CPWG Sudan

Working with Community-Based Child Protection Committees and Networks

Handbook for facilitators

2012

Acknowledgements

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Child Frontiers Ltd. (Registered company No. 1275515)

Suite A 15/F | Hillier Commercial Building
65-67 Bonham Strand East
Sheung Wan | Hong Kong
www.childfrontiers.com

Foreword

The capacity of families and communities to care for and protect their most vulnerable members is often undermined in complex humanitarian situations. These risks are compounded where formal social welfare systems lack the reach to deliver services in areas of greatest need. In order to sustain children's protection from violence, exploitation and abuse, humanitarian actors have promoted the establishment of Community-Based Child Protection Committees and Networks (CBCPNs).

A CBCPN normally serves as a forum where community members meet, discuss child protection problems and research solutions. It is thus an informal community structure, representing all sectors in the community who have a role to play in protecting children – including children themselves. While bringing concrete solutions to the situation of individual children and young people, they also serve as platforms for holding duty-bearers accountable for promoting child rights and protecting children from violence.

The Child Protection Subsector in Sudan has mapped more than one-hundred Networks. These have been established in response to specific humanitarian situations, mainly in the Darfur region, South Kordofan, Blue Nile and Abyei, but also in Khartoum and elsewhere. Where Subsector partners' access to conflict affected areas has been an increasing challenge, CCPC/Ns have become a vital means of assuring the delivery of services; of conducting awareness-raising sessions amongst community members; and of contributing to child protection rapid assessments and protection monitoring.

Consequently, Subsector partners have invested considerable resources in supporting these networks through training and in-kind support. However, the level of assistance has been inconsistent, and has not been guided by a shared understanding of the role, functions and limitations of CBCPNs in emergencies. The Subsector has mandated a working group comprised of Plan International, Save the Children Sweden, Terre des Hommes, UNICEF, War Child Holland, and World Vision International to produce a common Child Protection Handbook for Community Based CP Networks. The handbook is designed to assist programme and field staff in the establishment, capacity building and support of CBCNs with their work protecting children.

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Content

Acronyms

AIDS	acquired immunodeficiency syndrome
CBCPC/Ns	Community-Based Child Protection Committees and Networks
CRC	United Nations Convention on the Rights of the Child
HIV	human immune-deficiency virus
NGO	non-government organization
PRA	participatory rural appraisal
UNICEF	United Nations Children's Fund

INTRODUCTION

Given the difficult operating context in Sudan, compounded by remote communities, the shrinking working space for humanitarian agencies and a lack of services, the essential need to protect children through community-based mechanisms, and structures has become a priority. The Child Protection Working Group has been engaging extensively with Community-Based Child Protection Committees and Networks (CBCPC/Ns); to further support these efforts, it developed this handbook to guide programme and field staff.

This handbook consolidates and builds upon materials that were developed in country. An initial draft of the handbook was circulated to partners in the Child Protection Working Group for their review; based on their feedback, it was then revised.

Unfortunately, due to the urgent need to produce the handbook and the short time available for development, there was no opportunity to pilot the materials or undertake extensive consultation as part of the process. For this reason, as much as possible the handbook relied on materials already in use in country or in other relevant contexts. After the handbook is introduced and applied, it will be reviewed, with further amendments and refinements expected.

Format and how to use the handbook

The handbook is to assist programme and field staff in the establishment, capacity building and support of CBCPC/Ns with their work protecting children.[1] It should be considered as a *guide* rather than a prescriptive manual, and staff should feel free to supplement the materials as necessary to suit the individual characteristics of the CBCPC/Ns they are working with and the local conditions. It has been deliberately written to be accessible, using as little jargon as possible. Another aim has been to keep the handbook short and concise – if it is too large and complicated, the chances of it being used are reduced. Thus careful consideration of the most important information on each subject area (rather than all information available) was made, and materials selected were those most relevant to the work of the CBCPC/Ns.

The handbook is divided into eight technical sections:

1. Introduction to child protection
2. Child development and child participation
3. Children's rights and legal situation
4. Roles and responsibilities and community based child protection
5. Mobilizing communities to protect children
6. Communicating with children and communities
7. Assessing the situation and protection needs of children
8. Skills for facilitating trainings and group work with communities

[1] Working with the networks rather than individual committees should be the priority in order to maximize the opportunities for building up their capabilities (considering the networks consist of several committees).

Each technical section consists of several uniform parts:

- **Overview** This first part covers a short rationale for the section.
- **Technical notes** This part provides a short narrative that explores the main theories and concepts associated with the subject area. This is intended to ensure that staff are aware of the main issues related to the subject area so that they can effectively work with CBCPC/Ns.
- **Key messages** This box summarizes the main points to be conveyed to CBCPC/Ns – either through training or through ongoing development work.
- **Resources** This list covers the main references and resources that provide further information (materials that are available online were prioritized wherever possible).
- **Activities** This final part offers activities that can be conducted with communities as part of the training or capacity development. The activities were chosen on the basis of being relatively easy to facilitate and to conduct with limited resources.

Technical section 8 summarizes the skills for facilitating training and group work with communities; it is intended to act as a reminder for staff who are working with the CBCPC/Ns and to help them maximize their effectiveness.

Each section can be considered as a stand-alone unit, although the topics are interconnected. It may not be practical to explore all sections with CBCPC/Ns in a single meeting or capacity-building session – but it is critical to ensure that all areas are addressed with the CBCPC/Ns. Otherwise there is a danger that there will be substantial gaps in their knowledge and understanding. This in turn will most likely impact on their ability to promote the protection of children.

Additionally, it is essential to remember that the capacity building of CBCPC/Ns is not a one-off or isolated activity; rather, messages will need to be reinforced over time. This handbook provides guidance and reminders for staff to support ongoing work with CBCPC/Ns.

1. INTRODUCTION TO CHILD PROTECTION

Overview

The fundamental role of the community-based child protection committees and networks is to protect children within our communities. This section thus considers what is meant by the term 'child protection' and what contributes to the protection of children.

The goal of child protection is to promote, safeguard and fulfil the right of children to protection from abuse, violence, exploitation and neglect. Provisions for protecting children are necessary to ensure that more children can live in a supportive and caring environment that promotes their development and the realization of their rights.

Child protection is of relevance to *all* children and not just the children considered at high risk of rights violations or who live in vulnerable situations, although they may have particular protection requirements. As a result, child protection is the *responsibility of society as a whole* and involves a range of groups.

To be successful, child protection strategies and approaches require the involvement of communities, families, parents/guardians, teachers, traditional and religious leaders, elected representatives and government authorities.[2]

Technical notes

When people hear the term 'child protection', it often invokes images of abuse, violence, exploitation or neglect of children; many people understand child protection as the activities and programmes that respond to those issues – sometimes called *response and recovery*. However, child protection is more than this and includes protecting children by *preventing* them from experiencing abuse, violence, exploitation and neglect in the first place.[3]

The best approach to child protection is to *build systems and protective environments*[4] in which risks are removed or reduced and protection concerns less likely to occur. Prevention is so important because it is generally easier, and certainly less damaging for a child, to intervene *before* a harmful situation occurs or escalates. Where child protection issues are present, specific responses or actions may be required to ensure that a child receives the care or support required to mitigate a negative experience and help them recover.[5]

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[2] Adapted from, *Child Protection Manual* (draft), UNICEF Bangladesh 2004.
[3] Taken from *Mobilizing Communities for Child Protection a Training Manual* (draft), UNICEF Nepal, 2011.
[4] A system-building approach is now globally advocated for a number of reasons – most importantly in the context of developing countries because it is a better use of resources and leads to greater sustainability.
[5] UNICEF, *Child Protection Strategy,* New York, 2008 (E/ICEF/2008/5/Rev.1).

Defining child protection

Child protection is sometimes defined as the prevention and response to abuse, violence or exploitation against children, each of which is defined as follows: [6]

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.[7]

Violence: All forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.[8]

Exploitation: Refers to the use of children for someone else's advantage, gratification or profile, 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. This covers manipulation, misuse, abuse, victimization, oppression and ill treatment.[9]

Sometimes definitions of child protection also include the term 'neglect':

Neglect: The failure of parents or carers to meet a child's physical and emotional needs when they have the means, knowledge and access to services to do so or failure to protect the child from exposure to danger.[10]

In Sudan, as in other countries, children encounter many protection threats and, unfortunately, experience tells us that children often suffer from several child protection concerns at the same time. Many child protection concerns also stem from common causes and have similar negative effects on children's' psychological, physical, emotional and social development.[11]

Common child protection concerns include:

- children affected by armed conflict
- separation of children from families
- recruitment of children into armed groups
- physical, sexual, emotion or psychological abuse or exploitation of children
- trafficking of children
- hazardous forms of child labour
- failure to establish and protect children's identity (through lack of birth registration) and subsequent protection concerns that may follow)
- children without primary caregivers or unnecessary separation from families
- harmful traditional practices (female genital mutilation, early marriage, etc.)
- children in conflict with the law
- children affected by HIV or AIDS, such as orphans.

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6 UNICEF, 'Child Protection Information Sheet: What is Child Protection?'.
7 Save the Children UK.
8 Taken from Articles 19 of the CRC and referenced in *Child Protection Training Manual Facilitator's Guide for Teacher Training*, Save the Children, UK, Southern Sudan
9 Taken from Save the Children UK, *Child Protection Training Manual Facilitator's Guide for Teacher Training*, Southern Sudan, 2008.
10 According to the United Nations, *World Report on Violence Against Children*, 2006, p. 54.
11 Adapted from ActionAid, *Safety with Dignity: A field manual for integrating community-based protection across humanitarian programmes,* 2010 and *Mobilizing Communities for Child Protection a Training Manual* (draft), UNICEF Nepal, 2011

Children need protection as they grow and develop because:[12]

- Their physical strength is not fully developed. They are less able to defend themselves or escape harm.
- Their knowledge and emotions are developing. They are less able to recognize risks or cope with the effects of certain experiences.
- They are dependent on adults for their needs.
- They are vulnerable to adults with power over them and may feel unable to speak about the abuse or violence they experience.
- They need help to access different services, including health care, social protection or legal guidance and support.

As children grow, they have different needs for their health, development and protection. Technical section 2 on child development of this handbook gives further details.

Generally speaking, the children who are most at risk or vulnerable are those with limited access to resources that help them to reduce exposure to, respond or recover from protection problems. Children most vulnerable to protection concerns have limited, unsafe or ineffective access to resources, including:[13]

- natural resources – water, food, land
- material resources – shelter, clothing, belongings, transport
- safe environments – especially during armed conflict or when families are forced to move (as with internal displacement)
- financial resources – savings, loans, income, assets
- social networks and support – strength and support of family, social network, community
- services and infrastructure, such as health care, social services, education
- information sources – timely, reliable information from different sources
- the State – effective services, including army, police, courts, health care, etc.
- individual resources and capacities – health, fitness, life skills, knowledge on how to access services.

Children, families and communities with a lack of or limited access to resources face many challenges and are often forced to make choices that make children more vulnerable to protection concerns. For example, the displacement of families and communities as a result of armed conflict can greatly undermine the ability of parents to meet the needs of their children and lead to children being exposed to a range of threats.

The protective environment

When there is a protective environment, children receive the support they require to grow and develop, have their needs met, their rights respected and are given greater opportunity to fulfil their potential. If the protective environment is in place, then protection concerns or risks are prevented or greatly reduced; and if they do occur, then effective action can be taken quickly.[14]

[12] UNICEF Nepal, *Mobilising Communities for Child Protection: A toolkit*, 2010.
[13] Taken from ActionAid, *Safety with Dignity: A field manual for integrating community-based protection across humanitarian programmes,* 2010.
[14] This section is adapted from UNICEF, *Mobilising Communities for Child Protection: A resource kit,* Kathmandu, Nepal, 2010.

Eight elements of the protective environment for children[15]

Protective environments for children are based on the presence of *eight elements* that reflect both the needs of children and the rights outlined in both the United Nations Convention on the Rights of the Child (CRC) and national laws. These eight elements are interrelated and reinforce each other to reduce child protection concerns:

1. **Attitudes, traditions, customs, behaviours and practices**
   The environment will not be protective for children in societies in which attitudes or traditions facilitate abuse. For example, if attitudes condone early marriage or violence against children, this enables abuse. Children are more likely to be protected in societies in which all forms of abuse and violence against children are not acceptable and in which the rights of children are broadly respected by custom and tradition.

2. **Government commitment to fulfilling protection rights**
   Government commitment to respecting, protecting and fulfilling child protection is of paramount importance to the development of a protective environment. Governments have a fundamental role and need to show commitment to creating strong legal frameworks that comply with international legal standards, policies and programmes and to enforcing them.

3. **Open discussion and engagement with child protection issues**
   At the most immediate level, children and communities need to be free to speak up about child protection concerns affecting them or other children. At the national level, media attention and civil society engagement with child protection issues also strengthens the protective environment.

4. **Protective legislation and enforcement**
   An adequate legislative framework designed to protect children from abuse and its

[15] See *Toolkit on Child Protection in Emergencies: A Guide for Fieldworkers* – Introduction and General Guidelines, UNICEF, Save the Children – UK, University of Indonesia and the Ministry of Social Affairs Indonesia, 2006.

enforcement is an essential element of a protective environment. However, laws alone are not sufficient – they need also to be put into practice and enforced.

5. **The capacity of people around children to protect them**
   Members of community-based child protection committees, parents, traditional and religious leaders, health workers, teachers, police, security forces, peacekeepers, social workers and many others who interact with children need to be equipped with the motivation, skills and authority to protect children. This includes identifying and responding to child protection concerns. The capacity of families and communities to protect their children is monumental in providing a protective environment.

6. **Children's life skills, knowledge and participation**
   Children are less vulnerable to abuse when they and their caregivers are aware of their right not to be exploited or of services available to protect them. With the right information, children can draw upon their knowledge, life skills and *resilience* to reduce their risk of abuse, violence or exploitation. If children do suffer abuse, violence or exploitation, then life skills and resilient characteristics can help them to deal with and recover from such experience.

7. **Monitoring and reporting**
   An effective monitoring system records the incidence and nature of child protection abuses and allows for informed and strategic responses. Such systems are more effective when they are participatory and locally based. The presence of monitoring and reporting systems not only acts as an early warning system but they will help to prevent abuse, violence and exploitation.

   Community-based monitoring also helps to increase awareness of the causes of child protection concerns, which children are more vulnerable than others and the places and situations where risks occur.

8. **Services for recovery and reintegration**
   Children who experience any form of abuse, violence, exploitation or neglect are entitled to care and non-discriminatory access to basic social services. These services must be provided in an environment that fosters good health, self-respect and dignity of the child.

Actors responsible for child protection

The field of child protection work is of relevance to people from all levels of society and can include children, their parents, other community members, NGOs officers, policy-makers, law-makers and government authorities. Because child protection is a complex issue, it is important for all sections of society to actively contribute towards the protection of children from harm and abuse and helping to ensure that their rights are respected and promoted.

Child protection is relevant to all groups in society and is a responsibility of all:[16]

[16] Adapted from *Child Protection Manual* (draft), UNICEF Bangladesh, 2004.

Children – Children have an important role in child protection, especially by becoming more aware of how they can protect themselves from risky and harmful situations. It is also important for children to have access to information about services to help them report and recover from any negative or abusive situation. Children also have a unique understanding of their own situation and can advocate on child protection issues and contribute to the design and practice of child protection programmes.

Parents and families – Parents and families form the first and most effective system of support for children (especially very young children). Even in times of crisis (such as during armed conflict, forced displacement or natural disaster) parents will develop coping strategies or ways to protect their children. Unfortunately, the events or situation might overwhelm parents and limit their ability to protect their children. For example, forced displacement may result in family separation or greatly reduce the capacity of parents to care for their children.

Media – The media can make an important contribution in terms of reporting on the situation of children, especially on the positive and negative influences affecting them. The media can help to ensure that issues relating to children, including any violations of their rights, are not ignored and are placed on the public agenda.

Communities – Children live within communities; the patterns of everyday life and the norms and values (such as local power structures) that shape community life can have a very strong positive or negative impact on how children are treated. Communities are relevant to child protection, both as sources of threats but also as having a role in finding solutions to child protection issues.

Service providers – Service providers, both government and NGOs, have an important effect on child protection issues, such as the level of services available, how they are implemented, how adults treat and interact with children and how the position of children is regarded will all affect the quality of services available and whether or not protection issues are adequately addressed. Services for children can range from education and health care programmes to more specific interventions, such as helping those who have suffered abuse, violence and/or separation from their family.

Policy-makers and law-makers – The life of any child is affected by decisions that are taken by policy-makers and law-makers. It is important to consider how policies and laws are developed, their purpose and the likely effects on children – which can be both positive and negative.

Government – By signing the CRC (which nearly all countries have done), a government is charged with the responsibility of trying to meet the standards for child protection it contains. Government also influences the laws and policies that other service providers will follow, such as setting procedures concerning employment, the education system or how the justice system should handle children in contact with the law.

Child protection can cover a range of activities and interventions that are designed to promote a more protective environment and foster a holistic approach to the needs of children. Child

protection activities and interventions can include:

Conducting advocacy work on children's rights issues in general and especially where children's rights are least protected or violated.

Reforming laws and policies to ensure that they reflect the content of the CRC and are designed to work for the development of children rather than acting as barriers to children realizing their rights.

Supporting parents, families and communities to provide a more protective environment for children, reduce the risks they are facing and help them access formal and informal support mechanisms when necessary.

Creating awareness of children's rights issues and conducting related activities with children, their parents and the community in general.

Developing communication strategies to help educate and increase awareness of children's issues.

Setting up systems to monitor services for children and to report on the situation of how well children's rights are realized.

Identifying children's rights issues that are hampering the development of children or leading to negative consequences in their lives; for example, highlighting the abuse and exploitation of children who are working, breaking the silence surrounding child sexual abuse and exploitation, including trafficking, addressing the situation of children in contact with the law and promoting the registration of all births.

Promoting the participation and empowerment of children so that they become more involved in addressing their own rights situation and become agents for positive change, such as through life skills education, research and discussion to help promote the involvement of children.

Addressing gender discrimination, oppression and inequalities that affect the life opportunities and day-to-day experiences of children.

Working to mainstream children's rights and especially the principles of best interests of the child and child participation into all services and programmes designed to meet their needs. Child protection can be proactive and help prevent situations from arising instead of just responding to rights abuses when they occur. The saying, 'prevention is better than cure', certainly applies to the field of child protection.

Responding to situations of abuse when they occur – both to reduce the impact of the abuse and to prevent situations occurring in the future.

Child protection at the community level

Community-Based Child Protection Committees and Networks can be involved in a range of activities for children, depending on the context and environment. Many community groups are often involved in some or all of the following activities (specific choices about what activities are most relevant will typically depend on a need assessment of the local context):[17]

- Identifying the types of risks confronting children or the ability of families and the community to provide care for and meet the needs of children.
- Identifying vulnerable children and trying to understand the reasons or causes of their vulnerability. This may also involve keeping a simple register of children experiencing protection concerns and the reasons why; or in an armed conflict or emergency situation, identifying children separated from their families and linking them to family-tracing activities.
- Mapping out the resources or services that can provide support to children and families.
- Referring or helping children and families access local services by bringing them to the attention of service providers or groups who can help address their needs, such as access to welfare support, medical attention, food, shelter and education.
- Acting as a focal point for reporting child protection concerns, including physical or sexual abuse, violence or exploitation.
- Coordinating activities within the community in support of child and family welfare.
- Engaging in discussions with children and families on the issues that affect them on an ongoing basis and working with the community to find or develop appropriate solutions.
- Supporting and promoting the genuine participation of children in decision-making that affects their lives – in part by modelling good practices of communication between adults and children and respecting the views of children.

Principles and values of child protection work[18]

The principles and values on which child protection is based are an important part of the practice of child protection activities and programmes. Trying to put the values and principles listed below into everyday practice will help those involved in community-based child protection to establish positive and trusting relationships with any groups with which they are working. Those principles and values include:

Respect for children's rights – Child protection is often described as unpinned by the rights-based approach. If the rights of children, for example, are provided for and protected, then children will have a greater chance to develop in a healthy environment and to be protected from potential forms of abuse or harm. This respect for the rights of children, however, also needs to be balanced with the rights of other members of the community, including parents.

Non-discrimination – Non-discrimination promotes the idea that every child has rights and is thus entitled to support without exception. Discrimination can be based on a range of factors, including but not limited to gender, race, ethnicity, political affiliations, religion or status as a refugee or internally displaced person.

[17] This list is adapted from *Children at the Centre: A guide to support community groups caring for vulnerable children*, Save the Children, 2007.
[18] Adapted from *Child Protection Manual* (draft), UNICEF Bangladesh, 2004.

Best interests of the child – All actions taken on behalf of children should be based on a simple question – What is in their best interest? Sometimes, establishing the best interest of the child can be challenging, and it is important not to see children as isolated individuals but as part of a family or community because it is possible that their best interest may be met by providing support to the family or community. Careful analysis is needed.

Respect for cultural values and positive endogenous practices – Generally speaking, families and communities already have a range of strategies, mechanisms and practices for protecting children, and it is import to understand and not dismiss or overlook them when it comes to developing child protection strategies.

Participatory – Involve children, families and communities as social agents with the capacity to influence their situation in a positive way. Children, families and communities possess a unique insight into their own situation, and it is important for them to be involved and participate in actions concerning their life situations (see technical section 2 on child development and participation and technical section 5 on mobilizing communities to protect children).

Approach children, families and communities with a focus on their competencies and strengths – It is common to view marginalized groups, displaced communities or victims of abuse as damaged or lacking the ability to take care of themselves. However, the focus should not just be on people's needs but also on any strengths, resources or capacities that they have that could form the basis of protection activities and programmes.

Focus on strengthening a sense of involvement in community life through the restoration of normal everyday routines and activities – Everybody has needs, and in general these are met through everyday structures, such as the support provided by families, friends and communities. For some reason, these may stop working or break down during crises, such as armed conflict, displacement or as a result of the threat of ongoing insecurity.

Integrate child protection into a range of activities – Child protection issues are complex, arise for a variety of reasons and are found across different settings. There is only so much that child protection actors can do; however, it is important to make others aware of protection concerns and how their own activities can either put children at risk or contribute to building a more protective environment. Child protection should be mainstreamed into the work of most sectors, including education, health care, justice, security and humanitarian response.

Base child protection activities and programmes on both an initial and ongoing need assessment – It is important to use initial and ongoing need assessments to know the causes and extent of child protection concerns and to thus make appropriate action plans.

Include a focus on capacity building and training for local caregivers – Enhancing the skills of local caregivers helps improve both the quality and sustainability of child protection programmes. For example, how can parents, families and communities be supported to better protect children or reduce their exposure to risks?

Where possible, work through existing structures or services, such as schools, youth clubs, health clinics or community programmes – It is essential that exposure to risk is reduced, that problems are spotted as early as possible and that individuals have access to the kinds of care or support they need to resolve these problems. Developing community-based programmes that encourage self-help and reinforce people's natural resilience (ability to cope with problems) is a very effective way of creating more protective environments for children.

Code of conduct[19]

The principles and values on which child protection is based are often used to develop a code of conduct that guides the work of those involved in community-based child protection. A code of conduct has an important role in terms of ensuring that child protection mobilizers are aware of expected standards of behaviour and are clear on how to engage responsibly with children and communities in a positive and safe manner. In Sudan, there is no final version of an agreed code of conduct; many organizations follow their own version when working with communities. Attempts are being made to reach an agreement on such a code of conduct. The following model has been proposed to help guide the work of the Community-Based Child Protection Committees and Networks (CBCPC/Ns).

All members of the Community-Based Child Protection Committees and the Child Protection Networks should understand and agree on certain principles and regulations that are contained within the code of conduct, which is to be signed by each member.

See sample provided in the following page.

[19] This section is based on the code of conduct included in the terms of reference for the development of this handbook.

CODE OF CONDUCT
for members of the Community-Based Child Protection Committees and the Child Protection Networks

I WILL:
- Treat all children and young people with respect and equity.
- Provide a welcoming, inclusive and safe environment for all children, young people, parents, staff and volunteers.
- Respect cultural differences.
- Encourage open communication between all children, young people, parents, staff and volunteers and have children and young people participate in the decisions that affect them.
- Report any concerns of child abuse.
- Exercise due care in all matters related to my function and not divulge any confidential information about a child and other child protection network-related matters.
- At all times, be transparent in my actions and whereabouts.
- Take responsibility for ensuring I am accountable and do not place myself in any position in which there is a risk of allegations being made.
- Self-assess my behaviour, action, language and relationships with children.
- Speak up when I observe behaviour of colleagues that cause concern.

I WILL NOT:
- Engage in behaviour that is intended to shame, humiliate, belittle or degrade children.
- Use inappropriate, offensive or discriminatory language when speaking with a child or young person.
- Request any service or favour from a child or family in return for protection or assistance.
- Do things of a personal nature that a child can do for him/herself, such as assistance with toileting or changing clothes.
- Take children to my own home or sleep in the same room or bed as a child.
- Smack, hit or physically assault children.
- Develop a sexual relationship with a child or a relationship with a child that may be deemed exploitive or abusive.
- Behave provocatively or inappropriately with a child.
- Condone or participate in behaviour of children that is illegal, unsafe or abusive.
- Act in a way that shows unfair or differential treatment to children.
- Photograph or video a child without the consent of the child and his/her parents or guardians.

Signed…….. Date……

Child protection in emergencies and humanitarian settings

Emergencies can pose particular challenges for child protection, especially when many of the family, social and community structures that normally help to protect children are disrupted, destroyed or seriously weakened. Emergency situations can also result in children being exposed to new risks or an increase in the risks that they might usually confront.

Emergencies cover a range of events, including natural disasters (such as floods or droughts) and armed conflict. Emergencies can be relatively short lived or have long-lasting impacts that affect populations for years. All types of emergencies are likely to have a disproportionate impact on boys and girls as compared with adults.[20]

[20] Taken from, *Protecting Children during Emergencies in Nigeria: A toolkit for trainers*, Save the Children UK

However, the needs of children will vary among emergency situations. Responses to emergencies must consider the varying needs of girls and boys, older and younger children, children with and without disabilities and children from different religious or cultural groups. Efforts must be made to fulfil the rights of all children and minimize the negative effects of emergencies on them.[21]

Particular child protection concerns associated with emergencies include:[22]

Family separation – Children are at risk of becoming separated from their primary caregivers during emergencies, either as a direct result of the emergency or as a result of its consequences. The locating of separated children and the tracing of their families and subsequent reunification must be priorities in every phase of any emergency. Interventions that prevent secondary separation (such as when children become separated at water or transport points) are also required.

Problems meeting basic needs – During an emergency, the capacity of families and communities to provide for the basic needs of children is greatly reduced, in particular when families are living in insecure environments or are forced to move or become displaced from their home.

Recruitment into armed forces or armed groups – In situations of armed conflict, boys and girls are regularly recruited into armed forces or armed groups. Although this involvement may be forced or 'voluntary', they take on a range of roles – including fighting, acting as spies or messengers, cooks, porters and sexual purposes. Recruitment exposes children to a number of extreme risks, such as death, physical injury, psychological damage and sexual abuse. Return to civilian life can pose many challenges for both children and communities.

Exploitation and gender-based violence – Sexual violence and exploitation are extremely serious risks to girls and boys in emergency situations. With the breakdown of the structures that normally provide protection, children – particularly those who are displaced – are most vulnerable to such abuses as rape, incest, molestation, trafficking and early or forced marriage.

Physical harm – In every emergency, boys and girls risk being physically harmed. As the nature of armed conflict and natural disasters evolves, civilians are increasingly targeted because of violence or are at risk of being maimed or killed. The tremendous stress under which caregivers live can lead to disproportionate punishment of children when parents under stress find it difficult to cope. Programmes that enhance children's physical safety – such as landmine awareness – and that call for greater protection of girls and boys are all essential.

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undated.

[21] ibid.

[22] Adapted from, *Child Protection in Emergencies: Priorities, principles and practices*, Save the Children UK, 2007.

Psychosocial distress – During emergencies, children are exposed to a range of extreme circumstances, some of which are beyond their capacity to cope. It is now accepted that in addition to meeting basic needs, such as food and shelter, it is essential to consider the emotional and development support of children. Being in a safe environment and supported by family and community helps children to recover more quickly from distressing experiences.

Types of protection children need most in emergencies[23]

Children are affected by emergencies in different ways from adults. Children can be exposed to risks due to emergencies, but the protection should not stop in emergencies. Instead, greater efforts are needed to protect children during and after emergencies also.

Some of the most critical types of protection that children require in an emergency situation entail:

- protection from physical harm
- protection from exploitation and gender-based violence
- protection from psychosocial distress
- protection from recruitment into an armed group
- protection from family separation
- protection from abuses related to forced displacement
- protection from denial of access to quality education.

Protection responses in emergencies[24]

During emergencies, community members can assist, care and provide support for children and families. This can include:

- Identifying children at risk or who are experiencing child protection concerns.
- Helping to trace families and reunite separated children with their family.
- Caring for children by extended family, neighbours or friends when parents are missing, sick or dead.
- Awareness raising on the risks children can experience, such as trafficking, sexual exploitation, abuse and accidents.
- Forming watch groups to monitor camps or local areas for separated or at-risk children.
- Establishing or re-establishing child clubs or safe places for children that offer educational and recreation activities, psychosocial support and campaigns for children's rights.
- Resuming all possible regular services for children as soon as possible, such as school and health care.
- Linking with service providers or NGOs for assistance or referral services for children and parents.

[23] Taken from *Mobilizing Communities for Child Protection – A toolkit*, UNICEF Nepal 2010.
[24] ibid

Key messages

- The goal of child protection is to promote, protect and fulfil the right of children to protection from abuse, violence, exploitation and neglect.
- Child protection is necessary to ensure that more children can live in a supportive and caring environment that promotes their development and the realization of their rights.
- Child protection is of relevance to *all* children and not just those children identified as at high risk of rights violations or living in vulnerable situations, although they have particular protection requirements.
- Child protection is concerned with prevention, response and recovery activities.
- Child protection concerns often stem from common causes and have similar negative effects on children's' psychological, physical, emotional and social development; many children face multiple protection concerns at the same time.
- Child protection is based on several principles that underpin child protection activities.
- Child protection workers should be guided by and required to sign a code of conduct.

Resources

Safety with Dignity: A field manual for integrating community-based protection across humanitarian programmes, Action Aid, 2010. Available at: www.actionaid.org/sites/files/actionaid/protection_manual.pdf

Child Protection Initiative: Building rights-based national child protection systems: A concept paper to support Save the Children's work, Save the Children, 2010. Available at: http://resourcecentre.savethechildren.se/node/3250

Children at the Centre: A guide to support community groups caring for vulnerable children, Save the Children, 2007. Available at: www.crin.org/docs/children%20at%20the%20centre%20text.pdf

Child Protection in Emergencies: Priorities, principles and practices, Save the Children, 2007. Available at: http://reliefweb.int/report/world/child-protection-emergencies-priorities-principles-and-practices

Activities

The activities included in this section can be used with a range of groups to explore some of the issues in relation to child protection (though adaptations may be required). The facilitator can use them as stand-alone activities or combine them as part of longer sessions, depending on the available time.[25]

Activity 1: What is child protection?

Objective: To clarify participants' understanding of child protection and related concepts.

Resources/materials needed: Post-it notes or cards, markers, card or flipchart with the definition or graphic illustration of child protection, abuse, violence and exploitation (if working with groups with low literacy comprehension), prepared table or a flipchart with three blank columns (headed with 'abuse', 'violence', 'exploitation').

Time: 45 minutes

What you need to do:

- Using the prepared card or flipchart, read out the definition of children protection.
- Divide the participants into groups of four, and explain that they should discuss this definition in more detail and to think more specifically about what abuse, violence and exploitation means to them.
- Each group should try and brainstorm examples of violence, abuse and exploitation or child protection issues and write them down on a flipchart or draw an illustration to represent the issues.
- Explain that the point of the exercise is not to get a 'right' definition or examples but to share their views.
- After 25 minutes, turn to the prepared flipchart sheet with the definition of child protection on it and the three columns (one each for abuse, violence and exploitation). Ask the groups to place their examples in the most relevant column on the chart (explaining that some may be hard to classify).
- Bring the group back into plenary, and then talk through the completed table.
- Put up a flipchart sheet or card with the definition of child protection, abuse, violence, neglect and exploitation and present this to the participants.

Suggestions for additional discussion:

- How were the examples from each group similar and different?
- Did the groups find it difficult to place examples in one column or another? Would some of the definitions fit across all columns?
- What were the most frequently occurring examples?
- Were there any major disagreements between the groups or participants?
- Present the definition of child protection provided and see how it compares with the definitions presented by the groups.

[25] Activities in this section are primarily adapted from *Child Protection Manual* (draft), UNICEF Bangladesh, 2004 and *Mobilizing Communities for Child Protection a Training Manual* (draft), UNICEF Nepal, 2011.

Notes for the facilitator:

- Prepare the definition card and flipcharts in advance so that participants can continue to read and think about the definitions while the discussion is ongoing.
- Some participants may be confused by the definition and the concept of child protection. It may seem abstract at first.
- Participants may be confused about the distinction between 'abuse' and 'violence'. You may choose to highlight that child protection concerns do not need to be categorized as one or another of these terms. Many concerns overlap. The definition aims to be broad so as to encompass a range of child protection concerns occurring in many countries. It aims to incorporate different concerns rather than exclude any. Encourage participants to see the definition as a tool to include different concerns.

Definitions for a handout or flipchart

Child protection is sometimes defined as the prevention and response to abuse, violence and exploitation against children, defined as follows (according to UNICEF Child Protection Information Sheet: What is Child Protection?).

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.[26]

Violence: All forms of physical or mental violence, injury, abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.[27]

Exploitation: Refers to the use of children for someone else's advantage, gratification or profile, 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. This covers manipulation, misuse, abuse, victimization, oppression and ill treatment.[28]

Sometimes definitions of child protection also include the term 'neglect':

Neglect: The failure of parents or carers to meet a child's physical and emotional needs when they have the means, knowledge and access to services to do so or failure to protect the child from exposure to danger.

[26] Save the Children UK.
[27] Taken from Articles 19 of the CRC and referenced in *Child Protection Training Manual Facilitator's Guide for Teacher Training*, Save the Children UK, Southern Sudan, 2008.
[28] Taken from *Child Protection Training Manual Facilitator's Guide for Teacher Training, Southern Sudan,* Save the Children UK, 2008.

Activity 2: Child protection concerns and their causes

Objective: To explore the participants' perspectives on and understanding of the causes of child protection concerns.

Resources/materials needed: Flipchart paper and markers for each group

Time: 45 minutes–1 hour

What you need to do:

- In plenary, ask the participants to brainstorm on the child protection concerns confronting children in their area.
- Gather all the suggestions and write them on a flipchart – highlight clear examples of child protection concerns and question any less appropriate examples to help focus the thinking of the whole group.
- Divide the participants into groups of four or five, and explain that in this exercise they are to identify their perspective on five priority child protection issues (as an alternative, each group may look at one or two in detail).
- Each group will have to agree on five child protection issues that they think need urgent action in the community.
- When the groups have decided on their five issues, they next have to think about the causes and effects of them.
- Both the five child protection priorities and the explanations of the causes should be recorded on the flipchart paper and presented back to the plenary group.
- Ask the groups to begin the exercise, and explain that they have 1 hour to complete their discussions and to prepare their presentations. Participants can write or use drawings as they see fit.
- After all the presentations and discussions, facilitate the group to come up with one single list of child protection issues and their causes. These should be ranked by priority, if possible.

Suggestions for additional discussion:

- What issues emerged as child protection priorities?
- Did the groups agree or disagree on the five child protection priorities?
- What causes were identified for the child protection priorities?
- Have adequate explanations for the child protection priorities been provided? If not, can any of the other participants add to the explanation of the causes?

Activity 3: Causes and consequences of child protection concerns

Objective: To encourage participants to think more about the causes and consequences of child protection concerns and how this will relate to their role as child protection mobilizers.

Resources/materials needed: Flipchart paper and pens

Time: 1.5 hours

What you need to do:

- In the plenary, explain that child protection concerns have causes and consequences.
- Draw a picture of a tree on the flipchart paper. Write 'child protection concern' on the trunk.
- Explain that just like a tree, every child protection concern has its roots (causes). The roots make the tree grow. The stronger the roots (causes), the bigger the tree (child protection concern).
- Every concern has consequences. Just like a tree, these grow like branches from the trunk. The bigger the trunk (child protection concern), the larger and more numerous the branches (consequences).
- Demonstrate a short example. Write 'child marriage' on the trunk of the tree.
- Ask the participants to call out some examples of reasons that enable child marriage. Write them on the roots. Ask the participants to think of social attitudes and behaviours that can cause or contribute to this concern.
- Ask the participants to call out some consequences of child marriage. Write them on the branches. Ask the participants to think about short-term and longer-term impacts.
- Divide the participants into groups of four or five and assign each group a child protection concern (from the list further on).
- Each group will then have 30 minutes to explore the causes and consequences of the child protection concern in more detail, making note of their discussion on the flipchart.
- After 30 minutes, bring the participants back into plenary and take feedback from each group.
- Place all of the flipcharts so that groups can review each other's work later in the session.

Notes for the facilitator:

- Every child protection concern has causes that make it occur.
- Every child protection concern has consequences that can impact on children, their families and the community.
- It is important to analyse child protection concerns to understand what is causing them and what is the impact. This will guide prevention and response actions.
- There may be common causes and consequences for different child protection concerns.
- Some causes are visible, but some are not. We need to go deeper into the issue so that we can find the real causes.
- Children may experience more than one concern, making them even more vulnerable.
- A comprehensive approach is needed for child protection; try to address the different concerns children experience. Working only on some child protection concerns but ignoring others may not increase a child's safety.

Child protection concerns can be caused by:

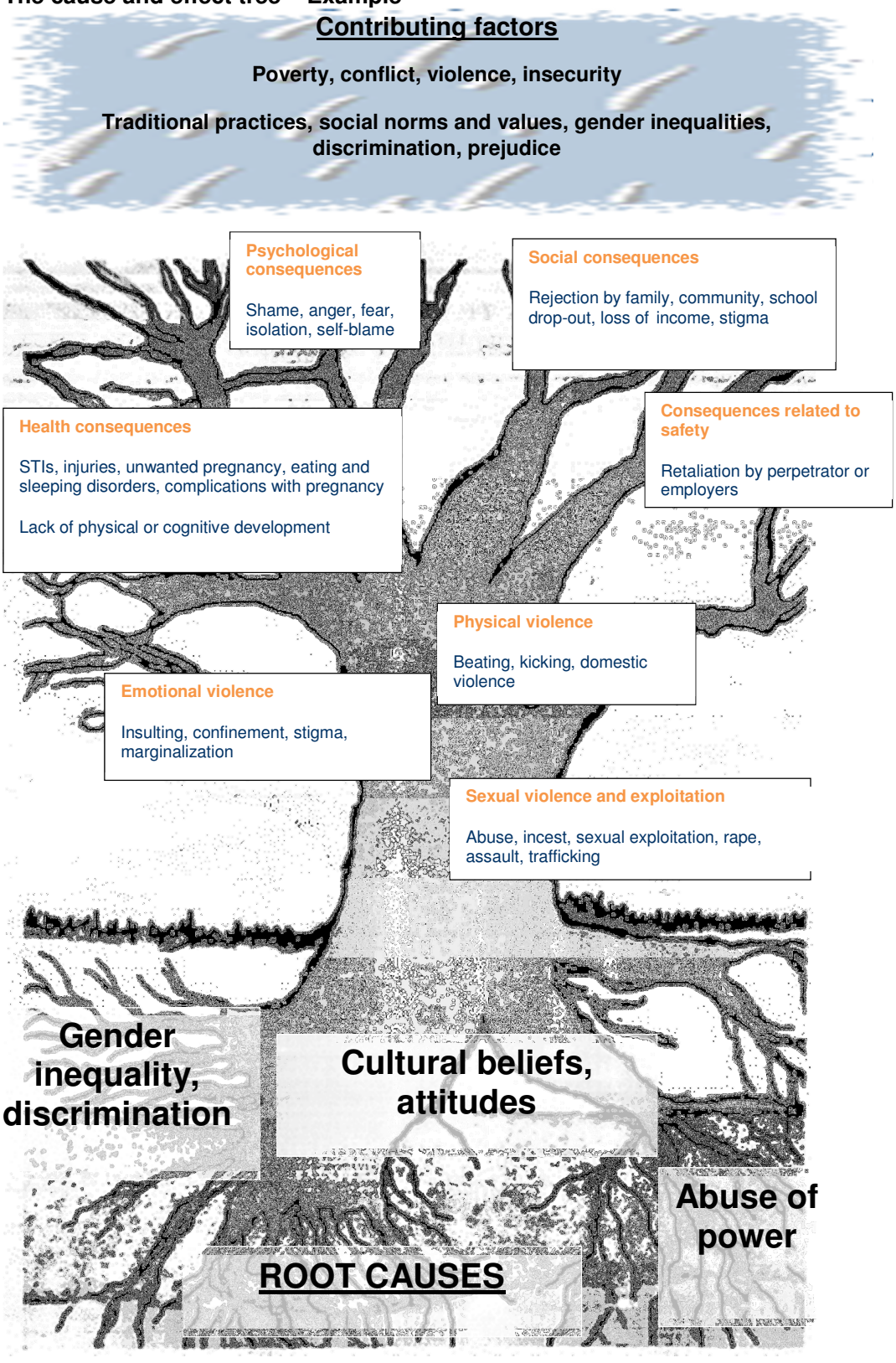
- Unexpected events, such as armed conflict, death, sickness, HIV infection, mental illness or separation from parents.

- Lack of awareness of parents (or caregivers) on the protection or development needs of children (they may think that they are protecting or helping a child or may not know how to act in other ways).
- Cultural, religious and social practices, such as discrimination against girls, people infected with HIV or people from different castes.
- Poverty, which causes lack of resources and awareness.
- Conflicts and natural disasters, which can damage family networks and expose children to harm.

Abuse, violence, exploitation and neglect can have many consequences, including:

- physical harm, such as injuries or disease
- psychological distress, such as depression or anxiety
- disability, such as mental and physical disability
- death, such as from suicide, injuries, disease or AIDS
- children leaving school due to conflict or displacement
- increased risk, such as separation of parents, which exposes children to the increased risk of sexual abuse
- poverty resulting from lack of education, injury or disability.

The cause and effect tree – Example[29]



[29] Adapted from *Gender Based Violence – Training Package for Staff, Communities and Children* (draft), Save the Children UK, West Africa Sub-Regional Programme, 2005.

Activity 4: Code of conduct

Objective: To get participants thinking about the values and principles that should guide the work of community-based child protection mobilizers and CBCPC/Ns, helping them to conduct themselves appropriately when working with children.

Resources/materials needed: Copies of the handout for groups, flipchart paper and pens

Time: 45 minutes–1 hour

What you need to do:

- Explain to the participants that they are going to do a simple group work exercise in which they will have to design a charter or list of principles or values to help guide how people should behave when working with children and communities. Give a 5–10 minute input on what a code of conduct is using cards or a flipchart. Be careful not to give too much away in terms of content.
- Tell the participants to think back to the previous activity on the characteristics of a community mobilizer but to be more general and to come up with 'guidelines' rather than personal characteristics (though of course there will be some overlap).
- Divide the participants into groups of six or eight, and pass out the handout and other materials needed for the group work.
- Inform the participants that they have 35 minutes to complete their group work and that then there will be presentations and discussions.
- Let the groups form and after about 5–10 minutes go around and make sure that each group is clear regarding their task.
- Feedback to the main group and discuss.

Suggestions for discussion:

- How were the groups similar or different in terms of the content of their care charters?
- Do they think that they would be able to apply their code of conduct in practice?
- Are there any areas in the code where they might need additional capacity building or support?
- What might the main challenges be in terms of living up to the code or putting it into practice?
- Do they think that other groups in the community would also be supportive or willing to adopt such a code of conduct for working with children?
- What groups might be more or less likely to follow such a code and why might this be the case?

Notes for the facilitator:

- It is important for community mobilizers to consider their own behaviour at all times and to ensure that this is appropriate and in line with the principles and values of child protection.
- A code of conduct provides guidance and promotes consistency on how community mobilizers or child protection workers and volunteers should behave in different settings.
- A code of conduct can be shared with communities and children; it can help them to understand clearly how those involved in child protection should behave. In this way, they can 'monitor' the behaviour and report anything suspicious.

HANDOUT

SUGGESTED CODE OF CONDUCT ELEMENTS

I WILL:

- Treat all children and young people with respect and equity.
- Provide a welcoming, inclusive and safe environment for all children, young people, parents, staff and volunteers.
- Respect cultural differences.
- Encourage open communication between all children, young people, parents, staff and volunteers and have children and young people participate in the decisions that affect them.
- Report any concerns of child abuse.
- Exercise due care in all matters related to my function and not divulge any confidential information about a child and other child protection network-related matters.
- At all times, be transparent in my actions and whereabouts.
- Take responsibility for ensuring I am accountable and do not place myself in any positions in which there is a risk of allegations being made.
- Self-assess my behaviour, action, language and relationships with children.
- Speak up when I observe behaviour of colleagues that cause concern.

I WILL NOT:

- Engage in behaviour that is intended to shame, humiliate, belittle or degrade children.
- Use inappropriate, offensive or discriminatory language when speaking with a child or young person.
- Request any service or favour from a child or family in return for protection or assistance.
- Do things of a personal nature that a child can do for him/herself, such as assistance with toileting or changing clothes.
- Take children to my own home or sleep in the same room or bed as a child.
- Smack, hit or physically assault children.
- Develop a sexual relationship with a child or a relationship with a child that may be deemed exploitive or abusive.
- Behave provocatively or inappropriately with a child.
- Condone or participate in behaviour of children that is illegal, unsafe or abusive.
- Act in a way that shows unfair or differential treatment to children.
- Photograph or video a child without the consent of the child and his/her parents or guardians.

Activity 5: Finding solutions to child protection concerns

Objective: To explore solutions to the child protection issues identified in the previous activity.

Resources/materials needed: A standard list of child protection issues and their causes (to be developed by the facilitator), flipchart paper and markers

Time: 1.5 hours

What you need to do:

- Ask the participants to retrieve their presentations from the previous exercises (1, 2 & 3) or pass out/display a pre-prepared list of protection issues if you have not completed these activities.
- Explain to the group that you would like them to take two of the child protection issues they identified and to analyse the causes of these issues and then to begin developing a strategic plan to overcome those causes.
- The groups are free to choose their own issues and can include anything they want in their strategy. However, in particular they should consider the follow questions:
    - Who needs to be involved?
    - What information is required?
    - What actions need to be taken?
    - What outcomes are to be expected and how can these be monitored?
- Explain that the questions are a guide and should not be used as the format for their strategy.
- After one hour, ask the participants to come back together to present their strategies.
- Allow a couple of questions after each presentation but request that comments are constructive.

Suggestions for additional discussion:

- How realistic were the strategies developed?
- Did they adequately address the causes of the problem?
- Were children identified as part of the solutions?
- Did the groups include a need assessment as part of their strategy?

2. CHILD DEVELOPMENT AND CHILD PARTICIPATION

Overview

Article 3 of the Convention on the Rights of the Child explicitly states that all decisions regarding a child must be made in accordance with the best interests of that child. Determining the best interests requires careful consideration and an understanding of child development. This is because what is needed to uphold children's rights can differ according to the age and capacities of a child. For example, promoting the well-being of babies so that they can grow and develop healthily will be very different to actions taken to ensure that 10-year-old children are able to meet their full potential.

Because rights underpin needs, it is essential that members of Community-Based Child Protection Committees and Networks (CBCPC/Ns) have an understanding of child development in order to promote the rights of children generally. In addition, because decisions on whether a child has been abused and what to do about it relate to the child's developmental stage, understanding how children develop is a foundation of child protection work.

In addition to the dimensions of child development, this section covers child participation and resilience because, as will be shown, although children have a specific right to participation, being able to participate contributes positively to their development and to their resilience.

Technical notes

Dimensions of development[30]

When considering child development, there are nine dimensions that can be considered:

Physical and mental well-being – which includes growth and development as well as physical and mental health. To develop physically and mentally, children need, among other things, an adequate and nutritious diet, an appropriate place to live, immunizations and developmental checks. Older children need advice and information about health issues, such as smoking, substance abuse and sexual behaviour, and they need to have access to appropriate health services.

Emotional and behavioural well-being – which concerns children's feelings and actions and includes their ability to adapt to change, to cope with stress, to demonstrate self-control and to behave in socially responsible ways. These emotions and behaviours are affected by the nature and the quality of children's early relationships with their family and other caregivers and with the support and guidance that comes as they grow older.

Intellectual capacity – which covers cognitive development, educational attainment and learning from an individual's environment. Children's development and increased

[30] Taken from *Child Protection Manual* (draft), UNICEF Bangladesh, 2004.

capacities are enhanced through schooling, play and interaction with both adults and other children and by access to books, other stimulation and opportunities to acquire a range of skills and interests. Those with special educational needs may require additional support to ensure they develop to their full potential.

Spiritual and moral well-being – which includes feelings, experiences and beliefs that stimulate self-awareness, moral growth and ideas about the meaning and nature of life and death. For many children, this will be supported by traditions of belief and religion and through their relationships with family and community members.

Identity – which concerns the child's self-confidence, self-worth and feelings of respect and acceptance by their family and the wider society. To achieve a strong positive identity, children need their achievements to be praised and encouraged and to hear positive messages about their own sex and their culture.

Self-care – which includes the competencies that all children require for looking after and respecting themselves. These skills begin to develop from a very early age, such as young children learning how to dress and feed themselves. Older children need opportunities to learn about a range of life skills that can help their development and protect them from various risks.

Family relationships – which ideally should be positive. Having a stable family life with a sense of belonging and appropriate parenting and affection together with opportunities to explore and develop independence helps children develop positive and lasting family relationships. These relationships, in turn, are important for children to develop in other dimensions, such as in relation to their identity and emotional well-being.

Social and peer relationships – which relate to a child's ability to make friends and feel part of a peer group as well as how they relate with adult figures outside their family circle. From an early age but with increasing significance as they grow older, children require opportunities to play and socialize with their peers because this affects the way in which they relate to the world and, in turn, how they feel about themselves. Children also can gain from the additional experiences and skills of adults living in their community.

Social presentation – which concerns children's understanding of their capacities and ability to recognize the impact of their actions, appearance and behaviour on others. Through parents and other adults taking an interest in them, children can learn that behaviour and appearance can be adjusted to different situations and that they can make decisions about how they want to present themselves. This is an important developmental skill for children to learn to help them relate better to their environment and community.

Understanding the different dimensions of child development helps to make child protection mobilizers more aware of the range of needs that children have as they grow. Of course, because all children are individuals and have different temperaments and natures, families need to be sensitive as to how best to meet the needs of their child. Parenting and caring tasks also have to adjust to meet the evolving abilities of children as they grow and develop and become more independent. For example, young babies are totally dependent on the parents for their

needs and their development; however, as children grow older, they need less help from their parents.

Developmental milestones and key stages

Although children develop at different rates, there are critical stages, sometimes called 'developmental milestones' that children should attain. The milestones included in the following table are intended as a guide; it is not necessarily a sign that something is wrong if a child does not meet a particular milestone at the exact time indicated. But if the milestone is much delayed or if a number of milestones are not met, it may indicate that a child needs additional support to ensure that they develop properly or it may point to a child suffering some form of abuse or neglect.

Developmental milestones	
0–2 years old – infancy	*Typical features of this stage*
During this stage, children are completely reliant on their parents and family. This stage sets the foundation for their future development.	▪ Sitting up, reaching for and grasping objects ▪ Crawling and walking ▪ Language skills begin to develop ▪ Begins to recognize significant adults, such as family ▪ Starts to show interest in the world around them ▪ Begins to imitate others, such as smiling ▪ First teeth appear ▪ Gradually moves onto solid food and attempts to feed self ▪ Begins to understand and comply with adult requests and understand simple instructions
3–6 years old – early childhood	*Typical features of this stage*
During this stage, children are still highly dependent on their family and parents to meet their needs. However, they start to become more mobile and independent and begin to enjoy relationships with siblings and peers.	▪ Language skills develop rapidly ▪ Observes, comments and imitates others ▪ Physical skills increase and develop, such as walking, running, hopping ▪ Fine motor skills are well developed, such as able to hold and use small objects ▪ Able to feed and dress self, with some assistance ▪ Play is used to comment on and tell about experiences – combining both fantasy and reality ▪ Friendships start to be based on common play interests ▪ If given the opportunity, starts to recognize letters, words and begins to read and write ▪ Able to respond to directions and instructions from adults – and does this reliably
7–12 years old – middle childhood	*Typical features of this stage*
During this stage, the world outside the family becomes increasingly important to the children. However, they still need guidance and support.	▪ Can make up a story or tell an about a specific event from memory ▪ Ability to think back and analyse experiences develops ▪ Understands reasons and norms for correct behaviour ▪ Starts to identify with caregivers, other adults and peers as role models ▪ Play is increasingly ordered by rules and may involve team activities, such as sport and games ▪ Starts to develop ideas about the future and imagines self in more competent or grown-up roles ▪ Can understand viewpoints and social expectations of others and can empathize and recognize the feelings and emotions of friends, family and the community ▪ Second set of teeth begins to appear

13–18 years old – adolescence	*Typical features of this stage*
The adolescent years are the transition to adulthood.	▪ Ability to understand and verbalize feelings and thoughts is well developed ▪ Can play an active role in deciding and shaping own activities or future ▪ Begins thinking about and planning for the future ▪ Can feel uncertain or worried at times or have changing moods (due to growth or hormone changes and transition to adulthood) ▪ Body changes dramatically – height and weight increases, pubic hair grows and menstruation (in girls) begins

Influences on development

What happens in childhood shapes adulthood. Significant events and influences can happen at any stage in childhood and can have positive or negative effects on the development of the child. Particularly for children who experience traumatic events, such as abuse, separation from parents/caregivers and involvement in armed conflict, the impact can be extremely long lasting.

These influences can be separated into four levels:

Child level – specific to the individual child – for example, health and disabilities, coping skills and resilience, self-esteem and self-confidence.

Peer level – externally by peers – for example, the quality of friendships, availability of peer support, peer pressure and discrimination or bullying.

Family level – externally by parents and/or sisters and brothers – for example, the presence or absence of care and love, meeting basic needs, abuse or a lack of guidance, separation from family and family tensions.

Community level – externally from community – for example, the availability and quality of health care and education, discrimination, armed conflict and emergency situations.

Positive influences can be understood as *protective factors* and the negative influences are *risk factors*. Protective factors increase the chance of healthy development because they safeguard a child and enhance the child's resilience. In contrast, risk factors increase the likelihood that developmental milestones will not be met (these factors are explored further in technical sections 1 on child protection and 2 on child development and child participation).

Importance of family and community on development

The presence of a supportive and loving family, including the extended family and community, is extremely important in promoting a child's well-being and development, especially in relation to their physical, emotional and spiritual well-being. Separation from family can have a significant negative effect on children.

To develop into socially competent and responsible adults who are able to cope with the strains and stresses of everyday life, to be resistant to difficulties that they might experience and to enjoy positive relationships as adults, children need to develop secure and lasting relationships

with adults who are consistent and available. Although this might seem obvious, the failure to do this can have ramifications later in life. Such children typically grow up with low self-esteem, unable to make the best of their chances in life and with the idea that people cannot be trusted and relied upon.

Families are so important to children because, in addition to making sure that children's physical needs are met (such as food, water, shelter and safety), they can provide:

- care by specific adults to whom the child can become attached – which is necessary to help children to develop their sense of themselves, their place in the world and a sense of identity
- continuous contact on a day-by-day basis – which helps reinforce relationships and create a sense of belonging
- gradually changing relationships with a small number of individuals over a lifetime – which provides a sense of trust and safety
- stimulation and encouragement for growth
- experience in identifying and expressing emotions – to the extent that the family allows this
- support in times of stress and others with whom to share successes.

Resilience and coping

Resilience in children can be thought of as the qualities or characteristics that enable them to develop normally under difficult circumstances. Resilience is a useful concept because it is impossible to remove all risks; so by enhancing the factors that contribute to resilience, it can help further promote children's development.

Children who are resilient tend to share a number of characteristics, including:

- positive relationships with caring adults and peers and easy interaction with them
- ability to seek out positive role models
- level of independence and the ability to seek help when necessary
- regular engagement in active play or an active interest in hobbies and activities
- ability to adapt to change
- tendency to think before acting and to exercise control over own life
- positive ideas or dreams of the future
- a sense of 'belonging'.

There is no one thing that makes children resilient; instead, a number of factors impact on a child's resilience. These factors include the biological characteristics and psychological characteristics of the child, together with environmental influences.

Psychological characteristics of resilient children include a sense of self-esteem and self-confidence, a belief in their capacity to make a difference and a range of social problem-solving approaches and coping skills.

Environmental influences that positively contribute to resilience include:

- competent parenting – parenting that is sensitive to a child's needs and available when required
- a good relationship with at least one caregiver
- availability of social support – both adults and peers and both formal and informal

- better education experiences
- involvement in an organized religion or faith.

Coping with difficulties and challenges is something that all children need to learn. Children can develop either positive or negative coping skills. Coping is not the same as resilience; often, children can appear to cope but they may still be affected in the longer term, especially if the coping skill used is negative. Positive coping skills can be useful in helping a child adapt, whereas negative coping skills tend to make the situation worse, often by introducing 'new' or additional problems.

Positive or helpful coping skills	Negative or less helpful coping skills
▪ Facing up to and fighting stressful events (a 'fight' response) ▪ Looking for the support of family and friends ▪ Using positive thoughts or behaviour to protect against feelings of anxiety or depression ▪ Accepting what has happened and trying to adjust to the situation	▪ Denial of or ignoring the problem (a 'flight' response) ▪ Repression of feelings ▪ Blocking out thoughts and memories (especially by using drink or drugs as a means of 'forgetting') ▪ Anger, depression and social isolation

Vulnerability is closely associated with resilience, although the two concepts are often confused. For example, a child may be highly vulnerable to being abused but at the same time have a high level of resilience, and so (should it happen), the impact of abuse may be less in the longer term.

Participation

Under the United Nations Convention on the Rights of the Child (CRC), children have a right to participation (Article 12). As well as having a right to expressing their opinions, children have the right to appropriate information to help them forge the competence to make decisions.

Unfortunately in some contexts, the idea of participation is misunderstood and is thought to mean 'doing what children say'. In fact, the right to participation gives children the right to be involved in matters that affect their lives and places a duty upon adults to take children's opinions into account when making decisions. In relation to protection in particular, while children have a right to participate, the ultimate decision (and responsibility) for protecting children remains with adults.

As well as being a right, participation is important for children because it is through the process of participation that they acquire skills and characteristics that are essential for healthy development and resilience. This means that adults who are keen to promote the development of children also need to promote their participation.

Participation must be *meaningful.* This means that it must be more than tokenistic or half-hearted and should enable children to be really involved and make a difference in their sense of inclusion. Participation can be a one-off event (such as a consultation) or a process (such as involving children in research or managing a group of other children).

Models of participation

Various models of participation have been developed that attempt to describe the process. Of them, one of the most widely referenced and used is Hart's Ladder of Participation.[31] This model was one of the first attempts to consider and visually represent the process of participation specifically in relation to children. The model shows the process as a ladder or a series of steps, moving from non-participation and tokenism/manipulation at the bottom up to full participation at the top.

The development of this model was a significant advancement in considering how and to what extent children are included and involved in matters that affect them. However, the main weakness of the model is that it is sometimes interpreted as a series of points to be worked through rather than, as Hart proposed, a way of measuring and assessing the process of participation. Inevitability when working with children, there will be movement between the 'rungs' of the ladder, depending upon children's experience of participation and capacity to participate actively, and it must be appreciated that reaching the 'top' of the ladder does not mean that the goal has been achieved or that the process of participation is over.

With the ladder model, participation is seen as something to have more or less of rather than as a complicated matrix of interconnected aspects. One attempt to show this complexity has been made by the Climbing Wall model developed by Thomas.[32] Rather than seeing participation as a series of rungs, the Thomas model considers the process of participation to be more like climbing a wall and considers and assesses each of the aspects of participation individually.

[31] The Ladder of Participation can be found in R. Hart, *Children's Participation from Tokenism to Citizenship,* London, UNICEF, 1992.

[32] N. Thomas, *Children, Family and the State: Decision Making and Child Participation*, Basingstoke, UK, Macmillan, 2000.

Degree of participation of children, according to Hart's Ladder of Participation model

8. Child initiated and shared decisions with adults
Projects or programmes are initiated by children and decision-making is shared with adults. These projects empower children while at the same time enabling them to access and learn from the life experience and expertise of adults.

7. Child initiated and directed
Children initiate and direct a project or programme. Adults are involved only in a supportive role.

6. Adult initiated, shared decisions with children
Projects or programmes are initiated by adults but the decision-making is shared with children.

5. Consulted and informed
Children give advice on projects or programmes designed and run by adults. Children are informed about how their input will be used and the outcomes of the decisions made by adults.

4. Assigned but informed
Children are assigned a specific role and informed about how and why they are being involved.

3. Tokenism
Children appear to be given a voice but in fact have little or no choice about what they do or how they participate.

2. Decoration
Children are used to help or 'bolster' a cause or meet a programme requirement in a relatively indirect way, although adults do not pretend that the cause is inspired by children.

1. Manipulation
Adults use children to support causes or issues and pretend that the causes are inspired by children.

The aspects of participation considered by the Climbing Wall model to be of importance are:

- the *choice* that children have over their participation
- the *information* that they have about the situation and their rights
- the *control* that they have over the decision-making process
- the *voice* that they have in any discussion
- the *support* that they have in speaking up
- the degree of *autonomy* that they have in making independent decisions.

Using the Climbing Wall model as a basis for thinking about child participation processes and activities, it is possible to consider different factors that are part of the process. For example, which child participates the most – one who is given the choice about attending a meeting and decides not to come or another child who is not given a choice about coming to the meeting and consequently attends and gives their opinion.

Ways to enhance participation

There are numerous ways that families and communities can promote the active participation of children. Some ideas:

- Creating opportunities to consult with children, both individually and in groups, and show children how their ideas impact upon decisions made.
- Asking children what they think – and listening!
- Encouraging children to take responsibility for tasks or processes that they can control and be responsible for, taking into account their evolving capacities and development.
- Supporting children to identify problems in the community that affect them and to find solutions for dealing with those problems.
- Involving children in decision-making and discussions.
- Allowing children to establish and run groups and activities for themselves and other children (under adult supervision).
- Setting up peer support and buddy schemes for children who are especially vulnerable.

Key messages

- The fulfilment of children's rights and the promotion of children's well-being, including their right to protection, are closely associated with child development.
- Child development has many dimensions and aspects that are interrelated. Where normal developmental milestones are not met, this may indicate that a child needs extra support or has experienced abuse or neglect.
- The family and community have an important role in promoting child development.
- It is important to help a child develop resilience because this quality can help protect a child and promote their development, even in situations of great hardship and difficulty.
- In addition to being a right, the opportunity to participate is important for children in supporting them to develop to their full capacity and potential.

Resources

Resilience Research Centre – a useful online resource that gathers research and provides information on research internationally. Available at: www.resilienceproject.org

Bamboo Shoots: A training manual on child-centred community development/child-led community actions for facilitators working with children and youth groups, by R. Sekulovic and D. Allen, Bangkok, Plan International Asia Regional Office, 2010. Although not specifically written for Sudan or the African context, this manual provides many useful exercises and tools for working directly with children to increase their knowledge of rights and to increase their participation. Available at: http://resourcecentre.savethechildren.se/content/library/documents/bamboo-shoots-training-manual-child-centred-community-development-child-le

Module (3) on Children Development, War Child Holland, 2010. Adapted for Child Welfare Committees in Sierra Leone. This document contains useful information and simple exercises for training with CBCPC/Ns on child development issues. Available at: www.warchild.nl

How Civilians Survive in Violence: A preliminary inventory, The Cuny Centre, 2010. Available at: http://resources.oxfam.org.au/filestore/originals/OAus-EarlyWarningCaseyBarrsHowCiviliansSurvive-1110.pdf

Activities

The activities included in this section can be used with a range of different groups to explore some of the critical issues in relation to child development and child participation (although adaptations may be required). The facilitator can use them as stand-alone activities or combine them as part of longer sessions, depending on the available time.

Activity 1: Understanding child development – Milestones and dimensions

Objective: To get participants thinking about what is child development and to begin to identify the important developmental milestones and dimensions of development, linking this to their work with the CBCPC/N.

Resources/materials needed: Flipchart paper, markers, tape or Blu-Tack, a set of 'milestone slips' cut out from sheet 1 and two sets of 'dimension cards' prepared from sheet 2.

Time: 1.5–2 hours (less if discussion time is reduced)

What you need to do:

- Explain to participants that during this session we are going to explore child development.
- Divide the group into pairs or threes and ask them to discuss what they understand as 'child development'.
- After 5 minutes, feedback to the large group.
- Divide participants into four groups – allocate each group an age range 0–2 (infancy), 3–6 years old (early childhood), 7–12 years (middle childhood) and 13–18 years old (adolescence).
- Ask participants to think about a child they know at the age of the group they are allocated (if they cannot think of a particular child, try and think generally or try to remember their own childhood).
- Give each group a flipchart paper and pens and ask them to draw a child of their assigned age range (can be a boy or girl, the group should decide). Each group should have a picture of one child and should note what the child likes and doesn't like, what qualities and skills the child has. The group should also agree on a name for their child. Allow 15 minutes for this activity.
- When the groups have finished, pin up each of the pictures and invite each group to introduce 'their child' to the rest of the participants.
- Explain to the group that although children develop at different rates, there are certain things that we expect children to be able to do at certain times, called 'development' milestones.
- Randomly distribute the development milestone slips to the participants (cut from the following sheet 1) and, working in pairs, ask them to pin the milestone against the child that should achieve the milestone (for example, 'walking' = infancy).
- Keep distributing milestone slips until all the slips have been placed next to a child.
- After all the slips have been placed, invite participants to review where the slips are placed and to see if there are any that they disagree with. Discuss these in the main group and to come to an agreement – moving the milestone to the correct place if agreed.
- Explain to participants that there are a number of dimensions to child development. Talk through the nine dimensions (as detailed in the technical notes of this section), discussing what each one means.

- Divide into two groups and give each group a set of nine dimension cards.
- Ask the groups to place the cards (on the floor or on a table) in the order that they think is most important, from least to most important. Allow 10 minutes for this activity.
- Invite the groups to view each other's work and then come back to the large group to discuss the differences and similarities.

Suggestions for additional discussion:

- Explore what influenced their thinking in relation to child development – for example, their own experiences or ideas from others.
- Was there anything (a milestone) that they thought was in the wrong place or was irrelevant?
- What might be some of the reasons for children not meeting their developmental milestones (such as disability, special needs, abuse)?
- How might a good understanding of child development help them in their work as a member of the CBCPC/N?

Notes for the facilitator:

- It may be necessary to remind participants that they are not expected to be 'good' at drawing. The picture of the child does not need to look like a child – it can represent one.
- Be aware that the exercise on developmental milestones can generate much discussion and even some disagreement!
- Facilitators should carefully review the list of milestones to make sure they are appropriate for the local context. For example, if spoons are used for eating.
- It is difficult to be 'exact' for all milestones, and children will achieve milestones at different ages – the key is that children normally achieve milestones at a certain age. A couple of months either way would not be something to worry about, but if the milestone was very delayed, then it might be a cause for concern.
- What do participants notice about the spread and range of milestones? (It should be apparent that infancy and early childhood are a crucial time for development.)
- During the discussion regarding the ranking exercise, it should be made clear that there is no correct order for the ranking of the dimensions – they are all equally important and all interrelated.
- If working with participants with low literacy, consider using pictures or drawings to illustrate the milestones and dimensions.

Sheet 1 for Activity 1: Developmental milestones

Before starting the activity, cut the milestones into strips (with one milestone per strip) and shuffle, distributing them randomly to participants. The trainer/facilitator may find it useful to keep a copy of sheet 1 to refer to (to check the age of the developmental milestone).

Infancy – birth to 2 years

Displays social smile

Rolls over by self

Able to sit alone, without support

Babbling

Eruption of first tooth

Pulls self to standing position

Walks while holding on to something (hand)

Says mama and dada, using terms appropriately

Able to drink from a cup

Understands 'No' and will stop activity in response

Walks without support

Uses up to eight words and understands simple commands

Uses spoon to feed self

Can name pictures of common objects and point to body parts

Imitates speech of others, 'echoing' word back

Able to state name

Early childhood – 3–6 years

Learns to take turns (if directed) while playing with other children

Able to feed self neatly, with minimal spilling

Able to run, turn and walk backwards

Able to draw a line (when shown one)

Recognizes and labels colours appropriately (if taught)

Dresses self with only minimal help

Learns to share (without adult direction)

Able to draw a circle

Able to draw stick figures, with two to three features for people

Hops on one foot

Catches a bounced ball

Understands differences in size concepts

Enjoys rhymes and word play

Enjoys doing most things independently, without help

Understands time concepts

Begins to recognize written words – reading skills start

Starts school

Recognizes gender differences

Middle childhood – 7–12 years

Understands and able to follow sequential directions

Beginning skills for team sports (soccer, T-ball, etc.)

Loses 'baby' teeth and erupts permanent teeth

Routines important for day-time activities

Reading skills develop further

Peer recognition begins to become important

Girls may begin to show growth of armpit and pubic hair, breast development

Menarche (first menstrual period) may occur in girls

Adolescent – 13–18 years

Boys show growth of armpit, chest and pubic hair; voice changes; testicular and penile enlargement

Girls show growth of armpit and pubic hair; breast development; menstrual periods

Adult height, weight, sexual maturity reached

Understands abstract concepts

Peer acceptance and recognition is important

Makes concrete plans for future life as an adult

Before starting the activity, cut out two sets of dimensions cards from this sheet.

Physical & mental well-being

Emotional & behavioural well-being

Intellectual capacity

Spiritual & moral well-being

Identity

Self-care

Family relationships

Social & peer relationships

Social presentation

Activity 2: Influences on child development – Experience from own childhood

Objective: To give participants the chance to reflect on their own childhood as a way of understanding the long-lasting positive or negative impact of events (during childhood) on an individual. This helps build empathy for children and build an awareness of the protective factors that support healthy development (which they can build upon in their interventions with families as part of their work with a CBCPC/N).

Resources/materials needed: A4 paper, markers, flipchart sheet with a prepared time line.

Time: 1 hour

What you need to do:

- Explain to participants that during this session they are going to construct a personal timeline describing the significant events or things that happened to them during their childhood.
- Reassure participants that nobody will be asked to share anything they do not want to or show their work to anyone unless they want to.
- Give each participant a piece of A4 paper and some markers.
- Explain how to construct a personal timeline:
    - Draw a line in the middle of the paper from the top to the bottom. The bottom indicates the moment of birth and the top indicates the time when that person turned 18 years old.
    - The timeline covers only the first 18 years of life because it is looking at child development.
    - Encourage each person to think about the main events that happened during their childhood – happy and sad, big and small. For example, starting school, the birth or death of members of the family, accidents, moving home, separation from family, family tensions, illness in the family, political or social events, sports, celebrations and achievements.
    - Draw or write these events next to the line: positive or good events on the left side (in one colour) and negative, difficult or bad events on the right side (in another colour). The event can be illustrated in words, a drawing or symbol.
    - Place the event when it happened in childhood: for example, 9 years old = middle of the timeline, etc.
- Give the group 20 minutes for the activity, guiding and helping as necessary.
- Bring the group back together and ask for volunteers who are willing to share their personal timeline – showing the timeline and explaining the events.
- Invite volunteers to describe the impact certain events have had on them.
- In the large group, discuss what events had a negative impact and what had positive impact on peoples' lives. Were there similarities between peoples' timelines?

Suggestions for additional discussion:

- Where there any similarities or common themes that emerged from the timelines?
- How might our own experiences of childhood help us in working with children? How might they get in the way?

Notes for the facilitator:

- Use a prepared timeline to save time in giving the explanation.

- This exercise may reveal events that are sensitive. Participants may not wish to share their timeline or certain events on it with others and this is fine. Make it clear to the group that everything that is being said should stay within the group – it is confidential.

Activity 3: Influences on child development

Objective: To give participants the opportunity to think about positive and negative influences on child protection in their community and what can be done to increase the positive and decrease the negative influences.

Resources/materials needed: Flipchart paper, markers, tape or Blu-Tack

Time: 45 minutes–1 hour

What you need to do:

- Explain to the group that the things that happen to us during our childhood shape us as adults. Events can have long-lasting effects, both negative and positive. It is important to try to protect the children in our communities from things that can negatively affect them as children and as adults (if previous activity on personal timeline has been conducted, ask the participants to think back on that activity).
- Divide the participants into small groups. Ask the groups to discuss examples of positive influences on child development, such as support and care from the family or education; then discuss negative influences on child development, such as abuse, discrimination, neglect. Allow 15 minutes for this activity.
- Explain to the group that the positive and negative influences can be at the child level, peer level, family level or community level.
- Ask each group in turn to share one positive influence, writing down the influence under the respective level on the flipchart. Repeat until there are no new ideas.
- Repeat the steps above again but this time considering negative influences on child development.
- Explain to the group that positive influences can be thought of as protective factors that, if in place, promote the chance of healthy child development. Protective factors can help children and young people deal with difficulties they may encounter (negative influences) in a positive way. For example, the death of a parent will be easier for a child to deal with if they have the support of family and friends. The negative factors can be thought of as risk factors that have the potential to disrupt healthy child development.
- Ask the group to review the positive or negative lists and discuss in plenary any suggestions they might have for increasing or promoting positive influences and minimizing negative influences; record all ideas on the flipchart.

Suggestions for additional discussion:

- Is there any connection between protective factors and children's rights?
- Who is responsible for the healthy development of children in your community?

Activity 4: Resilience and coping

Objective: To explore the concept of resilience and coping mechanisms and to explore the role of CBCPC/Ns in promoting resilience.

Resources/materials needed: Flipchart paper, markers, tape or Blu-Tack

Time: 30–45 minutes

What you need to do:

- Remind participants that in the previous exercise they identified protective factors that can promote healthy child development and help children and young people to cope with difficulties that they may encounter. Research has shown that five protective factors are very important for that healthy development of children. Allow participants a few minutes to review the lists from the previous exercise.
- Explain to participants that everyone, including children, develop ways to cope.
- Brainstorm positive coping mechanisms and negative coping mechanisms.
- Explain that resilience is the term used to describe the skills or qualities that children have that helps protect them from the worst effects of adversity.
- Using the technical notes from this technical section to talk through the factors that affect the resilience of children.
- In the large group, discuss the role of the CBCPC/N members in promoting resilience – what ideas do participants have for increasing resilience?

Suggestions for discussion:

- Which other actors can be involved in promoting resilience? How could they contribute, and how might the CBCPC/N members work with other actors?
- In their community, what are the most negative influences? What are the 'best opportunities' to intervene to promote resilience and how? (For example, parenting classes to improve relationships between children and parents.)
- How might increasing the participation of children promote resilience? How could this be done in the community?

Notes for the facilitator:

- It may be helpful to the group to write a summary of the points relating to resilience on the flipchart to use as a visual aid when talking.
- This exercise may help identify specific thematic training that might be useful to the CBCPC/Ns in their work.

3. CHILDREN'S RIGHTS AND THE LEGAL SITUATION

Overview

An understanding of children's rights is necessary for the Community-Based Child Protection Committees and Networks (CBCPC/Ns) because those rights are important for ensuring that children are protected and that their welfare is promoted. Although CBCPC/Ns are not legal organizations, they need – as every citizen of Sudan does – to work and exist within the national law.

This section explores the meaning of children's rights and their application and relevance in Sudan. It also briefly considers the legal framework for Sudan in relation to children and its connection with the work of the CBCPC/Ns. Under Sudanese law (Child Act 2010), parents have the primary responsibility for making sure that children are protected. However, this may not be possible if parents lack the capacity or interest to protect their children or if they are unable to do so because they have been separated from the child.

Technical notes

Introduction to children's rights

By signing international agreements and by creating domestic (national) law, governments commit to upholding the rights of their citizens. There are many rights that are recognized: Some apply to all the population, others apply to certain groups who may need more support and protection to realize[33] their rights. Examples of groups who have specific rights are refugees, women, people with disabilities and children.

The introduction of rights was historically profound because it changed the focus from governments and leaders providing what *they* thought communities and individuals needed (or what was in the government's interest) to the government giving a guarantee that certain conditions and services would be provided. Of course, even though governments have made commitments, the particular environment and context in a country may make it difficult for the realization of all rights immediately. Nevertheless, by agreeing to the various rights instruments (such as the Convention on the Rights of the Child), governments have committed to work towards implementing those rights.

Some groups (such as children) may have rights conferred on them from a variety of sources – for example, a refugee child may have rights as a result of international agreements relating to children and agreements relating to refugees generally.

In relation to rights, there are two important terms:

Duty bearers Those who have an obligation to act or provide services in relation to the realization of rights. The main duty bearer is the government,

[33] The term 'realize' is generally used to mean making the right a reality – to enact the right.

although other actors, such as NGOs, are considered secondary duty bearers because they also have an obligation to ensure that rights are promoted and realized by virtue of the nature of their work.

Rights holders Those people with whom the right is associated and who are entitled to claim it. In relation to children's rights, children are the rights holders.

International and regional children's rights agreements

- **United Nations Convention on the Rights of the Child (1989)**

For children, the first and most important international children's rights agreement is the United Nations Convention on the Rights of the Child (CRC). Although Sudan signed the CRC (in 1990), at present, the newly declared independent state of the Republic of South Sudan has yet to formally ratify the provisions of the convention.

The CRC contains a number of articles that relate to the protection and well-being of children.[34] These are generally separated into four groups (also known as pillars):

Survival – those rights that are related to basic needs (food, shelter, etc.) and survival.

Development – those rights that are related to ensuring that a child is able to develop to their maximum potential, such as the rights education and birth registration (to ensure access to other services and protection).

Protection – those rights that are specifically associated with ensuring that children are protected from violence and abuse and are kept safe.

Participation – those rights that relate to a child's involvement in matters that affect their lives, such as the respect for children's views and the provision of appropriate information to children.

In addition to the main articles of the CRC, there are a number of additional articles, known as Optional Protocols (for example, the Optional Protocol Convention on the Rights of the Child on the involvement of children in armed conflict and the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography). These Optional Protocols were developed after the CRC was ratified as a response to the changing world and thus to reflect emerging threats to children and protection needed.[35] It can be argued that the provisions contained in the Optional Protocols were already covered under the original CRC articles; however, the Optional Protocols make those provisions more explicit and clear and also set out actions to be taken.

Included in the articles of the CRC are a number of *principles* that underpin the convention. The most important of them:

Non-discrimination (Article 2) – All children have equal rights regardless of their race,

[34] Please see the resources at the end of this technical section for a link to the full description of the CRC articles.

[35] The latest Optional Protocol relates to children being able to make a complaint when they believe their rights have been violated or are not upheld.

religion, culture, sex, age or abilities and no child should be treated unfairly on any basis.

Best interests of the child (Article 3) – The best interests of children must be the primary concern in making decisions that may affect them. This means that all adults should do what is best for children; when making decisions, adults should consider how their decisions would affect children. This also applies to all government authorities in charge of making budgets, policies and laws.

Respect for the views of children (Article 12) – All children should be consulted and participate in decisions that affect their lives. Because the CRC applies to all children, this means that attempts must be made to ensure the participation of even very young children according to their stage of development and capacities.

Furthermore, the CRC also states that rights are *indivisible* – this means that *all rights* apply and that they cannot be separated. Effort must be made to promote and uphold all rights, and although particular programmes may focus on specific rights (such as education), this must be done within the framework of considering children's rights as a whole.

A third group of articles contained in the CRC relate to how the CRC should be implemented and monitored.

- **African Charter on the Rights and Welfare of the Child (1999)**

The second international (regional) agreement, although it only operates in one region, Africa, but which is specifically related to children, is the **African Charter on the Rights and Welfare of the Child (African Charter)**. This was adopted by the Organization of African Unity (OAU) Assembly on 11 July 1990 and entered into force on 29 November 1999. As a regional agreement, the African Charter is expected to place the rights of children within the African context. Similar to the CRC, Sudan signed the African Charter, but South Sudan has yet to agree to it.

While much of the CRC and the African Charter are similar, there is an important difference in that the African Charter, in addition to expressing the rights of children, also identifies their responsibilities.[36]

Monitoring the implementation of the international/regional laws and agreements

Both the CRC and the African Charter identify how they should be monitored. This is a similar process for both agreements – governments present a periodic review or report to a panel of experts (called the Committee of the CRC, for the CRC) who then produce an observation report giving recommendations for actions and priorities.[37] The CRC is unique among international agreements in that it also allows for the submission of reports as evidence to the CRC Committee from other actors, such as NGOs, in relation to the implementation of the convention. These reports are referred to as 'alternative reports'.

[36] A link to the African Charter can be found in the resources part of this technical section.
[37] The latest report sent to the CRC Committee from Sudan was 2010. The report of the concluding observations of the CRC Committee can be found at www.crin.org/resources/infoDetail.asp?ID=23351&flag=legal

Country reports are made under the African Charter to the African Charter Committee of Experts.

National legal and policy framework related to children's rights and protection

In theory, by agreeing to the CRC and the African Charter, Sudan has given a commitment to ensure that the provisions and contents of both agreements are reflected in domestic law. However, when Sudan signed the African Charter, it made reservations, including to the commitment of the State to ban child marriage and not to deprive pregnant girls of a formal education. These reservations contradict the spirit of both the CRC and the African Charter. In addition, a number of other laws, such as those related to the media, trade unions, security, criminal law and family law, contradict the CRC and the African Charter.[38] The National Constitutional Review Commission identified more than 60 Sudanese laws in need of harmonization with international human rights standards.

There have been some positive developments in the protection of children in Sudan, such as the introduction of the Child Act in 2010 (which was preceded by the Southern Sudan Child Act (2008), which was regarded as a significant step forward in the protection of children). Overall, however, the situation is unclear and subject to many challenges. In addition to gaps in the law (the law mainly focuses on child labour, sexual abuse and exploitation and recruitment into armed forces rather than the protection of children more generally), there are severe challenges in relation to enforcing the law in Sudan, in part associated with resource constraints.

Although the Child Act (2010) and other existing legal provisions (such as the law of 1991) do provide some protection for children and make attempts to ensure that their welfare is promoted, there are also procedural gaps. For example, although a 'maintenance family' can be assigned to look after a child if their own family is not able to do so, what steps are taken to assess and support the maintenance family and follow up the case is not clear.

The law does cite three clear structures to support children who are either victims or perpetrators: the Police Family and Child Protection Units, the Child Prosecution Attorney Bureau and the Child Courts. Although there appears to be some overlap between the activities of the Family and Child Protection Units and the Child Prosecution Attorney Bureau, the intention appears to be to ensure that children's needs are promoted and their welfare is protected.

Unfortunately at this time, Sudan is not able to fully implement the provisions of the law (Police Family and Child Protection Units only exist in six provinces[39]).

Even in the absence of laws or their enforcement, children can still be protected and their rights can be promoted. This is because children do not live in isolation. Safe children live in safe communities, with the law providing a safety net when communities and families fail to

[38] As reported by the Sudanese Human Rights Monitor in 2010

[39] US Department of State, *Trafficking in Persons Report*, Washington, D.C., 2012. For more information on the situation relating to the trafficking of children in Sudan and South Sudan, see the country reports at: www.state.gov/documents/organization/192597.pdf

protect children. This means that there are important actions that can be taken at the community level to protect children. This is discussed in more detail in technical section 5 on child protection.

Influence of Sharia and customary law

Although Sudan has a constitution that is not based exclusively on Sharia (Islamic) law, there are provisions within the constitution that indicates that Sharia law is the guiding basis for customary law.[40]

It is useful to reflect on the relationship between Sharia law and children's rights, particularly because religion is often cited as a reason for certain child welfare and child care practices that seem to contradict children's rights as defined in the international or regional agreements. As a result, staff can often feel constrained from progressing with discussions with communities and families on child protection issues.

It is important to stress that children's rights are not necessarily in conflict with Sharia law. A number of renowned Islamic scholars have been consulted on children's rights and have concluded that rather than contradicting Islamic thought, the CRC is compatible with the principles of Islam in many ways.[41] It has been noted that many of the principles of Islam in relation to children (such as the responsibility placed upon parents to provide for the care and protection of their children) give increased rights to children.

Given the differences across Islamic communities globally in terms of parenting and child care practices, it may be more accurate to say that caregiving styles are more closely associated with local interpretations and customs rather than from a strict religious basis. A useful guide to Islam and child protection and welfare, *Children in Islam: Their Care, Protection and Development* was produced by Al-Azhar University and UNICEF in 2005 (see the resources listing in this section for the link).

Customary or traditional law (*Araf)* has a key role in communities. This can be especially difficult to understand because it is generally not written down and thus open to interpretation and is therefore strongly connected with its location and the people involved. For this reason, it is important that CBCPC/Ns, and staff working with them, establish strong working relationships with local leaders and that – wherever possible – local leaders are part of, or connected to, the CBCPC/Ns.

Definition of a child[42]

In Sudan, a child is referred to as *shafei*, meaning 'an innocent person who is not aware of the world around and cannot make a decision alone'. A child is generally considered to be 0–10 years old. *Jahil* is another term used to describe a child and refers to someone who is 'innocent and ignorant of things happening'. *Jahil* is not measured in terms of age because it

[40] National Law Library of Congress, Washington, D.C., 2010.
[41] For a full discussion, see Al-Azhar University and UNICEF, *Children in Islam: Their care, protection and development,* Cairo, 2005.
[42] Much of the information relating to the local understanding of children in Sudan was obtained from W. Mohamed, H. Eltayeb and D. Fortune, *Training Manual for Social Care Staff* (draft), Khartoum, UNICEF, 2011.

depends on experience, knowledge, physical development and/or initiation rites.

This is a direct contrast to the international and regional agreements that Sudan has accepted to be bound by. In both the CRC and the African Charter, a child is defined as anyone younger than 18 years. By signing both the CRC and the African Charter, Sudan signalled its acceptance of the conditions of them, and thus a child in Sudan should be considered to be anyone younger than 18 years. A child is also defined in the Sudan Child Law (2010) as anyone younger than 18 years.

However, while this may be the legal position, challenges may exist in working with communities and getting them to recognize that children up to the age of 18 years are entitled to care and protection and to have their rights promoted. This is especially the case where strongly held traditional views may exist on the role of children and expectations placed upon the young.

Key messages

- Children's rights are obligations that the government has given to ensure that children are provided with certain conditions to ensure their well-being and their protection.
- The most important international/regional agreements that Sudan has entered into and has agreed to be bound by are the United Nations Convention on the Rights of the Child (1989) and the African Charter on the Welfare and Protection of the Child (1999).
- The Child Law 2010 sets out important principles on the protection of children, including that the best interests of a child are of paramount importance.
- Children's rights apply to all children, and there must be no discrimination based on age, sex, religion, abilities or culture or for any other reason.
- According to the international and regional agreements Sudan has signed, a child is defined as anyone younger than 18 years.
- Even in the absence of national laws, policy frameworks and structures, children can still be protected and their welfare promoted because the foundation for creating safety for children is a safe community.
- International and regional children's rights agreements are compatible with Islamic thought and Sharia law, although there may be differences in local interpretations and applications.

Resources

African Charter on the Rights and Welfare of the Child, 1999. For the full list of the articles, see: http://au.int/en/sites/default/files/Charter_En_African_Charter_on_the_Rights_and_Welfare_of_the_Child_AddisAbaba_July1990.pdf

Convention on the Rights of the Child, 1989. For the full list of the articles, see: www2.ohchr.org/english/law/crc.htm#part3

Children in Islam: Their care, protection and development, Al-Azhar University and UNICEF, 2005. Available in Arabic and English, gives a useful introduction and overview to Islamic interpretations of children's rights. Available at: www.unicef.org/egypt/2023.html

Training Manual for Social Care Staff (draft), Khartoum, UNICEF Sudan, 2011.

Activities

The activities included in this section can be used with a range of different groups to explore some of the critical issues in relation to children's rights (although adaptations may be required). The facilitator can use them as stand-alone activities or combine them as part of longer sessions, depending on the available time.

Activity 1: Children's needs diamond

Objective: To explore how rights are connected and to make links between children's rights and children's needs.

Resources/materials needed: Sets of cards, prepared from activity sheet 1 (enough sets for the number of groups of four participants each)

Time: 30–45 minutes (less if discussion time is reduced)

What you need to do:

- Divide participants into groups of four.
- Give each group a set of cards, explaining that each card has something a child might need written on it.
- Explain that each group is to discuss the cards and arrange them in the following shape, in order of priority:

1
2 2
3 3 3
4 4
5

- Give the groups 10 minutes to arrange the cards; then give each group a blank card and explain that they can substitute any of the cards for another other need of children, which they can decide for themselves (if they want to). They must write the need on the blank card.
- Allow 15 minutes for the total exercise.
- Call the groups back together and ask them to review each other's cards.
- In the large group, discuss how the exercise went (difficulties) and the similarities between the groups' ideas.
- Explain that there was no right or wrong answer, but the aim was to show how children's needs are connected. Explain that children's needs are underpinned or guaranteed by rights.
- Discuss with the group what are children's rights and where they come from.
- Explain that children's rights come from different sources – from the law and also from international/regional agreements that Sudan has signed (the CRC and the African Charter, among others). Rights are designed to ensure that children's essential needs for their development and well-being are promoted.

Suggestions for additional discussion:

- Which rights or needs may be difficult for children to realize in the community? Which rights might be easier to ensure are upheld?

- What is the relationship between the rights of children and the rights of others? Where might there be conflicts (such as with the rights of parents?)
- What is the role of CBCPC/Ns in promoting rights?
- How might different needs be more important for different individual children? (For example, medicine might be more important for a child who is sick.)

Notes for the facilitator:

- It is important to emphasize that there is no right or wrong answer – the aim is to show how interconnected the needs are for children.
- This exercise can also be used as a quick warm-up exercise or can be expanded. For example, ask the groups to reorder the cards according to the priority that different groups might place on the needs for children, such as how children might order them. What would parents think?
- With non-literate participants, use pictures instead of words on the cards.

Sheet 1, Activity 1: Children's needs diamond

Before starting the activity, prepare sets of cards – one set per group of four participants.

Medicines & health care	**Education**
Food & water	**Shelter or home**
Friends	**Love & affection**
Toys, games & sport	
Prayer / spiritual guidance	

Activity 2: Rights of children

Objective: To consider in greater depth children's rights.

Resources/materials needed: Four signs (made of A4 paper) or written on the floor – SURVIVAL, PROTECTION, PARTICIPATION, DEVELOPMENT and the list of rights from activity sheet 1.

Time: 45 minutes

What you need to do:

- Place a sign in each corner of the room or training area.
- Explain to the participants that all children – up to the age of 18 years – have rights.
- Tell the participants that rights can be considered under four headings (survival, development, participation and protection). Check that the participants understand the meaning of the headings.
- Ask the participants to stand in the centre of the room.
- Explain that a right from the CRC is going to be read out. When participants hear the right, they are to go and stand under the sign of the heading where they think the right belongs (or on the spot marked on the floor).
- Randomly select one of the rights from sheet 1 and read it to the group.
- When participants have moved to their preferred position, invite a volunteer to explain why they chose that position.
- Repeat the exercise 10 or 12 times.
- Invite the participants to sit down and discuss the exercise. During the discussion, explore if any rights were a surprise or if there were any rights that participants disagreed with.

Suggestions for additional discussion:

- Do participants think that rights apply in Sudan? If not, why not? If yes, why?
- What rights are difficult to ensure are respected within the community?
- What is the role of CBCPC/Ns in promoting children's rights?
- How might participants persuade or explain the concept of children's rights to parents and the larger community?

Notes for the facilitator:

- A copy of activity sheet 1 with the full list of rights can be given to participants to take as a handout to reinforce the learning.
- The trainer may want to select rights that are most relevant for the context.
- Be aware that standing for a long time can get tiring for the participants. Make sure that the exercise does not go on for too long – no more than 20 minutes standing.
- Reinforce to the participants that many rights may fall under more than one heading.
- If more time allows, divide the participants into groups and give them a list of the children's rights (activity sheet 1) and invite them to talk in groups and decide which heading each right falls under. Discuss in the large group.

Sheet 1, Activity 2: Children's rights

NOTE: **These rights are taken from the CRC. They are written in a child-friendly format – that is, written in a form that can be used to explain to children.**

Everyone younger than 18 has ALL of these rights. You have the right to...

- Be treated fairly no matter who you are, where you are from, what language you speak, what you believe or where you live.
- Have adults always do what is best for you.
- Have all of these rights protected by your government.
- Be given support and advice from your parents and family.
- Life.
- Have a name and a nationality.
- Have an official identity.
- Not be separated from your parent/s, unless it is for your own good.
- Be reunited with your parent/s if they have to move to another country.
- Not be taken out of your country illegally.
- Have your own opinion, which is listened to and taken seriously.
- Find out information and express what you think through speaking, writing and art, unless this denies other people their rights.
- Think and believe whatever you want to and practise any religion, with guidance from your parent/s.
- Be with friends and join or set up clubs, unless this denies other people their rights.
- Have your privacy and family respected.
- Get reliable information from newspapers, books, radio, television and the Internet, as long as it is not harmful to you.
- Be brought up by your parents, if possible.
- Be protected from being hurt or badly treated in any way.
- Special protection and help if you can't live with your parents.
- The best care possible if you are adopted or in foster care.
- Special protection and help if you are a refugee.
- Access to education and any support you may need if you have a disability.
- The best health and medical care possible and information to help you stay healthy.
- Have your living situation checked regularly if you are looked after away from your family.
- Help from the government if you are poor or in need.
- A basic standard of living: food, clothing and a safe place to live.
- An education, including one that helps with developing your personality and abilities and encourages you to respect other people, cultures and the environment.
- Enjoy your own culture, religion and language, even if these are not the same as most people in your country.
- Rest, play and relax.
- Be protected from work that harms your health or education.
- Be protected from dangerous drugs and their trade.
- Be protected from sexual abuse.
- Not be kidnapped or sold.
- Be protected from being taken advantage of or exploited in any way.
- Not to be punished in a cruel or hurtful way.
- Protection and care in times of war. If younger than 15, you should never be forced to join an army.
- Special help if you have been hurt, neglected or badly treated.
- Be helped and treated fairly if you are accused of breaking the law.
- Be protected by national or international laws that provide better rights than the ones in this list.

ALL children and adults should know and learn about these rights.

Activity 3: Children's rights – Principles and values

Objective: To give participants the opportunity to explore the underpinning values of children's rights and the influence on their work in the CBCPC/N.

Resources/materials needed: Flipchart paper, markers, tape or Blu-Tack.

Time: 1 hour

What you need to do:

- Explain to the group that there are two important terms associated with rights, including children's rights – duty bearers and rights holders.
- In the large group, brainstorm the meaning of duty bearers and rights holders. If necessary, explain the concepts to participants (using activity sheet 1 as a guide).
- Explain that the CRC has a number of principles that form the basis of the convention.
- On a piece of the flipchart, write the principles without explanation: Best interests of the child, non-discrimination and respect for views of the child.
- Divide the participants into small groups, giving each group a flipchart and pens. Participants need to discuss the three principles and to come up with an explanation or definition of the principle. Allow 20 minutes for this activity, going around the groups to check progress.
- Bring the groups back together and ask the groups to present their work – inviting comments or reflections from other participants and making sure to clarify explanations (using activity sheet 2 as a guide).
- In the large group, discuss what might be some of the implications for the participants in their work as CBCPC/N members. What tensions or dilemmas do they imagine, and how might they overcome them?

Notes for the facilitator:

- As an alternative, instead of asking the groups to develop their own explanation and using activity sheet 1 (for activity 3) distribute the different explanations and ask participants to match the principle to the correct explanation. They can feedback to the large group and discuss. NOTE: Running the exercise in this way will reduce the time needed.
- Activity sheet 1 (for activity 3) can be given as a handout to reinforce the learning.

Sheet 1, Activity 3: Children's rights principles and values

Key concepts

Duty bearers Those who have an obligation to act or provide services in relation to the realization of rights. The main duty bearer is the government, although other actors, such as NGOs, are considered secondary duty bearers because due to the nature of their work they also have an obligation to ensure that rights are promoted and realized.

Rights holders Those people with whom the right is associated and who are entitled to claim it. In relation to children's rights, children are the rights holders.

Main principles:

- **Non-discrimination** (Article 2): All children have equal rights regardless of their race, religion, culture, sex, age or abilities and no child should be treated unfairly on any basis.
- **Best interests of the child** (Article 3): The best interests of children must be the primary concern in making decisions that may affect them. This means that all adults should do what is best for children, and when making decisions, adults should consider how their decisions will affect children. This also applies to authorities making budgets, policies and laws.
- **Respect for the views of children** (Article 12): All children should be consulted and participate in decisions that affect their lives. Because the CRC applies to all children, this means that attempts must be made to ensure the participation of even very young children.

4. ROLES AND RESPONSIBILITIES IN COMMUNITY BASED CHILD PROTECTION

Overview

Community-Based Child Protection Committees and Networks (CBCPC/Ns) need to have a clear understanding of their roles and responsibilities and how these contribute to effective child protection.

Understanding their roles and responsibilities helps the committee and network members to explain to community members just what they can do in different situations or the kinds of support they can provide. Knowing their roles and responsibilities also helps committees or networks to understand their limitations, acknowledge when they might need to draw on additional support or refer an issue to others.

In Sudan, the roles and responsibilities of the CBCPC/Ns are generally focused on awareness raising, community mobilization, conducting mappings and assessments and referring cases to other service providers as necessary. They are also involved in monitoring the situation of children and child protection issues within their community.

It is important for committee and network members to also have a sense of the roles and responsibilities of other groups in the community, including parents and families, community leaders and service providers (both government and non-government). This will help them in their decision-making, awareness-raising activities and ability to provide advice when child protection concerns or rights violations do occur.[43]

Technical notes

When working to mobilize communities for child protection, it is essential to have an understanding of the different actors, groups and service providers already working in this area and what communities might already be doing to protect children. Understanding the roles and responsibilities of different actors helps child protection workers and committees to tap into existing resources at the community level and know how to access support or refer a child protection concern as necessary.

One of the steps in a need assessment (see technical section 7 on need assessment and participatory rural appraisal) is to map out all the actors and service providers involved in the protection of children or the provision of services relevant to child protection work. This information can help CBCPC/Ns to plan their activities and coordinate with others to provide more holistic support for children, establishing referral mechanisms or pathways and identifying gaps or the absence of support and services required by children and families.

[43] Adapted from *Mobilizing Communities for Child Protection a Training Manual* (draft), UNICEF Nepal, 2011

There are a range of important reasons for knowing the various roles and responsibilities of the different groups that make up the child protection system, including:[44]

- Government actors have specific roles and responsibilities for child protection and are therefore an important resource from which community groups can draw assistance.
- Knowing the roles of different government staff, NGOs and other service providers helps community child protection workers explain to families what might happen when child protection concerns are reported.
- Mapping the different actors and resources at a local level will help communities when it comes to planning child protection activities and developing partnerships.
- Being able to determine the most appropriate forms of support for prevention and response activities ensures that children have access to the most relevant support.

  While community child protection committees have an important role, there are also limitations to the actions they can take. Community-based protection workers need to be clear about the limitations of their own roles and when they will require the assistance of others. For example, the CBCPC/Ns are not mandated under the law. This means that – with the exception of referring individual children and families to the relevant agencies – everything that they do in relation to the protection of individual children (when concerns have been raised) must be done by agreement and negotiation with the main parties (child and family) and by using their influence within the local community.
- Violations of children's rights or other child protection concerns often require certain technical and legal procedures to be followed, and it is essential for child protection mobilizers to know when to involve the police, legal professionals, health professionals, child rights officers, camp authorities, peacekeepers, etc.
- Understanding the functions, roles and responsibilities of other actors also can help the Community-Based Child Protection Committees to establish strategic partnerships or even access resources to support their activities.

Main tasks, roles and responsibilities of CBCPC/Ns[45]

CBCPC/Ns are involved in a range of core activities, including:

Awareness and community mobilization:

- The Child Protection Committees and Networks regularly carry out awareness sessions on children's rights with communities (using existing structures, such as child-friendly spaces, youth clubs, women's associations).
- The Child Protection Committees and Networks should mobilize all possible resources to support local communities and undertake a major advocacy role (within the community and with local counterparts) to ensure all cases of children at risk are addressed on all levels.
- Child Protection Committees and Networks should ensure that local communities know and make use of their focal points and are aware of all existing child protection services available.
- The Child Protection Committees and Networks should identify capacity-building needs and gaps and coordinate with relevant agencies and organizations in filling these gaps and building up the capabilities of all committee/network members.

[44] Adapted from *Mobilising Communities for Child Protection a Training Manual* (draft), UNICEF Nepal 2011.
[45] Taken from the terms of reference provided by UNICEF for the development of this handbook.

Assessment, monitoring and mapping:

- Committees and networks should ensure that child protection needs are assessed during emergencies and that child protection thematic areas relevant to the location are assessed (child labour, domestic violence, etc.). The Child Protection Working Group will support the CBCPC/Ns in building up their capacity to use the Child Protection Assessment Questionnaire (version for non-practitioners) developed by the child protection subsector.
- Ensure that violations of children's rights are monitored, recorded and reported.
- Register the location and resources (names, number of staff and contacts) of all child protection services available within the community or in its proximity.

Referrals and community responses:

- Facilitate the sharing and exchange of information on all child protection concerns or rights violations, including identifying individual cases.
- Identify which are the cases that can be responded to through community mechanisms.
- Refer a case (see the discussion on referrals further on for more information) to available services (internal or external) in the community (Family and Child Protection Units, social workers, NGO clinics, the Ministry of Education, etc.) and follow up with partners or authorities on the management of the case.

Committee and networks should also undertake the following:

- Meet on a regular basis (weekly or bi-weekly), but also based on need or as requested by members.
- Report and produce recorded minutes of meetings and activities and share this with the network, which will in turn report relevant issues to the Child Protection Working Group.

Although the presence of different groups may vary from one community to the next, depending on the context in which CBCPC/Ns are working, they may be able to draw on support from some of the following groups:[46]

Parents and families – Parents and families are normally the closest to a child (except in the case of separation, death of parents, etc.) and are in the best situation to assess the well-being of that child or the risks that they face. The role and responsibilities of parents and families generally include:

- meeting the basic needs of the child, including food, shelter, health care (vaccinations, etc.)
- providing emotional and psychological support
- trying to protect children during wars, armed conflict and natural disasters
- providing guidance and advice on life skills needed by children at different stages of their development
- helping children access education and education activities
- helping socialize children and teach them about culture, religion, their identity, etc.
- protecting children from violence or abuse within the home or community environment.

Communities – Children and families live in communities, and children are often seen as the responsibility of the community as a whole. The responsibilities of the community thus can include:

[46] Parts of the section are taken or adapted from *Protect the Children– a guide to support those working and living with children affected by violence,* Save the Children, 2008.

- identifying and reducing the risks confronting children
- providing children with a sense of identity and belonging
- helping children to meet their needs – basic, health, psychosocial, etc.
- identifying individual cases of vulnerable children and responding to or reporting them
- ensuring that the concerns of children and child protection issues are integrated into community decision-making processes
- supporting awareness raising on children's rights and activities to provide a more protective environment for children, especially in terms of preventing child protection concerns
- acting as a 'watchdog' and monitoring activities and services for children to ensure that they are conducted properly.

Community leaders (including religious, traditional leaders or elected officials) **–** Community leaders have a powerful role in shaping community values and influencing approaches to child protection, such as:

- advocating for children's rights and working with CBCPC/Ns to create awareness raising on the risks confronting children and community-based responses
- dealing with child protection concerns and providing guidance on how certain issues are resolved
- organizing communities to take action for children
- supporting a need assessment and planning child protection activities
- monitoring the situation of children and actions of service providers
- taking part in the child protection response programmes and mobilizing community resources.

Other service providers – CBCPC/Ns need to be aware of the work of other groups helping to meet the needs of children and understand how to help families' access their support as necessary.

Education – While education is of fundamental importance for children, it can also serve specific roles in relation to child protection. During times of armed conflict, displacement, etc., maintaining some form of schooling can help to protect them from exposure to additional risks while at the same time helping to meet their psychosocial needs. If children are engaged in some form of education service (formal or informal), then it is also easier to monitor where they are or with whom they are coming into contact. CBCPC/Ns can use education facilities to engage in awareness raising about children's rights or child protection concerns. Under Sudanese Law (Child Act (2010)), parents have the primary responsibility for ensuring the education of their children.

Health care – Being able to access health services is key to the development of children, especially in times of crisis or emergency. Health services also have a particular role in terms of the response to serious violations of children's rights, including the effects of armed conflict, domestic violence and responding to sexual abuse and exploitation. It is important for health service workers and CBCPC/Ns to have a good understanding of how they can work together to provide better protection for children.

Legal assistance/service – The Child Prosecution Attorney Bureau has wide-ranging powers and duties to support and assist children who are victims, including coordinating the assessments of children and arranging for support. Child Courts (with specially trained magistrates and judges) should also be established under the law.

Police/security forces/peacekeepers – Depending on the context, the police, security forces or peacekeepers contribute in terms of monitoring violations of children's rights, rescuing children from hazardous situations or even acting as the focal points for reporting specific child protection cases (it is important to stress that in some contexts the police or security forces may also be the causes of child protection concerns). It is also important to create awareness among these groups about child protection so that they can assume a constructive role for children; it is increasingly common for these groups to have either child protection or victim support units. Under the provisions of the Sudan Police Act (2008) and Child Act (2010), specialized police teams have been established to deal with all inquiries and investigations in relation to children (including a child as victim and a child considered an offender), known as Police Family and Child Protection Units.

Child Protection Sub-Sector[47] **-** In general the CP Sub-Sector supervises the work in the field of State child protection working groups (so far six formally existing in 3 Darfur States, Kassala-Gedaref, North-South Kordofan and Blue Nile) and ensures CPiE strategies, tools, guidelines and responses are applied in a harmonized and participatory manner. According to the ToRs endorsed in August 2010, the work of the CP Sub-Sector covers the whole of North Sudan, while the cluster approach is applicable to Darfur only. The Child Protection Sub-Sector also co-ordinates with other relevant sub-sectors in the fields of education, health, gender, gender-based violence, etc.

The objectives of the child Protection Sub-Sector are to:

- Ensure a functional Child Protection Sub-Sector is rolled out and all of the relevant CP actors are fully engaged in it
- Promote effective CP preparedness and ensure that a response to emergencies is guaranteed
- Promote standards for child protection among Sub-Sector members and build capacity to follow and implement these standards.
- Ensure that CP Sub-Sector priorities are represented in humanitarian forums and other sectors
- Support to the National Council of Child Welfare (NCCW) Coordination.

Humanitarian actors – In addition to groups and organizations working on child protection, there are many other agencies involved in providing support to children and families, especially during an emergency situation. It is important for all humanitarian actors to have a shared and common approach to protecting children and mainstreaming protection measures into their activities.

[47] Adapted from draft terms of reference for Child Protection Sub-Sector August 2010.

Referral[48]

One of the most important forms of coordination in child protection is the development of referral mechanisms or referral pathways. A referral mechanism is a plan on how service providers and communities can work together to respond to child protection issues.

The key to an effective referral mechanism is accessibility and the availability of a range of support and services and for different actors to be aware of their own role, responsibilities and limitations when it comes to specific child protection concerns.

Although services can be provided by different groups and organized in different ways, it is important that they work together when necessary, especially towards fulfilling the best interests of children. The CBCPC/Ns thus need to understand who is present and what support or services are being provided and to create awareness within the community of that support and those services.

When child protection concerns or violations of children's rights do arise, CBCPC/Ns need to inform children, parents and families of the options available to them, how to access the services and what might happen when they do.

Following referral mechanisms correctly is important for a number of reasons, but especially:

- When referral mechanisms are in place, then community mobilizers can conduct awareness raising to make children, parents, teachers, etc., aware of what to do and where to go when child protection concerns occur.
- If a parent comes to a mobilizer with a child protection case, they can advise the parent on the steps that need to be taken – report issues to the police and take a child to the health centre for documentation of evidence and medical support.
- Ensuring speedy access to relevant services – medical support, temporary shelter, etc.
- Limiting secondary harm as a result of negative or harmful experiences – such as access to post-exposure prophylaxis in rape cases, provision of psychosocial support, accessing family tracing, etc.
- Protection and documentation of evidence in cases of rape, sexual abuse, domestic violence or separated children. For example, when a child is separated from a family the case needs to be documented, support given to the child and awareness created among the community about where to go to report and check on information about separated children.
- Ensuring that children in contact with the law are dealt with under the provisions established for children and they are not mistakenly treated or processed as adults or detained with adults.
- The presence of referral mechanisms and guidelines can reduce risk and help to prevent additional violations of children's rights.

The basic idea is that referral mechanisms help to facilitate speedy access to the most relevant services in the correct order and help to minimize or mitigate the effects of negative experiences on children.

In some cases, there are legal provisions associated with the referral mechanism; it is important that particular steps are followed correctly. Referral mechanisms try to pre-empt the effects of

[48] This section is adapted from *Gender Based Violence: Training package for staff, communities and children*, Save the Children UK, Sub-regional Programme West Africa (draft), 2007 and Mobilising Communities on Child Protection a Training Manual (draft), UNICEF Nepal, 2011.

protection concerns and the types of support needed. Referral pathways generally try and consider how children can access:

Medical services – In cases of abuse, violence or accidents, medical support will be required and may need to be accessed within a specific time period, depending on the nature of the accident or if evidence needs to be collected. Ideally, medical professionals will have had some training on how to interact with children, especially those who have had a negative or traumatic experience. The medical professionals will need to address the medical needs and also the psychosocial needs.

Legal support – In cases of abuse, violence and exploitation, there may be a need to access legal support, especially in cases of a criminal nature in which there is a requirement to report crimes to the police. Community child protection mobilizers should know about the presence of a paralegal committee or legal aid services in their area and help families or victims make contact.

Psychosocial support – Children who have suffered from abuse, violence or exploitation may require some form of psychosocial support in the short to long terms, depending on their reaction to their experience. In some cases, a social worker may provide assistance and advise parents, teachers or other caregivers on how to support a child. In some cases, more intensive counselling may be required, and the community mobilizer can help people to access such services.

Social protection – In some cases, children may require access to social protection in the form of access to cash, income-generating opportunities, etc. For example, if a child or woman has to leave her family and home following abuse or violence, then social protection might be required to protect them from further harm or exposure to additional risks.

Alternative care – Temporary accommodation may be required, especially in cases in which trafficked children are returned, following exposure to abuse or violence or if children need to be removed from their home or community for protection. It is imperative that community mobilizers either know about the options available or where to go to find such information and the procedures involved. In Sudan under the Child Act (2010), the stated preferred form of alternative care is the relatives of the mother or father. If such an arrangement is not possible, then the child may live with a 'maintenance family' (assigned to care for the child). Institutional care is the least preferred option.

Reporting – A referral mechanism may also contain guidelines on reporting requirements and who needs to be involved or responsible. For example, if a single agency is dealing with a specific case, then one person might be the 'lead' case worker; however, if a range of service providers are involved, then the Child Protection Network or Child Protection Working Group might coordinate a case conference and take reports from different groups.

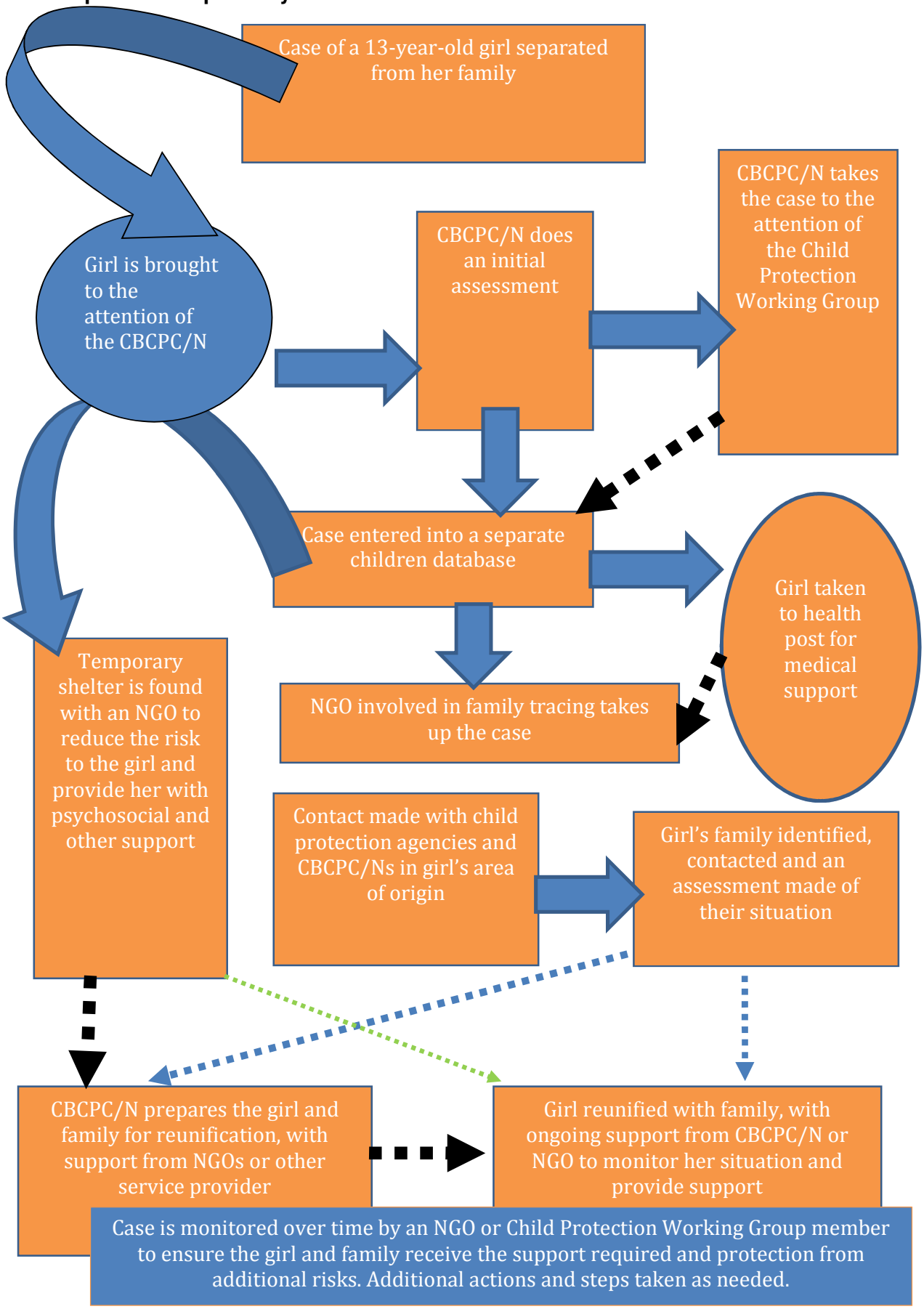
Case management – All cases need to be monitored carefully and the situation managed. This might require a multi-agency approach, especially where several service providers are involved. In such cases, it is normal for an interagency team or group to be put together and for one person or group to lead the case management process and facilitate

coordination among all the parties.

For convenience, a simple referral or case record form is included in the annex 1. This form can be used by the CBCPC/N to record the details of cases reported to them (to help with monitoring and follow up) and also when referring for help and support to other organizations. Although the form relates to the situation for individual children, it can be used in relation to the safety and protection of children in the community more generally, such as by identifying situations of risk for other children so that remedial action can be taken.[49]

[49] The sample referral pathway presented on page 68 is adapted from *Gender Based Violence: Training package for staff, communities and children*, Save the Children UK, Sub-regional Programme West Africa (draft) and *Mobilizing Communities for Child Protection a Training Manual* (draft), UNICEF Nepal, 2011.

Sample referral pathway



Key messages

- CBCPC/Ns need to be aware of their own roles and responsibilities and the roles and responsibilities of others working to protection children at the community level.
- Knowing about what exists and where children and families can go for different types of support is vital for creating awareness, providing advice or responding to an individual case.
- Responses to child protection issues are often complex and can involve different groups at different times, including groups working in other sectors, such as the health sector, education sector or even legal support.
- Knowing about the different services available can help CBCPC/Ns to develop referral pathways and thereby increase the speed with which they can respond to child protection concerns or violations of rights.
- There are limits to what CBCPC/Ns can do, and it is important for them to know their limitations and when they either need or are required to refer a case or issue to other groups.

Resources

Guidelines on Mental Health and Psychosocial Support in Emergency Settings, Interagency Standing Committee. Available at: www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-documents-default&bodyID=72&publish

Interagency Standing Committee documents on gender in emergencies. Available at: www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-documents-default&bodyID=1&publish

IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings. Available at: www.unhcr.org/453492294.html

Activities

The activities included in this section can be used with a range of different groups to explore some of the critical issues in relation to roles and responsibilities (although adaptations may be required). The facilitator can use them as stand-alone activities or combine them as part of longer sessions, depending on the available time.[50]

Activity 1: Who is involved in meeting the needs of children

Objective: That people consider the current situation of children in Sudan and imagine alternative futures and consider the roles that different groups can have in creating a more protective environment for children.

Resources/materials needed: A doll (for part one), large A3 pieces of paper or flipchart paper, plenty of markers and pencils

Time: 1 hour–1 hour 10 minutes

What you need to do:

Part one

Step 1: Ask the participants to sit in a circle and read out the following:

"Imagine that Sudan/your community is like a sleeping baby that you have in your arms. Pass the 'baby' around the circle without waking it." Have the participants pass the doll around the circle.

Step 2: Participants pass around the doll that represents the children again, but this time each participant has to give one example of what is needed to help a child grow and develop or something that might need to change to improve the situation of children. Each participant has to give one suggestion, ideally not repeating something already mentioned.

Part two

- Divide the participants into groups of five. Each group draws a big V on a blank page. On the left side of the V they write or draw in the main events that they think are likely to happen during the lifetime of a child. These can be personal, community or national events and should be based on what people think will happen. This is the 'probable future' line or reality, based on the current situation.
- Each group then marks along the right side of the V their 'preferred future' – what events they would like to see happen in the life of a child growing up in Sudan.
- Finally, each group suggests who needs to 'fill in the gap' (written inside the V) – what are the different groups that can help meet the needs of children so that the probable future can change into the preferred future.
- Take feedback from the groups.

[50] Activities in this section are primarily adapted from Psychosocial Training Manual for Working with Children in Especially Difficult Circumstances (CEDCs),Trócaire/University College Cork – Child Studies Unit, Field Office, Rwanda, 2000, Child Protection Manual UNICEF Bangladesh (draft), 2004 and Mobilizing Communities for Child Protection a Training Manual (draft), UNICEF Nepal 2011.

Suggestions for additional discussion:

- What are the differences and similarities between the group's ideas in relation to the probable future and the preferred future?
- What kinds of solutions were the children able to identify?
- What does the group work show in terms of the psychosocial needs of children?
- What does the group think the main challenges will be in terms of changing the probable future line into the preferred future?
- Who or what groups should be responsible for trying to bring about the preferred future and how could this be achieved?

Notes for the facilitator:

- The socio-economic and socio-cultural environment has a significant role in terms of influencing child development and the degree to which their needs are met.
- The various needs of children – survival, biological, psychosocial, etc. – are all interconnected and require the support of different groups at different levels of society, including families, communities, government, etc.
- Children's developmental needs are largely the same as the rights in the CRC and thus the promotion of the CRC has positive benefits for their development.

Activity 2: What are CBCPC/Ns?

Objective: To examine the responsibilities of the CBCPC/Ns and how these groups are seen by communities.

Resources/materials needed: Markers, pens, flipchart paper, flipchart stand or chalk and board

Time: 45 minutes–1 hour

What you need to do:

- Ask the participants if they have ever heard of a Community-Based Child Protection Committee or Network? If they answer yes, ask them to give examples of what it is or what it does. If they answer no, ask them to guess what they think it does.
- Write up all the suggestions from participants onto a flipchart sheet – be sure to get as many ideas as possible.
- Divide the participants into groups of four or five, depending on how many are present, and ask them to consider in detail the following questions:
    - What is a Community-Based Child Protection Committee or Network?
    - Who is typically a member of this group?
    - What exactly do they do in the community (or that we would like them to do for participants who have not heard of them)?
    - What are the reasons that a child, parent or family might seek their support?
- Literate participants may want to write down their response while non-literate participants could either discuss verbally or draw symbols or pictures to represent their ideas.
- After about 25 minutes, bring the groups back together and ask them to share their discussion.
- Summarize the key points verbally or on a flipchart and hang up or read a summary of the roles and responsibility of the CBCPC/Ns.

Suggestions for additional discussion:

- Ask the group what they learned about the role and responsibilities of a CBCPC/N.
- Do they think these groups have or could have a positive role in the community? Why?
- If they had a problem or their children had a problem, would they seek the support of these groups?
- How could these groups be supported by the community or outsiders?

Activity 3: Role of different groups in addressing child protection concerns

Objectives: To explore the role of different sections of society regarding child protection.

Resources/materials needed: Flipchart paper, Blu-Tack or masking tape and markers

Time: 1–1.5 hours

What you need to do:

- Ask the participants to brainstorm a list of groups in society who have responsibilities for child protection.
- Write the final list up on a piece of flipchart paper so that it is visible for all.
- Divide the participants into groups of five or six and explain that their task will be to copy down the list of groups in society and to come up with examples of how these groups can take more responsibility for child protection.
- Ask the groups to give as many specific examples as possible for each of the groups on the list.
- Tell the groups that they will have 1 hour for their discussion, which needs to be recorded on flipchart paper.
- After 1 hour, ask all of the groups to finish their presentations and collect them.
- Next stick all of the presentations on the walls around the room or on chart stands if you have them.
- Ask the participants to take 15 minutes to walk around the room and read the presentation from the other groups.
- When the participants have viewed the presentation of the others, call them back to the plenary session for discussion.

Suggestions for additional discussion:

- How were the presentations different or similar?
- Which groups were seen to have the most responsibility in terms of child protection?
- How could each of the groups be better supported to perform their role in terms of child protection?
- Do the presentations reflect reality – do the groups responsible for child protection live up to the responsibilities listed in the presentations? If not, why not?

Activity 4: Venn diagrams – Links and gaps

Objective: To come up with a visual representation that shows the links between different groups in the community and their roles and responsibilities for child protection.

Resources/materials needed: Some materials to make circles (paper, pens, circles) and glue to stick them on a piece of paper, or alternatively the Venn diagram could be drawn on the ground or on a chalkboard and then copied onto paper.

Time: 1–1.5 hours

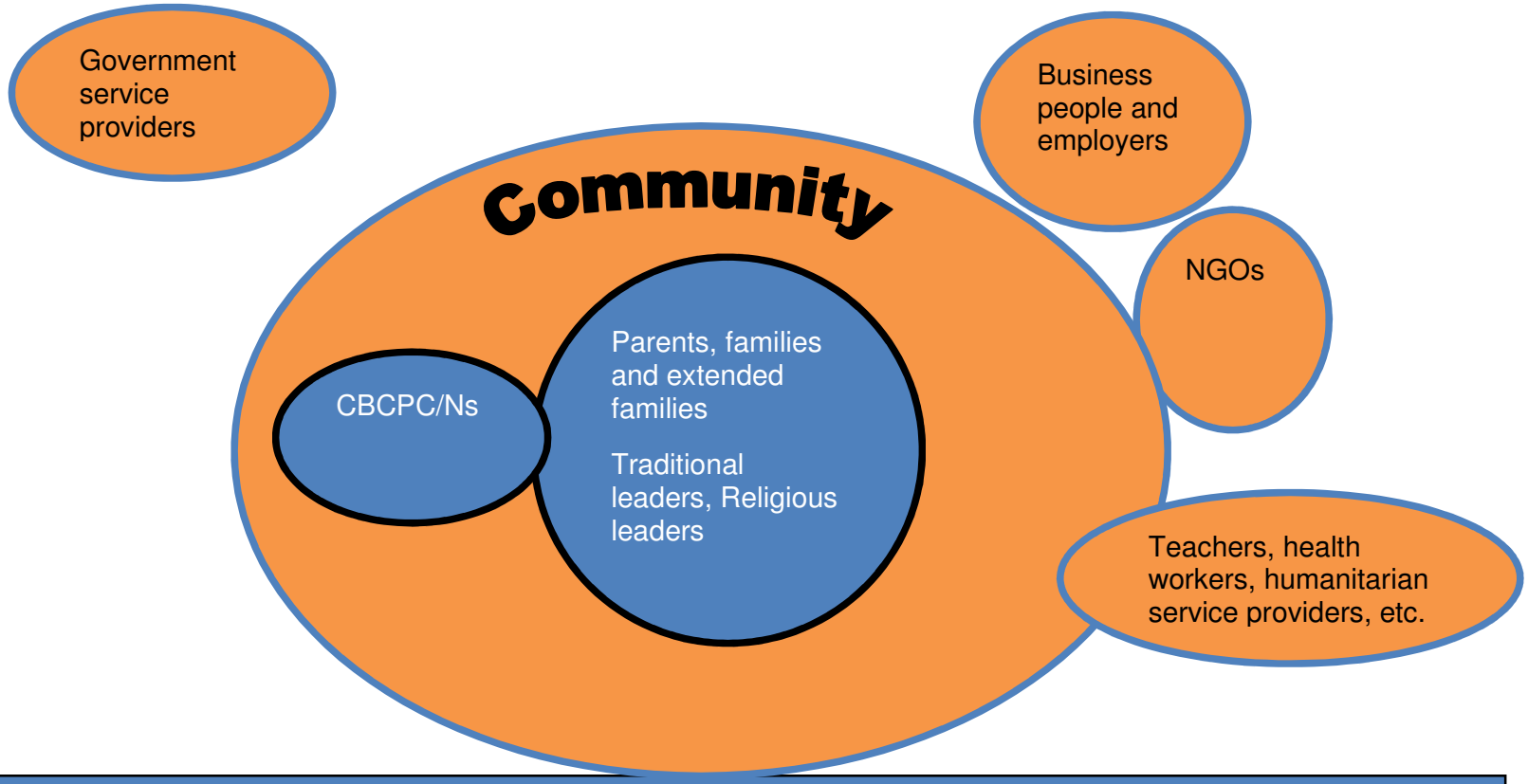
What you need to do:

- Divide the group into small groups.
- Ask the group to identify groups or institutions (the family, local leader, religious groups, CBCPC/Ns) in terms of their responsibility for child protection.
- Cut out or ask the participants to draw circles to represent each of those groups or institutions.
- The size of the circle for each group should represent the influence they might have on the protection of children.
- Ask the participants to place a large circle representing the community at the centre of a flipchart sheet (or on the ground if you are not working with paper).
- The circles could be arranged as follows (see the following sample):
    - separate circles = no contact among the groups or institution
    - touching circles showing a connection between the groups or institutions
    - small overlap = some cooperation or child protection
    - large overlap or placing one circle inside another = large degree of involvement or cooperation for child protection.

Suggestions for additional discussion:

- When the diagram is finished, ask the participants to describe why they have placed their circles in different places. Which groups are most influential and which groups are least influential when it comes to child protection?
- Ask the participants to explain clearly the relationships between the different circles; for example. How much contact do the different groups have? How do the different groups see each other in terms of their different roles and responsibilities for protecting children?

Sample Venn diagram to illustrate groups with roles and responsibilities for children



This Venn diagram shows some of the different groups in a community who have roles and responsibilities for child protection (it could also be used for many other issues). The large circle in the centre represents the core or heart of the community and the groups closest to this or inside the circle are closest to children. As we move away from the centre and even outside the main circle, the direct influence on children diminishes, although these groups still have an important role.

5. MOBILIZING COMMUNITIES TO PROTECT CHILDREN

Overview

Communities are important to children's lives. After the family, the community provides the immediate environment in which children grow and develop. Mobilizing communities to protect children aims to engage different community actors to work together to create a safer and happier place for children – a more protective environment.[51]

As the domain in which people share common resources (space, natural environment, resources, infrastructure, institutions, agency), a community has an important function in the provision of the immediate protective and developmental environment for children.

The community also provides, or has the potential to provide, an environment in which people can group their resources and energies and interact with agents of government, non-state actors or agencies to achieve improvements.[52] Community mobilization works best when different groups within a community develop common strategies and work together to achieve them over time. [53]

Technical notes

What is a community?[54]

'Community' refers to a group of people who recognizes itself or is recognized by outsiders as sharing common cultural, religious or other social features, backgrounds and interests and that forms a collective identity with shared goals.[55]

Communities can be thought of as bearing a range of collective duties in relation to the protection of children and may often be a major support to families, especially when state structures are compromised. The idea of a community can vary in different contexts and settings, and it is important to assess how people view their own sense of community when working in these different contexts. [56]

[51] Taken from *Mobilizing Communities for Child Protection a Training Manual* (draft), UNICEF Nepal, 2011
[52] Taken from *Finding Community-based Solutions to Child Protection*, Module 5, IASC Child Protection sub-cluster, Uganda 2008.
[53] Adapted from Save the Children, UNHCR, UNICEF, OHCHR, International Rescue Committee and Terre des Hommes, ARC resource pack, Geneva, 2009.
[54] Parts of this section were taken from ARC resource pack, 2009 and *Finding Community-based Solutions to Child Protection*, Module 5, IASC Child Protection sub-cluster, Uganda 2008.
[55] Adapted from Mobilizing Communities for Child Protection a Training Manual (draft), UNICEF Nepal 2011.
[56] Taken from the ARC resource pack, 2009, op. cit.

Definition of community mobilization

Community mobilization is a process whereby local groups are assisted in clarifying and expressing their needs and objectives and in taking collective action directed at meeting them. It emphasizes the involvement of the people in determining and meeting their own needs. It is closely linked with the concepts of participation and resilience.[57]

What does mobilizing communities for protecting children involve?

Community-based child protection means communities working together with the central government, local authorities, community-based organizations, NGOs and other groups to prevent and respond to the abuse, violence, exploitation and neglect of children.[58] Community-based child protection can cover a range of activities and interventions that are designed to promote a more enabling environment that fosters a holistic approach to child protection. Although community mobilization is ultimately a medium- to long-term process, it is considered more effective because it gives space for communities to be involved and to eventually lead their own process of change and social transformation.[59]

Community mobilization is based on a number of principles, including: [60]

- Emphasis on the need for long-term development and not just immediate relief of specific issues.
- Emphasis on the importance of the social and political context in which people experience problems and stress and not just a focus on individual suffering (looks at and deals with individual rights violations from a wider socio-political and collective perspective).
- Assumes that people (including those who may have otherwise been labelled as vulnerable) are highly resourceful and aims to maximize the potential inner resources of all people in the community, including the most marginalized.
- Uses participatory methods to promote the involvement of children and families in defining their needs and the ways of meeting those needs.
- Requires mutual respect and trust between the communities and external organizations working with them.
- Supplements the communities' resources with selected external resources only when *necessary and appropriate.*
- Approaches communities that have experienced violence and conflict from a solution-focused perspective. Experiences of violence and conflict are often compounded by practical concerns around housing, shelter, food insecurity, continued fear and threats to safety and lack of livelihoods.

[57] Taken from *Finding Community-based Solutions to Child Protection*, Module 5, IASC Child Protection sub-cluster, Uganda 2008.
[58] Adapted slightly from the UNICEF website, www.unicef.org
[59] Adapted from *Finding Community-based Solutions to Child Protection*, Module 5, IASC Child Protection sub-cluster, Uganda, 2008 and, *Safety with Dignity: A field manual for Integrating community-based protection across humanitarian programmes*, ActionAid 2010
[60] Adapted from ActionAid, *Safety with Dignity: A field manual for Integrating community-based protection across humanitarian programmes*, 2010.

What makes community-based child protection groups effective?[61]

While there are many factors that influence the success of a Community-Based Child Protection Committee or group, analysis conducted by child protection organizations has identified seven factors that particularly influence effectiveness:

1. **Community ownership** – Groups that define the child protection issues in which they were working at a local level tend to feel a stronger degree of ownership and responsibility for taking action. Some factors that influence a strong sense of community ownership include:

   - acceptance of the responsibility for them to take action
   - constant external support
   - use of participatory community mobilization techniques to assess, discuss and promote mutual learning and decision-making on child protection concerns
   - strong sense of community and motivation to address a collective problem
   - mobilization and contribution of community resources to the response.

2. **Building on and respect for existing resources** – It is important to understand community structure and dynamics and not to impose a 'top-down approach'. Communities often initially feel that aspects of children's rights are in conflict with traditional cultures and that some of their own strategies and protection mechanisms are ignored. It is important to take time to learn and understand how to build upon useful structures or practices that already exist.

3. **Support from community leaders** – Non-formal and formal community leaders are gatekeepers; their support is important and gives legitimacy to child protection activities. As a result, they should be targeted for awareness raising and orientation on community mobilization for child protection.

4. **Child participation** – Children not only have a first-hand and unique perspective on the protection concerns they face but they also have much creativity and resourcefulness, especially when it comes to creating awareness among other children. Evidence shows that quality child participation leads to effective activities.

5. **Management of issues of power, diversity and inclusivity** – The most effective community protection groups also tend to be the ones that involve both men and women and representatives of vulnerable groups and are characterized by shared decision-making and equal power sharing. However, achieving such a situation is very challenging and requires constant effort because there is a tendency for committees or groups to reflect many of the inequalities or discriminatory practices that exist in the wider society.

6. **Access to resources** – Effective community-based child protection groups need access to human and material resources.

[61] Save the Children Fund, *What are We Learning about Protecting Children in the Community? An inter-agency review of evidence on community-based child protection mechanisms*, Executive Summary, November 2009.

7. **Links** – With other groups, village or district-level initiatives give community protection mechanisms a sense of belonging and also help them to access resources to support their work, gain legitimacy in the eyes of leaders and people in general and extend the reach of other service providers. Under a child protection system approach, it is essential for community mechanisms to be linked to others.

Overview of community mobilization[62]

1. Prepare to mobilize

- Know your community: Identify existing organizations, such as religious groups, community-based organizations, youth groups and committees working with orphans and vulnerable children.
- Identify the power structures: Traditional leaders, elected representatives, religious and political groups, etc., who can mobilize the community and lend authority to any efforts to do so.
- Plan the ideal days and times for meeting with the community, including the venue, participants or person who might need to authorize the meeting.
- Ensure that different groups within the community are represented in consultations, including men, women and children, especially those from marginalized or vulnerable groups.
- Initially conduct a few meetings with influential people to build support for the consultation process.

2. Organize the community for action

- Identify pivotal individuals or groups within the community who can take an active or lead role in the mobilizing process. They might be part of an existing group or committee or a new one created to lead the process of mobilizing the community to protect children.
- Find out which individuals and organizations are already involved with providing support to vulnerable children and evaluate the potential of this group to participate in your activities.
- Explore the reasons that draw people together to care for children. Based on whether it is cultural obligations, religious beliefs or political reasons, it would be advisable to involve traditional leaders, religious leaders or elected officials in the process. The chances of success are higher if a combination of influential people in the community joins together to support actions for child protection.

3. Create awareness in the community: Exploring the issues

- Explore the issues raised by the community and share other issues with the community to come to common consensus.
- Answer the question, what is the community already doing to support or protect children?
- Set priorities for action.
- Use participatory rural appraisal techniques in informal settings with the larger community to explore issues as they arise.

4. Planning together

- Which issues does the community want to address?
- What are the available resources within the community?
- Which other programmes and organizations are trying to address issues relevant to your plans?

[62] Taken from *The Journey of Life: Community workshops to support children manual 2,* Regional Psychosocial Support Initiative (REPSSI), 2005 and adapted from L. Grabman and G. Snetro, *How to Mobilize Communities for Health and Social Change*, John Hopkins Media Clearinghouse, 2003.

- Community mobilizers need to be aware of other organizations or programmes that can be solicited to address some of the issues that may arise; for example, providing food, schooling, shelter, clothing, recreational facilities, etc. These may differ from community to community, but the focal point must be able to support the CBCPC/N to liaise with other organizations to address issues that are critical to child protection in the community.
- Assess the skills that community members and your own organisation possess.
- Develop an action plan.

5. Acting together
Request CBCPC/Ns and other interested groups to take action on the following:

- access resources both within and outside the community
- link up with established organizations and structures that are sustainable and have the resources and power to lead change, such as local government bodies, traditional leaders and religious groups
- build up the capacity and resources of partners within the community
- finalize and implement the action plan.

6. Evaluating together
- What do you want to learn from the evaluation?
- Develop the evaluation approach and tools.
- Provide feedback to the community to validate the results.
- Share lessons learned and the recommendations with the community.

What are the characteristics and skills needed to be an effective community mobilizer?[63]

Community-based child protection mobilizers require a range of skills, qualities and characteristics to be useful. The child protection mobilizers need to be able to work with a wide range of groups and indicators, including community leaders, parents, children, CBOs, NGOs and government representatives.

It is important for the child protection mobilizers to remember that their role is to motivate communities to take on more responsibility and become active in child protection. The sustainability of community-based child protection mechanisms is linked to this ability and to communities becoming an active part of the child protection system. The child protection mobilizers are thus required to have certain skills set and to demonstrate associated characteristics.

Characteristics of an effective mobilizer could include the following:

- committed to the principles of community mobilization and child protection
- understands child protection

[63] Taken from *Mobilizing Communities for Child Protection a Training Manual* (draft), UNICEF Nepal, 2011

- knows the role of different service providers in the area
- maintains good relationships with different community-based organizations, government departments, service providers
- good listener
- positive mental attitude – does not become overwhelmed or despondent but is focused on solutions
- can relate to and talk to people from different parts of the community (community leaders, religious groups, parents, other services providers, children, etc.)
- motivating speaker
- patient (many child protection concerns take time to change)
- creative and able to find new solutions to difficult concerns
- adaptable and flexible
- facilitates rather than trying to take over and do things for communities.

Tips on making first contact with the community [64]

In practice, community mobilization involves establishing contact with community members and leaders, building an understanding of the social and power dynamics in the community and bringing people together to agree on the best and most acceptable ways of working in partnership.

This level of understanding is needed to decide on how to best bring people together to agree on the most acceptable ways of working in partnership in an inclusive manner, especially in terms of involving vulnerable or marginalized groups.

Tips for making contact with the community:

- Understanding community practices and traditions prior to establishing contact can help identify the appropriate approach for engaging with different groups and members of the community. Focus should be on learning and listening, particularly in the beginning.
- Take opportunities to discuss and meet informally with people to discuss protection issues (for example at the health post, during registration, at distribution points, in the queue for water).
- Those who manage to establish first contact with the outside agencies might become gatekeepers – they might not mention other groups in the community that require support if they believe resources are scarce.
- Look for existing committees or community-based organizations through which the community can be accessed and messages can be passed.
- Messages might only reach certain groups, such as other community leaders, and not all members of the community. Develop outreach strategies with the leaders and others to ensure that everyone is informed, including children.
- Deliver information in a language that everyone can understand, is culturally sensitive and is correctly perceived and understood.
- Arrange meetings at mutually convenient and agreed upon times.
- First impressions matter. Those groups or persons in the community who do not meet with agencies or partners may draw their own conclusions about organizations, based on whom the staff chose to meet with, how they behaved and what happened after their visit.

[64] Taken from the Foundation module on Community Mobilization contained in the ARC resource pack, Save the Children, UNHCR, UNICEF, OHCHR, International Rescue Committee and Terre des Hommes Geneva, 2009. Available at: www.arc-online.org

- Immediate follow-up should be made after the initial meeting. Security issues, especially for internally displaced persons, should be closely monitored.
- Transparency, respect and consistency are essential for building trust, confidence and collaboration between an external agency and its community partners.[65]

Challenges to effective community mobilization[66]

There are many challenges facing those involved in mobilizing communities for child protection. Some of them stem from the nature of child protection work, especially given the current situation in Sudan and the lack of resources to provide many of the services needed to promote child protection. Other challenges stem from the complexity of specific child protection concerns, particularly those that are linked to aspects of culture, gender roles and traditional attitudes, values and beliefs.

Some challenges for community-based child protection groups**:**

Need to build evidence base – One of the challenges facing community-based child protection activities is demonstrating how they have contributed to protecting children and responding to child protection concerns. Gathering evidence is important in terms of justifying this approach, supporting awareness raising and behaviour change, generating support and accessing resources. It is also important to gather evidence to show that community-based work is 'doing no harm'.

Need to have appropriate roles and responsibilities. Addressing this challenge requires:

- defining roles and responsibilities
- not overburdening community groups or involving them in contradictory roles
- helping groups to understand their place in the child protection system
- providing the training needed to perform the roles and live up to responsibilities
- supporting the participation of different groups (including children), socially marginalized groups, etc. without overburdening them with excessive responsibilities or demands.

Need to produce sustainable, positive outcomes in regard to a range of child protection issues – Demonstrate their effectiveness. Mobilizing communities for child protection is not a short-term activity and requires sustained effort. Communities need sustained support if real and lasting change is to happen.

Require a respectful approach to child protection work at the community level – NGOs, government, etc. need to listen and learn from communities, build on local assets and positive cultural practices. For example, community mobilizers need to be sensitive to the concerns and feelings of displaced persons and to respond to them with respect and patience.

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[65] Adapted from United Nations High Commissioner for Refugees (UNHCR), *Ten Tips on Making Initial Contact with the Community: A community-based approach in UNHCR operations, 2008* p. 45.

[66] Taken from the foundation module on *Community Mobilization* in the ARC resource pack, Save the Children, UNHCR, UNICEF, OHCHR, International Rescue Committee and Terre des Hommes, Geneva, 2009. Available at: www.arc-online.org

Needs the facilitation of community ownership – It is important to accept that this may take time, careful planning and require a transition period or testing of ways for communities to take on more responsibility as outside assistance scales down. It requires the agencies involved to hand back power and responsibility to the community members.

Balance the needs of different groups or communities – In cases in which people have been internally displaced and are living in host communities, it is important to consider the needs of both the host community and the resettled groups. Tensions can occur between different groups, especially if some are targeted for support and other groups are not. Both outside agencies and community mobilizers need to be aware of this situation and guard against their interventions contributing to or heightening any tensions that might exist.

Need to access resources – Human, financial and other resources are required to support child protection work; while external support may exist for a time, the sustainability of community-based protection mechanisms requires a longer-term strategy. It can be difficult when the needs expressed by community members cannot be matched with available external resources.

Time consuming – Community mobilization can be a time-consuming activity and does not necessarily produce quick or visible outputs. It is a much subtler and more sensitive approach than the more traditional one of 'doing things for the community'.

Openness on the part of communities – Community mobilization requires a community to be open and available to dialogue; populations that are controlled or coerced by a minority may have difficulty in engaging with external agencies.

Key messages

- It is important to clarify the meaning of the term 'community' before engaging in community mobilization.
- Social divisions based on ethnic, tribal, clanship, political or religious considerations may severely limit a population's sense of community.
- Community mobilization is the process of clarifying and expressing needs and objectives and taking collective action to meet them.
- Community mobilization is important because it values the right of people to self-determination and recognizes their resilience.
- Community mobilization requires a comprehensive understanding of existing and previous community structures.
- Community mobilization must work through community structures that meet the needs of the whole population.
- The mobilization of children can involve them in different degrees of participation.

Resources

A Common Responsibility: The role of community-based child protection groups in protecting children from sexual abuse and exploitation, International Save the Children Alliance, 2008. Available at: www.ohchr.org/Documents/Issues/ViolenceAgstChildren/ACommonResponsibility.pdf

Foundation module on community mobilization in the ARC resource pack, Geneva, Save the Children, UNHCR, UNICEF, OHCHR, International Rescue Committee and Terre des Hommes, 2009. Available at: www.arc-online.org

Child Protection Systems in Emergencies, Save the Children 2010. Available at: www.savethechildren.org.uk/sites/default/files/docs/Child_Protection_Systems_low_res_1.pdf

Safety with Dignity: A field manual for integrating community-based protection across humanitarian programmes, ActionAid, 2010. Available at: www.actionaid.org/sites/files/actionaid/protection__manual.pdf

Teaching Training and Self-Study Resource Kit for Organizations and Workers Engaged in Child Protection, Central Child Welfare Board, and Child Rights Study Academy, September 2010.

The Journey of Life: Community workshops to support children manual 2, Regional Psychosocial Support Initiative (REPSSI), 2005 and adapted from L. Grabman and G. Snetro, *How to Mobilize Communities for Health and Social Change*, John Hopkins Media Clearinghouse). Available at: www.repssi.org or http://childprotectionforum.org/wp/wp-content/uploads/downloads/2011/11/Journey-of-Life-1-Community-Workshop.pdf

Activities

The activities included in this section can be used with a range of different groups to explore some of the critical issues in relation to community mobilization (although adaptations may be required). The facilitator can use them as stand-alone activities or combine them as part of longer sessions, depending on the available time.[67]

Activity 1: What is a community?

Objective: To clarify the meaning of the term 'community' and have participants outline what they think are the important characteristics of a community.

Resources/materials needed: Paper, crayons or markers and tape

Time: 1 hour

What you need to do:

- Divide participants into groups of four or five (depending on how many you have) and inform them that you are going to do an exercise to find out about what a 'community' means to them.
- Pass out the flipchart paper, pens, etc. to each group and ask them to draw a picture of what they believe a community looks like, including all the groups that are present or have an important role in the community life. They will have 40–45 minutes to complete this step.
- Once the groups have completed their drawings, ask them to write or draw symbols around the drawing to show the important characteristics of the community (shared culture, religion, acceptance of differences, etc.).
- When all the drawings are completed, stick them on the wall or place them around the space in which you are working and ask the participants to look at the drawings from the other groups. Allow 10–15 minutes for this.
- Bring all the participants back together in the large group and discuss the drawings.

Suggestions for additional discussion:

- Ask participants what commonalities the pictures have.
- Explore these commonalities as identifiers for communities with similar cultures, traditions, look (clothing), economics, morals, etc.
- Were there any differences between the drawings of different groups?
- Using the flipchart, come up with a common list of the primary components and characteristics of a community.
- Ask the participants to also consider what are the characteristics or components of a community that help to build a protective environment for children.

[67] Activities in this section are primarily adapted from *Child Protection Manual* (draft), UNICEF Bangladesh 2004 and *Mobilizing Communities for Child Protection a Training Manual* (draft), UNICEF Nepal 2011.

Activity 2: Effective community mobilization

Objective: To explore personal experiences with community mobilization and identify techniques and methods for effective community mobilization.

Resources/materials needed: Task cards with questions (make copies as needed), flipchart paper, markers and tape

Time: 45 minutes–1 hour

What you need to do:

- Explain to the participants that you are going to do an exercise to explore their previous experience of community mobilization and their thoughts on what is needed to make community mobilization effective.
- Divide participants into groups of four or five, depending on the total number you have, and pass out a task card to each of the groups, along with flipchart paper and pens. If you are working with non-literate participants, then you can ask them to discuss the issues and give feedback verbally or else place a co-facilitator in the group to act as rapporteur.
- Ask participants to explore the questions on their task cards in their group (or give verbal instructions to non-literate participants) and write up the responses on the flipchart paper or remember their discussion for verbal feedback.
- Go around to each of the groups and check to see if they are clear on what they have to do. Allow 30 minutes for their discussion.
- After 30 minutes, bring the groups back together and ask them to take turns giving feedback or presenting their work.

Suggestions for additional discussion:

- What were the most common experiences of community mobilization listed by the group?
- How did they characterize them – were they positive or negative experiences?
- What made them either positive or negative?
- Did any unusual experiences of being involved in community mobilization come up or any previous experience of being involved in community mobilization for child protection?
- What does the group think are the challenges associated with the community mobilization approach?

Task card for group work

In your group, take 30 minutes to discuss the following questions. Please ask the facilitator or co-facilitator for clarification or direction. Record your discussions on a piece of flipchart paper.

Give examples of when you have tried to mobilize communities.

- Why was there a need to mobilize the community or what was the purpose of the mobilization?
- What approach was used to mobilize the community?
- What did you see as the main advantages of this approach to working with communities?
- What did you learn from this experience?
- Was it effective?
- Were there any challenges?

Activity 3: Qualities of child protection mobilizers and committees

Objective: To motivate participants to think about the qualities that are needed to be effective community mobilizers and to reflect on their own capacities.

Resources/materials needed: Flipchart paper, markers, tape or Blu-Tack

Time: 1 hour.

What you need to do:

- Divide the participants into groups of five or six and give each flipchart paper and markers. Each group will have 45 minutes to complete their task.
- Explain to the participants that you are going to do an exercise to explore the qualities that they think are important to be an effective mobilizer for women and children.
- Explain that the participants will be divided into groups and that each group will draw a picture of their ideal community mobilizer at the centre of a flipchart page. Around the picture they will write the most important characteristics or qualities that they think a community mobilizer should have.
- After 45 minutes, bring the groups back together and collect all of the flipchart sheets. Stick all of them on the wall.
- Give the participants 10 minutes to examine the pictures of the other groups.
- After 10 minutes, ask everybody to reassemble in the big group.

Suggestions for additional discussion:

- Ask the participants to suggest the most important characteristics of a community mobilizer and write a single list of these on the flipchart.
- How do the participants feel about this list of characteristics? Do they think that they can live up to them?
- How many of the characteristics on the list can be learned or can be developed among mobilizers?
- What types of training are needed to achieve this?
- How many of the characteristics can be classified as attitudes? Skills? Knowledge?
- What does the group think are the characteristics of an effective child protection committee or group? Mark these on the flipchart.

Notes for the facilitator:

- Effective trainers/facilitators and mobilizers can share many common characteristics.
- Mobilizers need to be excellent communicators so that they can relate to a range of different stakeholders in a community, from children to parents, service providers, government departments and civil society groups.
- Mobilizers need to have energy, enthusiasm and commitment to think of creative approaches and not become negative or stop working, even when concerns are difficult or progress is slow.
- People can learn to be become good mobilizers. And even people who are naturally good at mobilization can benefit from training or coaching.
- Although an individual might not possess all of the qualities, they are still a useful guide and can help us to improve our actions and behaviour over time.

A variation on this exercise might be for some of the participants to look at the characteristics of individual mobilizers and others too look at what makes a good committee or child protection group.

Activity 4: Mobilization techniques

Objective: To familiarize participants with different mobilization techniques.

Resources/materials needed: Flipchart paper, cards, markers, notepaper, pens

Time: 45 minutes

What you need to do:

- In the plenary, discuss mobilization techniques using the following prepared statements on the flipchart paper or cards:
  - Mobilization aims to motivate communities to be active in child protection.
  - It involves a range of techniques.
  - Techniques can be anything from organized campaigns to informal interactions.
  - Techniques can involve lots of people in the community or be one-on-one discussions.
  - Awareness raising is one mobilization technique – but not the only technique!
  - Children, parents and families, communities, community-based organizations, civil society groups and service providers can all be mobilizers.
- Divide participants into groups of three (where they are sitting). Ask the groups to quickly brainstorm as many mobilization techniques as they can and note them down on notepaper.
- Allow 5–10 minutes for the brainstorming exercise.
- In the plenary, ask the groups to call out different mobilization techniques (not repeating ideas already mentioned). Write the different techniques on the flipchart paper.
- Discuss the various types of techniques mentioned by the participants and add any techniques not mentioned.
- Highlight the key points, using prepared flipchart papers or cards with the following statements:
  - Everyone in the community can be a mobilizer – not only organized stakeholders.
  - Children, parents and families have important roles.
  - People listen to their friends and family – it is important to engage informal networks.
  - It is important to have a shared goal and for communities to work together to achieve it.

Notes for the facilitator:

- Everyone in the community can be a mobilizer. It not only organized stakeholders (service providers, civil society groups or community-based organizations) that have roles.
- Children, parents and families have important contributions to make.
- People listen to their friends and family when they make decisions. Friends and family can also encourage each other to get involved in activities. This can be more influential than organized campaigns by community-based organizations and service providers. It is important to engage informal networks.
- It is important to have a shared goal and for communities to work together to achieve it. Communities are stronger and more effective when they work together with good communication to achieve a common goal.

Activity 5: Group work stages of community mobilization

Objective: To help participants understand more about the community mobilization process and the different tools that can be used to support this process.

Resources/materials needed: Flipchart paper and markers, pre-prepared flipchart sheet with a list of different community mobilization techniques.

Time: 45 minutes

What you need to do:

- In the plenary, explain that participatory tools are methods that frontline workers can use to mobilize different groups within communities.
- These tools can be used to do the following:
  - raise awareness about child protection concerns
  - identify and discuss child protection concerns occurring within a community
  - learn more about community perspectives on child protection concerns
  - identify prevention and response strategies.
- Ask participants whether they are familiar with any participatory tools. If some participants are, ask them to explain one.
- Present the pre-prepared list of different community mobilisation techniques.
- Divide the participants into small groups.
- Allocate one or two participatory tools per group. Ask them to discuss the questions on the task card, and write their answers about their tools on the flipchart paper.
- Allow 25 minutes for group discussion.

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Notes for the facilitator:

- The common feature of participatory tools is that they involve community members thinking about and discussing child protection. Participatory tools aim to involve and mobilize community members to identify, prevent and respond to child protection concerns.
- The participatory tools are useful in community mobilization because they aim to engage and empower communities rather than community-based organizations acting on behalf of people or making decisions for them.
- The participatory tools are useful for child protection because they aim to engage and change attitudes, behaviour and knowledge.
- It is important to plan the use of participatory tools carefully. This is so that you do not waste people's time, that people feel that they are respected and to avoid or minimize the risk that people may face from taking part in discussions. If in doubt, do not proceed. Choose another, less risky, approach, time or location.
- It is important that you try to speak with different community members and a range of people (if you are looking at corporal punishment in schools, do not talk only to the school principal but also to the students, teachers and parents). People will have different concerns, opinions and strategies.

Task card for group work

Answer the following questions about the participatory tools allocated to your group.

- What are some of the common features of these tools?
- Why would each tool be useful in community mobilisation and child protection?
- Which audiences would be suited to each tool, e.g., children, people who are illiterate, women, men, and elderly people?
- Why is it important to plan these participatory tools?
- What are some of the challenges for using these tools with the community?

6. COMMUNICATING WITH CHILDREN AND COMMUNITIES

Overview

In child protection work, good communication skills are essential for a range of tasks and activities. Our communication skills cover both the verbal and non-verbal as well as listening skills. The style of communication used by us strongly influences our interaction with others. It is not only what a person says but also how they behave that is important. Communication is occurring all the time, and people are constantly taking in messages from each other.

Effective communication is a critical skill. This is both for staff working with the Community-Based Child Protection Committees and Networks (CBCPC/Ns) and also for the members of the CBCPC/Ns who have to work with other members of the community, families and children. Without effective communication, important messages may be lost and misunderstandings will occur.

Communication is dependent upon the people involved, but there are some things that can be done to promote effective communication, even if only one person does this! This section explores some of the tips and techniques for communicating more effectively with adults and children. It also considers some important skills and considerations for speaking with children when a child protection concern is raised.

Technical notes[68]

Our verbal and non-verbal communication can either reinforce or undermine the way we communicate, so it is important to become aware of all the elements involved in the communication process. Our communication skills also help us to convey many of the principles and values on which child protection work is based and help in creating trust and showing respect to the individuals and communities with whom we work.

Communication skills are essential for:

- engaging with communities and conducting advocacy on child protection issues
- encouraging participation on the part of children and communities
- conducting need assessments and mobilizing communities
- developing and implementing action plans
- facilitating discussions
- conducting training

[68] This section is makes considerable use of material contained in *Psychosocial Training Manual for Working with Children in Especially Difficult Circumstances (CEDCs),*Trócaire/University College Cork – Child Studies Unit, Field Office, Rwanda, 2000, *Child Protection Manual* (draft), UNICEF Bangladesh, 2004 and *Mobilizing Communities for Child Protection a Training Manual* (draft), UNICEF Nepal 2011.

- working with individual children and families to find out more about any incidence of child abuse, violence, exploitation or neglect
- building trust and developing supportive relationships
- helping to meet the psychosocial needs of children and families.

Everyone communicates – even if they try not to and stay silent, people can infer an idea of what the silence means. Communication is a process that occurs between people in different ways, including speech, the tone of voice and the body language. Because people learn to communicate from infancy, often communication occurs 'without thinking', making it is also very easy for misunderstandings to occur, even when people think they have been understood.

Also, because communication skills are learned from birth, these skills are in tune with the particular culture and context that children grow up in. This is especially true of non-verbal communication skills, such as body language and facial expressions and the way in which the communication takes place.

Staff working with CBCPC/Ns need to be particularly careful to ensure that they understand these local cultural influences. For example, for some cultures, making eye contact is considered extremely disrespectful; whereas for others, not looking someone in the eye when talking to them is considered rude. In other cultures, disagreeing with someone publicly can bring shame on the person and will be avoided at all costs.

Communication is a two-way process of transmitting and receiving information; whenever communication takes place, there needs to be a sender and a receiver. As a result:

- Communication can sometimes become complicated because different people interpret messages in different ways. Factors such as social group, ethnic background, sex or age affect how people interpret messages.
- Communication takes place within certain contexts and cultures, and this is something of which we need to be very aware.
- Communication is both verbal and non-verbal, and you need to be aware of your own verbal and non-verbal communication as well as that of others.
- Verbal communications are stated openly using speech, while non-verbal communications are transmitted in other ways, such as body language. Both can have a powerful effect.

Becoming aware of the different factors that influence communication can help community mobilizers and community groups in terms of reducing misunderstandings or providing us with useful guidelines on how to clarify the meaning of messages that people are sending or trying to send, either verbally or non-verbally.

Verbal communication

Verbal communication is often seen as the most obvious form of communication and includes the following elements:

Tone of voice – The tone is a powerful indicator of the emotions a speaker is feeling or of the importance they place on what they are saying. The tone of voice can be used to reinforce or contradict your point. For example, saying that you would like everybody to participate in a low, lazy or a bored tone is hardly going to energize people!

Volume and pitch also indicate certain messages to people – High pitch often indicates excitement or nervousness; loud volume can indicate anger or frustration. Altering the tone of voice allows different levels of meaning to what is being said – to change direction, to generate enthusiasm or to gain attention.

Interpreting – Everyone needs to interpret and occasionally clarify what people are saying to ensure that the message has been understood. It is important to check this understanding by voicing interpretations.

Language – The style of language that is used can either include or exclude people. For example, using very complicated or technical language may exclude people without specialized knowledge. Sometimes people use complicated or academic language to show how knowledgeable they are or to reinforce their 'power' within a group. However, if communication is going to be successful, then it is important to use language that will be understood.

The way words are chosen also reflects much about the values and attitudes that a person or group has. For example, a phrase like 'I am the expert so you should all listen to me' indicates certain values and attitudes (such as: 'My opinion is more important and I don't need to listen to yours!') When dealing with marginalized or the so-called 'socially undesirable' groups, the verbal language used to describe them often reflects certain values or stigmatizing attitudes, which can say more than the particular words being used.

Inclusion – A speaker should always give a strong message of inclusion in her/his language. This is especially true when working with children and other groups in need of special protection. To communicate effectively, a speaker should want people to understand what he/she is saying and not to be confused or to feel bad about not understanding certain types of words or terms. Most things can be made very simple if the speaker is prepared to take the time to do so. In addition, it is important to use non-judgemental language to show people that they are accepted and respected.

Speaking clearly – Good communication requires speaking clearly as well as attentive listening.

Non-verbal communication

The majority of human communication is actually non-verbal, although most people are not very aware of it and fail to understand just how important it is and how useful it can be for people involved in different aspects of child protection work.

Non-verbal communication is occurring all the time and can provide useful indicators of how an individual or group is feeling. Examples of factors influencing non-verbal communication include:

Gender – Gender differences often cause people to modify their body language and behaviour. In Sudan, gender issues also reflect social issues in relation to power and status.

Social background – Many people will act differently towards people from different social backgrounds; for example, if a person is from a lower socio-economic background, this difference in power can lead to a failure to treat them with the respect given to others or be less open to listening to their ideas.

Race and ethnicity – People often act or react differently to people on the basis of race or ethnicity.

Age – People make assumptions about others on the basis of their age, and this affects the way they interact.

Movements – Sudden or unusual movements by a speaker can distract and disrupt concentration. People fidgeting with phones, jewellery, papers, swinging their legs or going in and out of the room can also have a distracting effect.

Body language – Body language can include facial expressions, posture, hand gestures, shrugs, eye contact, head movements, etc., all of which send messages. For example, folded arms and a very rigid posture can imply a sense of distance or disagreement. Nodding can help encourage someone to keep talking.

Clothes – Style of dress conveys a message. People in authority are often expected to be comparatively well dressed in a formal style. Assumptions are often made about a person's personality or background based on the way they are dressed.

Spatial relations – The way we use space can also be a form of communication. Sitting close to people, far away or behind a desk, etc. sends out different types of messages.

What influences communication and barriers to effective communication

Communication can be influenced, both negatively and positively, by:

Culture – The accepted norms among groups of people include an understanding of the 'right way' to communicate, such as body language and expressions, and ideas about respectfulness and politeness.

Perceived importance placed on the speaker/communicator – People are more likely to listen but less likely to challenge someone whom they perceive to be in a position of special knowledge or authority, such as a local leader or a staff member of an NGO. This is the perception of the

listener, and the true situation may be very different or the speaker may not share the same idea about their importance.

Taboo subjects – Cultural and local customs may dictate that certain subjects cannot be discussed in public or between certain people (for example, men and women).

Gender roles – Behaviour expectations regarding the way in which different sexes communicate and what they may communicate about have a great influence. Gender may also affect people's perception about the extent to which others will understand their perspectives or give them the space to speak out. For example, to obtain information from children generally, and more specifically girls, then it may be necessary to organize separate groups (boys and girls) in which they are comfortable enough to speak.

Age and stage of development – In addition to cultural ideas about the extent to which children are allowed to speak out and the extent to which elders are respected by younger adults, the age and stage of development has a direct impact on the communication skills of children. Obviously, the younger a child is the more support they may need to communicate and be understood. This does not mean that young children cannot communicate but that more skill is needed on the side of the listener or other persons.

Cognitive and communication impairment – Adults and children with disabilities, such as learning difficulties (sometimes referred to as a mental handicap), or who have physical conditions that affect their abilities (such as speech problems or deafness) may need additional support in communicating.

Language spoken – The words available, how they are used and their meaning heavily influence communication. This also relates to the way in which things are explained. For example, using lots of technical jargon can be difficult for those not familiar with the words to understand without explanation.

Previous experiences of communication – People who have felt that they have not been listened to in the past may be less likely to want to communicate. Similarly, when people have had disagreements or problems with others, this can get in the way of clear communication the next time because they 'replay' what has happened before. When people have experienced violence or abuse, they may also find it difficult to communicate with someone who reminds them of their abuser.

Listening skills – The basis of all good communication is the ability to listen, both to what is said and what is not said. Active listening is an important skill for staff and members of CBCPC/Ns to learn.

Ability to deal with difficult situations and arguments – Being worried about upsetting someone or afraid they will get angry can affect people's ability and desire to communicate. This often

results in wanting to please, not being honest or making false promises to avoid having to deal with the situation.

Ability to be assertive – Sometimes it is necessary to disagree with people, but this needs to be done in a way that is not aggressive.

Concerns about speaking out – Many people are reluctant to speak up out of fear of sounding stupid, feeling shame because it is a taboo subject (such as talking about sex) or reprisals and other negative consequences. This is especially true for sensitive issues.

Physical barriers and environment – Noisy locations, venues that are not private or where there are constant interruptions can make it difficult to communicate.

Literacy levels – It is important to consider literacy levels to make sure that people can properly participate and communicate. For example, asking someone to fill in a questionnaire or to read a document can be a barrier to their active communication.

Confidentiality

As noted previously, often people can be reluctant to communicate and speak out on their concerns because they are frightened about reprisals or because the subject is sensitive or taboo. For staff, this is an important consideration because it may negatively impact on their ability to work with members of CBCPC/Ns and build up their capacities. For CBCPC/N members, it may create a barrier in their work to protect children, if children and the community do not feel that they can trust the CBCPC/Ns (and cases and concerns will not be reported).

Confidentiality is not the same as keeping things secret. Confidentiality is a conscious decision to keep information restricted to those who need to know in order to keep a child safe, including members of the local community and also formal structures where they exist, such as the police and social workers. The guiding principle for CBCPC/Ns when responding to any concerns around child protection is that the safety and welfare of the child must always come first. No child should be put at more risk from the action taken, nor should anyone who comes forward to report a concern be put in danger. Confidentiality can also help to protect members of the CBCPC/Ns from reprisals from the alleged abuser, their family and other community members. It also protects the alleged abuser from reprisals before allegations are proven.

Confidentiality refers to all oral, written information and circumstantial evidence. Information must be kept private unless there is an agreement or informed consent that the information can be shared. When a child may not have the capacity to give informed consent, such as a young child, consent must be obtained from the parents. However, in circumstances in which children are in danger and at risk, even if consent is not given, it may be necessary to share information with other actors (such as the police) to ensure that the child is protected.

Listening skills

One of the most essential parts of communication in child protection work is 'listening'. Unfortunately, many people don't see listening as a form of communication or regard it as a passive activity (they don't have to do anything). Indeed, the opposite is true, and listening is an active form of communication. The way we listen or don't listen sends many messages to the person who is speaking.

- Active listening is probably the single most important of all communication skills for social workers, and it is an essential skill in need assessments, counselling and even research.
- By listening actively to people you give them the space, time and encouragement to express their thoughts, feelings or experiences.
- Most vulnerable groups are not accustomed to being asked for their opinions or to express themselves; as a result, they find being listened to a powerful and positive experience.
- Listening to people and showing that you have a genuine concern for their experiences will create goodwill and will help build trust and mutual confidence.

An essential skill when trying to communicate with children and adults is to be a good or active listener. Listening skills include:

- giving time, and creating opportunities, for people to say how they feel or what they think
- allowing 'silences' to give time to think and reflect
- not interrupting when others are speaking
- acknowledging that thoughts, opinions and feelings are valid, even if they are not shared, and not trying try to convince the other person that is not how they feel
- listening 'actively' by watching out for things that are said and not said and responding
- asking for clarification or explanation when something is not understood
- not 'telling' people how they think and feel but asking them
- making suggestions and giving ideas rather than not giving instructions
- not showing shock or 'judging' but accepting what someone is saying
- respecting others and empathizing
- being clear about what can be offered or done and not making 'empty promises' or false reassurances
- not thinking there are 'answers' or 'solutions' to everything.

It is also important for those who are listening to others, especially when people are talking about painful and difficult situations, to know when and how to seek support for themselves. This may be a necessary role for staff working with CBCPC/Ns, and similarly, staff may need the support of their manager to cope.

Techniques for showing active listening and encouraging communication

There are a number of techniques that can be used to encourage communication. These include:

Asking open questions	Questions that cannot be answered with just a yes, no or one-word answer – for example, 'Can you tell me what happened next?'
Avoiding closed questions	Questions that can be answered with a one-word answer should be avoided, although they can be useful to clarify situations – for example, 'Did you eat today?'
Reflecting back	Showing that what has been said has been heard by repeating what has been said. For example, 'I am so busy I never have time'. Respond: 'So there is never any time?'
Summarizing	Briefly summing up what has been said. This is an especially useful technique for showing people they have been heard and for clarifying that what has been said has been understood, particularly when a long story or answer has been given.
Clarifying questions	Questions that help people clarify what they think or feel and to check the understanding. For example, 'So were you angry because of X or Y?'
Avoiding 'why' questions	Questions that start with 'why' can be difficult to answer because they can often seem as though there is judgement or blame and that people need to justify their actions. For younger children, 'why' questions are difficult because the thinking process is more complex than questions that relate more to facts, such as beginning with 'what', 'who' and 'how'.

Empathy

Empathy is an important skill to use in communication because it can help people feel listened too and understood. This in turn helps develop trust and encourages people to open up and share more about their situation or their views. Empathy requires the listener to put himself or herself in the place of the other person and imagine what life is like for them. This can be done in various ways but is shown primarily by the responses the listener gives, such as reflecting back on what has been said.

Communicating with groups

When communicating with groups, it is important to pay attention to their dynamics because this can dramatically change the level and quality of communication. Consideration needs to be given to a number of factors, including:

Number of people – Too many people makes it difficult to ensure that everyone has the chance to speak and participate.

Composition of the group – Mixing the sexes or ages or including people with positions of influence can limit the participation.

Management of dominant people – Often in groups, one or two people dominate. It is important to develop ways to ensure that everyone participates, such as by inviting quieter people to speak.

Time, length and location of meetings – The logistics can affect the extent to which people are able to contribute to the meeting and hence the quality of communication. Arranging meetings at times when meals are traditionally prepared, for example, may limit the capacity of women to take part.

Positioning and attitude of staff or CBCPC/Ns members – Creating an environment in which everyone feels respected and valued is important in developing a positive atmosphere for communication. For example, staff or CBCPC/Ns members who sit in chairs or in a line when everyone else is sitting together on the floor reinforces biased ideas about who is most important.

Specific considerations when communicating with children

When communicating with children, the child's age and level of development needs to be taken into account. Younger children often misunderstand terms or use different words and can be confused about the sequence of events and timelines. Children can also use 'magical thinking' when they believe that because they have thought something they have caused it to happen. Also, because children are often not aware of the full circumstances, they can sometimes fill in the gaps to make sense of what is happening.

Younger children in particular can find sitting and being 'interviewed' very daunting. There are other ways that children can communicate, such as through play, storytelling, drawing, music and song. The methods tap into children's sense of creativity and fun. However, it is important to be careful about straying into interpretation of what children have done rather than creative methods as a way of helping children to communicate. For example, if a child draws a picture, it is important to ask the child what they mean by the picture and not to decide what the child was trying to say.

Specifically when communicating with children, it is important to:

- pay attention to body language, including eye contact
- use age-appropriate language
- use the same words that the child uses, explaining if a different word is used (such as if the child uses explicit language that is not appropriate) but in a way that is non-judgemental (for example, 'I know you say xxxxx, but I prefer to say yyyy when we talk about this, if that is ok with you?').
- avoid long sentences and confusing questions
- clarify the meaning of words that are used
- encourage children to communicate and praise them when they do.

Additional barriers to communicating with children[69]

Children might try and block communication for a number of reasons:

- They are afraid.
- They are experiencing distress or getting upset.
- They are experiencing some form of physical problem.
- They are expecting some form of incentive for their cooperation, such as money or food.
- They lack trust in the person they are communicating with.
- They feel homesick or because they are missing family or friends or feel insecure in a new environment.
- They haven't really understood the questions or the questions are too complex.
- They are not ready to discuss or share past experiences and maybe find the memories too painful or difficult to put into words.

When children are trying to block communication they often draw on a number of tactics, for example:

- getting upset
- telling lies or exaggerating
- talking about others and not themselves – 'I have a friend or I heard about …'
- changing the subject away from an issue they are unwilling to talk about
- becoming disruptive and aggressive
- refusing to speak at all.

All of these barriers to communication are also forms of communication in themselves and can tell a worker a lot about how a person is feeling.

Speaking with children about sensitive issues [70]

Members of the CBCPC/Ns will on occasion be required to talk with children when there is a suspicion or a concern that a child has been or is being abused or harmed in some way or if they have important information regarding the protection of other children. Interviewing children in this way requires great sensitivity; one of the principles for working with children is 'do no harm' – this means that the interview itself should not add to a child's distress.

Before starting – important considerations

Depending on the environment, it may be difficult to have much choice over how to organize the interview with a child; but if possible and taking into account the age and development of the child, consideration should be given to:

- **Location** – Where is the best place to interview the child? In their home or somewhere neutral?
- **Time** – What is the best time of day to conduct the interview? How will this affect or conflict with the child's normal routine?

[69] Adapted from *Child Protection Manual* (draft), *UNICEF Bangladesh,* 2004 and *Mobilizing Communities for Child Protection a Training Manual* (draft), UNICEF Nepal 2011.

[70] This part of the handbook in particular relates to the section on child protection and should be read in conjunction with that section.

- **Duration** – How long to allow for the interview?
- **Special needs** – Has the child any special needs (such as communication difficulties) that should be considered?
- **Persons involved** – Who is the best person to interview the child? Is it appropriate for someone else to be present to help the child feel more comfortable and able to speak?
- **Clarity about reason for interview** – The allegations and causes for concern should be clarified so the relevant issues can be explored without having to re-interview the child.

All forms of abuse involve and result to some extent in a loss of control for the child, a breach of trust, shame and (self) blame. It is important that the process of the interview does not compound or increase these feelings. Children should be consulted on practical arrangements (where there are choices available) and they should always understand that they do not have to participate in an interview without any repercussions (although they should be encouraged to do so). Only in rare and extreme circumstances should children be 'highjacked' and an interview sprung on them without them being informed in advance.

Stages of the interview

If interviewing a child in relation to a suspected child protection issue, the interview should follow a number of stages:

1. **Introduction** – Check for permission for the interview; negotiate limits and the extent of confidentiality; reassure the child that they are not in trouble; seek permission to take notes.

2. **Rapport building** – Establish a relationship with the child by asking general questions not related to the incident or talking about 'neutral' subjects.

3. **Free narrative** – Allow the child to speak freely about the incident, with no interruptions, although the child may need prompting – 'So tell me what happened when....'

4. **Clarification and questions** – Fill in the gaps and make sure that what the child has said has been understood. During this stage, it can be useful to ask the child to show any injuries or where they were hurt to check that there are no misunderstandings over what has occurred.

5. **Summary and ending** – Double-check you have understood the 'story', thank the child for their help, explain what will happen next and check if the child has any questions. At this stage, it is very important not to make false promises or say something that will or will not happen that cannot be guaranteed (even if this is to reassure the child). Promises or commitments that are broken will be a breach of trust.

Even when the details of the allegation are known, often during the course of an interview a child may make a disclosure about other abuses (perhaps involving others) and reveal more information. If that happens, it is important that the disclosure be handled appropriately by:

- reassuring the child they are doing the right thing by telling
- accepting what the child has to say

- not showing shock or disbelief.

If a disclosure is made, it is critical to review the child's safety and make appropriate arrangements. It is also important to suspend the interview if necessary; this may be done if guidance is needed or to take a break if the child becomes too upset.

When interviewing children about situations of abuse, there are three additional things to keep in mind:

1. Do not try to control what the child is thinking or feeling – although it may be important to give an opinion as clarification. For example, 'I know you think that this is your fault, but I don't believe it is.'

2. Wherever possible, 'normalize' the child's experience; for example, 'I know many children in your situation think ...'

3. Be careful about blaming or criticizing the alleged abuser, especially when it is someone close to the child – children can have divided loyalties and confusing emotions that need careful handling (outside of the interview). For example, saying 'I think what he did was wrong' is okay but NOT, 'He is a bad man'.

Dos and don'ts for communicating with children on sensitive issues[71]

Do	**Don't**
Do believe the child.	Do not ask accusing questions.
Do create a rapport with the child – be open, relaxed and comforting.	Do not be overly formal.
Do show a measure of trust.	Do not express any doubt about a story or fact when it is first told.
Do show a measure of accessibility and reliability.	Do not miss appointments; keep promises. Do not read, talk on the phone, etc. when the child is talking to you.
Do assure the child of confidentiality that is reasonable.	Do not give information about the child unless professionally required.
Do be realistic and explain circumstances as they are likely to happen.	Do not assure the child about matters you have no control over.
Do ensure privacy to enable the child to talk in confidence.	Do not conduct a discussion in an open space where there is likely to be interruptions or eavesdroppers.
Do be patient: let the child go on at her/his own pace. Building trust is difficult and calls for much patience. You should listen carefully, patiently and with understanding.	Do not pressure the child to speak. Do not rush the child.
Do accept the child the way she or he is.	Do not be judgemental.
Do establish a relaxed atmosphere. The room should also be comfortable. Where possible, use creative forms of expression, including drawings, role play, songs, etc. to encourage communication.	Do not go to a place where the child feels the need to leave as soon as possible.
Do show a high degree of commitment.	Do not agree to assist. If this commitment cannot be kept, then it is not useful to offer any assistance.

[71] Taken from War Child Holland, *Confidentiality and Child Friendly Communication Skills*: *War Child's Child Welfare Committee's training*, 2010.

Key messages

- Communication skills need to be developed for members of CBCPC/Ns to fully carry out their role in relation to protecting children and promoting their rights.
- Communication is a dynamic process and a number of factors influence the extent to which people communicate and the quality of that communication. Consideration needs to be given to those various factors to remove or reduce the barriers to effective communication.
- Specific techniques can be developed to encourage communication, such as active listening and positive responses.
- The age and development of children needs to be taken into account to ensure that they are able to communicate and participate fully.
- Confidentiality must be observed to keep everyone safe.
- Interviewing children when there are child abuse allegations requires special considerations and sensitivity to ensure that the process of interviewing the child does not cause further distress.

Resources

Child Protection: Manual for intervention in humanitarian crisis, Terre des Hommes Child Relief, Geneva, 2008. Includes information on working with communities. Available at: www.tdh.ch

Keeping Children Safe Toolkit, Keeping Children Safe Coalition, 2011. This training package includes a variety of exercises related to child protection, including how to interview and communicate with children. This is specifically with regards to the development and operation of child protection policies. Unfortunately, it is not available to download but must be purchased. Because Keeping Children Safe is a Coalition, NGOs are invited to contact the global child protection advisor to see if a copy is available. Otherwise, for further information contact Available at: www.keepingchildrensafe.org

Module (4) on Confidentiality and Communication with Children, War Child Holland, 2010. Adapted for Child Welfare Committees in Sierra Leone, this document contains useful information and simple exercises for training with CBCPC/Ns. Available at: www.warchild.nl

Psychosocial Training Toolkit, by R. O'Connell, by M. Meuwly and J.P. Heiniger, Geneva, Terre des Hommes Child Relief, 2008. Contains tools and techniques for communicating and working with children. Available at: www.tch.ch

The Psychosocial Guide to the Rehabilitation of Sexually Exploited Children, ECPAT International, Thailand**,** 1999. A training guide focused on frontline staff, it contains exercises and information on communicating with children and working with groups. Can be downloaded from www.ecpat.net

Activities

The activities included in this section can be used with a range of different groups to explore some of the critical issues in relation to communication (although adaptations may be required). The trainer/facilitator can use them as stand-alone activities or combine them as part of longer sessions, depending on the available time.

Activity 1: Being a good communicator

Objective: To start participants thinking about the skills and qualities needed to be a good communicator.

Resources/materials needed: Flipchart paper, pens or crayons, Blu-Tack or tape

Time: 45 minutes

What you need to do:

- Ask the participants to divide into small groups of four or five.
- Give each group a piece of flipchart paper and pens or crayons.
- Ask the participants to think about a time when they felt listened to and respected; ask them to reflect on what made them feel respected and listened to (for example, what did the listener do or say? Did the environment influence the conversation? If participants cannot think of a time, ask them to imagine what that might feel like.
- In groups, participants should draw their idea of the perfect communicator – noting their skills and qualities. Allow 15 minutes for this activity.
- Invite participants to come back to the large group and share their pictures.
- In the large group, discuss the skills and qualities identified, noting similarities and differences among the groups' work.

Suggestions for additional discussion:

- When communicating with children, are 'special skills and qualities' needed to be a good communicator? If so, what?
- To what extent do participants think they are good communicators? What areas might they need to practise or improve?

Notes for the facilitator:

This exercise can be done as a useful warm-up to the following exercises on communication. Keep the pictures displayed to remind participants of their discussion on the skills and qualities needed.

Activity 2: Communication under the microscope

Objective: To help groups reflect more on all the different aspects of a communication and how they affect the way that individuals and groups interact with each other.

Resources/materials needed: Copies of the matrix and flipchart paper, markers for each group.

Time: 1 hour

What you need to do:

- Divide the participants into groups of five or six and give each group a copy of the handout.
- Explain to the groups that they are to reflect on the meaning of both verbal and non-verbal communication and to list down all of the associated ideas or examples that they can come up with for each. For example, think about positive and negative examples of verbal and non-verbal communication. Allow 45 minutes to complete this activity.
- Once each of the groups has completed the exercise, there will be a presentation and brief discussion in plenary.

Suggestions for additional discussion:

- What are the principles that should guide interaction with communities, especially when working with vulnerable groups?
- Were any aspects of communication surprising in terms of how they can be used?
- What are the main differences between verbal and non-verbal aspects of communication?
- What types of communication influence our perceptions of people or how we judge them?
- How can power and status influence the communication process?

Notes for the facilitator:

- In community mobilization and child protection work, good communication skills are essential to complete a range of tasks and activities. Our communication skills include both our verbal and non-verbal skills as well as our listening skills.
- Remind participants that effective child protection mobilizers are aware of how they communicate and are perceived by others and try to promote equality and participation of others through their actions.

Sheet 1, Activity 2: Handout for group work

Make a list of all the types of verbal and non-verbal communication and explain whether you think they are positive or negative in terms of building good and respectful communication.

Verbal examples	Positive – give the meaning	Negative – give the meaning
Aggressive tone		Can indicate anger or frustrations, to put people down or gain control over a situation.

Non-verbal examples	Positive – give the meaning	Negative – give the meaning
Clothes	Sometimes they make us feel nice and help our self-esteem, especially when we are complimented by others. By wearing nice clothes, we can show that we respect others around us.	Sometimes they can be used to judge people in terms of wealth, status, class, etc.

Activity 3: Communication pairs exercises

Objective: To improve communication skills, including non-verbal and listening skills.

Resources/materials needed: Simple instruction cards for the participants (these should be developed by the facilitator to reflect child protection concerns in your area and only need to be a couple of lines long).

Time: 1 hour

What you need to do:

- Arrange the room so that there are pairs of chairs facing each other all around the room. This is where the participants will sit to conduct the exercise. Try and leave as much space as possible between the sets of chairs so that people are not on top of each other.
- Explain to the participants that they are going to do an exercise in pairs to really focus on different aspects of the communication process, such as listening skills.
- Divide the participants into two even groups and go to each group in turn to give each of them their instructions – be careful not to let the groups hear each other's instructions:

  Group one will act as members of CBCPC/Ns. When they receive their instructions from the facilitator, they will go and sit in one of the pairs of chairs that have been arranged around the room and wait for their 'client' to come and visit them. This is the first time that they are having an in-depth discussion with this client, so they should try and be as aware of their own communication skills as possible.

  Group two will act as 'clients'. When they receive the instructions, they should go and sit opposite one of the CCPC/N members who will be waiting at one of the pairs of chairs arranged around the room. They are to act as if a bit nervous and to make the communication process difficult because they are embarrassed at having to speak to somebody about their problem for the first time. They should try to do their best to avoid talking directly about the problem or sharing too much information.

- Assign the roles to the 'clients', using pre-pared examples written on cards. With non-literate participants, it may be necessary to brief the clients verbally.
- Allow 15 minutes for the role play.
- Invite participants back to the main group to share experiences, focusing on:
  - What the client found helpful or helped them to talk.
  - What was less helpful or acted as a barrier to communication for the client.
  - How the CBCPC/N member felt in their role.
- Make sure that everyone has 'de-roled' by asking them to go round the group and say their name. Explain that everybody was playing their role to help each other practise their skills and thus they should all thank each other.
- Repeat the entire exercise so that the CBCPC/Ns members have the chance to play the client (using a different instruction card).

Suggestions for additional discussion:

- What positive 'communication' experiences did the participants have? How did this make them feel and why?
- What are the factors that influence communication experiences and either make it positive or negative?
- Are there any differences in terms of the way we communicate with family and friends and with the people who work with the CBCPC/Ns? If there are any differences, what are they and how can they be explained?

Notes for the facilitator:

- During this session, keep comments general and 'avoid naming names' or saying somebody did this or that because this can make some people feel very insecure.
- This simple method can be used to focus on a variety of different aspects of communication skills; for example, the instructions could be changed so that either the client or the CBCPC/N member focuses on:
  - deliberately using non-verbal communication as a barrier, such as too much eye contact, aggressive posture, sitting very far away, etc.
  - trying not to listen or to speak too much and in this way give people negative experiences (which should help the participants to become more aware of mistakes).
- Assign a silent observer to each pair to watch and then provide comments and suggestions. If this adaptation is used, it should be made clear to the participants that they should completely ignore the observer (as if the person is invisible) and that the observer should not interfere in the simulation until the discussion stage.

Activity 4: Communicating with children on sensitive issues

Objective: To help participants explore the factors relating to communicating with children and, in particular, regarding sensitive issues.

Resources/materials needed: Flipchart with stages of interviewing a child written out

Time: 1 hour

What you need to do:

- Ask participants to form into pairs or threes and discuss what might be some of the barriers – for children and for adults – in talking about sensitive issues (if necessary, explain that sensitive issues mean something very private, such as abuse). What might be the reaction of people being asked to discuss sensitive issues? Allow 5–10 minutes.
- Encourage feedback and discuss in the large group.
- Explain that 'confidentiality' is a useful concept that can help make or keep people safe when talking about sensitive issues.
- Ask participants to brainstorm what is meant by confidentiality. If necessary, give an explanation. Discuss what might be some of the conflicts that might arise (such as balancing parents' responsibilities with the privacy of children).
- Explain to participants the stages of talking with a child about a sensitive issue, using the steps described in this technical section. These should be written on the flipchart.
- Discuss the steps with the participants to make sure that they understand what is involved in each step.
- Invite the participants to think about and share other considerations that they might want to take into account to help a child feel more comfortable (such as time, location, speaker).
- In small groups, participants are to come up with a list of 'dos and don'ts for communicating with children on sensitive issues. Allow 15 minutes for this activity.
- Feed back to the large group and discuss, making sure that all points are covered.

Suggestions for additional discussion:

What are participants' fears or concerns about discussing sensitive issues with children? Where might they get the necessary support?

Notes for the facilitator:

- During this activity, the trainer/facilitator should be especially aware of the feelings within the group and give sufficient time for participants to explore any concerns or fears they might have.
- This session could be extended and made more practical by asking participants to role play a conversation (using the format in the previous activity). However, this would add substantially to the time needed.
- The trainer should make sure that *before* starting the session, they themselves feel confident in speaking with children about sensitive issues. Otherwise, they may transmit some of their anxieties to the participants.

7. ASSESSING THE SITUATION AND PROTECTION NEEDS OF CHILDREN

Overview[72]

Children are often among the most vulnerable groups in communities. Assessments are an important step in trying to understand their needs and how they can be better supported and protected.

Need assessments help to ensure that children, parents and communities are involved in defining their own needs and are given the opportunity to contribute to solving important issues for children. Need assessments are also essential for those involved in child protection to really understand how children, parents and communities define their situation and the challenges they face.

Child protection concerns can result from a number of sources and are often interconnected. Sometimes the real reason or cause of a problem for children is not immediately visible. Many child protection concerns are also extremely sensitive and will not be openly spoken about by the members of the community.[73]

Using participatory approaches to carry out a need assessment allows organizations involved in child protection (including the government, NGOs, community-based organizations and the Community-Based Child Protection Committees and Networks (CBCPC/Ns) to engage in partnership with communities. A need assessment helps to guard against the implementation of activities or programmes that are either inappropriate, could lead to further risk for children or fail to take the perspective of communities into account.

A need assessment in community-based child protection approaches recognizes that children, families and communities are the 'experts' when it comes to defining, understanding and analysing their own situation and needs. They can be the first step in resolving a problem or improving a situation, especially when they are conducted using a rights-based approach. Indeed, a need assessment can have many positive outcomes for people as a process in their own right.

[72] Parts of this section are adapted from *Child Protection Manual* (draft), UNICEF Bangladesh, 2004 and Mobilizing *Communities for Child Protection a Training Manual* (draft), UNICEF Nepal 2011.
[73] Adapted from *Assessment Guidelines: UNICEF Child Protection Assessment Tool Guidelines Using the UNICEF OLS Child Protection Tool*, UNICEF, undated.

Technical notes

What is a need assessment?[74]

A need assessment is the process of identifying and understanding an issue, problem or challenge and planning a series of actions to deal with it in the most appropriate manner. In child protection work, we are always trying to avoid imposing views on any situation and making assumptions without checking their validity (see annex 2 for a sample need assessment format).[75]

The need assessment process also involves people and groups in any action plans or solutions, thereby giving them the chance to share their ideas and views and their explanations of particular problems. Consulting with people in this way not only helps them to participate more but also helps us understand the priorities of a targeted group and to avoid pushing projects or designing services that already exist or will not be used.

When conducted in a participatory manner, the need assessment process can become an empowering and positive experience, especially for marginalized and vulnerable groups. Need assessments can be used in different ways to help child protection workers understand the situation of children in different contexts. For example, need assessments can be used to assess the situation following an emergency or crises or can be conducted as part of programmes to assess if activities are really meeting the needs of children and helping to improve their situation.

Need assessments work best when they approach any situation as if nothing is known – and to ask what information is needed, what questions need to be asked, who needs to be asked or involved and what might be the best way of finding out all this information.

Principles influence the process of a need assessment for child protection[76]

Like other areas of child protection, the need assessment process is based on a number of principles that should be put into practice and used to guide the assessment.

A need assessment is often the first practical step in any programme and the first time service providers come into contact with their target group. A need assessment therefore establishes the foundations on which other relationships will follow. Where CBCPC/Ns undertake a need assessment to have a clearer picture of the situation of children in general, they can help strengthen the relationship that the CBCPC/Ns have with the community and increase trust and cooperation.

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[74] This section includes material taken from *Participation and Social Assessment, Tools and Techniques* compiled by J. Rietbergen-Mc Cracken and Deepa Narayan, World Bank, 1998, *Child Protection Manual* (draft), UNICEF Bangladesh, 2004 and *Mobilizing Communities for Child Protection a Training Manual* (draft), UNICEF Nepal 2011.

[75] Taken from L. Gosling and M. Edwards, *Toolkits – A practical guide to assessment, monitoring, review and evaluation*, Save the Children, 1995.

[76] This and the next part are primarily taken from J. Salem-Pickartz, *Child Programming for Children and Adolescents in Need of Special Protection* for Ma'in Hotsprings (Jordan), 19–23 November, 2000.

If managed and implemented correctly, then the need assessment process can also have positive outcomes for communities, especially in terms of increasing their sense of self-esteem and control over their lives. The principles outlined below should be used to guide the assessment process:

Principle	Description
▪ Rights based	▪ Non-discriminatory ▪ Respect for and promotion of all human rights instruments through the assessment process
▪ Child focused	▪ Perspective of the best interests of the child – taking children's opinions into account and using child-friendly methodologies
▪ Gender sensitive	▪ Attention for gender differences and integrating gender components into the assessment process
▪ Context focused	▪ Knowledge of and respect for specific social, economic and cultural factors, including endogenous practices for child protection, community coping mechanisms, etc.
▪ Well-formulated objectives	▪ Relevant, clear, measurable and achievable objectives
▪ Flexible and adaptable	▪ Flexible adaptation to new, unexpected and urgent situations
▪ Participatory	▪ Involvement of all stakeholders at all stages, including children, women, persons with disabilities, etc. Special skills or arrangements may be required to ensure that participation of different groups is meaningful.
▪ Ethical	▪ Confidentiality ▪ Objectivity and neutrality ▪ Do no harm ▪ Simplicity
▪ Systematic	▪ Improve validity and reliability through careful planning, cross-checking information and ensuring that relevant groups are involved (sampling)
▪ Existing resources considered	▪ All relevant human and material resources of communities, organizations and institutions are used; this includes coordination among the various actors regarding assessments already carried out or actions to date, to avoid duplication.

Information gathered during a need assessment [77]

Need assessments can be used to collect a wide range of information but are essentially designed to build a clear picture of the situation of children in the communities in which they live.

Areas typically investigated in need assessments include:

- Challenges and risks facing children and the extent of the child protection concerns; for example, how many children and families are affected, where are they located and what are the characteristics of the children and families affected or at risk.

[77] Adapted from Terre des Hommes, *Working with Children and Their Environment,* 2010.

- The perception an individual or group has in relation to their situation, including the impact of the protection concern on children and families, especially in terms of the physical, cognitive, social, spiritual and emotional development of children and the psychosocial situation of families.

- Local power relations between different groups – who are the decision-makers and gatekeepers, how are community decisions made and how do power relations relate to child protection practices (both formally and informally).

- Gender differences and expected patterns of behaviour for boys/men and girls/women.

- Culture, including local norms and social values and the way they relate to people's experiences, especially the care of children.

- Socio-political context in which communities are living – the presence of armed conflict, displacement, natural disasters and poverty levels.

- The presence and scope of endogenous resources, coping strategies or the capacity of the community to respond to child protection concerns.

- The existence of national formal resources and services and the accessibility of these resources and services.

Participatory rural appraisal [78]

Need assessments often make use of a method called a participatory rural appraisal (PRA). The PRA is a tactic for inquiry that places a central emphasis on local knowledge and experience and empowers community members, including children, to make their own assessment, analysis and action plans. The PRA uses group animation and exercises to facilitate information sharing, analysis, and action among the participants. Although originally developed for use in rural areas, the PRA is now used successfully in a variety of settings.

Characteristics of the PRA[79]

Participation – Local people's input into PRA activities is essential to its value as a research and planning method and as a means for diffusing the participatory approach to development.

Teamwork – To the extent that the validity of PRA data relies on informal interaction and brainstorming among those involved, it is best done by a team that includes local people with perspective and knowledge of the area's conditions, traditions and social structure and either nationals or expatriates with a complementary mix of disciplinary backgrounds and experience. A well-balanced team will represent a diversity of socio-economic, cultural, gender and generational perspectives. CBCPC/N members can contribute a vital role in this regard.

Flexibility – The PRA does not provide blueprints for its practitioners. The combination of techniques that is appropriate in a particular development context will be determined by such variables as

[78] Taken from W. Mohamed, H. Eltayeb and D. Fortune, *Training Manual for Social Care Staff*, Khartoum, North Sudan DRR Commission, 2011.
[79] Taken from *Finding Community-based Solutions to Child Protection*, Module 5, IASC Child Protection sub-cluster, Uganda 2008.

the size and skill mix of the PRA team, the time and resources available and the topic and location of the work.

Optimal ignorance – This means it is not necessary to know everything, just the most important information. To be efficient in terms of both time and money, the PRA gathers just enough information to make the necessary recommendations and decisions.

Triangulation – The PRA approach generally works with qualitative data. To ensure that information is valid and reliable, PRA teams follow the rule of thumb that at least three sources must be consulted or methods must be used to investigate the same topics.

In a PRA, data collection and analysis are undertaken by local people, with outsiders facilitating rather than controlling. The PRA is an approach for shared learning between local people and outsiders.

Organizing a PRA [80]

The PRA should be organized around the following three pillars:

1. Acknowledging and taking into consideration behaviours and attitudes of communities and organizations involved.

2. Exploring the methods that are appropriate for the population, time frame and ability.

3. Sharing and analysing information collected through the PRA activities.

A typical PRA activity involves a team of people working on workshop discussions, analyses and fieldwork. Several organizational aspects need to be considered:

- Logistical arrangements (refreshments for community meetings), the flipchart paper and markers, transport, security (for team or community members).

- Training of team members may be required, particularly if the PRA has the second objective of training in addition to data collection.

- PRA results are influenced by the length of time allowed to conduct the exercise, scheduling and assignment of report writing and by the critical analysis of all data, conclusions and recommendations.

- The time required will depend on the scope of the PRA exercise and can be a rapid appraisal or a longer-term, more detailed piece of work.

- Reports are best written immediately after the fieldwork period, based on notes from the PRA team members; the final report should be made available to all participants from the community who were involved.

[80] Taken from *Finding Community-based Solutions to Child Protection*, Module 5, IASC Child Protection sub-cluster, Uganda 2008.

Overview of the need assessment or PRA process

Need assessments using the PRA method are essential to help service providers understand more about the needs and concerns of people in relation to specific issues. A need assessment or PRA also helps service providers collect relevant context-sensitive information that can have important implications for the design and long-term sustainability of a programme. In this way, a need assessment can help to identify partners who should be involved in a programme or action point and in what ways they could potentially contribute. For child protection work, a range of groups might need to be consulted during the assessment and can include government, community and religious leaders, NGO/CBO staff, women's groups, parents, teachers, police, health workers and children.

Depending on who is present in a community, it is then necessary to:

Identify and prioritize relevant social issues that can influence the way a programme should be designed, such as poverty, cultural and gender influences.

Identify the best way to collect the information and what tools and techniques to use.

Identify areas of interventions. A need assessment helps service providers find the most relevant areas of interventions, either in terms of geographical sites or in relation to the particular type of interventions most required.

Identify challenges and risks. Social, dynamics, gender relations, security issues and even the political situation can all pose certain challenges and risks for an intervention programme. A need assessment helps gather this important context-specific information that can be used to design more effective and realistic programmes.

This information is then used to:

- account for social differences from one place to another
- understand more about the consequences of actions in the short, medium or long terms
- assess the possible impact of programmes and the possible risks associated with programmes
- understand more about the levels of community support, what types of support exist and positive resources within the community that could be mobilized
- build the appropriate responses for children within or as close to a community as possible; any intervention has to be acceptable to the community, otherwise people are likely to avoid it.

Tools for the need assessment or PRA [81]

The need assessment (through the PRA) is an exercise in communication and transfer of knowledge. Regardless of whether it is carried out as part of project scouting or appraisal or as part of country economic and sector work, the learning by doing and teamwork spirit of the PRA requires transparent

[81] Taken from *Finding Community-based Solutions to Child Protection*, Module 5, IASC Child Protection sub-cluster, Uganda 2008.

procedures. For that reason, a series of open meetings (an initial open meeting, final meeting and follow-up meeting) generally frame the sequence of the PRA activities. Methods commonly used in the PRA approach can include:

- semi-structured interviewing
- focus group discussions
- preference and well-being ranking
- mapping and modelling
- body mapping
- seasonal and historical diagramming and calendars
- transect walks
- daily schedules
- timelines
- matrices
- sociograms
- pie chart or bar chart
- livelihood analysis
- Venn diagrams
- institutional analysis
- linkage diagrams and cause and effect or problem trees
- spider web analysis.

A need assessment and the PRA techniques can be combined in a number of ways, depending on the topic under investigation. Some general rules, however, are useful:

- Mapping and modelling are good techniques to start with because they involve several people, stimulate much discussion and enthusiasm, provide the PRA team with an overview of the area and deal with non-controversial information.

- Maps and models may lead to transect walks, perhaps accompanied by some of the people who have constructed the map.

- Ranking is best done later in a PRA, once a degree of rapport has been established, given the relative sensitivity of this information.

- The current situation can be shown using maps and models, but subsequent seasonal and historical diagramming exercises can reveal changes and trends throughout a single year or over several years.

- Preference ranking is a good icebreaker at the beginning of a group interview and helps focus the discussion. Later, individual interviews can follow up on the different preferences among the group members and the reasons for these differences.

Ten steps to conducting a PRA exercise[82]

1. **Define the issue.** With the question in mind, define and meet the targeted population. Ensure they are willing to share knowledge. Allow them to re-shape the group or redefine the issues.

2. **Select the tools.** As a group, decide on the most appropriate tool to use. This depends on the question, the situation and the level of accuracy needed.

3. **Choose the location.** A suitable location for the exercises may depend on the sensitivity of the issues and the level of trust between the trainer/facilitator and the participants

4. **Manage the resources.** What materials will be needed for the research? What is easily available (sticks, stones, leaves, chalk)?

5. **Facilitate.** Facilitate and help rather than lead. Be patient. Observe, listen and learn.

6. **Monitor.** Note those who speak up easily and encourage silent people to speak. Note who people are talking to. Be careful not to impose outsiders' representations.

7. **Probe.** Ask relevant questions – What? When? Where? Who? How? Why?

8. **Record.** Appoint a record keeper to make a permanent record, including names, date, location and an example of any symbols used on the maps and charts.

9. **Ensure joint ownership.** The information should be displayed in a visual format, ideally in a public place large enough for active participation from the whole community. Make copies and ask others to help do this, but the information is not 'taken away' without copies being left behind.

10. **Show interest and enthusiasm in learning from people**. Enjoy it!

Points to remember about the PRA

- The objective of a PRA exercise is to equip the community with the confidence and motivation so that they can initiate a process of empowerment.
- The PRA builds on existing local knowledge and requires good listening and observation skills. Trust is built up by listening to each other's opinions and ideas.
- The PRA is not an approach – it is a philosophy and a set of tools that allow flexibility of approach.
- The PRA aims to produce a relationship of two-way reciprocity. Outsiders or facilitators 'hand over the stick' so that local participants are involved in the decisions about issues and priorities.
- The PRA uses low-cost materials that are locally available, avoiding the need for materials brought in by outsiders. The process is owned by and familiar to the community.

[82] Taken from *Finding Community-based Solutions to Child Protection*, Module 5, IASC Child Protection sub-cluster, Uganda 2008.

- All members of the population can be involved, including non-literate people; the method mobilizes the participation of many diverse groups.
- If well planned, a great deal of information can be collected in a short time.
- The PRA can empower communities, which is a step towards development.
- The PRA techniques have now been used effectively to examine a range of topics, systems and environments (health, nutrition, agriculture, forestry, non-formal education, women' issues, child protection issues). Planning based on outcomes and outputs of PRA exercises that have maximized people's participation and gained appropriate data enable both relevant and realistic goals for interventions.

Organizing the need assessment through the PRA process [83]

Although there are different ways and models of organizing the need assessment or PRA, they all follow roughly the same order. Remember, assessments are a process (they are ongoing) and that if managed correctly, they can provide a very useful opportunity for a variety of groups to become involved in the problem-solving process.

Stages of the process

1. **Preparation**
- Make a list of key informants – people, documents, agencies, etc. Keep this on file so that gaps in the information sources are clearly visible.
- Prepare a schedule for collecting data from all key informants.
- Decide on an interview schedule. If it is inappropriate to use an open-interview format, make a list of essential questions to which answers are needed. Keep this on file, but give copies to the informants where this will be helpful.
- Prepare a statement of intent that includes what one is able to do, limits, etc. Although this may be given verbally to potential service users, keep a copy on file.
- Make a note of early explanations.

2. **Data collection**
- Prepare a contents page for the file, listing the documents and where they can be found.
- Store the data display on file, marking it clearly with details of who can have access to the file. Store working diagrams, memos, etc. in a plastic folder at the back of the file.
- Check verbal data for authenticity by repeating, summarizing and so on. Provide key informants with copies of ongoing summaries for further checks.
- Check written data for factual accuracy and mark unsubstantiated opinion clearly.
- Consider widening the data sources if the accuracy is doubtful or there are obvious gaps.
- Do not discount any data at this stage but highlight obvious incongruities or inconsistencies.

3. **Weighing the data**
- Consider how serious the situation is or how well the client is functioning in the circumstances.
- Identify persistent themes or patterns emerging from the data and list them.
- Cluster the themes and begin ranking them in order of priority.

[83] This section is adapted from *Child Protection Manual (draft)*, UNICEF Bangladesh, 2004.

- Check priority ranking with the key informants.
- Identify gaps in the data.
- Identify groups of people who will help with reflecting on the data.
- List the people to be consulted, noting comments.

4. Analysing the data

- Identify theoretical perspectives and use them to gain depth of analysis.
- Develop hypotheses.
- Reach useful explanations for the situation.
- Make casual connections.
- Test the explanations for possible 'fit'.
- Check this with the key informants.
- Run a final check to guard against the selective use of information.
- Develop further explanations and list the ways in which they can be tested.

5. Using the analysis

- The user needs what help and by whom? Record this detail.
- List the outcomes one hopes to achieve and the consequences one hopes to avoid.
- Clearly explain how these outcomes can be measured.
- Prepare an intervention plan.
- Establish an independent mechanism to monitor outcomes. This could include supervision, multi-agency group or service users.
- Prepare a draft report that lists sources of information, analysis and initial judgement.
- Obtain feedback on the report and revise it, noting any disagreements with one's judgement and the reasons for them.

In organizing an assessment, the following issues should be considered and addressed:

Coordinate with partners before the assessment to avoid duplication of work and to optimize the sharing of information.

Decide with potential users on the information needed and the indicators. Involving the targeted group at all stages is an essential step, both in terms of improving interventions and respecting their right to participate.

Set up an assessment team. It is important to look for team members with good knowledge of the area, technical expertise, data collection and analysis skills. Allow sufficient time to ensure that the potential beneficiaries form an important part of the assessment team or process.

Identify existing information. But be aware of its quality; quite often much information already exists.

Decide on additional data needed, based on the identified information gaps. It is also advisable to gather both qualitative and quantitative data in an assessment. While quantitative data allow estimating the scope of a given critical situation and its impact, qualitative data help to deepen the understanding of its complexity.

Consider the methods for data collection. Triangulation of information is essential. This is the validation of information through the use of different sources and methods. Frequently used methods for data collection are:

- the review of available documentation
- on-site observation and information gathering
- interviews with key informants
- focus group and workshop discussions
- visual methods
- ranking methods to identify preferences and priorities.

Select the areas to be visited, according to the opportunities and constraints of a given situation, research requirements, logistical and security aspects.

Write up an assessment plan clearly showing what steps are going to be taken, who is to be involved, who is responsible for what, the methodologies to be used, logistical issues, etc.

Mobilize the assessment team and provide training on key issues, including communication with the targeted group (this is crucial if children or abused populations are involved), ethical considerations and methodology.

Cross-check and analyse the obtained information after the data collection is completed. The whole team should perform this task with sufficient time. The analysis should always include the identification of further information needs and specific requirements for monitoring.

Disseminate the results to the participating parties. Providing information from the assessment to counterparts, from the beneficiaries to the decision-makers, often influences their view on the situation and triggers their feedback. This process can be used as a basis for joint planning and programming.

Feed assessment findings into information management systems as a basis for planning, monitoring and evaluation.

Challenges when conducting assessments using the PRA approach [84]

- Participatory approaches can be time consuming, but it is important to remember that the involvement of the community is also an important output.
- Assessments can build expectations on the part of communities, and it is important to be transparent and clear from the start about what outcomes are possible.
- Remaining objective and not letting bias or preconceived ideas or perceptions influence the analysis or decision-making.

[84] Taken from W. Mohamed, H. Eltayeb and D. Fortune, *Training Manual for Social Care Staff*, Khartoum, North Sudan DRR Commission, 2011.

- Avoiding tokenism. Sometimes participatory approaches can become tokenistic, and it is important to guard against this and facilitate the meaningful involvement of children and communities.
- Participatory assessments can generate large amounts of data that take time to review and analyse.
- Assessments at the community level do not result in 'blueprints' or actions plans that can be scaled up or applied elsewhere – all communities are different.
- Coordinating with others. Sometimes organizations want to conduct their own assessment when good practice would be to coordinate and work together. Different organizations conducting similar assessments can also confuse the community about who is doing what and for what purpose.
- Ensuring that members of the CBCPC/Ns feel supported and included but at the same time not overloaded by additional responsibilities.

Key messages

- A need assessment is an important step in trying to understand communities' needs and how they can be better supported and protected.
- A need assessment is essential for those involved in child protection to really understand how children, parents and communities define their situation and the challenges they face.
- A need assessment recognizes that children, families and communities are the 'experts' when it comes to defining, understanding and analysing their own situation and needs.
- A need assessment can be the first step in resolving a problem or improving a situation and can generate positive outcomes and benefits for children and communities.
- The need assessment process involves people in developing solutions to challenges they face. Members of the CBCPC/Ns can take a role in the process.

Resources

Training Manual for Social Care Staff (draft), Khartoum, UNICEF Sudan, 2011. Available from UNICEF Sudan Office.

Toolkits: A practical guide to assessment, monitoring, review and evaluation, by L. Gosling and M. Edwards, Save the Children, 1995.

Action for the Rights of the Child – Critical issues modules. Available at: www.arc-online.org and especially: http://cms.stc-resources.org/arc/modules/foundation/programmedesign/pdfs/ARC-ModF3-3-H8-2009.pdf

Emergency Assessment Toolkit, Save the Children UK, 2002. Available at: oneresponse.info/resources/NeedsAssessment/publicdocuments/STC%20Emergency%20Assessment%20Toolkit.pdf

Activities

A range of activities are included here that can be used in workshops or training programmes to discuss a need assessment or PRA in more detail and to help mobilizers, children and community members to better understand the role of need assessment work in child protection programmes. Motivating participants to practise these methods will help them understand how to better facilitate the exercises as part of a PRA process.[85]

However, the facilitator should feel free to adapt any of the activities presented here in line with the focus of the need assessment and with regards to any wider process already developed in country that it may be part of.

Activity 1: Problem ranking – Pairs ranking method

Objective: The objective of this activity is to help communities identify child protection issues.

Materials/resources needed: Flipchart paper, problem or need cards (either with words or symbols, depending on the literacy of the group), markers or pens, copies of a matrix into which you can place the information (see the following page for an example).

Time: 1–1.5 hours

What you need to do:

- Choose the theme that you want to rank depending on the type of information you are looking for. (The sample provided is in relation to issues affecting adolescent girls.)
- Ask the participants to select about six of the most important problems or issues related to the theme.
- While the group is doing this, you draw out the matrix grid on a piece of flipchart paper (a grid with six horizontal and six vertical boxes).
- Make a note of each of the six problems on pieces of cards using either words or symbols, depending on the literacy of the group.
- Place two of the cards in front of the group and ask them to choose the problem or issue that is most important or relevant to them.
- Allow some time for the group to discuss this, but explain that a vote may need to be taken if a consensus cannot be reached.
- When the group has made their choice, mark down their choice in the appropriate box in the matrix.
- Present the next pair of cards and repeat the same process.
- Continue the process until all the problems or issues have been compared against each other, one at a time.
- When the comparison has been completed, count up the number of times each issue has been placed in the matrix to see which one has been chosen the most often, the second most often, etc., down to the least often.

[85] Activities in this section are primarily adapted from *Psychosocial Training Manual for Working with Children in Especially Difficult Circumstances (CEDCs)*,Trócaire/University College Cork – Child Studies Unit, Field Office, Rwanda (2000), *Child Protection Manual (draft)*, UNICEF Bangladesh, 2004 and *Mobilizing Communities for Child Protection a Training Manual* (draft), UNICEF Nepal 2011.

- Read back the problems or issues in order of how they were ranked to the group to check if it reflects their discussion. Make a note of any comments or difficulties that the group may have had in making the choices among the pairs of problems or issues.

Suggestions for additional discussion:

- Did the group find it difficult to rank one problem over another? If so why?
- Did the group come up with similar findings or were they different? Explore why things were either similar or different?
- Did the group think that any of the child protection issues raised are interconnected?
- What are the effects of these child protection concerns on children, families and communities?

Note for facilitator:

This is just a sample of how the activity might work. It is likely that communities will come up with other child protection issues relevant to their locale.

Problems	**Separated children**	**Insecurity**	**Sexual abuse**	**Child labour**	**Lack of education**	**Lack of food**
Separated children		Insecurity	Sexual abuse	Separated children	Separated children	Separated children
Insecurity			Sexual abuse	Insecurity	Insecurity	Insecurity
Sexual abuse				Sexual abuse	Sexual abuse	Sexual abuse
Child labour					Lack of education	Lack of food
Lack of education						Lack of food
Lack of food						

***NOTE**: The shaded squares indicate blanks because there is no comparison between the vertical and horizontal keys. The choice between separated children and separated children is left blank because it is the same issue – there is no choice. The other reason why there may be a blank/shaded box is because the choice between the two issues has already been made higher up in the grid; for example, the lack of food was compared with all the other issues, so it is left blank.*

Problems	**No. of times preferred**	**Rank**
Separated child	3	3
Insecurity	4	2
Sexual abuse	5	1
Child labour	0	6
Lack of education	1	4
Lack of food	2	5

Activity 2: Protection matrix

Objective: To motivate respondents to identify and explore their role in relation to protection issues. This activity is useful for exploring how different groups in the community perceive and understand the main problems confronting various categories of children.

Resources/materials needed: Flipchart paper and pens or markers

Time: 1 hour

NOTE: *If you are working with children, then members of the research team may need to facilitate the discussion or to complete the matrix on their behalf. Remember that you should facilitate and not direct their discussions – be very aware of 'placing words in people's mouths'.*

What you need to do:

- Divide the respondents into groups of about five or six and tell each group that they are going to have a discussion on some of the challenges/issues facing marginalized children in their area.
- Explain that the group should try and complete the matrix grid, which is basically just a series of questions and boxes in which they place their answers. They will have about 45 minutes to complete this exercise. The groups should rank the issues in order of what they think are the most relevant in the lives of their community.
- Instruct the group to avoid Yes/No style answers, and inform them that you want to get as detailed answers as possible from them.
- Make sure that members of the research team go to each group and check that they are clear about the task.
- It is a good idea to have a matrix already prepared on a sheet of flipchart and to use this as a visual aid to explain the activity.
- Inform the groups that they can add in more issues if they have time.
- Someone from the research team could also sit with the groups and take notes of their discussions so that this information can be used to add more details to the matrix afterwards.
- When the groups have completed their matrix, get them to take turns presenting them. Use the presentations as an opportunity to ask more questions and to explore the rationale behind the way the groups completed the matrix.
- Remember to ask many probing questions and take detailed notes so that you will be able to fully explain the matrix later.

Suggestions for additional discussion:

- Ask the group to consider their response, especially in terms of the child protection issues identified, the types of programmes that exist in their community, who they think should be involved in addressing child protection issues, etc.
- Did anything from the matrix surprise the group?
- Does the matrix help to give the group a better idea about the needs of children and communities? If yes, what are they?
- Does the group have anything extra to add that was not considered or included in the matrix?

Sample child protection matrix (this can be made bigger on flipchart paper but the researchers should write their field reports using a similar format)

Key issues facing children (rank in order or priority).	Are there any programmes or are you involved in any activities to address these issues? Explain.	Who do you think should be responsible for trying to deal with these issues? What could they do? Give examples.	What do you think is the main cause of these issues confronting children and society?	Have you ever received any training or information on the issues you have identified? If yes – who from, how was it, etc.?

Activity 3: Social maps

A social map is useful in helping participants reflect on the relationships between different groups in the community and the various levels of access that these different groups have to the resources of the community or where people can sometimes come into conflict with each other. The map can be used to highlight the strengths and problems that exist within a community and can also help people to gain a new perspective on the life of their community.

Objective: To help assess the types of interaction that takes place and were children or community members see tolerance issues as being important.

Resources/materials needed: Paper, pens, paints or markers

Time: 1–1.5 hours

What you need to do:

- Explain the idea of the social map to the group and that the purpose of the map is to show the positive and negative aspects of behaviour within the community as well as the relationships between different groups in society.
- Divide the participants into groups of four or five, and pass out the paper and drawing materials.
- Tell the group that they have 40 minutes to complete a map, which is a visual representation of the social life of their community. They are to explore the different groups in the community and how they interact with each other.
- Ask the participants to pay special attention to areas where conflict or abuses of power can be linked to intolerance.
- Suggest the use of different colours to represent areas or places of interaction characterized by high degrees of tolerance and intolerance.
- When the maps are finished, get each of the groups to explain their drawings and to discuss the strengths, problems and social relationships that exist within the community. In particular, groups should consider the negative aspect of the community and try to come up with suggestions for improving the situation

Notes for the facilitator:

- The social map could also be conducted as a large group exercise.
- Before the workshop, make a large sheet of paper by sticking other sheets together. After explaining the exercise to the group, take a few minutes to allow the group to discuss the design of their map. This large map could then be kept or hung on the wall for the duration of the workshop.
- The social map can focus on a town, area or even a country and not just on a particular community.

Activity 4: Techniques for community assessments

Objective: To increase participants' awareness and understanding of different types of community or group need assessments.

Resources/materials needed: Flipchart paper, makers, pens and copies of the group work handout

Time: At least 2 hours

What you need to do:

- Explain to the participants that they are going to do a group brainstorm activity to see what types of group need assessment activities they are familiar with.
- Explain that each group is to first brainstorm on all of the different need assessment activities with which they are familiar. They should only include examples that they can clearly explain.
- Once the group has completed their list, they will then need to organize the different activities in terms of the following headings:
  - Gathering basic or primary information, including 'facts or statistics' to help begin the investigation of a situation. **Heading: Facts/statistics**
  - Explore general attitudes, values and beliefs that exist in a community. (Attitudes, values and beliefs can also tell us about the particular perspectives a group may have about an issue, such as gender and violence.) **Heading: Attitudes, values, beliefs**
  - Which methods are particularly useful for exploring subjects in-depth and really trying to understand how individuals or groups feel and think about certain topics? **Heading: Methods for digging deep**
  - What methods are more useful for trying to involve groups in planning? **Heading: Methods for inclusion**
- Explain that some activities may fall under a number of headings and that this is okay because many activities can perform multiple tasks.
- Give the groups about 1 hour to complete their discussion and then have presentations from each group.
- During the presentations, check with the other participants to see if they too are familiar with the examples being presented.
- Make a note of examples with which people are not familiar and say that you will come back to them later.
- Once all the groups have presented, go back to the list of activities with which people are not familiar.
- Ask the people who suggested these activities to explain them clearly to the other participants and provide support where possible.
- Allow plenty of time for this exercise and even go over the 2 hours if necessary.

Suggestions for additional discussion:

- In a plenary group, ask the participants to reflect on their current approaches to group or community assessments.
- What are the strengths and weakness of their current approaches?
- What are their experiences in terms of involving children, women and men in assessments?
- What have been their biggest challenges in terms of conducting community assessments?

Handout for group work

Your group has 1 hour to complete this task.

Brainstorm on all of the assessment methods with which you are familiar.

Which methods are more useful for:

- Gathering basic or primary information, including 'facts or statistics' to help us begin our investigation of a situation.
- Trying to find out about general attitudes, values and beliefs that exist in a community. Attitudes, values and beliefs can tell us about the particular perspectives a group may have about an issues, such as gender and violence.
- Exploring subjects in-depth and really trying to understand how individuals or groups feel and think about certain topics?
- Involving groups in the planning?

Activity 5: Planning a need assessment strategy

Objective: To encourage participants think more systematically about how to conduct a need assessment and the methodologies that can be included.

Resources/materials needed: Copies of handouts for each group, flipchart paper and markers

Time: 1.5–2 hours

What you need to do:

- Explain to the participants that they will be divided into groups and that each group has to design a community need assessment strategy. They will have about 1.5 hours for this activity, and they should make it as realistic as possible.
- The groups are free to pick whatever issue they would like; it would be best if they use something work related, such as an assessment of the needs of working children, women who have experienced violence, acid survivors.
- Once the group has decided on the issue they want to explore, they need to think about all the steps to be taken. They should pay particular attention to participation issues, especially ensuring that marginalized groups are included in an appropriate way.
- The group also can refer back to the presentations and handouts on a general need assessment, but they can come up with their own ideas if they want.
- Divide the participants into groups of five or six, and give each a copy of the task card.
- After about 10 minutes, check that each group is clear on what they have to do.
- After 1.5 hours, call the groups back together and ask each to present their strategy.
- Feedback in plenary session.

Suggestions for additional discussion:

- Explore the approaches chosen (quantitative and qualitative) and what might be the benefits of each.
- Have vulnerable groups and children been included?
- What specific methods have they used and are these appropriate, given the issues they are exploring?

Task card for assessment exercise

Your group has 1.5 hours to complete this exercise.

Once your group has decided on the aim of your assessment, you should come up with a plan of action to implement this assessment. Refer to the following notes as a guide.

What does a need assessment help us achieve?

A need assessment is essential to help service providers understand more about the needs and concerns of people in relation to a specific issue. A need assessment helps service providers to collect context-sensitive information that can have important implications for the design and long-term sustainability of a programme. In this way, a need assessment can help:

- Identify partners who should be involved in a programme or action point and in what ways could they potentially contribute.
- Identify and prioritize relevant social issues that can influence the way a programme should be designed, such as poverty, age, ethnicity and gender, and to establish a participatory process.
- Identify your methodology. A need assessment helps service providers find the most relevant areas of interventions, either in terms of geographical sites or in relation to the particular type of interventions most required. In other words, who is going to do what, in what way, who is involved, where will actions take place, what methods will be used, etc.
- Identify challenges and risks. Social dynamics, gender relations, security issues and even the political situation can pose certain challenges and risks for an intervention programme. A need assessment helps to gather this important context-specific information, which then can be used to design more effective and realistic programmes.

Your assessment plan should contain the following elements:

- ***Aims and objectives. What information are you looking for?***
- ***Who needs to be involved?***
- ***What methods will be used and why?***
- ***What other sources of information could be used?***
- ***How will participation be ensured?***
- ***Are there any potential risks or challenges?***
- ***Are there any ethical considerations that you need to take into account?***

8. SKILLS FOR FACILITATING TRAINING AND GROUP WORK WITH COMMUNITIES

Overview

This section looks at the role of trainer/facilitator and how the contents of the handbook can be used to build up capabilities or work with CBCPC/Ns. Its gives practical guidance for staff and facilitators to help them improve their skills and improve how they organize and implement training activities. It should be read in conjunction with the introduction to the handbook because it contains information on the structure and use of the materials. It also would be useful to read the section on communication because good communication is the foundation of positive facilitation and group work.

Technical notes

The handbook can be used in capacity building or working with CBCPC/Ns. The technical notes and key messages included in each section are intended to help develop or remind staff of important information that can be used as the basis for capacity-building activities, while the suggested activities can be used as part of more formal training.

Capacity building should be considered as a process rather than a one-off activity. Capacity building covers formal training (both initial and follow up), together with *mentoring and coaching* and ongoing support. The process of mentoring and coaching involves helping members of CBCPC/Ns apply and develop their knowledge and skills to real-life situations.

The trainer/facilitator needs to remember that child protection is a sensitive issue. It can raise strong emotions and opinions. Sufficient time needs to be allowed to ensure that participants have the appropriate time to work through their feelings and to understand the concepts involved. It can be useful to have two trainers/facilitators working with groups, so that one can provide support to participants who may become upset and need support.

Qualities of an effective trainer and facilitator

The qualities needed to be an effective trainer and a competent facilitator, when both conducting training and carrying out capacity building, are very similar and include:

- a good communicator, including ability to listen
- sensitive to others' feelings and individuals' status and capacity
- sensitive to the group's feelings and able to respond to the group's needs
- able to hold people's attention
- able to ensure active participation and draw information from people
- tactful and able to challenge with respect

- aware of timing
- flexible but well organized
- committed to collaboration with a positive attitude towards people, recognizing and being appreciative of their skills and qualities.

How adults learn

Understanding how adults learn helps trainers and facilitators best present information and training in ways that maximize learning. Adults learn best:

- from experience
- from their peers or those of similar age and background
- through discussion (which helps adults to be both learners and teachers)
- what they want to learn, are interested in and find useful.

Learning adults receive information through three main sensory receivers: sight, hearing and movement. Most adults have a preferred way of learning, sometimes connected to the way they were taught as a child.

Sight leaners – learn most effectively through written language tasks, such as reading and writing, as well as visualizing things (watching presentations, demonstrations and visual aids).

Hearing leaners – learn best through occasional debriefing of activities, key point summaries, brainstorming, verbalizing their thoughts and answers and dialogue.

Movement learners – learn best with external stimulation or movement, such as through activities, taking notes and transferring information.

A trainer/facilitator needs to develop training programmes that include a range of learning styles to meet the learning styles of all participants and promote participatory learning.

Tools and techniques for training and facilitation

Different methodologies, tools and techniques can be used to promote learning and to meet the needs of varying learning styles. Some of the tools and techniques that may be of particular use when developing materials for CBCPC/Ns are:

Brainstorming/ideas storming – a way of generating and gathering ideas. The group is given a topic and asked to come up with opinions, ideas and experiences on the topic. Everyone contributes quickly and briefly. Ideas are allowed to flow freely, without discussion. Only a short amount of time is allowed because the important thing is the quantity of the ideas, not the quality. The technique allows participants to realize that there can be many ways in which to look at a problem. While ideas are being collected, they are typically summarized on a flipchart. The ideas are then used as a basis for discussion or further exploration.

Working groups – small working groups are set up to discuss a particular problem. Working in small

numbers creates opportunities for everyone to participate, even if some people are shy about speaking out in the larger group. After working in small groups, each group typically presents their work. If the responses from all of the groups are likely to be very similar, the trainer can ask each group to only present its 'different' conclusions to the whole group. As an alternative to an oral presentation, the work can be pinned onto the walls for participants to review.

Dialogue and discussion – the facilitator sets the scene of a problem or poses a question and then invites comments from participants. This method allows for a wide variety of contributions to be made so participants can learn from each other. It also allows for the trainer to correct any misunderstandings or incorrect suggestions. However, if there are dominant members in the groups or if people are shy about speaking in a large group, it can be difficult to ensure that everyone contributes.

Panel discussions – if there is expertise or experience among the participants, a panel discussion is a good way to share it with everyone. A panel is chosen with two or three persons who have specific knowledge and expertise on a relevant topic. They are asked to make a short presentation to the whole group. This is followed by a question and answer session, during which the group clarifies the information given or contributes other opinions and information.

Role plays – give a good opportunity to practise skills. They are created situations in which participants are required to act a part. Role plays need to be fully thought out by the trainer/facilitator beforehand. Although role plays can be an enjoyable way in which to learn, care is needed to avoid participants moving away from the point of the exercise. It is also important to be sensitive to participants because some people do not like to take part and will be reluctant to participate.

Practical activities – allow participants to move around while working, increasing their energy. Numerous opportunities can be created by the trainer/facilitator, such as filling in parts of a map or placing cards with information on a wall or around the floor.

Drawing pictures – helps participants to visualize the issue they are discussing and can either be done individually or in small groups. For example, asking participants to draw their idea of a 'child abuse victim' will help them think about the signs that make such a child visible. When the drawings are finished, participants can discuss the differences and the similarities between the drawings and the reasons behind those differences and similarities.

Music, singing and storytelling – rather than just talking about an issue, participants can be invited to sing or tell a story about it. Especially in communities where there is a strong oral or music tradition, using music and storytelling in this way can be powerful. It can also help connect participants to their own culture in a very explicit way.

Reflecting/checking back – the facilitator periodically spends a couple of minutes reflecting back on what has been happening and checking with the participants on how they feel about the session.

Doing this can help participants stay focused on the topic and the objectives of the training.

Traditional teaching methods – can be the easiest way to explain a lot of specialist knowledge. However, it is important to keep the attention of the group. This can be done if the facilitator stays active and uses the flipchart or visual aids and handouts to illustrate. It is usual to occasionally involve the participants in discussion to ensure they stay focused.

Case studies – with short stories or scenarios can convey the reality of a problem situation. They are helpful in engaging participants and making them think about real people and real-life situations, with problems that require realistic solutions. Case studies can be devised by the trainer/facilitator or can be based on real situations. The more realistic the case study the more likely participants are to come up with good solutions to the problem being addressed.

Audio-visual and visual aids – are information tools that assist a training session by showing the information in video, film or picture images. Visual aids can be especially useful when working with participants with low or no literacy. Visual aids need to be selected and used carefully; otherwise they can be a distraction. PowerPoint presentations are a form of visual aide. When working in remote areas, it is generally best not to rely on audio-visual methods that need electricity to work.

Information and fact sheets – can be an excellent way of reinforcing learning, but the timing of their distribution is important. People tend to be curious, and giving handouts during a session often means that attention becomes focused on the handout rather than on the activity. Handouts, however, are of little use with groups with low literacy levels.

Forming groups and dividing up – into smaller groups to work. This tactic creates better opportunities for people to participate, especially those who are more reserved and reluctant to speak out in larger groups.

Groups consisting of two persons are suitable for short interventions and theme introductions. When the interventions take more time, the stronger or more active person inevitably has a larger role, which can affect the power balance in the relationship among the participants. In bigger groups of four to six people, it can be difficult for everyone to learn something or equally contribute.

Groups consisting of three persons are the most effective. Groups of three have an extra advantage because several such groups can work in one room at the same time because this work format is relatively quiet.

Warm-up, icebreakers and energizers – These are games or activities designed to help participants get to know each other and to feel comfortable with each other. They are important in creating a sense of trust among the participants, even if participants already know each other.

Games also help to clear the mind so that participants can concentrate better. However, the

trainer/facilitator should choose games that are appropriate for the particular participants and that suit the mood of the group. A word of caution, however, is that energizers should be short exercises – if care is not taken, a lot of time can be 'wasted' leaving little time to explore the subject of the training.

Preparing and planning a training programme

Given the different nature and operating environments of the CBCPC/Ns, it is not possible to develop a standard training programme. Staff will need to develop their own training programme for each CBCPC/N. Each technical section in this handbook contains a range of suggested activities that can be used in a training course for CBCPC/Ns and that cover the essential information and training that CBCPC/Ns members need to know. Staff can also choose to replace or supplement the exercises with other activities – which they have designed themselves or have found in other resources.

In planning and preparing a suitable training programme, a trainer/facilitator needs to consider:

Time frame – The available time will be one of the main factors that determine the programme. For some CBCPC/Ns, it may be possible to run training as a whole complete package, while for others it may be necessary to run several shorter sessions. The trainer/facilitator should consult with participants to identify the time available and also when people are available to participate. For example, during certain times of the year (such as Ramadan) or times of the day it may be more difficult for participants to attend.

Venue – Ideally the training venue should have sufficient space for people to work and also have a comfortable environment (not too hot or cold and with good lighting). The training venue should also be reasonably private so that disruptions are kept to a minimum. Of course, this is an ideal world, and when working in communities it is typical to have to cope with what exists.

Resources – The available resources will also determine the way in which the course is planned and carried out. It is pointless designing a training programme that relies on expensive materials, including a flipchart and PowerPoint, if there are limited funds and no electricity. The trainer/facilitator may need to be creative to overcome the limitations of resources.

Refreshments – Linked to resources is the issue of refreshments. Providing refreshments for people attending courses and meetings can be an incentive for people to attend, but it can dramatically add to costs. At a minimum, water should be provided.

Payments and reimbursements – Because CBCPC/Ns are run by volunteers, the issue of reimbursing people or paying for participation is always difficult and needs careful consideration. On the one hand, paying people to attend can set up unreasonable expectations and challenge sustainability (people will only start to attend if they are paid). On the other hand, if people are poor

and attending the training means that they lose the opportunity to generate income, then it could be argued that it is unfair not to compensate people for their participation. This needs to be decided in advance, and a clear message given to those selected for the course so that misunderstandings about money do not become a barrier to learning.

Group size and make up – The size of the group and the selection of participants will have an influence on both the way the training needs to be planned and the effectiveness of the training. The dynamics of the group needs to be anticipated. For example, mixing the sexes and ages may be a barrier to communication. The size of the group will also determine how the group communicates. A group of around 12–15 participants is ideal. Where there are only a small number of participants (fewer than six), discussions can become very repetitive and it can be difficult to get new and fresh ideas or work with others. Similarly, when the group becomes too large (more than 25), it can be difficult to ensure that everyone is able to participate.

Selection of trainer/facilitator – Consideration needs to be given to select the most appropriate trainer/facilitator for the group. As well as the skills and knowledge of the individual, the sex, age and cultural background of the trainer/facilitator may also affect the group's dynamics.

Selection of appropriate activities – The programme planned and the exercises and activities used need to meet the needs of the participants and the objectives of the course. These two aspects are not always compatible because sometimes what participants want is not the same as what the organizers of the course want to achieve. It is important when organizing the course to ensure that both participants' learning needs and the objectives of the course match. One way of identifying the learning needs of participants is to carry out a *learning need assessment*. This involves identifying the level of knowledge and skills that participants already have (including practical issues, such as literacy level) and what information or skills participants think it is important to acquire.

It is also necessary to establish what methodologies and techniques will be most appropriate, help participants to learn and engage their attention. A danger that the trainer/facilitator needs to be alert to is selecting exercises that are fun and interesting but fail to meet the objectives of the session.

Using the following planning template can be useful in organizing the training and for checking that the sessions planned meet the overall objectives of the course.

DATE / TIME OF TRAINING:			VENUE:	
NUMBER OF PARTICIPANTS / SPECIAL NEEDS OF PARTICIPANTS:			AIMS OF THE COURSE:	
TIME	SESSION NAME / TOPIC & OBJECTIVES	RESOURCES NEEDED	INSTRUCTIONS FOR RUNNING SESSION	FACILITATOR

Evaluation

Any training programme should be evaluated. An evaluation of the training by the participants can help refine the course and the course materials for future trainings and also identify additional areas of training that the participants may need.

Often evaluations are done by using a form, but this is not necessary. It is also possible to conduct an evaluation using open discussion, although if this is done it is important that the trainer/facilitator makes a record of the discussion to refer to later.

Resources

Nearly every training tool kit provides tips and ideas on how to train, including suggested exercise and techniques for facilitation. However, one useful booklet that focuses specifically on training and facilitation is:

Training the Trainer; ECPAT European Law Enforcement Group, ECPAT Netherlands, 2008. Available at: www.ecpat.net

Annex 1: Sample Reporting and Record Form for Child Protection Concerns

<table>
<tr><td colspan="2">REPORTING FORM & RECORD – CHILD PROTECTION CONCERNS</td></tr>
<tr><td rowspan="2">Name & Details of Child – age /date of birth, gender (including identity papers / numbers):</td><td>Case Number:</td></tr>
<tr><td>Please specify any special needs the child may have (e.g. disabilities):</td></tr>
<tr><td>Where does the child stay, and who is responsible for them?

Is this safe? (If not alternative living arrangements need to be organised)</td><td>Name of person & organisation completing report form & who spoke with the child about the incident:

Date of Report:</td></tr>
<tr><td>Names / contact of other family members / people who will care for the child if necessary:</td><td>Who is the alleged abuser / abusers? (record as much information as possible – where names are not known include descriptions)</td></tr>
<tr><td colspan="2">What happened? / Reason for Concern</td></tr>
<tr><td>What were the circumstances? (i.e. place time etc.) Who else was there?</td><td>Who else knows about the incident / concern? – including details of other organisations working with the child</td></tr>
</table>

What support / action has been taken so far?
What would the child like to happen next? / What are their views about the situation?
What services does the child need? (such as medical & support) who should provide these and when?
Is there any other action that needs to be taken? (specify by who & when)
Who will follow up the case, and what is the timescale?
Are there any lessons that can be learnt from this incident which can be used to protect children in the future? If so, what steps will be taken to ensure that such an incident does not occur again?

Annex 2: Child Protection Rapid Assessment Questionnaire

Identification Information	
Assessor`s Name:_____ **Contacts:**_____	**Date of assessment:** **From:** _____ **To:**_____
○ **Organization/Institution:**_____	
Location:-	
Admin Level I(State):	**Admin Level II (Locality):**
Admin Level III(Area):	**Site Name (Town/ Village/ Camp):**
P-code:	**G.I.S (if available)**

Source of Information & Data collection methodology			
Source	**Number and details**	**Name**	**Contacts**
Key informants			
☐ Community	*e.g. 1 tribal leader, 1 sheikh etc*		
☐ Youth	*e.g. youth committee camp X*		
☐ Local Authority	*e.g. SCCW*		
☐ Humanitarian Actors	*e.g. NGO X*		
Group discussions			
☐ Community	*e.g. tribal leader, sheikh etc*		

☐ Youth	*e.g. youth committee camp X*		
☐ Local Authority	*e.g. SCCW*		
☐ Humanitarian Actors	*e.g. NGO X*		

Accessibility for Humanitarian Actors

Means: ☐ **By road** _____ ☐ **By Air** _____ ☐ **Others** _____

Level: ☐ **Easy** ☐ **Medium** ☐ **Highly difficult**

Reason: ☐ **Security Situation** ☐ **Denial of Humanitarian Access** ☐ **Natural causes** ☐ **Others** _____

Specify Process to obtain access _____

Demography

Total estimated current population of site: #people:

Population	Host Community		Nomadic		IDPs		Refugees	
Ethnicity								
Estimated No of population (Individual)								
Estimated No of population (HH)								
Estimated No of children (Below 18 years old)	**Male**	**Female**	**M**	**F**	**M**	**F**	**M**	**F**
	Total children Host Community		**Tot. children nomadic**		**Tot. children IDPs**		**Tot. children refugees**	

Source of these population Data (several responses possible)

☐ **Estimated by local authorities** ☐ **Estimated from # households and # people per household** ☐ **Census/name list (specify date of census)** _____
☐ **Estimated by affected population** ☐ **Registration**

☐ **Other (specify)** _____

Physical Safety

Reported cases of children:

Cases since onset crisis	Estimation number	Gender (if available)	Age (if available)	Location/s
Children killed by armed groups/forces (specify by whom)				
Children injured by armed group/forces (specify by whom)				
Children killed by general violence (by civilians)				
Children injured by general violence (by civilians)				
Children victim of sexual violence				
Situations where sexual violence occurs	☐ On the way to collect fire woods ☐ Around water points ☐ In/around markets ☐ In houses ☐ Close to military camps ☐ Others (specify) _____			
Children detained (specify by whom)				

Are there reports of Unexploded Ordinances or Landmines? ☐ **NO** ☐ **YES**
Location/s……

Are location/s marked? ☐ **NO** ☐ **YES**

Are there reports of incidents (deaths or injuries) by UXOs/landmines? ☐ **NO** ☐ **YES**

Location 1. _____ **Number** _____
Location 2. _____ **Number** _____

Children without primary care giver

Have there been any reported cases of:

Cases	Total estimated (if available)	Gender (tick one)	Current care arrangements
a. Separated children[86]		☐ Mostly girls ☐ Mostly boys ☐ About equal ☐ Don't know	☐ Relatives ☐ In institutions ☐ Foster families ☐ Others _____
b. Unaccompanied children[87]		☐ Mostly girls ☐ Mostly boys ☐ About equal ☐ Don't know	☐ Living on the street ☐ Child headed households ☐ Others _____
Cases	**Total estimated (if available)**	**Gender (tick one)**	**Likely situation**
c. Missing children		☐ Mostly girls ☐ Mostly boys ☐ About equal ☐ Don't know	☐ Recruited by armed forces/groups ☐ Abducted ☐ Displacement ☐ Others _____

What are the main causes of separation? (can tick more than one)

☐ **Accidental separation during displacement or conflict Ongoing? ☐ YES ☐ NO ☐ DNK**

☐ **Death or fleeing of parent or usual caregiver ☐ YES ☐ NO ☐ DNK**

☐ **Children sent away for safety Ongoing? ☐ YES ☐ NO ☐ DNK**

☐ **Abductions Ongoing? ☐ YES ☐ NO ☐ DNK**

☐ **Other (e.g. sent to armed groups; in detention etc) (specify)**

_____

☐ **Sent to institutions Ongoing? ☐ YES ☐ NO ☐ DNK**

86 Are those separated from both parents or from their previous legal or customary primary care-giver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members.

87 Are children who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so.

☐ **Medical reasons** **Ongoing?** ☐ **YES** ☐ **NO** ☐ **DNK**

What are the main community practices in response to separation?

_____

Children Associated with Armed Forces & Groups

Are there reports of child recruitment or use by armed forces and groups? ☐**YES** ☐**NO**

Source/s of information

☐ Victim ☐ Parents/caregivers ☐ Perpetrator ☐ Direct eye witness ☐ Other

Estimated # recruited[88]	**Age**	**Gender (tick one)**
`	☐ Mostly under 14 ☐ Mostly 14-17 ☐ Don't know	☐ Mostly girls ☐ Mostly boys ☐ About equal ☐ Don't know
Estimated # associated/used[89]	**Age**	**Gender (tick one)**
	☐ Mostly under 14 ☐ Mostly 14-17 ☐ Don't know	☐ Mostly girls ☐ Mostly boys ☐ About equal ☐ Don't know

Who is recruiting children?	**Where does recruitment take place?**	**Current location**
1.	**1.**	**1.**
2.	**2.**	**2.**
3.	**3.**	**3.**

Psychosocial wellbeing of Children (please refer to IASC MHPSS guidelines)

What are the main sources of stress for children? Select maximum of 5 sources.

☐ Presence of armed group / fear of recruitment
☐ Fear of sexual violence
☐ Being out of school
☐ Inability to meet basic needs
☐ Concerns about the future
☐ Fear of attack
☐ Violence within the family
☐ Being excluded from community life
☐ Concerns about poverty and financial issues
☐ Separation from family members

88 Recruitment: refers to compulsory, forced or voluntary conscription or enlistment of children into any kind of armed force or armed group(s) under the age stipulated in the international treaties applicable to the armed force or armed group in question.

89 Use of children: refers to the use of children by armed forces or armed groups in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies, collaborators. It does not only refer to a child who is taking or has taken direct part in hostilities.

☐ Problems with parents ☐ Others

_____

What are the main sources of stress for caregivers? Select maximum of 5.

☐ Presence of armed group / fear of recruitment ☐ Fear of attack
☐ Fear of sexual violence ☐ Violence within the family
☐ Being excluded from community life ☐ Inability to meet basic needs
☐ Concerns about poverty or financial issues ☐ Concerns about the future
☐ Separated from family members ☐ Not being able to care for children
☐ Others _____

Are children having an access to a safe space? ☐YES ☐NO

What are the main coping mechanisms of children to deal with stress?
Select maximum of 3

☐ Support from family ☐ Support from friends ☐ Support from teachers
☐ Support from neighbors or others in the community ☐ Participation in community activities (sports, social events etc) ☐ Praying-participating in religious activities
☐ Keeping quite/putting up with the situation ☐ Trying to find a solution on your own

Who are the most common people that children turn to for emotional support or when they have difficulties? Select maximum of 3

☐ Mother ☐ Father ☐ Grandmother ☐ Brothers / sisters ☐ Other Relatives
☐ Teachers ☐ Neighbors ☐ Religious groups ☐ Health workers ☐ Social workers or other professionals ☐ Friends

Is there any trained staff on psycho-social support in this community? ☐NO ☐YES
If yes, specify who _____

Access to services

Are children denied access to humanitarian assistance?

☐ **YES** ☐ **NO** ☐ **Do Not Know**

If yes, specify: _____

Are school/ hospitals attacked or used by armed groups/forces?

☐ **YES** ☐ **NO** ☐ **Do Not Know**

If yes, specify: _____

Services matrix

Services available	Number	Locations & managed by whom?	Functioning?	Accessible for children?
ONLY IF RELEVANT CLUSTER/S IS/ARE NOT COLLECTING!!!				
Health facility (including therapeutic feeding centers)			☐ Yes ☐ No ☐ Don't Know	☐ Yes ☐ No ☐ Don't Know
Education			☐ Yes ☐ No ☐ Don't Know	☐ Yes ☐ No ☐ Don't Know
Water & Sanitation			☐ Yes ☐ No ☐ Don't Know	☐ Yes ☐ No ☐ Don't Know
Food distribution			☐ Yes ☐ No ☐ Don't Know	☐ Yes ☐ No ☐ Don't Know
CHILD PROTECTION QUESTIONS				
Family tracing & reunification			☐ Yes ☐ No ☐ Don't Know	☐ Yes ☐ No ☐ Don't Know
Birth Registration			☐ Yes ☐ No ☐ Don't Know	☐ Yes ☐ No ☐ Don't Know
UXOs/Mine Risk Education			☐ Yes ☐ No ☐ Don't Know	☐ Yes ☐ No ☐ Don't Know
Child Friendly Spaces			☐ Yes ☐ No ☐ Don't Know	☐ Yes ☐ No ☐ Don't Know

Social work services			☐ Yes ☐ No ☐ Don't Know	☐ Yes ☐ No ☐ Don't Know
Child care institutions			☐ Yes ☐ No ☐ Don't Know	☐ Yes ☐ No ☐ Don't Know
Awareness Raising programs			☐ Yes ☐ No ☐ Don't Know	☐ Yes ☐ No ☐ Don't Know
Community based care			☐ Yes ☐ No ☐ Don't Know	☐ Yes ☐ No ☐ Don't Know
Services to address Sexual and Domestic Violence			☐ Yes ☐ No ☐ Don't Know	☐ Yes ☐ No ☐ Don't Know

Government Structure in the area

Name of the institution	Responsibility	# staff	Contact Info.

Community based structures/networks in the area (e.g. religious, youth, women associations etc)

Name of the institution	Responsibility	# staff	Contact Info.

Direct observation – notes: (Brief narrative description of the situation of children as directly observed during the visit)

Developed by

CHILD FRONTIERS