

## Refugee & Migrant Crisis Child Protection Response



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# Refugee & Migrant Crisis Child Protection Response

## 'Protecting refugee and migrant children on the move'

Serbia, tFYROM and Croatia

*Multi- agency capacity building resources*

May 2016

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## **Acknowledgements**

Thanks are due to all those who contributed to the development of the final materials which appear in this training resource, and in particular to the participants who attended the training courses in Serbia, Croatia and tFYROM and by doing so helped to refine and improve the original contents.



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## BACKGROUND & INTRODUCTION TO THE RESOURCES



### Context for developing the resources

This capacity building package was developed in the frames of the UNICEF Regional Office for Central and Eastern Europe and Commonwealth of Independent States (CEE/CIS) initiative, implemented by the Child Protection Hub for South East Europe (ChildHub [www.childhub.org](http://www.childhub.org)) and Terre des hommes Regional Office for Central and South East Europe (Tdh) in its role as coordinator of the ChildHub.

The purpose of the initiative was to build the capacity of those responding to the refugee and migrant crisis to be able to address child protection concerns within the unique settings of the largely transit countries, in particular Croatia, Serbia and the former Yugoslavian Republic of Macedonia (tFYROM) This effort was a recognition that the normal understanding and methods for working with refugee and migrant children are made especially difficult where large populations are on the move and spend relatively short periods of time in country.

The overall aim was to support frontline workers in the short term, due to the fluid and changing nature of the crisis. It was not anticipated that the training would be comprehensive and in-depth training, but instead that it would 'plug gaps', and act as a basis for identifying and developing other capacity building needs and ways to address these in a comprehensive and systematic way over the longer term.

### Approach to developing the resources

To ensure that the training materials were relevant to the context, scoping missions were carried out in Serbia and tFYROM (end 2015) and Croatia (early January 2016).

These missions included field visits to transit and reception centres in countries plus interviews and discussions with a range of actors including frontline workers, managers and policy level staff. Given the time constraints, and in particular the desire to develop the training as soon as possible,

it was not feasible to undertake a detailed learning needs assessment of all staff – instead a representative sample was consulted.

The purpose of the scoping missions was primarily to identify:

- Constraints and challenges faced by staff
- Immediate capacity gaps in child protection

A simple **ASSESSMENT TOOL** (see Appendix) was developed to help standardize the information collected at each site.

While initial plans had been to target agencies working directly with children (for example facilitating child friendly spaces) it quickly became apparent during the scoping missions that because of the limited time refugees spent in each location and the number of refugees who were present at any time, a much broader view of who to include within the training needed to be considered in order to maximize the possibility for ensuring the protection of children and harmonized approaches.

It was therefore decided that the course should target all those who potentially have contact with children. This includes specialized agencies that focus on children and also other organizations who come into contact with children and could potentially be in a position to identify or support a child at risk. These other organizations and

agencies are from related sectors such as Health, WASH etc. **Given their key role, translators and cultural mediators should also be involved in capacity building and training initiatives.**

One of the key requirements from field staff was that the training should be flexible to accommodate shift working and that it should last for no more than one day. Staff also identified that they wanted practical knowledge that could be used in the field in the context of a busy and sometimes chaotic situation, not a theoretical approach.

In the week following the scoping missions in Serbia and tFYROM, the materials were developed by Terre des hommes in conjunction with UNICEF tFYROM and with inputs from UNICEF Serbia and UNICEF CEE/CIS RO. Training was carried out in both Serbia and tFYROM, with over 180 workers from more than 30 agencies involved. The materials were developed iteratively – that is to say that based on the feedback and experiences from the trainings on each day, the initial training materials were refined and validated.

Both Terre des hommes and the UNICEF considered it essential to not only provide training, but also to include an element of coaching / follow up. Therefore, to support workers and their managers in translating the learning from the course into practice in the field, two short **IMPLEMENTATION TOOLS** were developed (see Appendix).

## OVERVIEW OF THE TRAINING MATERIALS



### Overall purpose & objectives of the training

The overall purpose and objectives for the course are to:

- Meet immediate capacity needs regarding child protection including awareness, key actions and approaches for both response and prevention.
- Increase confidence and awareness in working with refugee and migrant families, including helping to reduce burnout and stress.
- Create a harmonized approach and understanding of child protection among all actors.
- Clarify roles and mandates, and create an opportunity for networking, with a view to enhancing interagency cooperation and collaboration (both on site, across site and across borders).
- Help contribute towards identifying further development needs and strategy / plans for capacity building.

### Structure of the course

To accommodate the expressed desire for flexibility, rather than developing a one-day course where learning is incremental and linear (i.e. flows logically from session 1 to the end of the day), four discrete 'blocks' were developed around thematic areas (identified through the scoping mission as capacity building needs). While each block stands alone, and can be run separately, the blocks are linked and so together form an integrated package of training.

#### Core modules

The four core modules, equaling one full day of training are:

#### BLOCK A **CULTURAL SENSITIVITY**

*Includes* proactive engagement, building trust, understanding cultural differences, recognizing our behaviours and how these effect dynamics / working with others.



**BLOCK B IMPACT OF BEING A REFUGEE / MIGRANT ON CHILDREN**

*Includes recognizing impact of being a refugee or a migrant on children and distinguishing this from signs of abuse etc., clarifying what is child protection in emergencies), basic assessment / identification of children at risk, recognizing limits of safe working for those on the move.*

**BLOCK C WORKING TOGETHER FOR THE BENEFIT OF CHILDREN**

*Includes roles and mandates of agencies, when / how to make referrals, sharing information, across agencies and sites and supporting each other.*

**BLOCK D SAFEGUARDING**

*Includes preventative actions to avoid abuse / limit the potential for child protection concerns to arise and avoiding separation.*

Each block lasts for 1 ½ hours and can be taken in any order. Structuring the course in this way means that the training can also be run over a number of sessions rather than having to dedicate a whole day to training. For example, an individual block could be run during ‘down time’ on site while waiting for trains to arrive or as part of another course.

The blocks can also be used as the basis for developing more in-depth training on particular themes.

**Optional additional module**

Serbia requested an additional optional block on psychological first aid (PFA), which can be run in addition to the four main blocks. In the particular context of Serbia where other training is being planned to support the roll out of the recently developed Standard Operating Protocols for responding to child protection, this optional block can replace / compliment Block C (Working Together to Protect Children).

**PFA** *Includes understanding PFA, identifying key actions and responses within PFA and appreciating limits of safe working in context of the migrant and refugee crisis.*

**Methodology for the course**

The course is designed to be highly participatory, using exercises, case studies and discussions in groups supplemented by a limited number of simple handouts to act as prompts and to reinforce learning.

Given the desire for the course to be flexible it was decided not to include PowerPoint so the course can be run onsite or where there are limited training facilities. For the same reason the course is also very ‘low tech’ – there are no complicated exercise or materials needed or activities that require time to set up.

**Contents of the materials**

While there are some slight differences between the modules developed for the three countries but these are minor and reflect the slightly different contexts – overall the package is very similar in terms of the four blocks and their contents.

The differences between the three countries’ material programmes are:

- tfYROM** This is the foundation package which covers all areas directly related to the protection of refugee and migrant children.
- Serbia** This package includes slightly less emphasis on working together but with a greater focus on burnout of workers. It also included the optional additional module on PFA.
- Croatia** This package covers the areas directly related to the protection of refugee and migrant children, as developed for tfYROM and in addition also makes links with wider DRR work (as this is an area of interest and development within the country).

A comprehensive package of **SESSION PLANS** (see following sections) includes instructions for trainers / facilitators on how to run the session plus accompanying notes. **EXERCISES, ACTIVITES, HANDOUTS** and **CASE STUDIES** are also included.

In addition to the session plans and training materials, a number of other materials were also developed to support the training including a simple **EVALUATION FORM** (see Appendix).

### Use and adaptation of the materials

It is anticipated that the materials can be used in country as part of further training, and may also form the basis of similar trainings offered in other locations. While this is primarily to meet the needs of the refugee and migrant crisis in Europe, feedback indicates that the materials would also be useful in other emergency contexts where the desire is to immediately skill up a large number of agencies and organisations regarding child protection.

**However**, if using or adapting the materials a number of considerations and actions are necessary:

1. Given the limited time available, a scoping mission must be undertaken to ensure that the materials are appropriately tailored to context.
2. Trainers need to be selected both on the basis of having the required technical expertise and also experience in facilitating training. There is a lot to cover in each of the sessions and it is especially important that trainers are able to manage the dynamics of working with groups where a large amount of material is involved.
3. Trainers need experience on working on site / in emergency situations and should either be familiar with the culture of the refugees / migrants or be experienced in working with people from other cultures. This is important so the trainers can 'add value' by sharing examples from the field and in answering questions.
4. Trainers should work in pairs. This is for reasons of safety and to ensure that participants are adequately supported.

### Guidelines for facilitators / trainers

Due to the availability of staff for training in emergency situations the course has been designed in

four blocks. A block comprises of a series of activities to achieve the objectives of the training topic. There are main activities at the start of each block and alternatives should these be more appropriate for the target group at the end. Trainers can select the most appropriate activities according to the level of group knowledge and experience.

The blocks do not have to be delivered sequentially. The core four blocks can be run in any order, or used/adapted for further training. If necessary **do** adapt the material for your target group, *However*, be aware that the materials have been extensively piloted – so be careful about introducing changes for no real reason apart from your own preferences.

The activities are interactive and participatory (e.g. using case studies, exercises, discussions etc.) with a focus on KNOWLEDGE/SKILLS that can immediately be put into practice. Presentation from the trainers should be minimal. *In the feedback from the pilots in Serbia and tFYROM, with over 180 participants, one element that came through strongly as being appreciated by all participants was the opportunity to be able to share experience and look at case examples.* (Note that the materials have not yet been rolled out in Croatia – only a Training of Trainers has been held).

Each block should take 1½ hours. Some plans have activities that run for less than 1 ½ hours in total. This is the minimum time needed and allows for some flexibility in timing, for example for introductions, late arrivals etc. and to give more space for discussion and sharing in the group.

### Pre-training preparation for trainers

Ideally training should be delivered by two facilitators. Before the training you need to allow time to:

- Go through the training materials pack
- Plan with your co-trainer so you are clear about roles and tasks.
- Read any recommended background information to help you with session delivery.
- You may wish to write the course aim and objectives on a flip chart paper alongside any key learning points for each of the modules.



- If desired trainers can transfer materials from handouts onto PowerPoint. However, this is not recommended because there may be problems with power supply etc., and it is important to maintain the training environment as being collaborative and participatory, rather than lecture style.
- Become familiar with any legislation, policy and procedures for managing child protection concerns.
- Prepare the room / venue.

### Training material and equipment

You will need:

- The training materials and/or prepared training activity plans for each block.
- Photocopies of handouts and exercises for participants
- Laptop and PowerPoint projector and/or overhead projector and screen if you plan to use these (although these are not required).
- Flip chart and marker pens
- Copies of task sheets/training material as directed for each block
- Copies of the evaluation sheet for all participants.

### Venue

Consider:

- How easily accessible is it to participants?
- Travel and parking arrangements – who is arranging these, if applicable?
- Do participants need a map and travelling instructions?
- What is the size of your group?
- How many rooms will you need for the activities? Have these been booked?
- Is the main training room large enough to meet the needs of the group?
- How familiar are you with the building and its amenities?
- Have you checked if there is going to be a fire drill?
- What is the fire drill procedure and where is the meeting point?
- Does the room have adequate heating/ventilation?
- Does the venue have adequate power supply?

### Equipment

- Have you requested the equipment you will need for the training?
- Have you checked that it is in good working order?
- Have you checked that markers and pens are working?
- Have you masking tape?
- Have you got sufficient flip chart paper?

### Refreshments and lunch

- If provided, check who is responsible for funding and organizing.
- Check for any special dietary needs; ensure caterers are aware of this.

### Some tips to make this training delivery effective

Each block has notes to guide the trainer through the delivery process. All training material necessary for a particular block is noted at the beginning of the block. It might be helpful to copy these first so that you are aware of what the notes are referring to.

The majority of the training is experiential with plenty of opportunity for skills practice. Try and create a supportive environment, this will help the learning process.

Since the blocks can be run in any order and the same people may not always attend together, remember to make sure to do a quick round of introductions and welcomes at the beginning of the training and a brief wrap up at the end. If necessary, include an energizer (to increase the group's energy) or icebreaker (introduce people to each other) if time allows.

Support the training with examples from the field where possible. This will help participants to relate the learning to their practice. Also, invite and encourage participants to share examples from their own experiences. This will help to affirm good practice, make learning a two-way process and make the training relevant to the context.

*Feedback from those trained using the materials was that even where the participants felt that they already had the 'technical knowledge', the process of*

*the training helped increase their confidence.* This is an important aspect of capacity building in chaotic and changing environments.

### Using training aids

Flipchart:

- Position the flipchart stand so it is visible to everyone.
- When writing, position yourself to the side so the page is visible to the group.
- Take your time when writing the group's input making sure the points are clearly written.
- If you haven't heard something a participant said ask them to repeat their point.
- If you are summarizing what was said to help you capture the point, check with the participant whether you got their meaning right.

PowerPoint:

- Practice setting up the projector and laptop before you begin delivery.
- If you are planning to prepare power point slides, make sure they are not too crowded.
- When going through points on the slide do not just read the points and make sure your back is not turned to the group. To help you with this, you can either position the computer screen to enable you to talk to the slides or have a hard copy of the slides to refer to.

Film:

- If you plan to show the video 'This is Samira', make sure you have downloaded it to your computer or you have access to the internet.
- Make sure that the audio is loud enough so that participants can hear.



## SESSION PLANS – CORE FOUR BLOCKS



This section contains the session plans (i.e. instructions for facilitators) for the four core blocks (making up the one-day course) developed for tFYROM, Serbia and Croatia. These are almost identical, although there are some slight differences which reflect the operating environment and the challenges faced by workers (which have been mentioned above and which are noted at the start of each section).

Copies of the **HANDOUTS**, **EXERCISES** and **CASE STUDIES** referred to in the session plans can be found in the next section.

### Session Plans – tFYROM

The session plans for the four block developed for tFYROM are the basic materials. These should be used when adapting the training for a context other than Serbia and Croatia since these blocks contain the main areas that need to be covered under each thematic area.

**BLOCK A: WORKING WITH OTHER CULTURES**

Purpose:

- Understanding the dynamics of working with cultural differences and share experiences
- Recognizing how workers behaviour impacts on the dynamics of working with refugees and migrants
- Identify tips and strategies for overcoming / limiting the impact of cultural difference.

Materials needed:

Flipchart and pens

Copies of UNCRC – summary version in local language (note the child friendly version produced by UNICEF is a useful version)

Copies of Handout 1 – enough for each participant

**BLOCK A: WORKING WITH OTHER CULTURES**

Timings	Instructions	Resources	Additional notes for trainers
5 mins	Introduce session		Give overview of purpose of Block and areas that will be covered.
15 mins	Ask participants to divide into small groups (5 – 6 people) and discuss: <b>Their experiences of working with refugee sand migrants and what their most rewarding and challenging issues in relation to working with people from other cultures.</b> Brief feedback to main group recording points on flipchart.		This session will be difficult to cover if participants have limited experience in working with refugees / migrants and other cultures, in which case – replace this session with <b>ALTERNATIVE A1</b>  During feedback if there is a large group, to avoid lengthy feedback take one or two points from each group in turn (avoiding repetition) until all points have been covered.
25 mins	In small groups, participants to discuss, from their own experience: <b>What strategies have they discovered / developed for working with people from other cultures:</b> As a man – working with women, working with men, working with children As a woman – working with women, working with men, working with children Feedback to large group and discussion		This session will be difficult to cover if participants have limited experience in working with refugees / other cultures, in which case – replace this session with <b>ALTERNATIVE A2</b>  It is important to emphasize that while some maybe CULTURAL or RELIGIOUS, some may be more INDIVIDUAL / FAMILY practices. It is important not to assume that their experiences automatically apply to everyone. Some responses, may be more linked to experience of being a refugee or migrant – in their own culture, people might be different. During this session, trainers should try and link the behavior, attitude and values of the participants with the response from refugees and migrants and prompt if necessary – for example what is the impact of attending to basic needs, body language etc.? Remember to ask participants to consider whether some of the strategies to communication / positive working are necessarily to do with culture, or would they apply in all settings (e.g. what response would shouting at people have in participants' culture?).

BLOCK A: WORKING WITH OTHER CULTURES			
Timings	Instructions	Resources	Additional notes for trainers
20 mins	Using Handout 1 as a reference, go through tips on working with different cultures, giving the participants the chance to discuss ideas and compare with the strategies they developed.	Handout 1	Handout 1 can be given as a resource for participants to refer to after the course.
10 mins	Distribute handout on children rights and explain to participants that even while we respect cultural difference children have rights that they are legally entitled to enjoy – and that culture / religion can never be an excuse for abuse. Also highlight that children have a right to participate in decisions which affect them.	Copy of UNCRC 1989	Note this is not a session on children’s rights – this is just to raise awareness and specifically to ensure that participants are clear that culture cannot be used as an excuse for abuse. If time allows give participants time to read through the handout and ask questions – otherwise just highlight main rights e.g. survival, protection etc.
10 mins	Final questions / reflections on Block A		During this session it might be useful to emphasize the ‘takeaways’ from the Block: Cultural differences matter Cultural differences do not definite the individual, and individuals do not define the culture Personal circumstances e.g. being a refugee / migrant have an impact on behaviour etc. Culture should never be used as an excuse for abuse.

**ALTERNATIVE A1**

*This alternative exercise can be used if participants have no / little experience of working with the refugees – i.e. preparatory training.*

15 mins	Ask participants to divide into small groups (5 – 6 people) and discuss: <b><i>Their hopes for working with refugees/ migrants and what they think are going to be the most challenging issues in relation to working with different cultures.</i></b> Brief feedback to main group recording points on flipchart. In large group discussion / question and answers		Trainers need to feel confident in being able to answer questions before attempting this session. They either need to prepare well in advance or have a lot of personal experience they can draw upon.  During feedback if there is a large group to avoid lengthy feedback take one or two points from each group in turn (avoiding repetition) until all points have been covered.
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ALTERNATIVE A2	
25 mins	<p>In small groups participants to discuss and record ideas on flipchart:</p> <ol style="list-style-type: none"> <li>1. <b><i>What they already know / believe about the culture of the refugees and migrants</i></b></li> <li>2. <b><i>Questions they have about the culture of the refugees useful to improve how they work with them</i></b></li> </ol> <p>Feedback to main group and discuss.</p>
	<p>It is essential that trainers running this session have experience in working onsite with refugees – otherwise it will be difficult to answer questions.</p> <p>Note this can be from their observations, experience etc. It does not have to be the 'truth'</p> <p>If time allows invite the group to say what issues they agreed on / where there was disagreement.</p> <p>To save time – ask each group to feedback one point adding on to what has already been said until all points have been covered.</p> <p>Trainers may need to clarify points.</p>



**BLOCK B: IMPACT OF BEING REFUGEE / MIGRANT ON CHILDREN**

**Purpose:**

- Recognizing the impact of being a refugee or migrant and distinguishing these from signs of abuse
- Exploring the meaning of child protection in the refugee / migrant environment
- Distinguishing between vulnerability and risk
- Identify key indicators of concern / basic identification and assessment

**Materials needed:**

Flipchart and pens  
 Copies of Handouts 2, 3 4 & 5 – enough for each participant  
 Copies of Case Study – Part One – enough for each participant  
 Copies of Exercise 1 – for each participant

**BLOCK B: IMPACT OF BEING REFUGEE ON CHILDREN**

Timings	Instructions	Resources	Additional notes for trainers
5 mins	Introduce session and give overview of areas covered		Remember it may be necessary to make sure all participants introduce themselves.

BLOCK B: IMPACT OF BEING REFUGEE ON CHILDREN			
Timings	Instructions	Resources	Additional notes for trainers
20 mins	<p>Ask participants to get into groups (5 or 6) and distribute Case Study – Part One.</p> <p>Participants to discuss case study and consider:</p> <ol style="list-style-type: none"> <li><b><i>If they are concerned about any of the children - and why / why not?</i></b></li> <li><b><i>Whether they think the children's reactions are to be expected / normal given they are refugees / migrants or whether they think there is some other underlying problem.</i></b></li> </ol> <p>Feedback to main group and discussion facilitated by trainers.</p>	Case Study – Part One	<p><i>Note if the Block is late starting and less than 1 ½ hours is available, omit this session with case study and move straight to next session to briefly introduce the UNCRC and concept of children's rights.</i></p> <p>If possible, unless it makes the group size too large, have four groups as this makes it easier to be able to give feedback.</p> <p>To save time during feedback ask each group to present on one child, and then ask for contributions / comments from other groups.</p> <ul style="list-style-type: none"> <li><i>18 mth old – normal reaction as child is 'protected' by family; at this age children are unaware of what is going on around them if they are loved and protected by significant adults.</i></li> <li><i>4 years old – being shy etc. and upset when mother leaves normal. However, concerning she is not talking to relatives etc. May be symptomatic of underlying problem or trauma etc.</i> <i>In this case, in transit environment, it might not be 'safe' to provide PSS or therapy but we could provide parents with advice regarding how to help their daughter to reduce any further stress (e.g. make sure to tell her when leaving, reassurance etc.)</i></li> <li><i>14-year-old boy – normal reaction. In addition, he may have been placed in situations (e.g. translation) where he is treated like an adult or in his own culture he may be considered an adult (even though not!). Issue is not his reaction, but that he could put himself in danger / become separated etc.</i></li> <li><i>13-year-old girl. In normal settings would be appropriate for her to go to toilet herself. Her request for someone to go with her is not surprising given the context / situation.</i></li> </ul> <p>If time allows discuss if their answers be different if the child was younger / older, a boy / girl or had some kind of special need such as a disability?</p> <p>Note: Participants may ask what to do next, or move on to discussing necessary actions – explain that this will be explored in Block C on Working Together. Although points can be briefly addressed during this session make sure not to become side tracked from session plan otherwise there will not be enough time to cover all materials.</p> <p>Emphasize that there are common responses / experiences that we might expect children who are refugees or migrants to exhibit, and these are normal, but that some things we see / hear are not normal in the situation and we must always be alert to children who are in need of protection. <i>This creates the link with the next session on children's rights and child protection.</i></p>

BLOCK B: IMPACT OF BEING REFUGEE ON CHILDREN			
Timings	Instructions	Resources	Additional notes for trainers
5 mins	Explain to participants that children have specific rights to protection, both under the UNCRC and also Macedonian Law.		<p>Article 118 of the Macedonian Constitution clearly states that any international treaty (e.g. CRC) which is ratified in accordance with Macedonian Law, is considered a law in Macedonia.</p> <p>The UNCRC gives children specific rights to protection (article 17) and to special support if a refugee.</p> <p>The CRC requires that the 'best interests' of the child are always a paramount concern and furthermore that adults do what is best for children</p>
15 mins	<p>In large group, ideas storm</p> <ol style="list-style-type: none"> <li><b>What is child protection in emergencies?</b></li> <li><b>What are we protecting children from?</b></li> </ol> <p>Facilitator to summarize points and clarify using Handout 2 as a guide.</p> <p>In large group review, using Handout 3 as a guide, the key issues regarding abuse and exploitation in an emergency.</p>	Handouts 2 & 3	<p>Note – if PowerPoint / audio is available replace this session with <b>ALTERNATIVE B1</b></p> <p>Remember that child protection in emergencies is specifically related to <b>'the prevention of and response to abuse, neglect, exploitation and violence' (as per Child Protection Working Group).</b></p> <p>Make sure that participants understand that UAM are ONE category of children – but that child protection is wider than just UAMs. A more useful way is to think of children with issues, rather than belonging to a particular group – e.g. separated from family rather than UAM which is a specific definition.</p> <p>Child protection in emergencies is not about rights generally (e.g. health) although these need to be met but <i>specifically</i> the right to protection.</p> <p>Do not forget to 'link' culture with child protection – i.e. what is culturally acceptable must not be abusive for children – i.e. should not cause them harm. It is important to be able to identify children who may be at risk / suffering abuse.</p>

BLOCK B: IMPACT OF BEING REFUGEE ON CHILDREN			
Timings	Instructions	Resources	Additional notes for trainers
10 mins	<p>Explain to participants:</p> <p>It is important that all those who work with or come into contact with children must be able to quickly identify children who may be at risk of abuse / being abused and in need of additional assessment and / or support.</p> <p><b>VULNERABILITY</b> are the characteristics or circumstances that an individual has or is in, and which can make that they are susceptible to harm.</p> <p><b>RISK</b> is related to the nature of the harm itself and the likelihood that the risk will manifest. This includes consideration to the protective influences.</p> <p>This is why it is important to think about individual children and their experiences, rather than consider only what category of vulnerability they belong. It is important to be especially attentive to children where the risk is high.</p> <p>Actions to help the child might include both efforts to reduce their vulnerability as well as the risk.</p>	Handout 4	<p>It would be useful to draw the risk matrix onto flipchart to show participants. Alternatively distribute Handout 4.</p> <p><i>For example: A child with disabilities may be very vulnerable to abuse but if they have loving and family and a good support network, they may be at low risk.</i></p>
20 mins	<p>Ask participants to divide into threes and distribute Exercise 1.</p> <p>Feedback to main group and discussion.</p>	Handouts 5	<p>Note – Handout 5 is a <b>tool to help participants</b> in the field. It is not a definitive list.</p> <p><i>If time allows, trainers could invite participants to develop their own list of indicators first and then share the tool on Handout 5.</i></p> <p>It should be noted that children must be consulted – their views are critical if we are to understand their situation and ensure we make decisions and plans which best uphold their best interests</p>
5 mins	Final thoughts / questions on Block B		<p>Note if time allows (for example if the group is smaller and therefore feedback is shorter) – carry out session <b>ALTERNATIVE B2.</b></p>

ALTERNATIVE B1

Note – this session can only be used as an alternative way to explore child protection if PowerPoint and audio is available.

15 mins	<p>In large group show video clip 'My Name is Samira' produced by the Child Protection Working Group</p> <p><a href="http://cpwg.net/capacity_building/child-protection-humanitarian-action-samira-video/">http://cpwg.net/capacity_building/child-protection-humanitarian-action-samira-video/</a></p> <p>In small groups (5 – 6 people) participants to reflect on video and discuss briefly:</p> <ol style="list-style-type: none"> <li><b>1. What is child protection in emergencies?</b></li> <li><b>2. What are we protecting children from?</b></li> </ol> <p>Facilitator to summarize points and clarify using Handout 2 as a guide.</p> <p>In large group review, using Handout 3 as a guide, the key issues regarding abuse and exploitation in an emergency.</p>	Handouts 2 & 3	<p>Note – check with UNICEF office as this video is in English but a Macedonian version is being developed.</p> <p>Make sure that participants understand that UAM are ONE category of children – but that child protection is wider than just UAMs. A more useful way is to think of children with issues, rather than belonging to a particular group – e.g. separated from family rather than UAM which is a specific definition.</p> <p>Child protection in emergencies is not about rights generally (e.g. health) although these need to be met but <i>specifically</i> the right to protection.</p> <p>Do not forget to 'link' culture with child protection – i.e. what is culturally acceptable must not be abusive for children – i.e. should not cause them harm. It is important to be able to identify children who may be at risk / suffering abuse.</p>
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ALTERNATIVE B2

15 mins	<p>Ask participants to reflect on the earlier case study and their concerns.</p> <p>In large group, facilitated by the trainer, discuss what needs the children have and what is realistic to provide given the circumstances.</p>	Case Study – Part One	<p>Note – It is possible that there might not be time to seek comments from the group and in which case trainer should wrap up session around what is realistic to provide given the circumstances.</p> <p>During discussion trainer should highlight that:</p> <ol style="list-style-type: none"> <li>1. Important to stick to principles of 'do no harm' – might be dangerous to intervene until child is settled</li> <li>2. The importance of early identification and referral so that children can be supported where necessary (discussed in Block C)</li> </ol>
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**BLOCK C: WORKING TOGETHER FOR THE BENEFIT OF CHILDREN**

**Purpose:**

- Exploring roles and mandates of agencies in contact with children
- Understanding when / how to make referrals
- Considering sharing information, across agencies and sites

Exploring what individuals can do to improve communication

**Materials needed:**

Flipchart and pens

Copies of Case Study – Part Two – enough for each participant

**BLOCK C: WORKING TOGETHER FOR THE BENEFIT OF CHILDREN**

Timings	Instructions	Resources	Additional notes for trainers
5 mins	Introduce session and give overview of areas covered		<i>Remember to make sure participants introduce themselves if new participants arrive.</i>
15 mins	<p>Explain to participants that all agencies – even those who do not work directly with children – have a role to play in ensuring children are protected (according to the UN Convention on the Rights of the Child).</p> <p>In large group, ideas storm, collecting answers on flipchart:</p> <ul style="list-style-type: none"> <li>• <b>Agencies and service providers who might come into contact with children</b></li> <li>• <b>How they come into contact with children and therefore what is their role in protecting children</b></li> </ul>		<p>Note – if participants have not worked with refugees and migrants or only recently started work (i.e. this training is being conducted as orientation) replace this session with <b>ALTERNATIVE C</b></p> <p>For example, children’s NGO might have role to place in protection, others such a WASH etc. might have preventative role (i.e. making sure toilets are safe) or identification role).</p>
5 mins	Remind participants that children have specific rights to protection, both under the UNCRC and also Macedonian Law.		<p>Article 118 of the Macedonian Constitution clearly states that any international treaty (e.g. CRC) which is ratified in accordance with Macedonian Law, is considered a law in Macedonia.</p> <p>The CRC requires that the ‘best interests’ of the child are always a paramount concern and furthermore that adults do what is best for children.</p> <p>In addition, there are other laws in Macedonia, e.g. Family Law, that give protection to children and also prescribe roles for specific agencies such as the Centre of Social Work.</p>

BLOCK C: WORKING TOGETHER FOR THE BENEFIT OF CHILDREN			
Timings	Instructions	Resources	Additional notes for trainers
25 mins	<p>Ask participants to get into small groups (5 -6) and tell them that they are now going to consider a specific case to explore the ways:</p> <ol style="list-style-type: none"> <li><b>Agencies are currently / involved or could be more involved in the case</b></li> <li><b>Could work together to better protect children</b></li> </ol> <p>Distribute Case Study – Part Two. Explain that some participants may have already ‘met’ this family in another session but if not, not to worry as all the information is included.</p> <p>Participants should consider questions and record their answers on flipchart.</p> <p>Groups to briefly present their answers, to the large group, followed by discussion in main group about difference / similarities etc.</p>	Case Study – Part Two	<p>Points to make sure are raised during feedback:</p> <ul style="list-style-type: none"> <li>Medical team should involve CFS / children’s NGO during discussion with parents</li> <li>Translator / staff should have explored more what the boy meant – is he worried about being separated or is he frightened of staying together? Making sure the views of children are taken into account is essential.</li> <li>Police should have passed on what he saw.</li> <li>We might originally see the father as being concerned or as a culture issue but if we add in the boy’s statement and the boy being shouted at (and also for those who have already done Block B remember that the 4-year-old is not talking), then our understanding of the family situation might be quite different.</li> </ul> <p>Emphasize that in a life or death situation cultural / individual choice is irrelevant and the Centre for Social Work must be involved as can decide to remove the child from the parent’s care.</p>
10 mins	<p>In large group discuss the implications of sharing information / passing on details (for example informed consent etc.) but emphasizing that where a child is at risk, even if the family does not give consent for referrals it is still possible to refer under the principle of the ‘best interest of the child’.</p>		<p>If necessary, explore any dilemmas with sharing information from specific agencies – for example medical / legal perspectives.</p> <p>Remind participants that referrals can take place within agencies / between agencies and across sites / borders.</p> <p>Advise participants that protocols are being developed that will set out definitive procedures, but the same principles – i.e. protection of children – apply.</p>
15 mins	<p>In pairs / three, participants to discuss:</p> <p><b>How they could work better together / improve communication – and to list the three most feasible things they could start doing immediately.</b></p> <p>Feedback to large group and discussion.</p>		<p><i>Note the earlier exercises and discussions may overrun – especially if participants want to spend time discussing their own cases. This last session can be omitted if there is not enough time.</i></p>
5 mins	<p>Final thoughts / reflections on Block C.</p>		



ALTERNATIVE C	
20 mins	<p>Explain to participants that all agencies – even those who do not work directly with children - have a role to play in ensuring children are protected.</p> <p>Ask participants to get into pairs and give each pair a pack of post it notes.</p> <p>Participants should circulate in pairs around the room and for each agency note on the post it notes, and then stick onto the corresponding flipchart regarding <i>how the service provider can contribute to protecting children</i> (for example, WASH might notice a child alone in the toilets etc. and then refer to another service).</p> <p>After all pairs have considered all service providers, give the participants a few minutes to go around and review the flipcharts.</p> <p>In large group discuss the main reflections / observations from the group – clarifying any misunderstandings as necessary.</p>
Post it notes / coloured paper and pins or tape	<p><i>This session can be used to orientate new staff or those just about to start working on site with the different agencies working with refugees.</i></p> <p>Before starting the session trainers to make sure they have already pinned up flipcharts with the main service providers – i.e. UNHCR, children’s organizations, medical / first aid, food distribution and WASH, police etc.</p> <p>If post it notes are not available, pairs can write their idea on the flipchart.</p> <p>In order to make session easier to manage, ask participants not to repeat issues already posted on the flipcharts but just to add.</p>

**BLOCK D: SAFEGUARDING**

**Purpose:**

- Understanding how our work impacts on efforts to keep children safe / may place children at risk of harm
- Avoiding separation

Considering burnout – and how this effects work with children – and tips for preventing

**Materials needed:**

Flipchart and pens

Copies of Handouts 6, 7 & 8 – enough for each participant

Copies of Exercise 2 – enough for each participant

**BLOCK D: SAFEGUARDING**

Timings	Instructions	Resources	Additional notes for trainers
5 mins	Introduce session and give overview of areas to be explored		Remember to give participants the chance to introduce themselves if new participants attend.
15 mins	<p>Ask participants to get into small groups and distribute Case Study – Part Three.</p> <p>Explain that they may have met this family previously in another block, but all the necessary information is included here anyway.</p> <p>In small groups participants to discuss:</p> <ul style="list-style-type: none"> <li>• <b>Any concerns about the children, specifically in relation to their protection / safety? If so what?</b></li> <li>• <b>What actions should be taken to prevent or reduce the likelihood of the protection / safety concern occurring?</b></li> </ul> <p>Feedback to large group and discussion</p>	Case Study – Part Three	<p>Key points to ensure brought out during conversation:</p> <ul style="list-style-type: none"> <li>• Preventing separation / ensuring this is well managed if unavoidable</li> <li>• Making sure the other children are taken care of by relative etc.</li> <li>• Ensuring that the boy does not go off with the other people</li> <li>• Making sure to link with Serbia / next site to ensure that if family moves they can be relatively easily reunited</li> <li>• Advice to pregnant woman about safety of travel, asylum etc.</li> </ul> <p>Emphasize that it is important that we ‘do no harm’ – this also relates to ensuring that the services that are offered, such as psychological support, are cautious.</p> <p>Psychological counselling should not be offered only by people who are trained and who can understand the limits to doing this for people on the move.</p>
10 mins	<p>In large group ideas storm what ‘safeguarding’ means.</p> <p>Using Handout 6 go through give definition of safeguarding, emphasizing that it is essentially a <b>preventative</b> action.</p>	Handout 6	<p>Safeguarding falls into two main areas:</p> <ol style="list-style-type: none"> <li>1. Deliberate - Trying to prevent deliberate harm to children (e.g. from staff etc. who might be seeking ways to have access to children who they can abuse)</li> <li>2. Accidental – Trying to ensure that accidental or unintended harm is not caused (for example separation through poor programme design)</li> </ol>

BLOCK D: SAFEGUARDING			
Timings	Instructions	Resources	Additional notes for trainers
20 mins	<p>Explain to participants that safeguarding is the combination of their own attitudes and behaviour and also the environment and the way services which are provided which can create risks to children.</p> <p>Distribute Exercise 2, and ask participants to work in threes / pairs to consider each of the scenarios and to identify ways to address the problem.</p> <p>Feedback and discussion in large group facilitated by trainer and exploring to what extent individuals can take action (e.g. something they can do themselves, or advocate for).</p>	Exercise 2	<p>Note if training is being conducted on site, replace this session with <b>ALTERNATIVE D</b>.</p> <p>The last session in this block considers burnout and stress – however, it is likely, especially if working with people with a lot of experience that there may not be enough time to be able to go through burnout and stress. <b>INSTEAD</b> when discussing Exercise 2 and the scenario relating to staff shouting at children, the trainer can indicate that this may be because of burn out / stress and advise participants that there is a handout (Handout 8) which they can read privately about burn out and stress.</p>
15 mins	<p>Explain to participants that one of the main reasons that children’s safety is compromised is through being separated. This is often caused through the way that services are organized or by accident.</p> <p>In large group ideas storm how children can become separated through the way staff behave / services are provided.</p> <p>Using Handout 7 as a guide, highlight why it is important avoiding separation is important and discuss the role of agencies in ensuring families are kept together and key messages that all staff can provide to parents and child to make sure they are not separated.</p>	Handout 7	
20 mins	<p>Linking to the previous exercise, explain to participants that burn out, stress and secondary trauma can have a detrimental effect both on the individual worker, their team and on efforts to protect children (as worker’s efficiency is compromised).</p> <p>In large group, idea storm:</p> <p><b>1. What participants understand as burn out and stress</b></p> <p><b>2. What might be some of the signs and symptoms that someone is suffering from burnout, stress etc.?</b></p> <p>Using Handout 8 talk through signs of burn out etc., and highlight strategies for preventing / reducing burn out etc.</p>	Handout 8	<p><i>As mentioned previously, there may not be enough time to complete this session, especially if fieldworkers have shared a lot of their own experiences in earlier sessions. In which case Handout 8 should be given as a resource for participants to read privately outside the course.</i></p> <p>Stress / burn out are highlight individual and cumulative. While there are strategies that people can use to manage their stress and burn out, organizations still have a responsibility for ensuring the wellbeing of staff.</p> <p>If time allows can invite participants to reflection / discuss strategies – including how staff can take care of each other</p>
5 mins	Final thoughts / reflections on Block D		

ALTERNATIVE D

Note this session can be used if training being conducted on site.

<p>20 mins</p>	<p>Explain to participants that safeguarding is the combination of their own attitudes and behaviour and also the environment and the way services which are provided which can create risks to children.</p> <p>In pairs / threes participants should 'walk' the site for 10 mins considering:</p> <ol style="list-style-type: none"> <li>1. <i>Where are situations / concerns that could increase child protection / safety of children?</i></li> <li>2. <i>What can they do, in their role to make sure that they reduce risks?</i></li> </ol> <p>Feedback and discussion in large group facilitated by trainer and exploring to what extent individuals can take action (e.g. something they can do themselves, or advocate for).</p>	<p>Handouts 2 &amp; 3</p>	<p>Participants should walk around the site for 10 mins and to come back with their notes.</p> <p>If necessary, prompt participants by giving examples: e.g. making sure they do not separate children, referring concerns, choosing to walk through routes where children may be exposed to danger (for example when getting coffee, passing through toilet areas / sleeping huts etc.); challenging visitors / workers not seen before etc.</p>
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## Session Plans – Serbia



This section contains the materials developed for Serbia. These were based on the original materials developed for tFYROM, adapted on the basis of the scoping mission. The main difference is a slightly enhanced emphasis on burnout and a greater emphasis on PFA in relation to safeguarding. The addi-

tional optional block on PFA developed for Serbia is included in a separate section of this manual.

As with the materials developed for tFYROM, **HANDOUTS, EXERCISES** and **CASE STUDIES** are included in the next section.

**BLOCK A: WORKING WITH OTHER CULTURES**

**Purpose:**

- Understanding the dynamics of working with cultural differences and share experiences
- Recognizing how workers behaviour impacts on the dynamics of working with refugees and migrants
- Identify tips and strategies for overcoming / limiting the impact of cultural difference.

**Materials needed:**

Flipchart and pens

Copies of UNCRC – summary version in local language (note the child friendly version produced by UNICEF is a useful version)

Copies of Handout 1 – enough for each participant

**BLOCK A: WORKING WITH OTHER CULTURES**

Timings	Instructions	Additional notes for trainers
5 mins	Introduce session	Give overview of purpose of Block and areas that will be covered.
15 mins	Ask participants to divide into small groups (5 – 6 people) and discuss: <b><i>Their experiences of working with refugees and migrants and what their most rewarding and challenging issue in relation to culture.</i></b> Brief feedback to main group recording points on flipchart.	This session will be difficult to cover if participants have limited experience in working with refugees / other cultures, in which case – replace this session with <b>ALTERNATIVE A1</b>  During feedback if there is a large group to avoid lengthy feedback take one or two points from each group in turn (avoiding repetition) until all points have been covered.
25 mins	In small groups, participants to discuss, from their own experience: <b><i>What strategies have they discovered / developed for working with people from other cultures:</i></b> <ul style="list-style-type: none"> <li>• <b><i>As a man – working with women, working with men, working with children</i></b></li> <li>• <b><i>As a woman – working with women, working with men, working with children</i></b></li> </ul> Feedback to large group and discussion	This session will be difficult to cover if participants have limited experience in working with refugees / other cultures, in which case – replace this session with <b>ALTERNATIVE A2</b>  It is important to emphasize that while some maybe CULTURAL or RELIGIOUS some may be more INDIVIDUAL / FAMILY practices. It is important not to assume that their experiences automatically apply to everyone.)  Some responses, may be more linked to experience of being a refugee – in their own culture, people might be different.  During this session, trainers should try and link the behavior, attitudes and values of the participants with the response from refugees and prompt if necessary – for example what is the impact of attending to basic needs, body language etc.  Remember to ask participants to consider whether some of the strategies to communication / positive working are necessarily to do with culture, or would they apply in all settings (e.g. what response would shouting at people have in participants' own culture?).
20 mins	Using Handout 1 as a reference, go through tips on working with different cultures, giving the chance to discuss ideas and compare with the strategies they developed.	Handout 1 Handout 1 can be given as a resource for participants to refer to after the course.



BLOCK A: WORKING WITH OTHER CULTURES		
Timings	Instructions	Additional notes for trainers
10 mins	Distribute handout on children rights and explain to participants that even while we respect cultural difference children have rights that they are legally entitled to enjoy – and that culture / religion can never be an excuse for abuse.	<p>Copy of UNCRC 1989</p> <p>Note this is not a session on children’s rights – this is just to raise awareness and specifically to ensure that participants are clear that culture cannot be used as an excuse for abuse.</p> <p>Also highlight that the participation of children in decisions which affect them is a right that all children have, If time allows give participants time to read through the handout and ask questions – otherwise just highlight main rights e.g. survival, protection etc</p>
10 mins	Final questions / reflections on Block A	<p>Handout 6</p> <p>During this session it might be useful to emphasize the ‘takeaways’ from the Block:</p> <ul style="list-style-type: none"> <li>• Cultural differences matter</li> <li>• Cultural differences do not definite the individual, and the individual does not define the culture</li> <li>• Personal circumstances e.g. being a refugee or migrant, have an impact on behaviour etc.</li> </ul> <p>Culture should never be used as an excuse for abuse.</p>

**ALTERNATIVE A1**

*This alternative exercise can be used if participants have no / little experience of working with the refugees – i.e. preparatory training.*

15 mins	<p>Ask participants to divide into small groups (5 – 6 people) and discuss:</p> <p><b><i>Their hopes for working with refugees / migrants and what they think are going to be the most challenging issues in relation to working with different cultures.</i></b></p> <p>Brief feedback to main group recording points on flipchart.</p> <p>In large group discussion / question and answers.</p>	<p>Trainers need to feel confident in being able to answer questions before attempting this session. They either need to prepare well in advance or have a lot of personal experience they can draw upon.</p> <p>During feedback if there is a large group to avoid lengthy feedback take one or two points from each group in turn (avoiding repetition) until all points have been covered.</p>
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**ALTERNATIVE A2**

*This alternative exercise can be used if participants have no / little experience of working with the refugees – i.e. preparatory training.*

25 mins	<p>In small groups participants to discuss and record ideas on flipchart:</p> <ol style="list-style-type: none"> <li>3. <b><i>What they already know / believe about the culture of the refugees / migrants</i></b></li> <li>4. <b><i>Questions they have about the culture of the refugees useful to improve how they work with them</i></b></li> </ol> <p>Feedback to main group and discuss.</p>	<p>It is essential that trainers running this session have experience in working onsite with refugees – otherwise it will be difficult to answer questions.</p> <p>Note this can be from their observations, experience etc. It does not have to be the ‘truth’</p> <p>If time allows invite the group to say what issues they agreed on / where there was disagreement.</p> <p>To save time – ask each group to feedback one point adding on to what has already been said until all points have been covered.</p> <p>Trainers may need to clarify points.</p>
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**BLOCK B: IMPACT OF BEING REFUGEE / MIGRANT ON CHILDREN**

**Purpose:**

- Recognizing the impact of being a refugee / migrant and distinguishing these from signs of abuse
- Exploring the meaning of child protection in refugee environment
- Distinguishing between vulnerability and risk
- Identify key indicators of concern / basic identification and assessment

**Materials needed:**

Flipchart and pens

Copies of Handouts 2, 3 4 & 5 – enough for each participant

Copies of Case Study – Part One – enough for each participant

Copies of Exercise 1 – enough for each participant

**BLOCK B: IMPACT OF BEING REFUGEE / MIGRANT ON CHILDREN**

Timings	Instructions	Resources	Additional notes for trainers
5 mins	Introduce session and give overview of areas covered	Handout 1	Remember if new participants arrive to allow time for introductions.

BLOCK B: IMPACT OF BEING REFUGEE / MIGRANT ON CHILDREN			
Timings	Instructions	Resources	Additional notes for trainers
20 mins	<p>Ask participants to get into groups (5 or 6) and distribute Case Study – Part One. Participants to discuss case study and consider:</p> <ol style="list-style-type: none"> <li><b><i>If they are concerned about any of the children - and why / why not?</i></b></li> <li><b><i>Whether they think the children's reactions are to be expected / normal given they are refugees / migrants or whether they think there is some other underlying problem.</i></b></li> </ol> <p>Feedback to main group and discussion facilitated by trainers.</p>	Case Study – Part One	<p><i>Note if the Block is late starting and less than 1 ½ hours is available, omit this session with case study and move straight to next session to briefly introduce the UNCRC and concept of children's rights.</i></p> <p>If possible, unless it makes the group size too large, have four groups as this makes it easier to be able to give feedback.</p> <p>To save time during feedback ask each group to present on one child, and then ask for contributions / comments from other groups.</p> <ul style="list-style-type: none"> <li><i>18 mth old – normal reaction as child is 'protected' by family; at this age children are unaware of what is going on around them if they are loved and protected by significant adults.</i></li> <li><i>4 years old – being shy etc. normal as is being upset when mother leaves. However, concerning she is not talking to relatives etc. May be symptomatic of underlying problem or trauma etc.</i></li> </ul> <p><i>In this case, in transit environment, it might not be 'safe' to provide PSS or therapy but we could provide parents with advice regarding how to help their daughter to reduce any further stress (e.g. make sure to tell her when leaving, reassurance etc.)</i></p> <ul style="list-style-type: none"> <li><i>14-year-old boy – normal reaction. In addition, he may have been placed in situations (e.g. translation) where he is treated like an adult or in his own culture he may be considered an adult (even though not!). Issue is not his reaction, but that he could put himself in danger / become separated etc.</i></li> <li><i>13-year-old girl. In normal settings would be appropriate for her to go to toilet herself. Her request for someone to go with her is not surprising given the context / situation.</i></li> </ul> <p>If time allows discuss, would their answers be different if the child was younger / older, a boy / girl or had some kind of special need such as a disability?</p> <p>Participants may ask what to do next, or move on to discussing necessary actions – explain that this will be explored in Block C on working together. Although points can be briefly addressed make sure not to become side tracked from session plan. <b>It is important to emphasize during the discussion if the idea of therapy / seeing a counsellor is raised to mention that it is important that we 'do not harm' – given that children are moving on it might be very damaging to them to try to engage in extensive work – being supportive and available is key.</b> (Note the optional module on PFA considers this in greater depth).</p> <p>Emphasize that there are common responses / experiences that we might expect children who are refugees or migrants to exhibit, and are normal, but that some things we see / hear are not normal in the situation and we must always be alert to children who are in need of protection. <i>This creates the link with the next session on children's rights and child protection.</i></p>

BLOCK B: IMPACT OF BEING REFUGEE / MIGRANT ON CHILDREN			
Timings	Instructions	Resources	Additional notes for trainers
5 mins	Remind participants that children have specific rights to protection, both under the UNCRC and also Serbian Law.	Handout 1	The UNCRC gives children specific rights to protection (article 17) and to special support if a refugee. The CRC requires that the 'best interests' of the child are always a paramount concern and furthermore that adults do what is best for children
15 mins	<p>In large group, ideas storm</p> <ol style="list-style-type: none"> <li><b>What is child protection in emergencies?</b></li> <li><b>What are we protecting children from?</b></li> </ol> <p>Facilitator to summarize points and clarify using Handout 2 as a guide.</p> <p>In large group review, using Handout 3 as a guide, the key issues regarding abuse and exploitation in an emergency.</p>	Handouts 2 & 3	<p>Note – if PowerPoint / audio is available replace this session with <b>ALTERNATIVE B1</b></p> <p>Remember that child protection in emergencies is specifically related to <b>'the prevention of and response to abuse, neglect, exploitation and violence' (as per Child Protection Working Group)</b>.</p> <p>Make sure that participants understand that UAM are ONE category of children – but that child protection is wider than just UAMs. A more useful way is to think of children with issues, rather than belonging to a particular group – e.g. separated from family rather than UAM which is a specific definition.</p> <p>Child protection in emergencies is not about rights generally (e.g. health) although these need to be met but <i>specifically</i> the right to protection.</p> <p>Do not forget to 'link' culture with child protection – i.e. what is culturally acceptable must not be abusive for children – i.e. should not cause them harm. It is important to be able to identify children who may be at risk / suffering abuse.</p>
10 mins	<p>Explain to participants:</p> <p>It is important that all those who work with or come into contact with children must be able to quickly identify children who may be at risk of abuse / being abused and in need of additional assessment and / or support.</p> <p><b>VULNERABILITY</b> are the characteristics or circumstances that an individual has or is in, and which can make that they are susceptible to harm.</p> <p><b>RISK</b> is related to the nature of the harm itself and the likelihood that the risk will manifest. This includes consideration to the protective influences.</p> <p>This is why it is important to think about individual children and their experiences, rather than consider only what category of vulnerability they belong. It is important to be especially attentive to children where the risk is high.</p> <p>Actions to help the child might include both efforts to reduce their vulnerability as well as the risk.</p>	Handout 4	<p>It would be useful to draw the risk matrix onto flipchart to show participants. Alternatively distribute Handout 4.</p> <p><i>For example: A child with disabilities may be very vulnerable to abuse but if they have loving and family and a good support network, they may be at low risk.</i></p>

BLOCK B: IMPACT OF BEING REFUGEE / MIGRANT ON CHILDREN			
Timings	Instructions	Resources	Additional notes for trainers
20 mins	Ask participants to divide into threes and distribute Exercise 1.  Feedback to main group and discussion.	Exercise 1	There are no specific right or wrong answers for this exercise. The point is for participants to consider the risk, vulnerability of the child and the protective influences in order to make their decisions.
10 mins	Trainer to use Handout 5 of indicators that should be remembered and which might indicate a child is at additional risk.	Handout 5	Note – Handout 5 is a <b>tool to help participants</b> in the field. It is not a definitive list. <i>If time allows, trainers could invite participants to develop their own list of indicators first and then share the tool on Handout 5.</i>
5 mins	Final thoughts / questions on Block B		Note if time allows (for example if the group is smaller and therefore feedback is shorter) – carry out session <b>ALTERNATIVE B2.</b>

#### ALTERNATIVE B1

*Note – this session can only be used as an alternative way to explore child protection if PowerPoint and audio is available.*

15 mins	In large group show video clip ‘My Name is Samira’ produced by the Child Protection Working Group <a href="http://cpwg.net/capacity_building/child-protection-humanitarian-action-samira-video/">http://cpwg.net/capacity_building/child-protection-humanitarian-action-samira-video/</a> In small groups (5 – 6 people) participants to reflect on video and discuss briefly: <b>1. What is child protection in emergencies?</b> <b>2. What are we protecting children from?</b> Facilitator to summarize points and clarify using Handout 2 as a guide. In large group review, using Handout 3 as a guide, the key issues regarding abuse and exploitation in an emergency.	Handouts 2 & 3	Note – check with UNICEF office as this video is in English but a Macedonian version is being developed. Make sure that participants understand that UAM are ONE category of children – but that child protection is wider than just UAMs. A more useful way is to think of children with issues, rather than belonging to a particular group – e.g. separated from family rather than UAM which is a specific definition. Child protection in emergencies is not about rights generally (e.g. health) although these need to be met but <i>specifically</i> the right to protection. Do not forget to ‘link’ culture with child protection – i.e. what is culturally acceptable must not be abusive for children – i.e. should not cause them harm. It is important to be able to identify children who may be at risk / suffering abuse.
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#### ALTERNATIVE B2

15 mins	Ask participants to reflect on the earlier case study and their concerns.  In large group, facilitated by the trainer, discuss what needs the children have and what is realistic to provide given the circumstances.	Case Study – Part One	Note – it is possible that there might not be time to seek comments from the group and in which case trainer should wrap up session around what is realistic to provide given the circumstances. During discussion trainer should highlight that: 1. Important to stick to principles of ‘do no harm’ – might be dangerous to intervene until child is settled 2. The importance of early identification and referral so that children can be supported where necessary (discussed in Block C)
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**BLOCK C: WORKING TOGETHER FOR THE BENEFIT OF CHILDREN**

**Purpose:**

- Exploring roles and mandates of agencies in contact with children
- Understanding when / how to make referrals
- Considering sharing information, across agencies and sites
- Exploring what individuals can do to improve communication
- Consider the importance of working together to prevent burnout and strategies for preventing burnout

**Materials needed:**

Flipchart and pens  
 Copies of Case Study – Part Two - enough for each participant  
 Copies of Handout 8 – enough for each participant  
 Copies of burn out questionnaire – enough for each participant

**BLOCK C: WORKING TOGETHER FOR THE BENEFIT OF CHILDREN**

Timings	Instructions	Resources	Additional notes for trainers
5 mins	Introduce session and give overview of areas covered		Remember to allow time for introductions if new participants join the training.
10 mins	<p>Explain to participants that all agencies – even those who do not work directly with children - have a role to play in ensuring children are protected (according to the UN Convention on the Rights of the Child).</p> <p>In large group, ideas storm, collecting answers on flipchart:</p> <ul style="list-style-type: none"> <li>• <b>Agencies and service providers who might come into contact with children</b></li> <li>• <b>How they come into contact with children and therefore what is their role in protecting children</b></li> </ul>		<p>Note – if participants have not worked with refugees or migrants or only recently started work (i.e. this training is being conducted as orientation) replace this session with <b>ALTERNATIVE C</b></p> <p>For example, children’s NGO might have role to place in protection, others such a WASH etc. might have preventative role (i.e. making sure toilets are safe) or identification role).</p>
5 mins	Remind participants that children have specific rights to protection, both under the UNCRC and also Serbian Law.		<p>The CRC requires that the ‘best interests’ of the child are always a paramount concern and furthermore that adults do what is best for children.</p> <p>In addition, there are laws in Serbia, which give protection to children and also prescribe roles for specific agencies such as the Centre of Social Work.</p>

BLOCK C: WORKING TOGETHER FOR THE BENEFIT OF CHILDREN			
Timings	Instructions	Resources	Additional notes for trainers
20 mins	<p>Ask participants to get into small groups (5 -6) and tell them that they are now going to consider a specific case to explore the ways:</p> <ol style="list-style-type: none"> <li><b>Agencies are currently / involved or could be more involved in the case</b></li> <li><b>Agencies could work together to better protect children</b></li> </ol> <p>Distribute Case Study – Part Two. Explain that some participants may have already ‘met’ this family in another session but if not, not to worry as all the information is included.</p> <p>Participants should consider questions and record their answers on flipchart.</p> <p>Groups to briefly present their answers, to the large group, followed by discussion in main group about difference / similarities etc.</p>	Case Study – Part Two	<p>Note, the SOPs have been developed - and further training will be provided in due course.</p> <p>Points to make sure are raised during feedback:</p> <ul style="list-style-type: none"> <li>Medical team should involve CFS / children’s NGO during discussion with parents</li> <li>Translator / staff should have explored more what the boy meant – is he worried about being separated or is he frightened of staying together? Ensuring the views of children are heard is essential.</li> <li>Police should have passed on what he saw.</li> <li>We might originally see the father as being concerned / culture issue but if we add in the boy’s statement and the boy being shouted at (and also for those who have already done Block B remember that the 4-year-old is not talking), then our understanding of the family situation might be quite different.</li> </ul> <p>Emphasize that in a life or death situation cultural / individual choice is irrelevant and the Centre for Social Work must be involved as can decide to remove the child from the parent’s care.</p>
5 mins	<p>In large group discuss the implications of sharing information / passing on details (for example informed consent etc.) but emphasizing that where a child is at risk, even if the family does not give consent for referrals it is still possible to refer under the principle of the ‘best interest of the child’.</p>		<p>If necessary, explore any dilemmas with sharing information from specific agencies – for example medical / legal perspectives.</p> <p>Remind participants that referrals can take place within agencies / between agencies and across sites / borders.</p> <p>Advise participants that protocols have been developed that set out definitive procedures, but the same principles – i.e. protection of children – apply.</p>



BLOCK C: WORKING TOGETHER FOR THE BENEFIT OF CHILDREN			
Timings	Instructions	Resources	Additional notes for trainers
5 mins	<p>Explain to participants that one of the reasons why we encourage working together is not just because it can improve the protection offered to children but also because it can help prevent burnout and stress. Burn out and stress can have a detrimental effect both on the individual worker and on efforts to protect children (as worker's efficiency is compromised).</p> <p>In large group, idea storm:</p> <p><b>1. What participants understand as burn out, stress and secondary trauma</b></p> <p><b>2. What might be some of the signs and symptoms that someone is suffering from burnout, stress etc.?</b></p> <p>Using PowerPoint / distribute Handout 8 on signs of burn out etc., and talk through strategies for preventing / reducing burn out etc.</p> <p>Give participants copies of the burnout questionnaire – and talk through. <b>NOTE this is not for participants to complete during the course, but for their own reference.</b></p> <p>Reflection / discussion on strategies (if time allows) – including how staff can take care of each other and how agencies currently support their staff.</p>	Handout 8 – Burnout questionnaire	<p>It is important to emphasize in this session that stress and burnout are individual – what is stressful for one person is not for another. Also, stress and burnout are cumulative – that means the more exposure to the stressful situation, the worse it gets.</p> <p>Stress is characterized by over involvement – burnout by detachment / not caring. A little stress is normal and in fact is helpful to motivate people</p>
10 mins	<p>In pairs / three, participants to discuss:</p> <p><b>How they could work better together / improve communication and support each other – and to list the three most feasible things they could start doing immediately.</b></p> <p>Feedback to large group and discussion.</p>		<p><i>Note the earlier exercises and discussions may overrun – especially if participants want to spend time discussing their own cases. This last session can be omitted if there is not enough time.</i></p>
5 mins	Final thoughts / reflections on Block C.		

ALTERNATIVE C		
20 mins	<p>Explain to participants that all agencies –even those who do not work directly with children - have a role to play in ensuring children are protected.</p> <p>Ask participants to get into pairs and give each pair a pack of post it notes.</p> <p>Participants should circulate in pairs around the room and for each agency note on the post it notes, and then stick onto the corresponding flipchart regarding <i>how the service provider can contribute to protecting children</i> (for example, WASH might notice a child alone in the toilets etc. and then refer to another service).</p> <p>After all pairs have considered all service providers give the participants a few minutes to go around and review the flipcharts.</p> <p>In large group discuss the main reflections / observations from the group – clarifying any misunderstandings as necessary.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Post it notes / coloured paper and pins or tape</p> <p>This session can be used to orientate new staff or those just about to start working on site with the different agencies working with refugees.</p> <p>Before starting the session trainers to make sure they have already pinned up flipcharts with the main service providers – i.e. UNHCR, children’s organizations, medical / first aid, food distribution and WASH, police etc.</p> <p>If post it notes are not available, pairs can write their idea on the flipchart.</p> <p>In order to make session easier to manage, ask participants not to repeat issues already posted on the flipcharts but just to add.</p>

**BLOCK D: SAFEGUARDING**

**Purpose:**

- Understanding how our work impacts on efforts to keep children safe / may place children at risk of harm
- Avoiding separation
- Raise awareness of PFA, what it is, and the importance of 'Do No Harm' as a working principle

**Materials needed:**

Flipchart and pens

Copies of Handouts 6 & 7 - enough for each participant

Copies of Exercise 2 - enough for each participant

Tdh handout on PFA (as a reference for trainers only – see Appendix for copy)

**BLOCK D: SAFEGUARDING**

Timings	Instructions	Specific Resources	Additional notes for trainers
5 mins	Introduce session and give overview of areas to be explored		Remember if new participants have arrived to allow time for introductions
15 mins	<p>Ask participants to get into small groups and distribute Case Study – Part Three.</p> <p>Explain that they may have met this family previously in another block, but all the necessary information is included here anyway.</p> <p>In small groups participants to discuss:</p> <ul style="list-style-type: none"> <li>• <b>Any concerns about the children, specifically in relation to their protection / safety? If so what?</b></li> <li>• <b>What actions should be taken to prevent or reduce the likelihood of the protection / safety concern occurring?</b></li> </ul> <p>Feedback to large group and discussion</p>	Case Study – Part Three	<p>Key points to ensure brought out during conversation:</p> <ul style="list-style-type: none"> <li>• Preventing separation / ensuring this is well managed if unavoidable</li> <li>• Making sure the other children are taken care of by relative etc.</li> <li>• Ensuring that the boy does not go off with the other people</li> <li>• Making sure to link with Serbia / next site to ensure that if family moves they can be relatively easily reunited</li> <li>• Advice to pregnant woman about safety of travel, asylum etc.</li> </ul> <p>Emphasize that it is important that we 'do no harm' – this also relates to ensuring that the services that are offered, such as psychological support, are cautious.</p> <p>Psychological counselling should not be offered only by people who are trained and who can understand the limits to doing this for people on the move.</p>
10 mins	<p>In large group ideas storm what 'safeguarding' means.</p> <p>Using Handout 6 go through give definition of safeguarding, emphasizing that it is essentially a <b>preventative</b> action.</p>	Handout 6	<p>Safeguarding falls into two main areas:</p> <ul style="list-style-type: none"> <li>• Deliberate - Trying to prevent deliberate harm to children (e.g. from staff etc. who might be seeking ways to have access to children who they can abuse)</li> <li>• Accidental – Trying to ensure that accidental or unintended harm is not caused (for example separation through poor programme design)</li> </ul>

BLOCK D: SAFEGUARDING			
Timings	Instructions	Specific Resources	Additional notes for trainers
20 mins	<p>Explain to participants that safeguarding is the combination of their own attitudes and behaviour and also the environment and the way services which are provided which can create risks to children.</p> <p>Distribute Exercise 2, and ask participants to work in threes / pairs to consider each of the scenarios and to identify ways to address the problem.</p> <p>Feedback and discussion in large group facilitated by trainer and exploring to what extent individuals can take action (e.g. something they can do themselves, or advocate for).</p>	Exercise 2	<p>Note if training is being conducted on site, replace this session with <b>ALTERNATIVE D</b>.</p> <p><i>The last session in this block considers burnout and stress – however, it is likely, especially if working with people with a lot of experience that there may not be enough time to be able to go through burnout and stress. INSTEAD when discussing Exercise 2 and the scenario relating to staff shouting at children, the trainer can indicate that this may be because of burn out / stress and advise participants that there is a handout (Handout 8) which they can read privately about burn out and stress.</i></p>
20 mins	<p>Explain to participants that one of the main reasons that children's safety is compromised is through being separated. This is often caused through the way that services are organized or by accident.</p> <p>In large group ideas storm how children can become separated through the way staff behave / services are provided.</p> <p>Using Handout 7 as a guide, highlight why it is important avoiding separation is important and discuss the role of agencies in ensuring families are kept together and key messages that all staff can provide to parents and child to make sure they are not separated.</p>	Handout 7	
15 mins	<p>Explain that one issue that often gets mentioned is the need to provide some sort of emotional support / psychological counselling - however one of the principles of humanitarian assistance is the concept of <b>do no harm</b>.</p> <p>Given that participants have a limited time to work with families the question is raised as to whether it is ethical to intervene deeply in terms of providing psychological support. However, emotional support is needed.</p> <p>In small groups discuss <b>how can we help families and children's psychological and emotional wellbeing without causing harm?</b></p>	Tdh handout on PFA for reference for trainers	<p><i>Note – this is only covered in general here to raise awareness. An optional additional module on PFA has been developed which explores PFA in more depth.</i></p> <p>If necessary trainers can use the PFA Handout produced by Tdh as a reference to facilitate discussion (included in Appendix).</p> <p>It is important to highlight that PFA captures the essence of humanitarian work – respecting people's rights, treating people with dignity and meeting their basic needs.</p>
5 mins	Final thoughts / reflections on Block D		

ALTERNATIVE D

*Note this session can be used if training being conducted on site.*

<p>20 mins</p>	<p>Explain to participants that safeguarding is the combination of their own attitudes and behaviour and also the environment and the way services which are provided which can create risks to children.</p> <p>In pairs / threes participants should 'walk' the site for 10 mins considering:</p> <ol style="list-style-type: none"> <li>1. <b>Where are situations / concerns that could increase child protection / safety of children?</b></li> <li>2. <b>What can they do, in their role to make sure that they reduce risks?</b></li> </ol> <p>Feedback and discussion in large group facilitated by trainer and exploring to what extent individuals can take action (e.g. something they can do themselves, or advocate for).</p>	<p>Participants should walk around the site for 10 mins and to come back with their notes.</p> <p>If necessary, prompt participants by giving examples: e.g. making sure they do not separate children, referring concerns, choosing to walk through routes where children may be exposed to danger (for example when getting coffee, passing through toilet areas / sleeping huts etc.); challenging visitors / workers not seen before etc.</p>
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**Handouts, Exercises & Case Studies – Serbia and tFYROM**



These materials are used in the four core blocks, and are referenced in the session plans. **Please note that since the materials are the same only one set is included to avoid duplication so check that the country reference is correct!**



### HANDOUT 1 – *Tips for working with different cultures*

- **Attend to practical issues and basic needs** – food, clothes etc. This can be a helpful and concrete way of engaging and developing trust with different cultures. In many cultures, the giving of food and hospitality is a sign of respect.
- **Think carefully about body language, tone of voice etc.** For example, try not to look stern and unfriendly and avoid standing together in groups as it may be difficult for people to approach. Remember that in many cultures physical contact between men and women who are not related is not considered appropriate. Also think about dress and appearance and how this might be misinterpreted.
- **Try to ensure there are signs in local languages and pictures.** Having pictures (for example of clothes, food, buses etc.) can help communicate with people where there are language problems and a translator is not available.
- **Pay attention to the social order.** Often it is important to identify who are the key people within the group who need to be consulted with or attended to first in order for other members to talk. For example, an older female or the male head of household.
- **Work with translators** – Don't just ask translators to pass on messages but accompany them so you are included in the discussion. This helps to develop rapport and build trust. Translators should also be involved in training.
- **Be proactive** - don't always wait for people to approach for help. Going up and asking is often understood intuitively as a desire to help.
- **Remember that people who are different (from you, the workers) are not necessarily the same (as each other)** - avoid assuming that all people from the 'same' country, family or local culture follow the same rules of behaviour, preferences etc. Make sure you ask people what they want, and respect their choices.
- **Be 'clumsy' rather than 'clever'** - although you may be concerned about insulting or upsetting children and families because of a lack of understanding, it is safer to ask than be ignorant of the meaning of things. Questions such as 'Can you help me understand why this is important to you?' may help with building a positive working relationships with those from a different cultural / ethnic background as this can be seen as a way of wanting to understand rather than judge.
- **Remember that culture should never be used as an excuse for abuse** – do not **presume** that a particular behaviour is a cultural practice and thus sanction it as being acceptable. If in doubt seek guidance from a co-worker / supervisor or a specialist children's agency.
- **Work in an open and transparent way** – if in doubt ask! Discuss your ideas, assumptions and challenges with colleagues and managers so that they give support.



## **HANDOUT 2 – Understanding child protection in refugee contexts**

The global definition of child protection in emergencies / humanitarian contexts as defined by the Global Child Protection Working Group (the main interagency global coordinating body [www.cpwg.net](http://www.cpwg.net)) defines child protection as:

*‘the prevention of and response to abuse, neglect, exploitation and violence against children’*

Internationally three main categories of abuse are generally recognized:

**Physical Abuse:** Causing physical harm to a child – for example through hitting, burning, etc.

**Emotional Abuse:** The persistent emotional ill-treatment of a child which causes severe and long lasting effects on the child’s development – for example constantly telling a child they are useless or stupid.

**Sexual Abuse:** Involves forcing or enticing a child to take part in sexual activities, whether or not the child gives consent. This includes physical acts, such as rape, and non-physical acts such as harassment or involving children in pornography.

**Neglect:** The failure to meet the child’s basic physical and/ or psychological needs – when the parent has the capacity to do so – which is likely to result in the serious impairment of the child’s development.

**Exploitation:** The abuse of a child for the benefit of others, either in case or kind. For example, domestic labour or child prostitution.

Other types of abuse commonly recognised, such as **trafficking and gender based violence (GBV)** can be considered complex manifestations of combination of abuse, neglect and exploitation the above four categories.

**Discrimination** is not a form of abuse, but it can have dramatic consequences for the child as the *effect* of discrimination may place the child at increased risk or mean they are more vulnerable to abuse, neglect or exploitation. For example, children from minority group, such as those with disabilities, may not be able to access to services which leaves them less unprotected.

**HANDOUT 3 - Key issues on abuse and exploitation in emergencies**

Abuse and exploitation increases during emergencies because:

- Children can be become separated from their families and be more vulnerable or at risk as a result.
- Household poverty increases – families cannot meet basic needs or children may be forced to provide income or contribute to the family through, for example, exploitation.
- Conflict and displacement can erode the values which may have provided protection from abuse and exploitation during 'normal' times – and traditional protection systems are missing / weakened or collapse.
- Families may become under greater pressure and may use violence against children as a way of alleviating their frustration.
- Children may not have safe shelter, and are vulnerable to or at risk of sexual abuse as a result.
- Children can be caught up in violence – for example during protests etc. or at distribution points or wherever there are crowds and / or high demand for services.

#### HANDOUT 4 – Risk and Vulnerability

The terms **RISK** and **VULNERABILITY** are different things although strongly related. They are sometimes, wrongly used, interchangeably.

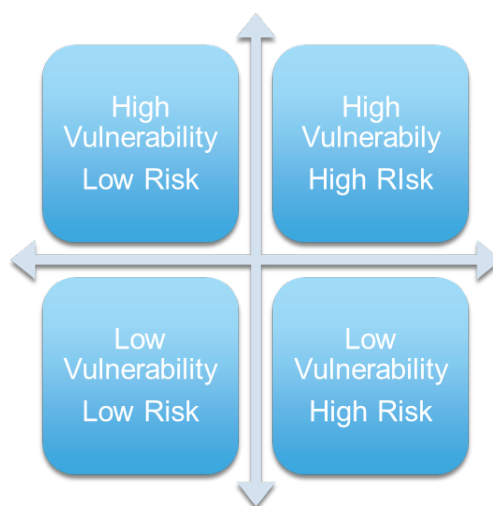
**VULNERABILITY** are the characteristics or circumstances that an individual has or is in, and which can make that they are susceptible to harm.

**RISK** is related to the nature of the harm itself and the likelihood that the risk will manifest. This includes consideration to the protective influences. *For example:*

*A child with disabilities may be very vulnerable to abuse but if they have loving and family and a good support network, they may be at low risk.*

*A child who lives with their family and goes to school may be considered to be not so vulnerable, but if their father drinks and is violent then the child may be at high risk of abuse and negligence.*

This is why it is important to think about individual children and their experiences, rather than consider only what category they belong. It is important to be especially attentive to children where the risk is high. Actions to help the child might include both efforts to reduce their vulnerability as well as the risk.



**HANDOUT 5 – Immediate identification of concern / warning signs**

Be alert to any of the following indicators as they may be a sign that a child is at risk and in need of protection:

1. In any situation where there is a sign or report of physical or sexual abuse (for example bruises, infections etc.)
2. Where a child appears frightened of parents or other adults they are travelling with
3. Children who are travelling alone, or in groups but without adults
4. Children who are travelling with adults who they are not related to, and who are without a parent or official guardian or where a girl is travelling alone with lots of men / older boys
5. Where parents seem unconcerned or unaware of their children's location or welfare
6. Children who are hungry or without appropriate clothing – and the parent is not trying to seek assistance
7. Children who are sick / ill and the parent refuses medical treatment
8. Parents who are aggressive physically or verbally with children – especially if the child is younger
9. If a child asks to be separated from their family
10. If a child says that they are unhappy / being mistreated.

In these cases, you should check with a more specialist children's organization / make a referral so that a more detailed assessment of the child can be made.

## **HANDOUT 6 – Defining safeguarding**

*“Child safeguarding is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organisation has about children’s safety within the communities in which they work, are reported to the appropriate authorities”*

*from Keeping Children Safe Coalition ([www.keepingchildren-safe.org.uk](http://www.keepingchildren-safe.org.uk))*

Note in this context ‘harm’ and ‘abuse’ are used to refer to ‘abuse, neglect, exploitation and violence’ as included in the definition of child protection from the Child Protection Working Group (included on Handout 2).

Child safeguarding can be seen as a mainly preventative action. In an emergency situation, apart from the need to ensure that staff and volunteers who are recruited are appropriate to work with children and properly supervised, one of the biggest safeguarding concerns for organizations is to avoid separation.

## **HANDOUT 7 – Preventing separation**

### **Separation of children from parents / carers should be avoided as:**

- Children are less likely to be properly cared for if they are not in a family setting.
- Separated children who have experienced traumatic events may lack the support needed to overcome such trauma.
- Separated children are more vulnerable to abuse and exploitation as they lack the protection of their parents or usual carers.

### **Separation of children can occur due to:**

- Death of parents or usual carers
- Accidental separation – for example at check points / crossings or getting on trains
- Abandonment by parents unable to cope with large numbers of children
- Children deciding to leave e.g. to escape abusive family relationships
- Inadequate care from agencies working in emergency settings
- A lack of effort to immediately reunite children with parents or usual carers by agencies working in an emergency situation
- Trafficking

### **Ways to prevent separation / messages for parents:**

#### Tips for parents:

- Agree a family meeting place in case they get separated
- Teach children their full names and addresses so children can be quickly reunited
- Give children a paper / card with mobile number for contact
- Tell the children the plans for the day – especially if travelling
- Be aware of their children's location at all time and tell children where they are going

#### For workers:

- Ensure parents have the tips for avoiding separation
- Provide additional practical information as necessary – for example if protest / crowd develops to try to level, asking older children to hold younger children's hands etc.
- Take extra care at distribution points and during transit (i.e. taxis, trains and buses) to ensure that families are or accidentally separated.

## **HANDOUT 8 – Burnout and stress of staff and volunteers**

Burnout and stress can have severe consequences on workers' mental and physical health. This can also impact on other workers since staff affected by burnout / stress are unlikely to be able to support colleagues. Burnout and stress can also have implications for children as staff may be less able to safeguard them.

Secondary trauma is the impact on workers of hearing stories of suffering from others. Like burnout and stress, it can have severe implications if not properly identified and addressed.

### **Indicators of Burnout and Stress**

Some degree of stress is helpful in everyone's life. However, when stress is prolonged and ongoing it can start to be damaging. All of the indicators below may be occasionally a feature of anyone's life and experienced for short durations. However, when these continue or are severe and begin to interrupt normal patterns of life it may indicate that there is a concern.

- Being over involved (typically stress) or disengaged (burnout)
- Appearance of anxiety and depression
- Cynical attitudes or being suspicious
- Appearance of overconfidence or seeming overwhelmed
- Excessive use of alcohol and other substances or drugs as way of coping
- Feeling physically sick on a regular basis with headaches, colds, stomach problems, etc. or being excessively tired.

### **Strategies for Reducing Burnout and Stress**

- Make sure that regular breaks are taken during the day e.g. tea, lunch breaks etc.
- Be honest with yourself and your managers / team about how much is possible to achieve during a working day and the realistic limits of your job
- Ask for help! Work as part of a team
- Eat properly and try to get adequate amounts of sleep
- Keep in touch with friends in own environment
- Try to have time out to participate in workshops, seminars etc.
- Take regular exercise
- Find ways to relax – for example yoga, listening to music, or going for a walk
- Try to maintain clear boundaries between work and personal life
- Take advantage of appropriate peer / family support formally and informally
- If necessary, seek further professional support



## Burnout Questionnaire - Self-Assessment

#	Statement	1	2	3	4	5
1.	I feel that I am out of energy عقاط يدل سيلو قهرم يننأب رعشأ					
2.	I feel emotionally drained أيلاعفنأ فزنتسم يننأب رعشأ					
3.	I have negative thoughts about my job يلمع نع ءيبلس رالفأ ينديوارت					
4.	I lost empathy and compassion for beneficiaries قمدخلأ يقلتموأ نيديفتسملأ عم فطاعتلأ تدقف					
5.	I get easily irritated by my team members قيرفلأ ءاضعأ نم ءلوسب جعزنأ					
6.	I get easily irritated by small problems قطيسب ءلكشم يأ نم جعزنأ					
7.	I feel unappreciated at work لمعلأ يف ريديقتلأب رعشأ ال					
8.	I feel that there is no one to talk to about work problems لمعلأ لكاشم نع هعم شحتلأ عيطتسا صخش دجوي ال هنأب رعشأ					
9.	I feel that I am not achieving enough at work لمعلأ يف فأك ريغ يئادأ نأب رعشأ					
10.	I feel that I am under a tremendous amount of pressure ئديش تاوطو غص تحت يننأب رعشأ					
11.	I am not getting what I want out of my job لمعلأ يف يتاحو موطو يسفن ققح ال يننأب رعشأ					
12.	I feel that I am in the wrong place (organization) يل ءبس نم ريغلأ قمظنملأ/الكملا يف لمعأ يننأب رعشأ					
13.	I get frustrated with some parts of my job يلمع بناوج ضعب نم طابحلأب رعشأ					
14.	The organizational bureaucracy inhibits my abilities to achieve لمعلأ يف زاجنالأ علع يتردق نم قيعت قمظنملل ءيلخادلأ تاسايسلأ					
15.	I feel that there is more work to do than the abilities I have ينم بولطملا لمعلأ زاجنال ءيفأك ريغ يتاردق نأب رعشأ					
16.	I feel that I don't have the time to do a good quality work ءيلاع ءدوجب لامعلأ متال يفالكلا تقولا يدل سيل نأب رعشأ					
17.	I feel that I don't have time to plan for my work يلمعل طيخنتلل تقولا يدل سيل نأب رعشأ					
18.	I feel depressed when I think of work لمعلأب ركفأ امدنع بائتكالاب رعشأ					
19.	I feel that I am not competent in my work يلمعل يف وفك ريغ يننأب رعشأ					
20.	I don't see the significance of my work يلمعل يف ءيمهأ يأ دجأ ال					
21.	I don't care about what happens to the beneficiaries ءياعرلأ يقلتموأ نيديفتسملل لصحيس اذام ينمهي ال					
22.	I feel that our work is pointless يودجلأ مديع لمعلأ اذه نأب رعشأ					

23.	Sometimes I can't control my emotions at work لم عل ا يف يرعاشم عل ع قرطيسال اعيطتسأ ال					
24.	I find it difficult to wake up in the morning and go to work لم علل باذل او حابصل ا يف ظاقيتسال ا يف ةبوعص هجاوا					
25.	I have no motivation to get any work done لم ع يا زاجنال ةيعفاد يدل سيل					
26.	I deal with beneficiaries as things not as people صاخشاك سيلو ءايشاك ةياعرل ا يقلتم عم لماعتأ					
27.	I feel that I lost my sense of happiness because of my work يلم ع ببسب ةداعسل ا عل ع ةردقلا نةدقف يننأب رعشأ					
28.	I feel that work is a wastes of my time تقولل ةعويضم يلم ع نأب رعشأ					
29.	I feel that there is no hope in anything لمأ كانه سيل نأب رعشأ					
30.	I feel that I can't relax anymore because of my work يلم ع ببسب ءاخرتسال اعيطتسأ ال يننأب رعشأ					

After reading each statement, please Check the number next to it.  
 5 = All the time  
 4 = Most of the time  
 3 = Sometimes  
 2 = Rarely  
 1 = Never

**Result Indicator**

- 30-60            No signs of burnout**
- 60-90            At Risk of Burnout**
- 90-120          Significant Burn out**
- 120-150        Severe Burn out**

Comments (Optional)

## CASE STUDY – PART ONE

### The family:

Mother and father with four children – Boy aged 14 years, girl aged 13 years, girl aged 4 years and another girl who is 18 months old.

The family are travelling with other extended family – including the mother's pregnant sister and her husband, two older relatives (aunts) and three other children.

### The situation:

The family have recently arrived. Their first priority was to get food and new / warm clothes and they are now resting.

The children and the women go into the child friendly space. The men have both gone to speak to someone to find out about onward travel.

All the women and children are resting in the child friendly space.

- The 18-month old is busy playing with toys and is laughing and smiling.
- The 4-year girl was shy when she arrived and had to be encouraged to draw or play. She has not spoken to anyone, not even her family or the other children. At one point her mother goes outside to speak to someone and the girl, realising her mother is not around, begins to get very upset.
- The 14-year-old boy can speak some English, and tells you that he is bored and wants to go outside. He says he is going to find his father.
- The 13-year-old girl was playing with her sisters. She says that she wants to go to the toilet and asks for someone to go with her. The women say that they are tired and she should go by herself.

### Questions for discussion:

- *Do you have any concerns about any of the four children? And why?*
- *Do you think that the children's behaviour is to be expected given that they are a refugee?*
- *Might there be some underlying additional problems? If so, what and why?*

## **CASE STUDY – PART TWO**

### **The family:**

Mother and father with four children – Boy aged 14 years, girl aged 13 years, girl aged 4 years and another girl who is 18 months old.

The family are travelling with other extended family – including the mother's pregnant sister and her husband, two older relatives (aunts) and three other children.

### **The situation:**

The 18 month old has developed a fever and was taken to the medical area. The medics advised that the child should go to hospital but the father is reluctant to do this. He says that the family need to keep travelling and they will get treatment later.

The 14 year old boy has been helping to translate for his parents with the medical team, while a translator was found. When the translator arrives she tells the medical staff that the boy says he is 'worried about the family staying together'.

A short time later, one of the police sees the father shouting at his son near the toilet area. The boy looks very upset.

The family are planning to leave in the morning.

### **Questions for discussion:**

- *In this case, who should be involved in working with the child and family?*
- *What are their roles?*

### **CASE STUDY – PART THREE**

#### **The family:**

Mother and father with four children – Boy aged 14 years, girl aged 13 years and girl aged 4 years and another girl who is 18 months old.

The family are travelling with other extended family – including the mother's pregnant sister and her husband, two older relatives (aunts) and two other children.

#### **The situation:**

The 18-month old has developed a fever and was taken to the medical area. Although initially the family refused to take her to hospital she is getting worse and they have brought her back to the medical team. They now agree to go to hospital.

The father and mother go with the 18-month old baby to the hospital, and leave the other children in the care of the other relatives.

Earlier in the day, a police officer had seen the 14-year-old boy being shouted by his father near the toilet area. The boy had looked very upset. Since his father and mother went to hospital with his sister, the boy has been talking with some other adolescent boys and seems to have become friendly. They are travelling with a couple of older men in a large group.

The family were planning to leave in the morning but the 18-month old is still in the hospital. The extended family members are going to travel on because they are worried about the mother's sister giving birth in Serbia.

#### **Question for discussions:**

- *Do you have any concerns about the children, specifically in relation to their protection / safety? If so what?*
- *What actions should be taken to prevent or reduce the likelihood of the protection / safety concern occurring?*

### **EXERCISE 1 – Identification and risk**

#### **Instructions:**

Consider each situation and:

- Decide whether you think the child is at risk, and why
- Rank the order of scenarios in terms of risk – i.e. what is the most risky, the next most risky etc. and the reasons for your choices

#### **Scenarios:**

1. 17 year old boy travelling with a friend who is 19 years old.
2. 13 year old boy travelling with his uncle and several other young men.
3. 3 year old travelling with her father and pregnant mother.
4. 3 year old travelling with his father and mother (who is not pregnant).
5. 7 year old boy who has a physical disability travelling with his siblings, mother, father and grandmother.
6. 7 year old girl travelling with her mother, and other extended family and friends.
7. 15 year old girl travelling with her father alone.
8. 15 year old travelling with her father and several family members including an aunt.

## **EXERCISE 2 – Dilemmas in safeguarding**

### **Instructions:**

*Consider each of the scenarios below and decide:*

- *If you think it is a safeguarding / child protection issue (and if so, why)*
- *What action should be taken?*
- *What could YOU do, in your role, if you were are of this scenario?*

### **Scenarios:**

1. A man is standing near the Child Friendly Space., watching the children. He does not seem to have any children with him.
2. A child is being sent several times to where blankets are being handed out. His father has said that he can go to collect blankets on behalf of other single men travelling alone as they are only given one blanket each.
3. One of the toilets has a lock that is missing and the area around the toilets is dark.
4. A worker from another agency is shouting at a child, who looks upset.
5. A mother reports that she knows of a child who is travelling alone.
6. A group of volunteers arrive and begin distributing food and clothes.
7. A couple of small children are wandering around alone.



## Session Plans – Croatia



Tdh / Peter Käser

This section contains the materials developed for Croatia. **Note that these materials have not been extensively trialed in the field with frontline workers** (as in tFYROM and Serbia), although they have been validated through two Training of Trainers courses held in January 2016 in Zagreb. More detailed notes are provided on Block A, Working with Other Cultures, to reflect the relatively limited experience working have

in Croatia (since refugees and migrants only remain in country for a few hours).

Although HANDOUTS, EXERCISES and CASE STUDIES are broadly the same as for Serbia and tFYROM, those prepared for Croatia are included in this section to avoid any confusion regarding numbering etc.

**BLOCK A: WORKING WITH OTHER CULTURES**

**Purpose:**

- Understanding the dynamics of working with cultural differences and share experiences
- Recognizing how workers' behaviour impacts on the dynamics of working with refugees, migrants and other diversity situations.
- Identify tips and strategies for overcoming / limiting the impact of cultural difference.

**Materials needed:**

Flipchart and pens

Copies of United Nations Convention on the Rights of the Child (UNCRC) – summary version in local language (note the child friendly version produced by UNICEF is a useful version) – alternatively use Handout A2

Copies of Handouts A1 – enough for each participant

**BLOCK A: WORKING WITH OTHER CULTURES**

<b>Timings</b>	<b>Instructions</b>	<b>Resources</b>	<b>Additional notes for trainers</b>
5 mins	Introduction of session		Give overview of purpose of Block and areas that will be covered.
5 mins	Wordstorm – what do we mean by culture?	Flipchart and pens	Be familiar with the concept of culture as defined in Handout A2. Share key input from the definition.
15 mins	Ask participants to divide into small groups (5 – 6 people) and discuss: <b><i>Their experiences of working with refugees, people from other cultures and what their most rewarding and challenging issue in relation to culture and the strategies to overcome the challenges.</i></b> Brief feedback to main group- recording points on flipchart.		This session will be difficult to cover if participants have limited experience in working with refugees / other cultures, in which case – replace this session with <b>ALTERNATIVE A1</b> During feedback if there is a large group to avoid lengthy feedback take one or two points from each group in turn (avoiding repetition) until all points have been covered.

BLOCK A: WORKING WITH OTHER CULTURES			
Timings	Instructions	Resources	Additional notes for trainers
25 mins	<p>In same small groups, participants to discuss, from their own experience:</p> <p><b><i>What strategies have they discovered/developed for working with people from other cultures:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>As a man – working with women, working with men, working with children</i></b></li> <li>• <b><i>As a woman – working with women, working with men, working with children</i></b></li> </ul> <p>Feedback to large group and discussion</p>		<p>This session will be difficult to cover if participants have limited experience in working with refugees / other cultures, in which case – replace this session with <b>ALTERNATIVE A2</b></p> <p>Some examples that have been shared in the training include gender roles:</p> <p>Gender of medical staff – expectation of same gender for medical attention.</p> <p>Presence of male members during any communication with females/ children.</p> <p>Gender responsibilities whilst traveling.</p> <p>Physical contact, especially across gender and with children.</p> <p>Child protection concerns – Early marriage, trafficking</p> <p>Children looking at adults for permission before responding</p> <p>It is important to emphasize that while some may be CULTURAL or RELIGIOUS some may be more INDIVIDUAL/FAMILY practices. It is important not to assume that their experiences automatically apply to everyone.</p> <p>Some responses, may be more linked to experience of being a refugee – in their own culture, people might be different.</p> <p>During this session trainers should try and link the behaviour and attitude of the participants with the response from refugees and migrants and prompt if necessary – for example what is the impact of attending to basic needs, body language etc.</p> <p>Facilitate discussion and ask participants to consider whether some of the strategies for communication/positive working practices that have been discussed are necessarily to do with culture, or would they apply in all settings? (e.g. what response would shouting at people have in Croatian culture?).</p> <p>Good clear communication which is sensitive to people’s experiences and needs is a core requirement for the helping professions.</p>

BLOCK A: WORKING WITH OTHER CULTURES			
Timings	Instructions	Resources	Additional notes for trainers
20 mins	Using Handout A1 as a reference, go through tips on working with different cultures, giving the chance to discuss ideas and compare with the strategies they developed.	Handout 1	Handout A1 can be given as a resource for participants to refer to after this block.
10 mins	Distribute handout on children rights and explain to participants that even while we respect cultural difference children have rights that they are legally entitled to enjoy – and that culture/religion can never be an excuse for abuse.	Copy of UNCRC 1989	<b>Note:</b> This is not a session on children’s rights – this is just to raise awareness and specifically to ensure that participants are clear that culture cannot be used as an excuse for abuse. Say we will be looking at the 4 main guiding principles underpinning all UNCRC in Block B.
10 mins	Final questions/reflections on Block A		During this session it might be useful to emphasize Key Learning Points: <ul style="list-style-type: none"> <li>• Cultural differences matter</li> <li>• Cultural differences do not define the individual, and the individual does not define the culture</li> <li>• Personal circumstances e.g. being a refugee or migrant can have an impact on behaviour etc.</li> <li>• Culture should never be used as an excuse for abuse.</li> </ul>

#### ALTERNATIVE A1

*This alternative exercise can be used if participants have no or little experience of working with refugees – i.e. preparatory training.*

15 mins	Ask participants to divide into small groups (5 – 6 people) and discuss: <b><i>Their hopes for working with refugees and what they think are going to be the most challenging issues in relation to working with different cultures.</i></b> Brief feedback to main group recording points on flipchart. In large group discussion/question and answers		Trainers need to feel confident in being able to answer questions before attempting this session. They either need to prepare well in advance or have a lot of personal experience they can draw upon.  During feedback if there is a large group to avoid lengthy feedback take one or two points from each group in turn (avoiding repetition) until all points have been covered.
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#### ALTERNATIVE A2

25 mins	In small groups participants to discuss and record ideas on flipchart: 1. <b><i>What they already know/believe about the culture of the refugees, migrants and other minority groups in Croatia;</i></b> 2. <b><i>Questions they have about the culture of the refugees, migrants and other minority groups useful to improve how they work with them</i></b> Feedback to main group and discuss.		It is essential that trainers running this session have experience in working onsite with refugees – otherwise it will be difficult to answer questions. Note this can be from their observations, experience etc. It does not have to be the ‘truth’ If time allows invite the group to say what issues they agreed on/where there was disagreement.  To save time – ask each group to feedback one point adding on to what has already been said until all points have been covered.  Trainers may need to clarify points.
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**BLOCK B: RECOGNISING CHILD PROTECTION CONCERNS IN EMERGENCIES.**

**Purpose:**

- Recognizing the impact of traumatic experiences on children and distinguishing these from signs of abuse.
- Exploring the meaning of child protection in emergencies
- Integrating Child Protection in Emergencies (CPiE) in Disaster Risk Reduction (DRR)
- Distinguishing between vulnerability and risk.
- Identify key indicators of concern/basic identification and assessment.

**Materials needed:**

Flipchart and pens

Copies of Exercise B1 - Case Study – Part One – enough for each participant

Copies of Exercise B3 – Identification child protection concerns and assessing risk – enough for each participant

Copies of Handouts B2 and B4 – enough for each participant

BLOCK B: RECOGNISING CHILD PROTECTION CONCERNS IN EMERGENCIES.			
Timings	Instructions	Resources	Additional notes for trainers
5 mins	Introduce session and give overview of areas covered		If new participants join, remember to give participants the chance to introduce themselves
20 mins	<p>Ask participants to get into groups (5 or 6) and distribute Exercise B1 - Case Study - Part One. Participants to discuss case study and consider:</p> <p>3. <b>If they are concerned about any of the children - and why/why not</b></p> <p>4. <b>Whether they think the children's reactions are to be expected/normal given they are refugees or whether they think there is some other underlying problem.</b></p> <p>Feedback to main group and discussion facilitated by trainers.</p>	Exercise B1 - Case Study - Part Ones	<p><i>Note: If the Block is starting late and/or less than 1 ½ hours is available, omit this session with case study and move straight to next session to briefly introduce the UNCRC and concept of children's rights.</i></p> <p>If possible, unless it makes the group size too large, have four groups as this makes it easier to be able to give feedback.</p> <p>To save time during feedback ask each group to present on one child, and then ask for contributions/comments from other groups:</p> <p>Use the notes below if the feedback from the groups do not include these points.</p> <ul style="list-style-type: none"> <li>• 18 mth old – normal reaction as child is 'protected' by family; at this age children are unaware of what is going on around them if they are loved and protected by significant adults.</li> <li>• 4 years old – being shy etc. normal is being upset when mother is absent. However, concerning that she is not talking to relatives etc. May be symptomatic of underlying problem or trauma etc.</li> </ul> <p><i>In this case, in transit environment, it might not be 'safe' to provide Psychosocial Support or therapy but we could provide parents with advice regarding how to help their daughter to reduce any further stress (e.g. make sure to tell her when leaving, reassurance etc.)</i></p> <ul style="list-style-type: none"> <li>• 14-year-old boy – normal reaction. In addition, he may have been placed in situations (e.g. translation) where he is treated like an adult or in his own culture he may be considered an adult (even though not!). Issue is not his reaction, but that he could put himself in danger/become separated etc.</li> <li>• 13-year-old girl - In normal settings would be appropriate for her to go to toilet herself. Her request for someone to go with her is not surprising given the context/situation.</li> </ul> <p>If time allows, invite the groups to discuss if their answers would be different if the child was younger/older, a boy/girl or had some kind of special need such as a disability?</p> <p>Participants may ask what to do next, or move on to discussing necessary actions – explain that this will be explored in Block C on working together. Although points can be briefly addressed make sure not to become side tracked from session plan.</p> <p><b>Key Learning Points</b></p> <ul style="list-style-type: none"> <li>• Emphasize that there are common responses/experiences that we might expect children who are refugees to exhibit, and are normal</li> <li>• However, some things we see/hear are not normal in the situation and we must always be alert to children who are in need of protection.</li> </ul> <p><i>This creates the link with the next session on children's rights and child protection.</i></p>

BLOCK B: RECOGNISING CHILD PROTECTION CONCERNS IN EMERGENCIES.		
Timings	Instructions	Resources
5 mins	<p>Explain to participants that children have specific rights to protection, both under the UNCRC and also Croatian Law.</p>	<p>Croatia ratified the UNCRC in 1992</p> <p>The Constitution of the Republic of Croatia states that <b>“It is the duty of everyone to protect children and those who cannot help themselves”</b> (Article 65, paragraph 1). Pursuant to this constitutional provision, children in Croatia enjoy special protection. Constitutional provisions also state that <b>“no one shall be subjected to any form of abuse...”</b> (Article 23), and a constitutional right to a life without violence is elaborated upon by special regulations.</p> <p>The UNCRC gives children specific rights to protection (article 17) and to special support if a refugee.</p> <p>The UNCRC requires that the ‘best interests’ of the child are always a paramount concern and furthermore that adults do what is best for children.</p>
15 mins	<p>In large group, storm ideas</p> <ol style="list-style-type: none"> <li><b>What is child protection in emergencies?</b></li> <li><b>What are we protecting children from?</b></li> </ol> <p>Facilitator to summarize points and clarify using Handout 2 as a guide.</p> <p>In large group review, using Handout B2 as a guide, the key issues regarding abuse and exploitation in an emergency.</p> <p>Broaden discussion from refugee to emergency situations and DRR. Using Handout B2 make key points on integrating DRR and CP and examples of this.</p> <p>Tell participants that some of the risks are related to the environment, some to the family, some to the children’s behaviours and some to the manner in which agencies organise their services. In emergencies such as floods and earthquakes children need to be protected from accidents and diseases as well as separation, abduction and exploitation. All contingency plans need to include provision of clean water, food and safe shelter to meet basic needs.</p>	<p>Handout B2</p> <p>Share input on definition from Handout B2.</p> <p>Note – if PowerPoint/audio is available replace this session with <b>ALTERNATIVE B1</b></p> <p>Remember that child protection in emergencies is specifically related to <b>‘the prevention of and response to abuse, neglect, exploitation and violence’ (as per Child Protection Working Group).</b></p> <p>In emergencies people may focus mostly on unaccompanied minors (UAMs). An UAM is a person who is under the age of eighteen, unless, under the law applicable to the child, majority is, attained earlier and who is <b>“separated from both parents and is not being cared for by an adult who by law or custom has responsibility to do so”</b>.</p> <p>Make sure that participants understand that (UAMs) are <b>ONE</b> category of children – but that child protection is wider than just UAMs. A more useful way is to think of children with issues, rather than belonging to a particular group – e.g. separated from family rather than UAM which is a specific definition as stated above.</p> <p>Child protection in emergencies is not about rights generally under the UNCRC (e.g. health) although these need to be met but <b>specifically</b> the right to <b>protection</b>.</p> <p>Do not forget to ‘link’ culture with child protection – i.e. what is culturally acceptable must not be abusive for children – i.e. should not cause them harm. It is important to be able to identify children who may be at risk/suffering abuse.</p> <p>Inform participants that integrating DRR and CP needs to be a system approach with a coordinated multi-agency response with the aim to strengthen the protective environment and increase children’s resilience and reduce risk of harm to children.</p>

BLOCK B: RECOGNISING CHILD PROTECTION CONCERNS IN EMERGENCIES.			
Timings	Instructions	Resources	Additional notes for trainers
10 mins	<p>Introduction to identification of child protection concerns and assessing risk.</p> <p>Explain to participants:</p> <p>It is important that all those who work with or come into contact with children must be able to quickly identify children who may be at risk of abuse/being abused and in need of additional assessment and/or support.</p> <p><b>VULNERABILITY</b> are the characteristics or circumstances that an individual has or is in, and which can make them susceptible to harm.</p> <p><b>RISK</b> is related to the nature of the harm itself and the likelihood that the risk will manifest. This includes consideration to the protective influences.</p> <p>This is why it is important to think about individual children and their experiences, rather than consider only what category of vulnerability they belong. It is important to be especially attentive to children where the risk is high.</p> <p>Actions to help the child might include both efforts to reduce their vulnerability as well as the risk.</p>	Handout B4	<p>It would be useful to draw the risk matrix onto flipchart to show participants. Alternatively distribute Handout B4.</p> <p><i>For example: A child with disabilities may be very vulnerable to abuse but if they have a loving family and a good support network, they may be at low risk.</i></p>
20 mins	<p>Ask participants to divide into threes and distribute Exercise B3.</p> <p>Feedback to main group and discussion.</p>	Exercise B3 and Handout B4	<p>There are no specific right or wrong answers for this exercise. The point is for participants to consider the risk, vulnerability of the child and the protective influences in order to make their decisions.</p>
10 mins	<p>Trainer to use Handout B4 of indicators that should be remembered and which might indicate a child is at additional risk.</p> <p>Alternatively, on a pack of cards write down one indicator. Hand out the cards to pairs/individuals depending on your group size. Invite each pair/individual to read out the indicator on their card. Invite others to comment/question.</p>	Handout B4	<p>Note: Handout B4 is a <b>tool to help participants</b> in the field. It is <b>not</b> a definitive list.</p> <p><i>If time allows, trainers could invite participants to develop their own list of indicators first and then share the tool on Handout B4.</i></p>
5 mins	Final thoughts/questions on Block B		<p>Note: If time allows (for example if the group is smaller and therefore feedback is shorter) – carry out session <b>ALTERNATIVE B2.</b></p>



ALTERNATIVE B1		
<p><i>Note – this session can only be used as an alternative way to explore child protection if PowerPoint and audio is available.</i></p>		
<p>15 mins</p>	<p>In large group show video clip This is Samira produced by the Child Protection Working Group  <a href="http://cpwg.net/capacity_building/child-protection-humanitarian-action-samira-video/">http://cpwg.net/capacity_building/child-protection-humanitarian-action-samira-video/</a></p> <p>In small groups (5-6 people) participants to reflect on video and discuss briefly:</p> <ol style="list-style-type: none"> <li><b>1. What is child protection in emergencies?</b></li> <li><b>2. What are we protecting children from?</b></li> </ol> <p>Facilitator to summarize points and clarify using Handout 2 as a guide.</p> <p>In large group review, using Handout B2 as a guide, the key issues regarding abuse and exploitation in an emergency.</p>	<p>Handouts B2 &amp; B4</p> <p>Note – check with UNICEF office as this video is in English and whether a Croatian version is being developed.</p> <p><b>Key Learning Points;</b></p> <ul style="list-style-type: none"> <li>• Make sure that participants understand that Unaccompanied minors (UAM) are ONE category of children – but that child protection is wider than just UAMs. A more useful way is to think of children with issues, rather than belonging to a particular group – e.g. separated from family rather than UAM which is a specific definition.</li> <li>• Child protection in emergencies is not about rights generally (e.g. health) although these need to be met but <i>specifically</i> the right to protection.</li> </ul> <p>Do not forget to ‘link’ culture with child protection – i.e. what is culturally acceptable must not be abusive for children – i.e. should not cause them harm. It is important to be able to identify children who may be at risk/suffering abuse.</p>
ALTERNATIVE B2		
<p>15 mins</p>	<p>Ask participants to reflect on the earlier case study and their concerns.</p> <p>In large group, facilitated by the trainer, discuss what needs the children have and what is realistic to provide given the circumstances.</p>	<p>Exercise B1 – Case Study – Part One</p> <p>Note – it is possible that there might not be time to seek comments from the group and in which case trainer should wrap up session around what is realistic to provide given the circumstances.</p> <p>During discussion trainer should highlight that:</p> <ul style="list-style-type: none"> <li>• The importance to stick to principles of ‘do no harm’ – might be dangerous to intervene until child is settled.</li> <li>• The importance of early identification and referral so that children can be supported where necessary (discussed in Block C)</li> </ul>

**BLOCK C: WORKING TOGETHER TO PROTECT CHILDREN**

**Purpose:**

- Exploring roles and mandates of agencies in contact with children.
- Understanding when / how to make referrals.
- Considering sharing information, across agencies and sites.

Exploring what individuals can do to improve communication.

**Materials needed:**

Flipchart and pens

Copies of Exercise C2 - Case Study –Part Two – enough for each participant.

Copies of Exercise D5 Burnout self-assessment as homework in preparation for training for BLOCK D.

**BLOCK C: WORKING TOGETHER TO PROTECT CHILDREN**

Timings	Instructions	Resources	Additional notes for trainers
5 mins	Introduce session and give overview of areas that will be covered.		If new participants arrive, give time for introductions
15 mins	<p>Explain to participants that all agencies – even those who do not work directly with children - have a role to play in ensuring children are protected (according to the UN Convention on the Rights of the Child). In large group, ideas storm, collecting answers on flipchart:</p> <ul style="list-style-type: none"> <li>• <b>Agencies and service providers who might come into contact with children.</b></li> <li>• <b>How they come into contact with children and therefore what is their role in protecting children.</b></li> </ul>	Handout B4	<p>Note: if participants have not worked with refugees or only recently started work (i.e. this training is being conducted as orientation) replace this session with <b>ALTERNATIVE C</b></p> <p>For example, some emergency services such as Water, sanitation and hygiene(WASH) will have a preventative role – i.e. location of toilets, water stations, lighting to increase safety. A children’s NGO may have a role to respond to children needing support services such as child friendly spaces, (CFS), or residential care for lost or unaccompanied children, A Government service may have a role to assist with identification and management of the flow of refugees.</p>

BLOCK C: WORKING TOGETHER TO PROTECT CHILDREN			
Timings	Instructions	Resources	Additional notes for trainers
5 mins	Remind participants that children have specific rights to protection, both under the UNCRC and also in Croatian Law.		<p>The Constitution of the Republic of Croatia states that <b>“It is the duty of everyone to protect children and those who cannot help themselves”</b> (Article 65, paragraph 1). Pursuant to this constitutional provision, children in Croatia enjoy special protection. Constitutional provisions also state that <b>“no one shall be subjected to any form of abuse...”</b> (Article 23), and a constitutional right to a life without violence is elaborated upon by special regulations.</p> <p>The CRC requires that the ‘best interests’ of the child are always a paramount concern and furthermore that adults do what is best for children.</p> <p>Croatia has also agreed legal provision through the following statutes: Family Act, Social Welfare Act, Social Work Activity Act, Criminal Code and Juvenile Courts Act.</p>
25 mins	<p>Ask participants to get into small groups (5 -6) and tell them that they are now going to consider a specific case to explore the ways:</p> <ol style="list-style-type: none"> <li><b>Agencies are currently/involved or could be more involved in the case</b></li> <li><b>Could work together to better protect children</b></li> </ol> <p>Distribute Case Study – Part Two. Explain that some participants may have already ‘met’ this family in another session but if not, not to worry as all the information is included.</p> <p>Participants should consider questions and record their answers on flipchart.</p> <p>Groups to briefly present their answers, to the large group, followed by discussion in main group about difference/similarities etc.</p>	Exercise C2 - Case Study – Part Two	<p>Points to make sure are raised during feedback:</p> <ul style="list-style-type: none"> <li>Medical team should involve Child Friendly Spaces (CFS) / children’s Non-Governmental Organisation (NGO) during discussion with parents.</li> <li>Interpreter/staff should have explored more what the boy meant – is he worried about being separated or is he frightened of staying together?</li> <li>Police should have passed on what they saw.</li> <li>The views of the child must always be sought and taken into account</li> <li>We might originally see the father as being concerned/ cultural issue but if we add-in the boy’s statement and the boy is being shouted at (and also for those who have already done Block B remember that the 4-year-old is not talking), then our understanding of the family situation might be quite different.</li> </ul> <p>Emphasize that in a life or death situation cultural/individual choice is irrelevant and the Centre for Social Work must be involved as it can decide to remove the child from the parent’s care.</p>
10 mins	In large group discuss the implications of sharing information/passing on details about child’s background, concerns identified and personal information (for example informed consent etc.) but emphasizing that where a child is at risk, even if the family does not give consent for referrals it is still possible to refer under the principle of the ‘best interest of the child’.		<p>If necessary, explore any dilemmas with sharing information from specific agencies – for example medical/legal perspectives.</p> <p>Remind participants that referrals can take place within agencies/ between agencies and across sites/borders.</p> <p>Advise participants that protocols are being developed that will set out definitive procedures, but the same principles – i.e. protection of children – apply.</p> <p>All staff/volunteers must share a child protection concern with the duty supervisor from their agency. A decision will be made on what to do and the protocol for responding to child protection concerns relating to refugee children that has been agreed in the coordination meeting will be followed. Check the latest protocol before conducting the training.</p>

BLOCK C: WORKING TOGETHER TO PROTECT CHILDREN			
Timings	Instructions	Resources	Additional notes for trainers
15 mins	In pairs/three, participants to discuss: <b>How they could work better together/ improve communication – and to list the three most feasible things they could start doing immediately.</b> Feedback to large group and discussion.		<i>Note: the earlier exercises and discussions may overrun – especially if participants want to spend time discussing their own cases. This last session can be omitted if there is not enough time.</i> <i>If this is likely to be the case, facilitate discussion in the earlier activities of agencies can work together/improve communications.</i>
5 mins	Final thoughts / reflections on Block C		

ALTERNATIVE C			
20 mins	<p>Explain to participants that all agencies –even those that do not work directly with children - have a role to play in ensuring children are protected.</p> <p>Ask participants to get into pairs and give each pair a pack of post-it notes.</p> <p>Participants should circulate in pairs around the room and for each agency, write on the post-it notes, and then stick onto the corresponding flipchart regarding <i>how the service provider can contribute to protecting children</i> (for example, WASH might notice a child alone in the toilets etc. and then refer to another service).</p> <p>After all pairs have considered all service providers give the participants a few minutes to go around and review the flipcharts.</p> <p>In large group discuss the main reflections/ observations from the group – clarifying any misunderstandings as necessary.</p>	Post-it notes/coloured paper and pins or tape	<p>This session can be used to orientate new staff or those just about to start working on site with the different agencies working with refugees.</p> <p>Before starting the session trainers to make sure they have already pinned up flipcharts with the main service providers – i.e. UNHCR, children’s organizations, medical/first aid, food distribution and WASH, police etc.</p> <p>If post it notes are not available, pairs can write their idea on the flipchart.</p> <p>In order to make session easier to manage, ask participants not to repeat issues already posted on the flipcharts but just to add.</p>
<p><b>Important Note: At the end of this block give participants copies of Handout D5 and ask them to complete this before they attend BLOCK D training.</b></p>			

**BLOCK D: SAFEGUARDING CHILDREN, SAFEGUARDING SELF**

**Purpose:**

- Understanding how our work impacts on efforts to keep children safe or may place children at risk of harm
- Avoiding family separation for children
- Considering burnout, how this effects work with children, and tips for prevention

**Materials needed:**

Flipchart and pens

Copies of Exercise D1, D3 and D5 – enough for all participants

Copies of Handouts D2 D4, D6 – enough for each participant

**BLOCK D: SAFEGUARDING CHILDREN, SAFEGUARDING SELF**

Timings	Instructions	Resources	Additional notes for trainers
5 mins	<p>Introduce session and give overview of areas to be explored.</p> <p>Check if participants have completed Exercise D5 – Burn Out Self-Assessment set as homework following completion of BLOCK C. If not allow some time for participants to complete.</p>		<p>Note if you are selecting the option of delivering BLOCKS without sequence you can give Exercise D5 when participants attend for the first time.</p>
15 mins	<p>Ask participants to get into small groups and distribute Case Study – Part Three.</p> <p>Explain that they may have met this family previously in another block, but all the necessary information is included here anyway.</p> <p>In small groups participants to discuss:</p> <ul style="list-style-type: none"> <li>• <b>Any concerns about the children, specifically in relation to their protection/safety? If so, what?</b></li> <li>• <b>What actions should be taken to prevent or reduce the likelihood of the protection/safety concern occurring?</b></li> </ul> <p>Feedback to large group and discussion</p>	<p>Exercise D1 - Case Study – Part Three</p>	<p>Key learning points to be brought out during discussion:</p> <ul style="list-style-type: none"> <li>• Preventing separation/ensuring this is well managed if unavoidable.</li> <li>• Making sure the other children are taken care of by relative etc.</li> <li>• Ensuring that the boy does not leave with the other people.</li> <li>• Making sure to link with Slovenia/next site to ensure that if family moves they can be relatively easily reunited.</li> <li>• Advice to pregnant woman about safety of travel, asylum etc.</li> </ul> <p>Emphasize that it is important that we ‘do no harm’ – this also relates to ensuring that the services that are offered, such as psychological support, are cautious. Psychological counselling should be offered only by people who are trained and who can understand the limits to doing this for people on the move.</p>

BLOCK D: SAFEGUARDING CHILDREN, SAFEGUARDING SELF			
Timings	Instructions	Resources	Additional notes for trainers
10 mins	<p>In large group ideas storm what 'safeguarding' means.</p> <p>Using Handout D2 give definition of safeguarding, emphasizing that it is essentially a <b>preventative</b> action.</p> <p>Divide into small groups and hand out Exercise D3. Invite participants to discuss:</p> <ul style="list-style-type: none"> <li>• <b><i>If they think it is a safeguarding/child protection issue (and if so, why?)</i></b></li> <li>• <b><i>What action do you think should be taken?</i></b></li> <li>• <b><i>What could YOU, in your role, do if you had to respond to this scenario?</i></b></li> </ul>	Handout D2 Exercise D3	<p>Safeguarding falls into two main areas:</p> <ul style="list-style-type: none"> <li>• Deliberate - Trying to prevent deliberate harm to children (e.g. from staff etc. who might be seeking ways to have access to children who they can abuse)</li> <li>• Accidental - Trying to ensure that accidental or unintended harm is not caused (for example separation through poor programme design)</li> </ul> <p>Depending on time and number of groups share the scenarios for feedback.</p>
15 mins	<p>Explain to participants that one of the main reasons that children's safety is compromised is through being separated. This is often caused through the way that services are organized or by accident.</p> <p>In large group brainstorm how children can become separated through the way staff behave/services are provided.</p> <p>Using Handout D4 as a guide, highlight why avoiding separation is important and discuss the role of agencies in ensuring families are kept together and key messages that all staff can provide to parents and child to make sure they are not separated.</p>	Handout D4	
20 mins	<p>Linking to the previous exercise, explain to participants that burn out, stress and secondary trauma can have a detrimental effect both on the individual worker, their team and on efforts to protect children (as worker's efficiency is compromised)</p> <p>If participants have completed Exercise D5 invite them to get into pairs, someone they feel comfortable with and discuss their scores. (Allow time as available).</p> <p>Bring them back to large groups and storm:</p> <ol style="list-style-type: none"> <li><b><i>1. What participants understand as burn out and stress?</i></b></li> <li><b><i>2. What might be some of the signs and symptoms that someone is suffering from burnout, stress etc.?</i></b></li> </ol> <p>Using Handout D6 talk through signs of burn out etc., and highlight strategies for preventing/reducing burn out etc.</p>	Handout D6	<p><i>As mentioned previously, there may not be enough time to complete this session, especially if fieldworkers have shared a lot of their own experiences in earlier sessions. In which case Handout D6 should be given as a resource for participants to read privately outside the course.</i></p> <p>Stress / burn out are highlight individual and cumulative. While there are strategies that people can use to manage their stress and burn out, organizations still have a responsibility for ensuring the wellbeing of staff.</p> <p>If time allows invite participants to reflection/discuss strategies – including how staff can take care of each other</p>
5 mins	Final thoughts/reflections on Block D		

ALTERNATIVE D

*Note this session can be used if training is being conducted on site and if Government policy and the security situation allows. **The trainers need to assess this in advance and ensure they have necessary permissions***

<p>20 mins</p>	<p>Explain to participants that safeguarding is the combination of their own attitudes and behaviour and also the environment and the way services which are provided which can create risks to children.</p> <p>In pairs/threes participants should 'walk' the site for 10 mins considering:</p> <ol style="list-style-type: none"> <li>3. <b>Where are situations/concerns that could increase child protection/safety of children?</b></li> <li>4. <b>What can they do in their role to make sure that they reduce risks?</b></li> </ol> <p>Feedback and discussion in large group facilitated by trainer and exploring to what extent individuals can take action (e.g. something they can do themselves, or advocate for).</p>	<p>Handouts B2 &amp; B4</p>	<p>Participants should walk around the site for 10 mins and to come back with their notes.</p> <p>If necessary, prompt participants by giving examples: e.g. making sure they do not separate children, referring concerns, choosing to walk through routes where children may be exposed to danger (for example when getting coffee, passing through toilet areas/sleeping huts etc.); challenging visitors/workers not seen before etc.</p>
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Handouts and Training Activities - Croatia



Tdh / Peter Käser

## HANDOUT A1 – Definitions and tips for working cross culturally

### Definitions

#### Refugee

The 1951 Refugee Convention spells out that a refugee is someone who:

*“owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country.”*

#### Culture

*‘Is the distinctive way of life of the group, race, class, community or nation to which the individual belongs. It is the first and most important frame of reference from which one’s sense of identity evolves’ Cultural Competence in the Caring Professions (2001) Kieran O’Hagan*

Remember cultures are not homogeneous. Differences will be present in people belonging to the same cultural group. Do not make assumptions about people.

#### Tips for good practice

1. **Attend to practical issues and basic needs** – food, clothes etc. – can be a helpful and concrete way of engaging and developing trust with different cultures.
2. **Think carefully about body language, tone of voice etc.** as a way of body language and cultural differences. For example, try not to look stern and unfriendly. Avoid standing together in groups as it may be difficult for people to approach.
3. **Try to ensure there are signs in local languages and pictures.** Having pictures (for example of clothes, food, buses etc.) can help communicate with people where there are language problems and an interpreter is not available.
4. **Work with interpreters** – Don’t just ask interpreters to pass on messages but accompany them so you are included in the discussion. This helps to develop rapport and builds trust. Make sure that translators are also included in training and capacity building activities.
5. **Be proactive** - don’t always wait for people to approach for help. Going up and asking, even if it is not understood verbally, is often understood intuitively as a desire to help.
6. **Remember that people who are different (from you, the workers) are not necessarily the same (as each other)** - avoid assuming that all people from the ‘same’ country, family or local culture follow the same rules of behaviour, preferences etc. Make sure you ask people what they want, and respect their choices.
7. **Be ‘clumsy’ rather than ‘clever’** - although you may be concerned about insulting or upsetting children and families because of a lack of understanding, it is safer to ask than be ignorant of the meaning of things. Questions such as “Can you help me understand why this is important to you?” can in fact help with building a positive working relationships with those from a different cultural/ethnic background as they can be seen as a way of wanting to understand rather than judge.
8. **Remember that culture should never be used as an excuse for abuse** – do not **presume** that a particular behaviour is a cultural practice and thus sanction it as being acceptable. If in doubt, seek guidance from a co-worker/supervisor or a specialist children’s agency.
9. **Work in an open and transparent way** – if in doubt, ask! Discuss your ideas, assumptions and challenges with colleagues and managers so they could provide support.

## HANDOUT A2 - Children's Rights

The most important international agreement which ensures the rights of children, including the right to protection, is **The United Nations Convention on the Rights of the Child (UNCRC) 1989**.

Croatia is a party to the UNCRC, having signed and ratified the Convention in 1992. By signing the Convention, the Government of Croatia has undertaken and agreed to uphold all the rights and provisions in the UNCRC.

This is a simplified, child friendly version of the Articles contained in the Convention:

- 1. Everyone under the age of 18 has ALL of the rights contained in the following articles.**
2. Be treated fairly no matter who you are, where you are from, what language you speak, what you believe or where you live.
3. Have adults always do what is best for you.
4. Have all of these rights protected by your government.
5. Be given support and advice from your parents and family.
6. Life.
7. Have a name and a nationality.
8. An official identity.
9. Not be separated from your parent/s, unless it is for your own good.
10. Be reunited with your parent/s if they have to move to another country.
11. Not be taken out of your country illegally.
12. Have your own opinion, which is listened to and taken seriously.
13. Find out information and express what you think through speaking, writing and art, unless this denies other people their rights.
14. Think and believe whatever you want to and practice any religion, with guidance from your parent/s.
15. Be with friends and join or set up clubs, unless this denies other people their rights.
16. Have your privacy and family respected.
17. Get reliable information from newspapers, books, radio, television and the Internet, as long as it is not harmful to you.
18. Be brought up by your parents, if possible.
19. Be protected from being hurt or badly treated in any way.
20. Special protection and help if you can't live with your parents.
21. The best care possible if you are adopted or in foster care.
22. Special protection and help if you are a refugee.
23. Access to education and any support you may need if you have a disability.
24. The best health and medical care possible, and information to help you stay healthy.
25. Have your living situation checked regularly if you are looked after away from your family.
26. Help from the government if you are poor or in need.
27. A basic standard of living: food, clothing and a safe place to live.
28. An education.
29. An education that develops your personality and abilities, and encourages you to respect other people, cultures and the environment.
30. Enjoy your own culture, religion and language, even if these are not the same as most people in your country.
31. Rest, play and relax.
32. Be protected from work that harms your health or education.
33. Be protected from dangerous drugs and their trade.
34. Be protected from sexual abuse.
35. Not be kidnapped or sold.
36. Be protected from being taken advantage of or exploited in any way.
37. Not to be punished in a cruel or hurtful way.
38. Protection and care in times of war. If you are under 15 you should never be forced to join an army.
39. Special help if you have been hurt, neglected or badly treated.
40. Be helped and treated fairly if you are accused of breaking the law.
41. Be protected by national or international laws which provide better rights
42. **ALL children and adults should know and learn about these rights**

***A child friendly version of the UNCRC in Croatian can be downloaded from:***

<http://we.tl/ryZ0wx0Msc>

## EXERCISE B1 - CASE STUDY

### Part 1

#### The family:

Mother and father with four children – Boy aged 14 years, girl aged 13 years and girl aged 4 years and another girl who is 18 months old.

The family are travelling with other extended family – including the mother's pregnant sister and her husband, two older relatives (aunts) and three other children.

#### The situation:

The family have recently arrived. Their first priority was to get food and new/warm clothes and they are now resting.

The children and the women get down from the train and are hanging around.

- The 18-month old is crying.
- The 4-year girl is clinging to her mother's skirt. She has not spoken to anyone, not even her family or the other children. At one point, her mother is called to register and the girl, realising her mother is not around, begins to get very distressed.
- The 14-year-old boy can speak some English, and tells you that he is bored and wants to go outside. He says he is going to find his father who is trying to find out about onward travel plans.
- The 13-year-old girl was playing with her sisters. She says that she wants to go to the toilet and asks for someone to go with her. The women say that they are tired and she should go by herself.

#### In your small groups discuss:

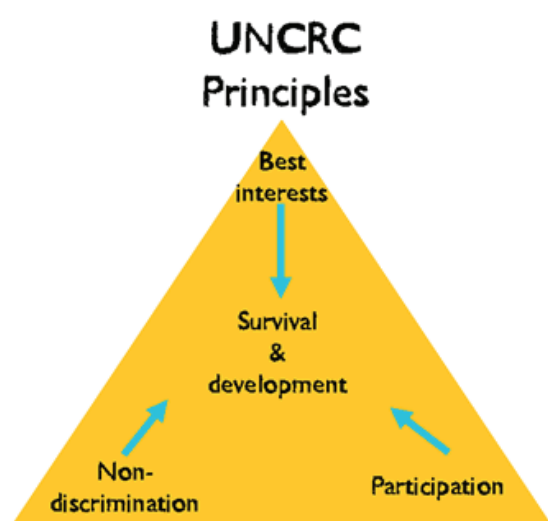
1. If you are concerned about any of the children - and why/ why not?
2. Whether you think the children's reactions are to be expected/normal given they are refugees / migrants or whether you think there is some other underlying problem?

## HANDOUT B2 – Understanding child protection in emergencies

### What is Child Protection in Emergencies?

The definition of child protection, as agreed by the Child Protection Working Group, is “the prevention of and response to abuse, neglect, exploitation and violence against children”. Thus, child protection is not protection of all children’s rights, but refers instead to a subset of these rights

Child protection in emergencies includes specific activities by child protection actors, whether national or community-based, and/or by humanitarian staff supporting local capacities. It also includes activities in other humanitarian sectors that have the effect of improving children’s safety, even when this is not their specific purpose.



### UNCRC Guiding principles

There are four main principles (diagram below) that guide all intervention with children in all contexts. They are crucial to understanding how to fully implement the UNCRC. They provide the means by which the substantive articles are interpreted and achieved. In keeping with the indivisibility principle of human rights each of the guiding principles must be considered alongside each article.

Observing these principles is particularly challenging when intervening in complex contexts, for this is when there are many competing

priorities and the possibility to ignore the principles increases.

### Survival and Development

Children have the right to be protected and given the chance to develop mentally, emotionally, physically and spiritually.

### Non-discrimination

Everybody should be treated equally, regardless of factors such as sex, race, religion, ethnicity

### Best Interests

The best interests of the child is the primary concern, which means think of children first, in any laws or actions.

### Participation

Children have the right to be heard and make their views known on matters which affect them.

### Internationally four main categories of abuse are recognized:

**Physical Abuse:** Causing physical harm to a child – for example through hitting, burning, etc.

**Emotional Abuse:** The persistent emotional ill-treatment of a child which causes severe and long lasting effects on the child’s development – for example constantly telling a child they are useless or stupid.

**Neglect:** The failure to meet the child’s basic physical and/or psychological needs – when the parent has the capacity to do so – which is likely to result in the serious impairment of the child’s development.

**Sexual Abuse:** Involves forcing or enticing a child to take part in sexual activities, whether or not the child gives consent. This includes physical acts, such as rape, and non-physical acts such as harassment or involving children in pornography.

Other types of abuse commonly recognised, such as **exploitation, trafficking and gender based violence (GBV)** can be considered complex manifestations of combination of the above four categories.



## Key issues on abuse and exploitation in emergencies

Abuse and exploitation may increase during emergencies because:

- Children can become separated from their families and be more vulnerable as a result.
- Household poverty increases – families cannot meet basic needs or children may be forced to provide income or contribute to the family through, for example, exploitation.
- Conflict and displacement can erode the values which may have provided protection from abuse and exploitation during ‘normal’ times – and traditional protection systems are missing/ weakened.
- Families are under pressure and may use violence against children as a way of alleviating their frustration.
- Children do not have safe shelter, and are vulnerable to sexual abuse as a result.
- Children can be caught up in violence – for example during protests etc. or at distribution points or wherever there are crowds and/or high demand for services.

## Integrating DRR and CP

- Integrating DRR and CP is crucial for developing a platform that merges a human rights and a humanitarian perspective with a development agenda.
- Disasters heighten the vulnerability of children as families face an uncertain future leading to increased risk
- Disaster risk reduction and child protection are mutually reinforcing in creating conducive environment for each other
- Successful mainstreaming requires policy coherence, institutional and sector coordination between development and DRR and cooperation with existing structures.
- Building resilience and adaptive capacity largely depends on the nature of the underlying systems and risk governance structures
- The aim is to ensure a holistic approach to CP that result in a better understanding of how to capacitate children, as right holders, to claim their rights to protection, as well as developing the capacity of duty bearers at all levels to respect, protect and fulfil children’s right to protection in all circumstances, including emergencies.
- DRR within CP focuses attention not only on what protection risks children may face in emergencies, but also on the root causes of these risks. Thus, measures can be developed to prevent and minimise these risks, thereby enabling children to fully realise their rights to protection.
- Establish permanent ‘Safe Spaces’ in disaster-prone areas as part of the community based child protection system.
- Teach life skills (e.g. swimming) and resistance to inappropriate approaches etc.
- Promote measures to, and raise community awareness on, safeguarding identity documents.
- Prepare communities, residential care centres, remand centres, children’s clubs etc. to react to emergencies, for example by appointing emergency focal points and organising simulation exercises.
- Pre-position key messages on child protection and have regular awareness raising campaigns.

### **EXERCISE B3 – Identification of child protection concerns and assessing risk**

#### **Instructions**

*This sheet contains a number of short scenarios. In your groups consider each situation and:*

8. *Decide whether you think the child is at risk, and why.*
9. *Rank the order of scenarios in terms of risk – i.e. what is the most risky, the next most risky etc.*

#### **Scenarios:**

1. A 17 year old boy travelling with a friend who is 19 years old.
2. A 13 year old boy travelling with his uncle and several other young men.
3. A 10 year old deaf girl traveling with her mother.
4. A 3 year old travelling with her father and pregnant mother.
5. A 3 year old travelling with her father and mother (who is not pregnant).
6. A 7 year old boy who has a physical disability travelling with his siblings, mother, father and grandmother.
7. A 7 year old girl travelling with her mother, and other extended family and friends.
8. A 15 year old girl travelling with her father alone.
9. A 15 year old travelling with her father and several other family members including an aunt.

## HANDOUT B 4- Vulnerability and Risk

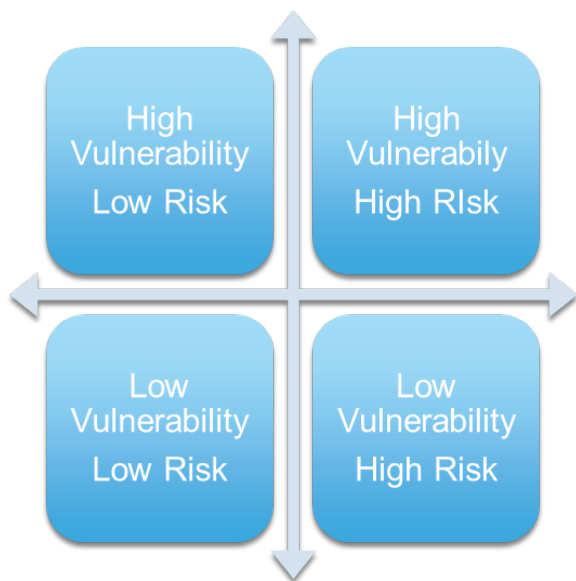
### Definitions

**VULNERABILITY** are the characteristics or circumstances that an individual has or is in, and which can make them susceptible to harm.

**RISK** is related to the nature of the harm itself and the likelihood that the risk will manifest. This includes consideration to the protective influences.

*For example: A child with disabilities may be very vulnerable to abuse but if they have a loving family and a good support network, they may be at low risk.*

*A child who lives with their family and goes to school may be considered to be not so vulnerable, but if their father drinks and is violent then the child may be at high risk of abuse and negligence.*



It is important that all those who work with or come into contact with children must be able to quickly identify children who may be at risk of abuse/being abused and in need of additional assessment and/or support.

Be alert to any of the **following indicators** as they may be a sign that a child is at risk and in need of protection. In these cases, you should check with a more specialist children's organisation/make a referral so that a more detailed assessment of the child can be made:

1. In any situation where there is a sign or report of physical or sexual abuse (for example bruises, infections etc.)
2. Where a child appears frightened of parents or other adults they are travelling with
3. Children who are travelling alone, or in groups but without adults
4. Children who are travelling with adults who they are not related to, and who are without a parent or official guardian
5. Where parents seem unconcerned or unaware of their children's location or welfare
6. Children who are hungry or without appropriate clothing – and the parent is not trying to seek assistance
7. Children who are sick/ill and the parent refuses medical treatment
8. Parents who are aggressive physically or verbally with children – especially if the child is younger
9. If a child asks to be separated from their family
10. If a child says that they are unhappy/being mistreated.



## HANDOUT C1 – Legal framework for child protection

Croatia became signatory to the UNCRC in 1992

### **International agreements ratified in accordance with the Constitution are part of the legal order and cannot be changed by law.**

This means that international conventions such as the UN Convention on the Rights of the Child must be complied with and implemented. This includes the rights to protection for children and for special assistance for refugee children.

Legal framework for Child Protection in Croatia is quite comprehensive and comprises of several Laws and Acts. These include:

#### **Family act**

The Family Act is the law that describes the roles and duties of parents and provides a framework for child protection workers.

Family Act (<http://www.zakon.hr/z/88/Obiteljski-zakon>)

#### **Social welfare act**

The Social Welfare Act (Official gazette 157/2013; 152/2014) provides the framework for the provision of social services and for the work of social care centers. The Act defines what type of people are in need of social services and provides the descriptions needed for the implementation of associated measures. Under Article 6, it defines a child as *a person under the age of 18*. Article 12 states *a person fully incapable for work is...a child under the age of 15*. Additionally, Article 17 states that *in proceedings where a child's rights or interests are being decided, the child has a right to have the information on the circumstances of the case, to get advice, to express their opinion, and to be informed about the consequences of the possible outcomes*.

Law on Social Welfare (<http://www.zakon.hr/z/222/Zakon-o-socijalnoj-skrbi>)

#### **Act on the Social Work Activity**

The Act on Social Work Activity (Official Gazette 124/2011; 120/2012) defines the roles and obligations of workers involved in the activities of

social care. It prescribes the necessary education for social workers, defines the role of the Chamber of Social Workers, and outlines the conditions for obtaining and revoking a license to perform activities in social care. Article 3 of the Act states that *the general goal of social work is to provide help and support to individuals, groups, and communities by realizing their strengths and potentials, and by providing protection and care for the improvement of their quality of life*.

#### **Criminal code**

The Criminal Code (Official Gazette 125/2011; 144/2012) provides special protection for children and regulates any severe transgressions against the rights of children such as slavery (Article 105), trafficking (Article 106), genital mutilation (Article 116), sexual crimes (Articles 152, 154, 158, 159, 160, 161, 162, 163, 164, 165, 166.), and illegal marriages to children (Article 170).

Chapter 18 of the Criminal Code is dedicated to the protection of children and families.

Criminal Code (<http://www.zakon.hr/z/98/Kazneni-zakon>)

#### **Juvenile courts act**

The Juvenile Courts Act (Official Gazette 84/2011, 143/2012, 148/2013) regulates material criminal law, criminal procedures, sanctions when the perpetrators are juveniles and young adults, and cases of criminal law enforcement protection of children and juveniles.

The Constitution of the Republic of Croatia states that "It is the duty of everyone to protect children and those who cannot help themselves" (Article 65, paragraph 1). Pursuant to this constitutional provision, children in Croatia enjoy special protection. Constitutional provisions also state that "no one shall be subjected to any form of abuse..." (Article 23), and a constitutional right to a life without violence is elaborated upon by special regulations.

Law on Criminal Procedure (<http://www.zakon.hr/z/174/Zakon-o-kaznenom-postupku>)

The Republic of Croatia banned physical punishment of children for any purpose in 1999.

## EXERCISE C2 - CASE STUDY

### Part Two

#### **The family:**

Mother and father with four children – Boy aged 14 years, girl aged 13 years and girl aged 4 years and another girl who is 18 months old.

The family is travelling with another extended family – including the mother's pregnant sister and her husband, two older relatives (aunts) and three other children.

#### **The situation:**

The 18 month old has developed a fever and was taken to the medical area. The medics advised that they should go to hospital but the father seems reluctant to do this and says that they need to keep travelling and they will get treatment later.

The 14 year old boy is helping to translate for his parents. When the interpreter arrives she tells the staff that the boy says he is 'worried about the family staying together'.

Later in the evening, one of the security guards/police sees the father shouting at his son near the toilet area. The boy looks very upset.

The family is planning to leave in the morning.

Consider the above situation in your group and discuss

- ***Which agencies are currently/involved or could be more involved in the case?***
- ***How could agencies work together to better protect children?***

## EXERCISE D1 - CASE STUDY

### Part 3

#### **The family:**

Mother and father with four children – Boy aged 14 years, girl aged 13 years and girl aged 4 years and another girl who is 18 months old.

The family is travelling with another extended family – including the mother's pregnant sister and her husband, two older relatives (aunts) and two other children.

#### **The situation:**

The 18-month old has developed a fever and was taken to the medical area. Although initially the family refused to take her to hospital she is getting worse and they have brought her back to the medical team and are now agreeing to go to hospital. The father and mother take the 18-month old baby and leave the other children in the care of the other relatives.

Earlier in the day, a security guard/police had seen the 14-year-old boy being shouted by his father near the toilet area. The boy looked very upset. Since his father and mother went to hospital with his sister, the boy has been talking with some other adolescent boys and seems to have become friendly. They are travelling with a couple of older men in a large group.

The family were planning to leave in the morning but the 18-month old is still in the hospital. The extended family members are going to travel on because they are worried about the sister giving birth in Croatia.

#### **In your small group please discuss:**

- *Any concerns about the children, specifically in relation to their protection/safety? If so, what?*
- *What actions should be taken to prevent or reduce the likelihood of the protection/safety concern occurring?*

## HANDOUT D2 – Defining safeguarding

*“Child safeguarding is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organisation has about children’s safety within the communities in which they work, are reported to the appropriate authorities”*

*from Keeping Children Safe Coalition*

## EXERCISE D3 – Dilemmas in safeguarding

### **Instructions:**

**Consider each of the scenarios below and decide:**

- ***If you think it is a safeguarding/child protection issue (and if so, why?)***
- ***What action do you think should be taken?***
- ***What could YOU, in your role, do if you had to respond to this scenario?***

### **SCENARIOS**

1. A man is standing near the Child Friendly Space, watching the children. He does not seem to have any children with him.
2. A child is being sent several times to where blankets are being handed out. His father has said that he can go to collect blankets on behalf of other single men travelling alone as they are only given one blanket.
3. One of the toilets has a lock that is missing and the area around the toilets is dark.
4. A worker from another agency is shouting at a child, who looks upset.
5. A mother reports that she knows of a child who is travelling alone.
6. A group of volunteers arrive and begin distributing food and clothes.
7. A couple of small children are wandering around alone.

### **HANDOUT D3 – Preventing separation**

#### **Separation of children from parents/carers should be avoided as:**

- Children are less likely to be properly cared for if they are not in a family setting.
- Separated children who have experienced traumatic events may lack the support needed to overcome such trauma.
- Separated children are more vulnerable to abuse and exploitation as they lack the protection of their parents or usual carers.

#### **Separation of children can occur due to:**

- Death of parents or usual carers
- Accidental separation – for example at check points/crossings or getting on trains or buses
- Abandonment by parents unable to cope with large numbers of children
- Children deciding to leave e.g. to escape abusive family relationships
- Inadequate care from agencies working in emergency settings
- A lack of effort to immediately reunite children with parents or usual carers by agencies working in an emergency situation
- Trafficking

#### **Ways to prevent separation/messages for parents:**

##### Tips for parents:

- Agree a family meeting place in case they get separated
- Teach children their full names and addresses so children can be quickly reunited
- Give children a paper/card with mobile number for contact
- Tell the children the plans for the day – especially if travelling
- Be aware of their children's location at all time and tell children where they are going

##### For workers:

- Ensure parents have the messages for avoiding separation. Produce information, education, communication (IEC) materials (posters, leaflets message boards) make announcements with megaphones for parents who are not literate.
- Provide additional practical information as necessary – for example if protest/crowd develops ask older children to hold younger children's hands etc.
- Take extra care at distribution points and during transit (i.e. taxis, trains and buses) to ensure that families are not accidentally separated.

**Exercise D5 - Burnout Self-Assessment** يس فنل قارت حال ام يي قيت

*Burnout* is a type of psychological stress. Occupational *burnout* or job *burnout* is characterized by exhaustion, lack of enthusiasm and motivation, feelings of ineffectiveness, and also may have the dimension of frustration or cynicism, and as a result reduced efficacy within the workplace.

Listed below are examples of indicators of burn out. Read each and using the following frequency tick the relevant box.

- 5 = All the time
- 4 = Most of the time
- 3 = Sometimes
- 2 = Rarely
- 1 = Never

#	Statement	1	2	3	4	5
1.	I feel that I am out of energy ةقاط يدل سيلو قهرم يننأب رعشأ					
2.	I feel emotionally drained أيلا عفنا فننأب رعشأ					
3.	I have negative thoughts about my job يلمع نع ةيبلس راكفأ ين دوارت					
4.	I lost empathy and compassion for beneficiaries ةمدخل ايقولتموا نيديفتسملا عم فطاعتلا تدقف					
5.	I get easily irritated by my team members قيرفلا ءاضعأ نم ةلوهسب جعزنأ					
6.	I get easily irritated by small problems ةطيسب ةلكشم يا نم جعزنأ					
7.	I feel unappreciated at work لمعلا يف ريديقتلاب رعشأ ال					
8.	I feel that there is no one to talk to about work problems لمعلا لكاشم نع هعم تدحتلا عيطتسا صخش دجوي ال منأب رعشأ					
9.	I feel that I am not achieving enough at work لمعلا يف فاك ريغ يئادا نأب رعشأ					
10.	I feel that I am under a tremendous amount of pressure ةديدش تاوطوغض تحت يننأب رعشأ					
11.	I am not getting what I want out of my job لمعلا يف يتاحومطو يسفن ققح ال يننأب رعشأ					
12.	I feel that I am in the wrong place (organization) يل ةبسانم ريغل ةمظنملا انكمل ايف لمعأ يننأب رعشأ					
13.	I get frustrated with some parts of my job يلمع بناوج ضعب نم طابحالاب رعشأ					
14.	The organizational bureaucracy inhibits my abilities to achieve لمعلا يف زاجنإلا لعل يتردق نم قيغت ةمظنملا ةيلخادلا تاسايسلا					

15.	I feel that there is more work to do than the abilities I have ينم بولطملا لمعل زاجنإل ةيفاك ريغ يتاردق نأب رعشأ					
16.	I feel that I don't have the time to do a good quality work ةيلع ةدوجب لامعال متأل يفاكلا تقولا يدل سيل نأب رعشأ					
17.	I feel that I don't have time to plan for my work يلمعل طيختلل تقولا يدل سيل نأب رعشأ					
18.	I feel depressed when I think of work لمعلاب ركفأ امدن ع بائتكالاب رعشأ					
19.	I feel that I am not competent in my work يلمع يف وفك ريغ يننأب رعشأ					
20.	I don't see the significance of my work يلمع يف ةيمهأ يا دجال					
21.	I don't care about what happens to the beneficiaries ةياعرلا يقلتموا نيديفتسملل لصحيس اذام ينمهه ال					
22.	I feel that our work is pointless يودجال م يدع لمعل اذه نأب رعشأ					
23.	Sometimes I can't control my emotions at work لمعل يف يرعاشم يلع ةرطيسلا عيطتسأل					
24.	I find it difficult to wake up in the morning and go to work لمعلل باذل او حابصل يف ظاقيتسال يف ةبوعص هجاوا					
25.	I have no motivation to get any work done لمع يا زاجنإل ةيعفاد يدل سيل					
26.	I deal with beneficiaries as things not as people صاخشأك سيلو ءايشأك ةياعرلا يقلتم عم لاماعتأ					
27.	I feel that I lost my sense of happiness because of my work يلمع ببسب ةداعسال يلع ةردقلا تدقف يننأب رعشأ					
28.	I feel that work is a wastes of my time تقولل ةعبيضم يلعم نأب رعشأ					
29.	I feel that there is no hope in anything لمأ كانه سيل نأب رعشأ					
30.	I feel that I can't relax anymore because of my work يلمع ببسب ءاخرتسال عيطتسال يننأب رعشأ					
	Total					
<b>Result Indicator</b>	<b>30-60</b> <b>60-90</b> <b>90-120</b> <b>120-150</b>	<b>No signs of burnout</b> <b>At Risk of Burnout</b> <b>Significant Burn out</b> <b>Severe Burn out</b>				

Comments (Optional)

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## **HANDOUT D6 – Burnout, stress and secondary trauma**

### **Characteristics of Burnout and Stress**

- Appearance of anxiety and depression
- Cynical attitudes or suspicious
- Excessive use of alcohol and other drugs as way of coping
- Appearance of overconfidence or seeming overwhelmed
- Being over involved or disengaged
- Feeling physically sick on a regular basis with headaches, colds, stomach problems, etc. or being excessively tired.

### **Strategies for reducing burnout and stress**

1. Make sure that regular breaks are taken during the day e.g. tea, lunch breaks etc.
2. Be honest with yourself and your managers/team about how much is possible to achieve during a working day and the realistic limits of your job
3. Ask for help! Work as part of a team
4. Eat properly and try to get adequate amounts of sleep
5. Keeping in touch with friends in own environment
6. Try to have time out to participate in workshops, seminars etc.
7. Take regular exercise
8. Find ways to relax – for example yoga or listening to calming meditation, or going for a walk
9. Try to maintain clear boundaries between work and personal life
10. Obtain appropriate peer/family support formally and informally
11. If necessary, seek further professional support



## OPTIONAL ADDITIONAL BLOCK – PFA



This 1 1/2 hour course accompanies the one day training course on 'Protecting Refugee and Migrant Children'. It is a foundation level module for all agencies that potentially have contact with children. This includes agencies specialized agencies who focus on children and other organizations who come into contact with children and could potentially be in a position to identify or support a child at risk. It can also be used as an introduction for staff from specialized children's organizations.

This block also includes an alternative for more experienced workers with some previous training in PFA and which includes a role play / skills practice. If more time can be found to extend the basic session, the role play can be incorporated in the basic block where indicated.

### Notes for trainers:

- Even if running this module as a separate session please make sure that you are familiar with the one day 'Protecting refugee children' course.
- **Before facilitating this session, the trainers should make sure they are familiar with the TDH paper on PFA, and the MHPSS guidelines on working with refugees in Europe (2015).** The Tdh paper can be found in the Appendix.

OPTIONAL BLOCK: PSYCHOLOGICAL FIRST AID (PFA)

**Purpose:**

- Understanding the meaning of PFA and how it applies to emergency settings
- Recognizing the limits of safe working and appreciate the importance of the principle of 'do no harm'
- Identify the key components of PFA
- Understand where PFA fits within the continuum of psychosocial / mental health support
- Identify key aspects of providing PFA within the current refugee / migrant crisis

**Materials needed:**

Flipchart and pens

Copies of PFA Paper (produced by Tdh – contained in Appendix) – enough for participants

Copies of Handouts A, B & C and Case Study A – enough for participants

Copy of MHPSS Guidance note (2015) for trainers <http://mhpps.net/resource/mental-health-and-psychosocial-support-for-refugees-asylum-seekers-and-migrants-on-the-move-in-europe-2/>

OPTIONAL BLOCK: PSYCHOLOGICAL FIRST AID (PFA)

Timings	Instructions	Resources	Additional notes for trainers
5 mins	Introduce session		Give overview of purpose of Block and areas that will be covered.
10 mins	Ask participants to discuss in threes what they understand by the term ' <b>psychological first aid</b> '. Feedback to main group. Once participants have fed back their ideas, explain that: <b>Psychological first aid is humane, supportive and practical assistance to fellow human beings who have recently suffered exposure to serious stressors.</b> Brief feedback to main group recording points on flipchart.		Note 'psychological first aid' is a term that is now being used and may seem that it is something 'new' or novel, however many of the features of PFA are probably already being used. It is important to emphasize this to participants – to reinforce good practice and to help people feel empowered.
15 mins	Using Handout A as a guide, go through 'what is psychological first aid, and what it is not' Explain to participants that an important concept in humanitarian work is the principle of 'DO NO HARM' – therefore it is essential that we are careful about how much we intervene given we will not be able to provide ongoing assistance.	Handout A	For example, in-depth psychological counselling or therapy should be avoided. An additional point for discussion, if time allows, is to consider if there are ways that we can improve the support to individual refugees or migrants – for example through better referrals across sites / across borders or advice on services to access at final destination. Handout A can be given as a resource.

OPTIONAL BLOCK: PSYCHOLOGICAL FIRST AID (PFA)			
Timings	Instructions	Resources	Additional notes for trainers
15 mins	<p>Using Handout B explain that PFA is part of the continuum of support that can be provided – which can be thought of as a series of layers.</p> <p>In small groups, ask participants to consider the work they are doing / their organization currently does and to list the different activities and initiatives that they consider to be PFA and the different levels.</p> <p>Feedback to large group and discussion.</p>	Handout B	<p>Note PFA straddles Levels 1 &amp; 2 – more specialized interventions falling in Level 3 could be specialized activities etc. run through child friendly spaces.</p> <p>Note the child friendly spaces are a way of delivering services – not in themselves an intervention. What happens in the CFS is what determines the level of intervention!</p> <p>Examples of community and family supports could include helping families to stay together – for example providing tips on how to avoid separation, and doing everything that organizations can to avoid separation.</p> <p>AS AN ALERNATIVE: Draw the triangle onto flipchart paper and give each group a set of post it notes to write the different actions / services – then get the groups to stick their ideas onto the triangle.</p>
20 mins	<p>In small groups, participants to consider Case Study, and discuss:</p> <ol style="list-style-type: none"> <li><b>What support and assistance could / should be provided?</b></li> <li><b>Given that there is only a limited time to work with families, what would be realistic to do / be provided in the current situation?</b></li> </ol> <p>Feedback to large group and discussion.</p>	Case study A	<p>This session may overrun – do not feel constrained to keeping to time if the discussion is very productive but be careful that points are not repeated.</p> <p>NOTE – if additional time is available this session can be extended by including the skills practice / role play from the Alternative PFA Block after the feedback and discussion.</p>
20 mins	<p>In large group, discuss key actions for promoting mental health and psychological wellbeing, using Handout C as a guide.</p>	Handout C Tdh PFA paper	<p>Note these tips come from the MHPSS Guidance note (2015). This is only suggested as a reference for trainers but can be given to participants as an additional resource.</p> <p>If time allows, ask participants in threes / small groups to consider their organizations current activities and how well these align to the key actions. How can this be improved?</p> <p>Distribute Tdh PFA paper as a resource. This can be discussed if time allows or participants can think about how they can or already do put some of the practical tips into practice.</p>
5 mins	<p>Final questions / reflections on Block A</p>		<p>During this session it might be useful to emphasize the 'takeaways' from the Block:</p> <ul style="list-style-type: none"> <li>The importance of DO NO HARM</li> <li>The PFA really involves being supportive and available and providing practical assistance and information</li> <li>Anyone can do PFA – but attitude is important as it involves treating people with respect and dignity</li> </ul>

ALTERNATIVE PFA			
<i>For more experienced workers – who already have background training in PFA, this module can be run as an alternative, to also give time for skills practice</i>			
Timings	Instructions	Resources	Additional notes for trainers
5 mins	Introduce session		Give overview of purpose of Block and areas that will be covered.
10 mins	<p>Ask participants to discuss in threes what they understand by the term <b>'psychological first aide'</b>.</p> <p>Feedback to main group.</p> <p>Once participant have fed back their ideas, explain that:</p> <p><b>Psychological first aid is humane, supportive and practical assistance to fellow human beings who have recently suffered exposure to serious stressors.</b></p> <p>Brief feedback to main group recording points on flipchart.</p> <p>Using Handout A as a guide, go through 'what is psychological first aid, and what it is not'</p> <p>Remind participants that an important concept in humanitarian work is the principle of 'DO NO HARM' – therefore it is essential that we are careful about how much we intervene given we will not be able to provide ongoing assistance.</p>	Handout A	<p>Note 'psychological first aid' is a term that is now being used and may seem that it is something 'new' or novel, however many of the features of PFA are probably already being used.</p> <p>It is important to emphasize this to participants – to reinforce good practice and to help people feel empowered.</p>
10 mins	<p>Using Handout B explain that PFA is part of the continuum of support that can be provided – which can be thought of as a series of layers.</p> <p>Invite participants to briefly feedback at what level they think their agency works / current activities they are involved in which could be thought of as PFA.</p>	Handout B	<p>Note PFA straddles Levels 1 &amp; 2 – more specialized interventions falling in Level 3 could be specialized activities etc. run through child friendly spaces.</p> <p>Note the child friendly spaces are a way of delivering services – not in themselves an intervention. What happens in the CFS is what determines the level of intervention!</p> <p>Examples of community and family supports could include helping families to stay together – for example providing tips on how to avoid separation, and doing everything that organizations can to avoid separation.</p>

ALTERNATIVE PFA			
<i>For more experienced workers – who already have background training in PFA, this module can be run as an alternative, to also give time for skills practice</i>			
Timings	Instructions	Resources	Additional notes for trainers
45 mins	<p>In small groups, participants to consider Case Study, and discuss:</p> <ol style="list-style-type: none"> <li><b>What support and assistance could / should be provided?</b></li> <li><b>Given that there is only a limited time to work with families, what would be realistic to do / be provided in the current situation?</b></li> </ol> <p>Feedback to large group and discussion. (Allow 10 minutes for this activity in total otherwise there will not be enough time for the skills practice)</p> <p>Ask participants to divide into pairs. One participant will play the mother, one will play the worker.</p> <p>Tell the participants they have 10 minutes to have a conversation – they are to imagine the mother is sitting down and the worker approaches her.</p> <p>After 10 minutes stop the role play and ask participants to swap roles.</p> <p>After 10 minutes ask participants to stop and gather back together in the large group.</p> <p>In the large group ask workers to think about when they were role playing the worker and to feedback examples of what they did or suggested that could be considered PFA.</p> <p>Remind the participants that even though they role played the women, this is not them! Ask everyone to shake hands with their partners and say their own name and role, as a way of debriefing.</p>	Case study A	<p><i>NOTE – This session involves skills practice (which takes 35 minutes). The skills practice element can be included in the basic Optional PFA Block if additional time can be allocated to the Block (i.e. to make it 2 hours).</i></p> <p>This session may overrun – do not feel constrained to keeping to time if the discussion is very productive but be careful that points are not repeated.</p> <p><i>Remember that skills practice can often make people anxious so it is important to emphasize that this is not a test. The object is to have the chance to practice and then reflect.</i></p> <p>Examples could include, asking the women if she had eaten, had clothes, giving information, asking how she was but not forcing her to say etc.</p> <p>Trainers should be especially alert to anyone who becomes distressed and ensure that they speak with them / offer follow up before leaving.</p>
10 mins	<p>In large group, discuss key actions for promoting mental health and psychological wellbeing, using Handout C as a guide.</p>	Handout C – Tdh PFA paper	<p>Note these tips come from the MHPSS Guidance note (2015). This is only suggested as a reference for trainers but can be given to participants as an additional resource.</p> <p>If time allows, ask participants in threes / small groups to consider their organizations current activities and how well these align to the key actions. How can this be improved?</p> <p>Distribute Tdh PFA paper as a resource. This can be discussed if time allows or participants can think about how they can or already do put some of the practical tips into practice.</p>
5 mins	<p>Final questions / reflections on Block A</p>	Handout B	<p>During this session it might be useful to emphasize the ‘takeaways’ from the Block:</p> <ul style="list-style-type: none"> <li>The importance of DO NO HARM</li> <li>The PFA really involves being supportive and available and providing practical assistance and information</li> <li>Anyone can do PFA – but attitude is important as it involves treating people with respect and dignity</li> </ul>



## Handout A - **What is psychological first aid?**

*Psychological first aid is humane, supportive and practical assistance to fellow human beings who have recently suffered exposure to serious stressors.*

### **PFA involves:**

- Providing non-intrusive practical care and support;
- Assessing needs and concerns;
- Helping people to address basic needs (food and water, information);
- Listening to people, but not pressuring them to talk;
- Comforting people and helping them to feel calm;
- Helping people connect to information, services and social supports;
- Protecting people from further harm (including people who are likely to need special attention).

### **PFA means helping people to:**

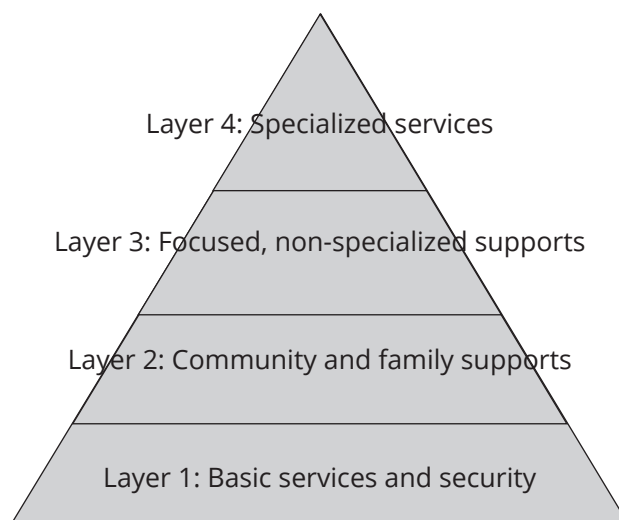
- Feel safe, connected to others, calm and hopeful;
- Have access to social, physical and emotional support; and
- Feel able to help themselves, as individuals and communities.

### **PFA is not:**

- Something only professionals can do;
- Professional counselling;
- "Psychological debriefing."
- Asking someone to analyze what happened to them or to put time and events in order
- Pressuring people to talk or tell you their feelings and reactions to an event, but rather being available to listen to people

*Taken from Tdh PFA paper (2016)*

## Handout B – Levels of intervention of psychological support



*From IASC Guidelines on MHPSS in Emergencies*

[http://www.who.int/mental\\_health/emergencies/IASC\\_guidelines.pdf](http://www.who.int/mental_health/emergencies/IASC_guidelines.pdf)

## Handout C - Key principles for promoting mental health and psychological wellbeing

- Treat all people with dignity and respect and support self-reliance
- Respond to people in distress in a humane and supportive way
- Provide information about services, supports and legal rights and obligations
- Provide relevant psycho-education and use appropriate language
- Prioritize protection and psychosocial support for children, in particular children who are separated, unaccompanied and with special needs Strengthen family support
- Identify and protect persons with specific needs
- Make interventions culturally relevant and ensure adequate interpretation
- Provide treatment for people with severe mental disorders
- Do not start psychotherapeutic treatments / interventions that need follow up when such follow up is unlikely to be possible
- Monitor and manage the wellbeing of staff
- Do not work in isolation: coordinate and cooperate with others

*From Mental Health and Psychosocial Support for Refugees, Asylum-seekers and Migrants on the Move in Europe A MULTI-AGENCY GUIDANCE NOTE (2015)*

Case Study A - **Exploring providing PFA**

**The family:**

Mother travelling with sister (aged 17 years) and two children. Boy aged 7 years and baby of six months. They are travelling and hoping to be reunited with the mother's husband in Germany.

**The situation:**

The family have recently arrived and are tired. They had a difficult journey as the baby had a cold and was crying and they were unable to sleep.

The family is cold and wet, and they are hungry.

The mother is worried about getting to Germany. She is upset because they had to leave her mother in their home country as she was disabled. Her mother had been a great source of support.

The 7 year old boy looks very anxious. He clings to women and does not want to be separated from them.



## ADDITIONAL RESOURCES

Specifically relating the SEE refugee and migrant crisis, the ChildHub platform contains a lot of relevant information and resources. For further information, see [www.childhub.org](http://www.childhub.org)

There is a lot of information and materials available to support child protection capacity building in emergencies. These are some of the main sources of additional information:

### **Child Protection in Emergencies** (Global interagency coordination and forum)

<http://cpwg.net/>

### **United Nations High Commissioner for Refugees (UNHCR)**

<http://www.unhcr.org/cgi-bin/txis/vtx/home>

### **Keeping Children Safe Toolkit**

<http://resourcecentre.savethechildren.se/library/keeping-children-safe-toolkit-child-protection>

IASC Guidelines on MHPSS in Emergencies

[http://www.who.int/mental\\_health/emergencies/IASC\\_guidelines.pdf](http://www.who.int/mental_health/emergencies/IASC_guidelines.pdf)



## APPENDICES



This section contains supplementary resources and materials developed to support the capacity building initiative.

It also includes the feedback reports from the frontline workers' training provided in Serbia and

tFYROM in December 2015, through which the initial materials were refined, and the Training of Trainers courses which were held in Croatia in February 2016.



## ASSESSMENT TOOL

This tool was prepared to standardize information collected through the scoping missions on each site.

adapt materials for use in other countries, or as part of a review of the materials in existing countries where they have been produced.

A scoping mission is essential to be able to properly

Assessment Tool - EE Migrants Project		
<i>To use as a guide for discussions and observations during scoping visits and to summarise information</i>		
<b>COUNTRY:</b>	<b>Date:</b>	
<b>LOCATION:</b>		
<b>THE CONTEXT &amp; ENVIRONMENT</b>		
<b>Environment / location and physical conditions</b> (i.e. on boarder, in camp etc.)		
<b>Nature of the work</b> (i.e. is it transit or do people stay for longer; what sort of services are provided, where does work happen)		
<b>Key players / service providers</b>		
<b>Protocols / procedures in operation</b> (formal or informal) – e.g. for referring cases		
<b>SITUATION FOR CHILDREN &amp; FAMILIES</b>		
<b>Cases / Numbers (if available)</b>	<b>Within last month</b>	<b>Total to date</b>
Children passing / staying		
Unaccompanied / separated children		
Children with disabilities		
ACTUAL CP cases / referrals (all types)		
Pregnant women / new borns		
<b>What are the main problems / challenges for children and parents?</b>		
<b>What are the main risks to children / CP issues?</b>		
<b>Observations:</b>		

<b>How do children appear? i.e. presentation / clothing etc.</b>
<b>How do workers seem to interact with children (inc border police etc.)</b>
<b>Is there a difference between treatment of younger and older children? If so what?</b>
<b>Any other observations:</b>
<b>WORKERS</b>
<b>Type / number of frontline workers (all services)</b>
<b>Shift patterns</b>
<b>Challenges for workers</b>
<b>Needs of workers</b>
<b>Current / recent / planned training (if so what, when and by whom)</b>
<b>TRAINING LOGISTICS</b>
<b>Possible venues for training and facilities</b>
<b>Numbers to target</b>
<b>Time periods / days /dates to avoid</b>
<b>ANY OTHER INFORMATION / COMMENTS inc longer term suggestions</b>

## SIMPLE TRAINING EVALUATION FORM

This form can be used to evaluate training, at the end of the course. If individual sessions are held, as oppose to running all four core blocks together, then it would be useful to also ask participants to indicate what block they are evaluating.

Date:

Blocks attended:

Your agency / organization:

Your name (optional):

1. What I enjoyed most / found most useful .

2. What was less useful or relevant for me

3. Two things I am taking away from the course and will try to put into practice

4. Any other comments you would like to tell us (e.g. about organization, venue etc.)

5. What other training / capacity building would you find useful?





## IMPLEMENTATION TOOLS

These two tools were developed (one for managers and one for staff) to support the implementation of the learning from the course. They can be used for assessment (including self assessment) to identify progress and further capacity building and also to support coaching of staff in putting ideas from the course into practice.

They are designed to be simple and easy to use, covering the key points from each of the four core blocks.

Measuring progress.....How am I doing?								
<i>This tool can be used by individual <b>workers / volunteers</b> to track their progress in implementing ideas from the interagency child protection training. It can also be used in supervision and to identify future learning and training needs</i>								
Name of worker / agency:				Date of first progress review:		Date of second progress review:		
A	WORKING WITH OTHER CULTURES	First review			Second Review			Notes / Examples
Ref	Item	Met	Part met	Not met	Met	Part met	Not met	<i>Use this section to record examples of practice or any relevant facts including barriers etc.</i>
A.1	I have used three practical ways of working with other cultures / overcoming cultural barriers: (complete):  1.  2.  3.							
A.2	I know in what circumstances cultural considerations can be disregarded in relation to child protection (state):							

<b>B</b>	<b>IMPACT OF BEING REFUGEE CHILD</b>	First review			Second Review			Notes / Examples
<b>Ref</b>	<b>Item</b>	Met	Part met	Not met	Met	Part met	Not met	<i>Use this section to record examples of practice or any relevant facts including barriers etc.</i>
B.1	I am aware of child development and can recognize appropriate behaviour in children.							
B.2	I can define child protection in emergencies (state):							
B.3	I can explain the difference between vulnerability & risk (state):							
B.4	I have identified two groups of children who are generally more vulnerable (state):  1.  2.							
B.5	I can identify five indicators which may suggest a child is at high risk (state):  1.  2.  3.  4.  5.							
<b>C</b>	<b>WORKING TOGETHER TO PROTECT</b>	First review			Second Review			Notes / Examples
<b>Ref</b>	<b>Item</b>	Met	Part met	Not met	Met	Part met	Not met	<i>Use this section to record examples of practice or any relevant facts including barriers etc.</i>
C.1	I know to whom to report a concern regarding the protection of child (state):							
C.2	I know in what circumstances I can referral a child for further assistance even if the family refuse help (state):							

D	SAFEGUARDING	First review			Second Review			Notes / Examples
Ref	Item	Met	Part met	Not met	Met	Part met	Not met	<i>Use this section to record examples of practice or any relevant facts including barriers etc.</i>
D.1	I can explain the meaning of safeguarding (please state):							
D.2	I know two ways in which children can become separated (state): 1. 2.							
D.3	I can pass on three messages to families to avoid separation (state): 1. 2. 3.							
D.4	I can recognise in myself and others, three signs of burnout / stress (state): 1. 2. 3.							
D.5	I have identified two ways which can help me manage my own burnout and stress (state): 1. 2.							
D.6	I have signed a Code of Conduct or my organisation's child protection policy and am aware of expected behaviour of me.							
E	OTHER ISSUES	First Review			Second Review			Update / additional notes
	<i>Please use this section to record any other issues – in particular those which may be a barrier to implementing ideas from the course</i>							

Measuring progress (for Managers / Supervisors).....How are we doing?								
<i>This tool can be used for managers / supervisors to track progress in implementing ideas from the interagency child protection training.</i>								
Name of worker agency / site:				Date of first progress review:		Date of second progress review:		
A	WORKING WITH OTHER CULTURES	First review			Second Review		Notes / Examples	
Ref	Item	Met	Part met	Not met	Met	Part met	Not met	
A.1	We have a translator available at all times.							<i>Use this section to record examples of practice or any relevant facts including barriers etc.</i>
A.2	Signs are available in appropriate languages and pictures.							
A.3	There is a system in place to identify and manage situations where cultural considerations can be disregarded in relation to child protection (state):							

<b>B</b>		<b>IMPACT OF BEING REFUGEE CHILD</b>			<b>First review</b>			<b>Second Review</b>			<b>Notes / Examples</b>
<b>Ref</b>	<b>Item</b>	<b>Met</b>	<b>Part met</b>	<b>Not met</b>	<b>Met</b>	<b>Part met</b>	<b>Not met</b>	<i>Use this section to record examples of practice or any relevant facts including barriers etc.</i>			
B.1	Staff are aware of child development and can explain the impact on children of being a refugee.										
B.2	Staff understand the meaning of child protection in emergencies.										
B.3	Staff can explain the difference between vulnerability & risk .										
B.4	Staff identify two groups of children who are generally more vulnerable (state): 1. 2.										
B.5	Staff can identify five indicators which may suggest a child is at high risk (state): 1. 2. 3. 4. 5.										
<b>C</b>		<b>WORKING TOGETHER TO PROTECT</b>			<b>First review</b>			<b>Second Review</b>			<b>Notes / Examples</b>
<b>Ref</b>	<b>Item</b>	<b>Met</b>	<b>Part met</b>	<b>Not met</b>	<b>Met</b>	<b>Part met</b>	<b>Not met</b>	<i>Use this section to record examples of practice or any relevant facts including barriers etc.</i>			
C.1	We have a clear policy on who to report concerns / make referrals and this is communicated to staff (state what and how):										
C.2	Staff are aware in what circumstances a referral for a child for further assistance can be made, even if the family refuse help (state):										

<b>D</b>	<b>SAFEGUARDING</b>	First review			Second Review			Notes / Examples
<b>Ref</b>	<b>Item</b>	Met	Part met	Not met	Met	Part met	Not met	<i>Use this section to record examples of practice or any relevant facts including barriers etc.</i>
D.1	Staff have a shared understanding of safeguarding (please state):							
D.2	There are procedures in place to ensure that safeguarding is taken into account when planning work (state):							
D.3	The work area is clear and clean, without any obvious dangers							
D.4	There are clear procedures for recruiting staff and volunteers to make sure they are appropriate to work with children.							
D.5	Staff routinely give three messages that can be passed onto families to avoid separation (state):  1.  2.  3.							
D.6	We have appropriate mechanisms in place to ensure staff are properly supported to avoid burnout (state):							
D.7	All staff / volunteers have signed a Code of Conduct or the organisation's child protection policy and am aware of expected behaviour.							
<b>E</b>	<b>OTHER ISSUES</b>	First Review			Second Review			Update / additional notes
	<i>Please use this section to record any other issues – in particular those which may be a barrier to implementing ideas from the course</i>							

## TDH PFA PAPER



### WHAT is Psychological First Aid (PFA)?

Psychological first aid is humane, supportive and practical assistance to fellow human beings who have recently suffered exposure to serious stressors. PFA involves:

- Providing non-intrusive practical care and support;
- Assessing needs and concerns;
- Helping people to address basic needs (food and water, information);
- Listening to people, but not pressuring them to talk;
- Comforting people and helping them to feel calm;
- Helping people connect to information, services and social supports;
- Protecting people from further harm (including people who are likely to need special attention).

Overall, PFA involves helping people to:

- Feel safe, connected to others, calm and hopeful;
- Have access to social, physical and emotional support; and
- Feel able to help themselves, as individuals and communities.

#### PFA is not:

- **Is NOT something only professionals can do;**
- **Is NOT professional counselling;**
- **Is NOT "psychological debriefing." This term refers to a specific type of intervention in which people who have recently suffered a crisis event are asked to briefly but systematically recount their perceptions, thoughts and emotional reactions to the event. PFA is recommended by WHO and many expert groups as the alternative to psychological debriefing;**
- **Is NOT asking someone to analyse what happened to them or to put time and events in order;**
- **Is NOT about pressuring people to talk or tell you their feelings and reactions to an event, but rather being available to listen to people.**

Extracted from: World Health Organization, War Trauma Foundation and World Vision International (2011). Psychological first aid: Guide for field workers. WHO: Geneva



## Who, When and Where of PFA?

- **Who may benefit from PFA?**

PFA can be offered to anyone, regardless of age, gender, social status, etc. You may approach a child differently than an adult when offering PFA, or a woman or older person differently depending on their culture.

However, not everyone who is affected by a stressful event will want or need PFA. Never force help on anyone who doesn't want it, but make yourself available to those who may want support.

- **When can PFA be provided?**

Provide PFA upon your first contact with very distressed people. It may sometimes be days or weeks after the event, depending on how long the event lasted and how severe it was.

During this migratory crisis, PFA can be useful when:

- Delivering survival and hygiene kits to families
- Playing with the kids who show inhabitual behaviours in the Safe Spaces
- Establishing contact with people who are showing withdrawal to assistance
- Supporting a assistance care providers experiencing distress after a long shift
- Supporting those who have recently lost a family member
- Helping the community share their frustrations

- **Where should PFA be provided?**

Offer PFA wherever it is safe enough for you to be there. Ideally, try to have some privacy (as appropriate) to protect confidentiality and dignity of the affected person.





## RESPECT PEOPLE'S...

### Safety

- Avoid putting people at further risk of harm as a result of your actions.
- Make sure, to the best of your ability, that the adults and children you help are safe and protected them from physical or psychological harm.

### Dignity

- Treat people with respect and according to their cultural and social norms.

### Rights

- Make sure people can access help fairly and without discrimination.
- Help people to claim their rights and access available support.
- Act only in the best interest of any person you encounter.

### Do's ✓

- » Be honest and trustworthy.
- » Respect people's right to make their own decisions.
- » Be aware of and set aside your own biases and prejudices.
- » Make it clear to people that even if they refuse help now, they can still access help in the future.
- » Respect privacy and keep the person's story confidential, if this is appropriate.
- » Behave appropriately by considering the person's culture, age and gender.

### DON'TS X

- » Don't exploit your relationship as a helper.
- » Don't ask the person for any money or favour for helping them.
- » Don't make false promises or give false information.
- » Don't exaggerate your skills.
- » Don't force help on people, and don't be intrusive or pushy.
- » Don't pressure people to tell you their story.
- » Don't share the person's story with others.
- » Don't judge the person for their actions or feelings.



## Tips to provide PFA

Good communication starts with listening itself. Listening is one of the greatest gifts we can give to someone. Learn to listen with your:

- Eyes – giving someone your undivided attention
- Ears – hearing carefully someone's concerns
- Heart – with caring and respect.

Think about the different ways we demonstrate good communication.:

- Words – showing respect and correction
- Body language – choosing the right posture
- Eye contact – being appropriated
- Tone of voice – transmitting calmness and comfort

For each of these aspects of communication, consider whether you would adjust your communication for someone's gender, age or culture.

### THINGS TO SAY AND DO ✓

- › Try to find a quiet place to talk, and minimize outside distractions.
- › Respect privacy and keep the person's story confidential, if this is appropriate.
- › Stay near the person but keep an appropriate distance depending on their age, gender and culture.
- › Let them know you are listening; for example, nod your head or say "hmmm..."
- › Be patient and calm.
- › Provide factual information, **if** you have it. Be honest about what you know and don't know. "I don't know, but I will try to find out about that for you."
- › Give information in a way the person can understand – keep it simple.
- › Acknowledge how they are feeling and any losses or important events they tell you about, such as loss of their home or death of a loved one. "I'm so sorry. I can imagine this is very sad for you."
- › Acknowledge the person's strengths and how they have helped themselves.
- › Allow for silence.

### THINGS NOT TO SAY AND DO ✗

- › Don't pressure someone to tell their story.
- › Don't interrupt or rush someone's story (for example, don't look at your watch or speak too rapidly).
- › Don't touch the person if you're not sure it is appropriate to do so.
- › Don't judge what they have or haven't done, or how they are feeling. Don't say: "You shouldn't feel that way," or "You should feel lucky you survived."
- › Don't make up things you don't know.
- › Don't use terms that are too technical.
- › Don't tell them someone else's story.
- › Don't talk about your own troubles.
- › Don't give false promises or false reassurances.
- › Don't think and act as if you must solve all the person's problems for them.
- › Don't take away the person's strength and sense of being able to care for themselves.
- › Don't talk about people in negative terms (for example, don't call them "crazy" or "mad").



## PFA for children

### THINGS TO SAY AND DO FOR CHILDREN

#### ***Keep together with loved ones***

- » Keep them together with their caregivers and family whenever possible. Try not to let them get separated.
- » When unaccompanied, link them with a trustworthy child protection network or agency. Don't leave the child unattended.
- » If no child protection agency is available, take steps yourself to find their caregivers or to contact other family who can care for them.

#### ***Keep safe***

- » Protect them from being exposed to any gruesome scenes, like injured people or terrible destruction.
- » Protect them from hearing upsetting stories about the event.
- » Protect them from the media or from people who want to interview them who are not part of the emergency response.

#### ***Listen, talk and play***

- » Be calm, talk softly and be kind.
- » Listen to children's views on their situation.
- » Try to talk with them on their eye level, and use words and explanations they can understand.
- » Introduce yourself by name and let them know you are there to help.
- » Find out their name, where they are from, and any information you can in order to help find their caregivers and other family members.
- » When they are with their caregivers, support the caregivers in taking care of their own children.
- » If passing time with children, try to involve them in play activities or simple conversation about their interests, according to their age.

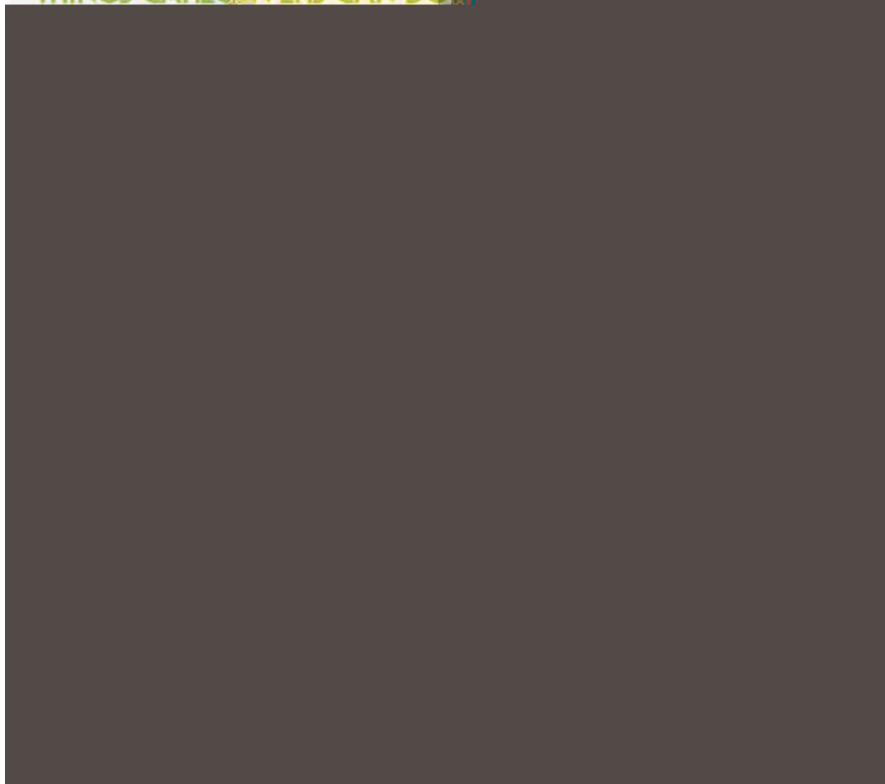


Terre des hommes

Aide à l'enfance.

tdh.ch

## THINGS CAREGIVERS CAN DO TO HELP CHILDREN



## THINGS CAREGIVERS CAN DO TO HELP CHILDREN (continued)

### ***Older children and adolescents***

- » Give them your time and attention.
- » Help them to keep regular routines.
- » Provide facts about what happened and explain what is going on now.
- » Allow them to be sad. Don't expect them to be tough.
- » Listen to their thoughts and fears without being judgmental.
- » Set clear rules and expectations.
- » Ask them about the dangers they face, support them and discuss how they can best avoid being harmed.
- » Encourage and allow opportunities for them to be helpful.

Extracted from: World Health Organization, War Trauma Foundation and World Vision International (2011). Psychological first aid: Guide for field workers. WHO: Geneva



## TRAINING FEEDBACK REPORTS



Tdh / Peter Käser

This section includes the consolidated feedback from the training provided in December 2015 in Serbia (frontline workers) and tFYROM (Training of Trainers). Based on the experience from initial trainings of frontline workers and the Training of Trainers held in both countries, the materials included in the four blocks were elaborated and refined.

The report of Training of Trainer courses held in Croatia in 2016 is also included. As noted earlier this material has not yet been trialed in the field.

These reports have been included to illustrate the range of feedback given in order to give context and explanation to the materials as they have been produced. It is not the total feedback given, but a representation.

In both Serbia and tFYROM the Training of Trainers was held following frontline workers training. In tFYROM trainers were selected from those who previously attended the frontline workers training, and as a consequence the course was run over one

day. Participants had to deliver sessions as part of this training. In Croatia the trainers' training was held prior to the roll out of the materials and was three days. This reflected the need for participants to be given initial subject matter training.

### Training Report – Serbia (Frontline workers)

Number of participants in total: 95

Number of training days: 4

Dates and place: December 14-15, Šid and December 17-18, Bujanovac

Training Topics:

Cultural sensitivity

Understanding impact of being refugee on children

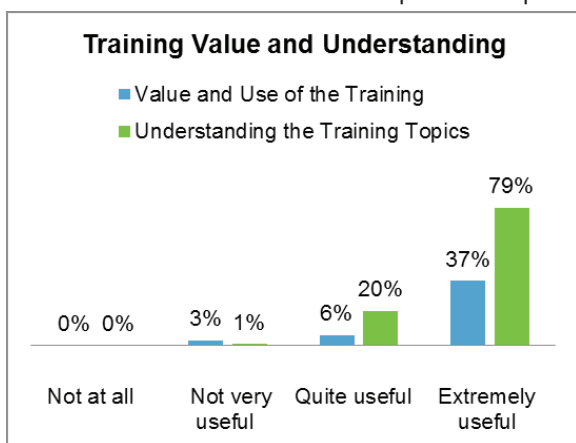
Keeping safe – Helping ourselves and supporting each other

Safeguarding / 'Think child'

Trainers: Stephanie Delaney and Ali Ababneh.

Profile of Participant organizations/ institutions:

There were in total 95 participants during four days of training in Šid and Bujanovac in Serbia, with a total number of 25 public institutions, local organizations and International organizations. There were 2-3 representatives of following organizations/ institutions were present: UNICEF, Terre des hommes, UNHCR, Center for Social Work Belgrade, Belgrade Centre for Human Rights, Adra, CSO Vizija-Kragujevac, INTERSOS, Foundation SOS Villages Serbia, Danish refugee council, Asylum Info Centre, Novi Sad Humanitarian Centre, Group 484, , World Vision, Center for Social welfare Šid, IAN, Asylum Protection Center, Médecins Sans Frontières Serbia, Save the children, Group for protection of children and youth "Indigo", CSO Atina, Centre for Youth Integration, Center for Social Welfare Bujanovac, Centre for Social Welfare Preševo, ARSIS, CSO New Generation BiH, Ministry of health and social Welfare of Republika Srpska.



Feedback on the Usefulness of sessions

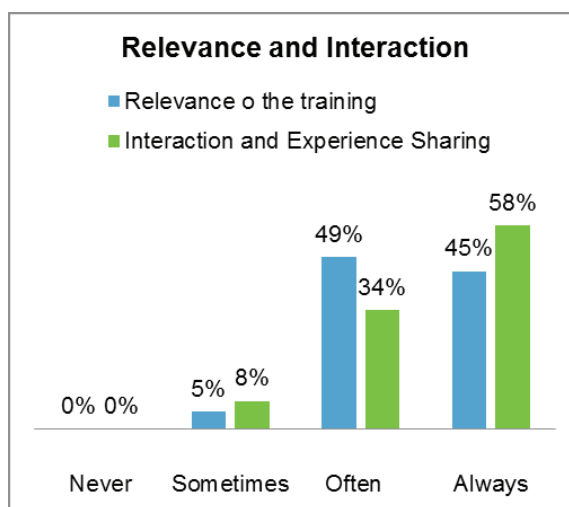
Based on the feedback from participant, through evaluation forms and non-formal discussion during breaks, most of them expressed that training was extremely useful for their everyday work on the field.

Feedback from evaluation form stated that:

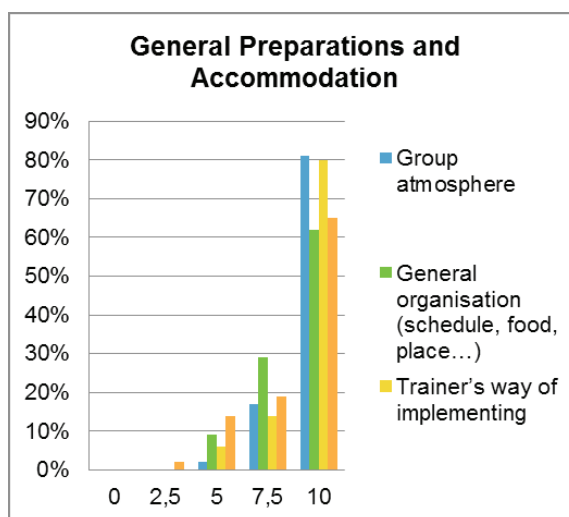
97% of the participants has acknowledged that the training was very useful for them and helpful to

their daily work, only 3% of the total participants have stated that it was not very useful and that can be related to their role at their organizations and the relevance off their work directly with beneficiaries

99% of the participants has acknowledged that the training topics were explored clearly and well understood and linked together.



In addition, 92% of the participants has acknowledged that the training responded to their immediate needs and responded to their questions and concerns, in addition to providing the space for them to reflect and share knowledge and experiences. 94% of the participants has acknowledged that the training including the topic and the approach was very relevant to their daily work and will reflect positively on their daily practice of the work and support their response to the beneficiaries needs.



Feedback on the Group Atmosphere dynamics

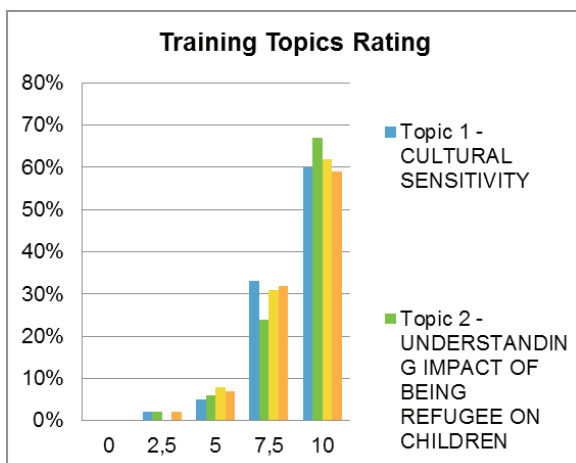
Regarding the participants' feedback on group atmosphere, most of them, 98% stated they were very happy and satisfied. They stated that they enjoyed the spirit of the training, openness, opportunity to share and discuss as well as opportunity to know other frontline workers from other organizations and CSW.

Feedback on the Methodology used by trainers

Regarding the participant's feedback on the training approach and trainers' techniques, majority of them, 94% stated that they were very satisfied methodology, the group work, case study discussions, and space to share experiences, used by trainers.

Feedback on Important learning

Most of the participants responded that specific case studies were very useful, especially are highly relevant in risk situations. Cultural sensitivity, understanding influence of exile on children and work of agencies on the field was one of the most useful topics for participants. Interactive tasks, practical experience group discussion and exchange of experience with colleagues were frequently mention when asked about usefulness of the training. Also, problems and how to deal with stressful situations were important to participants. In addition, it was stated that paying attention on humanitarian workers and burnout syndrome are important since field workers are often neglected while they are helping refugees.



Participants responded that the least favorable topic of the training is Stress and burnout syndrome, since they know already a lot about that subject. Also, topic regarding cultural differences is recommended to be with more details, because it will be helpful for people with less experience. There were suggestions for breaks to be shorter.

Suggestions for future training/capacity development

In regard to topics explored during the training, the participants were asked to rate the topics according to the relevance and value of each topic in their daily work using a scale from 0 to 10.

All the topics, cultural sensitivity, impact of being a refugee on children, keeping safe and safeguarding were rated above 90% in term of relevance, usefulness and value to their work.

Regarding recommendations for future capacity building activities either in Serbia context or in other contexts participants stated:

To continue to discuss issues more on Serbia's legal and social framework and how appropriate is that framework in a refugee context, what needs to be changed.

To continue networking and exchange of experience for organizations, and exchange of relevant information and services.

There is a need to know more about psychosocial first aid and contact with children in cases of trauma, how to do that and how to be more sensitive to do in a non harmful way.

To include as many as possible translators, especially those ones that live in countries that are affected by war, because they know the best language and dialects (this goes beyond this training and it is related to providing support to refugees).

To add more case studies from the cases from Serbia context in working with refugees, if the training will continue to be delivered to other local frontline workers.

To discuss more about cultural differences, way of life and rules of behavior in those countries to be able to respond in an appropriate way.

To include more examples with pictures, videos, documentary movie on refugee contexts as for many frontline workers this is the first time to be in contact with refugees.

Include staff from Commissariat for Refugees and Red Cross in the training as key actors in providing response and coordination with other agencies.

To organize training on specific topics related to the work of certain organizations and specific themes such as: gender based violence, unaccompanied minors, trauma and loss, family reunification etc.

#### Overall Comments and Reflections:

The training was organized in a very warm atmosphere and engagement from participants was noticed from the first day. Frontline workers showed openness, there was positive group dynamic set up each day, interaction and safe environment to enable open sharing.

There was obvious that there was a strong need for participants to get together, discuss, share experiences, thoughts, and ask each other on their practices. Interaction with trainers was very positive and dynamic too. The approach to interagency training taken to this training was highlighted as a practice that should continue in future training as it helps not only in building knowledge but as well as in building practice and skills amongst participants.

At the end of the first day, there was organized a debriefing session with the team of UNICEF Serbia and feedback received was reflected on the following days.

Two local trainers were engaged as well (from the Faculty of Social Work and Ministry of Social Welfare), initially as participants but during the training in Bujanovac they were engaged as facilitators too. They will continue to be engaged in the capacity building plan that will be developed in joint collaboration with UNICEF Serbia.

#### **Training Report – tFYROM (One day ToT)**

##### **ToT on EE Migrant Crisis – Child Protection Response was held on 22.12.2015**

They were 15 participants from different organizations and 2 guests from UNICEF.

There were 2 participants from Red Cross, 3 participants from La Strada, 2 participants from SOS village, 2 participants from MYLA, 2 participants from UNHCR, 2 participants from CSW Skopje, 1 participant from CSW Gevgelija and 1 participant from CSW Kumanovo.

#### **PURPOSE:**

- To develop a pool of local resource persons to be able to support the roll out of the one-day course on protecting refugee children across all agencies working with, and for, or in contact with refugee children and families.

The course was interactive and participatory and the participants were divided in groups and they delivered sessions in order to gain practice on using the material and facilitation of the course. They were working in groups with participants from different organizations and the cooperation was very good and the delivery of sessions was successful.

#### **Some quotes /reflections from the training:**

“Very useful training, and needed knowledge how to deliver the training”

“I liked the examples and the workouts. I will use in my training more examples from the field workers and make more time for discussions”

“I liked the clear instructions and how our colleagues are presenting and managing to put everything short and clear and on timing”.

“I liked the team work and the presentations”.

“We need more coordination and contacts between the people from Tabanovce and Gevgelija in order to exchange the everyday examples and how they are working on cases. Now we can do that”.



“It is evident that with every new exercise we are learning a lot”

The participants liked the most and they will use in their work:

- Advices and recommendations for better and more successful facilitation
- The knowledge and skills that they gained here, they will apply in their work
- Using examples from field work
- Training through discussion rather than lecture
- The comments received from participants after presentation
- co-working
- Sharing experiences
- Visual presentation
- Safeguarding
- Case studies
- Assess vulnerability and risks
- Protecting children
- Mutual communication
- Gathering of participants from various institutions, organizations is something really important and will affect the development of cooperation and coordination

They also said that in the future they will need additional training, especially on: particular action / field work

- Joint training of all organizations working in the field
- training to upgrade the skills and capacities of field workers
- Training for dealing with stress
- more frequent refresher training and updating of knowledge
- interviewing children

### **Training Report – Croatia (Three day ToT, held twice)**

Country: Croatia

Number of participants: 31

Number of training days: 6

Dates and place: February 15<sup>th</sup> – 17<sup>th</sup> and February 18<sup>th</sup> -20<sup>th</sup>, Zagreb, Croatia

Training Topics:

Cultural Sensitivity

Child Protection in Emergencies

Working together to improve effective safeguarding of children

Safeguarding Children, Safeguarding Ourselves

Trainers: Dee Jethwa and Ali Ababneh

Country coordinator: Marija Stojevic

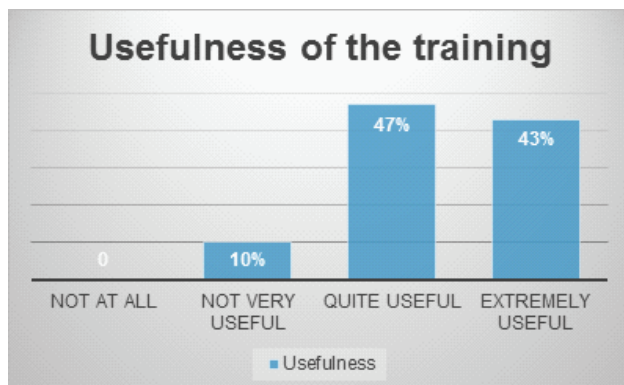
### **Profile of Participant organizations/ institutions:**

In total, there were 31 participants from governmental and non-governmental agencies; 4 from National Protection and Rescue Directorate (DUZS), 5 from Centres for Social Welfare from different regions, 1 from the Ministry of Social Policy and Youth, 4 from UNICEF Office for Croatia, 14 from Croatian Red Cross and 3 guests from different agencies in Slovenia (Slovenia NetCom for UNICEF, Slovene Philanthropy and Administration for Civil Protection and Disaster Relief). The participants were divided into two groups, ensuring a balanced representation of each agency in both groups. The first group consisted of 17 participants and, according to self-assessment, was relatively less experienced in working with refugees and delivering training than the second group, which consisted of 14 participants.

### Feedback on the usefulness of sessions

Based on the analysis of the evaluation forms, a great majority of participants (90%) found the foundation awareness training quite or extremely useful (see Chart 1).

Chart 1. The foundation training was useful to me.



97% of participants responded to this question.

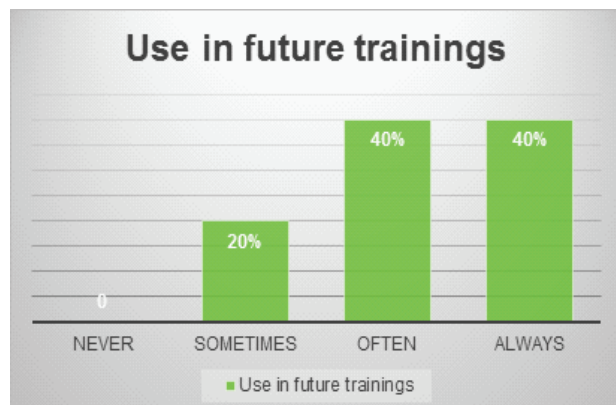
Out of all respondents, 43% of the participants acknowledged that the foundation awareness training was extremely useful to them;

47% found the training quite useful and 10% of the total respondents stated that it was not very useful to them.

### Feedback on the use of topics/approaches in future trainings

When asked whether they plan to use the topics and approaches gained through the training in their future trainings, the participants were somewhat less convinced (see Chart 2).

Chart 2. I will use this/these topics/approaches in the training that I will deliver in the future.



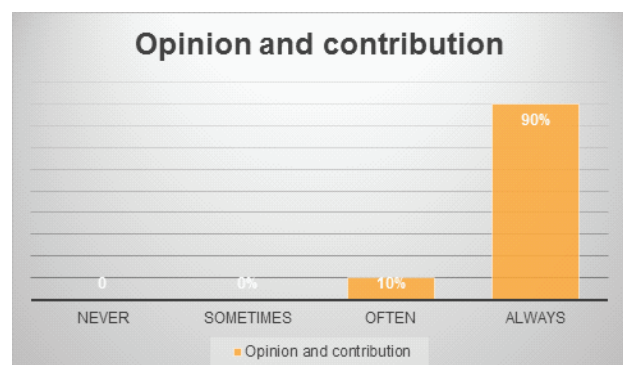
97% of participants responded to this question. Out of all respondents, 40% expressed plans to always use the topics and approaches in future trainings they will deliver;

40% Plan to use the topics/approaches often and 20% said they plan to use them sometimes.

### Feedback - Opinion and contribution of participants

When asked if they were asked for their opinion during training and were free to contribute, the overwhelming majority of the participants (90%) answered always (see Chart 3).

Chart 3. I was asked for my opinion and I was free to contribute whenever I had something to say.



97% of participants responded to this question.

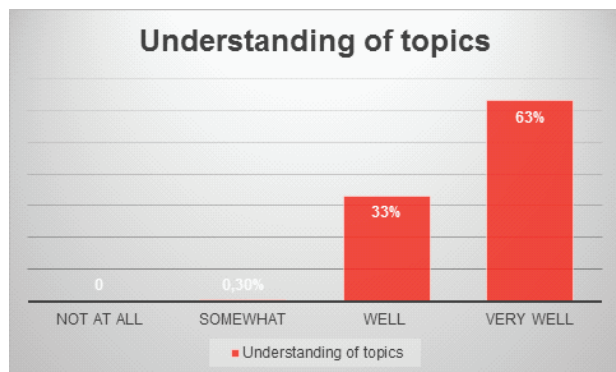
Out of all respondents, 90% claimed they were always asked for their opinion and were free to contribute, and 10% said that happened often.

This was also observed during the training. Both groups were very actively engaged with the training, contributed to discussions and asked relevant questions.

**Feedback on the understanding of topics**

Based on the analysis of the evaluation forms, a great majority of participants (99%) understood the training topics well or very well (see Chart 4).

*Chart 4. Assessment of the understanding of the topics explored*



97% of participants responded to this question. Out of all respondents, 63% acknowledged that they understood the training topics very well;

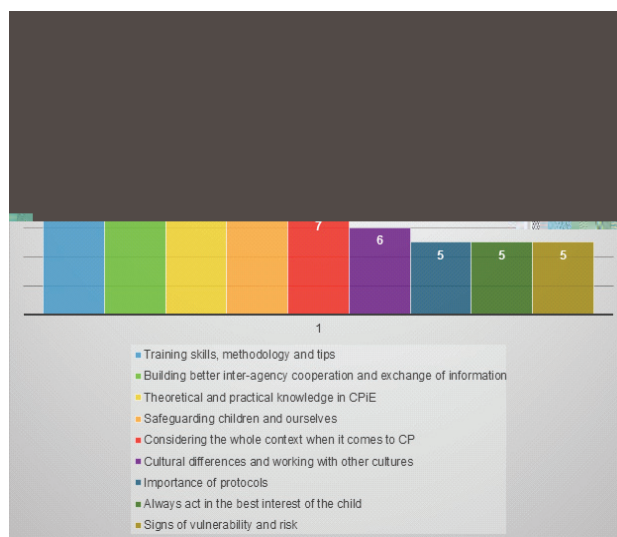
33% understood the topics well and only 0.3 % said they understood the topics somewhat.

At the beginning of each training participants were invited to rate themselves in four key area covered by the training: Child protection in emergencies, technical knowledge, core training and facilitation skills, level of confidence in delivering CPIE training, and Level of knowledge of working with refugees.

The pictures below show the pre (red ticks) post (green ticks) training rating for both groups, and illustrate the increase in levels of learning and confidence.

**Lessons learnt**

Participants were asked to write down the most important lessons learnt during the training in an open ended question. Content analysis showed that most participants stated that training skills, methods and specific tips on giving feedback, presentation, etc. was an important lesson, as well as the importance of improving interagency cooperation, knowledge on child protection in emergencies, safeguarding, etc. A detailed list is available on Chart 5.



*Chart 5. What are the three most important lessons learnt of this training - frequencies of the most common answers*

At the end of the delivery participants were also asked to return to their small groups and identify key learning through going through this process. Participants shared the following key learning points:

Protocols are important, they provide a framework for action

- Family care is not always the best solution for children's care
- Sometimes best intentions can have negative consequences for the child
- Experience of working in the field is important to deliver the training
- Be prepared for unexpected situations during the training
- Time management is important.
- Adjust the materials for the groups but the core the same.
- Include examples from practice.
- Preparation, preparation, preparation!
- Know your target group.
- Use mixed training methodology.
- Be prepared for technical equipment, do not use too many gadgets
- Facilitate discussion so everyone can participate
- Rotate feedback when time is short so each groups leads on one issue

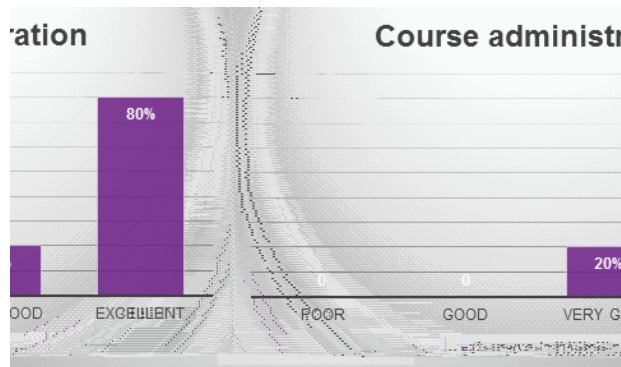
Participants were invited to share one thing about their experience of the training at the end of each course. Some examples:

- I am very satisfied
- Most of the topics were very interesting
- Very good event
- I am glad my head of operations volunteered me.
- Feel full
- Pleased to meet new people and exchange experiences
- Heard everything I already knew
- Feel great, happy with the experiences
- Feel great, everything was interesting
- It's not too general, new for me
- Feel good, happy with the day
- I learnt a lot
- Little bit tired, glad I came

### Feedback on course administration

Participants were mostly highly satisfied with the course administration, venue and logistic support. 97% of participants rated course administration, and of all the respondents, 80% rated it as excellent and 20% as very good. See Chart 6.

Chart 6. The course administration, venue and logistic support was



### Comments and suggestions for improvement

In open ended questions, participants gave feedback on what their least and most favorite parts were, as well as what can be done to improve the training. The overall satisfaction of participants was high. The most appreciated parts of the training were the opportunity to prepare and deliver the training, while getting lots of feedback and practical advice. Some of the participants stated they enjoyed working in small groups, getting feedback from their peers and going through interesting exercises and relevant case studies. They were very pleased with the training facilitators, as well as with group dynamics, and especially glad to be able to connect with colleagues and people from other agencies.

Some of the participants stated that the training is too general for experts with knowledge and experience of child protection in emergencies and that the basic training should involve more specific, advanced knowledge and examples in working with refugee children. Also, they stated that the training material should be more adaptable to different groups of participants. Some of the comments were about time – the preparation time for delivery of the trainings was too short to prepare well for the presentation and that the schedule was too tight.



**Child Protection Hub** is a regional initiative that promotes continuous improvements of child protection practices and policies in South East Europe through a participatory approach and community of practices. We are increasing regional cooperation by interacting and sharing ideas both offline and online, in particular through our web platform, [childhub.org](http://childhub.org).

**Our mission is** to better equip professionals, academics, and policy makers in child protection with good practices and new technologies, so we may impact the lives of children and families in South East Europe.

Child Protection Hub operates in the following **countries**:

Bosnia and Herzegovina (Save the Children North-West Balkans), Bulgaria (Know-How Centre for the Alternative Care of Children), Croatia (Brave Phone), Serbia (The Centre for Youth Integration), Albania, Hungary, Kosovo, Moldova and Romania (Terre des hommes).

The [childhub.org](http://childhub.org) interactive platform operates in **6 languages** (English, Albanian, Bulgarian, Hungarian, Romanian and Serbo-Croat-Bosnian) and brings together **1500 child protection professionals** from Europe and beyond.

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We invite you to connect with us, become a member, participate, share and learn to make this community of practice even stronger and more influential **for the best protection of children.**