Sustainability of support is discussed with children. Adults will provide clear feedback to children regarding the extent/limit of their commitment to support children's ongoing initiatives and organisations. If ongoing support is not possible, adults will provide children with resources and support to make contact with other agencies who can support them.

# Handout 4

“From Tokenism to Citizenship” Roger Hart’s ladder of participation  
[http://www.unicef-irc.org/publications/pdf/childrens\\_participation.pdf](http://www.unicef-irc.org/publications/pdf/childrens_participation.pdf)





# Handout 5

For the facilitator to read out loud to participants.

Examples of child protection mainstreaming for session 10/ Slide 17

Facilitator should revise these examples, add others s/he is more familiar with, etc.

1. In Cote d'Ivoire a water and sanitation program was building latrines in new schools. Girls were asked about the design of latrines. The first design was changed following girls' requests. Girls were given several options and the one they had chosen was cheaper and more gender appropriate, and was also likely better from the protection point of view:.. They chose a latrine without doors (snake entrance with a simple rope to indicate if it was being used) so they could not be trapped inside or feel claustrophobic; the entrance was also modified so while boys' entrance was in the back, the girls' entrance was in the front, more visible to outsiders and far from the boys' entrance.
2. In an income generating program with families in Burundi, children were involved in the assessment phase to set the baseline data on the income level of the family and how the family used it. The exercise revealed that some of the expenses necessary for education or nutrition for children were not being taken into consideration by adults. Children were involved in determining the family budget needs and in monitoring the impact of the program on children's wellbeing. Children were involved in trainings with parents and were present when parents were making public commitments about the use of family income.
3. A psychosocial project in Ghana for survivors of GBV decides to include girl survivors in their activities and girl survivors are included into women's clubs for counseling and income generating activities. (Note for the facilitator: This is a bad example as this project did not acknowledge that girls and adult women need a different response, they have different needs. Also to do so will mean that girls are considered like adult women stealing from them their childhood)
4. A health project in Sri Lanka to prevent and response to tuberculosis changes the way data is collected separating beneficiaries by age and gender to better analyze the data. (disaggregation by age and gender is a minimum to implement child protection activities in any sector)
5. A community based economic reconstruction project in the DRC includes children in focal group discussions (separated from youth, women and men) to select community priorities to allocate resources provided by the NGO funded by strong donor. The donor does not require that, so the final data are not shared with the donor. (It is a good example of meaningful child participation, but donors also need to be educated on children's issues and the CRC)
6. A shelter project in Haiti is trying new construction techniques to protect against earthquakes. When half of the new houses have been completed and handed to the displaced families who met the criteria to receive the houses, children are invited to a special ceremony to thank the men and women of the community for their support. Children perform traditional dances and

# Handout 5

songs and dressed with traditional dresses provided by the implementing NGO. (this is an example of use of involving children in a more decorative and not in a very meaningful way)

7. Add your own and ask participants to give examples.

# Handout 6

Questions to consider when thinking about your own work

- Are children involved in your sector? How do you hear children's voices? What about the interest of children who do not have voices (infants)?
- Which child protection indicators can you use for your sector?
- Do you disaggregate data? Girls and boys of different ages and backgrounds (religion, ethnic groups, sexual orientation, HIV/AIDs, disabilities, etc.). Why would this be useful? What could we learn from it?
- How can you strengthen child protection systems and mechanisms? Community based mechanisms? Monitoring and reporting of children's rights violations?
- How are your actions reducing violence, neglect, abuse and exploitation?
- How can children help you to perform better or to obtain better results?
- How do you measure those CP results?
- What child friendly practices might you consider?
- Do you ask children for their input? Are children involved in the collection of data? If they are not already, can they be?
- How can you empower children to be actors of their own protection?

# Handout 7

## Save the Children Child Protection Check List

### Using a Child Protection Lens in Emergency Programming

This document provides basic information and ideas on how to improve the protection of children in all priority result programmes that respond to emergencies. It reminds us of our responsibility to uphold the rights of children and ensure that children reached by our programmes are protected. This document suggests areas where staff and systems capacity can be bolstered children to achieve this. It offers some ideas, by priority result area, of ways to use a child protection lens in programs. It further emphasizes the importance of actively using our Child Safety Policy, even during the turmoil of a rapid-onset emergency response. It further highlights the importance of involving children as well as their communities and strengthening their capacity to protect themselves.

### Using a Child Protection Lens in Other Priority Result Area Programming

Save the Children defines child protection as measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children (for definitions of these terms, see Appendix 1). The United Nations Convention on the Rights of the Child (CRC) places the main responsibility for protecting children on the state, but in many places, and particularly in emergency situations, their capacity to do so is weakened and international agencies and other non-state actors step in to support the state. The CRC incorporates the principle that children's rights are indivisible and need to be fulfilled in totality meaning that all sectors must work together to achieve this. It also groups rights as protection, survival, development, and participation rights and notes that all rights intersect in practice.

The Save the Children Alliance has identified five protection issues—separation from family, physical harm, sexual exploitation and abuse, gender-based violence, and psychosocial distress/well being—that it believes are the biggest and most frequently occurring protection threats to children in emergencies and it will increase its capacity to implement programs in these areas in the coming years.

For children to be protected in emergencies, it is essential that a) all “sectors” work closely together to create a protective environment for children, and b) programming in different technical areas are aware of protection risks to children, and remediation of those risks, within their activities. This document gives ideas about ways that Save the Children staff and partners can use a child protection lens to do this. In many cases these ideas complement existing, technical standards and program practices and staff are encouraged to adapt these to their situation and local context. Appendix 2 shows, as an example of integrated thinking some dos and don'ts relating to the interface of Child Friendly Spaces with other emergency programming.

### Child Safety Policy

All representatives of Save the Children – employees, volunteers, partners, interns, consultants, Board members and others who work with children on Save the Children's behalf – are expected to conduct themselves in a manner consistent with the agency's commitment and obligation to create and maintain an environment that aims to prevent the sexual exploitation and abuse of children and

# Handout 7

promote the implementation of its Child Safety Policy (for the Save the Children USA Child Safety Policy, please see Appendix 3). The Child Safety Policy also has a mechanism through which cases can be reported and investigated, and action taken.

## **Ideas for Using a Child Protection Lens in Health Programs**

Health services are essential services during emergencies and beyond, and a protection lens in health programming in emergencies focuses on issues related to inclusion and access. Below are some ideas on how to improve access and inclusion in health programming.

**Enforce Child Safety Policy.** Ensure that all staff and partners are aware of and have signed up to agency policies and codes of conduct before working with children. Plan and implement an abuse reporting mechanism and conduct periodic checks.

**Identify and reach vulnerable populations.** Design and periodically review health programs to ensure that emerging “hard to reach populations” can access health services. It would be handy to get periodic input from diverse groups and persons knowledgeable of the locale such as village health committees where they exist and staff working in other sectors.

**Plan for effective referral.** Design project to include referral mechanisms and periodically review referral systems and mechanisms to ensure that health, education, protection, and livelihood projects can both make and receive referrals to each other or other services.

**Emergency distributions.** Consult with other sectors when planning distributions so that extremely vulnerable women and children identified by other sectors are included.

**Ensure vulnerable populations are included in outreach.** Consult with other sectors when planning outreach activities so that extremely vulnerable women and children identified by other sectors are included.

**Include non-health concerns in community consultations.** At health-related consultations with community members (groups of men, groups of women, groups of children), ensure that non-health issues that are raised by the community during discussions are passed on to appropriate sectors and partners for action.

**Train health workers and staff to listen to children.** Children may want to confide in health staff, when they have been exploited or abused or know about exploitation and abuse. Work with child protection staff to develop appropriate responses (including referrals) while keeping confidentiality in mind.

**Create initiatives that provide mothers with emotional support.** Sickness of a child is a stressful event for the mothers. Mother’s networks are usually very effective in helping mothers cope with this stress. Additionally, when mothers are coping with an illness, it creates tremendous stress for the mother, family and children. Linking mothers newly diagnosed with HIV, for example, to groups of people living with HIV, economic opportunities groups or other support networks is vital to their ability to cope

# Handout 7

with the diagnosis and effects.

Check access procedures. Regularly consult with patients to make sure that health center access procedures are not too complex. Ensure that signs appropriate for the literacy level in the area give patients appropriate directions to and within the health center.

Make translation services available. Ensure that there are translation services where language could be a barrier. Avail same sex translators within health clinics and factor in cultural and religious preferences

Encourage care for children at home and in hospital. Hospitalization disrupts normal family care arrangements. Help families to understand the importance of adult care for the hospitalized child and to make arrangements for the care of other siblings at home.

Encourage a multisectoral approach. It is good practice to have a multisectoral approach in health programs particularly in ensuring that gender based violence identification and referral occurs in all health programming

Use health centers to provide public information. This could include information about how the population can obtain official documents such as temporary birth, death, and other legal identification documents and to give lifesaving information (e.g., landmine awareness, hygiene, etc.).

Increase reach and access to persons without health care. Encourage outreach teams to coordinate with other sectors and give outreach workers basic training about child protection, especially about how to identify report and support children in need of protection.

Provide health staff basic training on child protection. This will give them a basic understanding of physical and behavioral signs of abuse, neglect, exploitation, violence and can identify and refer cases.

Include protective messages in health campaign design. This could be done for example, using public health campaigns to pass landmine awareness messages.

Make sure staff are familiar with cultural norms (for example, norms about privacy, which can affect access to/use of basic services). Cultural sensitivity is essential in providing informed and responsive quality care that understands and respects local customs and world views and reduces any likelihood of damaging humiliation and stigma.

Map and connect with child protection services. Identify existing child protection systems and services within health care systems and ensure program activities compliment or strengthen them

## **Ideas for Using a Child Protection Lens in Education Programs**

A majority of children in any community can be found in education institutions, this gives the educa

# Handout 7

tion sector a unique opportunity where large numbers of children can be reached at once.

Enforce Child Safety Policy. Ensure that all staff and partners are aware of and have signed up to agency policies and codes of conduct before working with children. Plan and implement an abuse reporting mechanism and conduct periodic checks.

Identify non education obstacles to enrolment. Train PTAs to consult with community members, including children, to identify both education and non education obstacles to school enrolment and where to refer non education issues as they come up so that they are resolved.

Identify and mitigate obstacles to child participation in schools. Work with children, teachers PTAs, other community groups, to identify and address issues that affect children's participation in school.

Train teachers to identify signs of psychosocial distress among children and give teachers basic guidance on what they can do to help. Teachers spend a good deal of time with children in class and are best placed to pick up changes in a child's behavior. Teachers need to be informed on when this is needed and what options are available.

Link schools to responsive and appropriate referral systems. This is essential in emergency situations where acute distress can overwhelm children's functioning and specialized support is needed.

Support the reintegration of formerly separated children. Develop school enrolment systems that allow easy access for children who have recently been reunified with their families and make sure they are supportive to these students. Schools play an important role in the integration of children who have been recently reunified with their families and are attending school.

Ensure schools are accessible to physically disabled children. Consider accessibility in the design of new schools and investigate ways to improve accessibility in existing schools.

Identify focal teachers in schools for child protection. Teachers with guidance and counseling responsibilities (where these teachers exist) can be very effective in identifying and responding to protection threats facing children and can enhance the school as a protective environment.

Clarify child protection reporting and referral mechanisms. Train teachers to identify and report protection threats faced by children outside the school environment so that they can be referred for appropriate support.

Help schools develop codes of conduct. Encourage schools to develop codes of conduct for teachers and students and ensure that these are clearly displayed

Actively promote children to participate in school, recreation and club activities. Allow children an opportunity to express themselves through class representation, children's clubs and recreation.

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Promote child led monitoring of school environments. Facilitate children in developing a set of criteria and check list to assess whether their school is 'safe for children' and use it as a monitoring tool to inform school planning and improvement.

## **Ideas for Using a Child Protection Lens in Livelihoods Programs**

Livelihoods programs often provide other technical program areas with an opportunity to address root causes of vulnerability. Livelihood programs can improve food security for children and enhance the families' abilities to protect children from violence, abuse, exploitation and neglect. It is important to realize that when one family member is a beneficiary of a livelihoods program, he or she often becomes more economically empowered than other family members. This can cause a shift of power within the family and destabilize family harmony leading to rivalry, domestic violence and even dissolution of marriages.

Protect children from harmful labor. Make it clear to families that the additional income generated should not interfere with the development of children. The desire to make money may cause caregivers to involve children in income generation. It is inevitable in some situations that children will help out, but this should not be on a full time basis and should not interrupt activities important to child development such as school attendance. Similarly, educate children and communities on the perils of trafficking and the tricks traffickers use to attract children.

Design programs to transition into sustainable livelihood strategies. Ensure that there is a thought-through and gradual exit strategy for a livelihoods intervention. When livelihood programs are disrupted or discontinued, and are not integrated into the local community or market system, some families can fall to a point of greater vulnerability where they are at risk of illness or death through inadequate food or lack of access to health care. They may turn to negative coping strategies such as engagement in transactional sex.

Carefully consider targeting. While not all livelihoods strategies will be appropriate to high vulnerable populations, or appropriate for child-headed households, steps can be taken to ensure the most vulnerable are positively impacted:

When identifying beneficiaries, ensure that socially excluded population members are included as much as possible. This can be done by consulting with communities through existing groups and structures.

Build flexibility into the livelihood intervention by allowing referrals from other sectors and from community groups such as child protection committees. This requires coordinating with other sectors and providing information to the community about the intervention and how to access it.

Target families or communities who may resort to migration for work and relocate one or more of their children to be looked after by an extended family member.

Engage young girls positively in income generation. Analyze the specific risks that a livelihoods pro



# Handout 7

gram might pose to children, especially young girls, and design programs to reduce this risk. Most livelihoods programs recognize the vulnerability that girls have to sexual abuse and exploitation. This vulnerability is often caused by lack of economic opportunities and programs that strengthen this are critical to their protection. Whenever possible, encourage the direct inclusion of girls in livelihood programs but consider the risk this may present to their education and identify other possible threats to child well-being. For example, if a young person is required to repay a certain amount to a loan fund or obligated to produce regular savings payments, this should not force him or her into unsafe cash earning strategies.

Develop an analysis of risks to children. Work with protection personnel to design a system that can monitor risks to children as a result of the livelihood intervention and adjust programs accordingly.

## **These risks could include:**

- Increased threat of family disintegration due to migration of family members in search of other economic opportunities
- Increased domestic violence as a result of changes in the family harmony because of improved income of one family member
- Increased consumption of alcohol and drugs as a result of better income
- Children dropping out of school to engage in income generation on a full time basis  
When children (especially girls) generate an income they could become vulnerable to extortion by family or relatives and can easily abandon their educations/personal development
- Increased neglect of children as a result of parents engagement in income generation activities

Consider childcare strategies, particularly for women. Think through childcare strategies with a community whenever beneficiaries will be involved in new income generating activities, particularly if women with young children are involved. How will young children be cared for in market settings or when the mother is working? Children should never be left at home unattended, and should never be locked in a house while the caregiver is away. In some communities early childhood development centers could be used as safe places for young children while parents are away at the market or engaged in income generating activities.

Engage communities in planning and promoting the intervention. If communities participate in the planning and understand the intended impact of the activities, they can monitor to ensure the project does not create problems amongst community members. Participation can be increased through: Seeking to ensure that income generation group leaders do not overshadow other group members and that income generation groups do not become exclusive. If groups are seen as elitist or privileged by other community members, this may have a negative effect on the success of the livelihood intervention.

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Monitor programs to see if increased income is creating disparity between families as this can affect harmony at community level. The families benefiting from livelihood interventions might 'stand out' when there is increased income which may create a disparity in a previously homogeneous community. The tensions that arise could pose risks to children.

## **Ideas for Using a Child Protection Lens in Food and Non-Food Item Distribution**

The distribution of food and non-food items in emergency and non-emergency situations has a significant effect on women and children's vulnerabilities. These resources are precious during scarcity and there is a predictable shift of power to persons controlling their distribution. Checks and balances must be in place to make sure that this power is not abused by staff, volunteer food distributors or community members. While developing a food or non-food item distribution program, pay attention to the specific needs of children, for example, that there is adequate food provided suitable for children under 5 or others with special dietary requirements or that there are some child-appropriate items in non-food item kits.

Enforce Child Safety Policy. Ensure that all staff and partners are aware of and have signed up to agency policies and codes of conduct before working with children. Plan and implement an abuse reporting mechanism and conduct periodic checks.

Ensure that the beneficiaries understand that they are not expected to give anyone anything in return for the food. This can be done through illustrated posters to be displayed at distribution sites which clearly show acts of abuse during distribution that will not be tolerated. Managers could also rotate distribution teams as regularly as possible to try to discourage staff/volunteers from establishing improper relationships with beneficiaries.

Ensure that there are avenues for the community to channel views and comments on the process to the manager. Immediately investigate reported abuse or take steps to ensure an independent, confidential investigation if appropriate.

Be aware of power issues. Ensure that women and children are consulted and that a community power analysis is done to ensure that the method chosen is suitable and effective for the targeted beneficiaries.

Ensure equal access. Ensure that all people have equal access to registration process. The registration processes should be able to reach all community members, especially children living without adult care and spontaneously fostered children. The system should also take into account new arrivals; this is essential especially during blanket distributions, where coverage depends a lot on the registration of beneficiaries. Also, establish processes for replacing lost or destroyed registration cards

Provide ration cards for unaccompanied and separated children. During registration, unaccompanied and separated children should receive their own ration card, even though they are fostered by another family. This is to ensure that a) If a child is moved between care givers that re-registration issue do not slow down access to essential services. Secondly to ensure that children are treated equally

# Handout 7

within the family.

Limit distances beneficiaries must travel. Ensure that distribution points are central and accessible to all beneficiaries, so as to minimize the distances that the beneficiaries carry food home.

Ensure that the distribution points are in a safe area. Run options by the community and leaders to determine threats to the beneficiaries.

Minimize crowding. Where there are large populations, ensure that prior arrangements are made to minimize crowding in distribution points. Distributions can be chaotic and confusing. Beneficiaries may have adequate explanation as to their entitlement, Calculations errors can be made due to fluctuating numbers. All this may lead to increase tension, which may result in spontaneous violence or unruly behaviour which can endanger children physically. **EXPLAIN WHY**

Provide shade for mothers with babies. Ensure that there is a shade at the distribution points for mothers who come with their babies.

Ensure that distribution points have places for mothers to breast feed in private, if local culture requires it.

Ensure that there are safe drinking water and latrine facilities close to the distribution points.

Ensure first aid. Whenever possible, liaise with the local health officials to provide of first aid services in the distribution sites.

Design to reduce risk of child separation from parents. Design queuing arrangements, or make other arrangements, to help make sure that children do not become separated from their caregivers. Children are often present in distribution sites and assist in carrying distributed food home. If there are a very large number of people in the distribution points or there is lack of proper queuing arrangements, children may get lost.

Make a lost children help zone. Consider a lost children help zone close to distribution points where children who have temporarily become separated from parents or carers can report and feel safe.

Take local privacy norms into account. When screening for admission into a CTC program, ensure that the cultural issues on public examination of children are taken into account. In some cultures, mothers may be embarrassed to show their malnourished children in public and prefer to have their children examined in private.

Don't keep people out after dark. Establish the timing of distributions to allow beneficiaries enough daylight hours to return home. There is a significant risk to beneficiaries in having their goods stolen or be victims of sexual abuse during night time.

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Field male and female staff. Whenever possible, assign both male and female staff members to work with communities to raise awareness of beneficiaries' rights and the process for collecting distributed items.

Give accurate information. Ensure that beneficiaries are given adequate information about distribution sites and the days and times of distribution. It is also important that they know how long distributions will continue.

Monitor vulnerable populations. Develop systems to check if vulnerable members of the community especially female and child-headed households, children with disabilities, children whose parents have disabilities, etc. are actually receiving food.

## Appendix 2

# Example of Integrated Thinking: Interface of Child Friendly Spaces with Other Emergency Programming

Issue /Topic	Do	Do Not
Non-food Items	Identify appropriate NFI distribution sites together with community members and children attending Child Friendly Spaces (CFS)	Conduct NFI distributions within a CFS in cases where this would mean a suspension of activities for children or children could be harmed during the distribution
	Use the CFS as a platform to disseminate information to the community on dates for distributions / next cycles, etc.	
	Explore ideas of gathering feedback on NFIs distributed with children attending the CFS and community members	
Food / Nutrition	Identify what sites would be appropriate as food distribution sites together with community members and children attending CFS	Conduct food ration distributions within a CFS in cases where this would mean a suspension of activities for children or children could be harmed during the distribution
	Liaise with WFP/agency responsible if a child is identified in the CFS who is not receiving food rations but should be	
	Ensure CFS staff are aware of CTC or other nutrition programs in the area, how they operate and how to refer cases	
	Develop nutrition messages along with children and community members attending CFS for dissemination.	
	Consider role CFS can play in infant feeding / breast feeding promotion	
Health	Develop a list of locally available medical treatment options for children and ensure that staff are aware of what is available and how to access it	
	Identify appropriate sites for medical distributions with community members and children attending CFS	
	Develop health messages along with children and community members attending CFS to disseminate	
	Use CFS as a site to spread messages about a vaccination campaign	

# Appendix 2

Issue /Topic	Do	Do Not
Education	<p>Work with communities (could be through focus group discussions with children and adults) to explore main barriers to schooling and find solutions for getting access to for all children.</p> <p>Use children’s networks to identify and support children for whom access to school was an issue before and after the emergency.</p> <p>Work with Education Officials and communities when identifying/selecting sites for CFS.</p> <p>Inform Education Officials when appointing teachers as supervisors/carers in CFS.</p> <p>Be aware of school terms/semesters and timetables and how CFS operate to complement them.</p> <p>Consult education authorities if establishing services for very young children (ECD services); especially if there is the possibility of them becoming more formal establishments in the future.</p> <p>Avoid developing a parallel system, where CFS compete with schools.</p> <p>Use teachers and other education personnel to better understand local practice, curriculum that can be useful or drawn upon in the emergency.</p> <p>Use the CFS as a platform for disseminating school/education-relevant information – i.e. Back to School campaigns etc.</p>	<p>Establish CFS without having had any consultation/communications with formal education authorities (if they exist and are operational).</p> <p>Employ teachers as supervisors unless the strategy is complementary to the official school system. (I.e. to avoid depleting schools of teachers when they are needed.)</p>
Livelihoods	<p>Explore opportunities of holding focus group discussions with community members and children in CFS on livelihoods related issues (if useful for livelihoods team)</p> <p>Identify what sites would be appropriate as cash grant distribution sites together with community members and children attending CFS</p>	<p>Conduct cash grant distributions in CFS in cases where this would mean a suspension of activities for children or children could be harmed during the distribution</p>

# Appendix 3

## Save the Children USA Child Safety Policy

Save the Children is committed to conducting its programs in a manner that is safe for the children it serves and helping protect the children with whom Save the Children is in contact. As a humanitarian agency, Save the Children is obliged to create and maintain an environment that aims to prevent the sexual exploitation and abuse of children and promote the implementation of its child safety policy. All representatives of Save the Children – employees, volunteers, interns, consultants, Board members and others who work with children on Save the Children’s behalf – are expected to conduct themselves in a manner consistent with this commitment and obligation.

Save the Children meets its commitment to conduct programs that are safe for the children it serves and to help protect children through the following means:

**Awareness:** Ensuring that all Save the Children representatives are notified of and made aware that they are expected to comply with the policy.

**Prevention:** Striving, through awareness and good practice, to minimize the risks to children and take positive steps to help protect children who are the subject of any concerns.

**Reporting:** Ensuring that all Save the Children representatives know what steps to take where concerns arise regarding the safety of children.

**Responding:** Engaging in action that supports and protects children when concerns arise regarding their safety; supporting those who raise such concerns; investigating or cooperating with any subsequent process of investigation; and taking appropriate responsive action.

All Save the Children employees are required to conform their behavior and conduct Save the Children programs in accordance with the following principles:

- Sexual activity with children (persons under the age of 18) is expressly prohibited regardless of the local age of majority or age of consent. Mistaken belief in the age of the child is not a defense.
- The exchange of money, employment, goods or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior with children, is expressly prohibited. This includes exchange of assistance due to children benefiting from Save the Children programming.
- All Save the Children representatives who have contact with children or access to sensitive information about children in Save the Children programs are to be informed of the Agency’s child safety policies and standards.
- Save the Children representatives must not stay alone overnight with one or more children benefiting from Save the Children programs who are not part of their immediate or extended family, whether in their house, project premises or elsewhere.

- Save the Children representatives must behave in an appropriate and culturally sensitive way. They must not hit, physically assault or inappropriately touch children; use language, make suggestions or offer advice which is inappropriate, offensive or abusive; behave in a manner that is sexually provocative; act in ways intended to shame, humiliate, belittle or degrade children; or otherwise perpetrate any form of emotional abuse.
- Where possible and practical, the ‘two-adult’ rule, wherein two or more adults supervise all activities where children are involved and are present at all times, should be followed.
- Save the Children representatives may work with children who, because of the circumstances and abuses to which they may have been subjected, may use a relationship to obtain “special attention.” Save the Children representatives must understand that the adult is always considered responsible for maintaining an appropriate relationship, even if a child behaves inappropriately.
- Save the Children representatives should not place themselves in compromising or vulnerable positions and should take care not to discriminate against, show differential treatment towards, or favor particular children to the exclusion of others.
- In communications about children, Save the Children representatives must use only images and language that are respectful and culturally appropriate. For photographs, children must be adequately clothed in accordance with local custom, and poses that could be interpreted as sexually suggestive must not be used.
- Save the Children reserves the right to conduct criminal background checks as it deems appropriate and as permitted by law.

### **Reporting a Possible Violation**

Any representative of Save the Children who is concerned or informed about concerns about the safety of a child or other possible violation of this policy has the responsibility to report such concerns so that Save the Children can respond rapidly and take appropriate action. Such concerns should be reported using Save the Children’s procedures for Resolving Employee Grievances and Reporting Policy Violations contained in this Handbook and available on SaveNet.



# Handout 8

## MAINSTREAMING CHILD PROTECTION IN OTHER HUMANITARIAN SECTORS

**Standards from CPWG Child Protection Coordinator Handbook for Session 11; check list on child protection mainstreaming for some sectors**

Adapted from CP key messages produced by the Child Protection Working Group for Iraq (UNICEF, IRC, SC-Alliance, WVI, EDM), Version 15 April 2003.

### EDUCATION

#### KEY ACTIONS FOR EDUCATION ACTORS

- Ensure as much as possible that children affected by conflict and IDP children are able to access schooling in host communities or emergency education facilities from the outset. Consider additional protection risks of schooling in host communities if tribal/ ethnic tensions exist.
- Ensure that all children have access to education by providing emergency education in formal and non-formal settings.
- Promote flexible education programmes to include normally excluded children (girls, children heading households, children with disabilities, children associated with armed groups and armed forces etc.).
- Develop focused strategies for adolescents. They may be the most affected by events and experiences. Keep children and adolescents active and give adolescents responsibilities in education, recreation and community activities if they agree to this; this can provide them with a sense of having a role, purpose, competence, mastery of skills and hope.
- Ensure that child protection advocacy messages are, where possible, disseminated through emergency education programmes, including prevention of separation messages, as well as mine-risk education and other key protection messaging.
- Provide teachers directly with psychosocial and MH support and facilities, training them to be able to provide similar support to children.
- Facilitate teachers' understanding of the consequences of emergencies or crises on a child and understanding of children's responses in the classroom, so that they can respond appropriately.
- Promote non-violent class management skills and positive discipline within schools. Work with teachers providing emergency education to report cases of separated and unaccompanied children to the appropriate agency or government department responsible for registering and tracing children.

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- Create a child protection focal point in each education setting to receive and handle cases of abuse, sexual abuse and violence.
- Set up independent complaint mechanisms to allow children and parents to report abuses and violence in the education setting.
- Establish referral mechanisms and linkages between emergency education programmes and protection programmes, to ensure that the needs of vulnerable children are met.
- Promote the development of child protection policies and procedures for dealing with abuse, sexual abuse and violence in the education setting.
- Ensure that the Education Cluster and child protection coordination mechanism liaise and work together for the establishment and running of child-friendly spaces and early childhood education interventions in community and camp settings.
- Ensure adequate water and sanitation provision, separated by gender and allocated in a safe space, as well as ensuring school structures are safe (buildings, fencing, gates, UXO (unexploded ordinance) etc).

## FOOD and NON-FOOD ITEMS

### KEY ACTIONS FOR FOOD AND NON-FOOD ITEMS DISTRIBUTION

- Ensure that women are employed to play a lead role in distribution systems and networks. Regularly consult women and youth to identify potential protection gaps and risks in distribution systems.
- Monitor the full distribution pipeline of food and non-food items (NFIs), as well as the nutritional status of women, children and other vulnerable groups, to make sure that food reaches them.
- Ensure there is an accessible reporting mechanism for violations and abuses surrounding distributions.
- Ensure child headed households, unaccompanied and separated children are issued with ration cards in their own names and receive special distributions of food and NFIs as necessary.
- Distribute food in schools to encourage school attendance and to optimise learning potential.
- Provide extra food to school students to take to their families to encourage parents to keep their children in school. This can be especially effective in keeping girls safe and in school. Ensure women and girls have supplies of sanitary napkins.
- Use vitamin A fortified foods, supplements, or vitamin A rich food to: strengthen children's immune systems, decrease effects of measles and diarrhoea, reduce child mortality in at-risk populations by 23-34% and help prevent childhood blindness.

# Handout 8

- Provide children with shoes and other protective footwear to decrease vulnerability to infectious disease and injury.
- Provide child-sized clothing for children to avoid it being taken from them.
- Create a social work focal point at supplementary and therapeutic feeding points to avoid separation of children from their families.

## HEALTH

Adapted from the one pagers produced by the Child Protection Working Group for Iraq (UNICEF, IRC, SC-Alliance, WVI, EDM), Version 15 April 2003.

### KEY ACTIONS FOR HEALTH

- Advise military personnel and humanitarian workers not to take a child to hospital without ensuring that families and caregivers are informed and a caregiver accompanies the child. Ensure that children remaining at home are cared for.
- Do not accidentally cause family separation by taking a child or parent into hospital or health clinics without ensuring that children are cared for and a record of their family is taken. If a parent or caregiver is admitted to hospital make sure that there is a responsible adult taking care of children remaining home. If a child is admitted make sure a parent or caregiver accompanies her or him. Make sure this is part of admission procedures and understood by emergency services as well as by health staff, camp management staff and military.
- Ensure access for vulnerable groups to medical services (including disabled persons). Conduct outreach when possible to identify those too sick to visit clinics.
- Although many children and their families will show signs of distress, remember that a very small percentage will require clinical psychiatric treatment. The majority of children and families will recover provided that their parents and communities are supported to provide a routine of care, play and education. Work with the Health and Child Protection Clusters to establish an appropriate screening and referral system. (For more information see the IASC mental health and psychosocial guidelines in emergencies.)
- Provide comprehensive health services targeting the common causes of illness with emphasis on maternal, child and reproductive health). Support HIV/AIDS education, prevention and response programs.
- Ensure that health clinics are able to ethically screen, identify and respond to incidences of sexual and physical abuse among children, women and other vulnerable groups (in line with the IASC guidelines on GBV in emergencies). Work with the Child Protection Cluster working group to train staff in how to deal with child victims and to establish an effective social service and legal referral and response system.

# Handout 8

- Mothers under great stress are limited in their ability to care for their babies and young children on their own. Incorporate initiatives into health programs that provide mothers with emotional support, such as bringing together small groups of mothers to develop support networks and discuss their parenting concerns.
- Promote and support exclusive breastfeeding for the first 6 months, and continued, with appropriate complementary foods, through to at least the second year of life.

## NUTRITION

Adapted from Save the Children sector specific guide and tools

### KEY ACTIONS FOR NUTRITION ACTORS

- Make sure dieticians are fully briefed on child protection concerns (separation, abuse, sexual abuse, violence, exploitation, trafficking etc.).
- Provide the dieticians with understanding on how to handle possible cases, and link them up with a clear referral mechanism (such as community CP focal points).
- Regularly include child protection information and sensitisation in nutrition activities.
- Where families report that they have left other children behind and without care, liaise with child protection agencies and inform them of possible child-headed households.
- Monitor the nutritional status of women, children and other vulnerable groups to make sure that food reaches them, and refer excluded groups.
- For infants whose mothers have died, cannot be traced or cannot lactate, seek substitute mothers (wet nurses) from the community who have been breast-feeding their own infants. Traditional and cultural infant feeding practices should be explored. Encourage the development of support groups with community participation for promotion of breastfeeding.
- Ensure child headed households, unaccompanied and separated children are included in the nutrition programs. They may not be very visible and may require proactive engagement at the community level or through the assistance of specialised child protection actors.
- Use vitamin A fortified foods, supplements or vitamin A rich food to strengthen children's immune systems, decrease effects of measles and diarrhoea, reduce child mortality in at-risk populations by 23-34% and help prevent childhood blindness.
- Provide parents and caregivers with parenting tips and increased awareness of the responsibility of taking care of children during emergencies.
- Create a child protection focal point at supplementary and therapeutic feeding points to raise awareness and receive complaints/reports, as well as registering children separated from their families.

# Handout 8

- Nutrition Programmes and associated livelihood activities have to take into account the impact that these can often have on child care practices. Mothers and babies need to be kept together or child care provided with regular breast feeding access.

## SHELTER AND CAMPS

Adapted from the one pagers produced by the Child Protection Working Group for Iraq (UNICEF, IRC, SC-Alliance, WVI, EDM), Version 15 April 2003.

## KEY ACTIONS FOR SHELTER AND CAMP MANAGERS

- Involve women, children, youth and disabled children in the design and layout of camps and facilities to help keep them safe and accessible for all. The views of women, children, youth and the disabled often differ from those of traditional adult representatives.
- Mobilise the wider community to provide women, child-headed households, the elderly and disabled with assistance in building their shelter units. Tailor the system to the needs of vulnerable groups, such as allowing flexibility in the number of people required to receive a tent.
- When constructing homes or shelters, maximise privacy. Measures should also be provided for female privacy in group or transit shelters such as schools or other public buildings.
- Refer cases of separated and vulnerable children to the local child protection focal point. Support community education programs to promote family-like care over orphanages.
- Create an information centre where displaced people can get information about access to basic services and food distribution, the local security situation, the situation in their home location and the location of family members. Provide child-friendly information.
- Post information in camps, in places such as latrines, showers and child-friendly centres) regarding women and children's rights against sexual abuse and other forms of abuse and exploitation, and where they can seek confidential support. Provide child-friendly information.
- Support the establishment of a camp committee consisting of men, women and youth to develop a community-based security system to provide rapid but interim response, verify allegations of incidents, document, report and make recommendations to the overall camp management. Camp management agencies should ensure that there is a 24hour security mechanism in place with appropriate rapid response to any security breaches. Such a mechanism should have special measures in place for child offenders and victims.
- Contact child protection agencies to support the creation of child-friendly spaces. Create safe play zones away from hazardous sites, including garbage dumps, roads and open wells.

# Handout 8

- Establish separate areas for providing food to children, elderly, disabled and other vulnerable groups, to ensure fair food distribution.
- Latrines and bathing facilities should be gender specific, centrally located and less than 50 meters from housing facilities, secured with locks and well lit, to protect children and women against violence. When constructing and locating latrines, consider the privacy

## WATER AND SANITATION

### KEY ACTIONS FOR WATER AND SANITATION

#### WATER

- Consider children's physical capabilities (including disabled children) when designing water collection points.
- Water points should be accessible, safe and easy to operate by children as well as adults. Provide jerry cans or other water collection containers of a size and shape that children can carry safely.
- Ensure vulnerable children such as disabled children, children without parental care or living on their own and street children, have access to safe water collection points.
- Identify residential schools, orphanages, detention facilities and other groups caring for children, and ensure they receive adequate supplies of potable water.

#### LATRINES AND SHOWERS

- Build separate latrines and shower facilities for men and women/girls. Women's and girl's latrines should be less than 50 meters from their housing area, provide locks and be well lit, for protection. To ensure privacy, provide secondary enclosures around facilities.
- Increase the capacity for women's latrines, recognising that they will serve both women and children. Make openings smaller to decrease the risk of children falling in.
- Promote latrine use among children and adults. Ensure latrines are safe for children. Provide child friendly information to encourage use of latrines.
- Encourage caregivers to properly dispose of children's excreta (e.g. provide potties, encourage caregivers to empty a child's potty into a latrine and clean up exposed waste in living areas).

#### HYGIENE PROMOTION

- Promote simple personal hygiene messages for children using child-friendly information (e.g. cartoons)
- Work with the Education and Child Protection Clusters to initiate child-to-child peer training programs in schools, in order to conduct hygiene promotion and spread health education and safety messages.

# Handout 8

- Ensure systems are in place to make sure that garbage is properly disposed of, especially in children's play areas.
- Provide health information about the importance of keeping all animals outside of the living areas, to decrease exposure to illness.

# Handout 9

## Child Protection Mainstreaming Training

How did you find the training sessions?	Very useful	Useful	Somewhat useful	Waste of time
Session 1 Welcome				
Session 2 Introductions, Objectives, and Expectations				
Session 3 Who is a child?				
Session 4 Power Walk				
Session 5 Child Protection Concepts				
Session 6 Rings of responsibility				
Session 7a Adult Perspectives of Risks				
Session 7b Looking at Reality with Children's eyes				
Session 8 Engaging Children in Design and Assessment				
Session 9a Why Is It Important to Involve Children in Assessing and Designing?				
Session 9b Quality Child Participation				
Session 10 Examples of child participation to ensure child protection mainstreaming				
Session 11 Questions to Consider and Actions to Take				
Session 12 Limitations of Child Protection Mainstreaming				
Session 13 Relevant Resources				
How did you find the teaching methods?				
Plenary Presentations				
Group Work				
Case Studies				
Exercises				
Was there sufficient time provided for each topic?				
How did the training prepare you to make you programs more protective for children?				
Other suggestions:				



# Handout 9

## Six Month Evaluation of Child Protection Mainstreaming Training /

Name: \_\_\_\_\_ Program \_\_\_\_\_ Organization \_\_\_\_\_  
(Please send response to \_\_\_\_\_ (facilitator or child protection person in the agency))

Have you made changes to your program to make it more protective for children?

Yes\_\_\_ No\_\_\_

What changes have you made related to the action-plan (actions per sector) produced at the training?

How have the programmatic changes affected the lives of children in your program area?

How has the training helped you to make the changes?

What did you learn from your programmatic work related to child protection mainstreaming that you think was missing from the training?

Optional Name

Please hand the filled evaluation to the facilitator

If the questionnaire is filled 6 months after the training please forward analysis to Facilitator or Person in charge of Child Protection in the agency \_\_\_\_\_

# Handout 9

**In many ways using a child protection lens, does not mean necessarily doing new things, but doing things in a different way to strengthen programs of different sectors.**

Possible discussion questions:

- 1 How might where characters ended up on the power walk affect their survival and development?
- 2 What if a natural disaster (such as a flood or drought) hit this community tomorrow? (What are their potential risks and what might be some of the capacities/assets of each character to manage that risk?)
- 3 Are there power differences in communities where the participants already work? What are they?
- 4 What implications does power have on the protection of children and, for other vulnerable people in the community, what implications does power have to safe access of services and care?

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