



Protecting children during emergencies in Nigeria

A toolkit for trainers

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1. Introduction

Incidents of communal violence, rioting and civil conflict displace hundreds and thousands of Nigerians yearly, with children constituting over half of those affected by such emergencies. Children in populations hit by conflict may be exposed to physical violence, deprived of access to school and other basic services, and be vulnerable to spontaneous recruitment in armed gangs. Vulnerability to abuse and exploitation is increased when children become separated from their families as they flee to escape the violence. Despite the problems faced by children in emergencies in Nigeria, evidence collected by Save the Children indicates that many of the agencies delivering humanitarian assistance are unprepared to respond to children's specific needs. To help overcome this gap in provision, Save the Children instigated a training programme for NGO and government staff on child protection in emergencies between February and July 2005. This toolkit is a result of learning from the four training courses developed for this programme.

The toolkit is intended for those wishing to undertake training on child protection in emergencies with NGO, UN agency or government staff. Although it is primarily aimed at a Nigeria context, it is hoped that many of the tools developed will also be helpful in other settings. The toolkit provides basic information on key issues to be covered by such training programmes, and suggests a range of participatory tools for trainers. It is organised into six sections. Following the introduction, the second section deals with basic elements of a training programme, including the importance of using participatory learning styles and factors to consider in course design. It is recommended that all trainers read this section before they begin the process of developing training courses. The third section provides tools for trainers on a range of issues that relate to child protection in emergencies. It is split up according to the following themes:

- Human rights and child rights
- Introduction to child protection in emergencies
- Exploitation and abuse
- Preventing violent conflict
- Education in emergencies
- Avoiding separation and caring for separated children
- Recognising diversity in responding to emergencies
- Co-ordination and community mobilisation
- Child participation and communicating with children
- Contingency planning
- The training of trainers

It is not intended that trainers use all of the tools provided in a single training course. Instead, it is hoped that they will select tools according to the identified learning needs of participants. The fourth section suggests three possible itineraries to assist in the process of selecting tools for specific groups of participants:

- A 1 day training course for managers
- A 3 day training course for practitioners
- A series of 3 day training courses for practitioners

The penultimate section provides suggestions for field work exercises which can be used after or between training courses to enable participants to apply their learning.

The final section is made up of handouts that are referred to in the body of the toolkit and should be used to support the exercises.

2. The basics

The value of participatory training

The use of participatory training techniques is promoted throughout this toolkit. Participatory training occurs when the trainer encourages those taking part in a training event to use their own experience and skills to generate learning. Rather than lecturing participants on what they 'need' to know, the trainer will support participants in reflecting on their existing knowledge to develop their own answers to questions posed. This may be done in a variety of ways, including:

- Trainers may split participants up into small groups and get them to share their experiences to generate answers to a set list of questions.
- Role plays, games or case studies can be used to encourage participants to reflect on a subject.
- Participants may be split up into pairs and asked to quickly brainstorm on a particular issue.

Participatory styles of training have been proven time and time again to be more effective than lectures, especially with relatively small groups of participants. Experience has shown that adults are much more likely to learn if they are actively involved in the process. Generally, adults forget a large proportion of what they have been told through lectures as they quickly become bored and lose their concentration. In contrast, if adults have to actively contribute to discussions or exercises, they are less likely to become restless, and more likely to remember what they have learnt. Participatory training also gives a group of individuals the opportunity to share experiences and learn from one another. Lectures simply enable one self-proclaimed 'expert' to impart their knowledge to everyone else.

Designing training courses

Trainers using these toolkits will have to select from the wide range of tools on offer to create a training course tailored to the particular needs of those taking part. In order to design an effective training course, they will first need to provide answers to the following questions:

Who will take part in the training?

It is important to assess who needs to be trained in order to bring about effective change in the area of child protection in emergencies. It is necessary to consider which organisations and individuals have a major impact on what happens to children when violent conflict emerges or natural disaster occur.

Groups may include:

- Boys and girls in conflict affected communities
- Parents and other community members
- Religious groups and religious leaders
- Community based organisations
- Community leaders and politicians
- Senior managers in Non-Governmental Organisations (NGOs), and United Nations (UN) or government agencies
- Practitioners in NGOs, and UN or government agencies

As these groups are likely to have different levels of understanding and training needs, it is not advisable to train all of them together. For example, if children are combined in a training session with community leaders and politicians they may not understand all of the proceedings and be too intimidated to participate fully. Senior managers make decisions at the policy level, and, in contrast to practitioners will not need detailed information about how to interact with children. If resources are limited, decisions will have to be made about which groups should be prioritised.

Trainers will also have to decide how many people take part in training courses. As stated above, participatory training tends to work better with smaller groups. As a general rule, it is not advisable to

include more than around 25 participants in participatory training sessions. Of course, if there are a large number of trainers, it will be possible to split larger groups up, and to run two training courses simultaneously. Training is hard work, and it is usually a good idea to have more than one trainer per training course.

Why is this training needed?

Trainers should reflect on what gaps in understanding exist that need to be filled by a training course. Here it is important to assess the existing knowledge and experiences of participants to ensure that training courses are aimed at the right level. If training is too simplistic, participants will quickly get bored and switch off. If courses are too ambitious, covering a lot of complicated topics quickly, participants can become confused and disillusioned. The only way to fully assess training needs is to speak with potential participants and find out existing levels of experience, knowledge and understanding of issues relating to child protection in emergencies.

What are the objectives of the training course?

It is unlikely that training courses will be able to cover all gaps in knowledge and understanding identified by an analysis of training needs. Trainers will need to make decisions about which issues to prioritise. Here they should think about essential changes that need to take place in order to make life better for children affected by emergencies. It is then important to consider the issues that will need to be covered for participants to contribute to these changes. For example, for politicians, it may be most important to ensure that they recognise the problems that children face in emergencies and are committed to devoting sufficient resources to this area. It may be less important for them to have an in-depth understanding of what to do to meet children's needs when an emergency occurs. In contrast, community based organisations may already be committed to helping children during times of emergencies, and instead require the skills and knowledge to respond effectively as a priority.

To ensure that everyone who is taking part in the training course is clear about what the programme is trying to achieve, it is a good idea to write down a list of objectives for the course. This will help trainers to select appropriate tools, and to evaluate whether or not the course has been successful. It will also enable participants to understand what they should hope to achieve by the end of the programme. Examples of course objectives are included in Section 4 of this report.

Trainers should always share objectives with participants at the start of the training course, and make sure that everyone has similar expectations about course outcomes. Participants should be given the opportunity to comment on objectives, and trainers must be willing to change these objectives once they have listened to participant's views. It may be the case that the training course is covering areas that participants already feel they have extensive knowledge of, or that there are major gaps in understanding that trainers have not covered through the course. Here it is important to gain an understanding of the perspectives of as many participants as possible. The content of the course should not be changed just because one or two of the more vocal participants think it should be.

How long will the training course last?

Decisions about how long a training course should last depend on a number of factors. The learning needs of participants, the identified objectives of the course, resources available for training, and the amount of time participants have free to take part will all need to be considered. Some participants, such as senior managers, or politicians, often have only very limited time available and courses may need to be crammed into less than a day. Other groups might have more time to take part, although careful consideration will still need to be given to the duration and timing of the course. For example, children and parents are often busy with school or work during the day, so courses may need to be spread over a number of weekends or evenings. Practitioners may need several days or even weeks of training to cover all of the key issues. However, as they are unlikely to be able to take long periods of time off from their regular work, training programmes will need to be spread out into a series of separate sessions. This also

gives practitioners the opportunity to apply their learning between sessions. Once a time-frame for training courses has been identified, it is important to go back to the objectives and check that they are realistic for the time available.

Where will it take place?

Training is most likely to be effective if it takes place in a quiet location away from the disturbances of everyday life. If training is over an extended period, it is often helpful to take participants away from their regular workplaces to avoid constant interruptions and distractions. If training involves short sessions within communities, it is still a good idea to find somewhere relatively quiet for the training session, for example, a school, or a community meeting place. Participatory training often involves group work so participants must have enough room to move around. It is not always necessary to spend large amounts of resources on training rooms, and existing facilities should be used where possible. Key stakeholders should be encouraged to offer their own venues free of charge as a contribution to the project.

Which tools will be used?

This toolkit provides a wide range of different tools that trainers will need to select to meet the objectives of their course. To help trainers do this, the aims of each of the different tools are included with each exercise. These should be matched with the course objectives to ensure that all key topics are covered.

Key elements of a training course

What ever the length of the course, the objectives, or the participants, all courses have a number of key elements:

Introductions and ice-breakers

At the start of the course, it is important for trainers to introduce themselves and to give participants a chance to get to know each other. It is often a good idea to do an ‘ice-breaking’ exercise to make everyone feel relaxed and encourage them to take part. Examples of ice-breaking exercises are included in Box 1 below. As stated above, trainers should also introduce the objectives of the course and give participants the opportunity to comment on them.

Box 1: Ice-breaking exercises

- Split the group into pairs and get the participants to ‘interview’ each other for 5-10 minutes, finding out key facts about their partner, such as their name, occupation, likes and dislikes, and expectations about the course. If participants already know each other, encourage them to find out something new about their partner that they didn’t know before. Participants should then introduce their partners to the rest of the group.
- Ask participants to stand up in turn and introduce themselves. To make this enjoyable, encourage participants to reveal something interesting or amusing about themselves e.g. a hidden talent or a favourite place.
- Get participants to write down five key words which state something important about their lives on a post-it note which they should then stick to themselves. Ask participants to move around the room introducing themselves to their fellow participants, and finding out what stories lie behind each of the key words.
- Ask participants to stand in a circle and get them to throw a ball to each other, shouting their name each time they throw the ball. Repeat the exercise, this time asking participants to shout the name of the person they are throwing the ball to.

Establishing ground rules

Ground rules are the rules that help the course to run more smoothly. They may include: ensuring that participants listen to and respect one another, turning off mobile phones, and punctuality. Participants are

more likely to keep to the ground rules if they set them themselves. In addition, it is a good idea for participants to agree on some kind of sanction against those who break the rules, for example, a small fine, or having to do something embarrassing, like sing a song to the rest of the group. One participant should be given the task of noting down rule-breakers, and the facilitator must be strict in ensuring that all those who do not adhere to the ground rules are ‘punished.’

Re-capping

If courses run over more than a day, participants will need to be constantly reminded of what they have learnt. Experience has shown that reinforcing messages is essential for making sure that participants accumulate rather than replace knowledge as the course progresses. It is helpful to ask for two or three volunteers to spend 5-10 minutes at the start of each day re-capping on what has been learnt the previous day. This ‘re-cap committee’ should be encouraged to focus on only the key points covered and lessons learnt, and to use innovative techniques to make the re-cap sessions enjoyable and interesting.

Energisers

At certain points in all training courses, participants are likely to become tired and restless. This will happen no matter how good the trainer is. Trainers can partially overcome this problem by using energising games to stimulate participants. Examples of such ‘energisers’ are included in Box 2 below. Often participants will have learnt games from previous training courses, or will know songs or dances that can be used to energise participants, and it is fun to also encourage participants to lead the energisers themselves.

Box 2: Energising games

- Make sure that there are only enough chairs in the circle for each of the participants. Ask participants to name three fruits. Allocate one of these fruits to each of the participants in turn. Shout out the name of one of the fruits and get all of the participants who have been allocated that fruit to swap places. Take the seat of one of the participants yourself, leaving one participant without a seat. This person should now call out the name of another fruit to repeat the exercise. When the ‘caller’ shouts out ‘fruit salad’ all of the participants have to swap places.
- Place a large mat on the centre of the floor and ask all of the participants to walk around it slowly. Explain that the mat is a boat and that they are swimming in a river. When you shout ‘crocodile’ all of the participants must jump onto the mat. Any participant left in the ‘water’ is out. Gradually fold the mat to reduce its size, making it harder and harder for participants to get onto the ‘boat’ until there are only one or two participants left.

Evaluations

It is essential to evaluate training courses to assess how well the course is going and if objectives are being met. Evaluations should take place during the course so that trainers can solve problems and make any necessary changes as they go along. Techniques for such on-going evaluations are included in Box 3 below. Evaluations should also take place before and after the course to assess how much participants have learnt. For example, participants can be asked to fill in a short questionnaire about child protection in emergencies before the course begins, which is then repeated at the end of the course to check how understanding and knowledge has changed. It is important to make sure that participants understand that it is the training course, rather than themselves that is being tested through this process. All results must be kept anonymous to ensure that participants feel relaxed and are not intimidated by the questionnaire.

Box 3: Techniques for on-going evaluations

The talking wall

Write down three questions at the top of three separate sheets of flip chart paper:

- What went well?
- What went badly?
- Any questions?

At the end of each day, give participants post-it notes and ask them to stick answers to each of the questions on the relevant piece of flip-chart paper. Trainers should review the answers provided by participants and make any necessary changes to the training process. They should also give participants feedback on the problems identified and solutions developed, and answer any outstanding questions.

House keeping committees

Ask for three to four volunteers to form a 'house-keeping committee' to talk to participants about any problems they are facing with training facilities, accommodation or food provided. The house-keeping committee should then work with the trainers to help solve these issues.

3. Tools for trainers on child protection in emergencies

This section provides tools on the following subjects relating to child protection in emergencies:

- Human rights and child rights
- Introduction to child protection in emergencies
- Exploitation and abuse
- Education in emergencies
- Preventing violent conflict
- Avoiding separation and caring for separated children
- Recognising diversity in responding to emergencies
- Co-ordination and community mobilisation
- Child participation and communicating with children
- Contingency planning
- The training of trainers

Each topic begins with a list of learning points, followed by practical exercises for trainers to use. The learning points cover the key issues that participants should gain an understanding of through taking part in the exercises. Each exercise covers a few of the key learning points, and there is some overlap between the aims of the different exercises. Trainers will not necessarily need to do all of the exercises under each subject heading, and will need to select those most appropriate to participant needs and the time available.

Many of the exercises require handouts and these are included in Section 5 of the toolkits. Additional handouts providing background reading on each of the subjects are available in a separate document.

Human rights and child rights

Key learning points

- Rights are relevant to everyone. They are not something alien, imposed by political leaders with no idea about the needs of people in Africa. Instead, they are a set of universal laws which aim to protect all individuals from basic forms of suffering and hardship, such as a lack of food, physical abuse or a poor education.
- Children are humans too. They have the same rights as adults. However, as their age makes them particularly vulnerable to certain rights abuses they are often in need of special protection. The United Nations (UN) Convention on the Rights of the Child (CRC) was created to help ensure that children receive this protection.
- The CRC has been ratified by almost every country in the world, including Nigeria. Governments who have ratified the CRC have made a commitment to ensure that all of the rights included in the CRC are met. These include rights to adequate food, water, shelter, and education opportunities. Children also have the right to be protected from abuse and exploitation, to play, and to grow up in a safe and loving environment.
- The CRC is guided by four basic principles:
 - **Best interests:** All actions must be done in the best interests of children. These should come before political or commercial concerns.
 - **Participation:** All children have the right to be involved in decisions which affect them. The only way to find out what is in children's best interests is to ask them their views.
 - **Survival and development:** All children have the right to survival and to development, and efforts must be made to ensure that these rights are promoted.
 - **Non-discrimination:** All children, defined by the CRC as boys and girls less than 18 years old, have the same rights, regardless of their age, sex, ethnicity, class, religion etc.
- Children's rights do not stop once an emergency begins, and efforts must be made to ensure that children are protected during this time.

Exercise: Visualisation to explore human rights

Aims

By the end of this exercise, participants should:

- Understand that rights are not an alien concept, but are relevant to the everyday lives of everyone.

Time needed

15 minutes

Methods

- Ask participants to close their eyes for a couple of minutes and think about the various forms of suffering and hardships that happens to adults and children in their communities and in their country.
- Ask participants to open their eyes and share the forms of suffering and hardship that they have visualised, writing down answers on a flipchart.
- Explain that rights are the laws made by humans in a collective attempt to protect those who are vulnerable to the suffering and hardship that they have described. Emphasise that rights are not alien, but belong to everyone.

Resources and handouts

- Flipchart paper and pens

Exercise: The reincarnation game

Aims

By the end of this exercise, participants should:

- Have a basic understanding of some of the different issues that are covered by human rights laws.
- Appreciate that rights apply to everyone, regardless of age, gender, ethnicity, religion etc.

Time needed

1 hour 30 minutes

Methods

- Explain that the aim of this exercise is to explore the nature of human rights.
- Tell participants: “According to Buddhists, when people die, we are reincarnated as something different and return to earth. Imagine that you have died, and find yourself in the reincarnation room, which is the room you visit before returning to earth. All the people in the room will be reincarnated together on an uninhabited island. Before you are reincarnated, you have to decide the rules that will govern life on the island. Remember that you don’t know what you will be reincarnated as. You may be an old man, a young child, a disabled woman. You may be educated, or uneducated. So think about this when you’re deciding your rules.”
- Split into groups and give each group around 40 minutes to develop a list of rules.
- Allow each group to feedback in plenary. Emphasise that the rules that have been described are basically human rights, and that they apply to everyone, regardless of their age, disability race, gender etc.

Resources and handouts

- Flip char paper and pens

Exercise: Group work - from human rights to child rights

Aims

By the end of this exercise, participants should:

- Understand that, like adults, children have rights, but that children's particular vulnerabilities mean that they need special protection to ensure that their rights are met.
- Have a basic grasp of the UNCRC as a key tool for ensuring that children's rights are met, including knowledge of the four principles of the UNCRC.
- Appreciate that rights do not stop in times of emergency.

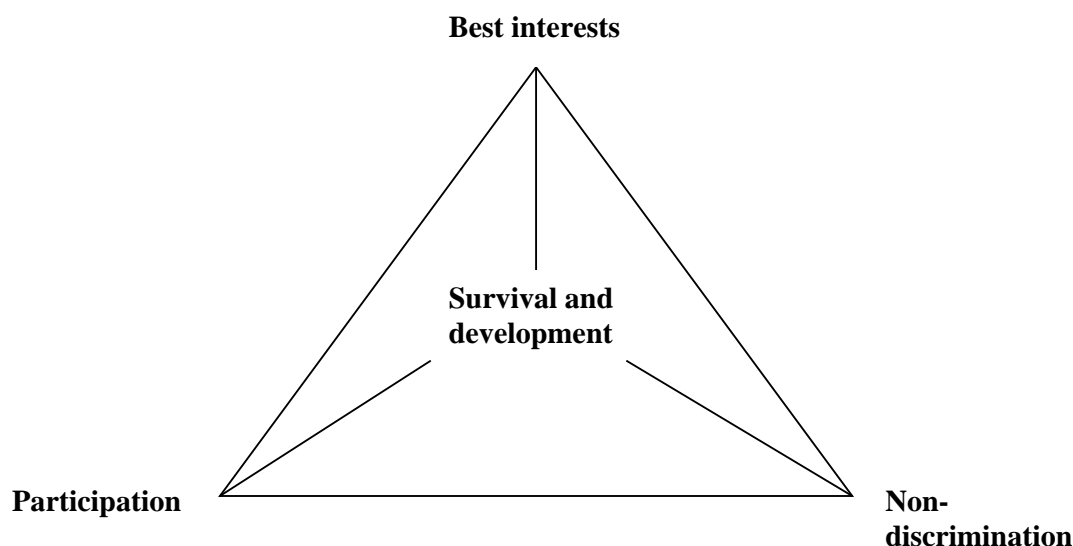
Time needed

1 hour

Methods

- Ask: Do you think children are human beings? Do they have rights too? Explain that this exercise is about exploring children's rights.
- Split participants into small groups, and give each group a card with a picture of child on one side, and an adult on the other. Allow the groups 10-15 minutes to quickly brainstorm on the needs of children and of adults during emergencies.
- Ask participants to report back in plenary. Discuss the particular needs/ vulnerabilities of children. Explain that child rights are all about providing special protection for children during emergency and 'normal' periods.
- Briefly present the history of the CRC, explaining that it was developed as a tool for promoting children's rights. Emphasise that the CRC has been ratified by almost every government in the world, including Nigeria, and that governments, and other adults, have a duty to fulfil their obligations under the CRC.
- Introduce the four general principles of the CRC using the diagram in Box 4 below to emphasise the links between the four principles. Ask participants what they understand each of the principles to mean, and to provide some examples of why the principles are relevant during times of emergency. Use the checklist in Box 4 below to ensure that all key issues are covered.
- Ask: why are children's rights important in an emergency context? Ensure that participants understand that children are particularly vulnerable in emergency situations, and that even though 'normal' life may be disrupted, their rights continue to apply.

Box 4: The four principles of the CRC



- **Best interests:** It is important to always act in the best interests of children. In a conflict situation, this might mean putting aside political concerns. For example, governments may be encouraged to support to forced repatriation of refugees or victims of trafficking owing to worries about illegal immigration or the diversion of resources away from people living in countries containing large numbers of refugees. Whilst agreeing to forced repatriation might help governments in their relationships with their neighbours, it is unlikely to be in children's best interests. Children may return to violence in conflict ridden areas, and may lack the support needed to meet their basic survival needs. Trafficked children are commonly sexually abused and exploited and as a result, stigmatised by their communities once they return.
- **Participation:** All children have the right to be involved in decisions which affect them. It is hard to determine what children's needs are during emergencies without actually asking them. For example, adults often assume that the immediate needs of displaced children stop at food and shelter. However, experience has shown that for children in many emergency situations, safety and security in refugee or internally displaced person camps, is just as important. For example, if suitable sanitation is not provided, teenaged girls are often made vulnerable to sexual abuse in their hunt for a private place to go to the toilet.
- **Survival and development:** If children's survival and development rights are not met, it is impossible for them to meet their other rights. Most fundamentally, a dead child has been denied the right to life. These rights are often threatened in an emergency situation, by, for example, a lack of access to food, shelter, clean water and schooling.
- **Non-discrimination:** All boys and girls have rights regardless of their age, level of disability, ethnicity, religion or any other status. Some emergency situations may put these rights at particular risk. For example, conflict between two ethnic or religious groups can mean that children from minority groups are suddenly discriminated against in their communities or schools.

Resources and handouts:

- Flipchart paper and pens
- Cards with picture of a child on one side, and of an adult on the other.

Introduction to child protection in emergencies

Key learning points

- Emergencies cover a wide range of different events, including natural disasters such as floods or droughts, and conflicts between religious and ethnic groups. Emergencies can be relatively short-lived, or have long-lasting impacts which affect populations for years.
- Nigeria has a long history of conflict related emergencies, with a repetition of similar patterns of violence between religious and ethnic groups, and over land through the decades.
- Children are particularly vulnerable in times of emergency. All types of emergency are likely to have a disproportionate impact on boys and girls, as compared to adults. However, children's needs will vary between different emergency situations.
- Children are not a homogenous group. Responses to emergencies must consider the varying needs of girls and boys, older and younger children, children with and without disabilities, children from different religious groups etc. Efforts must be made to fulfil the rights of all groups of children.
- Child protection in emergencies simply means working to minimise the negative effects of emergencies on children.

Exercise: Time-lines on the history of emergencies and conflict in Nigeria

Aims

By the end of this exercise, participants should:

- Be aware of the different types of emergencies that have affected communities in Nigeria
- Have reflected on the repeating patterns of disputes between religious groups and over land that have caused conflict over the years.

Time needed

1 hour

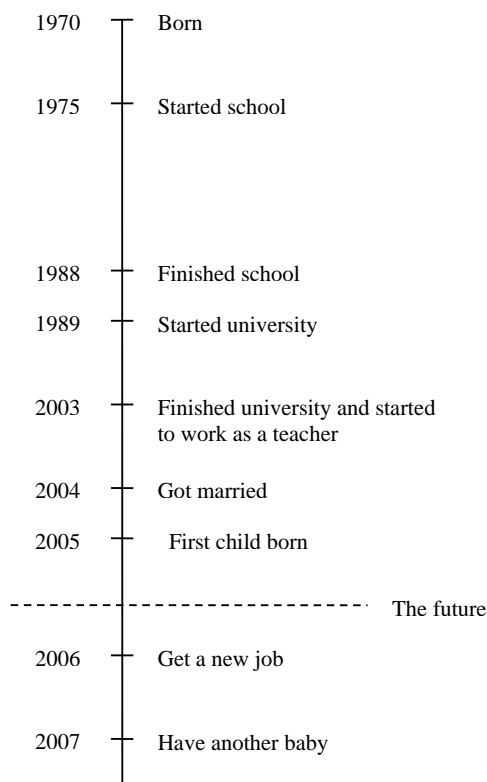
Methods

- Explain that the purpose of this exercise is to explore the nature of emergencies in Nigeria and identify some of the different challenges that Nigeria has repeatedly faced over the years.
- Provide participants with an example of time-line of something not related to emergencies to show participants what a time line looks like (see Box 5 below).
- Split participants into small groups and allow them around 45 minutes to prepare their own time-lines on emergencies in Nigeria over the last 40 years. Ask them to consider how they would like things to change in the future at the end of the time-line.
- In plenary, ask participants to present their time-lines, explaining that the groups should only talk about emergencies not previously mentioned to avoid repeating what the other groups have said.
- Discuss the key issues that emerge, emphasising the years of difficult times, and the repetition of the major causes of emergencies.

Resources and handouts

- Flipchart paper and pens

Box 5: An example of a time line – A life



Exercise: Role play on what happens to children in emergencies

Aims

By the end of this exercise, participants should:

- Understand the range of different types of emergencies
- Have considered the impact of different types of emergencies on children in Nigeria
- Realise that child protection in emergencies is simply about reducing the negative effects of emergencies on children

Time needed

1 hour

Methods

- In plenary, ask participants: What are emergencies? Make sure participants consider national, regional and local emergencies, and natural and man-made emergencies.
- Split into small groups. Ask each group to choose one of the emergencies scenarios identified. Give the groups 20 minutes to prepare a role play exploring what happens to children in the context of these emergencies.
- Ask each group to act out their role plays to the rest of the participants.
- Discuss the key issues that emerge and explain that child protection in emergencies is simply about stopping the bad things that they have identified from happening to children.

Resources and handouts

None

Exercise: Visualisation on what happens to children during emergencies

Aims

By the end of this exercise, participants should:

- Have considered how emergencies effect children
- Understand the varying impacts of emergencies on different groups of children

Time needed

15 minutes

Methods

- Ask the participants to close their eyes. Describe an emergency situation relevant to their context. Try to go into as much detail as possible so that participants have a clear image in their minds about what happened during the emergency described.
- Ask participants to imagine that they are a young boy, aged ten years old who is living with his parents. Ask them how they feel in the emergency situation described, and what might happen to them, and what actions they might take to protect themselves.
- Repeat, this time asking participants to imagine firstly that they are disabled girl aged seven years old, and then that they are a young mother aged 17 with a small baby.
- Get participants to open their eyes and describe some of their imagined experiences to the rest of the group. Emphasise the problems that children face during emergencies and the varying ways in which different groups of children are likely to experience emergencies.

Resources and handouts

None

Exercise: Group work on the varying impacts of emergencies on children

Aims

By the end of this exercise, participants should:

- Have considered how emergencies effect children.
- Understand the varying impacts of emergencies on different groups of children.

Time needed

1 hour 30 minutes

Methods

- Explain that in this session the effects of emergencies on children are going to be explored, including the varying impacts of emergencies on different groups of children.
- Split participants into small groups. Give the groups a piece of flip chart paper with a photo of a child in the centre. Each group should have a different photo on their piece of paper, and efforts should be made to include a range of different children in the photos (for example, a disabled boy, a school girl, a teenaged working boy, a young mother etc.).
- Give the groups 30 minutes to explore the impact of emergencies on the child in the picture, writing their answers around the photo on the flipchart.
- In plenary, ask the groups to present their flipcharts to the rest of the participants. Make sure that participants have covered a wide range of impacts including issues such as food, shelter, exploitation, abuse, family separation, and access to school. Ask them to identify short and long impacts, and to consider the varying experiences of different groups of children.

Resources and handouts

- Several pieces of flipchart paper with photos of children in the centre
- Pens

Exercise: The H-diagram on child protection in emergencies

Aims

By the end of this session, participants should:

- Appreciate the importance of child protection in emergencies
- Recognise some of the barriers to child protection in emergencies and ways to overcome these barriers.

Time needed

1 hour

Methods

- In plenary, ask: what are the benefits of protecting children during emergencies? Place answers against the right-hand vertical of a large H.
- Then ask: What are some of the barriers to protecting children in emergencies? Place answers against the left-hand vertical of a large H.
- Finally ask: what are some of the ways that we can overcome these barriers? Place answers in the middle of the H, so that the solutions form a bridge between the barriers and benefits (see Box 23 below for an example of an H diagram).

Resources and handouts

- A large H drawn across several sheets of flipchart paper.
- Pens

Exploitation and abuse

Key learning points

- Exploitation can be understood as: using power over children to gain some benefit for yourself. Abuse may be sexual, physical or emotional. There are a wide range of different forms of exploitation and abuse that affect children including: harmful child work, sexual abuse within the family and physical violence against children in schools.
- Many forms of abuse and exploitation share similar root causes: a lack of proper care and protection by adults, poverty, a lack of access to good quality education, and cultural attitudes and beliefs which do not view the exploitation and abuse of children as unacceptable.
- Children have the right to be free from exploitation and abuse. Exploitation and abuse can have a devastating impact on children's lives. It can cause physical harm, emotional trauma and social rejection, and disrupt schooling. Many of these effects have long term implications for child and community well being.
- Children often become increasingly vulnerable to abuse and exploitation during and after emergencies. For example, emergencies can separate children from their parents, denying them proper care and protection. Emergencies can also lead to reductions in household incomes, disrupt schooling, and damage community mechanisms which may have protected children in the past.
- Children are vulnerable to abuse and exploitation by those with a remit to protect them in emergencies, such as humanitarian workers, peace-keepers and teachers. Governments, NGOs and UN agencies have a responsibility to take measures to protect children from abuse and exploitation during emergencies.
- Harmful child work is a common form of child abuse and exploitation. It is important to distinguish between work that is not harmful to children and work that damages their well being. Children need to be immediately removed from extremely harmful situations such as work involving sexual exploitation. Other forms of harmful work can be addressed through a combination of long term strategies to prevent workforce entry through, for example, household poverty reduction, and shorter term strategies to improve the lives of children, such as providing them with access to school.
- Children's vulnerability to abuse and exploitation will vary with factors such as age, gender, and levels of disability. For example, girls are more likely to be engaged in work within their own or other people's homes than boys, who may be more vulnerable to physically demanding form of work outside the home.

Exercise: Problem trees on abuse and exploitation

Aims

By the end of this session, participants should:

- Understand the concept of child abuse and exploitation, and have identified some of the main forms of abuse and exploitation that occur in emergencies.
- Appreciate the main causes of abuse and exploitation and some of the ways in which to prevent this abuse of children's rights from taking place.
- Recognise key effects of abuse and exploitation, and some of the ways to help children who have been abused and exploited.
- Acknowledge the varying vulnerabilities to abuse and exploitation between different groups of children.

Time needed

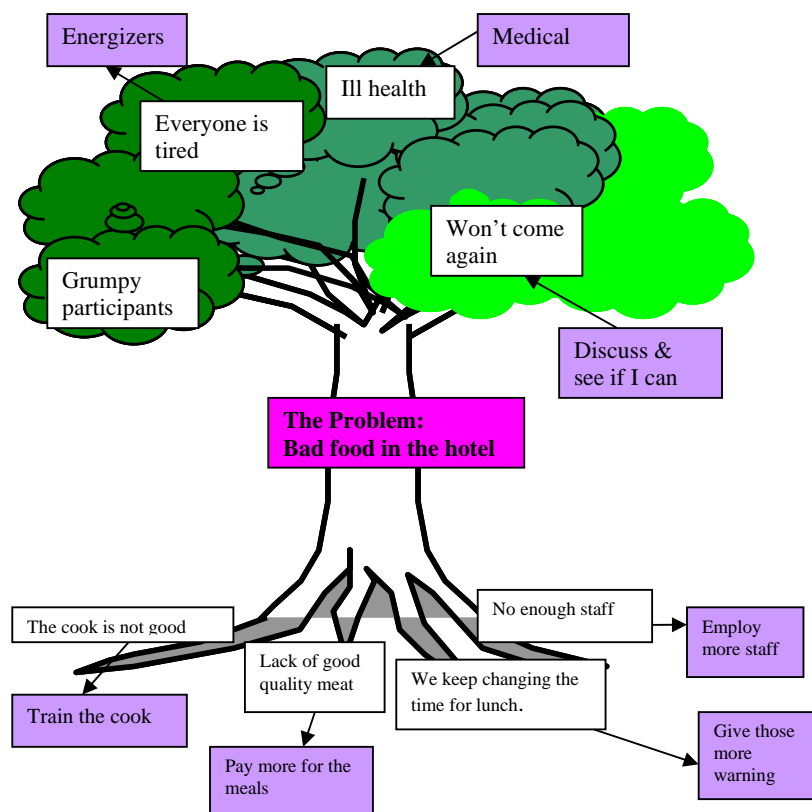
2 hours

Methods

- Explain that child exploitation may be understood as: using power over children to gain some benefit for yourself. Abuse may be sexual, physical or emotional.

- Ask participants to identify several different forms of abuse and exploitation that children are likely to suffer from during emergencies. These may include: child labour, child trafficking, child soldiers, commercial sexual exploitation, sexual abuse within the family, and sexual abuse by those with a remit to protect children.
- Introduce an example of a problem tree to participants (see Box 6 below) and explain that the purpose of this exercise is for them to develop problem trees on abuse and exploitation in emergencies.
- Split participants into small groups and ask each group to select one form of exploitation or abuse. Give participants 45 minutes to develop problem trees examining the causes and effects of the form of abuse/ exploitation they have chosen. Participants should think specifically about emergency situations and also examine solutions to either prevent abuse from occurring or mitigate its negative impacts.
- In plenary, ask each group to present their problem trees. Discuss why abuse and exploitation may increase during emergencies. Develop a summary list of preventative strategies and of ways to help children who have been abused and exploited. Use the checklist provided in Box 7 below to ensure that participants cover all key issues.
- Ask participants to reflect on how groups of children may experience abuse and exploitation in different ways. For example: which forms of abuse and exploitation are most likely to effect girls, and which forms are more likely to effect boys? How do the impacts of abuse and exploitation vary by sex and age? Why might disabled children be especially vulnerable to abuse and exploitation during emergencies?

Box 6: An example of a problem tree



Box 7: Check list of 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 often increases, forcing families to send children out to work.
- Conflict and displacement can erode the values which may have provided a degree of protection from abuse and exploitation during 'normal' times.
- Education is often disrupted and children are sent out to work to avoid 'idleness.'
- Families are under pressure and 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.
- Adults want to use children to perpetrate acts of violence because children are less likely to disobey orders than adults.

Key effects of abuse and exploitation include:

- Physical harm from dangerous working conditions or sexual or physical abuse.
- Emotional trauma.
- Social rejection from involvement in stigmatised activities such as commercial sex work.
- Sexually transmitted diseases including HIV/ AIDS.
- Disruption to schooling.
- Long term implications for child and community well being (e.g. an uneducated workforce, children unable to marry as adults because of the stigma associated with their work).

Resources and handouts

- Flipchart paper and pens

Exercise: Group work and discussion on different forms of child work**Aims**

By the end of this session, participants should:

- Recognise the different types of work that boys and girls do, including more hidden forms of work, such as domestic work.
- Appreciate the positive and negative effects of work, and the distinction between work that is harmful and work that is not.

Time needed

45 minutes

Methods

- In pairs, get participations to brainstorm on the different types of work that girls and boys do. Quickly feedback in plenary and develop a list. Make sure that housework, child care, farming, animal rearing and water collection are included.
- In plenary, ask the following questions, recording answers on flipcharts:
 - What are the positive effects of work?
 - What are the negative effects of work?
 - Is all of the work that children do equally harmful to them?
 - Out of the occupations identified, what are some of the most harmful forms of work?(Here, discourage lengthy debate. Explain that the aim is not to agree on a definitive list of harmful forms of work, but rather to encourage recognition of the varying impacts of different types of work.)
- Use the information provided in Box 8 below to briefly present the distinctions between different forms of work provided by Save the Children policy and international standards.

Box 8: Presentation on different types of work

Save the Children makes the distinction between three different types of work:

- Work that is not harmful to children, and may even be beneficial
- Work that is harmful to children, but that can be improved to reduce or even remove the harm faced.
- Work that is so harmful to children that the only option is to remove children from work.

International Labour Organisation Conventions 138 and 182 on child labour state that:

- No child aged under 18 should be engaged in 'worst forms' of work. These include trafficking, sexual exploitation, bonded labour, and work which is physically hazardous.
- Children aged 15 or under cannot work full-time work, though children between the aged of 13 and 15 can be engaged in part-time, light work.

Exercise: Body Maps on the causes of children's work

Aims

By the end of this session, participants should:

- Understand the main causes of children's work and how these are affected by emergencies.
- Have considered the practical steps that can be taken by their organisations to prevent/ respond to harmful forms of work in emergencies.

Time needed

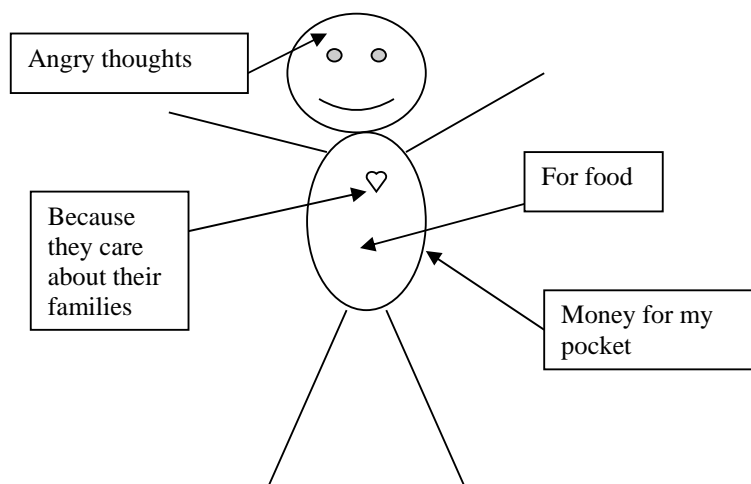
1 hour 30 minutes

Methods

- Present the example of a Body Map provided in Box 9. Split participants into four groups and give each group 30 minutes to complete Body Maps on the causes of one of the following:
 - Girls work during emergencies
 - Boys work during emergencies
 - Girls work after emergencies
 - Boys work after emergencies

Box 9: An example of a Body Map

Reasons why children choose to join the fighting forces



- Ask participants to present their Body Maps in plenary. Highlight the three main root causes of children's work: lack of access to good quality education, household poverty, and attitudes and beliefs about appropriate roles for children.
- Explain that for less harmful forms of work, it is sometimes necessary to take short term measures to improve working conditions. This ensures that children's lives improve whilst they wait for longer strategies to address root causes to take effect. Briefly present the strategies to address harmful child work outlined in Box 10.

Box 10: Presentation on strategies to address harmful child work

Ways to prevent harmful work:

- Access to good quality, relevant education
- Poverty reduction
- Changing attitudes

Ways to improve working conditions:

- Access to school for working children
- Encouraging employers and co-workers to treat children better
- Reducing working hours
- Removing hazards from the working environment

- Split participations into groups of 2-3 to discuss concrete actions that their organisations could take to address harmful child work. Ask participations to write answers onto pieces of card, with one answer per piece of card. Encourage participants to provide practical and realistic suggestions.
- Organise the cards in a logical way on the wall, and discuss the suggestions in plenary.

Resources and handouts

- Flipchart paper and pens
- Cards
- Bluetac or tape for sticking cards to the wall

Exercise: Case study on children's role as perpetrators of violent conflict

Aims

By the end of this session, participants should:

- Appreciate that children can sometimes act as perpetrators of violence and are vulnerable to manipulation by adults seeking to create violent conflict.
- Understand some of the practical steps that can be taken to reduce children's vulnerability to such abuse and exploitation.

Time needed

1 hour

Methods

- Allow participants 5 minutes to read through the case studies provided in Handout 1.
- In plenary, ask: Why did the young people in these case studies take part in the conflict? Ensure that participants acknowledge the role of tribal or ethnic allegiances, the perceived need to protect themselves, poverty and hunger, and the influence of community leaders.
- Then ask: What can be done by your organisations to prevent children from taking part in violent conflict? Ensure that participants recognise the role of proper care and protection by adults, education, awareness raising, and poverty reduction.

Resources and handouts

- Flipchart paper and pens
- Handout 1.

Exercise: Case study and discussion on the sexual exploitation of children by those with a remit to protect them

Aims

By the end of this session, participants should:

- Appreciate that children are vulnerable to abuse and exploitation by those with a remit to protect them during times of emergency.
- Understand some of the practical steps that can be taken to reduce children's vulnerability to such abuse and exploitation.

Time needed

1 hour 30 minutes

Methods

- Allow participants five minutes to read the case study provided in Handout 2.
- In plenary, ask: who are the potential abusers and exploiters of children in emergency situations? Ensure that participants include police, NGO workers, UN agency staff, peace keepers, employers, family members and children themselves. Emphasise the sad truth that children are often abused by those with a remit to protect them.
- Split participants into small groups, and give them 20 minutes to develop a list of concrete suggestions for ways of preventing the abuse and exploitation of children by those with a remit to protect them. Ask participants to write answers on pieces of card, with one answer per piece of card.
- Organise answers on the wall, and discuss in plenary. Conclude with a brief presentation of Save the Children's child protection policy as provided in Box 11. Allow participants time to ask questions and comment on the policy.

Resources and handouts

- Flipchart paper and pens
- Handout 2
- Cards
- Bluetac or tape to stick cards to the wall

Box 11: Presentation on Save the Children's child protection policy

The policy calls for the following actions to prevent and respond to potential abuse by staff members and partner agencies working with children:

1. **Creation of awareness:** Ensuring that staff and others working with Save the Children are aware of the problem of child abuse and exploitation and the risks to children
2. **Prevention:** Ensuring through awareness and good practice, that staff and others working with Save the Children minimise the risks to children.
3. **Reporting:** Ensuring that staff and others working with Save the Children are clear what steps to take where concerns arise regarding the safety of children.
4. **Responding:** Ensuring that action is taken to support and protect children where concerns arise regarding possible abuse.

The policy also makes commitments to:

- Take seriously any concerns raised.
- Take positive steps to ensure the protection of children who are the subject of any concerns.
- Support children, staff or other adults who raise concerns or who are the subject of concerns.
- Act appropriately and effectively in instigating or co-operating with any subsequent process of investigation.
- Be guided at all times by the principle of acting in the “best interests of the child.”
- Listens to and take seriously the views and wishes of children.
- Work in partnership with parents/careers and/or other professionals to ensure the protection of children.

Save the Children have developed and distributed a code of conduct for all staff members on child protection.

Education in emergencies

Key learning points

- Education is a right. Children must be able to continue their education during and after emergencies.
- Education helps children to better cope with emergencies, by, for example, helping to restore a sense of normality, providing them with information about issues such as health and nutrition, and giving children the confidence and life skills to better protect their own rights.
- Children face a number of barriers to achieving an education during emergencies. For example, schools may be closed or children may have problems safely getting to and from school. Household incomes may also decline, leading to children dropping out of school to enter work.
- Efforts must be made to ensure that children have access to school during and after emergencies, and that the schooling on offer is of high quality and relevant to their needs.
- NGOs and government agencies can contribute to children’s education during and after emergencies in a range of ways, including: accessing local resources, such as finding teachers in refugee camps, developing curricula that reflect children’s needs, and establishing committees to involve parents and children in the running of schools.

Exercise: Discussion and group work on ensuring continuing schooling in emergencies

Aims

By the end of this exercise, participants should:

- Appreciate the importance of continuing schooling or skills training during and after emergencies.
- Recognise barriers to education during and after emergencies, with particular reference to the problems faced by vulnerable groups such as girls, children with disabilities and working children.
- Understand some of the practical steps that can be taken by government, NGOs and UN agencies to maintain access to quality education during and after emergencies

Time needed

2 hours

Methods

- In plenary, ask: Why is it important for children to continue with their education during and after emergencies? Use the information provided in Box 12 to ensure that all key issues are covered.

Box 12: Checklist on why education is important during emergencies

- Education is a right
- Attending school restores sense of normality, order and purpose
- Education can enable children to make sense of their experiences
- School gives responsible adults access to children, enabling the monitoring of abuse
- Education increases options/ prevents idleness so reduces exploitation
- Good quality education gives children confidence and life skills
- Literacy helps with access to information needed for survival e.g. on HIV/AIDS
- Child can pass on what they have learnt to others in the community

- Split participants into four groups and allocate one of the following emergency contexts to each of the groups:
 - Flood
 - Riot within a town (such as those that occurred in Kaduna/ Kano)
 - Drought
 - Long term conflict leading to massive population displacement.
- Give participants 30 minutes to explore the main barriers that children face in accessing schooling in the emergency context they have been allocated. Ask each group to present their findings in plenary and discuss the particular challenges that especially vulnerable groups of children might face in accessing school during emergencies. These groups might include: girls, especially those from Northern Nigeria, children with disabilities and working children.
- Split participants into three groups and give each group 30 minutes to explore one of the following questions:
 - What role could your organisations play in ensuring that children continue to have access to school through planning for emergencies?
 - What role could your organisations play in ensuring that children continue to have access to school through activities during emergencies?
 - What role could your organisations play in ensuring that children continue to have access to school through activities after emergencies?
- Ask the groups to present their findings in plenary and conclude with the brief presentation on good practice in providing education in emergencies provided in Box 13. Emphasise the importance of ensuring that children are both able to access school, and receive an education that is of good quality and relevant to their needs once in school.

Box 13: Presentation on principles for good practice in providing education in emergencies

- Make the most of local resources, such as teachers living within refugee camps.
- Ensure that systems are flexible enough to allow children to drop in and out of school and continue to learn.
- Make sure that curricula are relevant to children's lives and reflect their needs.
- Encourage the use of participatory learning styles
- Involve children and communities in the running of schools e.g. through school management committees.
- Start off with simple educational and recreational activities to get children back to learning as quickly as possible.
- Move onto developing a more structured system which reflects the usual curriculum of schools in the area.

Resources and handouts

- Flipchart paper and pens

Preventing violent conflict

Key learning points

- Conflict is an inevitable feature of life and is not necessarily a negative force as it can lead to positive change.
- There are many different ways of responding to conflict. Conflict only becomes problematic when responses involve confrontation and violence.
- If the causes of violent conflict are not resolved, conflict can reoccur. Efforts must therefore be made to prevent and address violent conflict.
- Peace education is a key mechanisms for responding to violent conflict.

Exercise: Discussion and group work on preventing violent conflict

Aims

By the end of this exercise, participants should:

- Understand that although conflict can act as a positive force, violent conflict should be prevented.
- Have reflected on ways to prevent violent conflict in Nigeria.
- Recognise the importance of involving children in efforts to reduce violent conflict.

Time needed

1 hour (assuming that the time-lines on violent conflict have already been developed under the exercise 'Time-lines on the history of violent conflict in Nigeria')

Methods

- Explain that this session is about exploring ways prevent violent conflict. Emphasise that conflict is an inevitable part of life and not necessarily a bad thing. It can generate new ideas, and help people to resolve disputes and gain an understanding of different perspectives. However, when conflict becomes violent, it causes problems.
- Refer back to the time-lines produced in the exercise 'Time-lines on the history of violent conflict in Nigeria' above.
- Split participants into small groups and ask them to spend 30 minutes exploring: What makes conflict violent? Why does violent conflict keep reoccurring in Nigeria? What can we do to reduce violent conflict?
- Ask each group to feedback in plenary. Highlight the importance of involving children in efforts to reduce violent conflict. Explain that if children can be taught about the value of addressing conflict in a peaceful way through 'peace education' they are less likely to resort to violence as adults.

Resources and handouts

- Flipchart paper and pens

Exercise: Role play on different responses to conflict

Aims

By the end of this exercise, participants should:

- Recognise differing responses to conflict, and the benefits of reacting in a non-violent/ non-confrontational way.
- Appreciate the importance of peace education as a means of promoting non-violent conflict resolution.

Time needed

1 hour 30 minutes

Methods

- Explain that conflict is an inevitable part of life and not necessarily a bad thing. However, when responses to conflict are inappropriate, conflict can become violent and cause problems. Introduce the three main responses to conflict outlined in Handout 3: avoidance, confrontation and problem-solving.
- Introduce participants to the following scenario: The Kikileku and Zalen communities are engaged in a protracted land dispute over an expanse of fertile land between them. Both communities assert their ancestral claim to the land and this has resulted in intermittent violent conflict.
- Split participants into three groups and allocate one of the three responses to conflict to each of the groups. Give the groups 20 minutes to develop a role play on attempting to resolve the conflict between the Kikileku and the Zalen using the response to conflict they have been allocated. Ensure that members of each group act out the following roles: The village chief, village elders, women's leader, and youth/ children's leader.
- Once participants have performed their role plays discuss which of the three responses to conflict produced the best results. Emphasise the importance of using peace education to promote less confrontational means of resolving conflict. Use the definition of peace education provided in Box 14 to round up this session.

Box 14: Peace Education

Peace Education is a major instrument for ensuring sustainable social transformation. Wars/ violent conflicts are generally believed to begin in the minds of human beings; the foundation for ensuring peace must equally be constructed in the minds of people. Therefore, the concept of peace education refers to all efforts through formal and informal education including media programmes, workshops, conferences, adult literacy programmes and family education/ child socialization aimed at laying appropriate foundation for peace profile to emerge. Some of the pre-requisites for peace include justice, equity, and access to resources, health care, employment opportunity, and respect for other's culture, rule of law, compassion, enlightened citizenry, awareness and positive mechanisms for resolving conflicts, good governance, transparency and accountability as well as political freedom. Peace education also involves all training and learning in putting in place deliberate, consistent, and pro-active steps that could lead to the above ingredients of peace as well as achieving positive change in attitude, behaviour and environment for conflict transformation and peaceful co-existence to occur.

Resources and handouts

- Flipchart paper and pens
- Handout 3

Avoiding separation and caring for separated children

Key learning points

- Separated children may be defined as: 'Children who are separated from their parents' or usual carers.'
- Separation has a range of negative impacts on children's lives. Separated children are highly vulnerable to inadequate care and protection, abuse and exploitation. They will often be denied their basic survival and development rights and may feel lonely and isolated.
- Emergencies increase the risk of separation. Children may be orphaned by the death of their parents or lose contact with their usual carers as they flee to escape violence. Some boys and girls are captured by armed forces or groups, or abandoned by parents unable to meet the needs of all of the children in the family.
- Agencies working to help populations affected by emergencies can inadvertently increase the risk of separation. For example, they may fail to provide child care when giving medical help to parents or

carers, or may offer care for children which far exceeds that provided by communities, encouraging parents to abandon their children.

- Efforts to prevent separation include: providing families with information about ways to avoid separation, such as not allowing children to carry heavy loads; teaching children their names and addresses so that they can be quickly reunited with their families, and putting proper mechanisms in place to ensure that children are cared for when their parents are medically treated.
- If children have been separated from their parents or usual carers, residential care should be used as a last resort only. Residential care leaves children vulnerable to abuse and exploitation, can stunt children's emotional development, threaten their health and nutrition, and perpetuate discrimination.
- Although alternatives to residential care should be encouraged where possible, there may be instances where residential care is the only or best option. For example, where usual mechanisms for caring for separated children in the extended family or community have temporarily broken down due to disruption caused by conflict. Efforts must be made to ensure that children in residential care are properly cared for and protected.

Exercise: Role plays on family separation during emergencies

Aims

By the end of this exercise, participants should:

- Appreciate the importance of avoiding separation.
- Have an understanding of some of the key causes of separation during emergencies, and ways to prevent children from being separated.

Time needed

1 hour 30 minutes

Methods

- Introduce a definition of separated children: 'Children who are separated from their parents' or usual carers.'
- Split participants into small groups and give them 15 minutes to explore the impact of separation on children. Get each group to call out one impact in plenary reminding groups not to repeat answers already given. Use the checklist provided in Box 15 below to ensure that participants have covered key issues.
- Split participants into small group. Ask each group to act out a scenario where children get separated from their parents or usual carers during an emergency. Give participants 15 minutes to prepare their role plays.
- Once participants have performed the role plays, develop a list of the key causes of separation. Use the checklist provided in Box 15 below to ensure that participants have covered all of the key issues.
- Ask participants to go back to the scenarios they developed in their role plays, and this time prepare role plays on how separation could have been prevented. Give participants 15 minutes to prepare their role plays.
- Once participants have performed the role plays, develop a list of key strategies to prevent separation. Use the checklist provided in Box 15 below to ensure that participants have covered all of the key issues.

Box 15: A checklist of key issues relating to family separation

The impact of separation on children:

- Separation can have an impact on children's development and ability to bond with others.
- Children are less likely to be properly cared for, and have survival rights, such as food and shelter met, if they are not in a family setting.
- Separated children may have experienced traumatic events as part of their separation – such as witnessing violence or destruction – and lack the love and 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. For example, experience has shown that separated children are much more likely to be recruited into armed groups than children who remain with their parents.
- Separation from parents or usual carers can dislocate children from their communities and cultures. This can leave children feeling lonely and isolated.

The causes of separation during emergencies:

- Death of parents or usual carers
- Separation whilst fleeing from violent conflict or destruction caused by natural disasters.
- Capture by armed gangs or child traffickers.
- Abandonment by parents unable to cope with large numbers of children.
- Children deciding themselves to leave e.g. to escape abusive family relationships
- Inadequate care from agencies working in emergency settings e.g. not providing child care whilst parents receive medical attention.
- A lack of effort to immediately reunite children with parents or usual carers by agencies working in an emergency situation e.g. taking children away to residential care before looking to see if family members are nearby when a child is found alone.
- Providing care that far exceeds that offered families. In these circumstances families may feel that abandoning children offers them with the best chance of survival.

Ways to prevent separation:

- Ensuring that families agree a meeting place in case they get separated during violent conflict or natural disasters.
- Encouraging families and communities to teach children their full names and addresses to enable children to be quickly reunited with parents if they become separated.
- Providing practical information about ways to prevent separation, such as not giving children heavy loads to carry which could slow them down, and asking older children to hold the hands of younger children.
- Making sure that relief workers do not inadvertently encourage separations, by, for example, providing care for separated children that far exceeds that which parents and carers are able to offer.
- Putting proper mechanisms in place to care for children whilst parents are being medically treated.

Resources and handouts

- Flipchart paper and pens

Exercise: Group work and discussion on the use of residential care for separated children

Aims

By the end of this exercise, participants should:

- Appreciate the benefits and disadvantages of residential care for separated children
- Understand why residential care should be used only as a last resort

Time needed

1 hour 30 minutes

Methods

- Provide the definition of residential care included in Box 16 and discuss which groups of children might be found in residential care during emergencies and why. Explore alternatives to residential care with participants such as fostering, and adoption.

Box 16: A definition of residential care

A group living arrangement for children in which care is provided by remunerated adults who would not be regarded as traditional carers within the wider society.

- Split participants into small groups. Ask half of the groups to explore reasons why separated children should be kept in residential care during emergencies, and the other half of the groups to explore reasons why residential care should be used only as a last resort. Allow participants 30 minutes for this discussion.
- Feedback in plenary, using the checklist provided in Box 17 to ensure that all key issues have been covered. Emphasise that although there are some instances where residential care is the best option, in most cases it should be used as a last resort only.

Resources and handouts

- Flipchart paper and pens

Box 17: Checklist on the use of residential care**Reasons why separated children should be kept in residential care:**

- Alternatives to residential care can be problematic if not properly implemented. For example, agencies who place children in foster care often lack sufficient resources to follow-up and check on their well-being.
- Usual support mechanisms, such as the extended family, may become over-stretched in times of emergencies and unable to offer proper care and protection to separated children.
- Separated children who are not taken in by other family or community members and have to live alone are vulnerable to abuse and exploitation.
- In some societies, the idea of adoption is inconceivable; it is simply not considered possible for parental rights to be transferred to a person who is not related.
- During and immediately after conflict, mass killings and population displacement can make it impossible to establish care in the community for separated children, at least in the short term.

Reasons why residential care should be used only as a last resort:

- Residential care is often avoidable as it is possible to prevent separation/ provide alternatives in most cases.
- Residential care can threaten children's normal development as children can fail to gain the life-skills they usually learn from their family or community. Children's emotional development may be stunted by a lack of love.
- Abuse/ neglect is common in residential care institutions. Children are kept away from families or communities and their poor treatment often goes un-checked as a result.
- A lack of resources means that residential care often offers children poor nutrition and living in close proximity with large numbers of other children encourages the rapid spread of disease.
- Many children living in residential have particular needs. For example, they may have suffered trauma of the loss of parents. There are usually not enough staff with appropriate skills to address these needs.
- Residential care can reflect and perpetuate discrimination as children are often sent to residential care because of rejection by families and communities as a result of, for example, HIV/AIDS or disability. Once in residential care, they receive different treatment from other children who live with their families, and this further increases stigma, and reduce their ability to mix with their peers.
- A long time spent in residential care can lead to 'institutionalisation' where children lose their independence and autonomy.
- Residential care is up to 12 times more expensive than the alternatives.
- The UNCRC states families offer the best environment for bringing up children.

Recognising diversity in responding to emergencies

Key learning points

- Children are not a homogenous group. Their needs will vary according to factors such as age, gender, levels of disability, health, ethnicity etc. It is important to ensure responses to emergencies recognise this diversity.
- One of the key ways in which children differ is as a result of their stage of growth and development. As children get older, they will grow in size, weight, and height. They will also develop physical, emotional, mental and social abilities. Children at different stages of growth and development face varying vulnerabilities at times of emergencies.
- Emergencies can threaten children's growth and development and efforts must be made to minimise negative impacts to prevent long term damage.
- As well as recognising diversity in terms of the different needs of groups affected by emergencies, it is also important to recognise the wide range of contributions that affected populations can make to solving their own problems.
- Resources to be utilised in responding to emergencies include skilled individuals, such as teachers or builders, groups or organisations, such as faith based groups, and community leadership structures such as village councils.

It is important that diversity issues are covered throughout the training course and many of the exercises listed under other topics encourage recognition of the varying needs and capacities of different groups affected by emergencies.

Exercise: Discussion and group work on children's changing needs as a result of growth and development

Aims

By the end of this exercise, participants should:

- Understand the concept of child growth and development and the different stages of childhood.
- Appreciate how emergencies can have a varying effect on children at different stages of growth and development.
- Understand the importance and means of preventing emergencies from having an adverse affect on children's growth and development.

Time needed

1 hour 30 minutes

Methods

- Use the information provided in Box 18 to introduce the concept of child growth and development.
- Give participants Handout 4, and explain that this explores the four major stages of childhood. Allow participants time to read through the handout and ask questions if necessary.
- Split participants into four groups and allocate one stage to each of the groups. Give participants 30 minutes to explore the problems that children going through the stage they have been allocated are likely to face during emergencies.
- In plenary, ask participants to present the problems they have identified and discuss the implications for responding to emergencies. Emphasise the importance of preventing and addressing problems to ensure that emergencies do not adversely affect children's growth and development.

Resources and handouts

- Flipchart paper and pens
- Handout 4

Box 18: Presentation on child growth and development

Growth is the increase in the size, weight, height and ability of the different parts of the body.

Development is the improvement in performance by different parts of the body. It is the way the physical, emotional, mental and social abilities of the child improve with time.

There are different types of growth and development:

- **Physical growth and development:** the increase in size, weight, and height of different parts of the child's body, and step by step improvements of abilities, such as sitting, crawling, and walking.
- **Emotional growth and development:** increasing ability to control feelings, for example anger, sadness, joy, love, and confidence.
- **Social growth and development:** increasing ability to interact with the community and surroundings and to behave in an acceptable way according to his/ her age and culture.
- **Mental growth and development:** increasing ability to understand and reason according to his/ her age
- **Language development:** increasing ability to understand and respond to people and things around him/ her.

Growth and development are affected by both the **heredity** qualities that children inherit from their parents, and the **environment** in which a child grows up.

Exercise: Discussion and group work on recognising and utilising diversity within populations affected by emergencies

Aims

By the end of this exercise, participants should:

- Recognise the varying needs of different vulnerable groups during emergencies.
- Appreciate the contributions that the diverse populations affected by emergencies can make to addressing the problems that they face.

Time needed

1 hour 30 minutes

Methods

- Encourage participants to read the extract provided in Handout 5. This is to remind them of the significant impact that emergencies have on children.
- Ask participants to identify particularly vulnerable groups who maybe affected by emergencies. Explain whilst this training session focuses on children's needs, it is also important to recognise other vulnerable groups, especially as their well being may have an effect on children's ability to survive.
- Split participants into small groups and allocate one of the vulnerable groups included in Box 19 to each of the groups. Give participants 20 minutes to explore the major needs of the vulnerable group during an emergency situation. Feedback in plenary and use the checklist provided in Box 19 to ensure that all key points have been covered.
- Explain to participants that as well as focusing on the particular needs of vulnerable groups during emergencies, it is also important to recognise strengths within populations affected by emergencies. Ask participants to imagine a population of refugees or internally displaced persons, and to consider the resources that may already exist within such populations. Use the checklist provided in Box 19 to ensure that all key issues are covered.

Box 19: Checklist on recognising and utilising diversity within populations affected by emergencies

The major needs of different vulnerable groups during emergencies

All groups need food, shelter and health care. In addition, the particular needs of specific groups include:

- Very young children: Immunisations; special baby foods, and warm clothing.
- Adolescent boys: Protection from abuse and exploitation, especially physically hazardous/ demanding forms of work and recruitment into the armed forces; education or skills training, and recreation facilities.
- Adolescent girls: Protection from abuse and exploitation, especially sexual abuse and exploitation; education or skills training; adequate sanitation, including safe and private toilet facilities and sanitary towels, and recreation facilities.
- People with disabilities: Artificial appliances such as hearing aids or crutches; occupational or physical therapy; help meeting specific nutritional requirements, and assistance safely moving between locations and within camps.
- Elderly men and women: Warm clothing; help meeting specific nutritional requirements, and assistance safely moving between locations and within camps.
- Separated children: Documentation and tracing for rapid reunification; places in interim care centres and support over-coming traumas that may have led to separation (see also the needs of very young children and adolescents above)
- People affected/ infected by HIV/AIDS: Additional medical care and anti-retroviral drugs as appropriate; provision of residential care for the very sick; support to families caring for the sick; extra support to overcome the loss of a breadwinner in the household; help meeting specific nutritional requirements, and counselling.

The resources available within populations affected by emergencies

- Individuals e.g. teachers, nurses, traditional birth attendants, builders, carpenters.
- Groups and organisation e.g. drama groups, football clubs, children's groups, community based organisations, faith based groups.
- Leadership mechanisms e.g. community leaders, religious leaders, local councils

- Introduce participants to Handout 6, explaining that these are a set of questions that can be used to explore the resources and self-help mechanisms that already exist within communities affected by emergencies. Give participants an opportunity to comment and ask questions.

Resources and handouts

- Flipchart paper and pens
- Handouts 5 and 6

Co-ordination and community mobilisation

Key learning points

- Community involvement is essential for ensuring that responses to emergencies are effective. Engaging community members will help to make sure that interventions are relevant to their needs. Using resources that already exist within the community saves money. Involving populations affected by emergencies in solving their own problems reduces a sense of helplessness and dependency on outsiders.
- A wide range of resources already exist within communities. The best way of identifying and mobilising these resources is to make use of existing community level organisations/ structures and groups. A necessary first step is to identify which mechanisms already exist.
- Although existing community mechanisms should be utilised, it is also important to recognise that these organisations/ structures/ groups do not always represent all members of the community. It may

be necessary to establish additional mechanisms to ensure that the views of often excluded groups, such as women and children, are represented.

- Child Welfare and Protection Committees have been proven to be effective in protecting children during emergencies. These are community level groups established to prevent, monitor and respond to the abuse and exploitation of children.
- Communities need to be fully engaged in shaping and establishing mechanisms such as Child Welfare and Protection Committees. Such groups are much more likely to function effectively if community members are involved in determining their structure and role.
- Co-ordination between different agencies working to protect children in emergencies is essential for avoiding duplication. Regular communication is a key part of effective co-ordination. However, encouraging a free flow of information can be challenging and specific efforts need to be made to identify and overcome blocks to effective communication.

Exercise: Discussion and group work on community mobilisation in responding to emergencies

Aims

By the end of this session, participants should:

- Recognise the importance of involving communities in effective responses to emergencies, and particularly the role that communities play in addressing children's rights.
- Identify existing community structures that could be utilised in responding to emergencies.
- Acknowledge the need for parallel structures to help support groups often under-represented by existing community structures (e.g. women and children).

Time needed

2 hours

Methods

- Use the information provided in Box 20 below to provide a definition of community mobilisation and the key reasons why community mobilisation is felt to be important. Explain that the rest of the session is about exploring how community mobilisation can be effectively achieved.

Box 20: A presentation on community mobilisation

A definition of community mobilisation:

.....as a process whereby local groups are assisted in clarifying and expressing their needs and objectives and in taking collective action to attempt to meet them.

Why is community mobilisation important?

- Making sure that interventions are relevant and effective.
- Ensuring that actions respect cultural and religious beliefs.
- Saving money by making use of existing resources.
- Making individuals feel less helpless and more in control of their lives.
- Reducing dependency on government and humanitarian agencies.
- Respecting individuals right to take part in decisions which affect their lives.

- Split participants into small groups. Give each group a flipchart with a photo in the centre of one community member e.g. a chief or religious leader, a teacher, a father, a child etc. Allow the groups 30 minutes to brainstorm on the different roles that these individuals could play in helping children in an emergency situation.
- Feedback in plenary, highlighting the valuable role that the communities can play in protecting children in emergencies and the contributions that children themselves can make to their own

protection. Also emphasise the difference between men and women's role and the particular significance of women's role in responding to child rights in times of emergency.

- Explain that the most effective way to mobilise these individuals is with the help of existing structures, institutions or organisations within the community.
- Ask the participants to quickly brainstorm with the person sitting next to them on groups, organisations, or structures who operate at the community level that could be mobilised to support children's rights in an emergency situation.
- In plenary, develop a list of key organisations/ structures/ groups. Explore the membership of these organisations/ structures/ groups to examine which community members each of the mechanisms represents. Emphasise the wealth of existing community mechanisms and the value of building on these. Highlight that groups are usually dominated by adults, and often by men, and the consequent necessity of sometimes establishing new structures to reflect the needs of under-represented groups.

Resources and handouts

- Flipcharts with pictures of community members in the centre
- Flipchart paper and pens

Exercise: Developing a terms of reference for child welfare and protection committees

Aims

By the end of this exercise, participants should:

- Appreciate the importance of having community level structures to respond to child protection issues.
- Have considered the role and composition of Child Welfare and Protection Committees in the communities in which they work.

Time needed

1 hour 30 minutes

Methods

- Introduce the concept of Child Welfare and Protection Committees to participants. Explain that the aim of these groups is to monitor the well being of children in the community, to take action to prevent abuse and neglect, and respond to suspected cases of abuse and neglect. They consist of key members of the community who have some interest in child protection issues e.g. community or religious leaders, parents and often children themselves.
- Ask participants what the benefits of Child Welfare and Protection Committees might be. Emphasise the benefits of community mobilisation outlined in Box 20 above.
- Split participants into small group and give them 45 minutes to develop a Terms of Reference (TOR) for a Child Welfare and Protection Committee in the communities in which they work. These terms of reference should include possible members of the committees, some of the activities which committees might engage in, and when and where they might meet.
- Ask each group to present their TOR to the other participants for review. Emphasise the importance of involving community members in the development of TORs for Child Welfare and Protection Committees.

Resources and handouts

- Flipchart paper and pens

Exercise: Role play on communicating effectively with communities

Aims

By the end of this exercise, participants should:

- Appreciate the value of community participation in establishing community level structures for child protection

Time needed

1 hour

Methods

- Split participants into two groups, with group one containing roughly two thirds of the participants. Explain that the larger group are members of a village and ask them to stand at one end of the room.
- Making sure that the larger group cannot hear what is being said, quietly brief the smaller group on their role. Ask them to imagine that they are going into a community to establish Child Welfare and Protection Committee to help benefit children during times of emergency. Tell them that the first time they go into the village they need to *tell* community members about how the committees will be formed and what their role will be. They should then repeat the role-play, this time *asking* community members what they would like a Child Protection and Welfare Committee to do.
- In plenary, discuss what participants have learnt from the exercise. Ask ‘villagers’ how they felt during the two role plays, and which of the different styles is most likely to be effective. Emphasise the value of community participation in establishing effective community level structures for child protection.

Resources and handouts

None

Exercise: Game and discussion for exploring effective communication and co-ordination

Aims

By the end of this exercise, participants should:

- Appreciate the importance of effective communication and co-ordination in emergency situations.
- Understand some of the barriers to effective communication and co-ordination and have considered ways to overcome these challenges.

Time needed

1 hour 30 minutes

Methods

- Ensure that the participants are sitting in a circle. Whisper a sentence into the ear of one of the participants. Ask him or her to whisper the sentence into the ear of his/ her neighbour. Repeat until the sentence has reached the starting point of the circle. Ask the last participant to hear the sentence to repeat it, and compare this with the sentence that started the exercise. Highlight the difficulty of communicating effectively with large groups of people.
- Ask participants to identify some of the challenges to effective communication in emergency settings. Show participants Handout 7 on roadblocks of communication and give them an opportunity to ask questions and give comments.
- Split participants into small groups and give the groups 30 minutes to discuss why effective communication and co-ordination is necessary during emergencies, and what steps can be taken to achieve this.

- Feedback in plenary. Emphasise the importance of engaging a wide range of stakeholders in achieving an effective emergency response including governments, NGOs, police, community leaders and affected communities.

Resources and handouts

- Flipchart paper and pens

Child participation and communicating with children

Key learning points

- Children's participation may be defined as: involving children and young people in decisions which affect their lives and enabling them to better help themselves.
- Children have the right to be involved in all decisions which affect them. This right applies in emergency situations even though time may be short and circumstances challenging.
- Children's participation is highly beneficial. It is essential for making interventions more relevant to children's needs, thus ensuring that resources are used efficiently. It can also help to build children's confidence and self-esteem and give them new skills.
- Involving children in decisions which affect them does not mean doing exactly what children tell adults to do. Children need to be properly informed in order to make the right choices, but should not be manipulated into saying what adults want them to say.
- Consulting children about appropriate interventions before, during and after emergencies is one way of involving them in decision making.
- Children are not a homogenous group, and it is important to involve a wide range of different types of children in such consultations to ensure that the different perspectives of girls and boys, older and younger children, children with and without disabilities etc. are considered.
- Consultations must take place in appropriate settings that give children the confidence, privacy and space to share their true feelings.
- Adults need skills in order to communicate effectively with children. For example, they should be patient and non-judgemental, use language appropriate to a child's age/ culture, and encourage children through listening attentively and respecting children's views.
- Efforts should always be made to ensure that children's participation does not harm children in any way. This includes: gaining consent from parents and children themselves before consulting children, keeping views confidential, and taking measure to protect children from abuse by those working with them.

Exercise: Role play on communicating effectively with distressed children

Aims

By the end of this exercise, participants should:

- Appreciate the importance of communicating with children during emergencies.
- Understand some of the challenges in communicating effectively with distressed children and have considered ways to overcome these challenges.

Time needed

1 hour 30 minutes

Methods

- Play a game of Human Bingo, as explained in Handout 8.
- In plenary, ask participants how they found the exercise, and explore the challenges they faced in getting quick answers to the questions posed. Emphasise that it will be a lot more difficult to communicate effectively with distressed children who have been affected by emergencies, especially when entering a community as a stranger.

- Split participants into two groups. Ask the first group to develop a role play showing effective communication with distressed children in an emergency situation, and the second group to develop a role play showing poor communication with these children. Give participants 20 minutes to prepare their role plays.
- After the role plays have been performed, develop a list of ‘dos’ and ‘don’ts’ when communicating with distressed children in an emergency situation.
- Use the information provided in Box 21 below to conclude with a brief presentation on communicating with children in emergency situations

Box 21: Presentation on communicating with children in emergency/ conflict situations

It is necessary to communicate with children in emergencies to:

- Support them if they are distressed
- Identify their needs to determine necessary areas of intervention
- Evaluate the effectiveness of existing interventions

Communicating with children requires special skills. Adults needs to:

- Balance the need to communicate in a style that children will understand with the importance of avoiding patronising children
- Feel confident and relaxed in their interactions
- Use language and concepts appropriate to a child’s age and culture
- Be patient and allow sufficient time to develop relationships of trust with children
- Respect children’s perspectives

Exercise: Case study as an introduction to children’s participation

Aims

By the end of this exercise, participants should:

- Understand what children’s participation is, and some of the different ways in which children can be involved in decision making.
- Recognise some of the benefits of involving children in decision making.

Time needed

1 hour

Methods

- Use the information in Box 22 to present a definition of children’s participation, provide examples of some of the different ways in which children can participate, and give an overview of what children’s participation is not.
- Allow participants 10 minutes to read the case provided in Handout 9. Ask participants to explore the following questions in pairs:
 - Anything in the case study that surprised them from what the child has said.
 - Anything in the case study that they could only have learnt from the child and not from other sources.
 - Anything in the case study that would help them respond better to an emergency situation.
- In plenary, discuss what they learnt from hearing the child’s perspective.
- Wrap up with a short presentation on the benefits of children’s participation based on the information in Box 22. Explain that in emergencies, child/ community participation often gets left out because of a lack of time. Emphasise the importance of including consultations with children in emergency preparedness planning, and in evaluations to learn how to respond more effectively in the future. Explain that children’s participation can save time in the end by making interventions more efficient and effective.

Resources and handouts

- Handout 9

Box 22: Presentations on children's participation

Children's participation is:

- involving children and young people in decisions which affect their lives
- enabling children and young people to better help themselves

Examples of types of children's participation:

- Consultations with children to inform or evaluate interventions
- Children's groups or organisations
- The child-to-child approach

Children's participation is not:

- Doing exactly what children tell us to do.
- Making decisions about all children based on what one or two children have to say.
- Manipulating children so that they only tell us what we want to hear.

Benefits of children's participation include:

- Children's participation is a right
- Making interventions more relevant and effective, and thereby saving money
- Giving children new skills
- Improving children's self-esteem

Exercise: The H diagram on children's participation

Aims

By the end of this session, participants should:

- Appreciate the importance of children's participation
- Recognise some of the barriers to children's participation and ways to overcome these barriers.

Time needed

45 minutes

Methods

- In plenary, ask: what are the benefits of children's participation? Place answers against the right-hand vertical of a large H.
- Then ask: What are some of the barriers to children's participation? Place answers against the left-hand vertical of a large H.
- Finally ask: what are some of the ways that we can overcome these barriers? Place answers in the middle of the H, so that the solutions form a bridge between the barriers and benefits (see Box 23 for an example of an H diagram).

Box 23: An example of an H diagram

Barriers to children's participation:	Ways to overcome barriers to children's participation:	Benefits of children's participation:
E.g. <ul style="list-style-type: none">• Bad attitudes towards children's participation	E.g. <ul style="list-style-type: none">• Demonstrate the benefits of consulting children	E.g. <ul style="list-style-type: none">• Programmes are more relevant to children's needs

Resources and handouts

- A large H drawn across several sheets of flipchart paper.
- Pens

Exercise: Selecting children for consultations and creating the right environment

Aims

By the end of this session, participants should:

- Understand that children are not an homogenous group and recognise the importance of including a wide range of children in consultations
- Recognised the need to consult children in an appropriate setting that gives the child the confidence, privacy and space to share their true views.

Time needed

45 minutes

Methods

- Introduce the types of participation included in Box 22, and explain that in this session, we are going to focus on consultations.
- Emphasise that children, like adults, are not a homogenous group, and will experience emergencies in different ways. Explain that for these reasons it is important to talk to a range of different children.
- In plenary, ask participants to identify some of the different groups of children that may be affected by emergencies in different ways (e.g. girls/ boys, old children/ younger children, children with disabilities/ children without disabilities etc.).
- Emphasise the importance of sometimes speaking to different groups of children separately and provide some examples. E.g. girls may not talk frankly about sexual abuse or relations in front of

boys. Younger children may feel intimidated by older children. Ask participants to reflect on their communities and add their own examples.

- Give participants the set of photos of consultations taking place in different settings included in Handout 10. In pairs/ threes give the participants 10 minutes to identify what is good and bad about the different settings.
- Feedback in plenary, developing a list of factors to consider in creating the right environment. Use the checklist in Box 24 below to ensure that key points have been included.

Box 24: Checklist on creating the right environment for consultations with children

- Seat children in a circle so that the facilitator can maintain eye contact with them and the children can see each other.
- Always sit at the same level as the children, even if this means sitting on the floor.
- Make sure consultations take place in a quiet location where children will not be disturbed or intimidated by the presence of adults or other child community members.
- Ensure that parents and other adults in the community are not concerned about what you are doing with the children. It is often helpful if they can see what is happening from a distance.
- Use ‘gatekeepers’ to explain to interested community members what is going on and to stop them from disturbing the consultations.
- Don’t speak to too many children at any one time. A minimum of five children and maximum of ten is ideal for group discussion.

Resources and handouts

- Flipchart paper and pens
- Handout 10

Exercise: Good question/ bad question

Aims

By the end of this exercise, participants should:

- Understand the importance of avoiding leading questions, not asking two questions in one, and of using language appropriate to a child’s age/ culture in consultations with children.

Time needed

45 minutes

Methods

- Split into small groups and provide participants with Handout 11. Ask participants to identify which questions are ‘good’ questions and which are ‘bad’ questions.
- Discuss in plenary. Using the information provided in Box 25 below, emphasise the importance of not using complex language with children, of not asking two questions in one, and of not asking leading questions.
- Provide participants with Handout 12 on questioning skills and give them the opportunity to comment and ask questions.

Resources and handouts

- Handouts 11 and 12.

Box 25: Good questions/ bad questions

It is important to avoid asking leading questions which indicate the answer you are expecting to receive for example:

‘Wasn’t rape a key problem that girls faced during the riots last year?’

‘What about hunger? Is that a reason why people might start to fight?’

It is better to ask open-ended questions which don’t suggest an answer to children. For example:

‘What happened to children during the riots last year?’

‘Why do you think the riots in Kaduna started?’

Asking two questions in one can be confusing. For example, if you ask: ‘Can you tell me the causes and consequences of the riots in Kaduna?’ and someone answers ‘disputes between neighbours’, it is hard to tell if this answer refers to a cause or a consequence.

Always use language that is appropriate to the child’s age/ culture. Don’t ask complex questions such as: ‘What were the consequences of the riots?’

Instead, ask:

‘What happened to children during the riots last year?’

Exercise: Listening skills game**Aims**

By the end of this exercise, participants should:

- Appreciate the value of listening attentively and of not judging responses.
- Have learnt ways to demonstrate attentive listening.

Time needed

30 minutes

Methods

- Split the group into pairs, and get each pair to decide who will be the listener and who will be the speaker. Ask the speaker to give their views on a topical subject. For example: ‘who will be the next president of Nigeria.’
- For the first 1-2 minutes, ask the listeners to listen attentively, but to remain neutral in their response. Pause the exercise. For the next 1-2 minutes, ask the listeners to pretend to be bored by what is being said. Pause the exercise. For the next 1-2 minutes, ask the listeners to show disapproval of what is being said.
- In plenary, discuss how the speakers felt when the listeners were not interested in what they had to say or judged their responses. Develop a list of why it is important to listen to children in a neutral but interested way.
- Ask participants to reflect back on how the listeners showed that they were listening and develop a list of ways to indicate attentive listening.

Resources and handouts

None

Exercise: Discussion and group work on protecting children during consultations

Aims

By the end of this session, participants should:

- Appreciate the importance of protecting children during consultations
- Understand how to ensure that consultations do not harm children's well being.

Time needed

1 hour 30 minutes

Methods

- Explain that this exercise is about ensuring that children are not harmed in any way during consultations.
- Split into small groups and give each group 20 minutes to explore the following questions:
 - How might consultations with children harm them?
 - What can be done to prevent consultations with children from harming them?
- Ask each group to feedback in plenary, being careful not to repeat answers already provided by previous groups. Use the checklist included in Box 26 to ensure that key issues are covered. Give participants the opportunity to read Handout 13 and to ask questions if necessary.

Box 26: Checklist of key issues on protecting children during consultations

Children might be harmed by consultations if:

- They have to take time off school, missing out on valuable learning.
- Parents or employers have not given consent to the consultation and punish children for taking part.
- Consultations encourage children to talk about upsetting issues without offering support to deal with the problems raised.
- Children believe that they will gain materially from consultations and are disappointed when their expectations are not met.
- Sensitive information that children reveal is shared with others in the community.
- Children get tired and hungry during long consultations.
- Children are pushed into taking part when they don't want to.
- Those conducting the consultations abuse children.

The following can be done to prevent consultations from harming children

- Provide information about the consultation process and gain consent from parents and children
- Carefully consider timing and location
- Keep children's views confidential
- Consider providing food and transport if necessary
- Don't push a child to talk about upsetting issues
- Seek advice on how to respond to cases where a child reveals extreme abuse in their current lives
- Work in pairs to enable the monitoring of colleagues behaviour
- Seek advice on how to respond if you suspect colleagues of abusing children

- Use the information provided in Box 27 to present key issues to be covered in introductions with children before consultations begin.
- Split into groups of 3-4 and ask participants to spend 20 minutes drafting introductions to children about a consultation on child protection in emergencies. Move around the room to check that all points in Box 27 are being covered and that child friendly language is used.

Box 27: Presentation on key issues to be included in introductions with children before consultations

When you first meet the children, and at the start of every subsequent meeting, explain:

- What the consultation is about
- How long it will take
- How the findings will be used
- That there will be no direct benefits to them for taking part
- That anything that they say will be kept confidential

Ask:

- If they have any questions for you about the consultation.
- If they are willing to take part.
- Where and when they would like to consultation to take place.

Respect children's decision if they say they do not want to take part. Always seek consent from parents/carers and inform other members of the community about what you are doing.

Resources and handouts

- Flipchart paper and pens
- Handout 13

Contingency planning**Key learning points**

- It is essential to plan to ensure that children's needs are met during emergencies. All organisations working in the field of emergency response should consider what contributions they can make to child protection in their planning processes.
- A range of factors should be considered in such planning including: strategies to prevent separation; mechanisms to quickly reunite separated children with their families and to provided them with temporary care; efforts to ensure that children are able to continue their schooling; strategies to prevent and respond to the abuse and exploitation of children, and work to meet children's basic survival needs, such as health care, nutrition and shelter.
- It is important to recognise that children are not a homogenous group. The differing needs of girls and boys, older and younger children, children with and without disabilities etc. should be recognised in planning processes.
- Children and communities must be involved in planning for meeting child protection needs in emergencies.
- Plans should be discussed and communicated with other organisations to ensure proper co-ordination.

Exercise: Discussion and group work on contingency planning**Aims**

By the end of this exercise, participants should:

- Acknowledge the importance of planning for ensuring that children's needs are met during emergencies.
- Have considered some of the ways in which their organisations will need to plan to ensure that children's needs are met during emergencies

Time needed

1 hour 30 minutes

Methods

- Ask: why is planning for emergencies important? What happens if we don't plan? Record answers on a flipchart.
- Split participations up into four groups. Allocate one of the following areas to each of the groups:
 - Avoiding and responding to separation
 - Education
 - Abuse and exploitation
 - Health, nutrition and shelter
- Give participants 30 minutes to answer the following questions:
 - What are the needs of children in the area that you have been allocated during emergencies? How do these needs vary by factors such as age, gender, disability etc.?
 - What contributions can your organisations make to meet these needs?
 - What preparations need to take place before emergencies to ensure that these needs will be met during emergencies?
- Ask each of the groups to feedback in plenary and explore the following questions with participants:
 - How can we ensure that children and communities are consulted in planning for emergencies?
 - What can we do to communicate and discuss our plans with other organisations to ensure proper co-ordination?
- Refer participants to Handout 14 as a checklist of key issues to consider in developing contingency plans on child protection in emergencies.

Resources and handouts

- Flipchart paper and pens
- Handout 14

The training of trainers

Key learning points

- Participatory training occurs when the trainer encourages those taking part in a training event to use their own experience and skills to generate learning.
- Participatory training techniques have many advantages over lectures. For example, they encourage adults to actively engage in the learning process, increasing the likelihood that they will remember what they have learnt.
- Participatory training techniques are not always appropriate and are usually best deployed with smaller groups of participants.
- Trainers using participatory techniques must adopt the right attitude of friendly encouragement and create an environment conducive for effective training.
- There are a wide range of participatory training techniques at the disposal of trainers including role plays, buzz groups, case studies, and small group work.

Exercise: Role play – good trainer/ bad trainer

Aims

By the end of this exercise, participants should:

- Have reflected on the key elements of successful training including the value of participatory training styles, trainers adopting a friendly and encouraging attitude and an environment that is conducive for learning.

Time needed

1 hour 30 minutes

Methods

- Explain that this exercise is to encourage participants to think about what makes training successful.
- Split participants into small groups and ask the groups to prepare a role play on part of a training session on child rights. Participants should imagine that this training is taking place in a village. Explain that the role plays do not have to start right at the beginning of a training session, and that for the purpose of this exercise, it can be assumed that introductions have already taken place.
- Ask half of the groups to prepare role plays on ‘good’ training session, and the other half to prepare role plays on a ‘bad’ training session. Give participants 15 minutes to prepare their role plays.
- Once all the role plays have been performed, ask participants to reflect on what they have learnt to develop a list of key elements of a successful training session. Use the checklist included in Box 28 to ensure that participants have covered key issues.

Box 28: Checklist on key elements of a ‘good’ training session

- The value of participatory styles of training over lectures e.g. keeping participants interested, helping them to reflect on and share their own experiences, encouraging participants to remember what they have learnt (see Part 2 of these toolkits for further details)
- Trainers having the right attitudes e.g. friendly, encouraging contributions, listening to and respecting participants views.
- Creating the right environment e.g. a quiet location, sitting in a circle to encourage participation.

Exercise: The basket of training techniques

Aims

By the end of this exercise, participants should:

- Recognise the range of different techniques at the disposal of trainers
- Understand the advantages and disadvantages of some of these techniques
- Understand the concept of participatory training.
- Recognise the value of participatory training methods, but acknowledge that this style of training is not appropriate in all settings and for all audiences

Time needed

1 hour

Methods

- Split participants into pairs and give them five minutes to quickly brainstorm on different training techniques.
- In plenary, ask participants to call out different training techniques, remembering not to repeat techniques that have already been provided. Write each technique mentioned on a separate piece of card.
- Place all of the cards in a basket, and explain that trainers should use the ‘basket’ of techniques to choose the most appropriate training techniques for participants. Choose two or three of the different techniques mentioned and ask participants to reflect on the advantages and disadvantages of these methods, writing answers on a flipchart.
- Place a line on the floor and put a card with the word ‘participatory’ at one end of the line, ‘average’ in the middle and ‘less participatory’ at the other end.
- Pass the basket of techniques around and ask people to place the techniques on the appropriate place on the continuum i.e. if a technique is seen as being very participatory it should go closest to the card with ‘participatory’ written on it, if it is seen as being only slightly participatory, it should go closer to card with the words ‘less participatory’ written on it.
- Explain that although participatory techniques often lead to more effective learning, they are not appropriate for all settings. For example, lectures may be better for large audiences. If necessary,

refer back to Section 2 of these toolkits to provide definitions or participatory techniques and some of the benefits of these methods.

Resources and handouts

- Flipchart paper and pens
- Cards
- A basket
- String, rope or masking tape for creating a line on the floor

Exercise: Practising different training techniques

Aims

By the end of this exercise, participants should:

- Be familiar with a variety of simple participatory training techniques.
- Have considered how to apply such techniques to training on child protection in emergencies.

Time needed

1 hour 30 minutes

Methods

- Introduce the list of different training techniques included in Box 29 to participants.

Box 29: Presentation on different training techniques

- Buzz groups: Participants are split into small groups of 2-3 to quickly explore answers to a few simple questions.
- Small group work: Participants are split into groups of 5-10, and given a set amount of time to explore a set of questions and provide answers on flip chart paper.
- Case studies: Participants are provided with a short case study and encouraged to explore what the case study tells them about a given topic.
- Question and answer: The facilitator asks the entire group of participants questions to encourage them to reflect on their own experiences.
- Checklists: The facilitator encourages participants to answer a set of questions using in buzz or small groups and then uses a pre-prepared checklist to ensure that all key issues have been covered.

- Split participants into small groups and allocate one training technique to each group. Give the groups 10 minutes to prepare a short role play of a training session on child protection in emergencies using the techniques provided. Explain that the role plays do not have to start right at the beginning of a training session, and that for the purpose of this exercise, it can be assumed that introductions have already taken place.
- Once the role plays have been performed, encourage participants to brainstorm on other applications of the different techniques demonstrated for training on child protection in emergencies.

Resources and handouts

- Flipchart paper and pens
- Case studies provided in Handouts 1 or 9

4. Suggested itineraries

A one day training course for managers

Course objectives

By the end of this course, participants should:

- Understand the differing impacts of emergencies on different groups of children.
- Appreciate the importance of protecting children during emergencies.
- Have identified some of the barriers to effective child protection during emergencies, and the means to overcome these barriers.
- Acknowledge the importance of planning for ensuring that children's needs are met during emergencies.
- Have considered some of the ways in which their organisation will need to plan to ensure that children's needs are met during emergencies.

Course outline

Introductions

1 hour

- Introduction of workshop objectives
- Setting ground rules
- Introductions of trainers and participants
- Ice-breaking game

An introduction to child protection in emergencies

- Exercise: Group work on the varying impacts of emergencies on children 1 hour 30 minutes
- Exercise: The H-diagram on child protection in emergencies 1 hour

Contingency planning

- Exercise: Discussion and group work on contingency planning 1 hour 30 minutes

Evaluation and round up of the day

45 minutes

A three day training course for practitioners

Course objectives

By the end of this course, participants should:

- Have a basic understanding of the concept of human and child rights.
- Appreciate the range of different emergencies that have affected Nigeria over the decades and the repeating patterns of disputes between religious groups and over land.
- Understand the particular vulnerabilities of children during emergencies, and the varying impacts of emergencies on different groups of children.
- Recognise the different forms and key causes of the abuse and exploitation that affects children during emergencies.
- Appreciate the importance of enabling children to continue schooling during and after emergencies, and have identified ways to overcome barriers to children's education in an emergency context.
- Understand the importance and some of the means of preventing violent conflict in Nigeria.
- Recognise the necessity of avoiding family separation and some of the strategies for achieving this.
- Appreciate the value of involving a range of community members in responding to emergencies and have identified existing and possible new mechanism for such engagement.

- Understand the concept of children’s participation and some of the benefits of involving children in decisions which affect their lives in an emergency setting.
- Have identified some of the ways in which their organisations will need to plan in order to ensure that children’s needs are met during emergencies.

Course outline

Day one

Introductions 1 hour

- Introduction of workshop objectives
- Setting ground rules
- Introductions of trainers and participants
- Ice-breaking game

Child rights and human rights in emergencies

- Exercise: The reincarnation game 1 hour 30 minutes
- Exercise: Group work – from human rights to child rights 1 hour

An introduction to child protection in emergencies

- Exercise: Time-lines on the history of emergencies and conflict in Nigeria 1 hour minutes
- Exercise: Group work on the varying impacts of emergencies on children 1 hour 30 minutes

Evaluation of the day 15 minutes

Day two

Introductions 30 minutes

- Re-cap of day one
- Feedback from day one evaluations

Exploitation and abuse

- Exercise: Problem trees on abuse and exploitation 2 hours

Education in emergencies

- Exercise: Discussion and group work on ensuring continuing schooling in emergencies 2 hours

Preventing violent conflict

- Exercise: Discussion and group work on preventing violent conflict 1 hour

Evaluation of the day 15 minutes

Day three

Introductions 30 minutes

- Re-cap of day two
- Feedback from day two evaluations

Avoiding separation and caring for separated children

- Exercise: Role plays on family separation during emergencies 1 hour 30 minutes

Community mobilisation

- Exercise: Discussion and group work on community mobilisation in responding to emergencies 2 hours

Children's participation

- Exercise: Case study as an introduction to children's participation 1 hour

Contingency planning

- Exercise: Discussion and group work on contingency planning 1 hour 30 minutes

Evaluation of the course

15 minutes

A series of three day training courses for practitioners

Course Objectives

By the end of this course, participants should:

- Have a basic understanding of the concept of human and child rights.
- Appreciate the range of different emergencies that have affected Nigeria over the decades and the repeating patterns of disputes between religious groups and over land.
- Understand the particular vulnerabilities of children during emergencies, and the varying impacts of emergencies on different groups of children.
- Recognise the different forms and key causes and effects of the abuse and exploitation that affects children during emergencies.
- Have a more in-depth understanding of: harmful child work during emergencies, children's role as perpetrators of violence, and the abuse and exploitation of children by those with a remit to protect them.
- Have identified some of the ways in which their organisation can contribute to the prevention and remediation of children's abuse and exploitation.
- Appreciate the importance of enabling children to continue schooling during and after emergencies, and have identified ways to overcome barriers to children's education in an emergency context.
- Understand the importance and some of the means of preventing violent conflict in Nigeria.
- Recognise the necessity of avoiding family separation and some of the strategies for achieving this.
- Appreciate the problems associated with residential care for separated children, and the need for establishing alternative systems of care when possible.
- Recognise the resources that exist within communities and the value of involving a range of community members in responding to emergencies.
- Have identified existing and possible new mechanisms for community engagement in emergencies.
- Understand the concept of children's participation and some of the benefits of involving children in decisions which affect their lives in an emergency setting.
- Have developed some of the skills and knowledge needed to communicate effectively with children and communities, and ensure that children are properly protected during consultations.
- Have identified some of the ways in which their organisations will need to plan in order to ensure that children's needs are met during emergencies.
- Appreciate the value of participatory learning techniques and have the knowledge and skills needed to practice using some of these techniques.

Course 1: Outline

Day one

Introductions

1 hour

- Introduction to workshop objectives
- Setting ground rules
- Introductions of trainers and participants
- Ice-breaking game

Child rights and human rights in emergencies

- Exercise: The reincarnation game 1 hour 30 minutes
- Exercise: Group work – from human rights to child rights 1 hour

An introduction to child protection in emergencies

- Exercise: Time-lines on the history of emergencies and conflict in Nigeria 1 hour minutes
- Exercise: Group work on the varying impacts of emergencies on children 1 hour 30 minutes

Evaluation of the day

15 minutes

Day two

Introductions

30 minutes

- Re-cap of day one
- Feedback from day one evaluations

Exploitation and abuse

- Exercise: Problem trees on abuse and exploitation 2 hours

Education in emergencies

- Exercise: Discussion and group work on ensuring continuing schooling in emergencies 2 hours

Preventing violent conflict

Exercise: Discussion and group work on preventing violent conflict 1 hour

Evaluation of the day

15 minutes

Day three

Introductions

30 minutes

- Re-cap of day two
- Feedback from day two evaluations

Children's participation

- Exercise: Case study as an introduction to children's participation 1 hour
- Exercise: Selecting children for consultation and creating the right environment 45 minutes
- Exercise: Good question/ bad question 45 minutes
- Exercise: Listening skills game 30 minutes
- Exercise: Discussion and group work on protecting children during consultations 1 hour 30 minutes

Preparing for the field work practice

1 hour

Evaluation of the course

30 minutes

Field work exercise

It is recommended that this course is followed by the field work exercise on children's participation outlined in Section 5.

Course 2: Outline

Day one

Introductions

1 hour

- Introduction to workshop objectives
- Re-establishing ground rules set during course 1
- Ice-breaking game

Feedback from the field work practice

- Feedback from participants on the field work practice 1 hour 15 minutes
- Exercise: The H diagram on children's participation 45 minutes

Avoiding separation and caring for separated children

- Exercise: Role plays on family separation during emergencies 1 hour 30 minutes
- Exercise: Group work and discussion on the use of residential care for separated children 1 hour 30 minutes

Evaluation of the day

15 minutes

Day two

Introductions

30 minutes

- Re-cap of day one
- Feedback from day one evaluations

Exploitation and abuse

- Exercise: Group work and discussions on different forms of child work 45 minutes
- Exercise: Body Maps on the causes of children's work 1 hour 30 minutes

Communicating with children

- Exercise: Role play on communicating effectively with distressed children 1 hour 30 minutes

Recognising diversity in responding to emergencies

- Exercise: Discussion and group work on recognising and utilising diversity within populations affected by emergencies 1 hour 30 minutes

Evaluation of the day

15 minutes

Day three

Introductions

30 minutes

- Re-cap of day two
- Feedback from day two evaluations

The training of trainers

- Exercise: Role play – good trainer/ bad trainer 1 hour 30 minutes
- Exercise: The basket of training techniques 1 hour
- Exercise: Practising different training techniques 1 hour 30 minutes

Preparing for field work practice

1 hour 30 minutes

Evaluation of the day

15 minutes

Field work exercise

It is recommended that this course is followed by the field work exercise on training skills outlined in Section 5.

Course 3: Outline

Day one

Introductions 1 hour

- Introduction to workshop objectives
- Re-establishing ground rules set in course 1
- Ice-breaking game

Feedback from the field work practice 1 hour

Abuse and exploitation

- Exercise: Case study on children's role as perpetrators of violent conflict 1 hour
- Exercise: Case study and discussion on the sexual exploitation of children by those with a remit to protect them 1 hour 30 minutes

Preventing violent conflict

- Exercise: Role play on different responses to conflict 1 hour 30 minutes

Evaluation of the day 15 minutes

Day two

Introductions 30 minutes

- Re-cap of day one
- Feedback from day one evaluations

Recognising diversity in responding to emergencies

- Exercise: Discussion and group work on children's changing needs as a result of child growth and development 1 hour 30 minutes

Co-ordination and community mobilisation

- Exercise: Discussion and group work on community mobilisation in responding to emergencies 2 hours
- Exercise: Developing a terms of reference for child welfare and protection committees 1 hour 30 minutes

Evaluation of the day 15 minutes

Day three

Introductions 30 minutes

- Re-cap of day two
- Feedback from day two evaluations

Co-ordination and community mobilisation

- Exercise: Role play on communicating effectively with communities 1 hour

Re-cap on an introduction to child protection in emergencies

- Exercise: Role play on what happens to children in emergencies 1 hour

Contingency planning

- Exercise: Discussion and group work on contingency planning 1 hour 30 minutes

Preparing for the field work practice 1 hour 30 minutes

Evaluation of the course 30 minutes

Field work exercise

It is recommended that this course is followed by the field work exercise on contingency planning outlined in Section 5.

5. Field work exercises

Introduction

Field work exercises follow on from training courses to allow participants to apply some of the knowledge and skills that they have developed during the training. In this section, examples of three field work exercises are provided on: child participation, training skills and contingency planning. Trainers using these toolkits may want to develop other field work exercises to cover different topics. When using field work exercises, it is important to ensure that sufficient time is allocated to briefing participants on the purpose of the exercise before they do the field work practice, and on reflecting on what they have learnt after the exercise. Trainers should also facilitate discussions on exactly how participants are going to carry out the field work exercise, ensuring that plans are realistic with the time and resources available.

Children's participation

Aims

By the end of this exercise, participants should:

- Be familiar with the use of Problem Trees as a tool for consulting children on child protection in emergencies.
- Appreciate children's knowledge of issues relating to child protection in emergencies, and the value of engaging children in decisions that affect them.
- Have practiced some of the skills needed to communicate effectively with children.

Preparing for the field work practice

Time needed

1 hour

Methods

This field work exercise should only be attempted after participants have completed training exercises on 'Children's participation and communicating with children.'

- Provide participants with Handout 15 which explains the field work exercise. Allow participants time to read the handout and ask questions.
- Split participants into the groups that they will be in when they do the field work exercise. It may be logical to group participants according to where they live, or the organisations they work for.
- Ask each group to develop a plan for how they will conduct the field work exercise by answering the following questions:
 - Which children will you consult as part of this exercise?
 - How will you find children to take part in the exercise?
 - Where will you do the exercise?
 - When will you do the exercise?
 - How will you allocate roles and responsibilities for completing the exercise amongst group members?
 - What are your likely resource needs for completing this exercise, and how will these needs be met?
- Either get each group to present in plenary, giving other groups time to comment on their plans, or move around the room and check plans to ensure that they are realistic and appropriate.

Resources and handouts

- Flipchart paper and pens
- Handout 15

Field work exercise: Completing problem trees with children

Time needed

Approximately 1 day

Methods

- Participants are expected to follow the instructions in Handout 15 to develop Problem Trees on conflict in Nigeria.

Resources and handouts

- Flipchart paper and pens
- Venue for the consultations
- Transport costs
- Refreshments for participants

Feedback from the field work practice

Time needed

2 hours

Methods

- Give each group who took part in the field work practice 15 minutes to prepare a brief presentation based on the following questions:
 - What did you learn about conflict in Nigeria as a result of the exercise?
 - What did you learn about how to communicate effectively with children as a result of the exercise?
 - What challenges did you face in conducting the exercise?
 - How did you/ could you overcome these challenges?
- After the groups have presented in plenary, conduct the H diagram exercise on children's participation outlined above to enable participants to reflect on what they have learnt about the challenges and benefits of children's participation.

Resources and handouts

- Flipchart paper and pens

Training skills

Aims

By the end of this exercise, participants should:

- Understand some of the key elements in developing a successful training programme on child protection in emergencies.
- Be familiar with the use of a range of participatory training techniques and appreciate the benefits of this style of training.
- Have practiced some of the skills needed to conduct participatory training on child protection in emergencies.

Preparing for the field work practice

Time needed

1 hour 30 minutes

Methods

This field work exercise should only be attempted after participants have completed training exercises on ‘An introduction to child protection in emergencies’ and ‘The training of trainers.’

- Explain that the aim of this field work exercise is for participants to develop a short training course on an introduction to child protection in emergencies using the skills and knowledge they have developed during the training so far.
- Provide participants with extracts from these toolkits including Section 2, and the section containing exercises on ‘An introduction to child protection in emergencies.’ Give participants time to read through the handout and ask questions if necessary.
- Split participants into the groups that they will be in when they do the field work exercise. It may be logical to group participants according to where they live, or the organisations they work for.
- Ask each group to develop a plan for conducting a short training course on child protection in emergencies by answering the following questions:
 - Who will take part in the training course?
 - How long will the course last for and when will it take place?
 - Where will the training course take place?
 - What kinds of issues will you cover during the course?
 - Which tools might you use?
 - How and when will you prepare for the course, including finalising a list of course objectives and training methods?
 - How will you allocate roles and responsibilities for completing the exercise amongst group members?
 - What are your likely resource needs for completing this exercise, and how will these needs be met?
- Either get each group to present in plenary, giving other groups time to comment on their plans, or move around the room and check plans to ensure that they are realistic and appropriate.

Resources and handouts

- Flipchart paper and pens
- Extracts from these toolkits including Section 2, and the section containing exercises on ‘An introduction to child protection in emergencies.’

Field work exercise: Running a short training course on child protection in emergencies

Time needed

2 days including time for preparation

Methods

- Participants are expected to design and run a short training course introducing issues on child protection in emergencies to selected key stakeholders.

Resources and handouts

- Resources and handouts as required in the training designed (e.g. flipchart paper, pens, cards, handout etc.)
- Venue for training

- Transport
- Refreshments for participants

Feedback from the field work practice

Time needed

1 hour

Methods

- Give each group who took part in the field work practice 15 minutes to prepare a brief presentation based on the following questions:
 - What issues did you cover in your training session?
 - Who took part?
 - What did you learn about how to conduct training on child protection in emergencies as a result of the exercise?
 - What challenges did you face in conducting the exercise?
 - How did you/ could you overcome these challenges?
- Ask each group to present in plenary.

Resources and handouts

- Flipchart paper and pens

Contingency planning

Aims

By the end of this exercise, participants should:

- Have engaged a range of stakeholders in identifying children's needs during emergencies.
- Have developed or adapted existing plans for meeting children's needs during emergencies based on these consultations.

Preparing for the field work practice

Time needed

1 hour 30 minutes

Methods

This exercise should only be attempted once participants are familiar with issues relating to child protection in emergencies following several days training, have completed exercises on children's participation and community mobilisation, and have completed the exercise on contingency planning.

- Explain that the purpose of the field work exercise is to develop plans for responding to children's needs during emergencies. These plans must be realistic and based on the actual capacities and resources of the organisations they represent. They must also reflect an understanding of children's needs during emergencies based on consultations with stakeholders.
- Re-introduce Handout 14 to participants. Explain that this represents a checklist of issues that they might want to consider in developing their plans. Emphasise that their organisations are not expected to contribute in each of the areas outlined.
- Split participants into the groups that they will be in when they do the field work exercise. It may be logical to group participants according to where they live, or the organisations they work for.
- Ask each group to develop a plan for completing the field work exercise by answering the following questions:
 - Who will you engage in the development of your plans?

- How will you develop the plans?
- When will you develop the plans?
- How will you allocate roles and responsibilities for completing the exercise amongst group members?
- What are your likely resource needs for completing this exercise, and how will these needs be met?
- Either get each group to present in plenary, giving other groups time to comment on their plans for the field work exercise, or move around the room and check plans to ensure that they are realistic and appropriate.

Resources and handouts

- Flipchart paper and pens
- Handout 14

Field work exercise: Developing a contingency plan on child protection in emergencies

Time needed

2-3 days

Methods

- Participants are expected to involve key stakeholders in identifying children's needs during emergencies and then work with their organisations to develop a plan for meeting these needs.

Resources

- Stationary
- Possible venue for consultations
- Transport

Feedback from the field work practice

It is anticipated that this field work exercise will take place right at the end of a training programme and that therefore participants will not be able to share experiences unless a meeting is organised especially. To ensure that participants receive feedback on their plans, it is a good idea for trainers to review and comment on the plans. If feasible, one group of participants can also review and comment on the plans of another group of participants.

6. Handouts

Handout 1: Case studies on children's role as perpetrators of violent conflict

A STORY OF A 14 YEAR OLD BOY SHORTLY AFTER THE KADUNA RELIGIOUS CRISIS OF 2000

It was never the fault of the young people who participated in the violent conflict in Kaduna in 2000. It's the leaders and politicians who have violent spirit who confused and manipulated the young people to take part. For example, many of us who were the maximum participants at the Leventis round about end of the town, where many trader shops were looted and property destroyed are jobless. I think most of leaders who gave us money to buy fuel and burn places of worship took advantage of the fact that we were unemployed, hungry and ready to take any amount of money to cause mayhem.

One man came to where we were waiting to be picked by anyone who has some job to be done; for instance to work as bus conduct for the day, carry sands for those building or wash people's car and said to us: what are you people doing here? You're here looking for job to do when they are killing your brothers and sisters; insisting that they don't want our religion. The man told us so many unacceptable things about what they think of us and said if we continue to tolerate the other religion one day they would stop us from worshipping our God.

He took us to an uncompleted building and showed us some dangerous weapons and said they were for those of us who were ready to defend our people against oppression and continuous marginalization. He also showed us some empty jerry-cans and said he had some money to give to any of us who would be willing to go and buy fuel for the rest of us to burn places of worship.

I got angry because of the type of things the man had said about the other group and was ready to do anything to show that I'm really on the side of my people. If the man had not told us those things and willing to support us-particularly when we were hungry and poor-may be I would not have participated. But now they are saying every where you go to that we the young people were the primary and maximum participants in the violence that happened. I feel really disappointed with these our so-called leaders-whether Muslims or Christians-most of them are the same. They incite the youth to cause confusion. If anybody has to be blamed as far as I know it is the adults and not young people.

ON THE ZANGO-KATAF CRISIS- A 16 YEAR OLD BOY

I witnessed what happened in the Zango- Kataf crisis. I can remember that for a long time I used to hear my parents and some adults in my community saying that the people from the other tribe do not like us.

That day we were coming back from school and people were running. I saw one of the elders from my area hiding and calling my name; saying I must come and join them now and that the town was not safe. They will certainly kill me if they see me, he added. I was afraid. I asked who they were. And he responded saying those wicked people from the other tribe. He now said that they were not originally from our place- that they had migrated, but now they want to take all our land and even market square. He assured me that such must not be allowed to happen. That our people have met and decided that they either leave our land or we wipe them and their families out of the surface of the earth. By the time I got to the hid-out, many young people like me from our tribe were there. Our faces were painted black beyond recognition. They said that as young people we were in a better position to fight for our people. And that if we don't do it strangers would take our land.

Many of us were afraid initially, because we didn't really know what was going on. I didn't know what my mates were thinking. But for me I kept wondering if I don't defend myself, I might die from what I'm hearing. Well, I'll not wait for that to happen to me; instead let me kill them first.

So, you see, we didn't really cause the trouble. Our elders and grown-up people started it all. They should actually be held responsible. Now they blame us and said we are the perpetrators.

(These case studies were collected by Denis Onoise of Save the Children UK shortly after the conflicts described above)

Handout 2: Case study on abuse and exploitation by humanitarian workers in Liberia, Sierra Leone and Guinea.

An extract from: Hamilton, C (2002) Child Protection in Complex Emergencies: An analysis of law and practice - The children and Armed Conflict Unit The International Save the Children Alliance, London

In February 2002, a joint report of UNHCR and Save the Children shattered the illusion that armed groups bear sole responsibility for sexual abuse and exploitation during conflict periods. Research carried out with refugee communities in Sierra Leone, Liberia and Guinea highlighted the vulnerability of children to sexual exploitation by the very people who are recruited to assist the war torn communities – aid workers and peace keepers.

The report detailed disturbing evidence that personnel employed by a range of agencies responsible for the care and protection of refugees and internally displaced persons used their positions of power to exploit children. It was asserted that humanitarian aid workers used food, and aid, which was intended to benefit the community, as a bargaining tool to obtain sex from girls, primarily in the 13 – 18 years category. Both international and local staff was implicated, including workers of respected and established agencies.

Poverty, the lack of other opportunities, insufficient supplies and the bad management of aid delivery were cited as the underlying causes for this problem. It seemed that a conspiracy of silence among the aid workers had contributed to the perpetuation of this practice.

The report also drew attention to the sexual exploitation of children by peace keepers, who were said to be the highest paying customers for sex with children. The report revealed evidence to suggest that where peace keepers had been sent, the number of children involved in the local child sex industry had risen to cater for the increased demand.

It should not be forgotten that just as in peace-time, children can be victims of sexual abuse at the hands of their family and extended family, as well as strangers, and this abuse will often go unchecked due to the absence of monitoring and mechanisms to deal with such abuse in times of conflicts.

Handout 3: Different strategies for responding to violent conflict

Avoidance/Denial

We may decide to avoid the other person or pretend that the conflict does not exist even though we are hurt or angry. We need to observe that this approach or style of handling conflict often leaves us feeling more hurt, frustrated, annoyed, angry and resentful. This approach can be likened to a housewife who keeps sweeping dirt under the carpet; the dirt will surely become a heap, which she won't be able to manage one day. This approach creates room for a win/lose option, an option where one person gets what he/she needs and the other person gets nothing. This does not actually solve the problem but buries it for the time being.

However, there are some situations where this style is useful; for example, avoidance can be a stop gap to reflect on what next to do.

Confrontation/Fighting

Some people might decide to slog it out with the other person in conflict situations. They threaten, push, hit, yell, insult, and tenaciously hold on to their point of view and disagree with the other person's point of view. This approach often leads to violence and it creates *lose/lose* option. An option where both parties oftentimes lose. Neither party gets what he/she needs. In some cases confrontation might also lead to win/lose where the stronger party with bigger power wins.

Problem Solving

This is an approach whereby the parties listen with the intent to understand the underlying elements in the conflict and attack the issues. The parties using this style normally show respect for differences and look for ways to resolve the problem. Furthermore, people using this style or approach are less concerned about who is right or wrong. They view conflict as belonging to both parties which require their mutual collaboration to resolve.

This approach creates room for a win/win solution. A situation where both parties come out satisfied with the solution. They are satisfied because their needs have been met and their relationship has been restored.

This material was adapted from: Conflict Management Training Manual, The Conflict Resolution Stakeholders' Network (CRESNET), July 2001

Handout 4: Stages of child growth and development

Stages (ages)	Physical Development	Mental Development	Language Development	Social development
Infants 0 – 24 Months	0 – 2 months The brain is still immature and activity mostly automatic	Automatic actions dominate the child’s interaction with the environment	Crying and a few pleasure noises are the beginning of talking	Can discriminate between others to some degree on the basis of smell and feel. There is no clear-cut attachment to an individual.
	2 – 8 months The brain grows rapidly leading to more voluntary control by the child: Child can sit up and reach for things; examines objects for what they are not just where they are. Child’s ability to see improves and can see parents from afar	The child begins to explore and observe carefully objects and people, repeats interesting actions, and begins to recognize objects.	Cooing and babbling sounds dominate; child seems to play with sounds	The first central attachment is formed. Child now shows preference for one or more adults over others. Still little interest in other infants.
	8 – 24 months Child learns to crawl and walk during this period. Most of the brain development is complete by the age of 2 years.	Child can understand things and carries out instruction; checks, examines and tries using objects meaningfully; uses various actions to get what is wanted.	Child can say first words and beginning learning two-word sentence	First attachment spreads to other care givers, plus major increase in interest in other children. Attachment behaviours now include moving towards as well as demanding care giving. Attachment behaviours less often shown. Child more independent.
Pre-School 2-6 years	A stage when major brain growth complete, there are no new major motor skills. The child improves on the skills he/she already knows. A child begins to use his/her hands better and to play things, like balls.	The child starts using words or images to stand for things in the play, begins to group people and animals into man and woman.	The child starts constructing more complex sentences. At the age of 6 years, most children can use the common language at home well.	Attachment to parents is still present and easily noticed. Child begins to explore widely the surroundings and develops more relationships with age mates starts to make friendships and can be sharing. He/she is kind as well as aggressive. Play mates begin to be with the same sex.
Childhood 6 – 12 years	Physical growth continues steadily but at a slower pace until puberty. Among girls puberty may start toward end of this period. Skills connected with using the hands and feet continue to improve. The child can play ball, ride a bicycle and perform other difficult	The children’s thinking becomes logical. The child can use operation such as subtracting; adding and can add numbers and letters. The child is more able to perform actions in her/his head and also understand	The child normally begins to read and write during this period and can make more meaningful sentences.	Peers/age mates become very important but nearly all peer groups are same sex groups. The children try and learn their sex role partly by coping same sex adults. Attachment to parents is not easily seen but present to some extent. Individual friendships become important, especially for

	such tasks. The strength of the eye is a good as an adult at this period.	conversation and gets involved.		girls.
<u>Teen-Age</u> 12 – 18 years	The early (14 or so) stage of teen-age is accompanied by moral reasoning. By age 17 or 18 some teenagers have achieved directions and principled moral reasoning.		Continues to learn new words as it meets them.	A period of confusion with increased problems in parent-child relationships Is a maximum influence of peer pressure and many behaviour problems and depression? Teenagers begin to question parent's values, roles and old ideas of identity. Individual friendships are important throughout this period. Relationships with the opposite sex begin.
<u>Youth</u> 18 – 22 years	Maximum sexual capacity is reached especially for boys. This stage may contain maximum physical performance involving speed.	Principled moral reasoning continues. Relationship is seen with two sides and other people begin to be accepted as they are.		The identity crisis is resolved for many young people by developing a new image of self-occupational, religious, sexual identities are all worked out in this period. Close friendships – both with future partners and with friends are also developed, mostly as a result of the mature identity and of the new levels of understanding concerning the nature of relationships.

Ministry of Gender & Community Development/ Department of Child Care and Protection (1998) Child Growth and Development, Community Based Child Care Open Learning Programme Uganda

Handout 5: The growing impact of emergencies on children

An extract from: Save the Children Alliance (2002) Child Protection in complex Emergencies The International Save the Children Alliance, London

The face of warfare changed towards the latter half of the last century. Interstate/country wars are now relatively rare and hugely outnumbered by internal conflicts. The causes of these conflicts can be multiple and complicated and are not simply the ethnic and tribal wars as portrayed by the media.

In internal conflicts the battlefield is not clearly marked and civilians are often caught up in the conflict as victims or participants – a distinction that is sometimes hard to draw. Violence against the civilian population by both government and non-state forces is now the rule rather than the exception. Indeed the civilian population is often deliberately targeted in military campaigning.

It is therefore inevitable that the number of civilian casualties has risen. In World War II, civilian victims made up 5% of those that died in the war, mostly from bombing raids. However, by 1996, in her report on the impact of Armed conflict on children, Graca Machel estimated that over the past century the number of non-combatant/civilian war victims had leapt from 5% to 90%, and the largest proportion of these victims were women and children.

This change in the warfare has had a huge impact on children. Not only are children perishing in conflicts, but conflicts also engulf every aspect of a child's life. Over the last decade it is estimated that:

- 2 million children were killed in conflict situations
- over 1 million were made orphans
- over 6 million have been seriously injured or permanently disabled
- over 10 million have been left with grave psychological trauma
- over 20 million children have been displaced by war within and outside their countries

In addition, approximately 800 children are killed or maimed by landmines every month and millions of children have suffered sexual violence, malnutrition, disease, and the multiple consequences of being forced to flee their homes.

When a conflict occurs, children often lose the support system around them. Not only are children often deprived of their families, but they also lose their educators, and health workers and their daily routine. This impacts on their lives heavily in both the short term and the long term.

Handout 6: Questions for mobilising communities

These questions can be used to find out what resources already exist within communities to respond to child protection in emergencies.

1. In the community, how do people organize themselves when they have something to do collectively?
2. What community organisations already exist in this village?
3. What leadership structures exist? What leadership structures existed before the conflict? How are these different?
4. How has the conflict affected this community? How have children been affected?
5. Have any children who were involved in the fighting already returned to this village? If so, what has happened to them?
6. What community structures have been damaged or destroyed by the conflict? Have any new community initiatives come about as a result of the fighting?
7. What basic services are there for children? (Education, health, protection)
8. Who traditionally cares for children in this community?
9. What happens to children when their mother or father die?
10. What are the norms regarding caring for children from different clans or tribal groups?
11. Under what circumstances are children cared for by people unrelated to them?
12. What are children expected to do in this community? How do they contribute to family livelihoods and community life?
13. When children are distressed or unhappy, what happens?
14. How does the community respond to vulnerable children, such as the disabled or orphaned?
15. Who are the most significant supportive adults for children? Where do boys go to for advice? Who advises girls?
16. How is violence handled in this community? What happens when people commit 'evil' actions?
17. What are different sources for healing and spiritual support (religious beliefs and practices), the role of traditional healers, ceremonies for the dead, and cleansing rituals?
18. What are the traditional forms of self-expression practiced in this community? (Story-telling, drawing, singing, dancing, recounting dreams)
19. What are power relations like in the community?
20. Are boys and girls given equal opportunities for education and in other areas?
21. If relief assistance is provided who does the distribution and who supervises?
22. What are some of the major child protection issues in the community?
23. How are those child protection issues handled?
24. Do they affect boys more than girls?
25. What are some of the key gender issues for men? How about for women, boys and girls?

Handout 7: Road blocks to communication

ROAD BLOCKS TO COMMUNICATION

ORDERING:	You must ... You have to... You will...
THREATENING:	If you don't then... You had better or else...
PREACHING:	It is your duty to... You should ... You ought...
LECTURING:	Here is why you are wrong... Do you realize...
PROVIDING ANSWERS:	What I would do is... It would be best for you...
JUDGING:	You are bad... lazy! Your hair is too long...
EXCUSING:	You'll feel better... It's not so bad...
DIAGNOSING:	You're just trying to get attention... I know what you need...
PRAYING:	Why? What? How? When?

Source: The Community Board Programme (1987) Active Listening Triads The Community Board Program, Nigeria

Handout 8: Human Bingo

Methods for facilitating Human Bingo

- Facilitator distributes forms on seeking information from other people. This form has a number of questions which appear in block form. Participants are given clear instruction on what they are expected to do with the form: Go around the hall ask any other participant any of the questions. If you get yes for an answer, put the name of the person who answers the question and move on to another person for another question. When you get no for an answer, go ahead and ask the same question until the answer is yes. It's expected that you answer all question before the stoppage time.
- Facilitator must make it clear from the beginning that participants have only 5mins to do this. Facilitator stops the exercise after 5minutes and then explores the following questions: How did you find the exercise? Why was it difficult to get quick answers?
- Facilitator explains that it could be a lot more difficult in working with distressed children, especially when you're a stranger.

Find people who can answer “YES” to each question and write their name in the box. You must have a different name in each box. Try to get the names of people whom you have not met.

Been to Save the Bank today		Felt very happy recently		Walks to work		Felt angry recently		Have more than two children
	Has helped someone recently		Likes swimming		Plays a musical instrument		Doesn't like gearing up in the morning	
Went for a wedding reception recently		Can whistle		Loves ice-cream		Speaks more than two languages		Played with a child recently
	Likes swimming		Likes sports		Was praised by someone recently		Likes singing	
Has visited an orphanage		Eats Carrots		Is happy to be here today		Has a dog		Likes to drive Volvo Cars

Adapted from “Guidelines for Giving and Receiving Feedback” by George F.J Lehner, Ph. D., Tampa, Florida

Handout 9: Case studies on children's experiences of conflict

Extracts from: Alfa Cares, Care and Action Research NGO, Child to Child, and Save the Children (2003) Participatory Research with Young People Living with Civil Conflict Save the Children, Kaduna, Nigeria

The case studies describe young people's experiences following violence between Muslim and Christian communities in Kaduna town in 2000.

Case study 1: 14 year old boy from Kaduna

Q: Where were you during the 2000 violence in Kaduna?

Ans: We were staying at Rigasa.

Q: Where are you staying now?

Ans: Myself and my elder brother are staying at Narayi but my mother and the other children are living at Television.

Q: Can you now tell me what happened to you on that 21st February and May 2000?

Ans: On that day my father and mother set out to attend a rally but on the way my father became ill and returned home. My mother continued into the rally. I went to school as normal but during the morning we suddenly saw people running and we soon found out that there was a crisis in town. Our teachers told everyone to go home. I ran home with some of my brothers and we stayed at home all that first day. By the evening time the situation seemed to calm down but my mother had not returned from the rally. The following morning everywhere was tense again and when we heard shooting nearby we our fatyer sent us to our neighbour's house who is Muslim. Later, in the evening, we decided to come back home because we were afraid that something might happen to us in the neighbour's house. On reaching our house we discovered that one of our buildings had been burnt down and my father had been killed. We still had no news of our mother and decided that we had to find out way to the Army barracks. It was tough for us on our way to the barracks because we met different groups of rioters on the way who threatened to kill us. We were crying and running in confusion. My brother was slashed and stabbed with a knife when we came across one group of rioters and he ran and hid in a shallow dry well and stayed there for 3 days before some people found him and brought him out of the well. He was rushed to the Hospital. I thank God that he is alive today. It was the third day that we meet our mother at the barracks and we broke the news that our father was killed and one of our houses burnt down. We stayed in the barracks for 2 weeks before coming home.

Q: Where is your Mother now?

Ans: She lives at Ungwan Television with my five brothers

Q: Who is paying your school fees?

Ans: My elder brother who is not gainfully employed, but does some odds jobs to pay my school fees.

Q: Is your mother working?

Ans: No

Q: How is she fending for the other children?

Ans: People have been generous to us by giving us food stuff.

Q: Are the children with your mother attending school?

Ans: None of them is going to school. My mother cannot afford the school fees.

Case study 2: Boy from Kaduna, age unknown

In the Name of Allah the Most Merciful.

My name is X. When we were living at Sabo one day my brothers and I met outside our house. I had just returned from the mosque with one of my brothers, when we saw one of our relatives coming down the road carrying a large load. He said that their shop had been burned down and that his brother had been badly burnt. He had taken his brother with the burns to the hospital but they would not admit him and told him to come back the following day.

It was the following morning that our father told us not to go to school because the town was in commotion. He told us to go and stay at one Alhaji's compound. On reaching there we were not allowed in, so we proceeded to Alwali Kazir's House. On the way we saw one man's car being destroyed while he was beaten. His attackers ordered him to give them money or they would kill him – so he gave them. He was a Muslim.

In Sabo, there is this woman, an Arabic teacher, she also teaches our mothers. Before my eyes I saw this teacher and her group stopping a Christian on a bike. He was beaten to death and burnt with his machine. Later the teacher herself was shot. We stayed at Alwali Kazir's house as he is a retired army General whose house is heavily guarded.

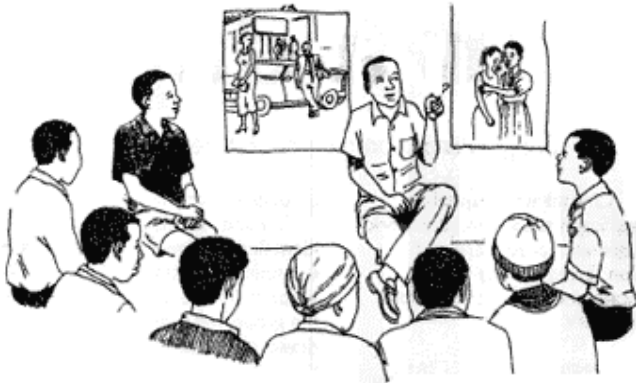
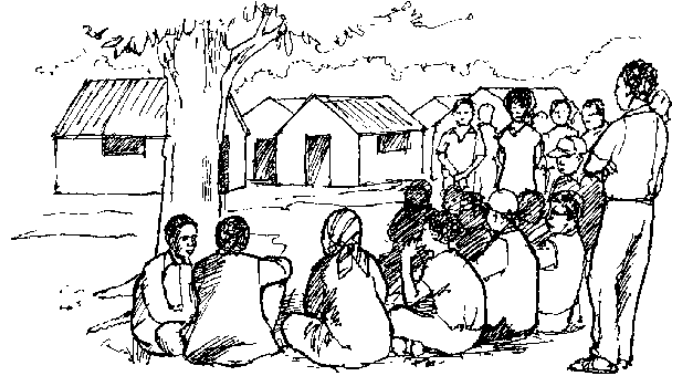
The second day my father was shot with an arrow in his shoulder. He came back home and we were all crying seeing his condition. Our eldest brother decided that he was going to fight for Jihad I remember he was crying and begging for forgiveness in case he did not return. I was asked to move with other people to another town known as Birnin Yero but I refused and instead went with my brother to Rigasa, where we joined others going round the town chanting Allahu Akbar. One Hisba man said we must go to fight and so most of the mob headed onto Kabala.

I have been staying with our grandfather until now but my father has just bought his own house in Dattawa Road and we all live there now. He is a tanker driver.

Handout 10: Settings for consultations

Below are some pictures of different consultations. From the pictures:

- What is good about the way these consultations have been organised?
- What is bad about the way these consultations have been organised?



Handout 11: Good question/ bad question

Which of these questions are ‘good’ questions? Which questions are ‘bad’ questions? Why?

1. Why do you think the riots in Kaduna started?
2. Would you please tell me the multitude of factors that have caused the conflicts that have stricken the land in the past millennium?
3. Wasn't rape a key problem that girls faced during the riots last year?
4. Can you tell me the causes and consequences of the riots in Kaduna?
5. What about hunger? Is that a reason why people might start to fight?
6. What happened to children during the riots last year?

Handout 12: Questioning skills

Do

- Ask easy questions to start off with to make the informant feel comfortable.
- Start off asking broad questions, moving onto specific issues later. E.g. start off saying ‘what are the bad things about your work?’ and later on ask ‘do you have accidents at work?’.
- Use a checklist of questions to remind you about the topics that you have to cover, but remember that you can ask the questions in any order you want, and in using what ever words you think are best.
- Listen to the answers that children give you and ask extra ‘probing’ questions to get as much detail as possible. Use the 5 helping words to help you think up questions to ask: what, when, how, why, what and who.
- Clarify words such as ‘good’ and ‘bad’ that could mean a number of different things.
- Use language that the person you are talking to uses and can understand.
- Be attentive and interested at all times.
- Consider the flow of the discussion. Do not jump from subject to subject without warning.
- Consider the way that you sit when you are asking questions. Always sit at the same level as the person you are talking to and avoid placing barriers, such as desks between you.

Don’t

- Ask leading questions. Leading questions provide suggestions to the person you are interviewing about what they should say. For example : ‘Do you like school because you get to mix with other children?’
- Be judgmental towards the informant, no matter how much you may approve or disapprove of what they are saying.
- Push people if they don’t want to answer your question. Instead, talk about something else and then ask the original question in a different way later on in the interview.
- Ask two questions in one. For example, if you ask ‘Tell me all the good and bad things about your work?’ the person you are talking to won't know where to begin, and you may find it hard to interpret their answer.

Techniques of open-ended questioning and probing

Good questions will encourage the informant to give long and detailed answers. Some of the ways to encourage people to say more are given below:

1. Stay silent. Give the person you are talking to more time to answer your questions.
2. Repeat the last thing that the person you are talking to said. E.g.
Person: I don’t really enjoy my job
Researcher: You don’t really enjoy your job?
3. Make encouraging noises, such as, “I see”
4. Pretend to be stupid. E.g. ‘I’ve never been to a factory before, what is it like?’
5. Ask longer and more detailed questions. E.g. Instead of asking:
‘What do you like about your job?’
Ask
‘Can you tell me all of the things that you like about your job?’
6. Summarise what they have already told you and ask for more details. E.g.
‘So, you don't like working for long hours and not getting paid very much. Is there anything else bad about your job?’

Handout 13: Protecting children during consultations

Assessing risks

- Before each consultation, assess the risks participants may face by taking part in the consultation and take steps to minimise these risks.

Consent and information

- Families should be consulted well in advance regarding the involvement of children in the consultation. Always get parental consent.
- Seek the support of community leaders or others who play an important role in children's lives.
- Children (and adults) should always have a choice about whether or not they take part in the consultation. To make this choice, they need to understand the purpose of the consultation and to what use the findings would be put. They must be aware that they can withdraw from the consultation at any time.
- Avoid raising expectations about the direct benefits of the consultation. Be honest and clear about how the outcomes of the research will effect those who are taking part.

Timing and location

- The time at which the consultation takes place should suit those who are taking part rather than you. Consultations should never interfere with children's schooling or rest, or get children into trouble with parents or employers for missing out on work.
- Never keep children (or adults) waiting. Their time is valuable.
- Discussions should be done somewhere quiet and without the close presence of adults other than those conducting the consultation. This means that settings must be free of interference. However, it is also important that the community do not become suspicious about what you are doing with the children. Choosing a place where the community can see you, but not hear what the children have to say, and offering full explanations to the community about the consultation process will help.
- Spaces for research must always be child friendly and spacious.
- Always speak to boys and girls separately, and use female researchers to speak to girls.

Confidentiality

- Views of children should be kept confidential. This means only sharing and discussing what children have told you in a way that does not reveal the identify of the child.

Food and transport

- Transportation should be in place to move children from one community to the other especially if it is over a mile.
- Food should be prepared if children will be kept for long hours well beyond lunchtime and snacks provided for meetings of a few hours.

Dealing with distress and the issues raised

- Discuss how to respond to situations where a child becomes distressed by the subjects being discussed.
- Do not push a child to talk about upsetting issues. Let them take the lead and make their own decisions about what they want to tell you.
- Discuss with colleagues how to respond to cases where a child reveals extreme forms of abuse or neglect in their current daily lives – what support can be offered?
- Never end an interview with the child being upset. Bring them back to happier thoughts.

Responding to suspicions of abuse by those conducting the consultation

- Never work alone with a child. Always work in pairs or in a setting where you are clearly visible to other members of the community. This is for your own protection against allegations of abuse as well as for the protection of the child.
- If you suspect that one of your colleagues is abusing a child during the consultations seek advice from Save the Children about the appropriate action to take. Do not do nothing.

Remember to act in children's best interests at all times.

Handout 14: Checklist for developing emergency preparedness plans

Participation and community mobilisation

What contributions can your organisation(s) make to:

- Consulting children and other community members about their likely needs during emergencies
- Ensuring that the contributions that children and other community members could make in responding to emergencies are recognised and explored
- Using existing community level structure to respond to children's rights during emergencies
- Developing new structures to respond to children's rights during emergencies if necessary.

Avoiding and responding to separation

What contributions can your organisation(s) make to:

- Minimising the risk the risks of children becoming separated from their parents during emergencies
- Ensuring that separated children are quickly reunited with their parents
- Caring for separated children, and developing alternative mechanisms to avoid the use of residential care

Education

What contributions can your organisation(s) make to:

- Minimising disruptions to schooling during and after emergencies
- Establishing new systems of basic education for displaced populations
- Ensuring that schools are used to help prepare children to respond in emergencies, and promote reconciliation/ discourage violent conflict
- Making sure that teachers have strategies in place to protect children in their care during emergencies

Abuse and exploitation

What contributions can your organisation(s) make to:

- Preventing children from engaging in harmful forms of work during or after emergencies
- Preventing the sexual, physical or emotional abuse of children during or after emergencies
- Assisting children who have been abused or exploited during or after an emergencies

Health, nutrition and shelter

What contributions can your organisation(s) make to:

- Ensuring that children's rights to health, nutrition and shelter are met

Recognising diversity

In all of your actions:

- How can you work to ensure that the rights of all children, including girls, children involved in less visible form of work such as domestic work, and children with disabilities, are met in an emergency setting?

Co-ordination

- What will your organisation do to communicate your plans with others working on children's rights?
- How can you ensure that you share learning with other organisations?
- What can you do to ensure that there is no duplication of activities?

Handout 15: Problem Trees

Selecting children to take part

- Choose 5-8 children to take part in the discussion.
- Remember to speak to girls and boys separately. For the purpose of this consultation, focus on older children (aged over 11 or 12).
- When you first meet the children, explain:
 - What the consultation is about
 - How long it will take
 - How the findings will be used
 - That there will be no direct benefits to them for taking part
 - That anything that they say will be kept confidential
- Ask them if they have any questions for you about the consultation.
- Ask them if they are willing to take part and respect their decision if they say no.
- Seek consent from parents/ carers and inform other members of the community about what you are doing.
- Discuss an appropriate time and location for doing the problem trees.

Choosing a venue for the discussion

- Find an appropriate venue where you will not be disturbed or overheard by others in the community, but which will also not raise suspicions about what you are doing with the children.

Introductions

At the start of the discussion:

- Make sure everyone is sitting in a circle, and that everyone is sitting at the same level (preferably on the floor). It is important that the facilitator can see everyone's faces.
- Introduce yourselves and any other colleagues present and get the children to introduce themselves.
- As when you first meet the children, explain:
 - What the consultation is about
 - How long it will take
 - How the findings will be used
 - That there will be no direct benefits to them for taking part
 - That anything that they say will be kept confidential
- Ask them if they have any questions about the consultation.
- Ask them if they want to take part, and make sure that they know that they have a choice. If they say that they don't want to take part and choose to leave, respect this decision.
- Ask them if they are happy for notes to be taken.
- Play an ice-breaking game with the children to make them feel relaxed.

Developing a problem tree

- Ask: What types of conflict is there in your community?
- Get the children to select one type of conflict
- Ask for a volunteer to draw a large tree on across several piece of flip chart paper with roots and branches. Explain that the roots of the tree are the causes of the problem and the branches the consequences.
- Ask for a volunteer to write the type of conflict they are selected in the centre of the tree.
- Ask: What are the causes of this conflict? Get the participants to write causes along the roots of the tree.
- Ask: What are the consequences of this conflict? Get the participants to write consequences along the branches of the tree.

- Ask: How can we prevent this conflict? Get the participants to write these solutions next to the causes. Probe about each of the causes that the participants have identified.
- Ask: How can we reduce the damaging effects of conflict? Get the participants to write these solutions next to the effects. Probe about each of the effects that the participants have identified.

Closure

At the end of each discussion:

- Explain that your questions are now over
- Ask them if they have any comments to make or anything else they would like to add
- Ask them if they have any questions for you.
- Thank them for taking part.

Don't forget to end on a happy note.

Remember to take notes, and to keep a copy of the problem tree.