ENGAGEMENT AND MONITORING TRAINING

SOCIAL COHESION AND PEACEBUILDING THROUGH CHILD PROTECTION AND EDUCATION

IICRD

2016

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OVERVIEW

TRAINING OBJECTIVES

Train partners in strategies/tools to better understand, strengthen and measure social cohesion and peacebuilding through child protection and education.

- Share findings from first research visit
- Discuss relation between social cohesion, child protection and psycho-social recovery
- Prepare participants to pilot new community engagement and monitoring tools and create action plan
- Pilot tools and discuss next steps

PRIMARY PROJECT OBJECTIVE

Support social cohesion and peacebuilding through strengthening community capacity for child protection and psycho-social recovery

SECONDARY PROJECT OBJECTIVES

- Situate child psycho social development and protection in a broader community context
- Enhance cooperation between "formal" government CP duty bearers and local "non-formal" stakeholders including women, youth, local leaders and traditional dispute resolution experts
- Strengthen capacity to mobilize/organize/network, such as networking mechanisms, Child Protection Committees and Youth groups, who can reinforce and sustain this process
- Inform community stakeholders of their rights and children's rights and local mechanisms that uphold these rights
- Build on local community peace building assets like children's well being, dignity, belonging and justice

Primary target groups for the training

- Community based child protection staff
- Child protection committees in partner communities
- Youth leaders from the Scouts
- Women's Groups
- Community leaders
- Traditional leaders
- Faith Groups

Key capacities built through this process:

- Root analysis of drivers of conflict and local assets
- Case study analysis of impact of conflict on rights (and psycho-social development) of children, youth and women

- Partner analysis of key "formal" and "non-formal" child protection actors
- Understanding role of traditional leaders in dispute resolution, in particular in regards to prevention of violence linked to land settlement
- Local action planning and implementation of child rights especially protection and engagement
- Ongoing monitoring and evaluation of social cohesion/ peacebuilding, child protection and meaningful engagement of local stakeholders (in particular women, children and youth, and traditional leaders)

Key Outcomes:
- ✓ Better coordination between groups
- ✓ More systemic approach to child protection
- ✓ Better understanding of local child protection and social cohesion issues
- ✓ Community monitoring of actions and outcomes

TRAINING AGENDA

Day 1 - Setting the Context
Welcome and Introduction
- Providing the rationale and overview of the project and key objectives
- Introducing facilitators / key partners

Workshop Logistics
- Setting Workshop Ground Rules
- Providing Overview of Agenda & Objectives
- Orientating to the workshop space
- Getting feedback from group on what they hope to gain from the training

Exploring Social Cohesion: Unity Circle Activity
- Introducing participants, and key concepts of Social Cohesion while exploring their role in Peacebuilding, and what inspires them

Identifying Child Rights Mechanisms
- Exploring the UN Convention on the Rights of the Child and what this means for participants

Child Protection, Social Cohesion & Peace Building Activity
- Exploring understandings of Child Protection, Social Cohesion and Peacebuilding in cultural context

Understanding Child Protection and Social Cohesion: Relational Mapping Activity
- Exploring what children need to be safe from a child rights perspective

- ♦ Exploring psycho-social development
- ♦ Identifying the key actors within formal and non formal systems
- ♦ Examining how these actors work together to keep children safe and creating social cohesion

Root Causes Activity
- ♦ Exploring root causes of the breakdown of Social Cohesion
- ♦ Identify the impacts on psycho-social development

Venne Diagram Activity: Key Findings from Baseline and systems Mapping Presentation
- ♦ Presenting and validating key findings from the initial baseline research, and discussing the implications for action using IICRD Venne Diagram Activity of Risk and Protective Factors and Opportunities

Systems Mapping Activity
- ♦ Exploring the inter-sectorial nature of government (formal) Child Protection responses and community (non-formal) protection systems as well as the need to work across these sectors to create social cohesion and peace

Good Practices Presentation
- ♦ Sharing good practices (locally and internationally) on the benefits and opportunities for strengthening the formal and non-formal systems of protection to enhance social cohesion

Summary of the Day & Evaluation
- ♦ Feedback on the day to ensure learning objectives were met and inform the process going forward

Day 2 - Engagement Tools to Strengthen Social Cohesion

Recap of Day 1
- ♦ Reviewing items covered from day one, sharing a summary of the evaluation feedback and answering any questions

Overview of Day 2
- ♦ Presenting the day's agenda

Pass the Rock Activity
- ♦ Connecting the group in a common activity that demonstrates social cohesion

Magic Carpet Activity
- ♦ Encouraging participants to work together as a team in a new and different way to reflect on the relation between child protection and social cohesion

Sharing the Vision
♦ Sharing and validating the vision of social cohesion through the work of local child protection committees

Creating a Mission Activity
♦ Establishing a collective group mission to describe <u>how</u> specific groups such as community leaders, women, Elders and youth:
  o Building on local strengths to support of the vision
  o Understanding local challenges
  o Supporting the achievement of outcomes in partnership

Mapping Key Relations Activity
♦ Exploring the key people and key institutions who share a vision for creating social cohesion and protecting children across the different social, political and economic systems

Boundary Partners Activity
♦ Exploring the current and required role and influence of formal and non formal partners and how they can support social cohesion and peacebuilding activities

Summary of the Day & Evaluation
♦ Providing feedback on the day to ensure learning objectives were met and inform the process going forward

Day 3 - Measuring Progress and Action Plans

Recap of Day 2
♦ Reviewing items covered from Day 2, sharing a summary of the evaluation feedback and answering any questions or concerns

Overview of Day 3
♦ Presenting the day's agenda

Finger Grab Activity
♦ Energizing the group and connecting them around a common challenge

Group presentations
♦ Providing each working group with an opportunity to share their Mission and Boundary Partners with the larger group

Outcome Challenge and Strategy Activity
♦ Establishing action plans/strategies to meet an outcome with clear activities, timelines, actions and outcomes

Progress Markers Development Activity
- ♦ Creating indicators of success for key activities love to like to expect to

Spidergram Activity
- ♦ Developing local indicators to measure progress in the next 3 months using IICRD Spidergram Activity
- ♦ Assessing <u>Where you are now</u> and <u>Where you want to be</u> in 3 months and 1 year and discussing how the groups are planning to get there

Group Discussion on Next steps
- ♦ Outlining next steps
- ♦ Exploring:
  - ❖ What opportunities exist to apply these tools to strengthen systems of protection for children and youth and peacebuilding in practice?
  - ❖ What obstacles/opportunities exist?
  - ❖ What additional support is required?
  - ❖ Roles and responsibilities?
  - ❖ How do we stay connected and support each other in our practice?

Summary of the Day & Evaluation
- ♦ Feedback on the day and the training as a whole to ensure learning objectives were met and inform the process going forward

Closing Web of commitments

Group Photo

Day 4 – Community Visit and Next steps
Community visit
- ♦ Piloting tools in community and mentor participants in facilitating the activities
- ♦ Confirming monitoring indicators with local agencies
- ♦ Detailing out timeline and next steps

PART 1: KEY ACTIVITIES

DAY 1 - SETTING THE CONTEXT FOR SOCIAL COHESION AND PEACEBUILDING THROUGH CHILD PROTECTION AND EDUCATION

Activity 1: Unity Circle - Exploring Social Cohesion

Before starting work on complex issues such as child protection and social cohesion it is important to build trust and a sense of community and common purpose. This activity helps prepare the ground for deeper conversations and can be done at the start and end of all/any sessions.

Objective:

To create a sense of unity and shared purpose and demonstrate how working together supports everyone

Material Needed: Large open area, pieces of strong cord or rope tied in a circle

Instructions:

1. Tie a large rope together to make a strong circle. Ask the participants to stand in a circle with arms outstretched holding onto the rope at the centre of the group (binding the participants together).
2. Ask the participants to take one step forward and lean back against the rope. Now have them lean left and then right to test strength of the rope. They can even try to move the circle in a circle first to the left and then to the right.
3. Now grab on to the rope and pull it to test the strength of the group and to show how one person can disrupt the circle. Ask the participants to keep the circle strong and try to pull it again. Note how much less the circle is disrupted and discuss this with the group.
4. Now get the participants to try to squat down together and then stand up together while still holding on to the rope. Let them try this a few times and then suggest counting together or using a noise such as "oooiiooh" to

signify "stand up", and "ayyyaahhh" to sit down. See how much better they are able to work together.

5. Next, ask everyone to close their eyes and have them repeat the squatting down/standing up exercise to further build trust in the group.

6. DISCUSS: Ask the participants for their feedback. Ask them what they learned about:
    - The importance of working together,
    - How being attentive to ones neighbour is important for group/community success,
    - How one person, who may be feeling sad or upset, can upset the circle, and
    - How everyone needs to work together to be balanced and create a sense of unity.

7. Relate this to how we all have to work together to protect and support the psycho-social development of vulnerable children within a community environment, and how each of us has a part to play in creating safe healthy communities– including the children.

"*When a piece of sand gets inside of an oyster, it is like a wound and the oyster produces something like tears. The tears grow until they form a beautiful pearl. We need to find the pearl inside each child, and nurture what is beautiful.*"

It is our obligation to do our best to support ALL children.
To ensure this, we need to pay special attention to the most vulnerable children.

Activity 2: A Rights Based Approach for Building Social Cohesion:

Objective:

To gain a personal understanding of child rights, a rights based approach for understanding Child Protection, Psycho-social recovery and Social Cohesion.

Materials needed: A piece of paper, markers, pens, crayons or pastels

Discussion:

Child Rights are special rights granted to children because of their age and development makes them vulnerable. The global community came together and universally agreed to support children's rights through United Nations Convention on the Rights of the Child (1989). Many rights are outlined in the convention. Key rights include Articles, 2 (non-discrimination), 3 (best interest of the child), 6 (survival and development) and 12 (participation). Children should not experience physical or mental violence or be separated from their family.

Two more Optional Protocols declare that children should not be:

- Economically exploited or exposed to harmful work, or
- Trafficked, sexually exploited or abused.

Many child focused organizations work from a rights-based approach. This means that the work they do follows form the rights described in the Convention. Having a meaningful rights-based approach gives 'rights' a local meaning.

Instructions:

1. On a large sheet of paper draw a picture of yourself as a child in the centre (choose an age when you were aware of what was happening around you - the good and the bad)

2. Draw a line down the centre.
3. On one side draw or label all of the things that helped you thrive, especially supports that protected you as a child from harm, neglect, abuse, exploitation or other risks. (Protective factors)
4. Once you have all of these written down, circle all of the protective factors that you think contributed to social cohesion in your life.
5. On the other side draw or label the specific risks or threats you experienced as a child. (Risk factors)
6. Once you have all of these written down, underline all of the risk factors that you think negatively impacted social cohesion in your life.
7. Then make a quick list of answers that complete the sentence "This child has the right to…"

When doing this activity, be sure to think of factors within yourself, in your family, in your school, your community, peers, faith group, the local government, the country and globally that either support or disrupt child protection and social cohesion.

YOU AS A CHILD	Protective factors Child Protection/Psychosocial Factors/Social Cohesion	Risk factors Child Protection/ Psychosocial Factors/Social Cohesion
Individual/peers		
Family		
Community (Elders)		
School/day care		
Faith community		
Local government		
Country		
Internationally		

Complete the following sentence, making a list of your answers. Use the information you wrote into the chart above as a guide.

"This child has a right to..."

        a)

        b)

        c)

Now reflect on your drawing and answer the following questions[1].

- How old are you? Why did you choose this age?
- Do the risks you listed have a common root cause? (i.e. poverty) How about the protective factors?
- What gender are you? Do you think that your gender identity influenced your risks and protective factors?
- Do you think that your risks and protective factors would have changed if you had a disability or were marginalized because of poverty, race or other reasons?
- Did cultural practices and beliefs influence your risks and protective factors?
- What role did your family and your community play in both your risks and your protective factors?
- Were you able to protect yourself?
- Did peer protection play a role?
- What were the primary influences on social cohesion?
- How would you involve a child in identifying protective and risk factors? What questions would you ask?

6. Discuss your answers with the group.

Activity 3: Understanding Child Protection and Social Cohesion

Objective:

To gain a common understanding of Child Protection, Psycho-social Recovery and Social Cohesion

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[1] The questions in this activity relate to Articles 2 (non-discrimination), 3 (best interest of the child), 6 (survival and development), and 12 (participation).

Materials needed:
A piece of paper, markers, pens, crayons or pastels – sticky notes

Instructions:
1. On a large sheet of paper draw 3 large boxes. Label one Child Protection, one Psycho-Social Recovery and one Social Cohesion
2. Break into groups of 4 and discuss what each of these terms mean. Provide examples of each one. Write down the group thoughts on sticky notes and post them onto the appropriate box.
3. After each group has posted their ideas – discuss as a large group and come up with 2 statements that group each boxes ideas together.

Explain that these concepts are all inter-related and build upon one another. Basic definitions can include the following, but these need to be explored within the local context in this exercise.

Child Protection- is about protecting children before something happens (preventative) and after something happens (reactive). It means providing immediate safety and longer term recovery. For example, child protection involves preventing violence, exploitation and maltreatment, but it can also involve protecting children from further harm and working towards psycho-social recovery once harm has occurred.

Strong child protection systems keep children safe by building protective factors and resilience. They address risk or harmful factors. They do this using layers of formal and informal support:
- From oneself (and peers),
- Family and community,
- Institutions and organizations, and
- Government.

Strong child protection needs to focus on the particular vulnerabilities that occur in the local area and to build resiliency.

Resilience describes a person's (or community's) ability to face difficult life events and to take advantage of opportunities to rebuild. Difficult life events may include experiences of trauma, violence, exploitation and loss because of conflict, disaster or other crises. A good measure of resiliency is a person's ability to look after themselves and others. Looking after others also fosters collective resiliency and social cohesion. When fostered, resiliency can support longer term and more sustainable *outcomes.*

Psycho-social factors- combines a person's inner world and outer world. Psycho-social factors include:

- Psycho (an individual's psychological, mental or inner experience), and
- Social (the social or environmental factors that make up an individual's experience)

During the stages of child development, psycho-social factors influence who a child is (their identity) and what experience they have. This is **psycho-social development**.

Psycho-social support focuses on attending to both psychological and social aspects of an individual's needs. When children are exposed to, or experience disruption to, their development, **psycho-social recovery** recognizes that disruption causes harm to both psychological and social factors. Therefore, psycho-social recovery needs to attend to the psychological and social wellbeing of an individual.

Social Cohesion- describes the ability of people to work and live together. It is the quality of co-existence between groups within a community. Communities may include diversity across a range of factors, but the quality of social cohesion is based on mutual respect and trust; shared values and social participation; life satisfaction and happiness; structural equity and social justice. Peacebuilding activities focus on re-establishing or strengthening social cohesion (adapted from UNDP ACT, July 2013).

Activity 4: Relational Mapping - Understanding Child Protection, Psychosocial Recovery and Social Cohesion

An important step in engaging young people in the child protection systems and the creation of social cohesion is supporting them to learn and think about the issue of child protection and psycho-social development and the many factors that affect their protection and well being. This tool is a starting point for this process, and will enable you to develop a strong understanding of how young people define the risks and protective factors in their communities. This understanding is critical

to ensuring accountability to young people in the design, implementation and M&E of child protection services, programs and systems that create social cohesion.

Objective:

To help understand risk, resilience and social cohesion in the community

Material Needed:

Different size balloons – 2 per person, one ball of yarn or twine, one facilitator and one note taker)

Instructions:

1. Ask each of the participants to take two balloons and blow them up – (make sure that some are big and some small). Have them put one balloon aside and pick up the other balloon. Explain that this is their child. Have them throw their balloon (child) up and keep it in the air. Tell them that they are not allowed to hold it, but must keep it off of the floor as the floor is dangerous. Continue this for 1-2 minutes.
2. Now have the participants pick up the other blown-up balloon. Explain that they now have 2 children. They need to keep both of them in the air and off the floor. Continue this for 1-2 minutes.
3. Explain that they just got a job and need to use one of their hands to do their job. But they still have to keep their children safe and supported. They need to keep both balloons in the air using only one hand. Continue this for 1-2 minutes.
4. DISCUSS. Get the participants to tell you what they think happened. Were they able to keep both children (balloons) in the air? Why or why not?
5. Now ask the participants to form several circles of 8-10 people each. Within each circle ask them to keep all of the balloons in the air – safe and supported. Remind them that they cannot hold onto them or let them fall. Tell them that if the balloons do fall, they `cannot` pick them up again.
6. After 1 minute shout STOP and ask everyone to hold onto the balloons that they still have in the air. Now count how many balloons are on the floor.
7. Next, give each group a few minutes to make a plan (how can their team keep more balloons in the air) and get them to try the exercise again. After

1 minute shout STOP and ask everyone to hold onto the balloons that they still have in the air. Now count how many balloons are on the floor. Usually there will be less.

8. Discuss why there are fewer balloons on the floor after they made a plan. Hopefully, they will see that it takes everyone working together to support the community's children and when there is a plan/strategy that fewer kids fall into danger. Also, often balloons from other groups will come over to the neighbouring group. What happened?? Did that group also support that child? (usually yes). Reinforce that a child is a child from any community and needs all of us to be there for them.

9. Now ask 5 people to step forward and stand in a small circle. Hand the very end of the yarn to one of the participants and ask them to hold on to it while throwing the bundle to a person across from them. As they throw it – ask them to name one thing that children need to be safe and supported. The person catching the bundle holds onto the yarn attached to the other person and then throws the bundle across to another person – naming one thing that children need to be safe and supported. Continue this until everyone around the circle has named something that children need to be safe and supported (and thrown the yarn) 5 - 8 times. The result should look like a spider web.

10. Once you have a good web, stop the process but get everyone to hold on tight to his or her piece of yarn. Explain that this is the community's web of support for the children. Ask the group what role people play in this web and any gaps there might be. Document what they say about the:
    - Role of family
    - Role of peers
    - Role of community
    - Role of government
    - Any gaps?

11. Now take several (5-10) balloons of various sizes and place them on the web. What happens? Usually most of the balloons will stay on, but not all – some of the smaller ones may fall through the gaps or some may roll off the edges. Explain that this is similar to protecting and supporting children in their community. With any support system, most children will be fine, while others will fall through the gaps – even with webs of protection and support, we need to be aware of vulnerable children at all times.

12. Now take a pair of scissors and ask the group to name things that are going wrong or risks for children - the child is too poor and can no longer afford to go to school; a key person in the child's life moves away; a family member dies; a father lost his job and started to drink and abuse the children; a tsunami came and took the child's mother. As you name these things cut one or two of the strings in the web of support, depending on how serious the incident is.

    Probe for and document the probe for the:
    - Key threats to children
    - How they are different for boys and girls
    - How they are differ for younger and older children.

13. When there are only a few balloons left on the web of protection and support, stop and discuss what has just happened. Did everyone see how quickly the gaps in protection and support got bigger and the balloons started to fall through. Did they also notice that the smaller balloons tended to fall through first. This again is similar to children in the community. Some children are "bigger balloons" – they are more "resilient" or better able to cope with difficult circumstances. It is therefore especially important to watch out for the smaller balloons, the children who are more vulnerable to risk, to ensure that they receive the protection and support that they need.

14. Discuss how when the different actors and influences in the children's lives work together to create social cohesion, they are better able to keep children safe.

Activity 5: Root Causes

Objective:
To gain a personal understanding of Root Causes of psycho-social trauma and the breakdown of social cohesion

Materials needed:
A piece of paper, markers, pens, crayons or pastels

Instructions:

1. Break into groups of 3 - 5.
2. On a large sheet of paper draw a picture of a tree with a big trunk and many branches.
3. On each branch write down an act or symptom of violence against children (systemic, physical, sexual, emotional violence including neglect and exploitation). Think about acts of violence in the home, the school and in the community.
4. Now draw a large network of roots for this tree.
5. Discuss some of the acts and signs of violence that you listed and what you think might be contributing to or causing these acts.
6. In the trunk write out the immediate causes (i.e. abuse of alcohol may cause a parent to beat a child).
7. In the roots, write down the deeper underlying causes. To understand these you will need to dig deeper into actions to uncover **why** they are happening – what underlying factors might be contributing to these behaviours. (i.e. **why** is the parent drinking in the first place? Are there other factors contributing to this? Does he believe it is his/her right or responsibility to beat the child?). For each act of violence, consider historical, political, cultural factors/practices as well as social norms, belief systems, policies, laws and power dynamics.
8. Once you have filled in the underlying root causes link them to the violent act. Note that one act may have several underlying root causes feeding into it for example corporal punishment may have organisational, cultural/religious and environmental causes.

Activity 6: Venne Diagram of Protective Factors & Risk Factors

Objective:
To present and validate key findings from the initial baseline and initial research, and discuss the implications for action

Materials needed:
A piece of paper, markers, pens, crayons or pastels

Instructions:

1. Welcome the participants and thank them for coming.
2. Play a game or song to open the session.

3. Provide an overview of the session.
4. Explain to the group that over the last few times we have met we have shared a lot of things together. We have talked about the strengths that exist in your community, some of the challenges, and also some of the opportunities for change. We have learned a lot from you. Thank you! Today we would like to share with you a summary of all the information we heard from you. We have prepared a diagram to show you what we understood. We would like to show this to you to see if we have understood you correctly, and also to discuss if there is anything we would like to add or to remove. We would also like to think about the things you would like to see changed in the future and the role you can play.
5. Present Venne Diagram. Explain that you have organized the information according to strengths/protective factors, challenges/risks and those that could be strengths in one context, yet be a risk in another context. Within each of these categories you have also organized the information to look at children and their inner world, children and their interactions with the world around them (formal & informal), and their interactions with key organizations and individuals in their community.

Strengths/ Protective Factors

Inner World

Outer World

-Formal

-Informal

ICT

Challenges/ Risk Factors

Inner World

Outer World

-Formal

-Informal

ICT

Area of Overlap
In differing contexts factors could be protective and/or pose risk.
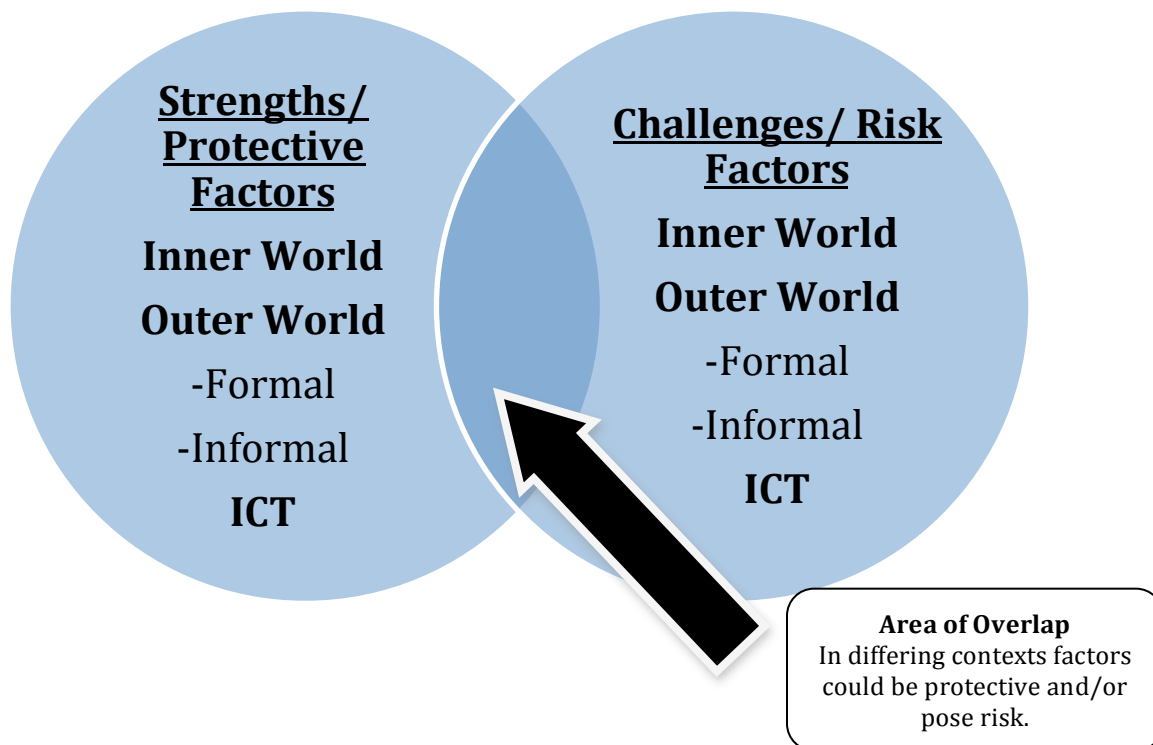
6. Engage participants in a discussion about the diagram. This encourages children to think about any other strengths or challenges they may not have thought of. Are there (*this is the time to probe for any missing areas.)* Add or remove items based on the discussion.
   a. Are there any things we should add? Remove? Have we heard you properly?
   b. What are the strengths/protective factors and challenges/risks in:
      • Inner world
      • Relationship to world around them
         • Informal (family, friends, people in community, culture, tradition etc.)
         • Formal (schools, organizations, government etc.)
      • Key organizations and individuals
   c. Are there things that can be both strengths/protective factors and challenges/risks? When? How? Explain.
   d. Does this diagram represent other communities? How would it be different?
   e. What about for boys and girls? What are the differences?

Activity 7: Systems Mapping

Objective:
To visualize and understand the inter-sectorial nature of government (formal) Child Protection responses and community (non-formal) protection systems as well as the need to work across these sectors to protect children and support psycho- social recovery and social cohesion

Materials needed:
2 large pieces of paper, and multi-coloured markers/pens

Part A: Mapping Government Child Protection Sectors
Instructions: Examine the inter-sectorial flower of protection system diagram with Child Protection at the centre. In this diagram, each "petal" represents a different government sector responsible for Child Protection.
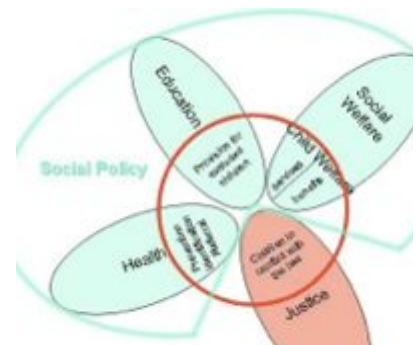
Flower of Protection, UNICEF

1. After examining the diagram, take one piece of paper and draw a child in the middle.
2. Next draw a large circle or flower around the child to represent your own country context of protection (if you aren't working in one country, choose a context with which you are most familiar).
3. As in the example provided, draw several petals around the circle- one for each government agency/Ministry responsible for protection – Ideally make each one a different colour.
4. On the outside of each petal right the name of the Ministry or Department and in the inner part of the petal write down their responsibilities.
5. Once you have a complete flower, consider how the various agencies/Ministries work together (or not) in specific Child Protection cases (e.g. abuse, exploitation, discrimination, neglect). Mark the agency that takes the lead responsibility for Child Protection with a yellow star. *

Part B: Mapping Community Child Protection Mechanisms
Instructions:
6. On a separate piece of paper, draw a similar flower with a child in the centre, but this time think about each petal as a sector of civil society, the "non-formal" supports in the community[2].
7. Think about how these different sectors play different roles for girls and boys and how they change across the lifespan (e.g. traditional birth attendants often help provide useful information protecting children in the early years, women's networks may play an important role in supporting teenage girls and faith leaders may help mobilize local families in changing harmful social practices). Write down examples of helpful community mechanisms on the centre portion of the petals.

Part C: Linking Government and Community Child Protection Mechanisms
Instructions:
8. Finally, place the flowers next to each other and draw links between government agencies that are supporting community mechanisms.
9. Consider the following questions:
   • How is government working (if at all) with local families and communities?
   • Is this more apparent in some communities (urban, rural, majority or minority groups) than others?

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[2] Note: This term doesn't always adequately capture community structures some of which may be very "formal" from a traditional cultural perspective. Examples include traditional Indigenous governance systems, local conflict and dispute resolution mechanisms, helpful child rearing traditions, and informal men's and women's networks.

- Are there mechanisms such as community based Child Protection committees that link government and community protection actors?
- How are community members involved across the protection spectrum (prevention, referral, case management, rehabilitation, reintegration, monitoring)?
- Are children involved as agents of change linking government with community?

Activity 8: Key Good Practices

Sharing of key research findings around risk and protective factors, and root causes from interim report. (see workshop Handout)

DAY 2 ENGAGEMENT TOOLS TO STRENGTHEN SOCIAL COHESION

Activity 9: Pass the Rock

Objective:
To create social cohesion with the group together through a common rhythm and activity

Materials needed:
A small pebble or small soft ball

Instructions:
1. Ask the participants to stand shoulder to shoulder in a tight circle.
2. Now ask everyone to cross their arms in front of themselves. Their palms should be touching that of their neighbours.
3. Ask everyone to release their hands, clap, cross their arms and hold hands, clap, cross their arms and hold hands and so on. Continue this until everyone has the rhythm and is feeling comfortable.
4. Now introduce a rock into the rhythm. Explain to the participants that the rock is a child from their community that they are all looking after. Have everyone watch as the rock is passed around the circle as people clap and release their hands.
5. After the rock has gone around the circle one full time without

being dropped or the rhythm being interrupted, stop the game by holding onto the rock.

6. Discuss the activity with the group. Emphasize how they all worked together to support the rock. Ask them if there was anything they did to make it easier. If they counted or sang a song to help them keep the rhythm – relate this to communicating; that if we all know what each other is doing, then we are better able to work together to support children. **Note:** It is important that participants do not feel bad about dropping the rock or mixing up the rhythm. Be sure to be patient and supportive. Laugh with the group, especially when you yourself mix things up.

Key Points: Sometimes it takes time and practice to work well together, but when we listen, watch and support one another we can achieve great things.

Activity 10: Magic Carpet

Objective:
To encourages participants to work together as a team in a new and different way to achieve a common goal through social cohesion

Materials needed:
A carpet, tarp or blanket

Instructions:
1. Ask everyone to stand on the carpet. Explain that we are about to take o" on a magic carpet ride across the desert.
2. Ask everyone to close their eyes and imagine that they are taking off, flying high in the air…they see camels and trees, etc. Paint a picture of some of the things they may see as they soar through the air. You can add in different elements to teach different lessons.
3. It is now time to come in to land. But now, because of all the wonderful things you have seen and learned on your journey you need to make some changes. As a group you will need to try to flip the carpet to the other side, without losing anyone.
4. As the participants are trying to flip the carpet over, walk around and remind them to watch out for their friends, so that no one falls off. Draw parallels to other things that are

going on. For example, don't let the youngest child fall off, she is special.

5. Once the carpet has been safely flipped over and everyone is on the other side, discuss some of the themes from the journey as a group.

KEY POINTS:

- The magic carpet is a good way to look at old challenges in a new light
- It is about being creative, innovative and supporting everyone as we find new ways of working or living
- There are many different ways to work out problems, and if you have more than one team, then you may see different strategies used – there is no right and wrong
- We need to make sure that no one is left out when we make changes, and we need to work together to find ways to do this

Activity 11: Outcome Mapping

Outcome mapping is a process to identify the change you want to see and how you can measure it.

THREE STAGES OF OUTCOME MAPPING

INTENTIONAL DESIGN

STEP 1: Vision
STEP 2: Mission
STEP 3: Boundary Partners
STEP 4: Outcome Challenges
STEP 5: Progress Markers
STEP 6: Strategy Maps
STEP 7: Organizational Practices

EVALUATION PLANNING

STEP 12: Evaluation Plan

OUTCOME & PERFORMANCE MONITORING

STEP 8: Monitoring Priorities
STEP 9: Outcome Journals
STEP 10: Strategy Journal
STEP 11: Performance Journal

Outcome Mapping measures contribution vs. attribution.
Change processes involve interactions among multiple actors and factors
A program can influence the achievement of outcomes, but it cannot control
them, nor take sole credit for them

Activity 12: Vision and Mission statements

Clarifying a project or an organization's vision and mission is a critical first step
in any activity. This vision and mission can be adapted as the work proceeds
(especially with greater input from children and their communities), however, it
provides a powerful foundation upon which to develop local plans for children
and monitor the effectiveness of these plans in helping achieve vision and
mission.
Creating a common vision is a powerful means of:
  ♦ Clarifying the purpose of the program,
  ♦ Guiding action
  ♦ Energizing a team, and

X Attribution   X Impact
✓ Contribution   ✓ Influence

  ♦ Monitoring results.

Example of a Vision: Improved human, social, & environmental wellbeing

VISION Statements
  ➢ *Guide*
  ➢ *Motivate and inspire*
  ➢ *Are idealistic*
  ➢ *Are observable*
  ➢ *Are an 'accountability-free zone*

Vision should be as *realistic and tangible* as possible:

An example from rural India (Sarvodaya Community Empowerment program):
"Across rural India, women and girls utilize and benefit from appropriate health care, education, food and water security and freedom from violence. Women have access to the markets, credit, banking and municipal services they need to pursue their livelihood goals. They use drudgery-reducing technologies and agricultural inputs that contribute to personal well-being and to ecological sustainability. Villages are fully served by public transport, are well lit at night and police enforce all laws fully and equitably. Girls attend school full time and families have the information and resources to make informed decisions regarding their health, safety and social needs. Gender equity governs household labor and decision-making; and men in the community understand and support gender-responsive laws. As elected representatives and as pressure groups, women influence decisions and policies affecting the wellbeing of their families and communities."

Visions can also be pictorially represented:

Vision Statements are:
- ✓ **About the future**
- ✓ **Observable**
- ✓ **Idealistic**
- ✓ **Not about the program**

Activity 13: Visioning the future and validating the projects vision of social cohesion

Objective:
To provides participants with an opportunity to think about their current situation and identify how they would like things to change, and:
- To learn how children/participants see their future
- To begin to identify which changes are most important based on the strengths and challenges identified, and
- To verify a collective vision for the initiative and their future

Materials needed: Flip charts, Coloured Paper, Markers/Crayons/Pastels /Pens/Pencils

Instructions:

1. *Explain to the group that although we have just landed our magic carpet in our community, we notice that something strange has happened. Our community doesn't look the same. People aren't acting the same. You quickly realize that time has gone by quickly and we are now 3 years into the future.*

2. Explain that now you would like the participants to think about the strengths & challenges diagram, and consider what things would be the same and which things would be different. To do so we want to ask everyone to find a quiet place on their own and close their eyes. Play some music or hum to get the group relaxed.

3. Once the participants are relaxed, have them take a journey to the future and ask them to visualize their ideal community, where everyone, including children, are fully supported.
   - What does it look like?
   - What challenges have we addressed?
   - What things are different?
   - How do people act towards one and other?
   - How have people changed?
   - What things are people doing to help make children feel safe and supported?
   - What are they no longer doing?
   - How do children feel?

4. After 10 – 15 minutes of visualizing their new reality have the children/participants come back to the present.

5. Ask the children/participants to discuss what this ideal community looks like. What things are different? What things are no longer happening? What has stayed the same? Remind them to think about the venne diagram chart.

6. Reflecting on the visioning activity, share the project vision of social cohesion and ask the participants to work in groups to determine how their vision of the future relates to the projects vision of social cohesion. Ask them to create descriptive sentences, or drawings to describe this change that can then be used to validate or adapt the collective vision for the group.

Wrap Up

1. At the end of the session invite the group to form a circle. Ask what the group thought of the activity. Did they like it? Why or why not?

2. Thank the group for spending time together and sharing.

Mission Statements

Describes <u>how</u> the program intends to:
- ♦ Apply its resources in support of the vision
- ♦ Support the achievement of outcomes by its direct partners (what it does, with who, how and why)

The mission is that "bite" of the vision statement on which the program is going to focus

Example:

"The Sarvodaya Project works with governments, NGOs & CBOs to improve women and children's health and empowerment. It facilitates the formation of women's self help groups by providing funding and training to help them influence community and government services to be more responsive to their health and the health of their children and livelihood needs. The project fosters mutual respect and joint action between women's self-help groups and banks, police, health & social service providers and government agencies. It researches and promotes ecosystem and human health practices in agriculture and in community health and sanitation services. Sarvodaya addresses equity issues in all its activities. It uses participatory methods with women and children and youth to monitor progress, to learn how to become more effective in supporting its partners and to report on its results".

Mission Statements are:
- ✓ Feasible
- ✓ Measurable
- ✓ Identifies tangible activities and relationships
- ✓ About the program

Children (Individuals and Peers)

Families & Communities

Organizations & Institutions

Local Government

Activity 14: Creating a Mission Statement

Objective:

To establish a collective group mission to describe <u>how</u> specific groups such as community leaders, women, Elders, and youth:

- Build on local strengths to support of the vision
- Understand local challenges
- Support the achievement of outcomes in partnership

Materials needed: Flip charts, Coloured Paper, Markers/ Crayons/Pastels /Pens/Pencils,
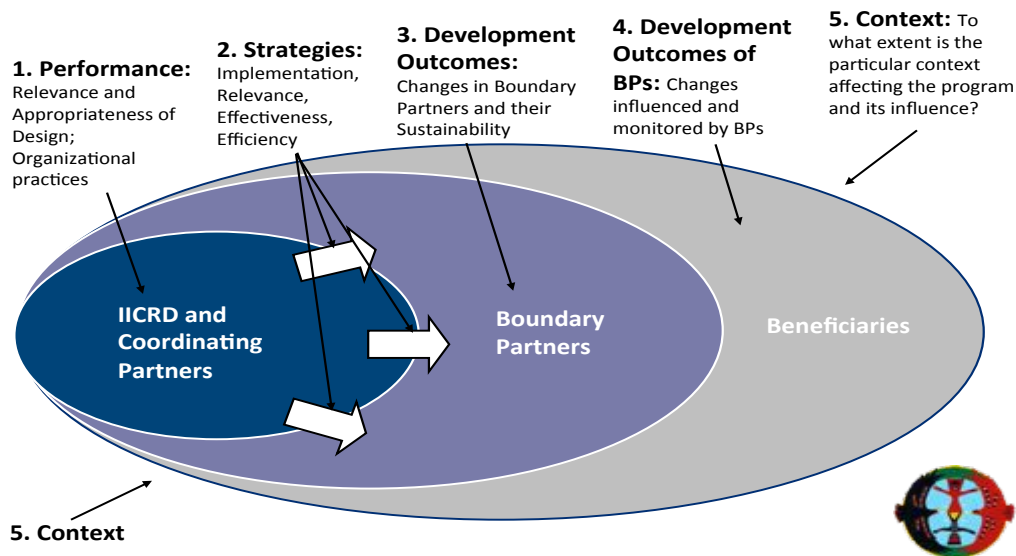
Instructions:

1. Break up into groups of partners or agencies working together
2. Ask the group to describe "How their program can best contribute to or support the achievement of the projects vision?" What bite of the apple are they taking one and what does the program need to be like in order to support the vision?
3. Then ask them to write down two or three characteristics of the program - if it was working ideally.
4. And weave this together to create a MISSION STATEMENT.

Map of Relations

Once vision and mission are clear it is time to establish a "map" of key relations and boundary partners as well as expected progress markers that be used as a reference in assessing planning activities.

What needs to be mapped and monitored?

1. Performance: Relevance and Appropriateness of Design; Organizational practices

2. Strategies: Implementation, Relevance, Effectiveness, Efficiency

3. Development Outcomes: Changes in Boundary Partners and their Sustainability

4. Development Outcomes of BPs: Changes influenced and monitored by BPs

5. Context: To what extent is the particular context affecting the program and its influence?

IICRD and Coordinating Partners

Boundary Partners

Beneficiaries

5. Context

Activity 15: Mapping Key Relations

Objective:
To explore the key people and key institutions who share a vision for creating social cohesion and protecting children across the different social, political and economic systems
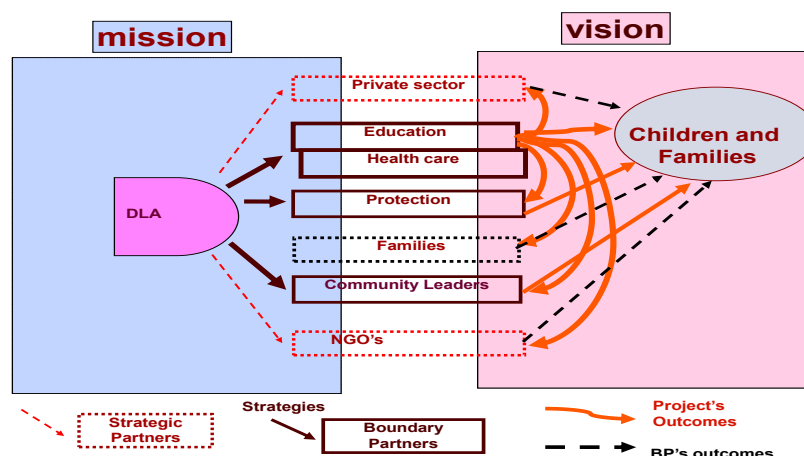
Materials needed:
Flip charts, Coloured Paper, Markers/Crayons/Pastels /Pens/Pencils

Instructions:
    1. In the same groups ask the participants to **identify key partners**

   Who are your Partners?
- ➢ **Action Partners: individuals, groups & orgs you:**
  - o Interact with directly to effect change
  - o Anticipate opportunities for influence
  - o Engage in mutual learning
    - ▪ e.g. people accountable to children (duty bearers)
- ➢ **Strategic Partners: individuals, groups & orgs you:**
  - o Work with directly to achieve mission, without necessarily wanting to change behaviour
   - ▪ e.g. UNICEF, IICRD
- ➢ **Who is missing?**

Activity 16: Defining Boundary Partners and the influence the project has on them

Objective:
To explore the current and required role and influence of formal and non formal partners, how they can support social cohesion and peacebuilding activities and the influence the project can have on them

Materials needed: Flip charts, Coloured Paper, Markers/Crayons/Pastels /Pens/Pencils
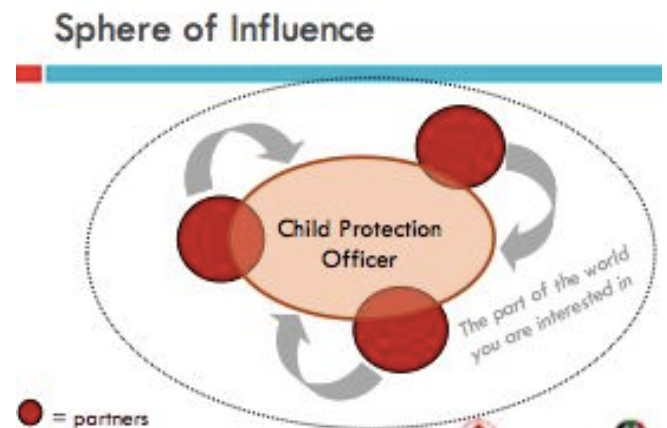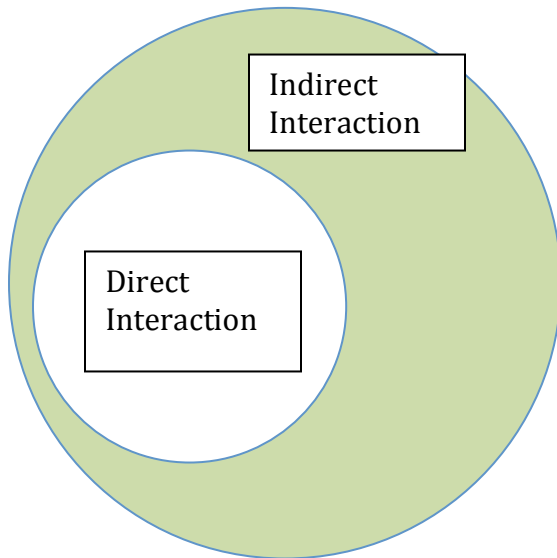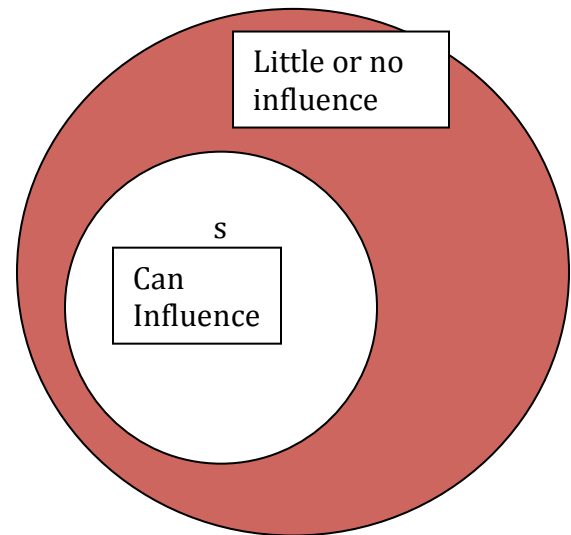

Instructions:
1. In the same groups ask participants to draft **list of stakeholders** (boundary partners, boundary partners of boundary partners, strategic partners, etc.) for the project/program/organization. Write each stakeholder on a card.
2. Have them verify that the proposed boundary partners meet the criteria, by asking:
   a) "How do you work directly with this partner?" Then, using a diagram of a circle within a circle, with the inner circle representing direct interaction between the program and the stakeholder and the outer circle indirect, place all cards in one of the two circles.

   b) "Do you anticipate being able to influence this partner? Using again the diagram of a circle within a circle, with the inner circle representing the ability of the program to influence a stakeholder and the outer circle representing little or no influence, take those cards that contain stakeholders with whom the program will interact directly and place them in one of the two circles.
3. Using a visual of your choosing, plot the boundary partners, strategic partners, etc. on a flip chart, connecting and spacing them appropriately from one another.

A

Indirect
Interaction

Direct
Interaction

B

Little or no
influence

s

Can
Influence

Day 3 –Creating Strategies and Measuring Progress

Activity 17: Finger Grab

Objective:
To energize the group and connecting them around a common challenge

Instructions:
1. Ask everyone to stand in a circle shoulder to shoulder with their right hand palm up, open flat, and the left hand with one finger pointing down over the persons open hand to their left.
2. As the facilitator stand in the middle and say "on the count of three, try to grab the finger above your open hand before they pull their hand away".
3. Try this a couple of times and switch hands.

This can also be adapted to **Mole and Eagle** – the moles on one side pointing their fingers up, the eagles on the other side with their hands shaped like a claw.

Activity 18: Group Presentations

Objective:
To provide each working group with an opportunity to share their Mission and Boundary Partners with the larger group

Activity 19: Outcome Challenge and Strategy

Objective:
To establish action plans/strategies with clear activities, timelines, actions and outcomes

Instructions
1. After each group has presented their mission and boundary partner maps, ask each group to select one Boundary Partner for whom they will write an Outcome Challenge.
2. Ask one person from the group to lead brainstorming session on potential behavioural changes that should be included in the *Outcome* Challenge statement. Write these on a flip chart. Once the group agrees on the list, formulate them into an ambitious outcome challenge statement on a flipchart (if they have time; if not bullet points will suffice).
3. Get then to use the following format for the outcome challenge statements

"The program intends to see [**boundary partner**] who [**description of behaviours in the active present tense**]"

DESIGN WORKSHEET 1: PROGRAM FRAMEWORK	
Vision:	
Mission:	
Boundary Partner 1:	**Outcome Challenge 1:**
Boundary Partner 2:	**Outcome Challenge 2:**
Boundary Partner 3:	**Outcome Challenge 3:**
Boundary Partner 4:	**Outcome Challenge 4:**

Progress Markers

In order to measure change in relation to these outcome challenges, we need to develop progress markers.

Each Progress Marker:
  ➢ Describes a changed behaviour by the boundary partner
  ➢ Can be monitored & observed

As a set, Progress Markers:
  ➢ Are graduated from preliminary to more profound changes in behaviour
  ➢ Describe the change process of a single boundary partner

Some Examples:

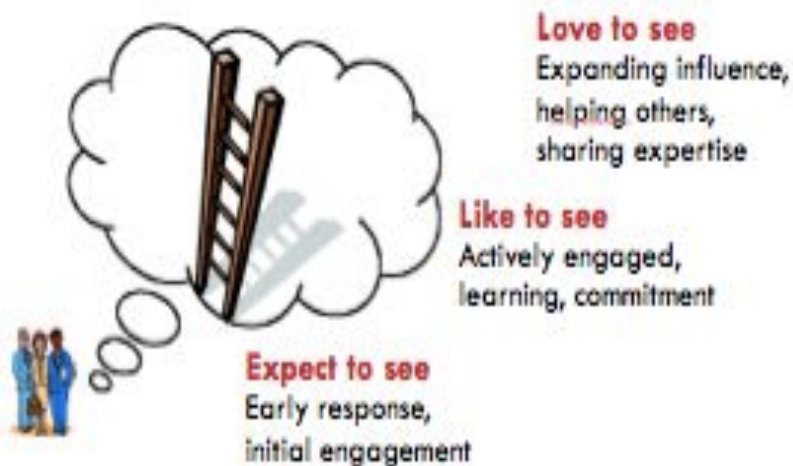| Expect to see the youth: |
| --- |
| 1. *Formalizing themselves into a working group*
2. *Drafting communication messages to support social cohesion and peace building*
3. *Contacting local radio station* |

Like to see the youth:
4. *Delivering four messages on the radio* 5. *Performing skits in five communities* 6. *Bringing youth from pastoralist and farming communities together for a deeper discussion on peacebuilding and social cohesion*

Love to see the youth:
7. *Receiving accreditation stamps form IICRD* 8. *Successfully meeting with traditional leaders and government leaders responsible for child protection and have their messages incorporated into local child protection policies* 9. *Incidence of violence has been reduced as a result of their interventions*

Progress Markers

➢ *Stimulate the program to try to contribute to profound transformations*
➢ *Provide basis for dialogue with partners*
➢ *Articulate the complexity of the change the program is engaged in*
➢ *Facilitate ongoing assessment of progress*
➢ *Signal need for mid-course corrections and improvements*
➢ *Facilitate contextualized discourse on child rights and accountability*

Love to see
Expanding influence, helping others, sharing expertise

Like to see
Actively engaged, learning, commitment

Expect to see
Early response, initial engagement

Activity 20: Progress Marker Development

Objective:
To create indicators of success for key activities love to like to expect to

Instructions:
1. Staying in the same groups, ask participants to draft 8-15 progress markers for the boundary partner for whom your group developed an outcome challenge statement.
2. Ask the group to share ideas and discuss the options before creating a collective set of progress markers for the boundary partner.
3. On a flip chart, identify three kinds of behaviours for each boundary partner. Use the following questions to create three lists:
   - If this BP were just beginning to move in the direction of contributing to the vision as stated in the outcome challenge, what could we expect t see in terms of changed behaviours? (these are your **expect to see** progress markers)
   - As the BP becomes more committed and knowledgeable and better able to contribute to the vision, what behaviours would we like to see emerge? (these are your **like to see** progress markers)
   - Once contributing maximally to the vision, what in your wildest dreams would you love to see the boundary partner doing? (these are your **love to see** progress markers)

Monitoring Strategies

The next step is to develop a strategy. The key here is to determine if the proposed activities influence change in the lived realities of children, families, communities, organizations and/or broader systems.

Progress Markers Worksheet

OUTCOME CHALLENGE:	
EXPECT TO SEE [BOUNDARY PARTNER]:	
1	
2	
3	
4	
LIKE TO SEE [BOUNDARY PARTNER]:	
5	
6	
7	
8	
9	
10	
11	
12	
LOVE TO SEE [BOUNDARY PARTNER]:	
13	
14	
15	

Activity 21: Creating a Strategy

Objective:
To create a action plans strategies to accomplish the change you want to see

Instructions:

6 kinds of strategies

	causal	persuasive	supportive
I aimed at individual **boundary partner**	direct influence	arouse new thinking; build skills, capacity	on-going support
E aimed at boundary partner's **environment**	alter the physical, regulatory or information environment	broad information dissemination; access to new info	create / strengthen peer networks

1. Once the groups have developed a few outcome challenges and determined the change the hope to see, facilitate a discussion about strategies they could use to support the partner in its behavioural change path.
2. Starting with one outcome challenge. Ask the group to answer the following questions, capturing the discussion on flipchart paper:
   - What is the Outcome Challenge?
   - What is the Strategy? **What actions will you focus on to get to your progress markers?**
   - Why do you want to do this? State the purpose or main objective of the strategy.
   - What do you
     - Expect to See
     - Like to See
     - Love to See
   - What do you expect to happen because of this strategy?
   - Who is this strategy intended to benefit, and how will it benefit them?
   - Who would this strategy involve? List all of the people that would be involved either in implementing, receiving or partnering in an activity. These can be categories of people (e.g. mothers) or organizations. Encourage groups to also think of groups or people they haven't worked with before.
   - What resources will you need? What are you going to need to do this activity (human, financial, other)?
   - Where and when would the strategy be implemented?
   - What are the different steps involved in this strategy? What kind of timeline would it follow?
   - Are there any obstacles you will face in unrolling this strategy? For example, internal obstacles such as a lack of community time to engage in activity or external obstacles such as funding.
   -

3. Once they have gone through this process with each of the proposed strategies, ask them to decide which outcome challenges they wish to take on.
4. Have the input the information into the Implementation Form as a reference point for the work ahead.

5. Be sure the strategies are **SMART**

Specific   **M**easurable   **A**chievable   **R**ealistic   **T**imebound

STRATEGY MAPS WORKSHEET

PROJECT: BOUNDARY PARTNER(S): OUTCOME CHALLENGE:			
STRATEGY	**CAUSAL**	**PERSUASIVE**	**SUPPORTIVE**
STRATEGIES AND ACTIVITIES AIMED AT A SPECIFIC INDIVIDUAL OR GROUP			
STRATEGIES AND ACTIVITIES AIMED AT INDIVIDUAL OR GROUP'S ENVIRONMENT			

Activity 22: Spidergrams

Objective:
To develop local indicators to measure progress in the next 3 months and one year of the initiative

♦ Asses Where you are now and Where you want to be in 3 months and 1 year and discuss how the groups are planning to get there

♦ The Spidergram applies an ecological exploration of key dimensions of protection in the context of peers, families and community structures and institutions. These key dimensions of participation that influence safety and protection and well-being are individually and collectively ranked on self generated likert scales that can be compared across the Spidergram "web".

For example: To measure children's perspective about their level of engagement and participation in creating social cohesion.

Instructions:
Key Steps in Developing Questions/"Threads" for the Spidergram:

1. Ask the children "how do children participate and share ideas to strengthen child protection and social cohesion in the community"? Ask the children to give examples of how children, especially MVC, participate and share ideas to strengthen child protection and social cohesion in the community. Ask the children to list 4-5 examples and write on a sticky or piece of paper, then ask the children to place the stickies on a wall and facilitate a discussion on sorting which are the top and most important 4-5 examples (group examples together in categories and identify those that are most important).

2. Then use the 4-5 key examples as individual "threads" on the web with each thread having 1 representing little participation in this area and 5 being high levels of participation. Ideally break the group into boys and girls as their protection and social cohesion strategies will differ.

3. At the end of the activity discuss how the different "threads" differ in level participation in self protection and social cohesion, why is this?

How would children like to further strengthen certain areas? What and who might help and hinder this?

Record the overall questions, the process why the 4-5 threads were chosen and the ensuing discussion.

DAY 4 – COMMUNITY VISIT AND NEXT STEPS

Activity 23: Group Discussion on Next steps

- ♦ Confirm progress markers and monitoring strategy
- ♦ Outline next steps
- ♦ What opportunities exist to apply these tools to strengthen systems of protection for children and youth and peacebuilding in practice?
- ♦ What obstacles/opportunities exist?
- ♦ What additional support is required?
- ♦ Roles and responsibilities?
- ♦ How do we stay connected and support each other in our practice?

PART 2: ETHICAL CONSIDERATIONS, FACILITATION AND DOCUMENTATION

Ethical Considerations

Considering children's rights and well being as the centre of our work:
- ➢ *Explain why we are collecting information*
- ➢ *Obtain Consent at the onset*
- ➢ *Optional Participation*
- ➢ *Privacy*
- ➢ *Emotional Comfort*
- ➢ *Follow-up*
- ➢ *Local ownership of information*

Effective facilitation and documentation are central to success. As a community facilitator your relationships with children and their families provide the foundation for gathering important information and working in partnership to address the challenges they identify.

For all of the Activities there are two positions that must always be filled:
1. The Facilitator-The role of the Facilitator is an important role of listener, guide, and support person.
2. The Note-taker- The role of the Note-taker is equally important, because by gathering all of the information we are able to honour the contribution of participants and work with them to use the information to make positive change.

Facilitation

When engaging children and youth and local partners, the way in which the activity is facilitated has a major impact on its outcome. The facilitator sets the tone, works with participants to establish the working parameters, creates a sense of group ownership, helps focus and structure the discussions, and supports participants to reach their goals. Establishing trust is central to the process.

Supporting the meaningful participation of children, youth and adults is as much about *process* as the end result. The following information focuses on how to facilitate activities and discussions with children and youth. The same basic principles apply when working with adults, although you will have to alter your approach slightly to meet the needs of the group (e.g. women's groups, traditional leaders). This information is applicable to EACH of the activities.

To be a good facilitator you need to:

Building Relationships

- **Use a positive approach.** Stay positive, energetic and focus on strengths.

- **Be a role model.** Support and guide children and youth, but do not to direct them or take over their process.

- **Build relationships.** Help children and youth feel valued and respected. Be sensitive and sincere.

- **Be patient and flexible.** Things don't always go as planned! If an activity goes off track, gently try to bring it back- don't forget your sense of humour.

Listening and Speaking with Children

- **Listen carefully.** Take time and listen carefully to young people and their stories. Listen as much to what children and youth say, as to what they do not say- there is information in their silence.

- **Talk to children and youth on their level.** Sit with the children and youth while they are doing activities, ask them questions and try to understand how they see their lives and their community. Don't hover or crowd them, but show interest.

- **Pay attention to body language.** Watch body language (e.g. fidgeting, being noisy or aggressive, or being very shy or quiet). Look for clues about how young people are feeling during activities- issues may come up for them.

Supporting the Group

- **Engage children of all ages.** Engage younger and older children, and adjust activities so they are appropriate for different participants. Young children may require more time and attention. If your group contains younger and older children, it may be helpful to divide your group into two so that you can provide separate sets of instructions and supports.

- **Be inclusive**. Encourage all children and youth to participate, including those with physical or mental challenges, those who are isolated or those who have emotional considerations. Never force someone to participate if they are not ready.

- **Reinforce that there is no right or wrong answer.** Encourage young people to express their opinions and feelings freely without judgment.

- **Hold people accountable.** Don't be afraid to hold people accountable for their behaviour. Be firm but respectful and create an opportunity outside the group to talk through any issues.

- **Privacy is important.** Make it clear that you believe young people's privacy is extremely important, but that although the group may agree not to share views with outside people, you cannot guarantee this.

- **Be comfortable with being uncomfortable**. Change can often include feelings of discomfort and confusion. Recognize and pause during these moments. Resist returning to old behaviours.[3]

- **Identify external support.** Be sure to identify external support people who may need help working through issues in more depth than you can provide in a group setting.

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[3] Adapted from Blanchet-Cohen, N., Mack, E. and Cook, M., Changing the Landscape: Involving Youth in Social Change: A Guidebook, Victoria, 2010.

Moving towards Our Goals

- **Encourage Critical thinking**. This is an opportunity for children and youth to think differently about their lives, raising questions and exploring possibilities in a non-threatening way.

- **Create connections**. Encourage young people to connect with their peers, community members and others partners to share ideas and begin to work together

- **Link Projects and Partners**. When you see possible connections between children and youth's ideas (and eventually Strategies and Action Plans) and partners, create a link between the two.

- **Be an "advocate".** You may need to intervene, speak for or support especially vulnerable young people who share their experiences. [4]

Tips for Facilitators

As a facilitator you can create an environment for children and youth to feel safe enough to share their feelings and ideas and work towards common goals. Here are some helpful hints on planning out a successful activity:

Getting Ready:
- **Build Your Team**: As a facilitator you will need to work closely with a note-taker. Strategize before how you will support one another and split up roles and responsibilities.

- **Contact the partner organizations and community leaders to explain the purpose of the activity.** Keep them updated on the developments in the project and the schedule. They are a

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[4] Adapted from Jareg, E., 'Guidelines on Listening and Talking With Children Who are Psychologically Distressed," Redd Barna, Oslo, 1988.

key resource.

- **Invite a maximum number of children and youth to an activity.** Have enough staff to provide attention and support. For every 2 staff people, we suggest no more than 25 young people. If you need to reduce the numbers, select a clear group, such as a specific youth group. If this is not possible, hold more than one session so that everyone in the group can participate.

- **Contact participants beforehand.** Be sure to inform participants about the location, time and purpose of the activity well in advance so that they can prepare themselves and be available.

- **Seek Consent.** Hold a meeting with the parents to seek their support and get consent for their children and youth to participate. No one should feel they must participate.

- **Select a suitable location.** Hold the activity in a quiet, comfortable and safe area with enough space.

- **Arrange for food and drink if the session will last more than a couple of hours.** Sharing food is an important part of coming together, supporting culture and facilitating the growth of strong relationships.

- **Identify a support person for the children and youth.** Identify a person to provide emotional support to children and youth should they become upset during a session. This person may be a counselor at a school or a staff member at a centre, but they must not be directly involved in facilitating the activity.

Before the Activity:
- **Make a Checklist.** Make a checklist of the materials you will need to bring and the things you will need to do before the activity. Collect and prepare these beforehand.

- **Meet with your team beforehand.** Review the activity, discuss

roles and responsibilities, decide on experiential activities to play and ensure that you have all the supplies you need.

- **Mentally prepare yourself.** Be emotionally present and available to engage with children and listen effectively.

During the Activity:

- **Arrive early.** Arrive before the participants so that you can organize the space, and complete any last minute details.

- **Welcome everyone.** Thank everyone for coming. Introduce yourself and explain that you are there to work with children, youth and their community to identify important issues for young people and work together to create positive change.

- **Explain.** Take the time to explain the specific activity you will be facilitating on that day, the note taking process and what the information will be used for.

- **Informed consent.** Have participants sign a release of information form, and remind participants that all activities are voluntary, and that at any time they do not want to participate in an activity, they can sit out and observe. Ask that anyone who does not wish their photo to be taken or used for the project to identify themselves. (Ideally they should be given a coloured button or other identifier so they can easily be identified).

- **Use appropriate cultural "opening activities".** Open the activity with a prayer or song. Check on the local protocol and if possible, work with a local Elder or spiritual leader to open the activity.

Sample Community Agreement established by children:
- Listen to the person speaking
- Respect each other's opinions
- Do not distract the speaker by talking with others
- Get permission before going out for a break
- Keep the area clean
- No fighting
- Turn your phones on vibrate

The Facilitator encouraged children to add:
- There is no right or wrong answer; everyone is allowed to have their own opinion
- Respect other people's privacy, and don't share their stories outside the group

- **Facilitate introductions.** If participants are meeting as a group for the first time, take time for introductions. Ask participants to find a partner and after a brief discussion, introduce that partner to the group. Facilitators and staff should also participate.

- **Establish a Community Agreement.** Work with the children and youth to develop their own agreement to set guidelines for the groups behaviour. You may need to prompt and guide them. Be sure to write these agreements down where everyone can see them. If the group is meeting more than once, post the agreements at every session.

- **Use experiential activities.** Children and youth (and most adults) have a lot of energy, like to play and learn better by "doing". Break up the day with physical activities that involve movement and teach a lesson, then reflect on what was learned.

> *Experiential activities are great learning tools. They stimulate learning by doing, and help participants to reflect critically. Experiential activities can also build relationships amongst different partners across the social ecology and can demonstrate how they can work together. Experiential activities have three parts:*
> - *Experience – something we do that happens to us*
> - *Reflection – thinking and discussing experiences and lessons learned*
> - *Integration- applying these lessons to our daily lives*

- **Collect feedback.** Find out what children and youth liked and what did not work so well and incorporate these suggestions into your next activity. This is your opportunity to learn from them.

- **Discuss next steps.** Inform the participants of the next steps in the process, invite them to the next activity and thank them for coming.

After the Activity:
- Meet with your team to review the activity.

- Discuss and document the **common themes, and interesting**

`stories` that emerged and make a list – tie these to photos and direct quotes whenever possible.

- Discuss and document the strengths and challenges identified related to child protection and write them down.

- Discuss and document the day's activities, making notes of the challenges for the team, and the lessons you have learned.

- Identify and document whether there were specific children and youth who had difficulty during this activity and come up with a plan to provide additional support to these children and youth.

- Remember to review this information prior to the next session.

DOCUMENTATION

Why document?

Throughout the process we need to carefully document what is done and said to:

- Gain perspective and insight on the day-to-day lives of children, youth, their families and communities;
- Record and share views and opinions
- Determine how to adjust programs, services, activities, and strategies to better support and protect children's rights and enable them to fulfill their potential
- Document and share good practices and lessons learned
- Measure our progress and our capacity for change
- Learn as we go
- Facilitate discussion and dialogue for positive change in the systems that influence the lives of children and youth

Detailed and accurate documentation will provide a good resource for you and the community that you can refer to throughout the process, an excellent reference to look back at and see how far you have come! Documentation also helps to identify how other partners (children and youth, duty bearers) can support and better protect children and youth and provides empirical evidence to talk with governments and other

people in positions of power about the situation of children and youth. It can encourage the creation or revision of new policies and programs for child protection and prevention and can promote greater accountability to children and youth and their communities.

Documentation is a full-time job. You will need a separate note taker(s) who can focus on this task. Although someone will be primarily responsible for documentation, everyone's thoughts and opinions are important. Jot down things that you feel are important and discuss it with the group at the end of the session.

Tips for Note-takers / Documenters

Here are some tips for documenting before, during and after the activities:

Before you start the Activity
- Review the day's schedule and objectives- be prepared to tailor your notes to the objective of the day
- Have the Activity Documentation Form or paper and pen to record

During the Activity
- Take **detailed and accurate** notes- this doesn't mean write everything down- but pay close attention to what is important to the group (use the Activity Documentation Form in Appendix A)
- Record memorable/outstanding **quotes**. Record quotes in the local language. Translation of quotes immediately can sometimes lose their meaning.
- **Gather stories**; stories are rich in cultural information and provide an insight into how children see their world.
- Listen for **reoccurring themes.**
- Watch for concepts or ideas that are represented by specific terms in the language- particularly those related to supporting children. Language is an important part of cultural transmission, and these terms and concepts can be used in your outreach materials and how you explain the work to community.

It is not necessary to record the name of the children and youth. Please

note their gender and age. This will help ensure confidentiality and anonymity. *Other forms of documentation include Video, photos, voice recordings, drawings etc.* Check in with the children and youth to make sure it is okay to take their picture, or record their voice first. Explain to the children and youth why you are recording their voice, for example:

"I would like to record what you say today, because I want to remember what you say in your own words. Your thoughts and feelings are important and I don't want to forget. What you say may be very helpful for other children and youth. I will ask you before I share this information."

After the Activity

- Organize the themes, ideas, strengths, challenges, and differences on the activity documentation forms after each activity.
- Try to identify the level of importance for each strength/challenge (see getting to know the documentation form below)
- Collect and analyze the documentation taken by each note taker.
- Complete the documentation sheets- send to the Coordinator within 48 hours after the session. This will help to ensure effective follow-up support.
- Follow-up with any children or youth who had difficulty during their mapping or presentation to get a deeper understanding of their experiences and provide additional support.

Getting to Know the Documentation Forms

The documentation process considers children and youth within the context of the world around them. The documentation process explores young people's interaction with their world and how these worlds connect:

You will list your findings in the Activity Documentation Forms following each activity, splitting the findings up into strengths, challenges and differences.

PART 3: TIP SHEETS – TRAINING GUIDE HANDOUTS

PRELIMINARY FINDINGS
COMMUNITY MECHANISMS OF CHILD
PROTECTION AND SOCIAL COHESION IN CHAD
PREPARED BY IICRD - TRAINING GUIDE HANDOUT

Objective of overall study
1) To enhance our understanding of the role that community groups play in promoting social cohesion, and their influence on children's pro-social behavior in a protective environment;
2) To build the capacities of individuals and groups in the communities to facilitate positive social relationships and deal with conflict in a transformative manner, contributing to promote social cohesion, child protection, and education.

Field visit in Chad
Conducted initial field visits to various communities selected by UNICEF (Koumra (Mandoul), Maigama, Belom, Maro (Moyen Chari) to complete a systems mapping/stakeholder analysis that:
a) Examines the main institutional and community stakeholders; and,
b) Analyzes the role they play in promoting social cohesion and child protection including their respective objectives, priorities, strengths and weaknesses, etc.

Significant findings
- Children had high level of awareness with regards to child protection issues
- Apparent lack of child protection coordination amongst and between civil society groups
- Lack of clarity regarding available conflict resolution mechanisms at the community level ('bonne co-habitation')
- Highly organized and engaged women groups
- Opportunity to strengthen engagement of informal child protection sectors, especially women and children

Key child protection risks:
- Child trafficking
- Child labor/ '*Enfants Bouviers*'
- Early marriage
- Female genital mutilation
- Conflicts between farmers and pastoralists

Overlapping social cohesion and child protection concerns:
- Parental capacity/intergenerational and domestic tensions
- Education: Low enrolment rates and perception of low short-term returns
- Tensions related to overcrowding, uncertainty and limited access to necessary resources
- High number of female headed households

Key Opportunities:
- Build on local informal child protection capacity
- Work with community to better understand local risk factors and work with government and others to build on protective mechanisms
- Develop local monitoring tools such as locally owned indicators of success

SOCIAL COHESION - TRAINING GUIDE HANDOUT

Social Cohesion- describes the ability of people to work and live together. It is the quality of co-existence between groups within a community. Communities may include diversity across a range of factors, but the quality of social cohesion is based on mutual respect and trust; shared values and social participation; life satisfaction and happiness; structural equity and social justice. Peacebuilding activities focus on re-establishing or strengthening social cohesion (adapted from UNDP ACT, July 2013).

SOCIALLY COHESIVE SOCIETIES DEMONSTRATE:

- **Inclusion** - recognizing and encouraging diversity and equal opportunities
- **Participation** - inviting all stakeholders to be involved in decision-making processes that affect their lives.
- **Social Justice** -embracing multiple dimensions of justice and fairness within the society.

Societies with social cohesion are less likely to slip into destructive patterns and more likely to build community resilience. (DESA-ECOSOC 2015).

Peacebuilding aims to build, restore and enhance social cohesion. **Child Protection** can play an important positive role in building social cohesion
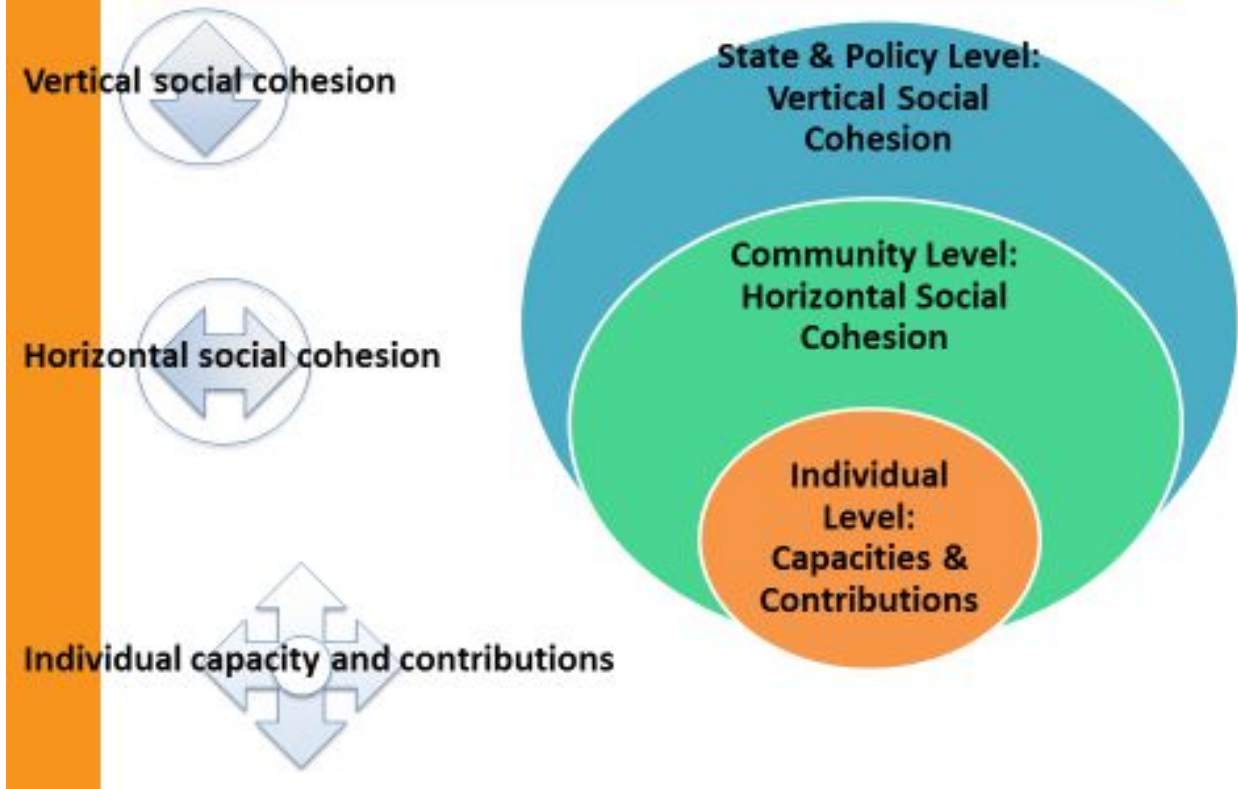
Social Cohesion requires action at multiple levels, including the individual level, community and government level.
Strong social cohesion includes:
- **Horizontal social cohesion** (across communities on an individual to individual level) and
- **Vertical social cohesion** (across government, agencies at an individual to system level).

UNICEF Peacebuilding Theories of Change

Vertical social cohesion

Horizontal social cohesion

Individual capacity and contributions

State & Policy Level: Vertical Social Cohesion

Community Level: Horizontal Social Cohesion

Individual Level: Capacities & Contributions

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CHILD PROTECTION - TRAINING GUIDE HANDOUT

Child Protection- is about protecting children before something happens (preventative) and after something happens (reactive). It means providing immediate safety, referral and long term recovery. For example, child protection involves preventing violence, exploitation and maltreatment, but it can also involve protecting children from further harm and working towards psycho-social recovery once harm has occurred.

Strong child protection systems keep children safe by building on protective factors and resilience. They address risk or harmful factors. They do this be strengthening the partnership of formal (government) and informal (children, family, community) systems of support:

- From oneself (and peers)
- Family and community
- Community and Faith leaders
- Helpful cultural traditional practices
- Organizations and institutions, and
- Government agencies.
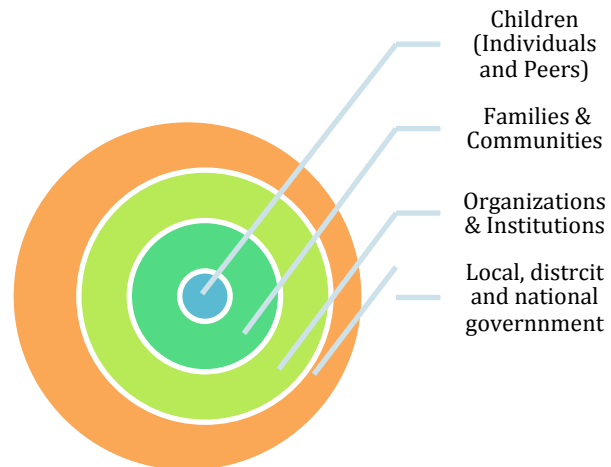
Figure 1- Formal and Informal Support

Community based protection mechanisms such as committees can be a helpful way of coordinating formal and informal protection systems
Strong child protection needs to focus on the particular vulnerabilities that occur in the local area and to build resiliency.
Child protection spans prevention, early intervention, referral and crisis management, rehabilitation, reintegration, and ongoing monitoring.

Resilience describes a person's (or community's) ability to face difficult life events and to take advantage of opportunities to rebuild. Difficult life events may include experiences of trauma, violence, exploitation and loss because of conflict, disaster or other crises. A good measure of resiliency is a person's ability to look after themselves and others. Looking after others also fosters collective resiliency and social cohesion. When fostered, resiliency can support longer term and more sustainable *outcomes.*

Vulnerability is experienced differently for each child and for each community within their given context. Understanding a child's protective and risk factors can help to understand their level of vulnerability. Vulnerability can come with high levels of risk factors and few protective factors. All children must be protected, but children with high levels of vulnerability require extra support and protection. The root causes of risks and vulnerabilities are influenced by historical, political, and cultural practices as well as social norms, belief systems, policies, law and power dynamics.

Each community will identify different vulnerability and resilience factors. The vulnerabilities and resilience factors of one community cannot be assumed to be the same in another community. The factors identified will influence child protection strategies and activities, progress markers for monitoring and factors for evaluating if change happened in the community as anticipated.

PSYCHO-SOCIAL FACTORS - TRAINING GUIDE HANDOUT

Psycho-social factors - combines a person's inner world and outer world. They are greater than the sum of their parts. Psycho-social factors include:
- Psychological (an individual's psychological, mental or inner experience- thoughts, feelings, emotions, and behaviours), and
- Social (the social or environmental factors including relationships, communities of interests, services, and place in society that make up an individual's experience).

Psycho-social development - During the stages of child development, psycho-social factors influence who a child is (their identity) and what experience they have. This is psycho-social development. Both healthy and unhealthy development happens in stages of development. Children at different ages experience disruption differently and they exhibit different behaviours. They also have different degrees of resiliency.

Psycho-social support and recovery- focuses on attending to both psychological and social aspects of an individual's needs. When children are exposed to, or experience disruption to, their development, they often require special support that recognizes the interplay between psychological and social factors. This requires attending to both protective and risk factors to provide appropriate support and protection. Psycho-social recovery takes time. There are steps, processes and practices that can be put in place to support a child in the immediate aftermath of a trauma, but ongoing and long term recovery may also be needed. Social cohesion supports psychosocial recovery for children, but children also provide a reciprocal support for psychosocial recovery of adults.

The psycho-social impact should be considered, if children are exposed to, or experience:
- Trauma, violence, maltreatment or exploitation
- Loss of, or separation from, a loved one or a home
- A disaster, conflict or other emergency
- Social marginalization

♦ Radical change to   circumstances.

TIPS FOR PSYCHO-SOCIAL RECOVERY

Children have basic psychological and social needs[5]

Some Basic Psycho-social Needs of Children	Some Ways These Basic Psycho-social Needs are Met
♦ To feel loved ♦ To feel listened to ♦ To feel understood ♦ To feel appreciated ♦ To feel physically safe ♦ To feel emotionally safe ♦ Feelings of self-worth ♦ A sense of meaning ♦ A sense of hope ♦ To trust and be trusted ♦ To feel connected to a community ♦ A sense of belonging to and being accepted ♦ To feel competent ♦ To feel they have some control over their environment ♦ To be able to have self control	♦ Connection to caring adults ♦ Positive inter-personal relationships ♦ Participation in family and community life ♦ To express creativity through play, art, theatre, music, etc. ♦ Cognitive stimulation ♦ Intellectual challenges ♦ To be able to solve problems ♦ To play ♦ Applying positive cultural healing practices

Practical steps to provide children with psychosocial support include creating[1]:
♦ Support
♦ Structure
♦ Understanding

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[5] Adapted from Save the Children Canada, International Institute for Child Rights & Development, Canada, and Association of Sarva Seva Farmers, India (2006l). IICRD Seeds of Recovery" Supporting Vulnerable Children: Child Protection and Psychosocial Support Workbook (2006).

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- ♦ Access to information about own circumstances, so they feel safe from future harm
- ♦ Opportunities to participate
- ♦ Opportunities to engage with the natural environment, express themselves through creative activities and to return to a sense of normalcy
- ♦ Opportunities to be listened to and to have someone to talk to

Psycho-social indicators that might suggest a child is more vulnerable include:
- ♦ Disruption to sleep or eating patterns
- ♦ Regression in stage of development
- ♦ Behaviour that is uncharacteristic, for instance acting out, being aggressive, or being withdrawn
- ♦ Discussing self harm, or violence to self or others
- ♦ Fear of being left alone or left behind
- ♦ Ceasing to play or interact with others

Resilience: A person's ability to **"bounce back", recover from adverse situations.** Resilience has "inner" qualities (such as having a spiritual faith, strong coping capabilities), as well as "outer" qualities in the social and natural environment (such as having a caring, stable adult relationship, access to schools)

OUTCOME MAPPING – TRAINING GUIDE HANDOUT

Outcome Mapping is a process to identify the change you want to see and to measure if the change has happened. It uses Reflective Action to design, implement, monitor and evaluate programs and interventions to better support and protect the rights of children and promote social change. It focuses on …

Creating a Vision that...

- ◻ Guides
- ◻ Motivates & Inspires
- ◻ Idealistic
- ◻ Observable
- ◻ About the future but written in the present tense

The vision is your dream for the possible!

Creating a Mission that is...

- ◻ Feasible
- ◻ Identifies activities and relationships
- ◻ Answers the Q's: what do you do, with who, and why?

A 'bite' of the vision that you will focus on

It describes <u>how</u> the child protection system intends to:

- ◻ Use resources to support vision
- ◻ Support the outcomes of partners

Identifying Key Partners

What is your Sphere of influence?

Sphere of Influence

Who are your Partners?

☐ Action Partners: individuals, groups & orgs you:

    ◻ Interact with directly to effect change

    ◻ Anticipate opportunities for influence

    ◻ Engage in mutual learning

        ■ e.g. people accountable to children (duty bearers)

☐ Strategic Partners: individuals, groups & orgs you:

    ◻ Work with directly to achieve mission, without necessarily wanting to change behaviour

        ■ e.g. UNICEF, IICRD

☐ Who is missing?
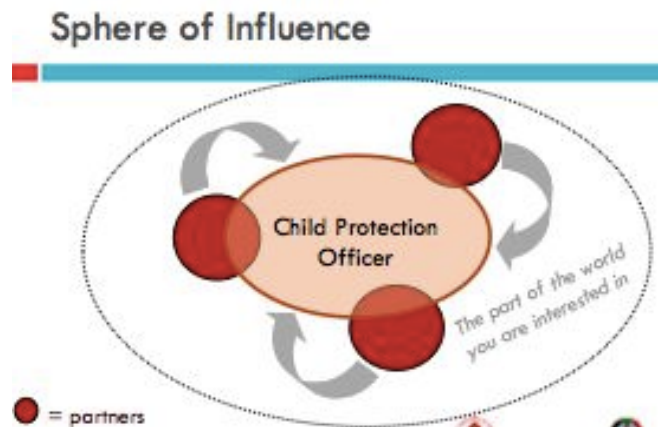
Naming the Change you want to See

☐ Create an outcome statement

☐ Develop Progress Markers

    ☐ Each progress marker:

        ◻ Describes a change in behaviour in one action partner

        ◻ Is Observable and measurable

    ☐ As a set, progress markers are:

        ◻ A graduated set of statements describing a progression of changed behaviour in one action partner

Examples of Child Protection Progress Markers

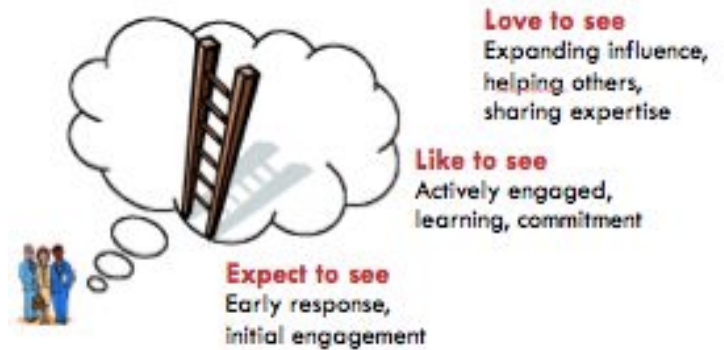**Expect to see vulnerable urban children:**

1. Attending meetings on the risks and opportunities of using ICT
2. Seeking information on child rights and protection
3. Reporting threatening misuses of ICT

Like to see vulnerable urban children:

4. Sharing information on child rights exploitation with others
5. Conducting research on abuse of children through ICT
6. Joining community action to create safe ICT shops for children

Love to see vulnerable urban children:

7. Cooperating with law enforcement personnel working on ICT misuse
8. Obtaining funding for children's initiatives promoting child rights
9. Forming youth clubs for sports, educational or creative pursuits
10. Assisting vulnerable youth groups elsewhere to combat child rights abuses

Love to see
Expanding influence, helping others, sharing expertise

Like to see
Actively engaged, learning, commitment

Expect to see
Early response, initial engagement

Creating a Strategy

☐ **What are your next steps?**

☐ **What actions will you focus on to get to your progress markers?**

   ◘ **This is your road map to change**

6 kinds of strategies

	causal	persuasive	supportive
I aimed at individual **boundary partner**	direct influence	arouse new thinking; build skills, capacity	on-going support
E aimed at boundary partner's **environment**	alter the physical, regulatory or information environment	broad information dissemination; access to new info	create / strengthen peer networks

Measuring the Change

☐ After implementing your strategy come back to the outcome challenges and your progress markers to measure your success

☐ Ask where are you?

☐ What change do you see – does it fall

under expect to see/like to see/love

to see?