Module 2
Theory

Incorporating Core Guiding Principles into Child Protection
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Learning Objectives:
• To review both national and international legal standards in child protection
• To enhance participants’ understanding and use of the following principles: Best Interest of the Child, Do No Harm, and Non-Discrimination
• To gain skills in applying the three guiding principles in everyday situations and activities
• To identify best practices that incorporate the core guiding principles

Expected Results:
By the end of the module, participants will:
• Be knowledgeable about child rights and the legal standards for upholding them
• Be able to apply the principle The Best Interest of the Child to everyday situations
• Be able to apply the principle Do No Harm to all activities and decisions made concerning children, their families, and the community
• Be able to actively create and promote programs and activities that are non-discriminatory
Training is divided into sessions with a corresponding timeframe per session. It is highly recommended that the training to CPCs be done over several days as experience has shown that for participants to absorb the information tightly packed training sessions are ineffective. For **Module 2: Incorporating Core Guiding Principles into Child Protection**, it is recommended that each session be held as separate training days with a few hours each day over four days. Alternatively, the facilitator could combine Session 1 through 3 and 4 through 6 over two days.

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THEORETICAL MODULE

Facilitator Steps:

Session 1
Welcome and Introductions

Time: 30 minutes

Conduct the following if Module 2 is taught as a separate standalone module:

At the beginning of each module take the time to familiarize everyone with each other and also the facilitator. Participants should introduce themselves by giving their name, but also include either their position, organization, and why they are interested in working in child protection. They might also include a background of how many years they have been working with children and/or what significant event led them to take up this issue more professionally or voluntarily.

The facilitator should refer to the UNICEF activity book ###### on participatory training techniques for a variety of tools to use for introduction games, activities and sessions.

If Module 2 is combined in the same training with Module 1, begin the training module with a quick review of Module 1 to ensure all participants understand the basic key definitions of child protection, the rings of responsibility, vulnerability and how to identify child protection issues.
Session 2

Overview of the Legal Instruments Related to Child Protection

Time: 1 hour and 30 minutes

Depending on the amount of time available facilitators may wish to spend a shorter or longer time on the legal aspects of child protection. There is a separate module on the legal aspects so detail is not necessary for this module, but it can be incorporated into this lesson plan if preferred. Each step in Session 2 can be briefed with general discussions with participants to set the foundation for the discussion on the three core principles that follow the legal standards. The legal aspects are brought in at this point because of their relevance within the CRC and as a basis for their importance.

Note to Facilitator: Refer to the Action for the Rights of Children Training Manual/CD-ROM for completing the training on the legal instruments.

→Step 1: What are Legal Instruments, why do we have them, and where do they come from? (Group Discussion)

Time: 20 minutes

Brainstorm with participants by asking them if they understand what “legal instruments” mean, and if they do, ask them if they can name various instruments that relate to children.

Facilitator Notes:

Legal instruments are the laws and bi-laws within a community, a nation, and within a global, international society. They can refer to actual binding laws or principles, declarations, and other commitments made by governments but may not necessarily be binding. Legally binding refers to an exchange of promises and/or agreements between a society and its citizens, a nation and an international body, or a contract between two or more persons that if not kept is seen as a breach of the contract/law. Various repercussions can take place based on the breach of a law. Alternatively, governments may develop guiding principles or declarations, that although based on law (international, humanitarian or human rights) are not law in and of themselves. They serve as a standard to guide governments as well as international humanitarian and development agencies in providing assistance and protection. Examples of guiding principles include: The Universal Declaration of Human Rights, Guiding Principles on Internal Displacement.

Ask participants why we have laws and who creates them. This discussion will set the tone for the following discussion on the Convention on the Rights of the Child and Uganda’s Children Act.

The following is additional background information to prepare the discussion around legal standards. The discussion can be brief and tailored to the appropriate region/culture and level of education of participants. An important aspect of this session is to introduce participants to the many different types of laws that protect children, and to have participants reflect on how these laws are or are not imposed in their country. Ensure that the discussion also reflects on the local laws.

Refugee Law: Applies only to refugees, including children – ensures that they are safe and have rights similar to citizens in the asylum country
  • 1951 Refugee Convention
• Organization of African Unity (OAU) Convention
• Convention Governing the Specific Aspects of Refugee Problems in Africa

International Human Rights Law: Human rights are inherent entitlements which come to every person as a consequence of being human. Treaties and other sources of law generally serve to formally protect individuals and groups against actions which interfere with fundamental freedoms and human dignity.
• Convention on the Rights of Children
• Convention Against Torture
• Convention on the Elimination of Discrimination Against Women
• International Covenant on Civil and Political Rights

Regional Human Rights: These rights are developed within specific areas that may take into account the culture and regional contexts. They can sometimes provide higher standards of protection than an international treaty. For example, the African Charter on the Rights and Welfare of the Child prohibits all forms of military recruitment of children under the age of 18, whereas the Optional Protocol to the Convention on the Rights of the Child permits the voluntary recruitment of children under 18 by States in some instances.

AFRICA
Under the umbrella of the Organisation of African Unity (OAU), useful human rights instruments that can be referred to include:
• For children, the African Charter on the Rights and Welfare of the Child (1990)
• For refugees, the Convention Governing the Specific Aspects of Refugee Problems in Africa (1969)

Humanitarian Law/ Geneva Conventions
• The Geneva Conventions is international law governing the conduct of parties in war. It protects rights of civilians in war.
• Between the Fourth Geneva Convention, Protocol I and Protocol II, there are more than twenty provisions that give special protection to children affected by armed conflict.
• These apply to parties to conflicts, so apply very explicitly to rebel groups, unlike human rights conventions.
• For instance, protections against child sexual exploitation, basic needs for children, protection for separated children

National Laws: These are laws put in place by the Ugandan government that may be harmonized with international legal instruments, yet are governed under Ugandan courts and systems.
• Uganda’s Children Act
• OVC Policy

Reference to these laws can help bolster advocacy efforts when organizations or communities recognize a violation of rights.
→Step 2: The Convention on the Rights of the Child (Discussion with Optional Group Activity)

Time: 30 minutes

Facilitator Notes:

Begin this session by asking participants how familiar they are with the CRC. Capture information they say on a flipchart. As you discuss the CRC with participants make sure participants understand the following key points:

- The Convention of the Rights of the Child took ten years to develop through international consultations. Every country in the world, including Uganda, helped to develop the document. It was finalized in 1989 and was nearly universally ratified.
- The CRC offers the highest international standards of protection and assistance to minors. It is considered as a guiding tool in most major child protection strategies because of its almost universal acceptance and its high standards of protection for children.
- Uganda being a signatory to the CRC is under obligation to observe and enforce them in order to realize the goals of child protection.
- Definition of a Child: The convention considers a child to be under the age of 18.
- The CRC is:
  - Comprehensive: covers all aspects of a child’s life – ie. Physical, mental, spiritual, etc.
  - Universal: ratified by almost every country in the world (except two: USA, Somalia)
  - Binding: countries that ratify the convention are legally bound to implement it.

- Implementation means states are obliged to:
  - Promote the rights in the CRC
  - Harmonize national laws with the CRC
  - Collect information on the realization of children’s rights.

The CRC promotes the idea that rights do not exist alone. Rights aren’t realized by themselves. With every right there is an obligation. With every rights-claimer there is a duty-bearer. Parents have obligations to provide for children. However, children have obligations to their parents. Communities have obligations to assist families. However, families have responsibilities to communities. Etc.

There CRC has 54 articles but all of these articles fit into four main categories of rights:
- **Survival**: physical needs of children
- **Development**: cognitive, emotional, spiritual needs
- **Participation**: to express opinions, to be heard.
- **Protection**: to be protected from abuse, exploitation, neglect, insecurity

See Activity Sheet One for an *optional* exercise to further explore the articles of the CRC.

Time: 15 minutes

→Step 3: Guiding Principles in the CRC (Group Discussion)

Time: 20 minutes

Facilitator Notes:

This next step will help the facilitator lead into the core aspects of this module (Incorporating Guiding Principles into Child Protection) because two principles that will be highlighted in this module are core principles within the CRC.
Briefly discuss with participants the following four guiding principles within the CRC. These are the essential principles that apply to all child rights. The facilitator can use the triangle diagram to illustrate the principles:

- **Best Interest**: for all decisions related to a child, the best interest of this child should be considered first and foremost. Each child’s best interest should be considered as an individual.
- **Non-Discrimination**: All children are equally entitled to all of the rights in the convention. No child should be discriminated on the basis of gender, age, ethnicity, race, religion, physical abilities, etc.
- **Participation**: Children are no longer considered just property of their parents; nor are they passive recipients of charity. Children are active rights claimers. Children have the right to participate in the decisions that affect their lives. Three forms of participation include: Three forms of participation in decision making are:
  - **Information input** When primary school children draw pictures, the activity can be just recreation and self-expression. But it can also be participation, provided that adults use the pictures as a source of information about the children's thoughts and feelings in their decision making.
  - **Dialogue** Children have opinions and can discuss them with adults. When adults give the opinions "due weight" according to the child's age and maturity, then the children are participating in the decision-making process, according to the CRC.
  - **Decision-making** At an older age, young people can make some of their own decisions. For example, under national law adolescents may have the right to get married or to join the army. Even though these choices are usually subject to the approval of parents, the right of adolescents to decide what is in their own best interests shows that participation is a continuum: with an increase in age and maturity comes an increase in control over one's life.
- **Survival and Development**: Children’s mental, emotional and physical development are interlinked. All rights of children must be realized.

The 54 articles of the CRC are based on four guiding principles:
Step 4: Uganda’s Children’s Act (Discussion)
Time: 20 minutes

Following the discussion on the CRC, a brief discussion can be given on Uganda’s Children Act and how it is a result of the government of Uganda harmonizing its own laws with the Convention on the Rights of the Child. Depending on the amount of time available, copies of the Uganda Children’s Act can be distributed to participants and a general discussion can be given highlighting the commonalities and differences between the two.

NOTE: This session should be brief. A separate module on the Legal Aspects of Child Protection will cover the Uganda Children Act in more detail.
Session 3
The Best Interest of the Child

Time: 4 ½ hours

→ Step 1: Exploring the Definition (Group Discussion and Participatory Activity)
Time: 20 minutes for discussion and 2 hours for participatory activity

Facilitator Notes:

Discuss the definition of the Best Interest of the Child with participants by highlighting how the Uganda Children’s Act has also incorporated the principle. The Uganda Children Act refers to the “Welfare Principle”. This is equal to the definition of the Best Interest of the Child. According to the Uganda Children Act, it states:

“Whenever the state, a court or any person determines any question with respect to; the upbringing of a child, the administration of a child’s property or the application of any income arising from it, the child’s welfare shall be the paramount.”

It further concludes that the following issues must be taken into consideration when determining the welfare of the child:
- Timing
- Criteria for Decision Making
- Rights of the Child

Likewise Article 3 in the CRC requires that:

“In all actions concerning children, the state shall make the best interests of the child primary consideration.”

When discussing either the Best Interest of the Child or the Welfare Principle emphasize that three main applications are used: government policy making (Government Decisions), program design (Programming Decisions) and decisions made about children on an individual basis (Individual Decisions).

The Best Interest of a Child relates to our DECISION MAKING process with regards to children’s rights, well-being, positive development, protection and children’s wishes.
- Policy Decisions: Both the CRC and the Uganda Children Act requires States to analyze how each course of action may affect children. Because the interests of children are not always identical to adults' interests, and can at times even conflict, the State must carefully separate out the various interests at stake. The government does not have to take the course of action that is best for children, but if any conflicts are identified, the State must make the "best interests" of children "a primary consideration." This rule applies in budget allocations, in the making of laws, and in the administration of the government.

Program Decisions: Similar to how the government must create policies for the protection of all children in the state, organizations designing programs or making programming decisions on behalf of all children in a program location must do so considering how the rights, well-being, positive development, protection and children’s wishes will be affected on a broad scale. Therefore, rather than look at an individual child, organizations will assess a given population and design programs that will benefit
this entire population. For example, an organization may design an awareness raising campaign on the reintegration of former child soldiers. The program itself is not targeting any one child, but intends to bring awareness to support all former child soldiers. Participants should understand that the design of their activities can have an impact on an individual child or groups of children depending on how the activity is planned and implemented. In addition, how they respond (identify, report, refer, follow-up) to child protection cases must be carefully thought through on the basis of the Best Interest of the Child with careful evaluation to ensure that decisions are not solely made in the interest of the parent, the agency responding, or sometimes even the child’s own wishes.

Prior to moving onto Individual Decisions, engage participants in a participatory activity to explore the two types of decisions above. See Activity Sheet Two.

→ Step 2: Putting the Best Interest of the Child into Practice (Group Discussion and Group Activity)

Time: 2 hours

Following the participatory activity that looks at Government and Program decisions, the facilitator should add to the discussion by concluding with the third category of the Best Interest of the Child—Individual Children Decisions. Explain to participants that this is the most difficult decision of the three and it is also where they will most likely be more involved.

- **Individual Children Decisions**: When a decision is being made about an individual child, then the child's best interests must be, at a minimum, "a primary consideration." There are some situations where the child's welfare gets higher consideration. For example, in a case of abuse or neglect, a child can be separated from parents if it "is necessary for the best interests of the child" (art. 7). In an adoption case, the "best interests of the child shall be the paramount consideration" (art. 21). In these cases, how a course of action might affect the child must be looked at closely, which is a requirement similar to that in policy decisions. What can be different in individual cases is that under some CRC articles a child's welfare must be given priority over an adult's. For example, making a long term plan for an unaccompanied minor requires a decision about a child's best interests. A child might be an orphan living in a refugee camp, with grandparents in the country of origin, an uncle in a second country of asylum, and with an unrelated family in another country that would like to adopt the child. In deciding what is best for the child many factors would have to be considered, including "the desirability of continuity" of culture and language (art. 20), the preservation of family and nationality (art. 8), and the child's own desires, which must be considered according to the child's "age and maturity" (art. 12). The objective is to allow the child to "grow up in a family environment, in an atmosphere of happiness, love and understanding" (Preamble). The decision about a child's best interests can often be difficult; no single answer may be obviously and indisputably correct. (In the example, not enough "facts" were given to make a decision. More information would be needed: does the child have the legal status of "refugee"? How old is the child? What are the conditions in the home country? Are the grandparents able to raise the child? And so on).

Key to understanding the Best Interest of the Child is that this core principle is brought down to each and every individual child. The CRC and the Uganda Children Act are extensive legal texts
that cover the general child population. The Best Interest principle recognizes each child as unique and deserving of protected measures based on their specific, individualized circumstances. Decisions affecting one child may be greatly different for a child in another context. For example: It may be customary for a child to live with his mother if the parents are to divorce. However, if the mother is engaging in illegal activities this situation may not be in the best interest of the child despite cultural norms. Sometimes difficult decisions must be made and each individual right of a child must be assessed to determine the best interest of the child. In another example, in the case of a divorce a child’s right to education may be hindered if he/she lives with his mother and the mother is unable to provide school fees due to poverty. However, if the child lives with the father, although the child may receive school fees to continue education, a factor that could impact a child’s rights could be that the father is emotionally abusive to the child.

To help participants understand how to go about making the BEST decision for a child, explain to participants that they should take into consideration FIVE key concerns:

1. Take into consideration the rights of the child
   - Are the child’s rights being promoted or violated?
2. Take into consideration the welfare of the child
   - Are basic needs being met?
3. Take into consideration the positive development of the child
   - Is the child’s development (physical, emotional, cognitive, spiritual) affected?
4. Take into consideration the protection of the child
   - Is the child safe?
   - Will more harm be done to the child by the decision?
5. Take into consideration the child’s wishes
   - How does the child feel?

Explain to participants that when making a decision they should ask themselves questions that will help them consider the five points above. Some examples of these questions include:

- If the family is unable to respond to the problem, can I involve the community in helping to address this issue?
- What are the community resources available that may help the child in addressing this issue?
- By tapping into community resources will I create further harm to the child? Will the child be stigmatized or discriminated against?
- By making a decision to #### will the child’s rights be affected?
- Have I considered the welfare of the child if the child stays in this living situation?
- What type of impact and/or risks will this child face if I report the incident to the police?
- Am I prepared for the consequences of the result of my decision?
- Have I spoken to the child about how they feel about the decision that is going to be made?
- Have I spoken to the child about what they wish to do?
- Does the child have the capacity to participate in the decision-making process?
- Will including the child in the decision-making process pose risks to the child?
- Will my decision have any effects on the culture?

The Best Interest of the Child principle emphasizes that in addition to the decisions being made about a child, the evolving capacity of the child should also be considered in terms of their own participation and opinions concerning an action. This does not mean that what the child says or wishes should necessarily be granted. Including the child’s wishes and participation in the decision-making process means evaluating whether or not the child’s wishes/participation is harmful to their protection, rights, and well-being. The evolving capacity of the child reflects on whether or not the child is physically and mentally able to understand and make decisions.
year old child that says that they only want candy for dinner may not have the capacity to understand that candy does not have enough nutrition to provide a healthy meal and support the growth and development of the child. Therefore, it is important that one engage the child to seek their opinions, wishes; however the age and development of the child must be taken into consideration.

Engage participants in the next activity to explore how they understand the principle as it is applied to their own work as a Child Protection Committee/Community-based CP Structure.

Following the discussion, engage participants in the group activity. **See Activity Sheet Three**
Session 4
Non-Discrimination

Time: 3 hours

→Step 1: Personal Perspective (Group Activity)
Time: 30 minutes

See Activity Sheet Four

→Step 2: Defining Discrimination (Group Discussion)
Time: 20 minutes

Prior to step 3, the facilitator should now discuss the definition of discrimination and non-discrimination with participants to ensure the term is understood and references to the CRC can be linked to its importance.

Facilitator Notes:

Discrimination means treating an individual and/or group of people less well because of whom or what they are. The Human Rights committee defines discrimination as any distinction, exclusion, restriction or preference which is based on any ground such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing of all rights and freedoms.

According to the CRC, Article 2 states that, “States shall respect and ensure the rights set forth in the present convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parents or legal guardian’s race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, birth and other status.” In other words, every child within a State’s jurisdiction holds all CRC rights without regard to citizenship, immigration status or any other status. Refugee children, asylum seekers, and rejected asylum seekers are entitled to all rights of the CRC.

States parties should take all appropriate measures to ensure that a child is protected against all forms of discrimination or punishment on the basis of status, activities, expressed opinions or beliefs of a child’s guardians or family members.

→ Step 3: Categories of Discrimination (Group Activity)
Time: 1 hour

See Activity Sheet Five and/or Six

If the facilitator chooses to only engage participants in activity sheet five, then use the below notes for further discussion about discrimination. It is recommended to do Activity Sheet six to encourage participants to think through each consequence of discrimination rather than a general discussion by the facilitator.

Following this activity have participants think through the reasons for discrimination. The facilitator can illustrate the following points by listing what the participants say on a flipchart.
**Facilitator Notes:**

Groups of boys and girls discriminated against: *(Question to ask: *Who* is discriminated against?)*
- Children with disabilities
- Child Soldiers
- Children affected by HIV/AIDS
- Street Children
- Working Children
- Orphans
- Etc.

Reasons for Discrimination: *(Question to ask: *Why* are they discriminated?)*
- Poverty and other economic reasons
- Traditional/Cultural beliefs and practices
- Lack of education
- Lack of awareness
- Family environment
- Sex
- Etc.

Discrimination Behavior: *(Question to ask: *What* is the result of the discrimination?)*
- Limited opportunities (limited access to education)
- Limited scope of participation
- Inheritance law
- Abuse
- Family values boys over girls
- Etc.

Actions for preventing and combating discrimination may include, but not limited to: *(Question to ask: *How* can you prevent discrimination?)*
- Self empowerment
- Openness
- Awareness raising
- Creating advocacy groups and organizations (national organization of sex workers, disabled people to protect their rights and that of their children)
- Social mobilization
- Referrals and Networking

Based on the categories of discrimination that each group comes up with ask participants to think through the above issues and to think about the root causes and immediate causes of discrimination. The facilitator should then lead participants in a discussion about what might be some community actions that could combat each of these root or immediate causes of discrimination.

→ **Step 4: Contextualizing Non-Discrimination (Group Activity)**

Time: 1 hour

See **Activity Sheet Five**
Session 5
Do No Harm

Time: 5 hours

→ Step 1: Exploring the phrase “Do No Harm” (Group work)
Time: 20 minutes

Divide participants into pairs or groups of 3 and ask them to explore the phrase, “DO NO HARM”. Have the pairs discuss the following questions:

1. What does this phrase mean?
2. Who does it apply to?
3. Give examples of where harm has been done based on your definition.

After allowing participants to discuss this phrase in small groups or pairs, have participants volunteer to share with the wider group.

→ Step 2: Background and meaning of Do No Harm (Group Discussion)
Time: 30 minutes

Lead participants in a group discussion on the background and meaning of Do No Harm.

Facilitator Notes:

Do No Harm is based on the Hippocratic maxim to first do no harm; in other words, that efforts must be made to minimize possible negative effects and maximize possible benefits. It is the responsibility of those engaged in (aid, development, research, child protection response, etc.) to protect individuals from harm, as well as ensure that they experience the greatest possible benefits of involvement.

Often associated with the medical field and applied as an oath for doctors, the Do No Harm principle has expanded to include aspects of both aid and development work, with a heavy emphasis in conflict situations. Much work has been done on the Do No Harm approach in the context of international and national assistance in a given conflict, recovery, and stable situation. As a background, it is important to understand how aid and support can both help and hinder, both stop and drive, and both empower and disempower both conflicts and the people within them.

Do No Harm in Terms of Conflict and Emergencies:

When aid and support is given in the context of a conflict, it becomes a part of that context and thus also the conflict. Aid can reinforce, exacerbate, and prolong the issues; it can also help to reduce tensions and strengthen people's capacities to disengage from fighting and find peaceful options for solving problems. Aid agencies and others providing support have a new and profound opportunity to shape their relief and development work so it accomplishes its intended goals of alleviating human suffering and supporting the pursuit of sustainable economic and social systems.
Giving assistance in an active conflict setting, agencies must all be aware that their intervention causes "ripples" in the setting and they should try to minimize the negative impact that may come about as a result of their well-intended interventions.

The Do No Harm philosophy can serve as a "mirror" to be used while conducting relief or development work. Organizations, individuals and nations can therefore make an informed decision on how to approach the various situations, be able to reach out to the suffering and avoid worsening existing tensions. One may not be able to do away with the violence and destruction completely, but may find ways to de-legitimize the systems and structures that promote such practices.

**Do No Harm in Terms of Child Protection:**

In the context of Child Protection, therefore, the Do No Harm principle applies on several levels (refer back to the Rings of Responsibility: the Child Protection Framework):

- Child (or individual) level
- Family and/or community level
- Institutional and program level
- National Policy/Advocacy level
- International level

And it refers to our actions in terms of:

- Program design and implementation
- Identifying, reporting, referring, follow-up on CP cases
- Research, assessments and evaluations
- Media/Communication
- Policy and well-being decisions (Best Interest of the Child)

It is the responsibility of all relevant stakeholders in child protection to protect those individuals (children/families/community members) from harm as well as ensure that they experience the greatest possible benefit from their involvement in activities and programs. A child’s involvement in a program or willing participation in a set of actions must not only add value but must be greater than any harm that might be caused by the action. To Do No Harm, actions should empower individuals enabling them to take greater control of their lives rather than enhancing vulnerabilities and risks.

In child protection, to Do No Harm refers to every aspect of our work to protect children and the communities they live in. Below are examples of the five key areas with questions to consider as initiatives are set fourth.

**1. Program Design and Implementation**

*Example: Child Friendly Space*

If we are to provide a protective space for children in a conflict situation we must consider the approach we take to establish this space and evaluate its impact to the community from the immediate impact to the long-term effects. Questions one might want to consider could include:

- Will this space be a lasting initiative? If not, what will be the impact on children when the space closes?
- Will creating a space impact local initiatives or after school programs?
- Will this space become an easier target for children to become abused?
- Is this space replacing school programs?
- Will this space hire locally to implement the activities? And, will these persons be compensated for their participation? What impact will paying community volunteers have on the local economy? Will paying community volunteers create a form of dependency?
- Is the space located in an area that is accessible to all children? Are children at risk when commuting to and from the space?
- Are volunteers or staff qualified to work with children? If not, what impact will this have on a child’s positive development?

Ask participants if they can think of additional questions that they should be asking themselves when designing and implementing a program/activity.

2. Identifying, Reporting, Referring, and Follow-Up on Child Protection Cases

*Example: Child Identified as an Orphan*

If a child is identified as having been orphaned due to his/her parents dying of HIV/AIDS, the manner in which we handle this child’s case is crucial in determining whether the outcome is successful in terms of recovery, reintegration, and the overall future well-being of the child. Questions one might want to consider could include:

- How was this child identified? Was the method used stigmatizing in any way?
- Will other more vulnerable children be excluded based on the criteria used to identify children orphaned by HIV/AIDS?
- Was the child’s name and parents’ identity revealed openly in public forums when discussing next steps for this child?
- Was the community involved in identifying this child?
- Did the community and extended family participate in the decisions affecting this child?
- Was the child provided with proper guidance and information and allowed to participate in the decisions that will affect his/her future?
- Is the person providing guidance qualified and able to communicate with the child at his/her capacity?
- Were local initiatives and resources tapped into before referring the child to other authorities/organizations?
- Will the referring agency continue to follow-up the child?
- Does support to this child take into consideration long-term impact?

Ask participants if they can think of additional questions that they should be asking themselves when identifying, reporting, referring and following-up individual child protection cases.

3. Research, Assessments, Evaluations

*Example: Assessment on Formerly Abducted Children*

When research is carried out to assess the situation, conditions, and well-being of children, for example formerly abducted children, the methodology used in gathering information must protect the persons involved without causing further harm in the process. Participation of formerly abducted children in an assessment should add value greater than any harm that could be caused. Questions one might want to consider could include:
- Will the participation of formerly abducted children in this assessment risk their protection? Will their safety be put at risk in any way?
- Is it necessary to ask formerly abducted children about their past that could be emotionally draining and upsetting?
- Is the person gathering information qualified to respond if a child breaks down and cries?
- Are pseudonyms used to protect the identity of the child? If not, what will the effect be on the child if their story is revealed to the larger public?
- If participating in a group discussion with other formerly abducted children, is the interviewer sure that no child within the group is a spy?
- Where will the interviews take place? Is the environment comfortable and ensure a confidential atmosphere?
- Will participating in this assessment impact the lives of the formerly abducted children in any way? (School, livelihood, reputation, family life)
- Are the questions intrusive?
- Have these children been interviewed countless times in the past? What impact will this have on the research and the child’s involvement?
- Is the child comfortable speaking to the interviewer?
- Have you received consent from this child in terms of how their information may be used and disclosed?
- Have you allowed this child to opt out of the research?
- Is the research and/or assessment being carried out for the benefit of formerly abducted children or merely to gather information? How does the involvement of the child add value to their lives?

Ask participants if they can think of additional questions that they should be asking themselves when carrying out assessments, research or evaluations on child protection.

4. Media/Communication

Example: Newspaper reporting on a case of defilement

When we advocate and conduct awareness-raising campaigns, especially those that may involve the local media, for example, we must assess the risks that could rise as a result of publishing a story or speaking about specific issues publicly. Questions one might want to consider could include:

- Was the identity of the child revealed in the newspaper article? If yes, how will this impact the child, the family and the community?
- By telling the story of defilement, have you created more risk to the child’s protection due to the public attention in the case?
- Was a picture of the child used in the newspaper?
- Were known landmarks shown in the newspaper article that could give away the identity of the child or family or community where this event took place?
- Does the article condemn traditional practices or community responses in how the case was handled? Will this have a greater impact on the community based on how the issue was reported?
- How will making this case public affect the child? (School, friends, family, activities)
- Will speaking about this issue create further stigmatization towards the child?

Ask participants if they can think of additional questions that they should be asking themselves when deciding to have a communication or awareness campaign, especially if they involve the local media.
5. Policy and Well-Being Decisions (Best Interest of the Child)

Example: A child is sent to live with his/her mother after a divorce

When decisions are being made about a child’s well-being, for example in a custody case due to parents divorcing, children’s rights and protection must be key points in determining the best interest of the child. The decision should not harm the child. Questions one should consider could include:

- Is tradition or religion a deciding factor in the decision on where to place the child? Will this impact the safety and well-being of the child?
- Has the child been invited to participate in the decision-making process?
- Is the child’s full well-being and rights considered when decisions were made or was it based on customary practice?
- Are there policies in place that undermine the protection of children during custody battles?
- Does the policy or decision discriminate in anyway?
- Will living with the mother uproot the child?
- Does the child want to live with the mother?
- Will visitation rights of the father pose a protection risk?

Ask participants if they can think of additional questions that they should be asking themselves when policies and decisions are being made that concern the rights and protection of children.

Discuss with participants how their own actions and the activities they engage in can have negative impacts on children despite their well intentioned desire to protect children.

→ Step 3: Do No Harm Case Studies (Group Activity)
Time: 2 hours

To engage participants in real examples of programs and initiatives that may do harm, have participants explore various case studies that question the Do No Harm principle.

See Activity Sheet Six

→ Step 4: Analysis of our Interventions (Group Activity)
Time: 2 hours

To further explore the principle of Do No Harm, this activity challenges participants to think critically and debate how initiatives may cause or prevent harm.

See Activity Sheet Seven
Session 6
Evaluation and Closing

Time: 30 minutes

The facilitator should allow enough time for a proper closing that wraps up the module by briefly reviewing with participants the key objectives and goals that were achieved during the training. At this time, if the facilitator has prepared post exams and evaluation forms, the facilitator should distribute these to participants to complete. Below are formal evaluation forms for participants that can read and write. Alternatively, the facilitator should use evaluation techniques that can be done in a session that are completed orally or pictorially. For Pre/Post exams for this module, see Appendix 4. In addition, each module has a list of participatory evaluation tools that can be used to measure the effects of the training module. Refer to the Guidelines on Measuring Child Protection Training Modules for instructions on implementing these tools.

The facilitator should refer to the UNICEF activity book ###### on participatory training techniques for a variety of tools to use for closing games, activities and sessions.
MoGLSD/IASC Capacity Building on the Key Competencies in Child Protection Modular Series

Evaluation Form

Module 3: Incorporating the Core Guiding Principles into Child Protection

<table>
<thead>
<tr>
<th>Session</th>
<th>Please rate the session on a scale from 1 to 5 based on content and presentation. (1 being not very useful and 5 being very useful)</th>
<th>Did you find the practical exercises helpful in understanding the topic?</th>
<th>Mark an “X” by the sessions you would like to see expanded on if the training were longer.</th>
<th>What did you like most about the session?</th>
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<td>Non-Discrimination</td>
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Please explain how this module will be useful for your work back in your own organization/position:

Please include any additional topics/sessions you would like to see related to this Module that were not covered in this training:

Please make any additional comments below or on the back of this page.
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Activity Sheets

Module 2: Incorporating Core Guiding Principles into Child Protection
Activity Sheet One: Categorizing Rights

Time: 15 minutes

Objective:
- To familiarize participants with the categories of rights within the Convention on the Rights of the Child
- To explore a deeper understanding of child rights

Materials: Poster Board/Paper for signs, markers, copy of CRC

Instructions:

After explaining the four basic categories the 54 articles within the CRC fall under, engage the participants in an exercise that tests their understanding of the categories: Survival, Development, Protection, Participation.

1. The facilitator will place four signs around the room or area. On each sign should be written one of the categories: Survival, Development, Protection, and Participation.

2. Ask participants to stand up and move and stand next to the sign that best describes the Right that you will read aloud. For example: if the facilitator reads, “The child will have the right to leisure and cultural activities”

3. Participants will then need to think about this Right and stand under the sign that best categorizes this right.

**THERE ARE NO RIGHT OR WRONG ANSWERS TO THIS ACTIVITY SO LONG AS PARTICIPANTS CAN EXPLAIN THEIR REASONING BEHIND WHY THEY CHOSE TO STAND UNDER A SPECIFIC CATEGORY.**

4. If 2 participants stand under the sign for “Development” and 4 stand under the sign for “Protection”…ask one volunteer from each group to explain why they chose to stand under that particular category.

One participant may say that “The right to leisure and play is a natural way for children to learn and so this helps with their development.” Another participant might say, “When children play together they learn about their culture and they make friends. This activity is actually protecting them by helping them understand their cultural traditions (for example a cultural tradition of walking together in groups vs. walking alone) and making friends instills a sense of trust and belonging that can help them when they might be in need of support.

Many of the rights although they seem like they fit nicely into one category can actually fit into two or three categories. The right to health care might be for protection, survival and development. Without health care they may not survive, they may be endanger of various diseases, or impact their physical or mental development due to not receiving health care.

The facilitator should continue to read off a number of Rights and ask participants their reasoning behind their choice.
Activity Sheet Two: The Best Interest of the Child Policy and Programming Decisions

Time: 1 hour

Objective:
- To engage participants in mock policy and program designs to encourage thinking about how the Best Interest of the Child applies in these contexts

To Materials: Handout on policy and program design, flipchart paper, markers, masking tape

Instructions:

1. Divide the participants into 4 groups. Although separate groups, two groups will have the same policy task and the other two groups will have the same Program task.
2. Provide each of the groups with the following handout:

   Group 1 & 2: Policy:
   “All children under 5 years must attend pre-school/nursery school”

   Group 3 & 4: Program:
   “Pre-School/Nursery School program provides scholarships for families who earn less than 2000Ush a day”

   You designed this policy/program in the Best Interest of the children in Uganda. How do you know your program/policy is in the best interest of the children in Uganda? Create a list of the key issues you thought of to make this decision.

3. Ask each group to look at the policy or program and come up with a list of key issues that prove that this policy/program is in the Best Interest of the Child. At this point groups should AGREE that it is in the Best Interest of the Child.
4. After each group has finished the first task, have each of the groups come up to present their policy or program. Arrange the presentations so that when the policy groups come up, they are presenting before the Parliament and NGO representatives are present. When the program groups come up they are presenting before the Government. Have both policy groups present first, followed by both program groups. Explain to the audience that they are either the “Government” listening to the NGOs present a program and they will need to make a decision about whether to take on this program. Or, explain to the audience that they represent the Parliament and NGO representatives and they are presenting a new policy that needs to be approved and accepted into law.
5. After each group presents allow a bit of discussion but not much.
6. Now the groups are going to return to their groups but review the opposite group. So, group 1 of Policy will take the flipchart notes of Group 2 of Programs. Group 2 of Policy will take the flipchart notes of Group 4 of Program. Group 3 of Programs will take the flipchart paper of Group 1 of Policy. And, finally group 4 of programs will take the flipchart notes of Group 2 of Policy.
7. Each group should reflect and evaluate either the program or policy given and determine if their reasoning as to why this policy or program is in the Best Interest of the Child truly reflects the Best Decision for all children. The groups can agree or disagree to how the group designed the policy or program. If they disagree they must justify the reasons why they disagree and list these on flipchart. If they agree they can add to the group’s decision by supplementing additional points that will make the policy or program stronger.
8. After each group has had a chance to review the policy or program they should return to the group and present the findings.
Activity Sheet Three: The Best Interest of the Child Case Studies

Time: 1 hour

Alternative Method 2 is highly recommended for a more lively activity and if you feel participants have a stronger grasp on how to determine the best interest of the child.

Objectives:
- To explore how the best interest of the child principle applies to everyday situations, programs, and responding to child protection cases.
- To practice analyzing difficult child protection scenarios to appreciate the details involved in making decisions for the protection of children.

Materials: Case study handouts, flipchart paper, markers, tape

Instructions:

1. Divide participants into three small groups.
2. Provide each group with a case study and have them explore the case and answer the questions following the scenario.
3. The case studies are illustrated through either a general child protection concern or a specific action taken by an NGO through their programs. The best interest of the child should be analyzed in both scenarios.
4. Participants should write up their responses on flipchart. Following each group work, participants should return to the larger group and present their discussion/conclusion to the wider group.

Alternative Method #1:

If you find that the participants have difficult reading and/or are illiterate, the activity can be done as a group whereby the facilitator reads the scenario and the group debates the issue out loud. To do this, encourage all participants to speak so that one or two do not dominate the discussion.

Alternative Method #2:

Rather than have each group look through the case study and come up with answers, choose one case scenario and have participants debate the issue. On one side have participants agree that the case was in the best interest of the child. On the other side have participants disagree with the case as in the best interest of the child. Both sides must back up their debate and reasoning with specific factors they believe to support their argument.

Case Studies:

1. Cleansing Ceremony

A formerly abducted child returns from captivity. It has been 10 years since the child has been away and many changes have taken place with this child, including her religious beliefs. To reintegrate her back into the community her family insists that she go through a public cleansing ceremony. The child, however, does not believe in these traditions and does not feel comfortable going through the ceremony. Her family refuses to take her back into the house unless she goes through the ceremony. The child, however, would like to return and go to the church to be blessed and forgiven of her sins (since she is a Christian), she does not want to practice the old traditions of her family. Despite the child’s wishes, the family forces her to go through a public cleansing
ceremony. She is welcomed back into the family, but the girl finds that she is teased at school now and treated differently. Some people in the community still see her as evil.

Discuss the following questions:

- Does this scenario present the Best Interest of the Child?
- If yes, why?
- If no, what would you do differently?
- What factors are you considering to determine the best interest of the child?

2. Child Prostitution

A family has three children, two girls and one boy. The family is very poor and they cannot support themselves nor send the children to school. So, the family decides to send both girls to town to earn money as sex workers. This money will help sustain the family and send the boy child to school. After two years someone discovers what this family is doing. By now, the boy is in secondary school thanks to his sisters extra income. A local NGO speaks with the family and informs them that they will report them to the police if they continue to send their girl children to work as sex workers. The family agrees to stop. This results in the boy dropping out of school because there is no longer any money to support his education.

Discuss the following questions:

- Was the action of local NGO in the best interest of the two girl children?
- If yes, why?
- If no, what would you do differently?
- Was the action of the local NGO in the best interest of the boy child in the family?
- If yes, why?
- If no, what would you do differently?
- What factors are you considering when determining whether your action is in the best interest of the child?

3. An Orphan

A young boy becomes orphaned after both his mother and father die of HIV/AIDS. The boy has two options. He can go and live with his uncle in a nearby town and stay close to his friends, or the boy can be sent to live in an orphanage where he will be guaranteed food and an education at the center. The social worker decides to send the boy to the orphanage.

Discuss the following questions:

- Was this action in the best interest of the child?
- If yes, why?
- If no, why not, and what would you do differently?
- What factors are you considering when determining whether your action is in the best interest of the child?

4. Targeting Disabled Children

A local NGO decides to distribute soup and blankets to all disabled children in the village. One of the households with a disabled child also has five other children that are also in need of soap and blankets. The other five children are not disabled. But, because the other children are not disabled the NGO will not provide soap or blankets to these children. The disabled child receives the soap and blanket during the distribution event, however on return to the house the soap and
blanket are taken away and the disabled child is left with nothing and continues to suffer in silence.

Discuss the following questions:

- What is the problem?
- Was this activity in the Best Interest of the Child?
- What factors are you considering to determine if this is in the Best Interest of the Child?
- What would you do differently?
- How might you change the activity to ensure that the more vulnerable child is benefiting without also stigmatizing or causing resentment within the community/household?

5. Responding to a Sexual Abuse Case

A CPC member is informed that a young girl of 13 has been defiled. The CPC member immediately follows up on the case and on arrival to the house where the girl lives proceeds to find out information by talking to the girl and also her parents that are there. The parents know that if this information is to get out into the community that their daughter will be stigmatized and she will never be able to marry in the future. They would like to take her to the doctor and have her treated but they would like to handle the case internally so that there is not a lot of publicity. The CPC member, however, decides that because it is a case of defilement that it must be reported immediately to the police. The presence of police now in the village cause suspicion and before long everyone in the village knows that the girl has been defiled.

Discuss the following questions:

- Was the action taken by the CPC member in the best interest of the child?
- If yes, why?
- If no, why not?
- What action would you do differently?
- What factors are you considering when determining the best interest of the child?
Activity Sheet Four: Personal Perspectives on Discrimination

Time: 30 minutes

Objectives:
- To allow participants to reflect on their own experiences in relation to the concept of discrimination
- To appreciate the different forms of discrimination people will share within the group

Materials: listening

Instructions:

1. Ask participants to break into groups (this can be male/female or female/female and male/male groups). The make up of the group will depend on how open and comfortable you feel participants are with each other. Alternatively, participants can break up into pairs.

2. In each group ask participants to think about a time where they felt discriminated against. Ask participants to share the story with the rest of the group and have the others listen. Determine the aspect of discrimination, ie. Race, sex, age, disability, political opinion, etc. Participants can also choose to tell a story of someone they know that has been discriminated against if they do not wish to share their own story, or if they do not have a personal story. If participants share the story of a friend or someone they know, ask them to keep this person anonymous.

3. Following the group discussions, ask participants to share their stories with the larger group, however focus on one story per category…for example, ask for one story that describes discrimination in terms of Race, or one story that entailed discrimination on age. If there are no personal stories, ask participants if they have seen or heard of any cases within their community that dealt with this particular form of discrimination. Try to cover a number of the different reasons for why people are discriminated against.

- Age
- Race
- Color
- Sex
- Political Opinion
- Religion
- Disability

- Nationality
- Ethnic Group
- Employment
- Education
- Economic Status
- Martial Status
- Family Background
Activity Sheet Five: Group Categories of Discrimination

Time: 30 minutes

Objectives:
- To identify different categories of discrimination within the context of Uganda that affect children.
- To identify the behavior of discrimination that accompanies the category
- To identify local actions that can help prevent or respond to discrimination

Resources: flipchart paper, markers, tape

Instructions:

1. Ask participants to divide into groups.

2. Each group should explore different categories of discrimination and create a list of how these affect children. For example: religion, perhaps under this category participants reflect and realize that children of “x” religion are not allowed to participate in sports clubs. Or, children of “x” religion wear specific head wear. Because they are immediately recognized as “x” religion because of their head wear, they are not allowed to attend school unless they remove their headwear.

3. Ask participants to think of each category and give real life examples illustrating children within the community that are discriminated against.

4. Following this step, ask participants to identify the behaviour that is associated with a particular type of discrimination. For example, a child is bullied, or girl children receiving no inheritance if their parents die, or disabled children not being allowed to participate in sports clubs. Have participants think about how this discrimination affects different rights. For example, a child with blue eyes is discriminated against at school and is bullied. This bulling affects the child so much that the child drops out of school. In this scenario what rights have been affected? For each of the behaviours that participants identify, have them ask the question:

What rights of the child are impacted because of this discrimination behaviour?

5. After each behaviour ask participants to think of counter actions that could prevent or respond to such discrimination.

6. Participants should present their findings to the larger group.
Activity Sheet Six: Exploring the Consequences of Discrimination

Time: 1 hour

Objective:
- To encourage participants to think deeply about the affects of discrimination
- To highlight the positive contributions people who are discriminated against can add to society and to their own development
- To identify various means for preventing certain forms of discrimination

Materials: Cut out cards of different colors and shapes and sizes (circles, squares, triangles, ovals, etc), Masking tape, markers, flipchart

Instructions:
1. To begin this activity, start off by asking participants in a plenary group if they can name the various forms of discrimination they have seen in their communities. Continue brainstorming with participants until you have a long list of examples.
2. If you have 20 participants choose ten different examples to use in the exercise. If you have 10 participants choose 5 examples. Etc.
3. Depending on the number of examples you will choose, write each example on a separate cut out card (large rectangle) and place these separately around the room. On one wall you might have two examples and on another wall you might have one example, and so forth.
4. Now, pair up participants. Choose participants randomly and ask them to go and stand by one of the examples on the wall. For example: You might have chosen, “Street children”, “Women”, “Disabled children”, “Children affected by HIV/AIDS”, and “Widows”. Two participants will become “Women”, Two other participants will become “Street Children”, and so forth.
5. Once everyone is standing in front of their example, ask each pair to look at the example and to come up with a list of all the GOOD qualities of that example and to write down how they contribute to society.
6. Pass out a different color shape to each pair and ask them to write their answers on this shape. After they have completed their list have participants tape this shape underneath the example but to turn it over so that no one can read what they have written.
7. Now, ask each pair to move to their LEFT and to stand by the example that is immediately next to them. So, those that were “Women” would move to the left and find the next example that might be “Street Children”. After each pair has changed places, provide each pair with another set of shapes that are different than the last one. Ask each group to look at the new example and have them list all the reasons WHY these individuals are discriminated against. Have each pair write up their responses on the shapes and to tape them up on the wall where everyone can see.
8. Once each pair has explored this question, again ask each pair to move to their LEFT and change places again. So now the group that was standing by “women” would move to “street children” and those standing by “street children” would move to “Widow” for example.
9. Ask each pair to look at the new example and also all the reasons why this person is discriminated against. Provide each pair with a set of new shapes. Ask each pair to now come up with a list of HOW this individual is discriminated against. They should write their answers on the shapes and post it up so everyone can see.
10. Once each pair has explored this question, again ask each pair to move to their LEFT and change places.
11. Ask each pair to look at the new example and all the reasons for why and how this person is discriminated against. Provide each pair with a set of new shapes. Ask each pair to now come up with a list of the CONSEQUENCES for this discrimination. (Or what is the result of this discrimination) They should write their answers on the shapes and post it up so everyone can see.
12. Once each pair has explored this question, again ask each pair to move to their LEFT and change places again.
13. Ask each pair to look at the new example and all the reasons for why, how, and results of the discrimination being done and now ask the question, “What rights are violated because of this discrimination?” Provide each pair again with a different set of shapes and have them write up their responses and tape them around the example so that everyone can see.
14. Once each pair has explored this question, again ask each pair to move to their LEFT and change places again.
15. Ask each pair to look at the new example and all the reasons for why, how, results, and right violations that take place because of discrimination. Ask this group to turn over the card that no one is able to read. (The one that spoke about the positive contributions and good qualities this individual has on society). Ask them to look at these qualities and attributes and to think of examples of ways to PREVENT this discrimination in the future and ways they can tap into this positive contribution and good qualities of this individual.

16. Provide each pair with a set of different colored shapes and have them write up their responses and tape them around the example so everyone can see.

17. Once each pair has finished exploring this last task, ask each pair to return to THEIR original example. So, if a pair is now standing by “Children Affected by AIDs” but they started off with “Street Children”, they should return to where “Street Children” is posted.

18. Ask each pair to look at what everyone said about them. They should now come up with a final list about how THEY can help themselves end some of the discrimination that happens to them. Provide different colored shapes for the pair to write on and post up on the wall so everyone can read.

19. After each pair has completed their task, have them return to their seats and discuss with all participants in a plenary group the following questions:
   a. What did you learn while doing this activity?
   b. What similarities did you find with each of the different groups that were discriminated against?
   c. What strengths did you learn about that you were unaware of before?
   d. How might you apply these lessons back into your own community and programs?
Activity Sheet Seven: Equality Line

Time: 1 hour

Objectives:
- To illustrate to participants how different members of society are discriminated against due to their age, sex, power, economic status, etc.

Resources: Description cards, Facilitator’s script

Instructions:

1. Have all participants stand up and one at a time ask each one to come and see you (Facilitator) in a separate space where you can talk to them without the rest of the group hearing.

2. Each participant will be given a role to play. This role will be illustrated on a note card. Explain to the participant who they are and that you want them not to share their card or identity with other participants.

3. Each participant will take on one role. The following are examples of roles that can be given, although others can be created to better fit the local context or specific community.

   - A 13 year old girl, orphaned.
   - A 60 year old man
   - The local council member, 32 year old man
   - A 26 year old woman, widowed, 2 children under 5 years
   - A 10 year old boy in a wheelchair
   - A 9 year old boy
   - A 16 year old girl who is blind
   - A former LRA child soldier, now 28 years old, a man
   - A former LRA child soldier, now 23 years old, a woman with a baby
   - A priest, male 40 years old
   - An uneducated woman, farmer 35 years old
   - A 30 year old man living with HIV/AIDS
   - A 16 year old girl with a baby
   - A male teacher, 26 years
   - A village chief, 78 years
   - Street working girl, 12 years
   - A nurse, 32 years
   - A police woman, 25 years old

4. Once every participant has been given their role, ask the participants to stand in a line. (Have participants stand against a fence or something in the back and give plenty of space for the participants to walk forward.)

5. The facilitator will read a script, one sentence at a time. Ask participants to take a step forward if they can answer YES or AGREE with the sentence.

Script:

I woke up this morning and I had a healthy breakfast to eat.
I am not physically or mentally impaired.
I have a house where I feel comfortable and secure.
I have never suffered or experienced discrimination
I have a family that takes care of me.
I walked to town today.
As I walked, people greeted me with smiles.
I picked up a newspaper and read the daily news.
I have many friends I can talk with and share my troubles and joy with.
I wrote a letter to my friend.
I had some extra money to spare so I mailed the letter.
I went to a restaurant to eat my lunch.
I made a telephone call using my mobile phone.
I thought about my life and am proud to say I graduated from university.
I have never been exposed to physical abuse.
I am not exposed to sexual abuse.
I am lucky because I have never been recruited into the armed groups or forces
I am not sick or ill
I can access health services if I do get sick
I am consulted on decisions and matters affecting my life.
I can vote.

6. After the entire script has been read, ask participants to look around and see how far they have come. Some participants will have taken many steps and will be at the front of the line, others will have taken maybe one or two, and still others may not have taken any.

7. Ask the participant who is in the front to reveal who he/she is. Ask participants why they think he/she was able to take so many steps.

8. Next, ask the person who is in the very back who they represent. Ask participants why they think this person was unable to move forward. What types of discrimination exist for this person?

Go through each participant and have the group discuss the obstacles that exist. Do participants see this in their community today? How can they prevent or change the situation within their culture to lesson the discrimination?

NOTE: This exercise is often also used to illustrate the issue of Power and is commonly phrased as the Power Walk. With power often comes a lesser degree of discrimination. When discussing discrimination you can also point out the aspects of power that come with someone who is not discriminated against and those with power how they can use their power to discriminate others.
Activity Sheet Eight: Do No Harm Case Studies/Role Play

Time: 2 hours

Objectives:
- To illustrate through case studies the various situations where the Do No Harm principle is compromised or not upheld.
- To encourage participants to think through various actions that could cause harm to the community and/or children they are working with.

Materials: Case study handouts, flipchart, markers

Instructions:

Method 1: Divide participants into several groups. Provide each group with a handout of one case scenario. Ask participants to read the case scenario and answer the following questions:

1. Did this program/activity/action do harm?
2. If so, how?
3. If no, why not?
4. If the group concludes that no harm has been done:
   a. What are the consequences of the action if no harm was done?
5. If the group concludes harm has been done:
   a. What are the consequences of the action if harm is done?

(Each case scenario has specific questions that relate specifically to that case that can be included as questions the participants should answer.)

Method 2: Divide participants into several groups. Read one case scenario to each group. Have the participants explore the scenario to determine if harm has been done. Ask participants to create two role plays. The first role play should illustrate the case study and describe how the situation will do harm. The second role play should illustrate the case study by changing it so that harm is not done.

The following are examples of Case Scenarios that can be used for either method above.

Case Study 1:
An aid group finds a group of IDPs in desperate need of food, water and medical care. They know that the rebel groups are watching their every move and if they help the people the people will be discovered. The aid group decides to respond to the need of the people despite the risk that the rebels will discover the people and potentially kill them. Has the aid group done harm? If so, how? If no, why not? What are the consequences on either side?

Case Study 2:
A group with lots of money comes in and realizes that the community is badly affected by HIV/AIDS and there are many children who have lost one or both of their parents. The group decides to build an orphanage outside the village. Children who have lost their parents will now live in this orphanage and receive food, education and clothing. Has the organization done harm? If yes, how? If no, why not? Has building an orphanage affected the community? What dangers will this orphanage pose in the future?

Case Study 3:
A group comes into a village and has the mandate to work only with child soldiers. They are to provide former child soldiers with education scholarships. Has this group done harm?

Case Study 4:
A group comes to the community and talks to children about their rights. They do not include parents in the discussion. Responsibility is not discussed. Will this have a reverse affect on the parents? What harm might be done?
Case Study 5:
Women are empowered in the community to start local groups and participate in leadership roles. The men do not accept these roles. Have you empowered the women?

Case Study 6:
Organizations come into a camp and realize that many women do not have jobs. To help empower women, provide them skills, and enable them to support themselves and not be solely dependent on their husbands, vocational training is set up for women in the community. Many women are now working in the camps and earning an income. The men continue to drink and beat their wives. Did this program do harm?

Case Study 7:
A CPC member takes in an orphan child to his house to care for him. The child was being beaten and kicked out of his own house. The child is now being fed and can go to school with the other children in the family. How do other children in the same situation feel? What are the consequences of such action? (To the CPC member, to the child, to other children in the household, to other children in the community) The CPC member knows that the child will be cared for under his/her supervision, but because the child is not his own, unless there is a scholarship, the child will not be sent to school to further his education because the CPC member must send his own children to school first. Has caring for an orphan done harm?

Case Study 8:
A cleansing ceremony is performed on a returning child soldier. The child does not want to go through the ceremony. The community insists. The child is forced to go through the ceremony. Has harm been done?

Case Study 9:
A researcher decides to speak to gender-based violence victims. The discussion is done in the village outside the house of each individual. What potential harm can be done?

Case Study 10:
A journalist is doing a story on child soldiers in Northern Uganda. They want to bring more attention to the war to increase advocacy and funding for Northern Uganda. The journalist does a story on a child who has recently returned. The journalist takes the photo of the child and the story is covered in Ugandan newspapers as well as international media outlets. What harm has been done?

Case Study 11:
Aid agencies distribute food aid to IDP families. Food is shipped in from different locations outside of Uganda. What harm has been done?
Activity Sheet Nine: Blocks of Protection or Blocks of Harm? (JENGA)

Time: 1 hour

Objectives:
- To encourage participants to think critically about their actions and whether despite their good intentions there is the possibility to do more harm to a child and/or their family/community.
- To illustrate how making decisions about our actions to support and help children and their communities is not always easy.

Materials: Approximately 30 to 54 blocks of rectangular-shaped wood all the same shape, size and weight (3 times as long as it is wide)—the larger the blocks the better, different colored paper or colored dot stickers, tape/glue, black pen, case scenarios, bag/bowl

NOTE: This activity is based on the popular game Jenga, meaning “to build” in Swahili.

Instructions:

1. This is an activity that is done together in one large group.
2. Prior to this activity the facilitator should prepare the blocks and paper slips.
   a. Each wooden block should have a small piece of paper either glued or taped to the side of the block. Each block should have a different color. The colored dot stickers can also be used as an alternative to the colored paper. All blocks should be marked with various colors (try to use as many colors as possible: red, blue, yellow, green, pink, black, brown, grey, white, orange, purple, etc) It is okay to repeat some of the colors but do not have all blocks with the same color.
   b. Once each block is marked with a color, the blocks should be stacked on top of each other in different patterns. Each block is 3 times as long as it is wide, and slightly smaller in height than in width. The blocks are stacked in a tower formation; each story is three blocks placed adjacent to each other along their long side, and each story is placed perpendicular to the previous (so, for example if the blocks in the first story are pointing north-south, the second story blocks will point east-west). There are therefore 10 stories to the tower. See illustration below:

   c. The stack of blocks should be placed on a table where all participants can observe.
   d. One block (placed lastly at the top of the stack) should be illustrated later to participants as representing a child. No color should be placed on this block…however the word CHILD can be written in large letters across the block.
   e. The Facilitator should also prepare beforehand slips of paper with specific cases written on each paper. The cases should be written on different colored papers (corresponding to the blocks). Below is a list of cases that can be written on the slips of paper.
   f. The papers should be folded and placed in either a bowl or bag where participants cannot view the color or wording.
3. To begin this activity, begin by stacking all the blocks one on top of the other in various directions. Explain to participants that each block represents an activity or initiative by an organization, a CPC, the government, etc. Each of these activities are aimed at protecting and supporting a child. The last block the facilitator will place at
the top of the stack represents the child. Explain that everything under the child should promote empowerment and protection...this is why the child is at the top with support underneath.

4. After explaining what the stack of blocks represents, ask one participant to reach in the bowl or bag and pull out a slip of paper. Either the participant or the facilitator can read the case.

5. As a group discuss the case scenario and decide as a group whether this case can do harm to a child. Encourage a lively debate if possible to ensure participants really think through the case study. If participants immediately respond no, ask various questions regarding the case to prompt further discussion and thought.

6. If it is concluded that the case study can do harm, ask the participant that drew the slip of paper to pull out one of the blocks from the stack in the front of the room that has a corresponding color. Explain to participants that they cannot take the top block. This block represents the child. All blocks below the child are activities and forms of support by various stakeholders and actors. The participants should remove only one block but they must NOT allow any other blocks to fall when they remove the block. If other blocks fall, harm will be done to the child.

7. After the participant removes the block, continue with the exercise again by asking another participant to draw a slip of paper from the bowl or bag and again debating the case scenario within the group. If it is concluded that the case scenario can do harm, again, ask the participant to remove one block that corresponds to the color on the slip of paper.

8. Continue this exercise going through each slip of paper.

9. As the activity continues it will become more and more difficult to remove various blocks due to their angle or their need to uphold other blocks so that the “Child” block does not fall. This is where the activity becomes interesting for all participants as they carefully try to make decisions on how keep the blocks from collapsing.

10. If at any time the entire stack of blocks collapses the facilitator can start over and restack the blocks to continue with the game. However, the facilitator should stress each time the blocks collapse that the effect is harmful to the child. Each activity, if not thought through carefully, can have a rippling effect and rather support a child and/or community can make their situation worse.

11. Bonus: When a case scenario is drawn and it is concluded that the situation will NOT DO HARM, participants are then able to replace a block that was removed from the stack. They can put the block anywhere they want, including on top of the child block. By adding blocks they can continue to support the child…but each time a block is removed this is less and less support that is being given and the possibility that some of this support is actually doing more harm than good.

**Examples of Cases to be written on the slips of colored paper:**

1. Soap is handed out to only formerly abducted children in the community.
2. A CPC member interviews a child who was abused in front of other family members and the neighbors.
3. A photo is taken of a newly escaped child from the LRA and placed on the front cover of a newspaper.
4. A CPC member decides to pay the school fees of an orphan child in the village.
5. A child friendly space is created for children in a camp. The space is located next to the military barracks.
6. Night commuting centers decide to provide food for the children sleeping at the center.
7. Latrines are built for an IDP camp by a local organization. The latrines are located on the edge of the camp.
8. An orphanage is built outside the community for children living with HIV/AIDS.
9. A CPC member counsels a family to stop prostituting their girl children for money for the family. The family stops. The boy child no longer can go to school because there is no money.
10. A child’s rights campaign is held in the village.
11. A child is defiled. The CPC member takes the child to the police.
12. Children experiencing the recent floods are asked to present their stories at a national conference.
13. Sponsored children in the village receive special presents from their sponsor in Europe.
15. An NGO gives out educational scholarships to children.

The Facilitator can think of additional examples for this exercise that are relevant to the local context. Enough examples should be given so that all blocks have a corresponding Do No Harm case.
Appendix 1

Do No Harm Fact Sheet

DO NO HARM

In child protection, to Do No Harm refers to every aspect of our work to protect children and the communities they live in. Below are examples of the five key areas with questions to consider as initiatives are set forth.

1. Program Design and Implementation

Example: Child Friendly Space

If we are to provide a protective space for children in a conflict situation we must consider the approach we take to establish this space and evaluate its impact to the community from the immediate impact to the long-term effects. Questions one might want to consider could include:

- Will this space be a lasting initiative? If not, what will be the impact on children when the space closes?
- Will creating a space impact local initiatives or after school programs?
- Will this space become an easier target for children to become abused?
- Is this space replacing school programs?
- Will this space hire locally to implement the activities? And, will these persons be compensated for their participation? What impact will paying community volunteers have on the local economy? Will paying community volunteers create a form of dependency?
- Is the space located in an area that is accessible to all children? Are children at risk when commuting to and from the space?
- Are volunteers or staff qualified to work with children? If not, what impact will this have on a child’s positive development?

Ask participants if they can think of additional questions that they should be asking themselves when designing and implementing a program/activity.

2. Identifying, Reporting, Referring, and Follow-Up on Child Protection Cases

Example: Child Identified as an Orphan

If a child is identified as having been orphaned due to his/her parents dying of HIV/AIDs the manner in which we handle this child’s case is crucial in determining whether the outcome is successful in terms of recovery, reintegration, and the overall future well-being of the child. Questions one might want to consider could include:

- How was this child identified? Was the method used stigmatizing in anyway?
- Will other more vulnerable children be excluded based on the criteria used to identify children orphaned by HIV/AIDs?
- Was the child’s name and parents’ identity revealed openly in public forums when discussing next steps for this child?
- Was the community involved in identifying this child?
- Did the community and extended family participate in the decisions affecting this child?
- Was the child provided with proper guidance and information and allowed to participate in the decisions that will affect his/her future?
- Is the person providing guidance qualified and able to communicate with the child at his/her capacity?
- Were local initiatives and resources tapped into before referring the child to other authorities/organizations?
- Will the referring agency continue to follow-up the child?
- Does support to this child take into consideration long-term impact?
Ask participants if they can think of additional questions that they should be asking themselves when identifying, reporting, referring and following-up individual child protection cases.

3. Research, Assessments, Evaluations

Example: Assessment on Formerly Abducted Children

When research is carried out to assess the situation, conditions, and well-being of children, for example formerly abducted children, the methodology used in gathering information must protect the persons involved without causing further harm in the process. Participation of formerly abducted children in an assessment should add value greater than any harm that could be caused. Questions one might want to consider could include:

- Will the participation of formerly abducted children in this assessment risk their protection? Will their safety be put at risk in any way?
- Is it necessary to ask formerly abducted children about their past that could be emotionally draining and upsetting?
- Is the person gathering information qualified to respond if a child breaks down and cries?
- Are pseudonyms used to protect the identity of the child? If not, what will the effect be on the child if their story is revealed to the larger public?
- If participating in a group discussion with other formerly abducted children, is the interviewer sure that no child within the group is a spy?
- Where will the interviews take place? Is the environment comfortable and ensure a confidential atmosphere?
- Will participating in this assessment impact the lives of the formerly abducted children in any way? (School, livelihood, reputation, family life)
- Are the questions intrusive?
- Have these children been interviewed countless times in the past? What impact will this have on the research and the child’s involvement?
- Is the child comfortable speaking to the interviewer?
- Have you received consent from this child in terms of how their information may be used and disclosed?
- Have you allowed this child to opt out of the research?
- Is the research and/or assessment being carried out for the benefit of formerly abducted children or merely to gather information? How does the involvement of the child add value to their lives?

Ask participants if they can think of additional questions that they should be asking themselves when carrying out assessments, research or evaluations on child protection.

4. Media/Communication

Example: Newspaper reporting on a case of defilement

When we advocate and conduct awareness-raising campaigns, especially those that may involve the local media, for example, we must assess the risks that could rise as a result of publishing a story or speaking about specific issues publicly. Questions one might want to consider could include:

- Was the identity of the child revealed in the newspaper article? If yes, how will this impact the child, the family and the community?
- By telling the story of defilement, have you created more risk to the child’s protection due to the public attention in the case?
- Was a picture of the child used in the newspaper?
- Were known landmarks shown in the newspaper article that could give away the identity of the child or family or community where this event took place?
- Does the article condemn traditional practices or community responses in how the case was handled? Will this have a greater impact on the community based on how the issue was reported?
- How will making this case public affect the child? (School, friends, family, activities)
- Will speaking about this issue create further stigmatization towards the child?

Ask participants if they can think of additional questions that they should be asking themselves when deciding to have a communication or awareness campaign, especially if they involve the local media.

5. Policy and Well-Being Decisions (Best Interest of the Child)

*Example: A child is sent to live with his/her mother after a divorce*

When decisions are being made about a child’s well-being, for example in a custody case due to parents divorcing, children’s rights and protection must be key points in determining the best interest of the child. The decision should not harm the child. Questions one should consider could include:

- Is tradition or religion a deciding factor in the decision on where to place the child? Will this impact the safety and well-being of the child?
- Has the child been invited to participate in the decision-making process?
- Is the child’s full well-being and rights considered when decisions were made or was it based on customary practice?
- Are there policies in place that undermine the protection of children during custody battles?
- Does the policy or decision discriminate in anyway?
- Will living with the mother uproot the child?
- Does the child want to live with the mother?
- Will visitation rights of the father pose a protection risk?
Appendix 2

Key Competencies in Child Protection

Module 3: Incorporating Core Guiding Principles into Child Protection

Pre/Post Questionnaire

1. Define the Best Interest of the Child:

____________________________________________________________________________________________________

____________________________________________________________________________

2. Which of the following are considered to be categories of discrimination: (Circle all that apply)
   a. Gender
   b. Eye color
   c. Sexual Orientation
   d. Height

3. Define Do No Harm:

____________________________________________________________________________________________________

4. No harm has been done when a CPC member pays the school fees of an orphan child in the community. (Circle True or False)
   a. True
   b. False

5. The Best Interest of the Child, among other points, entails organizational program decisions about children in the community. (Circle True or False)
   a. True
   b. False

6. Ensuring children are given options and including children’s ideas in programming is the essential meaning of the Best Interest of the Child. (Circle True or False)
   a. True
   b. False

7. The Best Interest of the Child principle considers which of the following issues when making decisions about a child? (Circle all that apply)
   a. Considers how the rights of the child will be affected
   b. Considers how the parents will feel about the decision
   c. Considers how the development of the child will be affected
   d. Considers the best punishment to be given for the crime done to the child

8. Who does the Do No Harm principle apply to? (Circle all that apply)
   a. Children
   b. Parents
   c. Government Actors
   d. NGOs

9. Do No Harm entails: A responsibility to protect individuals from harm as well as ensure they experience the greatest possible benefit from their involvement. (Circle True or False)
   a. True
   b. False

10. Define Non-Discrimination:

____________________________________________________________________________________________________
Appendix 3
Use the following pre/post test if you incorporate the discussion on child rights into the Module.

Key Competencies in Child Protection

Module 2: Legal Instruments in Child Protection

Pre/Post Questionnaire

1. Implementation of the Convention on the Rights of the Child (CRC) means States are obliged to: (Circle all that apply)
   a. Harmonize national laws with the CRC
   b. Register their state with the United Nations
   c. Promote the CRC within their State
   d. Release all children from juvenile prisons/jails

2. Which statement below is NOT one of the general principles of the CRC? (Circle one)
   a. Participation
   b. Best Interest of the Child
   c. Confidentiality
   d. Survival and Development
   e. Non Discrimination

3. The Uganda Children Act Welfare principle is the same as the principle of the Best Interest of the Child in the CRC. (Circle True or False)
   a. True
   b. False

4. List 5 Rights of Children:
   a. _______________________________________________________________________________
   b. _______________________________________________________________________________
   c. _______________________________________________________________________________
   d. _______________________________________________________________________________
   e. _______________________________________________________________________________

5. Which of the following are considered children’s responsibilities as per the African Charter: (Circle all that apply)
   a. Children have the responsibility to care and provide for their parents after they turn 18 years old
   b. Children have the responsibility to use his/her abilities for the benefit of the community
   c. Children have the responsibility to respect his/her family and community
   d. Children have the responsibility to serve their nation if ever the country is at war

6. List two major differences between NEEDS and RIGHTS:
   a. _______________________________________________________________________________
   b. _______________________________________________________________________________

7. Refugee Law is an additional category of international legal instruments that that provide rights for children. (True or False)
   a. True
   b. False

8. The African Charter on the Rights and Welfare of the African Child was adopted in 1990 by heads of African states to: (Circle all that apply)
9. **List 2 characteristics of Human Rights:**
   a. ________________________________________________________________
   b. ________________________________________________________________

10. **The Uganda Children Act was created as a means to harmonize national laws with the Convention on the Rights of the Child.**
    (Circle True or False)
    a. True
    b. False