Training Manual

Module 1
Theory

What is Child Protection?
Module 1: What is Child Protection?

Learning Objectives:
- To improve the understanding of child protection
- To increase the capacity to prevent abuse
- To strengthen skills to recognize diverse child protection issues
- To gain skills in upholding child rights
- To increase awareness on how to create a protective environment
- To strengthen the ability to identify child protection issues without stigmatizing or targeting the child
- To understand and use the term vulnerability appropriately
- To utilize a holistic framework when responding to child protection: responsive action, remedial action, protective environment action

Expected Results:
By the end of the module, participants will:
- Be able to define child protection in a holistic manner and give examples of child protection issues within their community
- Be able to use the child protection framework for assessing issues affecting children and as a tool for recognizing how to design child protection programs
- Be equipped with skills to assess the vulnerability of a child and not necessarily define vulnerability based on a targeted group
- Have ideas about how to create a protective environment within their communities and activities/projects
- Be able to respond to child protection through responsive action and remedial action
Overview of Training Module 1 (Theory)

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 1: What is Child Protection, it is recommended that Sessions 1 through 3 be combined for one day, Session 4 conducted solely on the second day, Session 5 conducted solely on the third day, and Sessions 6 through 7 be combined for a fourth day of training. Alternatively, Sessions 1-4 can be combined, however Sessions 5 and 6 should be conducted entirely on separate days to avoid the tendency to teach too much information in one day.

<table>
<thead>
<tr>
<th>Session</th>
<th># of Steps</th>
<th>Methodology</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1: Welcome and Introductions</td>
<td>1- Introductions, objectives, expectations</td>
<td></td>
<td>30 minutes</td>
</tr>
<tr>
<td>Page 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 2: Setting the Foundation for Understanding Child Protection</td>
<td>1- What are we talking about?</td>
<td>Activity Sheet 1</td>
<td>45 min.- 1 hour</td>
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<tr>
<td>Page 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 3: Exploring Child Protection</td>
<td>1- Defining Child Protection 2- Child Protection Definition and Core Points within the Term 2A- Elements Towards a Protective Environment (Optional) 3- Symbolizing the Components of Child Protection</td>
<td>Activity Sheet 2/3 Group Discussion &amp; Group Work Group Discussion Activity Sheet 4</td>
<td>1 ½ - 2 hours</td>
</tr>
<tr>
<td>Page 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 4: Protection Framework</td>
<td>1- Rings of Responsibility 2- Linking Child Protection to Broader Protection (Optional) 3- Protective Environment and the Rings of Responsibility</td>
<td>Group Discussion &amp; Activity Sheet 5 Group Discussion Activity Sheet 6</td>
<td>3-4 hours</td>
</tr>
<tr>
<td>Page 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 6: Understanding Vulnerability</td>
<td>1- What is Vulnerability? 2- Balance of Vulnerability</td>
<td>Activity Sheet 11 Activity Sheet 12 Activity Sheet 13</td>
<td>3 hours</td>
</tr>
<tr>
<td>Page 26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 7: Evaluation and Closing</td>
<td>1- Evaluation/Post-Module Exam</td>
<td></td>
<td>30 minutes</td>
</tr>
<tr>
<td>Page 28</td>
<td></td>
<td></td>
<td></td>
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THEORETICAL MODULE

Facilitator Steps:

Session 1
Welcome and Introductions

Time: 30 minutes

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.
Session 2
Setting the Foundation for Understanding Child Protection

Time: 45min-1 hour

→Step 1: What are we talking about? (Group Activity)
Time: 45 min-1 hour

See Activity Sheet One for this highly recommended opening warm-up activity/group exercise. The Balloon game is an excellent way to introduce child protection issues in a creative, active way. The game also creates a positive, thoughtful environment for the following sessions.

NOTE: Although the activity is a simple one, the facilitator must be thoroughly trained in order for this activity to be effective and to draw out child protection issues that participants may not even recognize.
Session 3
Exploring Child Protection

Time: 1 ½ - 2 hours

→ Step 1: Defining Child Protection (Group Activity)
Time: 15-30 minutes

Begin this session with one of the following options:

Option 1: See Activity Sheet Two
Time: 30 minutes

Choose this option when participants have some knowledge, training and/or background on child protection. This option is more participatory than Option two below and can be used with a literate audience or adapted to fit a group of participants with limited reading and writing skills.

Option 2: See Activity Sheet Three
Time: 15 minutes

Choose this option where participants are unfamiliar with child protection and where time is limited.

→ Step 2: Child Protection Definition and Core Points within the Term
(Group Discussion and Group Work)
Time: 1 hour

Facilitator Notes:

Following the activity above, continue with this session by presenting the definition of child protection as defined in the Guiding Principles and Standards for Establishing and Supporting Community-Based Child Protection Structures.

Child Protection consists of reducing risks to children’s holistic well-being, making children’s rights a reality, restoring hope and a dignified living where abuse has occurred and creating an enabling environment that supports children’s positive development.¹

Explain that the definition is a holistic approach to child protection and consists of four major points. You can write the definition up on a flipchart and underline the points or you can read the definition and go back and point out on your fingers the four major points as listed below.

1. Reducing Risks (or preventing abuse)
2. Making children’s rights a reality (or child rights)
3. Restoring hope and a dignified living (or well-being)
4. Creating an enabling environment (or protective environment)

Have participants practice memorizing the four points as an easy reminder in understanding the complete definition of child protection. (Throughout the training go back and test participants what the four points are and see if they can list them at the end of this session, the middle of the day and at the end of the day without referring back to their notes) Ask participants what each point means and discuss examples within the local context that illustrate the point.

¹ This definition draws upon an accepted broad definition of child protection concurred by various agencies within the interagency sub-cluster in child protection.
Group Work/Group Discussion:
Where there is additional time, have participants break into separate groups after each point is discussed and have participants explore the issue as a group and come up with local examples. Four groups can be established each exploring one of the four key points. Where time is limited, discuss each point in a plenary session.

Reducing Risks:
Discuss with participants different abuses children encounter. Ask participants if they can identify any local responses in preventing those abuses from happening to other children. The night commuter phenomenon was one example of how communities sought to protect children from being abducted. The establishment of night commuting shelters helped protect children coming into town at night from additional dangers such as harassment, sexual abuse and even sickness from the cold and unhygienic conditions of sleeping under verandas.

Making Children’s Rights a Reality:
When discussing child rights, ask participants for some examples of child rights that as a community they have valued and made an effort to uphold. Many participants will say the right to education. Discuss how as a community they ensure that all children have access to education. (Some examples to illustrate may include: reduced school fees, transportation options, feeding programs, making of school uniforms, etc.) Point out to participants that a child protection problem is any violation against a child’s rights. Therefore, extreme cases of abuse such as sexual abuse or abduction are child protection problems, but the lack of access to education or not ensuring that children can play are also child protection problems. The lack of one right can increase the likelihood of additional child protection problems. Ask participants if they can give examples of additional problems that can occur when a child is not educated or does not have the access to health services.

Restoring Hope and a Dignified Living:
Explain to participants that child protection is not only about preventing abuse but responding to abuse when it happens. Every child who has experienced a child protection problem has the right to be treated with dignity and provided with services to help restore their well-being. Ask participants if they can think of examples within the community where as a community they have responded to a child protection problem to support and restore hope to a child. Examples may include local initiatives to help returning/escaping abducted children from the LRA. Parenting groups, psychosocial support and also traditional cleansing ceremonies are all examples of helping to restore hope and the well-being of a child at the community level. See if participants can give examples of extreme child protection cases as well as child protection problems that are often not recognized as a problem…for example child participation.

Enabling Environment:
Ask participants to imagine what their community would look like if children were always protected and safe. Discuss the roles of various community members: teachers, religious leaders, police, parents, local council, etc. Ask how some of these roles endanger children and discuss what improvements to these roles could foster protection for children. Discuss with participants about the local laws and/or traditional practices within the community that may bring harm to children. How can these practices protect children? Discuss with participants whether their neighbors, friends, or colleagues in their profession understand child protection. Do you think that a lack of knowledge in what child protection is creates additional risks to children? Discuss how this might be so. The protective environment point is the most essential point in the definition of child protection as it encompasses every aspect of our society and life. Children cannot flourish, achieve their rights, and develop fully if aspects in our environment are endangering children. This can be as big as not having a law on sexual abuse, to traditional practices that burn a child for misbehaving, to not having a response mechanism in place when children get lost, to a playground for children that is littered with glass. It can also mean that the driver of our organization or the cook or cleaning person needs to understand what child protection is and how to respond if they see a problem. Where there is a lack of information and understanding child protection problems will continue and be left untreated. If the
office cleaner in your organization does not know what child protection is or how to respond when a problem is seen, children are less protected then if they do.

→ Step 2A: Elements Towards a Protective Environment *(Optional)*
Time: 30 minutes

After explaining the Enabling Environment, this is the ideal spot to also explain to participants the 10 elements towards a protective environment. If you find this a more useful spot to explore these elements include here a brief discussion. Use the *facilitator notes* from Session 4, Step 3 below. If you find you want to space out the information, proceed with step 3 below and when you get to Session 4, Step 3, these elements will be covered. However, if you decide to discuss the elements at this point, **DO NOT** do Activity Sheet 4 until after Session 4 has been completed.

→ Step 3: Symbolizing the components of child protection *(Group Activity)*
Time: 20 minutes

See *Activity Sheet Four* to work with participants in illustrating the components of child protection through symbols. This exercise works especially well with participants who are illiterate. Having an alternative way to view the components better helps participants remember what child protection means. It is also important to remember that most individuals learn and retain information better through visualization techniques.
Session 4  
Protection Framework

Time: 3-4 hours

→ Step 1: Rings of Responsibility (Group Discussion and Optional Activity) 
Time: 30 minutes

Optional: See Activity Sheet Five to engage participants in a visual activity that explores their perception of the framework for child protection as a way to begin the discussion prior to a complete explanation. This activity will help the facilitator assess the participants’ thinking and understanding of who is responsible for child protection.

Facilitator Notes:

On a flip chart paper, draw a child. Draw 6 circles around the child. Explain that there are various levels of protection around children and each ring reinforces one another. Many people are responsible for the protection of children. Ask participants who they think the rings might represent. Discuss the varying levels of family, community, institution (school, church, etc), national (country laws), and international. Participants might want to add a layer between institution and national for county, state or provincial laws where appropriate. Families are the basic unit of society. In almost all cases, the family provides the best environment for meeting a child’s developmental needs. In addition to providing care and protection the family is where children learn how to interact with other people, where they discover their family history and the language and customs of their community. In some cultures the family is defined as the child’s immediate relatives: their parents and siblings. Elsewhere, there may be a far wider extended family that includes grandparents, aunts, uncles and more distant relatives within a clan, village or community. Ways of caring for children may vary but almost all societies recognize that the best place for a child is with his or her family. Have participants give examples of each of the rings. For example, who in the community supports a particular child? What types of institutions?

Rings of Responsibility
There can be breakdowns in any of the rings, affecting the protection of the child. How could one of the rings “break?” Ask for some examples, such as family separation during a conflict, a family moving and having to reestablish community connections, a school burning down, laws protecting children not being enforced by the state, the international community failing to intervene, etc. There are times as well that one of the rings can become a risk factor for a child. Ask participants when this might occur. Some examples might be when a parent abuses a child, when a community discriminates against a child because of the child’s ethnicity, when a girl cannot continue going to school because of a community belief, when a child is excessively teased at school and wants to stop going, etc. Ask the group who usually comes in to fill the gap when one of the rings breaks down. Often, people say that this is the role of NGOs. There are many ways that communities formulate their own responses as well (i.e/ creating community watch/alert teams during times when the government is abducting children to join the fighting forces).

Another important aspect of the rings to point out is the role of the international NGOs (IRC, CCF, Save the Children, World Vision, etc.). Note that the family and community come “before” institutional support, or that institutional support can reinforce the support of institutions such as NGOs. International NGOs do not want to take the place of the community or family, or act on their behalf, but rather support existing structures.

Refer back to pertinent aspects of the Balloon Game (Activity Sheet 1) throughout this discussion.

The following Step can be included if participants have a strong understanding of child protection and additional background on protection can help broaden and enhance their understanding. Step 2 is not mandatory. If you decide not to include step 2, proceed to step 3 below.

→ Step 2: Linking Child Protection to Broader Protection (Group Discussion) (Optional)
Time: 30 minutes

Facilitator Notes:

If we understand what child protection is we must be able to put it into practice. Continue this session with a group discussion on how to build a framework around child protection. The framework draws on a broader definition of protection.

Child Protection draws on the ICRC definition of protection which was developed in collaboration with 50 human rights and humanitarian NGOs.

Protection consists of “all activities aimed at ensuring full respect for the rights of the individual—in this case, the child—as set out in the relevant human rights instruments and international humanitarian law.” The definition includes a holistic framework that includes responsive action, remedial action, and action to create an environment that promotes respect for the rights of individuals.

1. Responsive action aimed at preventing, putting a stop to, and/or alleviating the immediate effects of a specific pattern of abuse;

An example of Responsive Action would be creating programs that prevent sexual abuse of a child, stopping sexual abuse that is occurring to a child, and taking immediate steps to help the child who

2 ICRC 2001
has been sexually abused, for example taking the child to the hospital to receive care and emotional support.

2. **Remedial action** aimed at restoring dignified living conditions through rehabilitation, restitution and reparation;

An example of Remedial Action would be providing longer-term psychosocial support to a child who has suffered sexual abuse. It could include restarting school or receiving vocational training.

3. **Environmental building** aimed at creating and/or consolidating an environment (political, institutional, legal, social, cultural and economic) conducive to full respect for the rights of the individual.

An example of Environmental Building would be ensuring that there are laws in place to protect children from sexual abuse; educating children about risks and how to protect themselves; addressing traditional practices that minimize sexual abuse; or setting up codes of conduct within organizations to prevent sexual abuse.

These three points help put protection into action. They are closely linked to the definition of child protection and create the framework for how we address child protection issues within society. Have participants reflect on how this broader definition of protection is linked to child protection.

→ **Step 3: Protective Environment and Rings of Responsibility (Group Activity)**

Time: 2 hours

End session four with a full review of what it means to take responsibility for creating a protective environment. Discuss with participants the key elements (below) towards a protective environment followed by the group activity.

See Activity Sheet Six

**Facilitator Notes:**

In Session 3, Step 2 we explored the four components of the term child protection. The last component was the enabling or protective environment. This is one of the most important aspects of child protection. Without a protective environment child protection problems will continue to grow.

Key to understanding the protective environment is the 10 elements that society must address and uphold if they are to truly say a child is protected. Although we recognize that not all governments, countries, organizations, and/or communities have fully attained these elements entirely, our work towards protecting children should incorporate these elements into our programs, activities, and overall mission to protect children. Explain to participants each element in terms of a goal and an action to achieve that goal. Have participants explore examples of each element.

The 10 elements are very new and are still being piloted. There is not an international consensus on the how many elements there are, nor is there consensus on the number of indicators per element. Although it important to discuss these elements with participants to achieve a better understanding of the protective environment, the facilitator should keep in mind that this section should be revisited periodically to take note of changes and new findings coming out of the work being done on the protective environment.

Discuss the elements below with participants slowly to ensure that each element is understood and examples can be given. Stress to participants that if even one of these elements is not being met, then
the protective environment for children is not being upheld. Even if there are strong examples of activities within the element that the government, community, organizations or individuals are working on, that this does not indicate that the element has been achieved, but rather that various stakeholders recognize the importance of the element and are engaged in trying to achieve this element. On the whole, no country in the world has achieved a fully satisfied protective environment for children; however, a protective environment can be measured by how well each element is being addressed. Use the chart following the 10 elements as a handout to discuss the indicators for measuring the protective environment. Note: These indicators are still in the piloted stage and require further research on their effectiveness; therefore, the indicators should be brought into the training as a means for allowing participants to add to the overall discussion during the pilot phase of the indicators.

Elements towards a Protective/Enabling Environment:

1. A country’s attitudes, traditions, behaviors, practices respect children
   \[ \implies \] Action: Address harmful attitudes, traditions and behaviors

   Example: Communities have stopped practicing female genital mutilation.

2. The Government is committed to fulfilling protection rights
   \[ \implies \] Action: Strengthen government capacity and commitment

   Example: The government has created the OVC policy towards the commitment of protecting OVC.

3. Governments have created protective legislation and have ensured its enforcement for the safeguarding and protection of children
   \[ \implies \] Action: Ensure policies exist that protect children and strengthen and build the capacity of the system to uphold these policies

   Example: Children detained for criminal offences are kept in separate juvenile remand homes away from adults.

4. Children feel free to speak openly about issues that concern them and they are aware of their right not to be abused
   \[ \implies \] Action: Develop children’s life skills, knowledge and participation

   Example: Children have created clubs or drama groups that speak out and debate child protection issues.

5. Local resources are tapped into and community structures and families understand and are committed to the protection of children
   \[ \implies \] Action: Strengthen and build community-based initiatives and families’ understanding and commitment in child protection

   Example: Communities have created “Watch-Dog” groups that look out for the protection of children.

6. There is open discussion, engagement, and advocacy initiatives on child protection issues
   \[ \implies \] Action: Establish open discussions with media and civil society actors

   Example: The media covers protection issues respectfully and truthfully.

7. Organizations and their staff have the capacity to understand and respond to child protection problems
Action: Build the capacity of organizations and their staff on child protection

Example: All staff within an organization, including drivers and others that may not be directly involved in programs have been given training on child protection and have signed a child protection code of conduct.

8. Monitoring, Evaluation and Reporting systems are in place

   Action: Ensure monitoring, evaluation and reporting take place systematically for child protection

Example: Regular reports are produced that look at violence against children.

9. Support systems are established for assisting in recovery and reintegration

   Action: Provide essential services for prevention, recovery, and reintegration

Example: Reception centers have been established for abducted children escaping/returning from captivity.

10. Society recognizes children’s positive development and resilience

   Action: Promote awareness and opportunities within the environment that acknowledge the strength of children and that appreciate their positive coping mechanisms despite various hardships

Example: Parents encourage the uniqueness of each of their children based on their individual skills and talents.
## Elements towards a Protective Environment

### 1. A country’s attitudes, traditions, behaviors, practices respect children

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Questions</th>
<th>Responsibility</th>
</tr>
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<tbody>
<tr>
<td>Expectations</td>
<td>• What the expectations made of children, and the features of community life that may be considered protective (or harmful) of them?</td>
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<tr>
<td>Disruption</td>
<td>• How has the emergency disrupted the capacity of families and communities to fully utilize the full range of intricate social mechanisms that have previously been used to maintain cohesion within and between villages?</td>
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<td>Hostile Features</td>
<td>• What are the features of community life that appear profoundly hostile to the welfare of children, including the commoditization of children as a source of labor, and the control of girls (and their sexuality) through marked gender disparity?</td>
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<td>Traditional Harms</td>
<td>• What traditional practices exist that represent a significant protection risk?</td>
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### 2. The Government is committed to fulfilling protection rights

<table>
<thead>
<tr>
<th>Convention Commitments</th>
<th>• What key governmental commitments are reflects of being signatory of conventions?</th>
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<tbody>
<tr>
<td>CRC Implementation</td>
<td>• What steps has the government taken to implement actions consistent with the CRC?</td>
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<td>• What actions has the government taken to harmonize national laws with the CRC?</td>
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<td></td>
<td>• What actions has the government taken to promote the rights of the child?</td>
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<td></td>
<td>• What actions has the government taken to systematically collect and analyze information on the rights of children within its state?</td>
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### 3. Governments have created protective legislation and have ensured its enforcement for the safeguarding and protection of children

<table>
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<tr>
<th>Norms</th>
<th>• Do formal and informal justice systems abide by key international and national child protection norms?</th>
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<tr>
<td>System Capacity</td>
<td>• Do they have sufficient capacity to implement child protection safeguards</td>
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and procedures?

| Detention                          | • Are children being detained in prisons with adults?
|                                  | • Are they being detained by the military?
|                                  | • Do lawyers and ombudsmen have regular access to both? |

| Welfare                           | • Are welfare mechanisms extended to a wider group of children who live on the margins of society, including juvenile delinquents, street children and abandoned babies? Or is the focus only on police force, institutional care and confinement? |

| Legal Definitions                 | • Is the definition of a child in all legal (formal and informal) instances defined as any individual under age eighteen? If not, how is it defined, and how does this definition impact boys and girls differently? |

| Documentation                     | • Are key age and rights safeguards—birth registration and documentation—in place? |
|                                  | • Has this essential documentation been lost or stolen from refugees or internally displaced? If so, how might it be replaced or substituted? |

4. **Children feel free to speak openly about issues that concern them and they are aware of their right not to be abused**

| School Environment                | • Are core protective factors—adequate teacher student ratios; absence of humiliation, bullying and corporal punishment; and safeguards against sexual abuse and exploitation—in place or achievable? |

| School Enrollment                 | • Have key obstacles to children accessing schools—history of enrollment previous to emergency, short term economic survival needs; safety and distance to schools; presence or absence of funding for emergency education; and, fees levied by teachers and or school committees—are able to attend school? |

| Vulnerable Access                 | • Are plans in place to ensure vulnerable children—female headed households; households where grandparents or older siblings are the primary caregivers; and, teenage females with babies of their own—are able to attend school? |

| Participation Promoted           | • Has staff capable of promoting the self confidence and active participation of children been identified to organize safe |
space programs, youth groups and other informal education activities?

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<tr>
<th>Political Manipulation</th>
<th>• Is youth vulnerability to political manipulation being monitored?</th>
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5. Local resources are tapped into and community structures and families understand, are committed, and have the capacity to protect children

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<tr>
<th>Emotional Support</th>
<th>• Are parents and families too overburdened with survival concerns to provide adequate emotional support?</th>
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<tbody>
<tr>
<td>Strain on Caregivers</td>
<td>• Are primary caretakers assuming work roles that involve longer separations as caregivers from their children than is normal?</td>
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<tr>
<td>Livelihood Impacts</td>
<td>• How has the crisis affected traditional household livelihood strategies, including food collection, seasonal migration, and raising livestock?</td>
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| Teacher Support | • Have teachers or their roles changed?  
• Does corporal punishment indoctrination or recruitment in schools exist? |
| Religious Support | • How have the roles of traditional and religious leaders and their commitments to child protection changed? |
| Humanitarian Access | • How can international actors’ commitment to child protection be enhanced?  
• How can humanitarian protection be extended to remote and marginalized populations? |
| Neglect and/or Strain on Local Resources | • Are local resources being tapped into for responding to the protection of children?  
• Are outside services overshadowing or replacing local resources? |
| Community Response and Support | • Is the local community organized and capable of responding to child protection concerns?  
• Does the local community response respect children’s rights?  
• Have community initiatives for the protection of children been undermined by outside services?  
• Are community initiatives for the protection of children supported through sustainable means?  
• Have community initiatives for the protection of children changed? |

6. There is open discussion, engagement and advocacy on child protection issues

| Safe Reporting | • What procedures and systems are required |
to ensure the security of children and adults who report protection concerns?

| Analysis of Threats | • Have communities been consulted regarding the nature and timing of the threats they confront; the mindset and habits of those who threaten them; resources within the community; history of previous threats and coping mechanisms; practical possibilities for resisting threats; and optimal linkage between community and agency responses? |
| Local Definitions | • Do we understand local definitions of child protection and well-being |
| Welfare Approach | • Have authorities begun to discuss and analyze social phenomenon, such as street children, from a protection perspective? Or do they limit discussion to economics and security? |
| Open to Sensitive Issues | • Are they open to the issue of rape and children associated with fighting groups? Or are they silent because of the implications of acknowledging such concerns? |
| Impunity | • Have authorities signaled a willingness to hold their own police or solders accountable for child rights violations? Or do they deny their involvement in such incidents? |
| Media Coverage | • Is media coverage reflective of key child protection concerns? Or is it overly focused on fundraising concerns? |

7. Organizations and their staff have the capacity to understand and respond to child protection problems

| Agency Capacity | • Is staff within agencies trained on child protection and how to respond to child protection violations within an emergency context? |
|                 | • Does training extend beyond child protection officers and include other staff and volunteers? |
| Community Empowerment | • Are programs designed to respond to child protection issues within the community creating various forms of dependency? |
|                   | • Is this dependency short-term or will it have lasting effects on the population? |
|                   | • Are communities empowered to identify their own solutions with agencies in what are the key child protection priorities and how support and/or initiatives should be
<table>
<thead>
<tr>
<th>Topic</th>
<th>Questions</th>
</tr>
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<tbody>
<tr>
<td>Designed and implemented?</td>
<td>• Do international initiatives support community-based and/or local organizations’ initiatives towards the protection of children?</td>
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</table>
| Replacement/Substitution                   | • Are agency initiatives replacing and/or overshadowing community initiatives?  
|                                           | • Have initiatives by agencies replaced government responsibility in protecting children? |
| Enforceable Code of Conduct                | • Is all staff within an agency trained on a child protection code of conduct? Does this include non-child protection officers, including drivers, cooks, finance, etc.?  
|                                           | • Have all staff and volunteers within an agency signed a child protection code of conduct?  
|                                           | • Has the agency set up an allegation management system to respond to violations against the code of conduct? |
| Agency Coordination with Government and other Agencies | • Do organizations work in isolation of the government and/or other agencies responding to child protection?  
|                                           | • What coordination mechanisms exist for both government and agencies to respond to child protection issues? |
| Incorporation of Child Protection into other Sectors | • Do agencies perceive child protection as a cross-cutting issue that is reflected in other programmatic sectors including water/sanitation, livelihoods, health, education, shelter, etc.? |
| Advocacy                                  | • Do agencies have the willingness to speak out and advocate for change where government commitments in child protection are compromised and/or ignored? |

8. Monitoring, evaluation and reporting systems are in place

<table>
<thead>
<tr>
<th>Government Capacity</th>
<th>What is the capacity of government or other duty barriers in data collection?</th>
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</thead>
<tbody>
<tr>
<td>Agency Coordination</td>
<td>What coordination mechanisms exist for inter-agency data collection on key child protection concerns?</td>
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<tr>
<td>Changes and Trends</td>
<td>Is the child protection monitoring and reporting system capable of capturing short-term changes and long-term trends?</td>
</tr>
<tr>
<td>Breadth and Scope</td>
<td>Does the existing data collection system extend beyond monitoring child soldiers and other war crimes?</td>
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9. Support systems are established for assisting in recovery and reintegration
<table>
<thead>
<tr>
<th>Category</th>
<th>Questions</th>
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</thead>
<tbody>
<tr>
<td><strong>Support</strong></td>
<td>• Do services for recovery and reintegration exist and are they sufficiently supported?</td>
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<tr>
<td><strong>Knowledge and Practice</strong></td>
<td>• Are knowledgeable child protection people in place and good practice is widely disseminated?</td>
</tr>
<tr>
<td><strong>Coverage</strong></td>
<td>• Are recovery and reintegration services coordinated and extended to remote geographic areas and neglected groups of vulnerable children?</td>
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<tr>
<td><strong>Linkage</strong></td>
<td>• Is there linkage of emergency response services to community and national child welfare and protection systems?</td>
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<tr>
<td><strong>Access</strong></td>
<td>• Do vulnerable populations have access to services?</td>
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<tr>
<td><strong>Appropriate</strong></td>
<td>• Are rehabilitative, recovery, and reintegration services appropriate to both the child and the community?</td>
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<td></td>
<td>• Do recovery and reintegration services cause further stigmatization and/or inappropriate targeting (whether good or bad)?</td>
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<tr>
<td><strong>10. Society recognizes children’s positive development and resilience</strong></td>
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<tr>
<td><strong>Acknowledgement of Strengths</strong></td>
<td>• Do initiatives exist that tap into children’s positive coping mechanisms that enhance and build on these resilient qualities?</td>
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<td></td>
<td>• Does the community acknowledge that children and youth can overcome negative experiences and can contribute positively to the society at large?</td>
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<tr>
<td><strong>Coverage is Balanced</strong></td>
<td>• Is there a balance of programs that look at both negative and positive effects on children?</td>
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<td></td>
<td>• Does the media portray only negative aspects about children and youth?</td>
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<tr>
<td><strong>Asset vs. Deficit</strong></td>
<td>• Are children who have gone through extreme child protection issues—such as child soldiers, gangs, street children, teenage mothers—seen as positive contributors to society?</td>
</tr>
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<td></td>
<td>• Do programs further stigmatize children by placing them into negative categories or target groups?</td>
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</table>
Session 5
Identifying Child Protection Issues

Time: 5 hours

→ Step 1: Review of Protection (Optional)
Time: 20 minutes

See Activity Sheet Seven
This is an optional activity if there is additional time or the theoretical training module is being conducted over several days.

→ Step 2: What is a Child Protection Issue? (Group Activity)
Time: 30 minutes

See Activity Sheet Eight. Start this step off with a group activity that will help the facilitator assess the level of participants’ understanding of what a child protection issue is. This activity is a good way to introduce the next topics and start friendly debates about child protection issues within a given society/community. The facilitator should take note of the number of participants and how participants respond to specific statements to provide a “pre-test” assessment of this session.

→ Step 3: Introduce the Categories of Identifying Child Protection Issues (Group Discussion and Plenary Activity)
Time: 30 minutes

Facilitator Notes:

In the previous sessions we explored the definition of child protection and a framework. This last session will help participants understand the degree of various types of child protection issues and how to avoid stigmatization and targeting by exploring what is meant by child right violations, child abuse and exploitation, and circumstantial child protection issues and placing them into the general context of a child’s vulnerability.

Following the Activity Sheet #, have participants return to their seats to do a plenary brainstorming session. Ask participants to think of every kind of child protection issue they can imagine in their communities and in the world. Start writing all the issues participants mention on flipchart paper. If you are working with an illiterate population, have participants just call out various issues rather than writing the issues on flipchart paper.

As participants say an issue the facilitator should listen very carefully and write the response in either one of three colors (red, green, blue) but without telling the participants why certain issues are written in red, green or blue. The task for the facilitator is to determine what category of child protection issue the participant mentioned. For every “Category of Rights Violation” the facilitator should write the example on the flipchart in Red. For every “Category of Abuse” the facilitator should write the example on the flipchart in Green. For every “Category of Circumstantial or Situational Issue” the facilitator should write the example on the flipchart in Blue. If the participants are illiterate, rather than writing the examples in different colors, give either a blue, green or red circle to the participant that gave the example. Again, the facilitator should proceed with the brainstorming session without telling the participants why different colors are being used.
After the participants can no longer think of any more child protection issues, ask participants why they think some issues are in Red, some are in Blue, and some are in Green. If writing on a flipchart, an example of the activity might look like this:

**Red Issues**
- Sexual Abuse
- Early Marriage
- Children not in school
- Corporal Punishment
- Children living on the street
- Children affected by HIV/AIDS
- Burning a child
- Disabled children discriminated against

Try to see if participants can determine why the issues in Blue are in blue; why the issues in Red are in red, and why the issues that are written in Green are in green. Participants should call out different reasons. Explain to participants that all of the issues that they mentioned are child protection issues; however to help us understand them better we can categories child protection issues into three different areas. The areas overlap each other and are integrated, but to help us explore the issues in more depth, we can categorize them for better clarity.

Explain to participants that those issues marked in Red, are what we categorize as “Child Rights Violations”. Have participants refer back to the definition of child protection to think about the 2nd point mentioned in the definition which is “upholding child rights.” Stress to participants that because this is an important part of the definition of child protection that any right of a child that is violated is a child protection issue. Indicate that every issue that participants mentioned above actually fall under this category, although we still breakdown the categories further to help us identify protection issues. Ask participants if they can give examples of children’s rights. Participants might say the “The right to education” or “The right to health care” or the “Right to a name” or the “Right to a birth Certificate.” Stress to participants that all of these are important for the protection of children. If one of these rights is violated further protection risks will emerge. Ask participants what might happen to a child that is not able to go to school. Have participants give examples of further child protection issues that can emerge because the right of school is not upheld. Now, ask participants to think of examples of how a child can be at risk to further issues if they are not given a birth certificate. Participants might say that without a birth certificate a child cannot get access to healthcare. Without proper healthcare a child might not get immunized against diseases. Without immunizations the child could develop health problems that could lead to the child’s death.

Explain to participants that we often think of the most severe issues as child protection issues, like sexual abuse or defilement. However, a child lacking a birth certificate can also be at risk to further child protection abuses if this issue is not addressed. It is therefore important that participants learn to recognize the various forms of child rights violations and how not upholding these rights can lead to further harm to a child.

At this point an activity will not be done to explore child rights as Module 2 will cover child rights in detail. Explain to participants that you will explore child rights in the next module, and at this point you want to explore the second category of identifying child protection issues.

**→ Step 4: Child Abuse and Exploitation (Group Discussion)**

**Time:** 30 minutes

*Facilitator Notes:*
Discuss with participants the terms ‘abuse’ and ‘exploitation’. Ask participants if they can differentiate between each.

Abuse is defined as the ‘process of making bad or improper use, or violating or injuring, or to take bad advantage of, or maltreat the person,’ while exploitation literally means ‘using for one’s own profit or for selfish purposes.’

Exploitation of a child refers to the use of the child in work or other activities for the benefit of others and to the detriment of the child’s physical or mental health, development, and education. Exploitation includes, but is not limited to, child labor and child prostitution. Both terms, however, indicate that advantage is being taken of the child’s lack of power and status. It is the abuse of a child where some form of remuneration is involved or whereby the perpetrators benefit in some manner—monetarily, socially, politically, etc. Exploitation constitutes a form of coercion and violence detrimental to the child’s physical and mental health, development, and education.

Child abuse includes physical, emotional, or sexual mistreatment of a child, or the neglect of a child, in the context of a relationship of responsibility, trust of power, resulting in actual or potential harm to the child’s physical and emotional health, survival, and development.

Child abuse is a generic term encompassing all ill treatment of children including serious physical, emotional and sexual assaults and neglect as well as cases where the standard of care does not adequately support the child’s health or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family or an institutional or community setting. The perpetrator may or may not be known to the child.

There are four broad categories of abuse:

1. **Physical Abuse**: any form of non-accidental injury which results from willful or neglectful failure to protect a child. There is a definite knowledge or a reasonable suspicion that the injury was inflicted or knowingly not prevented. Physical abuse may take many forms eg. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or caregiver feigns the symptoms of or deliberately causes ill health of a child. This is unusual and potentially dangerous form of abuse and is described as fabricated or induced illness in a child. Ask participants if they can give examples of physical abuse within their communities. (When asking for examples ask participants to explain a situation by keeping names anonymous.)

2. **Emotional Abuse**: normally to be found in the relationship between a caregiver and a child, rather than a specific event or pattern of events. It occurs when a child’s need for affection, approval, consistency, and security are not met. Emotional abuse can also be found between a child and a teacher/religious leader/elder/police/and others that associate directly with the child. Emotional abuse to a child can also stem from another child; ie. Bullying and name calling. Ask participants if they can give examples of emotional abuse within their communities. (When asking for examples ask participants to explain a situation by keeping names anonymous.)

3. **Sexual Abuse**: sexual abuse occurs when a child is used by another person for his or her gratification or sexual arousal, or for that of others. Dependent, immature children and adolescents are involved in sexual activities that they do not really comprehend, to which they are unable to give informed consent. Ask participants if they can give examples of sexual abuse within their communities. (When asking for examples ask participants to explain a situation by keeping names anonymous.)

4. **Neglect**: neglect can be defined in terms of an omission, where a child’s health, safety, development or welfare is being avoidably impaired by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision, and safety, attachment to and affection from adults or medical care. Ask participants if they can give examples of neglect within
their communities. (When asking for examples ask participants to explain a situation by keeping names anonymous.)

→ Step 5: Recognizing Child Abuse (Group Discussion)
Time: 30 minutes

It can be hard to recognize signs of abuse and it is important to be careful in making assumptions about possible abuse indicators. However, the following indicators can be of help and should be taken seriously. It should be kept in mind that many times there is a relationship between indicators and different types of abuse taking place at the same time (eg. emotional abuse is almost always present when physical or sexual abuse is taking place, or when the child is neglected). See Fact Sheet 1 in Appendix for recognizing signs of abuse.

→ Step 6: Myths Related to Child Abuse (Group Discussion and Activity)
Time: 30 minutes

Myths are beliefs which are commonly held, but which are not true or accurate. There are myths relating to all kinds of child abuse, some of which are more or less common in different parts of the world and they result in a range of views on how to treat and discipline children. Examples of myths relating to child abuse include:

- Children with disabilities should be kept separate from other children so they don’t inflict their bad luck on other children
- A child with behavioral or mental challenges is possessed or insane
- Difficult children in homes should be punished excessively
- Children need a good spanking to show who’s the boss
- Having intercourse with a very young child or even a baby can cure you from AIDS
- Women and girls should only eat any food which is left after men have eaten
- Street children should be kept in government remand homes as they are all criminals
- Children don’t make the same mistake again if they are given a good caning
- Children always know why they are being punished

When exploring the different myths around children, have participants think about additional myths in their own community and culture. Have participants discuss common phrases used in their culture that are both negative and positive to children, for example: “children should never be heard” or “children are like banana trees” (resilient). Ask participants (either as a group or in separate working groups) to come up with myths within their own societies. Ask participants to reflect on which ones are still widely believed and which ones seem to be changing. Why do they think these myths have changed? Are new myths being developed or created based on new fears or changes within society? Explore with participants why myths can be dangerous.

Additional notes for the facilitator:

- Each of the four categories of abuse should take into consideration cultural norms and sensitivities while not undermining the principle that child rights must be protected
- These definitions reflect the principles of the UN Convention on the Rights of the Child and are clearer for understanding and for studying child abuse, as it covers the whole area of possible negative influences upon life, health and common goods, without a child cannot live a full life in the society. However, for studying child abuse in Uganda it is necessary to take into account the definitions stipulated by the legislation of Uganda.
- Abuse and exploitation are relative concepts that need to be understood in relation to personal values, cultural and community standards as well as international standards.
- Dealing with child abuse and exploitation (especially sexual exploitation) require a high level of skill and sensitivity.
• For more information see: UNHCR and Save the Children (2006) Action for the Rights of
Children: A tool to assist practitioners in providing protection and care for refugee and
displaced children: Training modules on Critical Issues, including ‘Abuse and Exploitation,’
available from www.savethechildren.net/arc/files/main.html

→ Step 7: Case Studies (Group Activity)
Time: 1 hour

See Activity Sheet Nine
This activity will allow participants to explore examples of child abuse and exploitation in case
scenarios.

→ Step 8: Circumstantial/Situational Child Protection Issues (Group
Discussion and Activity)
Time: 1 hour

Facilitator Notes:

Explain to participants that you have now looked at two categories of child protection issues: Child
Rights Violations and Child Abuse. The last category is referred to as “Circumstantial or Situational
Child Protection Issues.” Ask participants what they understand by these terms.

Explain to participants that circumstantial or situational issues refer to a particular situation that a
child might be in that could lead to further rights violations or various forms of child abuse. It is
not the situation that is the abuse, but rather the risks that can develop due to the situation. Ask
participants if they can think of examples of situations that a child might be in that could cause further
harm or right violations. Below is a list of examples of some circumstantial or situational child
protection issues:
- A child living in an IDP/refugee camp
- A child living on the streets
- A child living in a single-headed household (or a child-headed household)
- A child separated from their parents
- A child who has escaped from a rebel group and is trying to reintegrate into the community
- A child entering into early marriage
- An child who has lost both his or her parents and is now an orphan

Explain to participants that each of the above situations describes a break in the protective
environment for the child. It is does not conclude that every child in these situations is enduring a
child protection problem, however it recognizes the situation as a risk that could lead to further
vulnerability in a child and therefore the situation should be addressed in a manner to minimize these
possible risks. A child’s circumstance or “label” is not a child protection violation; rather it is what
happens to a child within this circumstance/situation that either is a form of abuse or a violation
against the child’s rights.

Following the group discussion have participants break into groups to explore the category of
circumstantial/situational child protection issues by doing the next group activity. See Activity Sheet
Ten

Following the final activity of Session 5, conclude with a brief review of each of the three categories
for identifying child protection issues. Return to the list of examples participants gave at the
beginning of the session on the flipchart paper and reiterate why each of their examples falls into a
particular category. Remind participants that every child abuse category falls also into the category of
Child Rights Violations, as forms of abuse are against child rights; however reiterate the reason why
we separate out child abuse and exploitation into an additional category to stress the various forms of abuse.
Session 6
Understanding Vulnerability

Time: 3 hours

→Step 1: What is Vulnerability? (Group Discussion and Group Activity and Optional Activity at End of Discussion)

Time: 30 minutes

See Activity Sheet Eleven for both Group Discussion and Activity. The group discussion will lead into the group activity.

This activity will explore how participants view the term vulnerability and the factors increasing and decreasing children’s vulnerability.

Facilitator Notes:

According to the Ugandan Guide for Interpreting and Applying National Quality Standards for the Protection, Care and Support of Orphans and Other Vulnerable Children, endorsed by the Ugandan Ministry of Gender, Labour, and Social Development; vulnerability refers to a state of being in which a person is likely to be in a risky situation, suffering significant physical, emotional or mental harm that may result in their human rights not being fulfilled.

A vulnerable child can be defined as a child, given a local setting, who is most likely to fall through the cracks of regular progress, policies and traditional safety-nets and therefore needs to be given attention when programs and policies are designed and implemented. In normal programming, this might result in the categorization of children in specific situations that might make them more vulnerable than other children. This categorization often includes children affected by HIV/AIDS, children affected by conflict, child-headed households, street children, disabled children, and so forth. However, it is important to recognize that although the category may indicate a degree of potential vulnerability, it does not warrant the complete vulnerability of that child.

Vulnerability can also be seen as a collective deprivation or when risks are typical for children where all their local peers face the same situation. Examples of this may include children that are all exposed to locally common diseases, or where all children have poor access to education or health services. In another instance, where the majority of the child population in a given setting is affected by HIV/AIDS or a conflict would also indicate a collective deprivation and therefore programs and activities should be designed more ‘globally’ or ‘nationally’ or ‘communally’ and specific activities should be set up for those within these categories that may face even more vulnerabilities and fall through the cracks.

While all children by nature are vulnerable to some extent, they are not equal. Child vulnerability is a relative, not absolute state. Explain to participants that the seamless degrees of child vulnerability can be seen as a downward spiral where each loop downward in the spiral leads to a situation where the child is more likely to experience a negative outcome as a result of a shock. The spiral concept adds to the vulnerability definition by allowing for multiple stages of vulnerability. Use the illustration below to demonstrate the concept. Ask participants if they can create their own Vulnerability Spirals given various situations in a child’s life.
The spiral will stop spiraling downward where protective factors or positive reinforcers can change the course of the spin. The next activity will explore various factors in a child’s life that can counterbalance negative effects and decrease the likelihood of vulnerability.

Optional Activity:
After explaining the Downward Spiral of Vulnerability, ask participants to draw their own downward spirals of children that they might have known or have worked with. Provide each participant with a piece of paper or ask one participant to come to the front of the room and draw their own Downward Spiral of Vulnerability. Ask participants, what events happened in the child’s life that caused the spiral to go down? What interventions took place that helped the spiral go back up?

→Step 2: Balance of Vulnerability (Group Activity)
Time: 2 hours

See Activity Sheet Twelve
This activity will help participants define what is meant by positive and negative factors of vulnerability and how these factors contribute to a child’s vulnerability or a child’s strength. The activity will also highlight why it is important not to use labels as a means for describing vulnerability.

See Activity Sheet Thirteen
This activity illustrates how vulnerability is affected by various factors in a child’s life and how vulnerability can change over time to either strengthen or breakdown the resilience of a child. It will emphasize how vulnerability is always fluid…ever changing, and because a child is vulnerable today does not mean the child will be vulnerable for life. The exercise will also focus on the issue of labels and targeting. NOTE: Although the activity is a simple one, the facilitator must be thoroughly trained in order for this activity to be effective and to fully understand the scope and balance of vulnerability.

Facilitator Notes are included in 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.
# Evaluation Form

**Module 1: What is 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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**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.
# Evaluation Form

## Module 1: What is Child Protection?

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<td>Vulnerability</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.
Activity Sheets

Module 1: What is Child Protection?
Activity Sheet One: The Balloon Game

Time: 1 hour

Objective:
To introduce the topic of child protection in a fun, non-threatening manner. (This activity is good to use at the beginning of a workshop to actively engage participants and prepare them for a greater discussion on the topic.)

Materials:
- Balloons tied to a string – enough for one quarter of the participants
- Large space that is large enough for people to move around freely
- Pens

Instructions:
1. Count the number of participants and divide that number by four. Ask for that number of volunteers for an activity (don’t give any more information than that). Step out of the room with them. They will be Group One. Distribute the balloons to them and instruct them to blow up the balloons and to tie them tightly to their wrists, ankles or any part of their body. Tell them nothing else.

2. Request another group of volunteers (same number as group 1) to step out of the room with you. Their instruction is that when the game starts they must each stand by one person with a balloon and protect that one person only. They must not talk at all. They are Group Two.

3. Request a third group of volunteers of 2 or three people. Tell them that their task is to pop all the balloons as quickly as possible and they can strategize however they like. They are Group Three.

4. The remaining participants are told to watch. They are Group Four.

Do not inform group 1 or 2 or 4 what the aim of the game is. Only group 3 knows.

The Game
1. Have everyone reenter the room.
2. Call the group to silence.
3. Instruct group two to stand by the group one people. One-on-one.
4. Call “start the game.”
5. The game is finished after one to two minutes. Usually one minute is enough to pop most or all of the balloons.

Debrief
1. Sit all of the participants in a circle.
2. Ask the people with the balloon how they felt during the exercise? Typical comments are “didn’t know what was going on”, “frightened,” “attacked,” “frustrated,” “looked for help from someone bigger,” “didn’t trust the person standing next to me” etc.
3. Ask Group Two “How did you feel?” Typical comments are “frustrated because I didn’t know what the game was,” “didn’t have time to prepare,” “couldn’t protect the person well because the attackers seemed to have a plan,” “thought I could protect at the beginning then had no chance,” “helpless, didn’t really know what to do.”
4. Ask Group Three “How did you feel?” Typical answers “great, easy to pop the balloons,” “sneaky” -- they were in more control.
5. Ask Group Four “How did you feel?” Typical answers are “Wanted to do something but didn’t know what I could do,” “helpless,” “entertained.”

Explanation

Who the four Groups actually represent

Ask the participants if they can guess who each group represents.
- **Group One** represents children who need protection
- **Group Two** represents adults who are doing their best to protect children
- **Group Three** represents those adults who have no regard for child rights and therefore abuse children in a variety of ways…or those who, through ignorance, allow children to become more vulnerable. Group three can also represent negative actions that can harm children. Although the group, organization, person may believe they are helping the child, through their lack of knowledge on child rights, child protection, and children’s development, their ignorance may lead to negative actions thus causing harm to children.
- **Group Four** represents those people who just watch and do nothing. They may want to do something but don’t know what to do. Or they may not think that something is so wrong.

**Ask participants what was needed to stop the balloons from being popped by Group Three?**

Some potential responses:

**Children**
- Need to know what is happening.
- Some have skills to resist but others are more vulnerable (refer to the balloon game -- some ran away and others were caught quickly). Sometimes children team up together and protect each other.
- All need some skills to protect themselves but they are not responsible for protection -- adults are.

**Protectors**
- Need to know what was going on.
- Need to combine forces and protect as a group not just as individuals.
- Needed to know the tactics of those who intentionally abuse children or need to know how children become more vulnerable.

**Abusers**
- Need to know that their behavior is not acceptable. Ignorant -- need to know how their actions make children more vulnerable.

**Observers**
- Must actively participate in protection and not just observe.
- Need to know how to recognize protection problems and how and when they should respond.
Activity Sheet Two: Protection Post-Its

Time: 15-20 minutes

Objectives:
- To discern how the majority of participants in the workshop understand the concept of child protection.
- To use as a guide to transition into the definition and understanding of Child Protection.

Materials:
- Large Post-It papers that will stick to a surface (if Post-it papers are not available use large pieces of paper and apply tape)
- Markers and a White Board, flip chart stand or wall

Instructions:
1. Distribute one Post-It paper to each participant in the workshop.
2. Ask participants to write down their definition of child protection. Participants should not look up concepts on child protection in various reports, books, etc. nor should they discuss the definition with other participants. Ask participants to write only one sentence, NOT a paragraph. Participants can write the definition in their own language if English is a problem or more difficult to use. Tell participants NOT to use the words “protection” or “protecting” in their definition. Give participants an example, such as: “Child protection means protecting children.”
3. Ask participants to write an anonymous definition. Instruct participants to NOT write their names on the definitions.
4. Once participants have written a definition of child protection, ask participants to bring the Post-It papers to the front of the room and stick it to the white board.
5. After all the Post-It papers are placed at the front of the room, the facilitator can begin to categorize the definitions. Typically individuals will define “child protection” in one of five ways:
   1) Reducing or Eliminating Abuse
   2) Creating a positive environment that ensures children’s healthy development
   3) Ensuring children are healthy (well-being)
   4) Upholding Child Rights
   5) Combination of All or some

Participants may also have a combination of the above categories.

6. The facilitator should write the following words on the White Board to help guide participants in understanding how their colleagues defined child protection. (Abuse) (Healthy Development) (Child Rights) (Environment) (ALL)
7. Take each Post-It one at a time and read it out loud for all participants to hear. Ask them to categorize the definition into one of the four categories.
8. Once all the Post-It papers have been read and each definition has been categorized, on observation both the facilitator and the participants can view how on the whole how those in the room understand child protection. In general, category one and three will have the most number of definitions. A few participants may have a combination; however, rarely will participants include all points in their definition.
9. Following the categorization, the Facilitator can introduce the definition of child protection.

“Child Protection consists of reducing risks to children’s holistic well-being, making children’s rights a reality, restoring hope and a dignified living where abuse has occurred and creating an enabling environment that supports children’s positive development.”

Note: In a larger group, another option is to have individuals write their own definitions, then form pairs to discuss and alter their definition. Then in groups of four they will finalize a definition combining ideas from all four people. Each group of four will present their definition and carry on with the above activity.

Alternative Method 1: If participants are unable to read and write, the activity above can be modified by asking participants to call out definitions of child protection. As the facilitator listen very closely as to how they define child
protection and then place participants around the room in different groups. For example, if a participant states: “Child Protection is preventing abuse.” Ask that person to stand up and sit next to a particular corner of the room or a tree if outside. If the next person says, “Child protection is stopping violence to children.” This again would be “abuse”…and you would ask that person to stand with the other person by the corner/tree. If another participant states, “Child protection consists of ensuring children have rights.” This would tell you that they would fall into the category of “Rights”. Decide on another location for “Rights” and ask the participant to stand there…a rock or a chair. Continue like this until all participants have delivered their definition of child protection. Afterwards, explain to participants why each group is grouped the way it is using labels: “Rights”, “Abuse”, “Environment”, “Well-being”, ALL. Look around to see how many participants are grouped together in each area to get a feel for how participants view child protection.
Activity Sheet Three: Contested Definitions

Time: 15 minutes

Objectives: to review two common definitions of child protection and their limitations

Materials: paper, markers, handouts

Instructions:

Create a Handout with two definitions of child protection. OR Read aloud two different definitions of child protection.

☐ Def. 1: Child protection consists of reducing physical threats to children.

☐ Def. 2: Child protection consists of establishing legal standards to ensure children’s rights.

→ What are the strengths and weaknesses of each?

Ask participants to read each definition and give their opinion about which one, if either, captures the correct information. The first definition aims at a typical conception of child protection that only embraces the physical aspects of protection. The participants will hopefully find that this definition is too narrow. The second definition only encompasses the establishment of rights and standards, but does not incorporate the necessary action and programs that need to stem from those standards. The facilitator can hold a discussion of what is lacking from these definitions before introducing the “correct” definition. Points to emphasize include that child protection focuses on reducing risks, upholding child rights, and creating an environment that encourages the healthy development and well-being of a child. The facilitator should ask the participants what they think “holistic” means and what types of development of the child it might include (educational, social, moral, cultural, emotional, and physical). It is also important to note that the common phrase “child protection problems” refers to child rights violations.
Activity Sheet Four: Symbolizing Protection

Time: 20 Minutes

Objective:
- To further explore and understand the definition of child protection
- To illustrate the definition through symbols and/or pictures as a means for remembering the four key components of the concept.

Materials: Flipchart paper (cut out into large circles—optional), or cardboard/poster board, markers

Instructions:

1. This activity can be done either in a large group or broken into smaller groups.

2. Either in small groups or in one large group, ask participants to create symbols that illustrate the four components of child protection:
   - Reducing Risks/Abuse
   - Upholding Rights
   - Child Well-Being
   - Protective Environment

3. Pictures or symbols of each component can be drawn on large poster board cut into circles or just flipchart paper. Hang four large circles around the room/location and ask participants to visualize the component and illustrate it through a drawing.

Method 1: Ask participants to walk around the room and draw a small picture or symbol of the component on each of the four circles hanging on the wall. After each participant has had a chance to draw their symbol within the circle have participants vote on the best representation of the component. Ask for that one picture/symbol to be drawn largely on a separate circle. Hang the four large symbols in the room and refer to these throughout the training as reminders of what child protection is.

Method 2: Divide participants into four groups. Each group will be given one component. As a group they should decide how to best illustrate the component. Have each group present their symbol to the larger group. Hang the four large symbols in the room and refer to these throughout the training as reminders of what child protection is.

Note: Try to ensure participants create an actual symbol and not a picture of a scene or event. Symbols can be integrated into the training more easily and illustrated quickly. For example, discourage participants from drawing a scene where a child is being hit and in the background a CPC member is advising the parent...you also may see a hut, a field, etc. This is a large scene and not a symbol. A symbol, for example, could be something that represents abuse—a sad face—then further illustrated with an X to indicate this is something not wanted.
Activity Sheet Five: Drawing the Rings of Responsibility

Time: 15-20 minutes

Objectives:
- To illustrate responsibility of child protection through simple diagrams
- To explore participants’ understanding of responsibility for child protection

Materials:
- Large flipchart papers; individual paper, markers, masking tape

Instructions:

1. Provide each participant with a piece of white paper and a marker.
2. Ask each participant to draw a diagram that would illustrate who is responsible for child protection. Explain to participants that if they were trying to illustrate this responsibility through a diagram or flowchart what would it look like and who would be the key players or stakeholders in their diagram.
3. Each participant should try to draw a diagram that represents their thinking.
4. Walk around the room and as participants begin to complete their illustration ask 3 to 5 participants to take their diagram and enlarge it on a large flipchart paper. Try to select 3 to 5 different illustrations to encourage better discussion and debate.
5. After these participants have enlarged their diagrams have them hang these diagrams around the room and ask each one to present on their diagram and why they view responsibility in this particular manner.
6. Encourage discussion and brainstorming after each presentation with other participants in the room questioning the way the diagram was drawn.
7. Continue going through each presentation highlighting key commonalities with the diagrams and key differences between each of the diagrams drawn by participants.
8. Conclude the session by linking into the Rings of Responsibility diagram and highlighting where some participants had similarities and where others were very different.
Activity Sheet Six: Linking Protective Elements to Responsibility

Time: 1 hour

Objectives:
- To explore the ten elements towards a protective environment within participants’ own community
- To identify key roles and responsibilities when addressing the elements of protection

Resources:
- Handout on Elements towards a Protective Environment (Provide participants with the list of 10 Elements of a Protective Environment: See Below), and Handout for Activity, flipchart paper, markers

Instructions:
1. Ask the participants to break into small groups.

2. Each group will be assigned at least two “elements” from the list in the handout. (One element if time is limited)

Elements towards a Protective/Enabling Environment:

1. A country’s attitudes, traditions, behaviors, practices respect children
2. The Government is committed to fulfilling protection rights
3. Governments have created protective legislation and have ensured its enforcement for the safeguarding and protection of children
4. Children feel free to speak openly about issues that concern them and they are aware of their right not to be abused
5. Local resources are tapped into and community structures and families understand and are committed to the protection of children
6. There is open discussion, engagement, and advocacy initiatives on child protection issues
7. Organizations and their staff have the capacity to understand and respond to child protection problems
8. Monitoring, Evaluation and Reporting systems are in place
9. Support systems are established for assisting in recovery and reintegration
10. Society recognizes children’s positive development and resilience

3. The groups will each address the following questions according to the element they are addressing: (Provide handout for participants to complete the activity in their groups)
   - Is this element currently addressed in your community?
     - If so how? How could it be improved?
     - If not, what are some approaches that could be taken to incorporate this?

For example, let’s say the group is looking at element # 8: Support systems are established for assisting in recovery and reintegration. Ask participants if they can give examples of various activities that are occurring within their communities that address this element. After participants can come up with a list of various examples, ask participants if they can think of additional activities or actions that are not being done but could be. Have participants create two lists: 1) What is being done and how can it be improved and 2) What could be done.

4. The second part of this activity now asks participants to look at the specific element they have been given as a group. The group should draw on a large piece of paper the rings of responsibility. Ask participants to think of the
element and determine an activity or action that could be done to address that element at each level of responsibility. For example, if participants have element number #8, what could a child do to support recovery and reintegration of themselves or other children? What could the family do to support recovery and reintegration of children? What could the community do to support the recovery and reintegration of children? Etc. Have participants try to think of concrete examples of community activities/resources or initiatives.

5. Allow the groups to discuss the issue for 30 minutes, and then report back to the main group.

**Note to Facilitator:** If the group is small, you may wish to focus on only 2 or 3 elements rather than all 10. Although, as much as possible try to get participants to think through the more practical and tangible elements that they feel they have control over.
<table>
<thead>
<tr>
<th>Rings of Responsibility</th>
<th>Is this Element’s indicator being addressed at each level of responsibility? (Yes or No)</th>
<th>If Yes, How is it addressed?</th>
<th>If yes, how could it be improved?</th>
<th>If No, what are some approaches that could be done to address this element?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
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<tr>
<td>Family</td>
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<td>Community</td>
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<td>Institution</td>
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<tr>
<td>International</td>
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</tbody>
</table>
Activity Sheet Seven: Protection Review

Time: 20 minutes

Objectives:
- To review and apply various topics, such as: child rights, the protective forces (or rings) around a child, and risks that children might face.

Resources:
Flip chart paper, markers

Instructions:
1. Divide the participants into three groups.
2. Provide each group with a piece of flip chart paper.
3. Instruct each group to draw a small child (about 1 foot high) in the middle of their paper.
4. Assign each group to answer one of the questions (below), and they should write their question at the top of the flip chart page. Then each group should brainstorm responses, and write their responses around the child on their sheet.
   - What rights does this child have?
   - Who supports this child and how?
   - What risks or threats might this child face?

The facilitator can walk around and ask questions to keep the groups brainstorming. Sometimes participants need to be encouraged to break down their answers.

Depending on time, the groups can either present their “child” to the whole group and answer questions and obtain feedback, or the flip charts can be posted around the walls and participants can do a gallery walk and survey the answers.

Alternative Method 1: If the number of participants is small, a few pieces of flip chart paper can be laid on the ground. One of the participants can be asked to volunteer to be a child. His or her outline can be traced as they lie on the piece of paper. Once s/he gets up, the participants can then each be given a pen and write around the outline of the child their responses to each of the questions. This “child,” ringed by participants’ ideas of her rights, support, risks, and traits, can be put on the wall as a reminder throughout the workshop of the unique aspects of childhood that participants can keep in mind throughout the training.

Alternative Method 2: Provide the group with a scenario that will assist them to answer the three questions. A scenario could be: Two parents have five children. The eldest is a girl who is twelve years old. The family is extremely poor and so the parents send the girl to work. She goes far from her home to the home of a man who recently lost his wife and has three young children.
Activity Sheet Eight: On the Line (Strongly Agree and Strongly Disagree)

Time: 30 minutes

Objectives:
- To assess the level of participants’ understanding of child protection issues
- To encourage friendly debate and discussion about controversial child protection topics
- To lay the groundwork for the session on Identifying Child Protection Issues

Materials:
- Masking Tape (or chalk, or string to make a line across the room), Two signs reading: 1) Strongly Agree, 2) Strongly Disagree

Instructions:
1. Create a line across the room or outside using either masking tape, string, or chalk. The line should be long enough to extend across the entire room/space.
2. On one end of the line place the sign “Strongly Agree”.
3. On the opposite end of the line place the sign “Strongly Disagree”.
4. In the middle of the line create a small line intersecting the line and indicate that this is the middle (You can create another sign that says “I don’t know” or “Maybe Agree/Disagree”)
5. Ask all participants to stand up and come over to the line.
6. Explain to participants that you will read aloud a statement. If participants Strongly Agree that the statement represents a Child Protection Issue they should stand by the side of the line that indicates “Strongly Agree.” If participants strongly disagree that the statement read is not a child protection issue they should stand on the opposite side of the line that reads “Strongly Disagree”. Participants that do not know or who think it could be both should stand in the middle.
7. Explain to participants that you will read the statement and they should think about the issue individually and make their own decision. Explain that at this point there are no right or wrong answers that you are only exploring how individuals think.
8. Begin to read various statements (See below)
9. After each statement allow participants to go to the place they feel strongly about.
10. Once participants have decided where they stand, ask a few people in each section to explain why they are standing in either “Strongly Agree” or “Strongly Disagree” or in the “Middle”. Allow one or two people to speak and then move to the next group. Allow this group to speak and then go back to the group before to see if anyone has additional information to say.
11. Continue to go back and forth between the different groups to start a small debate among participants and to get them thinking through the topic.
12. After you have explored one topic for some time proceed to another statement. Indicate again that at this point you will not disclose which topic is right or wrong, but rather you want to see how they think and how they can argue their point of view.
13. Proceed with another statement and continue the steps as before.
14. Try to do at least 4 or more statements that will highlight the different categories of child protection.

Example Statements:
- A 9 year old boy fails to submit his homework. The teacher gives him 2 canes for not completing his homework.
- A 16 year old boy voluntarily joins the military.
- A child of 13 years believes in Islam, but his parents insist that he go to a Christian Church to pray.
- A 14 year old girl teases an 8 year old girl at school every day.
- A formerly abducted child comes back to the community but does not go through a reception center.
- A girl child of 17 years old falls in love with her classmate who is the same age as she. Two months later the boy turns 18 years. The girl is still 17 years. The boy and girl decide to marry.
- A refugee child who is 12 years old is not included in the universal primary education policy by the government because the child is not a citizen of the country.
- A child has no access to school.
- A child’s participation in helping to design a new program is denied.
- A child is made to do housework (washing dishes and fetching water) before going to school.
- A 7 year old child is left alone at home while his mother and father work in the fields.
- There are no playgrounds for children in the community.
- A child becomes separated from his/her parents during a rebel attack.
- Children want to play sports instead of doing their homework.
- A child is adopted by a loving family but the child does not know who his/her biological parents are.
Activity Sheet Nine: Case Studies

Time: 30 minutes

Objectives:
- To identify different types of abuse
- To explore various roles and responsibilities of those that would respond to the abuse

Materials: Handouts on case studies, flip charts, markers, tape

Instructions:

1. Participants are divided into groups with each group receiving a case scenario.

2. Participants should read the scenario and answer the following questions:
   a. What type of abuse has occurred in this case study?
   b. Whose role and responsibility is it to respond to this case of abuse?
   c. By using the Rings of Responsibility, describe the role and responsibility of each key stakeholder in each ring.
   d. As a CPC member what would you do to stop or prevent this abuse from occurring in the future?

3. Participants can present their discussion to the larger group with the facilitator drawing out from the group alternative responses.

Case Scenarios:

1. A young boy of 10 years old forgets to do his homework. The teacher of the class punishes the boy by asking the boy to come to the front of the class. While standing in front of all the other students, the teacher scolds the boy by calling him names such as ‘lazy, stupid, and that he will never amount to anything in life.’ The boy feels embarrassed. He returns to his seat and sits there in silence.

2. A local family decides to take in an orphaned child after both her parents died of HIV/AIDS. The child is cared for, given food, clothing and shelter like the rest of the children in the family. But, do to the fact that the family is poor they are only able to send their biological children to school. The orphaned child although cared for will help in the fields with the caretakers in order to help earn food for the rest of the family. If one day they can find a scholarship for this orphan they will send her to school, but now she is not allowed to go to school with the other children in the family.

3. A young boy of 17 years is sent to do work outside of the household. He finds work at a local restaurant. The restaurant owner says the boy can wash dishes for a small fee. Everyday the boy comes to the restaurant to wash dishes and is given a small fee. Over time the boy is given additional responsibilities, for example cooking, serving customers, and cleaning the tables. However, the boy continues to receive the same amount of pay despite his additional responsibilities and long working hours. If he complains the restaurant owner will fire him, so he continues to work.

4. A local man starts up a video hall in town. He allows children into the video hall when pornographic videos are showing. Adults are also inside watching these films. The girl children are asked to sit near the adult men as they watch the videos. The men promise to give the girls sweets for sitting near them.

5. A family is unable to care for their 13 year old girl child. They decide to marry her to older man of 42 years. The family will receive a nice dowry for this marriage.

6.
When the family sits down to eat dinner only the boy children and the father are allowed to eat. The one girl child and mother must wait until the males have finished eating. Once they have finished the mother will then eat. Whatever is left the girl will receive. Sometimes, the portions remaining are only two spoonfuls of beans.

7. A disabled child who cannot walk and cannot speak is locked inside the house because the family does not want to draw attention to his disabilities. The child is cared for, given food, clothing and shelter, but the child is not allowed outside the house. The parents feel that if the child is outside the child will be discriminated against. To prevent teasing the child is kept inside. This is for his safety and protection.

8. A teacher asks one of his female students to stay after class so that he can give her extra math lessons to help her with her dream in becoming a doctor. He says by giving extra courses that she will go far in life. He says that because she is so smart that he is willing to do this for free. The girl is very happy about this extra attention. After a month the extra classes are going very well and she is excelling very nicely in school. Then one day the teacher tells her that he would like her to do him a favor for all the help he has given to her. He says that they have become very close and he really likes her. He tells the girl that she needs to have sex with him otherwise he will stop teaching her and he will fail her in math. She will never be able to go onto university or get a scholarship if she fails math. So, she agrees to have sex with the teacher.

9. A young boy is caught stealing from a local shop. He is sent to meet with the Local Council for his punishment. It is decided that he will receive 6 slashes with a stick by the elders in the community. He is sent in front of the community for the slashes to take place where anyone can come and watch.
Activity Sheet Ten: Situational Drawings

Time: 1 hour

Objectives:
- To visually illustrate child protection problems and risks in specific situations
- To highlight the varied problems that can arise due to extreme circumstances

Materials:
- Flipchart paper, Markers, Masking Tape

Instructions:

1. Divide participants up into several groups.
2. Each group is given a large flipchart paper.
3. Explain to participants that in their group you would like them to draw a poster using no words, only illustrations/pictures that describe the risks and abuses children face in specific situations.
4. Each group will be given a different situation to illustrate. (See below)
5. Give each group about 20 minutes to draw their poster.
6. Ask each group to hang their drawing up on the wall or in a location that can be viewed by all.
7. Ask participants from the other groups that did not draw the picture to try to determine what is happening in the poster. Try to determine what the child protection problems/risks are that children face in these particular situations.
8. Allow participants to reflect on each poster before asking the groups that drew the poster to explain any part or aspect that the group did not understand.
9. At the end of the session ask participants what they learned from doing this activity.
10. Ask participants if the illustrations reflect reality on the ground when children are in these situations.
11. Ask participants what types of programs/policies exist to prevent some of these abuses from happening? Are they effective? Why are some of these risks/abuses still a challenge?
Activity Sheet Eleven: Vulnerability Factors

Time: 30 minutes

Objectives:
- To assess how the group defines vulnerability
- To explore the definition of vulnerability
- To identify factors that contribute to a child’s vulnerability

Materials Needed: Flipchart paper, markers

Instructions:

1. As a group pose the question:
   “In your language, what would be a definition of ‘vulnerability’?”

   Explore the various definitions. Then pose the question:
   “What would make a car at risk (vulnerable) to an accident?”

   Responses from participants might include: speeding, lack of maintenance, storm, objects on the road, fuel. Continue to create a list of as many examples that participants can think of. Next, ask participants to create a list of as many examples that they can think of that would keep a car safe from an accident. Explain to participants that what they have listed are factors towards vulnerability and factors towards the decrease of vulnerability. Point out to participants that at no time did anyone mention “Toyota” or “Porsche” or “Jeep” or any name or label of a vehicle. Explain to participants it is not the name brand of a vehicle that increases or decreases vulnerability but rather all the factors that exist for a particular vehicle that will either increase or decrease the likelihood of an accident.

2. Next ask participants to split up into small groups.

3. In the groups have each group come up with a definition of children’s vulnerability.

4. Next, ask each group, based on their definition, to identify one factor increasing vulnerability and one factor decreasing vulnerability. After about 10 minutes ask participants to return and discuss how participants viewed the term vulnerability.

5. Chart the responses on flipchart paper/board to illustrate how participants view vulnerability. Responses can be separated out, for example how community leaders see vulnerability, how parents see vulnerability, how children see vulnerability.

Explore the various definitions of vulnerability with participants by referring back to the facilitator notes in Session Six, Step 1.
Activity Sheet Twelve: Who’s Vulnerable?

Time: 30 minutes

Objectives:
- To further explore what is meant by the term vulnerability and how it is used
- To challenge participants’ understanding of the term vulnerability
- To decrease the tendency to define vulnerability in terms of labels
- To strengthen participants’ ability to recognize vulnerable persons by factors that exists in a person’s life and not by their situation or circumstance.

Materials:
- Prepared Flipchart with Chart of Questions, 3 Large flipchart papers with the words “Dog”, “Orphan” and Child living in 2 parent household” written separately on each Flipchart paper, Prepared statements for three persons representing Dog, Orphan and Child in two parent household. Markers, Masking Tape.

Instructions:
1. Ask three participants to volunteer and come to the front of the room/space.
2. Give each of the three volunteers a ‘role’. One will be ‘Dog’, one will be “Orphan” and one will be “Child living with 2 parents”
3. Have the volunteer tape the large flipchart paper to their front.
4. Ask the three volunteers to stand in front of the group facing the rest of the participants.
5. On a flipchart stand, put up the prepared chart below:

<table>
<thead>
<tr>
<th>Orphan</th>
<th>Dog</th>
<th>Child with 2 Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe each individual:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell us about yourself</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. First, ask participants to describe the “Orphan”. Participants should literally describe the participant. So, if the person has on a blue shirt and is smiling, participants can say, “The orphan is smiling and has on a blue shirt”. Do this for each volunteer until a description has been completed. As participants describe the volunteer (Dog, orphan, child with 2 parents) the facilitator should write up the responses into the prepared chart on the flipchart.

7. Next ask each of the volunteers read off a prepared statement that is attached to their large flipchart paper. The Facilitator should capture this information into the chart at the front of the room. Each individual (volunteer) will describe his/herself except for the Dog, because the dog cannot speak English. So the dog will either stay silent or pretend to bark (make a sound like a dog).

8. Next ask participants in the group to
Activity Sheet Thirteen: Balance of Vulnerability

Time: 30 minutes

Objectives:
- To illustrate the protective and attacking factors of vulnerability.
- To exemplify vulnerability by present protective and attacking factors vs. labels of child protection problems.

Materials: wood board/plank (4fts or longer), bricks or boxes or items representing factors, chair/bench

Instructions:

1. The facilitator will place the wood board or plank across the chair/bench to begin the activity. Explain to participants that the wood board acts like a scale, where depending on the weight of the objects on one side will either balance the board or force the board to move up or down on either side. This model or scale represents the balance of vulnerability in a child’s life.

2. Explain to participants that the bricks or boxes or other items are the symbols of either protective or attacking factors of vulnerability. These can be prepared before the exercise or if time is available can be created at the time of the activity during a group discussion.

3. Have participants think about some protective factors that can encourage the resilience and well-being of a child. (Write these factors on flipchart paper and then use these factors to label the bricks/items) Some examples can include:
   - Education
   - Proper nutrition
   - Shelter
   - Loving parents/caretakers
   - Friends
   - Hospital or health clinic in village
   - Self-esteem
   - Laughter
   - A place to play
   - The knowledge how to prevent HIV/AIDS
   - A mosquito net
   - Faith

4. Have participants think about some attacking factors that can increase risks or cause abuse to a child. Participants may begin by creating labels, for example: an orphan, child soldier, etc. Discourage this. Try to have participants think about the factors in a child’s life that happen if such an event occurs. (Write these factors on flipchart paper and then use these factors to label the bricks/items) Some examples can include:
   - No access to education/no school fees due to having no income or parent to provide fees
   - Lack of nutritional food
   - No shelter
   - Distrust
   - Little discipline or extreme discipline
   - No role models
   - Physical punishment
   - Feeling of humiliation
   - Isolation

Each of the factors (both positive and negative) should be labeled on the bricks/boxes or on the articles signifying the factor.

5. The facilitator should now ask the participants to think about a child. To begin with the facilitator can use a common example where participants will understand immediately the child is vulnerable. This could be an orphan. Referring back to the scale, indicate that one side is the negative or attacking factors and one side is the positive or protective factors. Ask participants to place the bricks/boxes/objects on the attacking side of the scale that could be happening as a result of being an orphan. Participants could choose items that include: No school fees, or distrust, or isolation, no parents, etc. Now ask the participants to think about protective factors that could balance the
vulnerability scale. Participants might choose items such as scholarships, having peer mentors in their life, sports that can create friendship and trust, a loving aunt/uncle.

Explain to participants that at the beginning the scale was equal as both factors were pushing against each other, but when one out weighs the other the scale can tip to either side...in this case, the child became more vulnerable because they lost their parents. But, although it was the act of losing the parent that could create vulnerability, the child is only vulnerable if other factors in the child’s life are not present to counter act the negative occurrence. If there were no support systems, no relative to offer assistance or help, or the child was left without emotional support the scale could tip towards further vulnerability. If there are protective factors in a child’s life the scale will balance itself out or even increase a child’s resilience. Stress that even though the child is an orphan that the ‘label’ of being an orphan is not the vulnerable factor…it is what is lacking that can cause vulnerability. Vulnerability is a fluid state…it is constantly changing.

6. To illustrate the point further, ask the participants to do the exercise again. This time take a child that seems relatively happy and content living in a two parent household and going to school. Ask participants what factors could be present to make this child vulnerable. On the surface the child appears less vulnerable than other children because there is no “label” attached to the child, but what could be going on under the surface. Some examples could be:
- The parents are uneducated in nutrition
- The child is bullied at school by other children
- There is little guidance or positive role modes in the child’s life
- No hospital in the village
- The child does not know where they live if they were to become lost/separated by their parents
- The child lives in a large family with many children and little attention is given to this child
- The family lives on the outer edge of the village where rebels have easy access

Explain to participants that even the child that has no “label” can be vulnerable and sometimes more vulnerable than a child who has been “labeled”. If the orphan is given guidance, shelter, school fees, emotional support and opportunities to play and make friends, but the child who is living in a two-parent household doesn’t know how to protect him/herself from violence, or there is no hospital in the village, or the parents are uneducated in nutrition the child could be more vulnerable than the orphan.

Stress the importance of understanding the full scope of vulnerability and how any child can become vulnerable and any child can become resilient despite their hardships. As those protecting children it is important to recognize the risk to all children, to lesson the attacking factors, and to recognize that ‘labels’ can be a sign of vulnerability but that depending on the protective factors present can help counter act the imbalance. Point out that programs that target the labels can sometimes miss the children not included in those labels that might be more vulnerable. This is where targeting or labeling can endanger other children or provide assistance to only some vulnerable children and perhaps not the most vulnerable children in a community. Remember over targeting a child...for example providing school fees to orphans...can also have a reverse affect on this child or other children. Increased attention on any one group or label can increase other negative or attacking factors...for example name calling to the child, or the risk of children in good families being left ‘orphaned’ to try to benefit from the school fees.

The facilitator should have an open discussion with participants about the above and illustrate through example by adding or subtracting different bricks/boxes/objects from the scale to express the points being made.

Points to remember:
- It is the lack of balance towards attacking factors that results in greater vulnerability
- Vulnerability increases when protective factors are taken away
- Vulnerability decreases when protective factors are added
- Vulnerability is not static and can change over time
- Vulnerability Balance can be achieved by working on factors that increase vulnerability (absence of caregiver), supporting factors that decrease vulnerability (better security), and adding factors that decrease vulnerability (education)
Appendix 1:

Fact Sheet on Child Abuse

Recognizing child abuse

1. Recognizing physical abuse
   The following are often regarded as indicators (signs) of concern:
   - an explanation which is inconsistent with an injury
   - several different explanations provided for an injury
   - unexplained delay in seeking medical treatment
   - caregivers are uninterested or undisturbed by an accident or injury
   - caregivers are absent without good reason when the child is presented for treatment
   - repeated presentation of minor injuries (which may present a ‘cry for help’ and if ignored could lead to a more serious injury
   - when family uses different doctors and hospital departments
   - reluctance to give information or mention previous injuries
   - hiding certain body parts that might be burned/wounded (i.e. putting hands in pockets)
   - fearfulness in approaching adults

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- any bruising to a pre-crawling or pre-walking baby
- bruising in or around the mouth, particularly in small babies which may indicate forced feeding
- two simultaneous bruised eyes, without bruising to the forehead (rarely accidental)
- repeated or multiple bruising in the head or on sites unlikely to be injured accidentally
- variation in color possibly indicating injuries caused at different times
- the outline of an object used e.g. belt marks, hand prints or a hair brush
- bruising or tears around, or behind, the earlobe indicating injury by pulling or twisting
- bruising around the face
- grasp marks on small children
- bruising on the arms, buttocks and things may be an indicator of sexual abuse

Bite marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- linear burns from hot metal rods or electrical fire elements
- burns of uniform depth over a large area
- scalds that have a line indicating immersion or poured liquid
- old scars indicating previous burns/scalds which did not appropriate treatment or adequate explanation
- scalds to the buttocks of a small child, particularly in the absence of burns to the feet are indicative of dipping into a hot liquid or bath

Fractures

Fractures may cause pain, swelling and discoloration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if: the history provided is vague, non-existent or inconsistent with the fracture type, there are associated old fractures, medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain, or loss of movement or there is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse
2. Recognizing emotional abuse

Emotional abuse may be difficult to recognize, as the signs are usually behavioral rather than physical. The manifestations of emotional abuse are often associated with other forms of abuse. The following may be indicators of emotional abuse:

- development delay
- abnormal attachment between child and a parent/carer e.g. anxious, indiscriminate or no attachment
- indiscriminate attachment or failure to attach
- aggressive behavior towards others
- scapegoat within the family
- frozen watchfulness, particularly in pre-school children
- low self-esteem and a lack of confidence
- withdrawn or seen as a loner, difficult relating to others
- self-harming behavior, eating disorders (anorexia or bulimia) and suicidal attempts

3. Recognizing sexual abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognizing can be difficult, unless the child discloses and it is believed. There may be no physical signs and indicators are likely to be emotional/behavioral.

Some behavioral indicators associated with this form of abuse are:

- inappropriate sexualized conduct
- sexually explicit behavior, play or conversation, inappropriate to the child’s age
- continual and inappropriate or excessive masturbation
- self-harm (including eating disorders), self mutilation and suicide attempts
- involvement in prostitutions or indiscriminate choice of sexual partners
- an anxious unwillingness to remove clothes for e.g. sport events, cultural events (but this may be related to culture norms)

Some physical indicators associated with sexual abuse:

- pain or itching of genital area
- blood on underclothes
- pregnancy in a younger girl where the identity of the father is not disclosed
- physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and things, sexually transmitted infections and the presence of semen

4. Recognizing neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- failure by parents or caregivers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- a child seen to be listless, apathetic and unresponsive with no apparent medical causes
- failure of child to grow within normal expected pattern, with accompanying weight loss
- child thrives away from home environment
- child frequently absent from school
- child left with adults who are intoxicated or violent
- child abandoned or left alone for excessive periods
Appendix 2:

Handout on Examples of Child Protection Issues

Child Protection Problems and Violations

- Child Abuse
- Corporal Punishment
- Child Abduction
- Recruitment of Child Soldiers
- Separated and Unaccompanied Children
- Harmful and/or Exploitive Child Labor
- Child Prostitution/Forced Prostitution
- Child Pornography
- Child Trafficking
- Emotional Abuse
- Malnutrition
- School Dropout
- Refugee and IDP Children
- Street Children
- Night Commuting Children
- Children in Conflict with the Law
- Domestic Violence
- Forms of Sexual and Gender-Based Violence
- Early Child Marriage/Forced Marriages
- Rape
- Harassment/Sexual Harassment
- Discrimination
- Harmful Traditional Practices
- Physically and Mentally Disabled Children
- Children living in Child-Headed Households
- Children Affected by HIV/AIDS
- Diseases
- Children caught in custody battles with Divorced Parents/Caretakers
- Child Abandonment
- Children involved in Gangs
- Children involved in drugs, alcoholism
- Neglect (Food, Shelter, Clothing, Medical)
- Children living in Orphanages
- Suicide
- Defilement
- Child Protection Violations by NGOs/Govt Agencies/Media (breach of confidentiality, bad practices, discrimination, increased risk)
- Children exposed to violence (death of family member due to war, torture)
- Denial of participation/freedom of speech
Appendix 3:

Handout on Elements towards a Protective Environment

Elements towards a Protective/Enabling Environment:

A country’s attitudes, traditions, behaviors, practices respect children
Action: Address harmful attitudes, traditions and behaviors
Example: Communities have stopped practicing female genital mutilation.

The Government is committed to fulfilling protection rights
Action: Strengthen government capacity and commitment
Example: The government has created the OVC policy towards the commitment of protecting OVC.

Governments have created protective legislation and have ensured its enforcement for the safeguarding and protection of children
Action: Ensure policies exist that protect children and strengthen and build the capacity of the system to uphold these policies
Example: Children detained for criminal offences are kept in separate juvenile remand homes away from adults.

Children feel free to speak openly about issues that concern them and they are aware of their right not to be abused
Action: Develop children’s life skills, knowledge and participation
Example: Children have created clubs or drama groups that speak out and debate child protection issues.

Local resources are tapped into and community structures and families understand, are committed, and have the capacity to protect children
Action: Strengthen and build community-based initiatives and families’ understanding and commitment in child protection
Example: Communities have created “Watch-Dog” groups that look out for the protection of children.

There is open discussion and advocacy initiatives on child protection
Action: Establish open discussions with community, media, civil society actors, and the government on child protection
Example: Civil society actors are open to the discussion of sensitive issues (such as underage recruitment or sexual abuse) and do not fear implications for speaking out about these issues.

Organizations and their staff have the capacity to understand and respond to child protection problems
Action: Build the capacity of organizations and their staff on child protection
Example: All staff within an organization, including drivers and others that may not be directly involved in programs has been given training on child protection and have signed a child protection code of conduct.

Monitoring, Evaluation and Reporting systems are in place
Action: Ensure monitoring, evaluation and reporting take place systematically for child protection
Example: Regular reports are produced that look at violence against children.

Support systems are established for assisting in recovery and reintegration
Action: Provide essential services for prevention, recovery, and reintegration
Example: Reception centers have been established for abducted children escaping/returning from captivity.

Society recognizes children’s positive development and resilience
Action: Promote awareness and opportunities within the environment that acknowledge the strength of children and that appreciate their positive coping mechanisms despite various hardships
Example: Parents encourage the uniqueness of each of their children based on their individual skills and talents.
Appendix 4:

Key Competencies in Child Protection

Module 1: What is Child Protection?

Pre/Post Questionnaire

1. Define child protection:

_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

2. An example of child abuse would be: (circle all that apply)
   a. A child who does not like to go to school
   b. A child who has not finished his homework and is given two canings by the teacher
   c. A child who is defiled by her uncle
   d. A child who breaks his arm and whose caretakers refuse to take the child to the hospital

3. Programs that target children affected by HIV/AIDS are addressing the most vulnerable children in the community.
   (Circle True or False)
   a. True
   b. False

4. Which of the following would be considered National responsibility for protecting children:
   a. Police Department
   b. Parents
   c. OVC Policy
   d. NGOs

5. Which of the following would be considered Community responsibility for protecting children:
   a. NGOs
   b. Social Workers
   c. Extended Family
   d. Religious Leaders

6. Children always know why they are being punished. (Circle True or False)
   a. True
   b. False

7. One element towards a protective environment for children would be: (Circle one)
   a. Children’s playground is clean and free of debris
   b. Staff within an NGO have signed a Child Protection Code of Conduct
   c. Children participate in sports and art activities
   d. Children live in a two-parent household

8. If one element towards a protective environment entails a country’s attitudes, traditions, behaviors, and practices to respect children, which of the following would not be an example of this element: (Circle one)
   a. Early marriage is practiced in the community
   b. Parents use non-physical means to discipline their children
   c. A policy is passed to prohibit the recruitment of children into armed forces
   d. Children cannot speak openly about their fears

9. You can assume that a child that is defiled is more vulnerable than a child that is working as a domestic laborer. (Circle True or False)
   a. True
   b. False

10. What would be an example of a child protection violation: (Circle all that apply)
    a. A child restricted from going to school
    b. A child who is physically abused
    c. A policy that prohibits girls from playing football
    d. Children bullying another child