clock-icon 120 minutes

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| --- | --- | --- | --- |
| Activity | Topic | Method | Timing |
| 1 | Introduction to the Child | Plenary | 10’ |
| 2 | Child Protection (and quiz) | Plenary | 20’ |
| 3 | Responsibilities | Plenary | 10’ |
| 4 | Child Protection in Emergencies | Plenary | 10’ |
| 5 | Definitions (and game) | Plenary | 10’ |
| 6 | Forms | Groups of 2 | 20’ |
| 7 | Urgent Action Process | Plenary | 15’ |
| 8 | Do’s and Don’ts Exercise | Plenary | 5’ |
| 9 | Role Play | Groups | 10’ |
| 10 | Do No Harm | Plenary | 10’ |

## Handouts

## Key Resource Documents

## Supplies Needed

Forms (depending on what is used in country):

* Site assessment form
* Flow monitoring survey
* Registration form

##### Part 1

## Activity 1 – Introduction to the Child – 15’

**Slide: “Learning Objectives”**

* Read aloud each objective for the group

**Slide: Who is a Child?**

* Facilitate a conversation on ‘Who is a child?’
* Further probes: what are the main characteristics of a child? Are these characteristics the same across regions, countries and continents? What determines the way communities define a child? Is such definition only related to age or also to social roles that a person may have to take on?
* 4 guiding principles of the CRC:
  + Best interest
  + Non-discrimination
  + Participation
  + Right to life, survival and development

**Slide: Child Rights**

* Read through the rights of the child and answer any possible questions

## Activity 2 - Child Protection (and quiz) – 20’

**Slide: What is Child Protection?**

* Define abuse, exploitation, neglect and violence
* These categories typically overlap
* Ask what possible causes of child abuse are
* Ask: who are likely perpetrators?

**Slide: Quiz: Which Type of Child Abuse is it?**

* Hitting a child that has misbehaved
* Forcing a child to watch pornography
* Leaving a small child at home alone all day because his parents are at work
* Repeatedly shaming a child who is not doing well in school
* Keeping a child isolated – away from social interaction
* Asking pupils to clean their teachers’ personal living quarters for good grades
* Giving a child alcohol or illegal drugs
* Forcing a child to beg for money or sell small items (like tissues) to people on the street
* Threatening to, or touching a child in a sexual manner
* Child marriage
  + Facilitate discussion: Is child marriage considered abuse?

## Activity 3 – Responsibilities – 10’

**Slide: The Protection Environment – How do Specialized Actors Engage?**

* Ask how family, community, etc. are responsible for child’s protection rights
* Role of organization is to bridge the gap

**Slide: Risks Faced by Children in Emergencies and Unsafe Migration Contexts**

* Show risks and ask group how these risks are exacerbated in emergencies.

**Slide: Aggravating Factors That Increase Child Vulnerability**

* Show slide and ask for 1 or 2 inputs on how one of the factors can increase risk

**Slide: In Your Context:**

* Ask the group what risks would be faced by each of the age-groups provided in the PPT.

## Activity 4 – Child Protection in Emergencies – 15’

**Slide: What is Child Protection in Emergencies?**

* YouTube Video (3:50)

**Slide: The Minimum Standards to Address Child Protection Needs**

* Ask participants in plenary to come up with risks for each standard

**Slide: Quiz: Which Standard Does Each of These Risks Fall Under?**

* Choose individual participants to answer each of the 4 pictures provided.

**Slide: Key Messages**

* Read the key messages aloud for the group.

##### Part 2

**Slide: Learning Objectives**

* Read directions aloud in plenary

## Activity 5 – Definitions – 10’

**Slide: Questions: Definitions Game**

* On their own pieces of paper, ask participants to note the numbers and their corresponding letters
* Unveil the responses

**Slide: Questions: Do You Know the Definition?**

* Ask the group the definition for each of the terms
* Facilitate discussion: What is the difference between available and accessible?

**Slide: Questions**

* Ask the group for a volunteer to state the difference between “unaccompanied” and “separated”

**Slide: UASC Flowchart**

* Walk group through the flow chart to further understand the distinction

## Activity 6 – Forms – 20’

**Slide: Site Assessment Form**

* Dive into groups of 2 persons
* Allow for 15-20’ to highlight any indicators that could identify risks to CP, words they don’t understand.
* Debrief in plenary

**Slide: Flow Monitoring Survey**

* Dive into groups of 2
* Allow for 15-20’ to highlight any indicators that could identify risks to CP, words they don’t understand.
* Debrief in plenary

**Slide: Registration Form (Tips)**

* Go through tips one by one
* Facilitate discussion on why there is no indicator for survivors of GBV

##### Part 3

## Activity 7 - Urgent Action Process – 15’

**Slide: Urgent Action**

* Define urgent action and the scenarios in which it may be necessary.

**Slide: Urgent Action (2)**

* Go through the bullet list
* Emphasize not seeking information on specific events

**Slide: Your Responsibilities**

* Ask participants what they think their roles are
* Ask who the urgent action focal point of the mission is

**Slide: Responsibilities of the Urgent Action Focal Point**

* Add to slide: Urgent Action focal point Name for mission

**Slide: Guiding Principles**

* Explain that the best interest of the child principles only applies when a disclosure is from a child.

**Slide: Process**

* Can be adapted to local process
* Nothing should be written down
* Define information provision

**Slide: Disclosure of Incidents**

* Read the points one by one

**Slide: Procedures for Children**

* Confidentiality may be broken in certain cases where a child is in imminent danger of severe harm. This decision cannot be taken by the enumerator.
* Presentation available for interviewing children

## Activity 8 – Do’s and Don’ts Exercise – 5’

**Slide: Do’s and Don’ts of Practice**

* Read series of statements and have the group vote yes (sit down) or no (remain standing)

**Slide: GBV Constant Companion**

* Distribute printed copies to all participants. The GBV constant companion is also available for download on the Global Shelter Cluster website.

## Activity 9 – Role Play – 10’

**Slide: Role Play**

* Facilitators should monitor the discussions to make sure that the guiding principles are being respected.
* If there is time, and the facilitator is comfortable/experienced, do a role-play in front of the class.

##### Part 4

## Activity 10 – Do No Harm – 15’

**Slide: CP and Do No Harm**

Discuss in plenary

* 4 Protection Principles:

1. Do no harm
2. Access to impartial assistance (based on need and without discrimination)
3. Protect people from psychological and physical harm arising from violence or coercion
4. Assist people to claim their rights, access available remedies and recover from effects of abuse

**Slide: CP and Do No Harm**

* Ask the potential to do harm in each of the points.
* Some examples are:
* Causing psychological distress if we interview a child without training. **Children should not be interviewed by DTM enumerators unless specifically instructed to do so by the DTM Manager/Coordinator, and never children below the age of 14.**
* Speaking/behaving in an unprofessional manner around children could cause psychological distress/fear.
* Violating a child’s privacy (example: posting pictures of a child on the internet without parental consent, could lead to them being shamed/humiliated, targeted by Government or other groups wanting to punish them or expel them from a country etc).
* Searching for (asking people) about protection incidents that may have occurred
* Breaking confidentiality about a disclosed protection incident could result in the child being shamed, expelled from their family/community, abused for disclosing an incident, punished for breaking cultural norms (even if they are a survivor/victim, such as survivors of rape being accused of adultery).
* Generally not following the urgent action process may put the survivor/victim at risk of increasing trauma, physical abuse, Rand sexual abuse. It may also put YOU (the enumerator) at risk.
* Sharing sensitive information with people outside of the DTM (example: location of unaccompanied children, could result in human traffickers finding them. Locations of armed groups could result in IOM facing access issues)

**Slide: CP and Do No Harm (cont’)**

* Explain that interviewing children is not general DTM practice.
* In very exceptional circumstances, HQ could approve interviewing children for DTM assessments
* No child under 14 years of age can be interviewed
* Additional guidance on interviewing children, including a checklist to follow when interviewing children can be found in the adjoining PPT.

**Slide: Key Messages**

* Review key messages one by one
* Answer any questions