



Terre des hommes

aide à l'enfance Kinderhilfe  
aiuto all'infanzia child relief [www.tdh.ch](http://www.tdh.ch)

# Child Protection Psychosocial Training Manual

**TOOLKIT**





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# Child Protection

## Psychosocial Training Manual

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The Terre des hommes Foundation is a Swiss organisation which works persistently and effectively for vulnerable children. We are present in the reality and complexity of the field, where we engage in the long-term in order to achieve concrete results that contribute to the improvement of children's lives and to building their future. For this reason we are skilled in our areas of activity and innovators in our approach.

Participatory processes including children and shared work are the basis of our intervention method. With this process, we also reinforce the power and capacity of community associations and individuals to influence their daily lives.

To establish change, we work with other competent organisations (North and South) in direct and network relationships. The legitimacy of our action is based on respect for the rights of the child and by anchoring our work in the life and culture of communities.

We ensure that the reality of children's situations becomes known to the public and authorities. We concentrate on important issues which we analyse and work on in depth.

We are established among the Swiss people and give account of our actions and management in a transparent manner.

# Introduction

The Terre des hommes *Child Protection Psychosocial Training Manual* has been developed for use in the field in order to train animators who work with children and other child protection programme staff. It has been written in response to the needs which exist in Terre des hommes child protection programmes, and should be used as a practical tool alongside the *Child Protection: Manual for Intervention in Humanitarian Crisis*, previously produced by Terre des hommes.

The modules in this manual have been grouped according to the following categories:

- Level 1: Facilitating a training
- Level 2: Basic concepts for intervention
- Level 3: Animator's competencies


Each module is laid out under the following headings:

- What is it?
- Why is it useful?
- How can I use it?

Throughout levels 2 and 3, a workshop accompanies almost every module, with required annexes in order to carry out a complete training. Each workshop suggests the target group, the number of participants, the duration, concrete activities and materials needed. In some cases, the warm-up or closing activity has not been prescribed. This is in order for the participants to suggest their own.

The modules are designed to be used in isolation or in conjunction with each other – you will find a reference at the end of each theory section which suggests other modules which may be used in conjunction with the particular theme being explored.

An appendix includes extra tools such as a sample suggested timeline and order of trainings, etc. as well as a bibliography of the primary and secondary sources used to develop the manual.

A CD-Rom is attached which accompanies the manual, with references indicated by . The CD-Rom contains resources which can be used to support the trainings:

- Printable resources for Tdh Trainers, such as evaluation sheets and a training certificate template.
- Power point presentations to support the training session.
- Worksheets or annexes to be used by the participants in the trainings.
- Texts of background or further reading on some of the topics explored in the manual.

We hope you will find this manual helpful and practical in your work. Training should be fun, and we have tried to include methods and activities which are enjoyable and participatory in approach. Please feel free to adapt or change the trainings or workshops to reflect your particular situation and maximize the learning for the participants you work with.

Enjoy!

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Cover photo: © Tdh

Layout: Anne-Laure Dorbec, [www.perlipopette.net](http://www.perlipopette.net)

Our deepest gratitude to the teams in the field for their ongoing dedication to child relief efforts and to the children around the world who encourage us to deliver quality work.

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## Table with links to CD-Rom references

Level	Module	CD-Rom Background References	CD-Rom Printable Resources
<b>Level 1 Facilitating a training</b>	<p>1.1. Experiential learning and training of trainers</p> <p>1.2. Methodology of planning</p> <p>1.3. Facilitation skills</p> <p>1.4. Evaluation and feedback</p>	<p>1.3. Game manual <i>Laugh, Run and Move to develop together</i></p>	<p>1.2. Workshop planning template</p> <p>1.3. Training certificate template</p> <p>1.4. Evaluation of training template</p>
<b>Level 2 Basic concepts for intervention</b>	<p>2.1. Tdh mission and project objectives</p> <p>2.2. Child Protection Policy</p> <p>2.3. Gender mainstreaming</p> <p>2.4. Child participation</p> <p>2.5. Community mobilisation and awareness raising</p> <p>2.6. Child development and needs</p> <p>2.7. Resilience and psychosocial support</p> <p>2.8. Ways of seeing and intervening</p>	<p>2.3. <i>Training package Interpersonal Growth and Gender in Groups, module Gender Awareness (Canada and Nepal Gender Organisation Project)</i></p> <p>2.3. <i>Training package Interpersonal Growth and Gender in Groups, module Group dynamics (Canada and Nepal Gender Organisation Project)</i></p> <p>2.4. <i>Children and participation : research, monitoring and evaluation with children and young people (Save the Children)</i></p> <p>2.4. <i>Children's Participation 2 days-refresher class. ppt (Tdh)</i></p> <p>2.4. <i>Involving children and young people - where to find out more</i></p> <p>2.4. <i>Protecting children during emergencies in Nigeria: a toolkit for trainers (Save the Children)</i></p> <p>2.4. <i>Children's participation in development programmes (Tdh)</i></p> <p>2.4. <i>Children Participating in Research, Monitoring And Evaluation (M&amp;E) – Ethics and Your Responsibilities as a Manager (UNICEF)</i></p> <p>2.7. <i>Guidelines to recovery from trauma- trauma, resilience and psychosocial needs (Tdh)</i></p> <p>2.7. <i>Handbook for teachers (AVSI)</i></p> <p>2.7. <i>Training manual for teachers (AVSI)</i></p> <p>2.7. <i>Children in crisis: good practices in evaluating psychosocial programming (Save the Children Federation)</i></p> <p>2.7. <i>Guidelines to recovery from trauma- trauma, resilience and psychosocial needs (Tdh)</i></p> <p>2.7. <i>Handbook on psychosocial assessment of children and communities in emergencies (UNICEF)</i></p> <p>2.7. <i>CPI Guidelines on Mental Health and Psychosocial Support in Emergency Settings (IASC)</i></p> <p>2.7. <i>Sphere key indicators</i></p> <p>2.8. <i>Observation, Listening, Communication: Prerequisites for Intervention, Trainers guide (Tdh)</i></p>	<p>2.1. PowerPoint on Terre des hommes</p> <p>2.4. "Who matters?" template</p> <p>2.4. "My individual file" template</p> <p>2.7. Life line template</p> <p>2.8. Zoom activity</p>
<b>Level 3 Animator's competencies</b>	<p>3.1. Role of the animator</p> <p>3.2. How to manage stress</p> <p>3.3. How to communicate with children</p> <p>3.4. How to deal with emotions</p> <p>3.5. How to resolve conflicts</p> <p>3.6. How to ensure cooperation</p>	<p>3.1. <i>Training package Interpersonal Growth and Gender in Groups, module Group dynamics (Canada and Nepal Gender Organisations Projects)</i></p>	<p>3.5. Drawing: <i>The two donkeys</i></p>



A person wearing a dark jacket and a cap is walking on a paved path. The background shows a building with a grid-like pattern on its facade. The image is slightly blurred, giving a sense of motion.

# Level 1

Facilitating a training



## 1.1. Experiential learning and training of trainers

### What is it?

Experiential learning is a methodology of learning based on experiencing something in a **practical** and **participatory** way before theorising the experience. It is based on a four-step approach, which begins with:

1. A concrete experience, followed by,
2. A reflection on the experience, in order to,
3. Elaborate better ways of approaching the experience, and then
4. Go through the experience actively again.

A number of scientists and practitioners<sup>1</sup> have reflected on the process of learning, and Kolb has come up with the four-step approach outlined above. It is a way of training adults to train others, or “Training of Trainers”, (ToT) that is proven to be effective. ToT involves analysing and identifying how adults learn, and uses participatory approaches to pass on new information. Experiential learning is a core element in ToT, but it is also effective when working directly with children.

### Why is it useful?

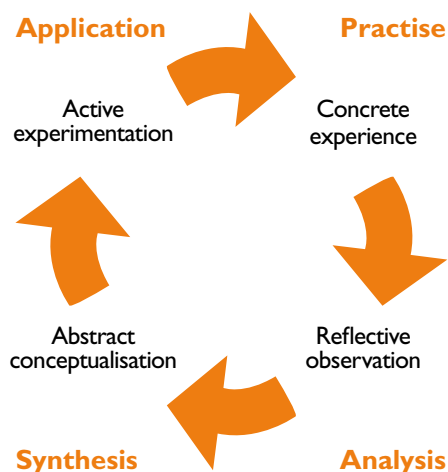
*“Tell me and I will forget; show me and I will maybe remember; involve me and I will understand.”*

This famous Chinese quote highlights the difference between the traditional way of training based on transferring information, and the **experiential** way, which puts trainees in situation where they have to experience something both *practically* and *physically* before elaborating on an underlying theory. Using the experiential approach, trainees adapt new information into existing knowledge and understanding. When training others using the experiential learning approach, we are ensuring that our training is sustainable and will be more successful. The trainees are encouraged to devise their own theoretical concepts based on what they have just experienced.

### How can I use it?

The training should be designed and delivered to ensure that participants have a sense of security and confidence in order to involve themselves in the complex and, sometimes destabilising, process of learning. The trainer should first create a good atmosphere through group exercises and games. This creates an ideal base for the practical exploration of the theme to follow. When involving participants in the experiential learning approach, you should not start with a theoretical speech or introduction to a subject. Instead, use an approach that places your participants in a practical situation or game linked to the theoretical point you want to make. The learners must be ready to leave their “comfort zone” in terms of previously accepted concepts and practices, and agree to question their way of doing things in order to take on new concepts and new ways of assimilating a theme.

## The stages of experiential learning



1. **Practice** – trainees experience concretely; the participants practically experience an activity on the chosen training topic.
2. **Analysis** – feedback is given by and for trainees to focus on difficulties they encountered and reflect on them; with guidance from the facilitator, the trainees look back objectively on what they felt, thought, and experienced as part of the practical experience.
3. **Synthesis** – trainees develop a theory together through feedback on their practical experience; here, the participants “step back” and start to explore possibilities for using the new information they have gained.
4. **Application** – trainees apply the improved strategies; they improve their practice in order to experience new and more efficient behaviours.

This cycle can be reproduced over and over again, each time with improvements. The trainees have ownership of the process and can use the tools in other situations. This is extremely useful in ToT – the participants experience the training and new concepts themselves, and are then able to develop the concepts with others.

With the experiential learning approach, participants need to realise that there is not a right or wrong way – through discovery and exploration, making mistakes and reaching conclusions, this is how we learn.

## Experiential learning for children

This methodology can also be used with children. It requires the animator to remain outside the game or activity. Keeping a distance, observing how the game unfolds and identifying behaviours will allow the animator to provide relevant and focused feedback. Here is a simplified version of the four steps for children:

1. **First practical experience** of the game or activity. After giving clear and concise instructions, the children discover and try out the game.
2. **Discussion and corrections** – analysis of what happened and synthesis of improvements to be made. After sufficient time playing, the animator stops the game or activity, brings the children together in a circle and asks them what they found difficult and how they could improve the quality of the game. Suggestions are given for precise corrections and improvements. The animator highlights important points corresponding to the objectives (such as honesty, better communication, etc.) and starts the game again.
3. **Second experience** – application and improvement. The children try the game a second time, this time in a more conscious way, because they are now aware of certain important elements. This is when the learning takes place and the quality of the game improves.
4. **Feedback** – acknowledgement of improvements. The children talk about this second experience and their learning falls into place. The animator pays attention to what has happened during the game in terms of relationships, and discusses what he or she saw through questioning the children.

This cycle can be repeated several times, until you achieve the set objective and see the way the information is being used by the participants. Repetition of the same activity or game is never boring for children; in fact, it is a key part of the learning process.

The experiential learning approach is used in the training sessions or workshops outlined in this manual.

Other module which can be explored in conjunction with this one:  
1.4. Evaluation and feedback

## 1.2. Methodology of planning

### What is it?

This module explains how to develop a plan for a workshop or a training session.

Plans are useful tools to think about what you want to achieve (aims), and whether you achieved these (evaluation) in your training session or workshop, and also to ensure coherency in an organisation. They are a written record of what you intend to cover in your session, showing the **learning objectives, activities and outcomes** of the training or workshops you facilitate. The same planning structure can be used to plan both a single session and a long-term training plan, for example, a three-month plan of work. You can have the same aim for many different workshops or training sessions. In planning, you identify and clarify your learning objectives which you can then use in your evaluation process to reflect on whether you have achieved these objectives. The evaluation will take place after the animation of the session.



### Why is it useful?<sup>2</sup>

Plans help you to structure your workshop or training session in terms of:

- Participants learning objectives
- Content of the session
- Materials required
- Time required
- The “balance” of the workshop or session-time allocated for people to work individually or in groups can be planned and evaluated for consistency.
- Evaluating your work and the effectiveness of your session. From looking at your original aims, you can re visit the plan to see if the aim was met clearly. When planning, it is important to identify how you want the evaluation to take place, either through feedback, self-evaluation or another method. The evaluation will take place after the animation of the session and will allow to improve for the next session.
- The longer-term overview, which is useful in project planning and evaluation.

A plan is an essential tool before, during and after the workshop, and you must spend time on planning. This will save you time later in clarifying your objectives and in evaluating your learning points!

### How can I use it?

When planning a training session or workshop, think about what you want to achieve. Plans are used for planning a variety of activities, such as sporting activities and games, and also intellectual exploration and thematic workshops. Through planning, you can think carefully about the “structure” of the session: how you will begin the session, how you will lead the participants through the learning experience and how you will close the session so that the session is “contained” and all the participants feel supported, refreshed and inspired to continue learning. You can think of a workshop as existing in three phases.

## The three phases of the workshop cycle<sup>5</sup>

### 1. Warm-up

This is the “beginning” of the workshop. Often, the participants arrive at a workshop or a training session with their heads filled with other thoughts and problems. Use the “warm up” to bring the group together and to prepare them for learning, just like a sportsman warms up with stretches before a run or a race. The activities you begin with introduce the participants to the type of session you will be running. If you are running a physical session you need to begin with low key physical activities which lead towards the following activities. If you are running a non-physical workshop, think about other interesting ways of introducing your subject to “ease in” to your theme. It is useful to start with a ritual or group activity which sets the context and atmosphere you will need. Do not start with a very high energy warm-up if the energy level required for later is not higher.

### 2. Main activity

This can be made up of several activities or games, which follow on from the warm up you have previously done, and link in with the theme. Be aware of the learning points you have set, as this is where the learning points and objectives will be explored.

### 3. Cool down

This is where you finish off, or “round up” what you have done. At this point in the workshop or training session cycle, you are ensuring that the participants leave in a calm state, and are not (in the case of children) full of energy and feeling “high”. This is the time to include your evaluation or feedback session.

## Essential elements of a workshop plan

### 1. Aim

Each workshop or training session plan will have one central aim, which refers to what you want to achieve in the session or workshop. Equally, a longer-term plan of work will have an aim, but can be explored in different workshops or sessions using different activities. The term “scheme of work” is used if you are planning for a longer time frame. If this is the case, the central aim will have to be broken down into individual sessions with smaller, achievable objectives that can be covered in individual sessions or workshops.

### 2. Objective

The objective is more specific and can be described as a set of smaller aims, which relate to the overall aim. Objectives are what you want to reach by the end of a session. Objectives are explored in the workshop, and are specific and measurable – you should be able to see if you have achieved them or not at the end of the session, for example, “the participants are able to make ten passes without the ball falling” or “the participants are able use the skills involved in *Active Listening* with a colleague”. Usually, a workshop will have more than one objective.

### 3. Activities

These are the actual activities you will use, or a description of how you plan to meet your aim and objectives. When describing the activities, you are giving a step-by-step account of what you plan to do and the methods you will use – a particular art, drama or sporting activity, for example. It is important to indicate how long you intend to spend on any one activity so as to ensure that you cover all the activities you planned.

When you plan your activities, remember your main aim – the activities chosen should expand on or explain the aim, and should have a relationship to each other and the workshop cycle. For example, choosing a high energy game followed immediately by a silent game with no talking is asking the participants to jump from one atmosphere and level of physicality into another, with no smooth transition. Another activity should be included to gradually introduce the concept of moving from a high to a low energy activity. Use different methods and ways of working to vary your activities – from individual to group work, etc.



**4. Key learning points**

Key learning points are essential areas that you want the participants to understand by the end of the session or workshop. For example, “Badminton is a complex game with many rules which is interesting to play even as a beginner”; this is a key learning point that you want assimilated by the end of your training session or workshop.

**5. Age of participants**

In the case of a children’s workshop, the age appropriateness of an activity is very important. Here, you outline the age group the workshop is aimed at.

**6. Number and background of participants**

This is useful for games and practical activities in order to ensure that the activity is suitable for the group. The experience and background of the participants will determine how you deliver the training or facilitate the workshop. When using a participatory approach in training, you should limit both the maximum and minimum size of the group in order to ensure you have enough people (critical mass) and that you don’t have so many participants that people do not get the chance to contribute. An ideal number ranges from 12 to max. 25.

**7. Duration of the session**


This is the time required for the overall session. Objectives must be reachable during this time span.

**8. Materials and time needed**

Flip charts, markers, football, etc. Try to have your materials readily available and prepared – it can be frustrating for participants if they have to wait for you to fight with a flip chart stand or look for your markers during a workshop. They will lose concentration and it may be hard to get them to refocus. Evaluating the necessary timing for each activity helps to master the duration of the session, in order to avoid having too many or too few activities.

**9. Evaluation/Feedback**

Participants’ feedbacks are essential to help you fill out the evaluation at the end of the session, and it is crucial for you to document how well the workshop went, or if there is anything you need to change for the future. It is important to distinguish between self-evaluation and allowing the participants to evaluate their experience and learning.

A blank template of a workshop plan or training session is provided further . The same plan is used for workshops with children and training sessions for adults.

1

<b>WORKSHOP TOPIC</b>		
<b>Date</b> <b>Duration</b>	<b>Facilitator</b>	<b>Participants</b> _ All staff _ Programme Staff _ Partners _ Children  <b>Number</b>  <b>Age</b>
<b>Aim</b>		
<b>Objectives</b>		
<b>Key learning points</b>		
<b>Activities</b>	<b>Materials needed</b>	<b>Time</b>
<b>Evaluation/ Feedback</b>		

## 1.3 Facilitation skills

### What is it?

This module is aimed at helping the trainer to facilitate groups<sup>4</sup>. Every facilitator has their own way of working and tools they like to use, and it is important to develop your own style when training or facilitating. However, there are some helpful points, explored below, that you should be aware of when facilitating. The two most important aspects of good facilitation are **preparation** and **flexibility**. An experienced facilitator will be able to adapt his or her plan according to the needs of the group and to the particular setting to provide an integrated and inspiring learning environment.

### How is it useful?

Whether training a group of adults in order to introduce new concepts, or re-visiting themes or topics, or working with a group of children to explore a theme or play a game, it is important to be aware of your facilitation skills and how you relate to the group. Facilitation is not easy, even if you have prepared well and know your subject. Because Tdh uses a **participatory approach** when training, it can seem more difficult, given that you can't plan specifically on the group responding in any given way. It is useful to bear in mind the essentials of facilitation, as they will help you to deal with the unexpected and to be flexible – sometimes a difficult thing for a facilitator to master. This is without the extra constraints placed on humanitarian workers who, for example, may have to deal with the challenging task of working through translators.

### How can I use it?<sup>5</sup>

A good training plan is essential in order to help you reach the aims and objectives you have set. The plan will provide you with clear guidance and the facilitation skills will enable you to deal with unexpected discussions or situations. Good facilitation skills may help you in the following situations: when the demands of the group are

not being properly addressed; when some participants are not participating; when there is confusion due to communication problems; when the concentration level is decreasing; and when the energy level of the group is falling.

People learn in different ways, and it is important to include activities which cater to different learning styles. While the principles outlined in module 1.1. *Experiential learning* apply, people also have inherent learning styles. For example, people can learn through reflection, questioning, doing, intuition, and judgment of the value of what is being taught – or a mixture of all the above. In order to respond to the needs of all the participants, it is important that you use a number of different approaches; provide opportunity for analysis, reflection, concrete experience, coaching, case studies and discussion.

#### Some devices to assist learning when training

##### Seating

There are different forms of seating for the participants that you can use as required. **The most effective way of using participatory approaches mixed with practical activity is the circle.** Some points to consider when working in a circle:

- A circle means that everyone is equal – there is no hierarchical structure or difference between the participants. All participants see each other, nobody is hidden.
- One person speaks at a time.
- People can pass if they wish; they do not have to comment.
- Set up a culture of confidentiality.
- Speak clearly and concisely, and ensure that participants do the same.
- Give participants time to think about the question and answer before speaking.
- Listen to the answer, and paraphrase it.
- Validate every response either verbally or non-verbally.
- Before changing to the next question, summarize what has been discussed up to that point.

## Ground rules

Set up ground rules or operating principals with the participants. These should be written on a chart which should be visible throughout the training. Ground rules can include areas which cover three main points:

1. What is important for me as an individual (I)
2. What is important to ensure a good relationship with others (O)
3. What is important for the group as a whole (G)

Some examples of ground rules:

- You (the participant) are responsible for your own learning, behaviour and participation. (I)
- You can pass at any time. (I)
- Agree or disagree with ideas, not the person concerned. (O)
- Respect yourself and others. (O)
- Speak for yourself and not others. (O)
- Listen to others. (O)
- Questions can be asked at any time/specific times (depending on the needs of the group and the facilitator – can be discussed). (O)
- Respect time limits and break times. (G)
- Turn off mobile phones. (G)
- No interruptions or side conversations. (G)
- Etc.

## Questions space

On the first day, during the introduction, put an empty sheet on the wall with a question mark on the top. This page can be written on at any time by the participants, and is anonymous. If things are not clear, need more explanation, or if a topic has gone over time, the participants can write it on the page in the form of a question, comment, or something which was not finished. Also, if the facilitator feels that more time is needed to explain a topic or theme, it can be written on the sheet. At the end of the session or on the last day, make time to go through the page together with the participants. Some issues will have been clarified, but some will not. It is important to work through the page if you have introduced the concept, as the participants will only use it if there is something they need to re visit.

You can also set up a “committee” of 2 to 4 people who can relate back to the trainer every morning. This group receives feedback from all participants, and at the beginning of the following day, meets with the trainer in order to discuss needs, content, form etc. This will allow the trainer to adapt to needs and demands. Change the committee members daily.

## Group work

Group work is important for participants, as it allows them to discuss, work together and share experiences. When establishing groups, try and mix up different areas of expertise or different organisations in order to encourage learning, especially if the topic is new for everyone. In some instances where you are looking at different aspects of the same issue, for example, it may be effective for you to group specific skilled participants together, so that each group can give feedback to the rest with a specific angle on the topic in question. Try not to have the same groups working together all the time, and use devices to separate them – fruit salad game, counting and grouping all the number 1’s together, 2’s, etc.


## Facilitation tools

- **PowerPoint presentations** should be short, to the point and translated into the local language.
- **Feedback** after a learning experience helps participants reflect. Experience alone does not lead to learning or change unless it is accompanied by some form of reflection. Discussion allows participants to analyse and verbalise, learn from their own experience and plan how they will integrate this learning towards change in their work lives. When participants know that discussion will follow the learning or teaching activity, they become more attentive to what is going on during the experience.
- Try and use **case studies** provided by the participants, and integrate their stories into the training when giving examples. This provides concrete and appropriate examples for the participants.
- **Short exercises or games/ice breakers** can break up the mood after a particularly intense working period. These can be used to revive the group when necessary. As you use the exercises, write the name of the exercise or activity on a separate flip chart so that the participants can use them in future in their own practice.

You will find ideas for games in the manual “Laugh, run, move to develop together” 

## Anchoring the experience

- Participants can keep a workbook or diary as a way of recalling and documenting what they have done.
- One or two people can be responsible for summarizing the previous days’ key points the next morning. Change people every day to encourage more responsibility.
- Flip charts can be summarized and made available for participants to consult.
- Handouts can be given at the end of the training.
- Personal action plans can be created and shared with the rest of the group.
- Trainees can share contact details, if from different organisations, to create a network or support group to help implement new approaches covered in the training.
- Consider running refresher courses.

- Provide certificates after the training. This is important, and if regular training is carried out, ensure that participants get one every few months with the different topics they have covered. 

## The Facilitator

Some simple tips to help facilitate include:

- When working with a new group, introduce yourself at the start, and give a brief synopsis of your background and what you have done.
- Use eye contact and non verbal feedback. This helps the participants to relax, and also helps them to feel comfortable enough to ask questions.
- Be clear about how you expect questions to be asked, etc. For example, do you want to save all questions for the end? Can participants ask questions whenever they feel like it?
- Tell everyone what time you plan to have your breaks, and stick to it. This will help people to continue to concentrate if they get tired just leading up to a break, as they will know how much time is left.
- If you don’t know the answer to a question, say so! Find the answer and reply when you have it. If you try and bluff, the participants will realize it and lose confidence in you as a facilitator.
- Be open in your body language. Crossed arms, crossed legs, your back to the group – all this sends out a negative message, and will not encourage the group to be open or attentive. Try and inhibit your particular quirks when speaking, for example, try not to rock back and forth, twirl your hair or chew a pen. These gestures can make you look as though you are nervous, or scattered.
- If working with a co facilitator, work out a signal or a strategy if one of you wants to interrupt the other when facilitating. Allow the person who is running the activity to wind up their section before adding or clarifying. Do not disagree with your co facilitator in front of the group. If you feel that you need to urgently intervene, wait until a suitable moment and ask — “Can I come in there for a minute?” Remember, the more two facilitators work together, the easier it will be to trust each other, and also ensure that you are working from the same page.

## Working with a translator

- When working with a translator, remember that your session will take longer – once for you to say something, and once for the translator to repeat it. This is particularly true in situations where you may have to work with a new person each time.
- Remember to give your translator both the time and opportunity for discussion with you **before** the training starts. Run through the training plan with your translator, explaining any difficult technical terms or concepts to make sure that you have the right translation and avoid confusion.
- During the training, speak slowly, giving breaks between sentences, and positively encourage the translator to say immediately if he/she does not understand what you have said. This will ensure that your message is always clear, and will avoid mistranslation due to embarrassment or fear of asking you to repeat something in front of a group.
- If possible, try and work with the same person each time. In this way, you can hand over more responsibility and develop a relationship of co-facilitation, trust or familiarity.
- During group presentations, you may not need the translator to translate for the whole group – he/she can simultaneously translate quietly for you at the side of the room. This saves time. In this case, ensure that questions are asked one at a time by the rest of the group so that you do not lose anything important.
- When translating written materials, which have been developed in group work, for example, jot down the translation in point form as the groups are presenting to the rest. After the workshop has finished, work with the translator to quickly clarify what has been written.
- In some cases, when filling out evaluation forms, for example, you do not need to translate a copy of the sheet for each participant. Translate one in flip chart size which the participants can use by relating each question on their page to the corresponding number on the flip chart.

Other modules which can be explored in conjunction with this one:

- I.1. Experiential learning and training of trainers
- I.2. Methodology of planning

## 1.4 Evaluation and feedback<sup>6</sup>

### What is it?

In this module, evaluation and feedback are explored in the context of training sessions or workshops. This module does not look at work performance related feedback or evaluations in the context of an individual staff member in their work. Please see the HR department for this type of evaluation.

**Evaluation is given by a group of participants-** trainees, children who have participated in an activity – regarding their feelings or opinions about what they have learned or experienced. It can also be given in order to comment on the methodologies or approaches used by the facilitator or the content itself. Evaluation is given, oral or written, at the end of a session or series of workshops or trainings.

**Feedback should be given throughout the workshop,** and is a tool as part of the learning process – the facilitator gives feedback to the group, and the participants give feedback to each other throughout the session. Feedback is used as part of the workshop, and should be viewed as an opportunity for everyone to learn, and not as negative criticism.

### Why is it useful?

It is important for the trainer, workshop facilitator or animator to receive feedback and evaluation from the participants regarding the content of what they have been working on, as well as the approaches used. This will help the facilitator to change if necessary and improve his or her practice. It is also important for the participants to have a chance to give their opinion on what they have learned, how they have understood, and how/ if they feel they can use the information received in their daily life.

When the participants give feedback to each other regarding work they have done, they essentially comment on what they liked and where they see room for improvement. They demonstrate that they have been attentive to the work of each other. This is important, as often groups will use the opportunity to solely present what they

themselves have managed to do, and are so taken up with their approaching opportunity to present, that they do not watch the other groups closely. Giving feedback on the work of another group gives them the opportunity to demonstrate their own learning and understanding of what they have experienced, and it also validates the work of the group who have presented. It is important for the facilitator or trainer to create a culture of giving and accepting feedback amongst the group, and to do so in an atmosphere of mutual respect.

### How can I use it?

#### **Feedback as a learning tool in group work**

The following is aimed at the facilitator or animator to:

- Help them to give feedback in the correct manner to the children or participants in their sessions.
- Use amongst their groups when encouraging the groups to give feedback to each other as part of a training or workshop.

#### **When giving Feedback**

- Be positive! Before you make suggestions for change, state what had a positive effect on you and what you liked.
- Refer to concrete examples when giving feedback. Be specific, this will help the group or individual to learn.
- Do not speak impersonally, but say “I”. For example, “I found the magic cow story a bit confusing...” instead of “The use of the magic cow story was not very helpful...”
- Speak directly to the person that you are giving feedback to – for example, “Anne, when you were playing the teacher...”, instead of “When she was playing the teacher I thought she...”
- Do not interpret why someone else is as she or he is, or why she/he does what they do. Instead, report on the feelings this gave you or the effect it had on you.
- Do not judge or assess; describe your perception.
- Relate to the situation here and now, do not refer to issues from the past.
- Give support and suggestions for how the work can be changed.


- If the group is giving feedback to each other, as facilitator you should guide the feedback and frame it if necessary. For example, “So can you suggest an alternative way to group 2?”, or “What did you like about this presentation? Can you tell group 2 why?”
- Don’t be personal in your comments, (positive as well as negative) and involve the whole group when giving feedback instead of focusing on the one representative who has volunteered to present on behalf of the group. For example, “Group 3, I was interested in the way you developed...” as opposed to, “Bob, I was impressed by the way you...”

### When receiving feedback

- Don’t justify your actions or the choices you made. It is not necessary to defend yourself, nobody is “attacking you”.
- Try to use the opportunity to learn, and to understand what others are saying about your work or the way you have presented. Do not use the opportunity to bring in another groups’ mistakes, “Yes, but when group 4 did it, nobody said anything...”
- Everyone gets a turn to give and receive feedback, and you will not be the only one receiving.
- If you genuinely feel that you have been misunderstood, or misjudged, allow the person giving feedback to finish. Ask the facilitator for a chance to explain to the group.

### Evaluation of the facilitator or trainer

It is important for the facilitator to be open to receiving negative as well as positive evaluation, and to give the participants the appropriate means to evaluate honestly. This is particularly difficult when working with children, and tools have to be developed in order to maximise their participation in the evaluation process.

Participants can find it hard to give negative feedback, especially at the beginning. A printable evaluation resource can be found on the CD Rom accompanying this manual , and here are some important points to be aware of:

### Evaluation helps the facilitator to:

- Assess the degree of learning (how much I learned, how I can include it in my work).
- Assess the approaches used in training.
- Get feedback on the logistics and facilities. It is important to balance this through the type of tools you use to solicit evaluation – you do not want a situation where the whole evaluation is focused on the burnt rice, smell of the hall, or the noise outside with no mention of the content or methodology.
- Understand how the group learned best.
- Change the workshop if necessary. Perhaps more or less theory is needed, the time needs to be changed, tensions need to be resolved etc.
- Get a basis for discussion the next day. “From reading your evaluations yesterday, I understand that you feel...”

### Evaluation works well when:

- It is given anonymously. The participants will not be afraid to hurt your feelings if you don’t know who they are.
- The participants have the chance to evaluate the training at the end of every section, or day.
- The facilitator discusses the evaluation with the participants the following day or session. This is important to show the participants that you have taken their comments seriously.

### Link between the start of the training (expectation, objectives) and the evaluation (results) in the end:

Ask participants questions to let them know that you consider their feedback to be important. It will set the tone for the evaluation which will come at the end of the training by showing that you expect them to comment. Some of the following questions can be useful<sup>7</sup>:

- Give important information about yourself and your experiences. (This will help you to tailor the workshop to their needs.)
- Were you involved in any training in the past? What approaches worked well for you?
- What is the most important thing you could receive from this training?
- What criteria will you use to monitor the success of this training?



- What expectations do you have? “I expect this training to help me...”
- What would you not like to happen?
- What is the first sign that you will notice that this experience has been helpful to you?

#### An exercise which can be used to ascertain expectations/hopes/fears at the start of a training session

- Everyone is standing in a circle.
- One person steps in and says something that they expect, or a fear they have about the training. For example “I expect to learn about Child Protection”, “I am afraid that there will be too much sitting and not enough practical exercises”.
- Anyone else who agrees will then step forward.
- Everyone steps back and a new person steps in with new expectations. Etc.

This activity is useful for the trainer to see at a glance how many people have the same fears or expectations and at the same time it might be reassuring for the participants to realise that they are maybe not alone with their fears.

#### Devices to use when asking for evaluation at the end of a training or workshop

- Smiley faces, happy, sad, bored. This is quick and painless, and can be used in conjunction with other methods.
- Big sheet of paper on the wall on which the participants write their opinions. Columns have headings such as “I will take home with me...” “I will use...” “I will leave behind...” The facilitator should be out of the room if this method is used. The disadvantage can be that group members may influence each other.
- Individual sheets of paper which can be filled in by participants in answer to specific questions on the training – relevance, methodology etc.
- A section on each topic covered, and a mark from 1-10 is given by the participants individually. 1: useless, 5: medium, 10: extremely useful. Same with boring, interesting, etc.

#### Evaluation devices adapted with children

• **Practical games.** The participants have to position themselves physically along a line on the floor – top of the room is extremely useful/relevant/interesting, the other end of the room is useless/boring/irrelevant, etc. In order to avoid collaboration, ask the children to position themselves according to different elements in a given time frame. Example, “How much fun” in 10 seconds, no talking, everyone places him or her self on the line.

• **Photographs.** In groups, participants make a photograph showing how they felt about the training or workshop, using faces, bodies. Facilitator can ask them to move, or speak their thoughts. Good for older children, 12 years and up.

• **Reporter.** A child plays the role of newspaper reporter who comes and interviews the children about their experiences. It is useful to ask the questions as a reporter who knows NOTHING about the subject at all; this will encourage the children to show what they have learned. (Reporter can be only mildly ignorant, or extremely – this will depend on the age of the children.) For example:

Reporter: “Ah, so Child Rights mean that children have the right to do whatever they want. Good idea!” Child then explains.

Reporter: “Right, I understand. Well, I can’t see the use for it myself. I mean, why do children need to have a birth certificate? We all know who we are, surely!”

As the reporter gets more information, he can get more and more excited, and perhaps get a picture for his front page, drawn by the children. They change of role and another reporter asks another question to the children. Etc.

Interactive method, but requires time.

## Endnotes: Level 1

<sup>1</sup> Lewin, Dewey, Piaget, Kolb

<sup>2</sup> PREMAnet e.V (non-profit association promoting Profitable Environmental Management) and GTZ – the German Technical Cooperation, Bonn, Germany

<sup>3</sup> Child Protection, Manual for Intervention in Humanitarian Crisis, Module III, Recreational Activities

<sup>4</sup> This annex can also be used when training animators or others who work directly with children, as many of the basic approaches are the same

<sup>5</sup> Much of the material in this module has been taken from *The Essential Elements of Facilitation*, Priest, Gast & Gillis, USA, 2000

<sup>6</sup> Much of the information in this module has been taken from: PREMAnet e.V (non-profit association promoting Profitable Environmental Management) and GTZ – the German Technical Cooperation, Bonn, Germany

<sup>7</sup> *The Essential Elements of Facilitation*, Priest, Gast & Gillis, USA, 2000





A group of children are sitting on the floor, engaged in drawing and writing activities. One child in the foreground is smiling and looking towards the camera. They are surrounded by papers, some with drawings of hands and faces, and a pencil. The scene is brightly lit, suggesting an outdoor or well-lit indoor setting.

# Level 2

Basic concepts  
for intervention



## 2.1. Terre des hommes mission and project objectives

### What is it?

When starting a project, it is important to explain who you are (Terre des hommes) and what you are doing. Often, we assume that people in the local community understand what an NGO is, or that they are clear on the differences between a charitable organisation and a business. This module provides a workshop on how to explain who we are and what the overarching principles of our work are, as well as our reasons for intervening.

### Why is it useful?


In the period following an emergency or natural disaster, it is common for many NGOs to converge on the town or area where the emergency occurred. This can be confusing for the local population. Although they may try to benefit from the support being offered, they can also start to believe rumours around the exact nature of our work and this can have a negative impact on our intervention. By explaining clearly who we are and what we do, we can avoid many of these problems. By sharing our project proposal with the National staff, we can also encourage ownership and transparency.

### How can I use it?

The information session for all staff members should be done as soon as possible after recruitment of staff. This training session is ideal in the context of a general staff meeting, where everyone is together.

#### Important points to consider

- Share the project proposal with all the staff, regardless of their programme department or role within Tdh. For example, administrative staff, logistics, programme staff, cooks, guards and drivers, etc. Also, include partner organisations.
- Consider inviting members of the community – religious or community leaders to this session.
- When sharing the project proposal with staff members, be clear with the information you give. If you don't know the answer, say so. Don't make false promises regarding future funding or the duration of the programme.
- It may be necessary to simplify the proposal somewhat for some of the staff members.
- It is important to allow sufficient time to answer questions after the session is complete as it is easy for misunderstandings to arise.

<b>WORKSHOP: TDH MISSION AND PROJECT OBJECTIVES</b>		
<b>Date</b> <b>Duration:</b> 2h	<b>Facilitator</b>	<b>Participants</b> X All staff _ Programme Staff _ Partners _ Children  <b>Number</b>  <b>Age</b>
<b>Aim:</b> To introduce Terre des hommes and the programme to national staff.		
<b>Objectives</b> <ul style="list-style-type: none"> <li>• To understand the main focus of our work around the world.</li> <li>• To understand the difference between an NGO and a profit making business.</li> <li>• To understand where we get our funding, and the concept of accountability.</li> <li>• To look at the reasons why we are intervening in this context and these areas of intervention (Protection, Mother Child Health, Water and Sanitation).</li> </ul>		
<b>Key learning points</b> <ul style="list-style-type: none"> <li>• Terre des hommes is a non profit making organisation which works in over 30 countries around the world.</li> <li>• We receive our funds from donors and members of the public, specifically...</li> <li>• The aim of our programme is as follows... and we plan to do the following activities...</li> <li>• We plan to be here for ... amount of time</li> </ul>		
<b>Activities</b>  1. Introduction: name game of your choice.  2. What is Terre des hommes? Show Powerpoint presentation provided (covers Tdh, what is an NGO, what is a donor, accountability).  3. Why are we here? Explain in the context of what they have already seen on Powerpoint why we have come. What is an Emergency response? (This is particularly important if the programme is supporting an existing Tdh development project).  4. Project Proposal Explain briefly what a project proposal is; that it is used to plan what we will do and how we plan to reach our targets. Distribute the abbreviated version of the project proposal with the activities clearly described. Give participants time to read the proposal. Answer any questions posed by the participants.  5. Closing Activity If this session is being done in the early stages of the mission, it is a nice idea to formally welcome the staff to Terre des hommes. If appropriate, the code of conduct can be distributed and explained as part of this session also. Local game or activity chosen by the participants to end.	<b>Materials needed</b>  Screen for projection / computer to show presentation. Tdh Powerpoint presentation <sup>8</sup>           Project proposal (shortened version) translated into local language.	<b>Time</b>  20 mn  30 mn  20 mn  30 mn  20 mn
<b>Evaluation / Feedback</b>		



## 2.2. Child Protection Policy (CPP)

### What is it?

Terre des hommes has very clear procedures for reporting instances of abuse/risks to children and has a designated person responsible for the Child Protection Policy in headquarters. This person is available to offer technical advice, guidance and support if required<sup>9</sup>.

The Child Protection Policy (CPP), containing a “Code of Conduct” and a “Reporting Concerns Framework”, is a set of guidelines and principles which all Tdh staff must adhere to. The CPP gives clear indications of the standards to be met by our staff, both expatriate and local.

### Why is it useful?

#### **What is the difference between CPP and protecting children within the intervention?**

There can be confusion between the CPP and the work that we do to protect children at a programme level in the context of their communities. Tdh makes a distinction between external and internal child protection issues. For instance, there is a difference between the case of a child who attends our centre being abused in her community, and the case of one of our staff abusing or behaving inappropriately with a child. If one of our staff is involved, it requires a CPP response involving the Head of Mission (HoM). A child in the community will be supported by the protection programme and the structures which exist locally. Any breach of the Tdh CPP must be referred to the Head of Mission so that he/she can deal with it in conjunction with headquarters.

If there is an expatriate protection position, (Protection advisor, Protection officer, etc.), in the mission, the HoM can work in conjunction with him/her. This is especially pertinent in situations where the HoM is not a protection specialist.

An **external incident**, or one which is outside the organisation = **Programme response by Tdh.**

*Example: A child is abused in her family or community in one of our areas of intervention.*

An **internal incident**, or one which is inside the organisation = **Tdh Child protection Policy response.**

*Example: a child is abused or put at risk by a trusted adult or another child within Tdh.*

All staff, from driver to programme coordinator must read, understand, and sign the Child Protection Policy.

### How can I use it?

In all our programmes we take measures to set up a culture of protection of children. The aim is to ensure that the child is safe both externally and internally, i.e., safe in our areas of intervention, and safe when she or he is in contact with Tdh staff. In cases where a child who attends one of our centres is at risk, the response will go through the child protection programme, and will be dealt with using the local protection structures which exist, such as hospitals, social services and police. The CPP is used to give guidelines for appropriate behaviour to our staff.

The training programme below is aimed at introducing the Terre des hommes Child Protection Policy to Tdh staff.



<b>WORKSHOP: CHILD PROTECTION POLICY</b>		
<p><b>Date</b> <b>Duration:</b> 2.5 hours</p>	<p><b>Facilitator</b> Child protection officer / Protection programming coordinator</p>	<p><b>Participants</b>                      X All staff                      _ Programme Staff                      _ Partners                      _ Children</p> <p><b>Number</b></p> <p><b>Age</b></p>
<p><b>Aim:</b> To provide guidance to employees and define responsibilities in dealing with preventing, raising, reporting and responding to concerns of child abuse.</p>		
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Reduce the risk of abuse by developing an open and aware management culture within the organisation.</li> <li>• Provide clear guidelines and strategies for staff to follow so that their behaviour with children are professional and transparent.</li> <li>• Identify their obligation regarding child protection within their work as Tdh employees.</li> <li>• Be aware of the procedures in the case of a breach of the CPP.</li> </ul>		
<p><b>Key learning points</b></p> <ul style="list-style-type: none"> <li>• Tdh uses the UNCRC as a base for its work. Because your government has signed the declaration, we are working to a set of standards which are considered important by the people of this country.</li> <li>• Tdh does not tolerate any breaches of the CPP, and will act accordingly in cases where an employee is found to have done so.</li> <li>• Terre des hommes staff is open to hearing your concerns. Any staff member who raises a concern will be listened to. If you are found to be mistaken, no action will be taken against you if you have made your report in good faith.</li> <li>• Tdh has a designated person responsible for Child Protection in head quarters who can be contacted if necessary.</li> </ul>		
<p><b>Activities</b></p> <p>I. Balloon game. All staff are actors in Child Protection.</p> <p><u>Preparation:</u> Divide the group into 4 groups, with one group smaller than the rest. Give a balloon tied to a piece of string to group 1 and tell them to tie the balloon to their ankles. Tell them nothing else. Group 2 must each choose one person with a balloon. They must stand beside one person and protect that one person only. They can not talk. Group 3, which is smaller than either group 1 or group 2 must pop all the balloons on group one, using any strategy they like. Remaining group 4 must sit and watch what happens. Each group must receive their instructions separately – they should not know what the other group has to do.</p> <p><u>The game:</u> Ask everyone to be quiet. Ask group 2 to take their positions beside group 1, one-on-one. Call “Start the game!” The game is finished after one or two minutes – just enough time to pop all of the balloons.</p> <p><u>Debrief:</u> Sit all of the participants in a circle. Ask group 1 how they felt. Typical comments include “Scared”, “Didn’t know what was happening”, “Attacked”. Ask group 2 how they felt. Typical comments: “Didn’t know how to protect the person”, “Was all too fast”, “Thought I could protect at the start, then saw I could not”. Ask group 3 how they felt. “Great”, “Easy to squash the balloons”, “We were in control.” Ask group 4 how they felt. “Wanted to do something, but didn’t know what as we were only allowed to watch.”</p>	<p><b>Materials needed</b></p> <p>Balloons Strings</p>	<p><b>Time</b></p> <p>15 mn</p>

<p><b>Explanation:</b> Group 1 represents children who need protection. Group 2 represents adults who are doing their best to protect the children who need it. Group 3 represents adults who have no regard for child rights and either abuse children in a variety of ways or allow them to be more vulnerable through ignorance. Group 4 represents people who watch and do nothing, but who may want to help and do not know how.</p> <p>What was needed to stop the balloons from being popped by group 3?</p> <ul style="list-style-type: none"> <li>• Children: need to know what is happening. Some have skills, but others are more vulnerable (refer to the game where some people ran and hid and others were caught). All need skills, but they are not responsible for protection; adults are. Children need to know their rights so they can participate in their own protection.</li> <li>• Protectors: need to know what was going on. Need to combine forces and protect as a group. Need to know the tactics of those who intentionally abuse children. Need to know how children become more vulnerable.</li> <li>• Abusers: need to know that their behaviour is not acceptable. Need to know that if they are acting in ignorance, their behaviour is making children more vulnerable.</li> <li>• Observers: must actively participate in protection not just observe if it is safe for them to do so.</li> </ul> <p>2. What is Child protection? Brainstorm. Write up the ideas on the flip chart, explaining that there are many ways to define child protection – summarise the points and make links with the UNCRC and give brief explanation. Explain how Tdh works in the context of the UNCRC, which has been signed by most countries. Tdh are not imposing a culturally unacceptable set of standards.</p> <p>3. Tdh staff roles and responsibilities. <i>Annex 1</i> Role Play and discussion on behaviour that should be adopted in order to fit in to CPP and Code of Conduct. Divide staff into 6 groups and give each group a scenario</p> <p>4. CPP in Brief. <i>Annex 2</i> Final discussion and revisit main points of Tdh CPP.</p> <p>5. Explain the “Reporting Concerns Framework” and distribute <i>Annex 3</i>.</p> <p>6. Suggestion: play the balloon game again after the discussion and explanation of roles and see the difference the second time. How was it different?</p> <p>7. Game of your choice to end. This is important, as often the participants will find this session quite hard. It is good to lighten the atmosphere with a game or fun activity.</p>	<p>Flip chart and markers</p> <p><i>Annex 1: Role Play Scenarios</i></p> <p><i>Annex 2: Tdh CPP</i></p> <p><i>Annex 3: Reporting Concerns Framework</i></p>	<p>20 mn</p> <p>40 mn</p> <p>20 mn</p> <p>15 mn</p> <p>15 mn</p> <p>10 mn</p>
<p><b>Evaluation/ Feedback</b></p>		

## Annex 1: Role Play CPP

Group work: examine situation that can occur during the staff's duty; discussion on what are the different possible reactions of the person. What reaction will they adopt as a group? Why?

### Situation 1

As a driver, you arrive in one centre and see a male animator alone with a female teenager. The animator looks very embarrassed when you arrive and the girl immediately runs away.

— What do you think about this situation? Is it appropriate or not? Why?

— What do you do as a Tdh staff member? Why?

- *Tdh employees are not permitted to enter into a sexual relationship with children.*
- *Tdh employees must not engage in any form of inappropriate physical behaviour such as, kissing, hugging or touching a child.*
- *Do not put yourself in a position where your actions or intentions with children can be questioned.*
- *Avoid situations which isolate children and where behaviour cannot be observed such as in cars, offices, CPC centre and homes.*
- *Tdh employees must not spend time alone with a child excluding them from other people. If you are alone with a child, you must be within clear view of other people.*
- *Know who you can speak to in your workplace.*
- *Speak out if you are suspicious of another person's actions or behaviour with children.*

### Situation 2

As a Tdh staff member you are in the car, you see a child on the pavement (just after an accident), people around ask you to take this child to the hospital.

— What to you do as a Tdh staff member? Why?

- *When away from home ensure that another adult is always present; ensure visibility, whenever possible, with children and apply the two adult rule or arrange a suitable alternative.*
- *Avoid situations which isolate children and where behaviour cannot be observed such as in cars, offices and homes.*
- *Do not carry a child in the car without a family member or guardian present.*

### Situation 3

You discover that a staff member is in close relation with a 17 year old girl who attends the Tdh centre.

— What do you think about this situation? Is it appropriate? Why?

— What do you do as a Tdh staff member? Why?

- *Tdh employees are not permitted to enter into a sexual relationship with children.*
- *Know who you can speak to in your workplace.*
- *Speak out if you are suspicious of another person's actions or behaviour with children.*

### Situation 4

You are on the field; you are visiting a family (for follow up, for hygiene promotion...) Only the child is present at home...

— What do you do as a Tdh staff member? Why?

— What do you think about this situation? Is it appropriate or not? Why?

— What do you do as a Tdh staff member? Why?

- *Do not put yourself in a position where your actions or intentions with children can be questioned.*
- *Avoid situations which isolate children and where behaviour cannot be observed such as in cars, offices and homes.*
- *Do not spend time alone with a child excluding them from others – this is to protect you as well as the child.*
- *Do not visit a child alone at home – come back later.*

### **Situation 5**

During your working hours, you see a child on the floor being severely beaten.

—What do you do Tdh staff member? Why?

- *Do not put yourself in danger trying to protect a child.*
- *Empower children by promoting children's rights and raising awareness.*
- *Challenge poor practice and recognize potential pitfalls which might lead to child abuse.*
- *Organize awareness workshops with children and communities to define acceptable and unacceptable behaviour with adults.*

### **Situation 6**

You are in a car, passing a village, children throw stones at you...

—What do you do as a Tdh staff member? Why?

- *Don't use any form of physical "punishment" including hitting, physical assault or physical abuse.*
- *Don't use abusive language or threaten children. Treat children with respect and recognise them as individuals in their own right.*
- *Do nothing; keep driving at a reasonable speed.*
- *Situation depends on if it is a Tdh partner village or not – refer to Tdh programme staff or supervisor.*

## Annex 2: Tdh Child Protection Policy

Tdh believes the beneficiaries of its programmes have the right to protection. This is in accordance with the UN Convention for the Rights of the Child. The Tdh CPP gives the correct guidelines for its employees who work with, and have direct contact with children. If Tdh employees are seen to be engaged in high risk behaviour in their professional and/or private lives, thus breaching the Code of Conduct, the code will be strictly enforced through disciplinary procedures to ensure that the highest moral and ethical standards of Tdh are upheld. Recruitment procedures also ensure that Tdh can reduce the risk of child abuse.

Where concerns of a breach of Tdh Child Protection Policy arise, Tdh will consider its legal obligations to report those concerns to relevant competent authorities and terminate employment. If you are witness to any breach of the CPP you have an obligation to report it.

Your actions with children have an impact both globally and locally. You are employed by an international organisation that focuses on the needs of children. Individually, our actions can impact on the reputation of Tdh globally and within the context of where we work. Equally our reputation with the children and communities we work with can be severely damaged if our conduct with children is considered inappropriate.

### Key points from the Tdh Code of Conduct

DO	
Behaviours on the field	<ul style="list-style-type: none"> <li>• Treat children with respect and recognise them as individuals in their own right.</li> <li>• Value the views of children and take them seriously.</li> <li>• Ensure when making images of children (photos, video, etc.) that they are respectful, that the children are adequately clothed and that sexually suggestive poses are avoided – ask for a child’s permission before taking a picture.</li> <li>• Be aware that physically handling a child, perhaps to offer comfort, can be misconstrued by observers or the child.</li> <li>• Avoid situations which isolate children and where behaviour cannot be observed such as in cars, offices and homes.</li> <li>• Ensure that another adult is always present, ensure visibility whenever possible with children and apply the two adult rule.</li> </ul>
If your work is directly involved with children	<ul style="list-style-type: none"> <li>• Empower children by promoting children’s rights and raising awareness.</li> <li>• Challenge poor practice and recognise potential pitfalls which might lead to child abuse.</li> <li>• Discuss issues of concern with children and explain how to raise concerns.</li> <li>• Organise awareness workshops with children to define acceptable and unacceptable behaviour with adults.</li> </ul>
The management culture of Tdh <b>promotes and supports reporting</b> and respect for the communities, children and staff we work with	<ul style="list-style-type: none"> <li>• Identify and avoid compromising and/or vulnerable situations which might lead to accusations.</li> <li>• Speak out if you are suspicious of another person’s actions or behaviour with children.</li> <li>• Know who you can speak to in your workplace.</li> <li>• There is a designated person responsible for the CPP in Tdh headquarters.</li> </ul>

### DO NOT

- Do not put yourself in a position where your actions or intentions with children can be questioned.
- Do not use any form of physical “punishment” including hitting, physical assault or physical abuse.
- Do not shame, humiliate, belittle or degrade children or engage in emotional abuse.
- Tdh employees are not permitted to sleep in the same bed or room with any child beneficiary.
- Tdh employees are not permitted to enter into a sexual relationship with children.
- Do not engage in any form of inappropriate physical behaviour such as, kissing, hugging or touching a child.
- Do not use language or act in a physically or sexually provocative and inappropriate manner.
- Do not develop abusive or exploitative relations with children.
- Do not invite a child/children to your home or place of residence.
- Do not discriminate through preferential treatment of a child i.e. gifts, sponsorship, money.
- Do not spend time alone with a child excluding them from others.

Do not make comments to the media on child protection matters except where your supervisor has previously been made aware of media interest and agreed the response in advance.

### **Breach of Tdh Child Protection Policy**

How do I report a concern?

- Written report
- Talk to supervisor
- Talk to whoever you feel comfortable with on the protection/coordination team

Where a Tdh employee is considered or believed to be engaged in high risk behaviour in his/her professional and/or private life, thus breaching the Tdh Code of Conduct, the following procedures will be set in place:

The following actions will be taken once an employee discloses concerns regarding a breach of the CPP:

- Tdh will listen to the person reporting and confirm all the facts, and willfully support the person making the complaint.
- The Head of Mission and Child Protection Officer (expatriate) will be informed.
- Tdh will treat the matter with strict confidence, and will not share the identity of the person reporting, especially if the concerns are regarding another staff member.
- Tdh will confirm the safety of the child and assess the immediate risk or danger.
- If the person making the report is mistaken, no action will be taken against him/her. It is important to speak out if you believe a child to be at risk, or if you believe that the image of Tdh is being compromised.

If a Tdh staff member is found to have breached the Child Protection Policy, either in their private or professional life, the following steps will be taken:

- A full investigation will be carried out.
- If relevant, Tdh will involve the appropriate authorities.
- Depending on the gravity of the situation, the staff member will be dismissed, and/or the relevant governmental authorities informed.

Terre des hommes believes that the children and communities we work with have the right to be respected and treated with dignity. Harassment or bullying of staff is not covered in these guidelines – please refer to Tdh Human Resources guidelines.



## Annex 3: Terre des hommes Reporting Concerns Framework

If you are concerned about the safety and welfare of a child, you **must** follow this procedure:

What are the circumstances of your concerns?		
Did you <b>witness</b> child abuse?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you <b>suspect</b> someone of child abuse?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Has someone <b>alleged</b> abuse of a child?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Has someone <b>disclosed</b> abuse of a child to you?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Does your concern fit into any of the following categories of abuse?		
Do you think a child may have been <b>neglected</b> ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you think a child may have been <b>physically</b> abused?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you think a child may have been <b>emotionally</b> abused?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you think a child may have been <b>sexually</b> abused?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Your concern is justified if you answered 'yes' to any of the questions above, your duty is to report your concerns to one of the following persons, don't delay – a child may be at risk of serious harm if you do:

Contact person in country:
Name:
Title:
Location:
Telephone:
E-mail:
If you have concerns about informing the person in this box, please feel free to advise the person in the following box.

Contact person in Switzerland:
Name:
Title:
Location:
Telephone:
E-mail:
This person will examine the information, and, if considered necessary, agree emergency steps and an action plan with timings and responsibilities for the field.



## 2.3. Gender mainstreaming

### What is it?

This manual does not aim to cover gender themes in depth. There are many other excellent resources for training and introducing gender mainstreaming into development and emergency projects. However, because we work with children in many different environments, contexts and cultures, gender is an issue of which we need to be aware.

It is important to remember that gender is a dynamic concept, and gender roles vary from one culture to another, just as caste, social standing or ethnic background influence how people may relate to each other in society.

People are born female or male, but learn to be girls and boys who grow into women and men. They are taught what the appropriate behaviour and attitudes, roles and activities are for them, and how they should relate to other people. This learned behaviour is what makes up gender identity, and determines gender roles<sup>10</sup>.

### Why is it useful?

In order to ensure that the children in our programmes are treated equally, we need to look at the factors influencing their lives and the various possibilities open to them. Sometimes girls and boys are treated differently, with different expectations placed on them. Sometimes, these gaps can prevent either or both genders from accessing particular supports and services. For example, girls and boys may be expected to communicate differently, work in different areas around the home, or may be denied access to education because of their gender.

### How can I use it?

In Terre des hommes, we can address gender issues through delivering specific trainings and by following a through line of gender awareness in our programming and policy decisions. Specifically, this means:

- Ensuring, where necessary, that specific activities are available for both girls and boys. This is particularly important for adolescent girls where it applies to sporting activities not necessarily considered appropriate by their community.
- Girls should have separate playing areas if culturally required.
- The times of the centre should operate when it is easy for both girls and boys to come.
- Programme staff should meet religious leaders and parents in order to explain what we are doing and to ensure that we address any concerns in a sensitive manner.
- Mothers groups or tea sessions where mothers can meet and discuss issues affecting their children can be held in our centres. Here, mothers can bring their babies to play or share child care.
- Fathers groups, if necessary.
- Provision of non-formal education for girls or boys who can not access main stream schools for any reason. (This should **only** be offered when all mainstream opportunities have been thoroughly exhausted).

Amongst our colleagues and Tdh staff, we need to be aware of the gender balance, the roles and responsibilities of various jobs positions and how they are distributed. What example are we setting in terms of the distribution of roles and responsibilities within our project?

## Definition of Sex and Gender

**Sex** refers to the biological fact that we are born male or female. The biological characteristics of men and women are universal, obvious, and in general, permanent.

**Sex** → Born with → Can not change.

*Example: Only women can give birth to babies.*

**Gender** is the socially constructed roles and responsibilities assigned to men and women in a given culture and location. Gender roles and responsibilities are determined by the social, cultural and economic organisation of the society, and by the prevailing religious, moral, and legal norms.

**Gender** → Socially constructed → Can change.

*Example: Women and men take care of children.*

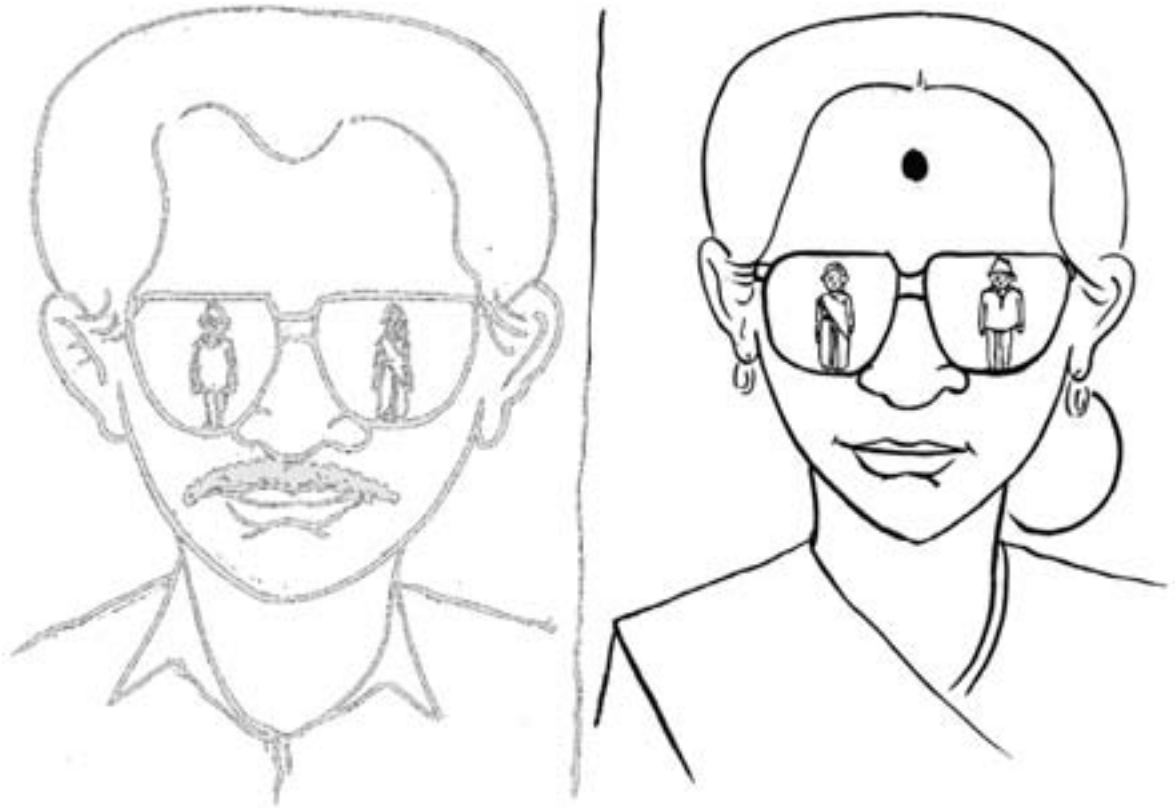
*Women and men can be teachers, engineers and doctors.*

Other module which can be explored in conjunction with this one:  
2.8. Ways of seeing and intervening

<b>WORKSHOP: GENDER AWARENESS (A) <sup>11</sup></b>		
<b>Date</b> <b>Duration:</b> 1.5 hours	<b>Facilitator</b>	<b>Participants</b> _ All staff X Programme Staff _ Partners X Children  <b>Number</b>  <b>Age</b>
<b>Aim:</b> To introduce participants to concepts of gender.		
<b>Objectives</b> <ul style="list-style-type: none"> <li>• To explore the differences between gender and sex.</li> <li>• To begin to look at gender as a social construct.</li> </ul>		
<b>Key learning points</b> <ul style="list-style-type: none"> <li>• Sex is something we are born with.</li> <li>• Gender is learned behaviour.</li> </ul>		
<b>Activities</b>  1. Warm up. Spider game. All participants in a circle. One person takes the ball of wool and holds the end of it. She or he says her name and how she or he feels about being there and what she expects. Example: "I am Ruth, I am feeling calm, and I hope to learn something new." She then throws the ball of wool to someone across the circle and the next person does the same. The ball is thrown around until everyone has a piece of wool in their hand and a giant "web" has been created. The last person holds on to the ball. Facilitator asks everyone to pull gently on their piece of wool, one at a time, or in groups, or all together. Can everyone else feel it? What does that tell us about working together? What would happen if one person dropped their string?  2. Definition of gender and sex . Give examples to explain each. Put up prepared flipchart. See definition in "How can I use it?"  3. Discussion on gender roles. What are the common roles for women and men here in this society? Share feedback.  4. Men vs women visions. Divide the participants into two groups, one male and one female. Each group sits in a circle. Each participant in turn to answer the question: "When do you feel proud to be a woman?" in the female group, and "When do you feel proud to be a man?" in the male group. When each person has responded, ask each group to say whether their responses were related to gender or sex. Report back to large group of men and women and share examples.  5. Conclusion. Ask the participants if they are comfortable with the differences between gender and sex. If not, re visit and discuss what is unclear.  6. Game to end – participant's choice.	<b>Materials needed</b>  Ball of wool or string   Prepared flip chart of sex and gender definition	<b>Time</b>  10 mn   15 mn  20 mn   15 mn  10 mn
<b>Evaluation/ Feedback</b>		

<b>WORKSHOP: GENDER AWARENESS (B)</b>		
<b>Date</b> <b>Duration:</b> 1.5 hours	<b>Facilitator</b>	<b>Participants</b> _ All staff X Programme Staff _ Partners X Children  <b>Number</b>  <b>Age</b>
<b>Aim:</b> To look at ways of seeing the world within the context of gender.		
<b>Objectives</b> <ul style="list-style-type: none"> <li>• To continue to challenge our assumptions regarding gender, following on from the previous workshop.</li> <li>• To explore the responsibilities of an NGO in relation to gender.</li> <li>• To start to look differently at the roles of women and men.</li> </ul>		
<b>Key learning points</b> <ul style="list-style-type: none"> <li>• We can learn to look at things differently when it comes to gender.</li> <li>• We can challenge our assumptions regarding expectations we have of others in relation to their gender.</li> <li>• In our work as NGO staff, we need to learn how to look in a different way.</li> </ul>		
<b>Activities</b>  1. Creative activity. Ask the participants to close their eyes and imagine a scenario in their community where men, women, boys and girls are playing and working. Ask them to think about what each person is doing that is typical or untypical of their gender. After the time is up, ask the participants to open their eyes and explain that what they were doing was looking at the world through a gender lens. In pairs, ask each group to draw pictures of what they say when they had their eyes closed.  2. Explain the concept of a <b>gender lens</b> . ( <i>Annex 1</i> ) Remind the participants that when they closed their eyes and imagined the scenario, they were using their experiences to view the world through a gender lens. Alternative: pass around a pair of sunglasses and ask each participant to try them on. Explain that looking through a gender lens takes practise, but it can become as simple as putting on a pair of sunglasses.  3. Explain that as <b>NGO workers, we also need to view our work through a gender lens</b> . In <b>groups of 4</b> , ask the participants to come up with 2-4 examples of points that an NGO might come up with when examining itself through a gender lens. Post them on the wall.  4. Closing activity.	<b>Materials needed</b>  Paper and colouring materials  <i>Annex 1</i> Picture of gender lens  Paper for each group of 4, markers	<b>Time</b>  20 mn  20 mn  20 mn  20 mn  10 mn
<b>Evaluation/Feedback</b>		

## Annex 1: Gender lens







## 2.4 Child participation

### What is it?

“Children and young people thinking for themselves, expressing their views effectively, and interacting in a positive way with other people<sup>12</sup>” in order to be involved in the decisions which affect their lives. Child participation is used as both a process in itself and as a tool to maximise children’s involvement in a project, including during research, monitoring and evaluation.

A child’s right to participate has been outlined in the United Nations Convention on the Rights of the Child, Article 12, which states that a child has the right “to freely express an opinion in all matters affecting her/him and to have that opinion taken into account<sup>13</sup>”. Remember that each child’s views are their reality, and this must be weighed against the best interests of the child when any decisions are taken<sup>14</sup>.

Child Participation does not mean doing exactly what children tell adults to do. But, children do need to be properly **informed** in order to make correct choices, and to be able to speak for themselves without saying what they think adults want to hear<sup>15</sup>. This means that in order to encourage and facilitate the participation of children, you must use a wide range of skills and tools and constantly ask yourself if you are involving children at the highest level possible in all stages of a programme.

The notion of the “child as actor” holds the child at the centre of his or her learning and development. The child is acknowledged to have agency or the power to act. The child has resources at his or her disposal, and is not a victim without power. The child is considered as an active, as opposed to a passive, participant in her reality.

### Why is it useful?

In the context of a Tdh child protection programme, when children are given the opportunity to participate the benefits are far reaching; for the children themselves, the wider community, and for the efficacy of our programme. Child participation is essential to ensure that an intervention is useful for addressing the needs of children. Even in emergency situations where time may be short or pressurised, children benefit from participating actively in decision-making, and their participation can positively reinforce feelings of self-esteem and confidence and so contributes to their psychosocial wellbeing. They can also develop new skills as a result of their involvement in a participatory process.

For many girls and boys the process of involvement (which must be undertaken in a supportive and understanding environment) can help children explore past experiences and regain confidence for the future. At its best; participation can be an important tool out of victimisation, passivity and silence<sup>16</sup>.

## How can I use it?

There are many ways you can facilitate children's participation but it is important to realise that full participation takes time and resources. You must make efforts to ensure that children are involved sensitively and appropriately. Before starting the process, you should put the following in place:

- Obtain the consent of parents and children themselves before starting any consultation or participatory process. Are children, their families and communities properly informed about the process?
- Tell the children what you intend to do with the information they provide. Ask their permission to share findings, but remember that you must decide if the information you receive needs to be shared or not. Ideally, programme managers should draw up guidelines for breaking confidentiality which can be shared with the children.
- Children must not be exposed to risks if there is no benefit to them. For example, it is not constructive or supportive for children to be encouraged to participate if their participation involves revisiting or re-living painful experiences.
- Ensure that all staff are trained on the appropriate child protection measures and procedures in place in order to be able to respond effectively should the need arise.
- Ensure that adults working with children are trained in communicating with children, and in particular, with children in distress.

Children are not a homogenous group, and need to be consulted in an appropriate way in order to ensure that a wide range of genders, ages and abilities are involved. If the correct age appropriate tools are used, children can be involved from around age six upwards, but ideally, children from twelve upwards are well able to involve themselves in the steps necessary in planning and implementing a programme. As most of the research done by children will involve drawing or tables, it is important that children have ownership of what they produce. This means that drawings and ideas created by the children should not be taken away from them but can be given back to the children, or displayed on centre walls or in the community.

Children benefit from being involved in all steps of a programme<sup>17</sup>. Children can be active in research, monitoring and evaluation as long as the correct tools are used. For example, if children are also responsible for drawing up the indicators of a programme where they are the target beneficiaries, they will have a sense of ownership when it comes to implementation. They will feel more able to be involved in the evaluation.

For the steps of a programme, please see the *Tdh Project Cycle handbook* and *Child Protection: Manual for intervention in humanitarian crisis*, Section A, 2.5.3, Planning/Programming.

## Some methods of involving children

### Child committees / focus groups or management groups

These are groups made up of children from different ages and genders which meet regularly to plan, discuss and reflect upon the programmes. The children themselves elect a representative from each age group and gender. In conjunction with parents and animators, regular (monthly?) meetings are held, in which children give their opinions on how things are going and make suggestions for improvement. It is necessary for animators to give space and time to allow children to gather information and ideas before holding the meeting. The children themselves, as well as the animators should be trained to participate in project planning and to facilitate full involvement of the child. Presentation methods can include art or story telling. This is a simple and effective way of involving children. It is important to ensure that more than one child from each age group or gender gets a chance to participate, so it is advisable to hold elections regularly – for example, every three months there should be a change over in committee members, with the outgoing children in a supportive role while the new child learns about the responsibilities involved. Ideally, the children's committee should meet with the parents committee regularly.

## Research: asking children about their reality

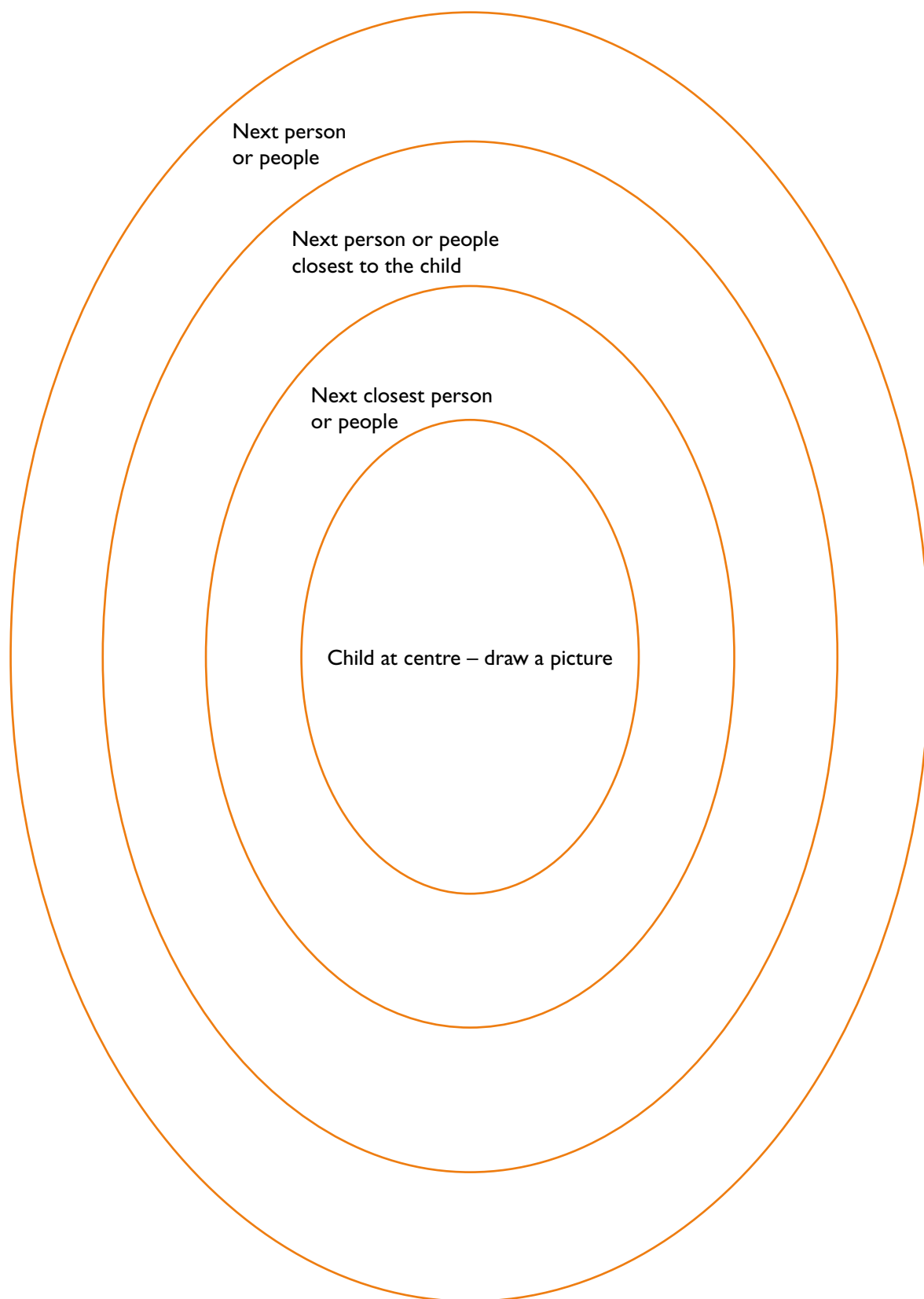
Here are some useful tools and exercises you can use when asking children to explain about their lives and realities. The children do not have to be literate – any symbols or drawings can be used, depending on the needs of the child, and on what is locally appropriate. These tools are developed from Participatory Rural Appraisal (PRA):

1. My Day – asks children orally about their daily and weekly activities. A map is then created on a timetable, using pictures or symbols. This is an interesting tool we can use to see the differences between girls' daily activities and boys'.
2. Who Matters? This is a mapping activity where we ask who is important in the children's life. At the end of the activity, a social network map is created. *Annex 1*
3. What is a child? This helps us to get young people's views on child development and the role of childhood in society in relation to cultural concepts of age. This activity is a useful springboard from which to explore work, responsibilities and school.
4. Child generated "My individual file". *Annex 2*

Other modules which can be explored in conjunction with this one:

- 1.4. Evaluation and feedback
- 3.3. How to communicate with children

## Annex 1: Who Matters?<sup>18</sup> Example









## Annex 2a: My individual file

Name:  
 Date:  
 Name of animator:  
 Centre:

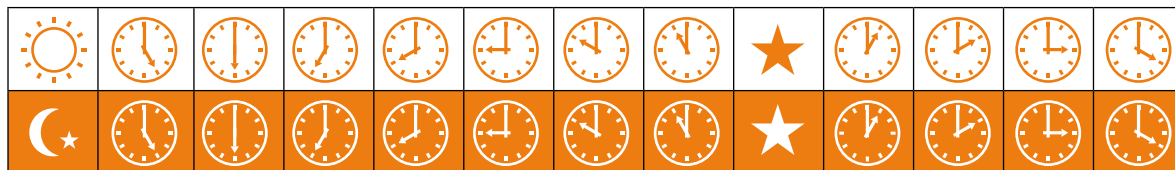
### How I see my reality...

My different relationships.



Normal relationship 	Distant relationship 
Strong relationship 	Reference person / someone I admire 
Conflict 	Relationship of fear 

## Annex 2b: My activities



My activities during the week			
Activities	Where?	When do I do them? How often?	How do I feel?

My activities during the weekend			
Activities	Where?	When do I do them? How often?	How do I feel?

\*How do I feel?:



Happy



Sad



Normal



I like it



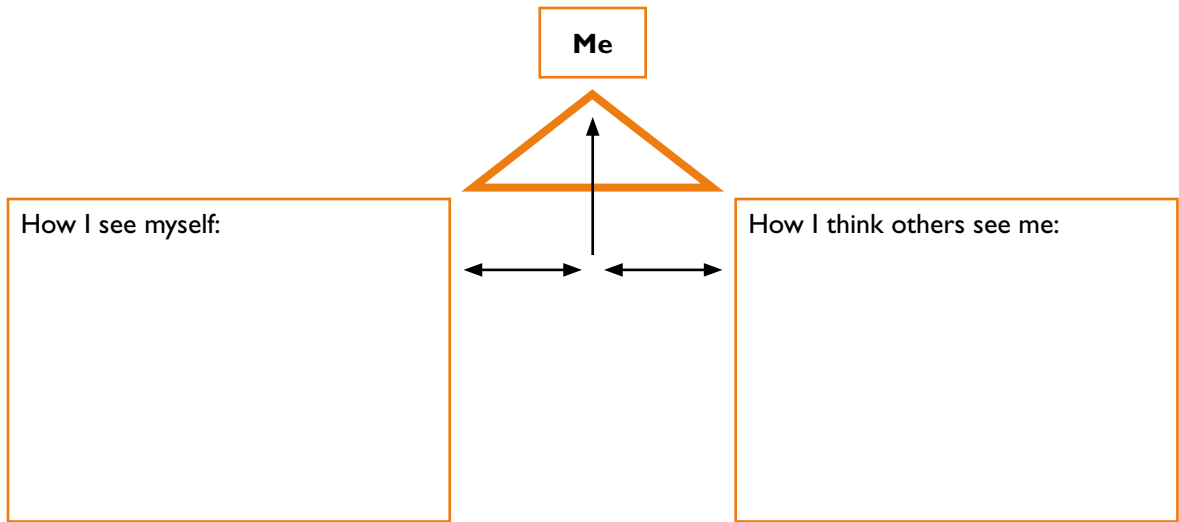
I hate it



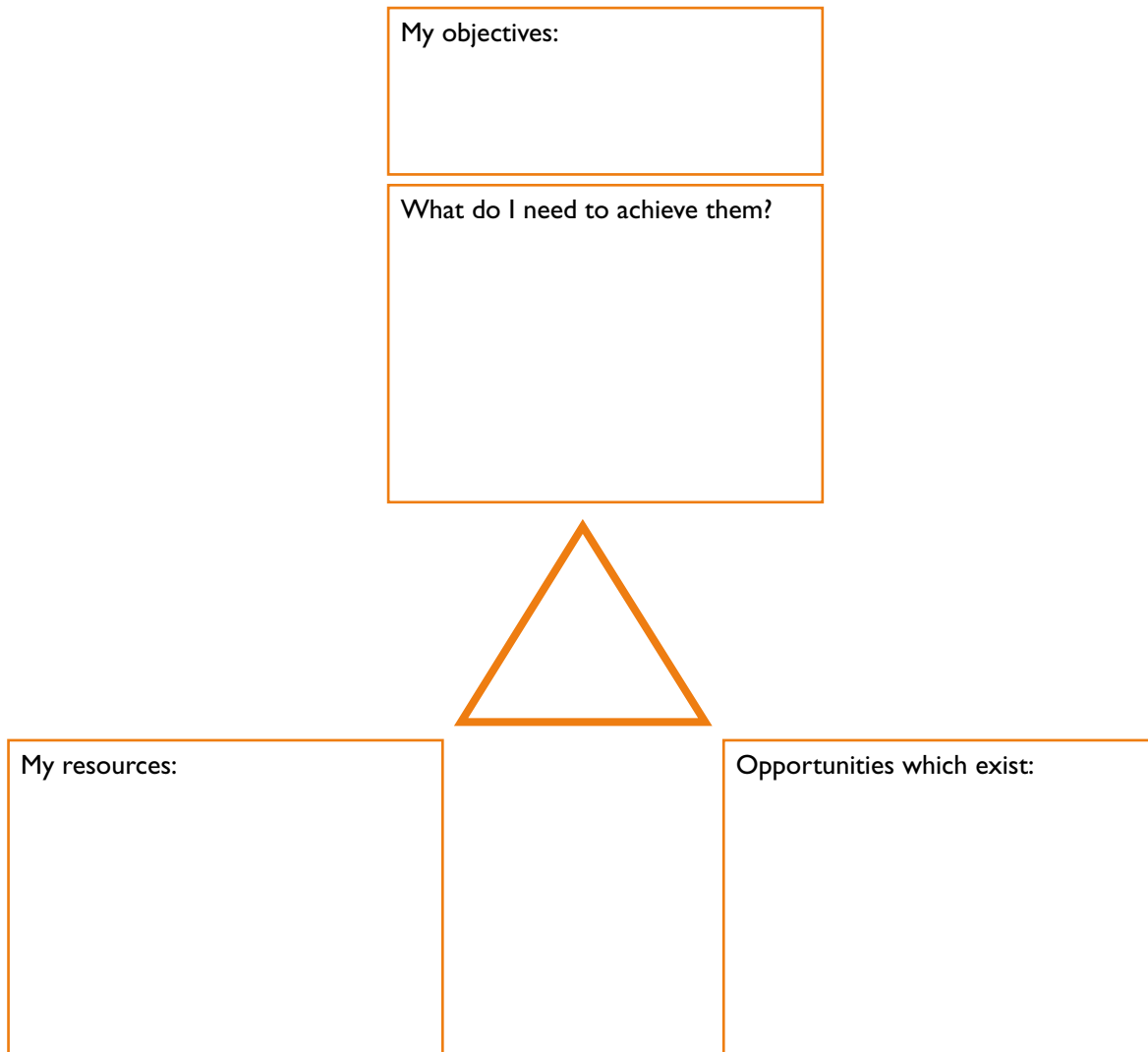
Scared

Mark with the activities you think are the most important

## Annex 2c: Identity

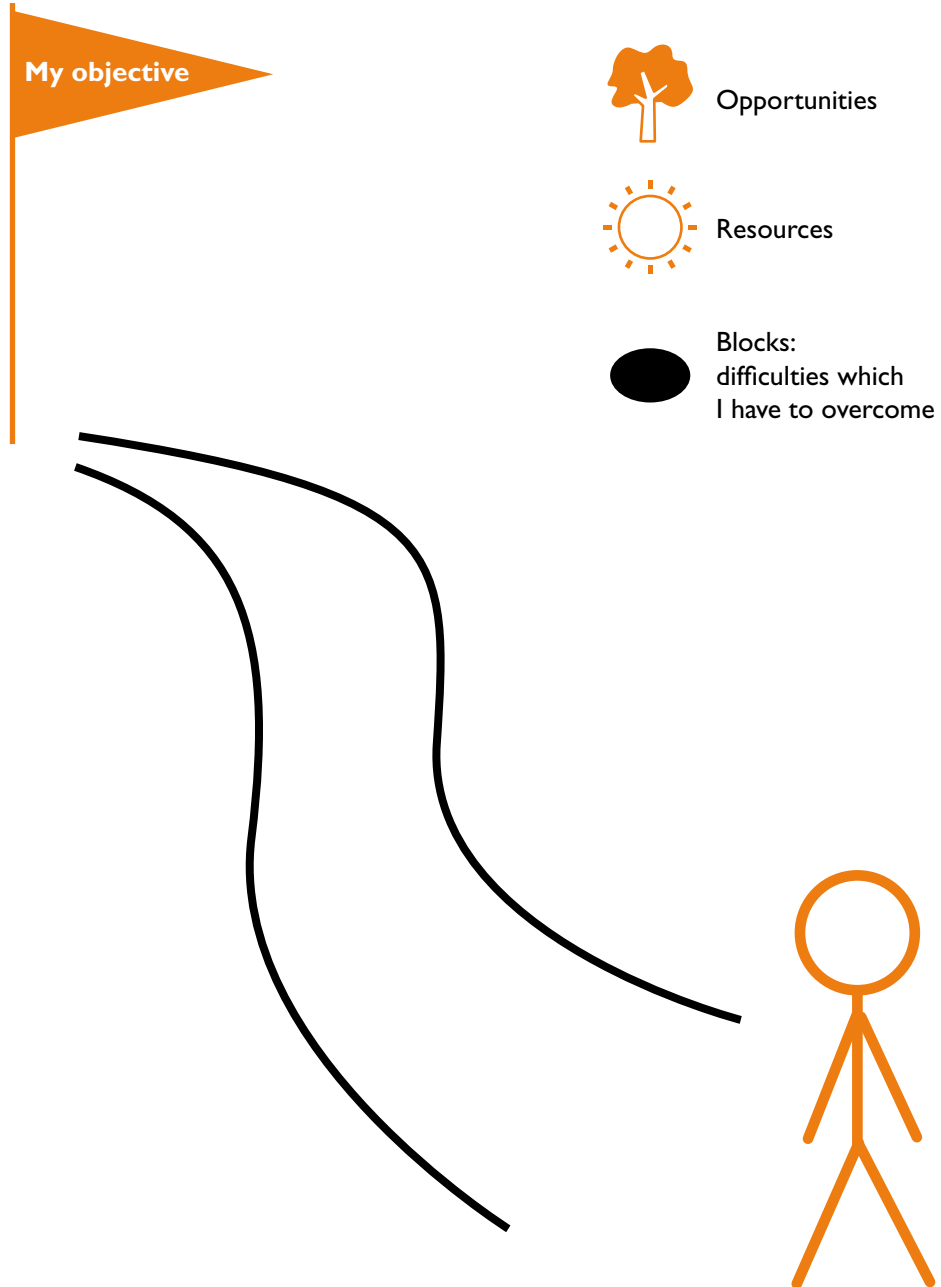


## Annex 2d: Motivation





## Annex 2e: What are the necessary steps to achieve my objective?



## Annex 2f: My future

My own special plan

My next meeting to talk about this is

## 2.5. Community mobilisation and awareness raising<sup>19</sup>

### What is it?

For the purposes of this manual we have linked:

- Community mobilisation at the start up of a programme.
- Community involvement in the running of a programme.
- Community awareness on issues affecting children (awareness raising campaigns).

Specific objectives of **community mobilisation** are:

- To empower a community through reinforcement of its capacities and social networks.
- To create an appropriate and sustainable project through community involvement and ownership<sup>20</sup>.

**Awareness raising campaigns** are used to introduce a specific issue or themes or practices to a community to increase their understanding. For example, in the United Nations Convention on the Rights of the Child (UNCRC) the importance of education for all, including girl-children is a basic right. You may want to encourage greater school attendance for girls by running an awareness raising campaign linking girls education to community health, for example.

The key element of awareness raising is to be clear that we are not telling people what to do – we are asking about existing beliefs and practices in order to introduce changes which will fit into the culture and ideology of the context in which we are working.

### Why is it useful?

No child exists in isolation. Even separated and displaced children exist as part of a community and a social network and it is essential, in a programme aimed at supporting children, to involve this wider community at all stages of the programme. By involving the people who look after and live in the same community as the child, you are giving the child the best possible chance of being protected and supported. Because community mobilisation and awareness raising involves consultation, opinion sharing, community wide interventions and other participatory methods, you can ensure that what you are doing is relevant, visible and appropriate to the culture in which we are working and therefore, your intervention will be more sustainable.

### How can I use it?

The following members of a community need to be involved and mobilised, and this can be achieved through the following methods:

- Parents: parents meetings – perhaps separate mothers and fathers groups; parents committees or focus groups, mother and baby groups.
- Teachers: specific campaigns, involvement in community meetings or parents meetings.
- Religious and community leaders: community meetings, specific meetings with key focus persons.
- Grandparents and extended family: community meetings, attendance at parents' meetings, general campaigns, separate meetings for elders.
- Children: children's committees, representation at community or parents meetings, child based campaigns – art exhibitions, etc.

Tdh encourages the **highest possible level of community involvement** in all its projects, and believes in being instrumental/highly visible at the start of a project. Then Tdh will gradually hand over to community organisations in the appropriate time frame. The more involved the community, the more successful the handover.

Awareness raising programmes should take place across the whole community, at the same time. You can identify themes through feedback from the children themselves, centre staff observations and parental involvement (parents' groups, participatory research with children using child-based methodologies, information from other interested parties, etc.). Themes can also come from Tdh, based on perceived gaps or needs.

Depending on the topic but relevant to the theme, people outside the community itself, may be involved – police, social workers – through open days or visits where they can share information with community members on resources available, for example.

It is often useful to link a specific awareness raising activity with existing celebrations – African Child Day, World Aids Day, etc.

## Awareness raising campaigns: methodology and approach

The table<sup>21</sup> below explains the cycle involved in implementing an awareness raising campaign in the community. It demonstrates the cycle of researching the existing attitudes and practises using appropriate tools; devising a programme to integrate new practises; and implementing the final campaign at community level. Finally, the campaign is evaluated.

### Step 1

Find the central question to ask the community in order to see what attitudes and opinions exist. It is important that you ask in a way which encourages the community to respond openly, and that allows people to give their opinions on what can be a complex topic. Participatory research and PRA tools (see *Appendix 5*) are excellent in this context. You may also need to interview other sources for supporting information, like police or other professionals related to the topic.

### Step 2

Using the information given by the community and the importance given to particular elements of an issue, devise the tools you will use to implement your campaign.

### Step 3

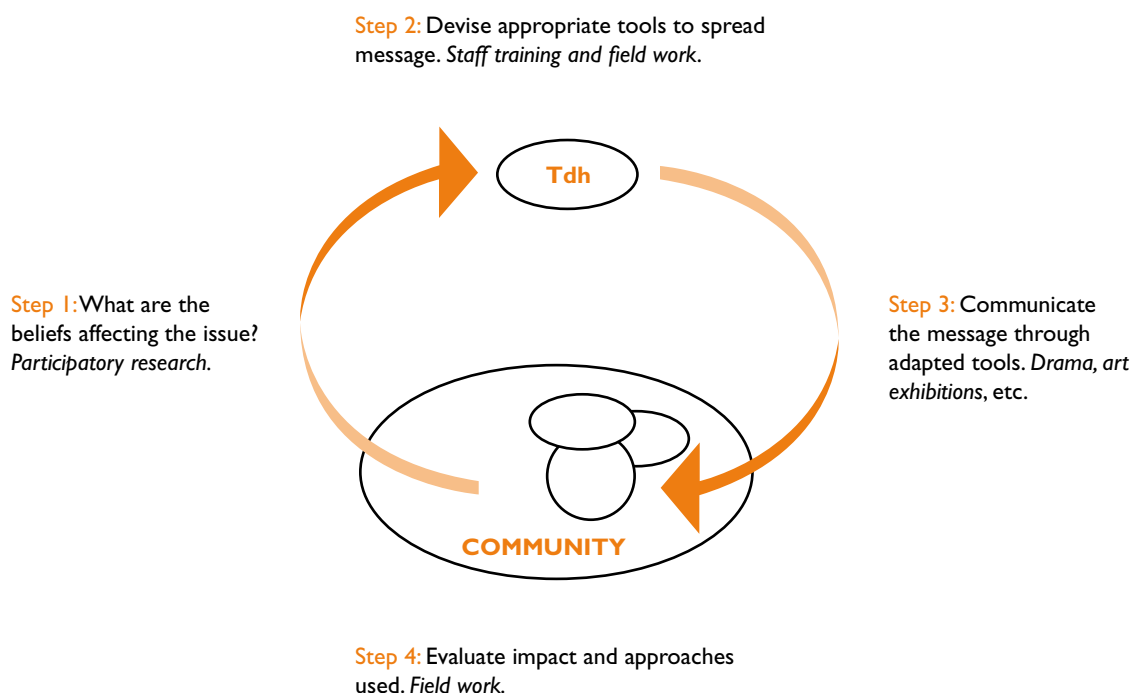
Implement the campaign, including accompanying material (school kits, banners, radio, etc.) and any other external actors you need to involve. Publicity material is sometimes used alongside the campaign – banners, t-shirts, key rings, calendars, etc. Children can be involved in designing the logo or pictures. It is important to distribute the material on completion of the campaign, or during a key part of the process. A t-shirt or key ring given in isolation does not measure the impact of the campaign or the manner in which the information has been adapted.

### Step 4

Evaluate the programme in terms of how the message has been received, of concrete indicators (number of children attending school, for example) and the efficacy of the tools used.

The following modules in this manual will help you to develop the tools for the rest of the campaign, including implementation and ways of exploring issues with children:

- 1.1. Experiential learning and training of trainers
- 2.4. Child participation
- 3.3. How to communicate with children
- Appendix 5: Participatory Learning Approach (PLA)





<p>Example of central questions:</p> <ul style="list-style-type: none"> <li>• <b>Children:</b> What do you want to be when you grow up? What is your ideal school? (Design through art).</li> <li>• <b>Parents:</b> What factors have influenced your choices regarding educating your children or not? (Discussion based).</li> <li>• <b>Elders:</b> What is the importance of education? How can we improve access to education?</li> <li>• <b>Religious leaders:</b> What is the importance of education from an Islamic perspective? Girls? Boys?</li> <li>• <b>Teachers:</b> What is the level of cooperation of the parents? What are the difficulties of children attending school?</li> </ul> <p>6. Closing activity of choice</p>		10 mn
<p><b>Evaluation/ Feedback</b></p>		

## Annex 1: Fact, Opinion and Rumour - Activity

Explain to the participants that you will read them something, and they must indicate whether it is a **Fact (F)**, an **Opinion (O)** or a **Rumour (R)** using the following signs:

Fact: both hands up in the air.

Opinion: one hand up in the air.

Rumour: both hands waved around up in the air side to side.

**Read the following text:** (answers are given in the text)

There are 420 families in the village, (F) two shops, (F) and the most beautiful Mosque in the region. (O) Most of the farmers do not have enough land to grow crops. (O,R) They grow tobacco and bananas. (F) Crops are very important here. (F) For some, the food they grow will keep them going for the winter. (F) Now, many farmers grow oranges and rice. (F) The price has gone up, and now that the rains will be late this year (R), this situation will stay the same. (O) But we have had to stop our tradition of sharing food. They say that it is easy in Mansehra, but in Battagram there are problems between the old and young farmers because of this. (R)

Discussion:

- Did everyone give the same answer?
- Did people change their arm movements depending on what others were doing?
- What does this tell us about us, as a group, receiving and decoding the same story?
- What implications does this have on our researching the attitudes of the communities in which we work?

*Because so much of our research is discussion based, and because the issue of education – or other issues we may want to explore – is based on attitudes and beliefs, it is important to be aware of the information we are receiving and what it means.*

You may want to repeat this exercise using locations and topics which are more relevant to the community in which you are working. Develop your own using the above model as a template.





## 2.6. Child development and needs

### What is it?

This module is based on looking at child development in the context of different cultures and societies, and the effect of difficult events on the child's development. **We have chosen not to use the word “trauma” when discussing the effects of difficult events on a child**, because this can be misleading and can lead to misdiagnosis. Most psychologists believe that only a very small percentage of children are truly “traumatised” in a pathological sense after experiencing or witnessing difficult events such as a conflict or disaster, and children should be referred to specialised services in this situation if at all possible. However, most children will exhibit certain kinds of behaviour in response to difficult events and this behaviour is a **completely natural response to an abnormal situation which the child has lived through**. It is important that the child and their community is understood and supported in the aftermath of difficult events and that their responses are validated as **normal** reactions rather than as a medical condition. The term “trauma” has been found to be a frightening term for families and communities to use when dealing with what are in fact “normal” children's responses to an abnormal situation they have experienced. It is important to remember when addressing the impact of difficult events on child development that the behaviour shown by many children in this situation is a response to the fact that they do not have the language to express their needs or to articulate their response to what they have experienced.

While the physical developmental stages of children are universal, the cultural markers and rites of passage which mark the stages of development in a child's life vary from culture to culture, as do the meanings given to social actions and behaviours. It is important for us to work within the concepts of childhood that exist in the cultures where we are working. In this way, we can ensure that we are not imposing any unknown markers of well being or definitions of stress on the children who attend our centres which may not be part of the local concept of distress. By working with parents and caregivers to define the signs of a happy and healthy child, we can work together to identify those who may be in need of extra support.

Children have physical needs which must be met in order for them to grow – they need food and water, they need to be warm and dry, and they need to be clean and free from disease. They also have psychosocial needs that must be met in order to develop emotionally – children need **love and support, acceptance and boundaries**, and they need to have a secure base within their family from which they can explore the world.

A reference to the basic developmental stages of children can be found in [Annex 4](#), but we are concerned here with the contextualised development of children.

## Why is it useful?

As outsiders, it is important for us to start by trying to appreciate as fully as possible the local understanding of the concept of **family** and **childhood**. It is important for us to understand the practices which accompany the bringing up of children to be happy and healthy in the context of the culture in which we are working.

In order to ensure that our activities are age appropriate, and suited to the child in her/his current developmental stage, we need to be aware of what the child needs in order to flourish and grow. As a child grows and develops, their needs change, as do the supports they need from the people around them. The support a child needs gradually changes to include more and more people, moving from just parents to the wider community.

## How can I use it?

All children need “protective factors” for their psychosocial well being, and these exist at community and family level. These are the supports provided by family and community that exist in all cultures worldwide.

One important **protective factor** for children is their participation in familiar cultural practices and routines. By understanding these, psychosocial programming can support the participation of children in these events and rituals. For example, celebrations, ceremonies at death or marriage, school and sporting activities etc.

This module focuses on working together with communities to define key aspects of development in children according to physical development, needs, and the effects on child development of difficult events.

Other modules which can be explored in conjunction with this one:

2.7. Resilience and psychosocial support  
Appendix 4. Psychosocial intervention

<b>WORKSHOP: CHILD DEVELOPMENT AND NEEDS</b>																	
<b>Date</b> <b>Duration:</b> 2.5 hours	<b>Facilitator</b>	<b>Participants</b> _ All staff X Programme Staff X Partners _ Children  <b>Number</b>  <b>Age</b>															
<b>Aim:</b> To explore child development in its local and cultural context.																	
<b>Objectives</b> <ul style="list-style-type: none"> <li>• To look at the physical and emotional needs of a child as they develop.</li> <li>• To identify the cultural markers in a child's life.</li> <li>• To look at the possible effects of difficult situations on child development.</li> </ul>																	
<b>Key learning points</b> <ul style="list-style-type: none"> <li>• Children develop different skills and capacities at various stages of their lives.</li> <li>• The support they need changes as they get older.</li> <li>• Their development can be negatively affected by difficult events, but this is normal, and the majority of children recover well.</li> </ul>																	
<b>Activities</b>  1. Warm-up.  2. What is a child? Brainstorm on childhood related to the age. What can an adult do that a child can not? (Marry, vote, give birth, etc.). It is important to let the participants guide this, as different concepts of childhood are in place in different cultures. Come up with a definition of a child and stick it on the wall. Afterwards, you can discuss in relation to: "A child is any person under the age of 18 years".  3. Stages of child development. You will find references to development of children in <i>Annex 4</i> . This exercise is based on the western concept of developmental stages, but adds in local notions of developmental stages. Using the chart provided in <i>Annex 1</i> fill in the blanks and expand on the developmental stages already given. Allow the participants to tell you about the events which mark the growth of the child – religious ceremonies, first hair cutting, etc.  4. Child needs. What supports does a child need to develop and grow into a happy, healthy child? 3 groups, one age group per group (E.g., 1-5, 5-12, 13-18). Material needs, existential needs and social needs including community and family supports should all be considered. Below find random examples of possible supports:	<b>Materials needed</b>  Flip chart Markers  <i>Annex 4</i>  Flip Chart prepared with <i>Annex 1</i> Please hide the section on "Effects of difficult events" and "How to assist"  Paper and pens for each of three groups	<b>Time</b>  10 mn  15 mn  20 mn  40 mn															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 33%;">Parents / Caregivers</td> <td style="width: 33%;">Affection</td> <td style="width: 33%;">Food</td> </tr> <tr> <td>Friends</td> <td>Boundaries</td> <td>Warmth</td> </tr> <tr> <td>Neighbours</td> <td>Spirituality</td> <td>Shelter</td> </tr> <tr> <td>Governmental services</td> <td>Love</td> <td>Safety</td> </tr> <tr> <td>Teachers / Religious leaders</td> <td>Role models</td> <td></td> </tr> </tbody> </table>			Parents / Caregivers	Affection	Food	Friends	Boundaries	Warmth	Neighbours	Spirituality	Shelter	Governmental services	Love	Safety	Teachers / Religious leaders	Role models	
Parents / Caregivers	Affection	Food															
Friends	Boundaries	Warmth															
Neighbours	Spirituality	Shelter															
Governmental services	Love	Safety															
Teachers / Religious leaders	Role models																
See also pyramid of resources in module 2.7.																	



## Annex 1 <sup>22</sup>

Children in our culture	Young child aged 0 to 4	Child aged 5 to 11	Adolescent (exact age to be defined by participants)
1. What are their needs?			
2. How can we respond?			
3. What are the inner resources built?			
4. How do they learn?			
5. What can they do?	Cry Walk ...	Read Write ...	
6. What are the cultural/religious markers?	Haircutting Naming ceremony...		
7. What are the social markers?		Goes to school ...	
8. What are the legal markers?			Can vote Can marry ...
9. What are the effects of difficult events?			
10. How can we respond effectively?			

## Annex 2: Characteristics of a difficult event

- Sudden or unexpected.
- Abnormal/or outside normal and acceptable life experiences.
- Threatening to a person’s life.
- A cause of fear, helplessness or horror in a person.
- Attack of senses – hearing, sight, touch, taste and smell.

## Annex 3: Typical responses of children to difficult events <sup>23</sup>

Children’s short term reactions to violence or difficult events	Children’s long term reactions to violence or difficult events
Fear	Preoccupation with difficult memories
Clinging to parents	Nightmares relating to the event
Mistrust or suspicion	Re-enacting event in play behaviour
Nightmares or night terrors	Trouble concentrating
Physical complaints	Lack of interest in activities
Regression to developmentally younger forms of behaviour	Showing of few emotions
Sadness or depression	Withdrawal from others; social isolation
Restlessness, defiance or disobedience	Constant alertness to possible danger
Aggression	Guilt about surviving
Disturbed relations with adults and peers	Poorly developed moral sense of right and wrong
	Loss of optimistic viewpoint about life

Remember: the above reactions are *normal* responses to an *abnormal* event.

## Annex 4 (from Handbook for Teachers)

	Pre-school children 0 to 4 years	School children 5 to 11 years	Pre-adolescents and adolescents 12 to 18 years
Learning through	<ul style="list-style-type: none"> <li>• 5 senses</li> <li>• curiosity</li> <li>• interaction</li> <li>• play</li> <li>• movement</li> <li>• talking and crying</li> </ul>	<ul style="list-style-type: none"> <li>• exploring</li> <li>• questioning “why”</li> <li>• play, make believe</li> <li>• read, write, knowledge</li> <li>• values, rules</li> </ul>	<ul style="list-style-type: none"> <li>• finding sense of self in criticising and rebelling</li> <li>• risky behaviour</li> <li>• questioning life</li> <li>• finding role models</li> <li>• new ideas</li> <li>• developing sense of morality</li> <li>• separation from family</li> </ul>
Needs	<ul style="list-style-type: none"> <li>• parental care</li> </ul>	<ul style="list-style-type: none"> <li>• values, beliefs</li> <li>• recognition</li> <li>• friends</li> <li>• self-awareness</li> <li>• play</li> </ul>	<ul style="list-style-type: none"> <li>• values, beliefs</li> <li>• independence, freedom</li> <li>• identity</li> <li>• awareness and appropriate expression of sexuality</li> <li>• sense of belonging</li> <li>• recognition</li> </ul>
Positive response	<ul style="list-style-type: none"> <li>• physical and emotional care</li> </ul>	<ul style="list-style-type: none"> <li>• answers to questions</li> <li>• compliments, praise</li> <li>• positive reactions from friends</li> <li>• teaching at school</li> <li>• given responsibilities</li> <li>• given guidelines with reasons</li> </ul>	<ul style="list-style-type: none"> <li>• explanations, testimonies</li> <li>• listening, understanding</li> <li>• giving space and increased independence and responsibilities</li> <li>• advising and helping when necessary</li> <li>• positive interaction with those outside the family</li> <li>• continued love and support from the family</li> <li>• role models</li> </ul>
Inner resources built	<ul style="list-style-type: none"> <li>• attachment</li> <li>• trust</li> <li>• sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>• cultural, moral rules</li> <li>• confidence, responsibility</li> <li>• competences and social skills</li> <li>• sense of belonging</li> <li>• cooperation</li> <li>• awareness of self and others</li> </ul>	<ul style="list-style-type: none"> <li>• culture, purpose in life</li> <li>• identity</li> <li>• independence</li> <li>• responsibility</li> <li>• ability to make own decisions and solve problems</li> <li>• relationship building</li> </ul>





## 2.7. Resilience and psychosocial support

### What is it?

This module should be covered after a basic understanding of Psychosocial has been given to the participants. A brief reminder follows:

#### What is psychosocial?

'*Psycho*' refers to the psyche or the 'soul' of a person. It pertains to the inner world – with feelings, thoughts, desires, beliefs and values and how we perceive ourselves and others. '*Social*' refers to the relationships and environment of an individual. It includes not only the material world but also the social and cultural context in which people live, ranging from the intricate network of their relationships to manifold cultural expressions to the community and the state. The inner world (*psycho*) and the outer world (*social*) influence each other. In short, 'psychosocial' deals with the well-being of individuals in relation to their environment<sup>24</sup>.

**Resilience** means the ability to recover from (or to resist being affected by) a shock or disturbance. In psychology, resilience is a term used to describe the capacity of people to cope with stress and catastrophe. To be resilient, a person needs to draw upon all of the resources at his or her disposal, both psychological and environmental. Resilience is built through the existence and strengthening of protective factors which are around us in our environment and relationships – family and societal – as well as our inner resources and strengths. Protective factors are outlined in *Annex 1*.

The concept of resilience is based on recognising the importance of the relationships which exist between a person and his or her community and the positioning of a person in society.

### How is it useful?

The concept of resiliency is essentially recognition of the fact that children and adults already have at their disposal the tools to cope with difficulties. One of the aims of a psychosocial programme for children who have gone through a difficult event is to **reinforce** and **re-build** the **coping mechanisms** which were interrupted by the event concerned. This module is designed to help

animators to realise that they have a role to play in supporting children, in conjunction with the community and family of the child.

### How can I use it?

As humanitarian Child Protection workers, you should remember that children have been protected and supported to develop before the particular disaster which has prompted our intervention, and they need to be supported to continue to do so – this is the psychosocial approach. You are not replacing existing methods or imposing new methods of supporting children and communities; instead you are supporting the community to work with the psychological and social elements of the person to enable them to recover in the context of their own culture.

We can support children immediately after a traumatic event by creating a secure base for them through the following:

- **Time.** Spend more time with children and allow them to cling more to adults during the months following the event.
- **Affection.** Physical affection is important to children following a trauma (from parents and family members or other trusted adults).
- **Play.** One of the first elements of a child's life to be interrupted after a difficult event is the emotional and physical space to play. It is important to provide structured, safe places for children to play as soon as possible. Play also helps children to make sense of what they may have witnessed.
- **Talk.** Encourage children to talk to you and each other about what they have experienced. This helps them to confirm what they think may have happened, and lessens their anxiety.
- **Reassurance.** Reassure children that you care about them, and also that they are experiencing normal emotional responses.
- **Routine.** Keep regular routines, as much as possible. This helps children to feel safe and secure – to know that there is a constant in their lives. When everything has been turned upside-down this is very reassuring.

### Basic Concepts <sup>25</sup>

The table and pyramid below shows the components of a person and what makes up their world. It is essential to understand these components and what they bring to a person in order to understand how to assist them to use their internal and external resources to cope after a difficult event. When working with children and communities in the context of a difficult event, you should aim to:

**I HAVE = Rebuild relationships**, trust, a sense of belonging.

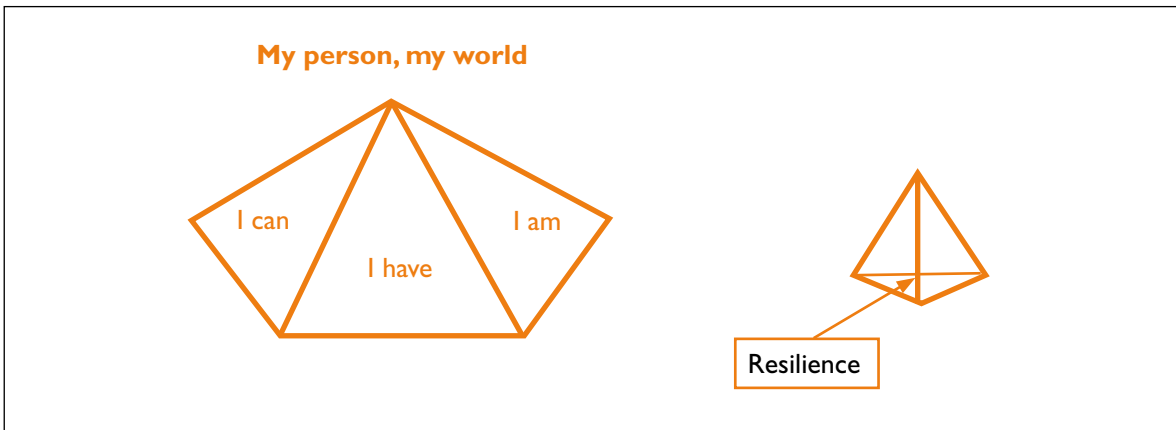
**I CAN = Resume activities**, safe space to rebuild confidence and competence in my activities.

**I AM = Strengthen spirituality**, rediscover hope in the future, make sense of what happened.

Table 1

<b>Through relationships...</b>	<b>I have</b> parents, family, friends, teachers, religious leaders, community	<b>I build</b> trust, love, identity, sense of belonging	<b>I build my person through relationships</b>
<b>Through activities...</b>	<b>I can (attend)</b> school, work, everyday activities	<b>I build</b> competence, confidence, initiative	<b>I build my person through activities</b>
<b>Through spirituality...</b>	<b>I am</b> values, beliefs, culture	<b>I build</b> self-esteem, purpose in life, responsibility	<b>I build my person through spirituality</b>

Table 2



Other modules which can be explored in conjunction with this one:  
 3.4. How to deal with emotions  
 Appendix 4. Psychosocial Intervention

**It is important to discuss confidentiality in this workshop – any personal stories which are shared must remain within the group.**


WORKSHOP: RESILIENCE AND PSYCHOSOCIAL SUPPORT		
<b>Date</b> <b>Duration:</b> 1.45 hours	<b>Facilitator</b>	<b>Participants</b> _ All staff X Programme Staff X Partners _ Children  <b>Number</b>  <b>Age</b>
<b>Aim:</b> To explore the concept on resilience.		
<b>Objectives</b> <ul style="list-style-type: none"> <li>• To look at the concept of resiliency as we have experienced it.</li> <li>• To explore the pyramid of the person in relation to what is important to us.</li> </ul>		
<b>Key learning points</b> <ul style="list-style-type: none"> <li>• Our strength comes from how we relate to others (relationships), what we are able to do (competencies) and what we believe in (spirituality).</li> <li>• After a difficult event, we have the capacity to recover and “bounce back” provided we are supported to do so.</li> </ul>		
<b>Activities</b>  1. My life step stones. When have I shown resiliency in my life? – Each participant receives a blank template of the life line. <i>Annex 2</i> . Or, each participant draws their own life line on a sheet of A4. Starting at birth, they draw a line outwards towards today, with the peaks and lows of positive and negative experiences drawn either above or below the central line. <i>The participants do not have to write the explanations for the peaks and dips – they can use symbols instead. Nor will they be expected to share their life lines if they do not want to. Ask the participants to look at the difficult events below the central line. What supports did they need to cope with the situation? Was there anything in particular that helped them? They can feedback specifically to one person if they wish. Discuss their coping strategies in relation to <b>I can, I have, I am</b> and ask for examples (general examples if the participants are more comfortable).</i>  2. My inner resources. Ask participants to tell you what is important to them in their lives. Categorise the answers into relationships, activities, spirituality through asking the following questions: - What relationships are important to you? - What are you capable of doing? - What gives you purpose in life? What values are important to you? What are your beliefs? Display the inner resources list from the “I build” column in table 1 above. Which of these inner resources do you develop through your relationships? Your activities? Your spirituality? Show participants the completed pyramid with each section a different colour in table 2 above. Discuss.	<b>Materials needed</b>  <i>Annex 2</i> or life line drawn on flipchart          Flipchart ready with 3 columns: Relationships/Activities/Spirituality	<b>Time</b>  30 mn          30 mn

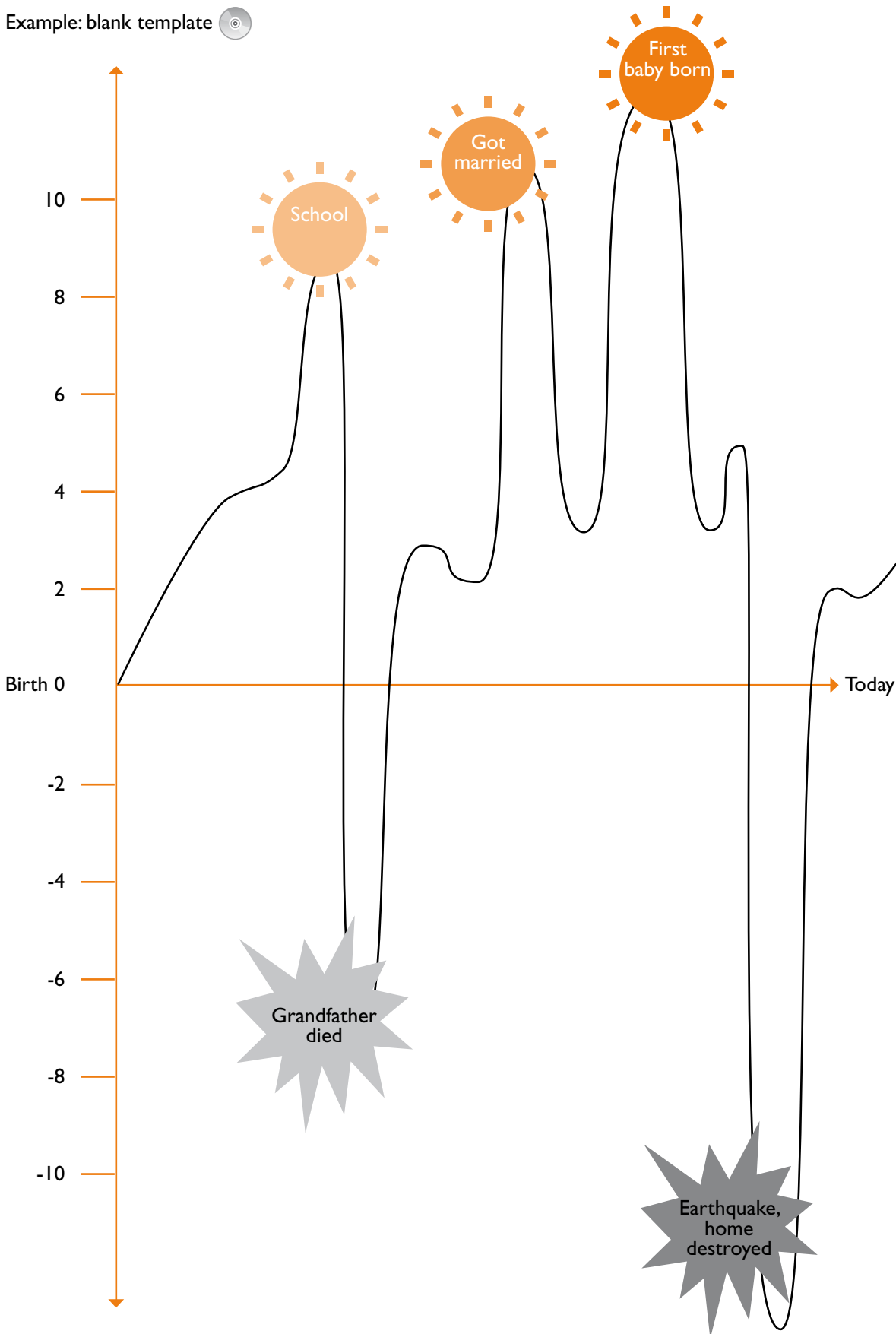
<p>3. Children support.                  How can we help children to cope the way you did?                  Refer to protective factors <i>Annex 1</i>. Can the participants relate to it?                  Discussion in groups on this topic.                  Refer to supports listed in “How can we use it?” above.                  Add to the support list if necessary.</p>		30 mn
<p>4. Closing activity: participants’ choice.</p>		15 mn
<p><b>Evaluation/ Feedback</b></p>		

## Annex 1: Protective factors <sup>26</sup>

Individual	Family	Environment
<ul style="list-style-type: none"> <li>• Easy temperament</li> <li>• Intelligence/ cognitive ability</li> <li>• Self-esteem</li> <li>• Sense of control over one's life</li> <li>• Planning for the future</li> <li>• Optimism regarding future events</li> <li>• History of competence or success</li> <li>• Experiencing a positive event before or after a difficult event</li> <li>• Ability to detach from conflict in the home</li> <li>• Sense of responsibility or helpfulness</li> <li>• Hardiness, determination</li> </ul>	<ul style="list-style-type: none"> <li>• Positive parent-child attachment and interactions</li> <li>• Quality parenting</li> <li>• Structures and rules within the household</li> <li>• Family hardiness</li> <li>• Father involved in childcare</li> <li>• Parent or caregiver has expectations of a positive future for their child</li> <li>• Mother educated</li> <li>• Small family size</li> <li>• Detachment from troubled backgrounds as adults</li> <li>• Supportive spouse/ relationship</li> <li>• Positive perceptions of mother</li> <li>• Maternal employment</li> <li>• Positive marital relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Positive relationship with an adult</li> <li>• Participation in extra curricular activities</li> <li>• Church/Spiritual involvement</li> <li>• Positive school experience</li> <li>• Taking responsibility at home or at work</li> <li>• Availability of opportunities</li> <li>• Extra-familial support for mother</li> <li>• Involvement in community life</li> </ul>

## Annex 2: Life line

Example: blank template 



## 2.8. Ways of seeing and intervening<sup>27</sup>

### What is it?

“We don’t see things as they are; we see things as we are”, Anais Nin.

There is not “one” reality, but as many perceptions as there are people. Intervening and acting in specific situations involves being aware of your own perceptions before taking action. This can be applied on a personal level (when interacting with a child or adult) or on a project level (when setting up a new project). There are three steps to follow in order for an intervention to be effective: to **observe**, to **analyse** and to **take action**. The first step requires looking objectively, and this is something you can learn. It requires the ability to look at something or someone without interpreting or judging. In order to be able to do so, it is very useful to analyse and learn how our perception works and how subjective it is. How we perceive things depends on our social background and life experience.

### Why is it useful?

It is fundamental for any person dealing with children or adults (animators, social workers, parents, etc.), to acquire this basic knowledge and develop skills in order to be aware that it is hard to avoid making judgements. However, if you can be aware of this when interpreting situations, you can make less subjective decisions which will be more appropriate. When working with children in difficult contexts, it is extremely important to be able to listen and respond without introducing your own “story”. This training plan teaches you how to challenge your built-in assumptions when dealing with others in order to improve your response. It also teaches you how to plan correct interventions.

### How can I use it?

#### Perception

When we look at a situation, we usually think we know what we are looking at, and we jump straight to interpretation without stopping to **really understand what** is happening, or stopping to take into account the context of what we see. The way we perceive reality is biased because we filter our observations through our mental filters, and these prevent us from truly seeing a situation clearly.

When we look, we automatically use the following filters:

1. Physiological (eyes, senses and emotions).
2. Sociocultural (codes of conduct, values, gender, etc.)
3. Experiential (our life experience coming from our age and from the number and variety of experiences we have had in the past).

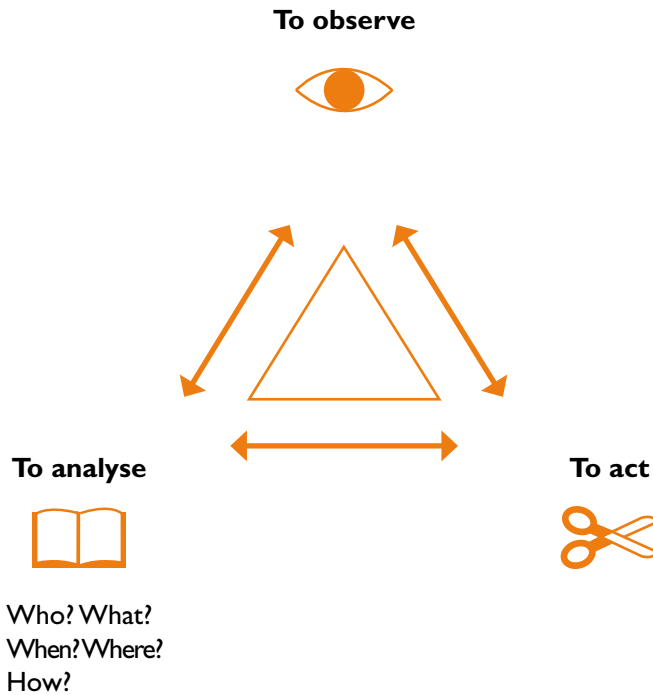
Please see [Annex 1](#).

#### Strategies for success<sup>28</sup>:

- There is no way of looking at a situation in a completely objective way.
- What I observe is given meaning by me.
- I am 100% creator of the reality I think I am observing.
- What is true for me is not necessarily true for others.
- I have a tendency to think I know, while in reality I do not.
- I can always choose to see things with a different outlook.
- It is easier for me to modify my perception of others than for me to change others to suit my perception of them.

## Intervention

The ideal way to envisage a situation is to combine the three steps, **observing**, **analysing** and finally, **acting**.




When one step is left out, the following can happen.

- To observe and act = activism without thinking and analysing.
- To observe and analyse = building theories without taking action.
- To analyse and act = applying models which are not adapted to the specific situation.

Without understanding the whole context, a situation can not be fully comprehended and the intervention will be inappropriate.



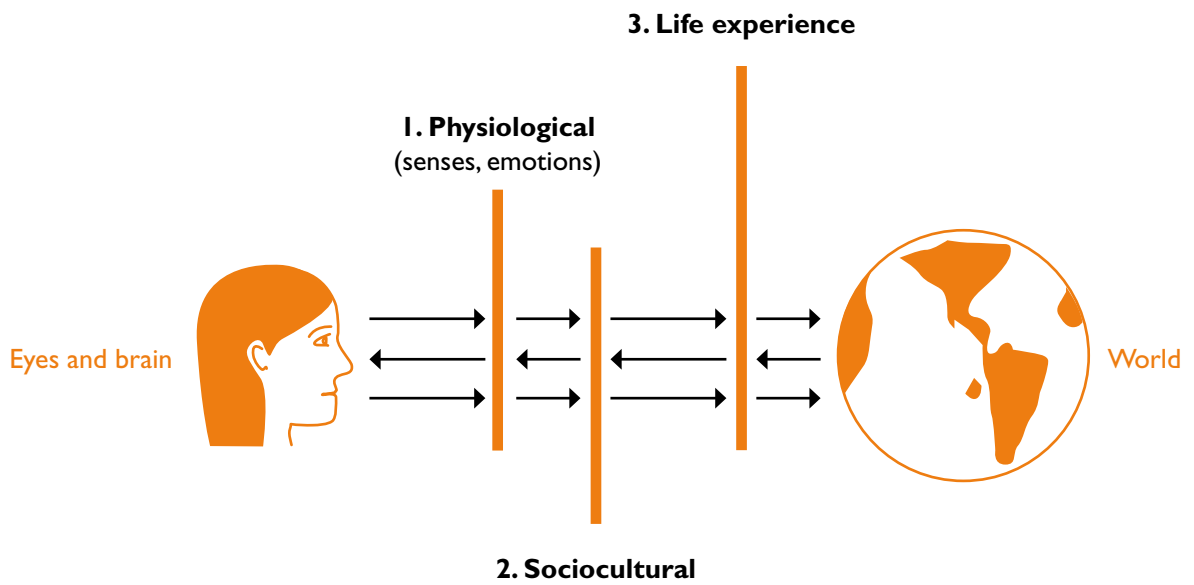
WORKSHOP: WAYS OF SEEING AND INTERVENING		
<b>Date</b> <b>Duration:</b> 2h	<b>Facilitator</b>	<b>Participants</b> _ All staff X Programme Staff X Partners X Children  <b>Number</b>  <b>Age</b>
<b>Aim:</b> Improve the quality of intervention with children by giving appropriate response(s) to a given situation, as well as decrease judgemental attitudes at work.		
<b>Objectives</b> <ul style="list-style-type: none"> <li>• Experiment on the variety of perceptions in a group and recognise the validity of the other's point of view.</li> <li>• Analyse and assimilate the different components of perceptions (3 filters).</li> <li>• Take into account the context and different points of view when analysing a given situation.</li> <li>• Apply the different steps of intervention (observe, analyse and act) to a concrete situation.</li> </ul>		
<b>Key learning points</b> <ul style="list-style-type: none"> <li>• It is normal for everyone to see and interpret reality through their own filters.</li> <li>• There is no right or wrong perception.</li> <li>• It is important in our work to learn how to observe without judging or interpreting.</li> <li>• People can interpret and judge the same situation in different ways.</li> <li>• Think before acting!</li> <li>• Use the <b>5 W</b> questions: who, what, when, where, how, and use <b>WHY ONLY</b> at the end, because if we start with Why, it can lead to interpretation without following the correct steps.</li> </ul>		
<b>Activities</b>  1. Individual activity: picture observation. 2 groups of max 8-10 persons each with 5 pictures they exchange in silence. They write down their impression of what they see on the picture and fold the paper so that the next one cannot see what has been written. In the end, the paper is unrolled and all the comments can be read, to discover the similarities or differences. Discussion about the different perceptions.  2. Filters of perception. Common discussion on the different filters of perception. Refer back to diagram <i>Annex 1</i> .  3. Group activity: zoom. Each participant receives one or two pictures to observe and analyse. Without talking they have to find a way of putting the 32 images together. This activity helps to put into context different pieces of a reality through cooperation. See <i>Annex 2</i> . Common discussion on the process and result.  4. Intervention triangle. Common discussion on the 3 steps of intervention. Share experiences.  5. Role play on different unexpected situations. Groups of 4 prepare a role play. Discussion and evaluation of the group to see if the actors are using the 3 steps before they take a decision.	<b>Materials needed</b>  10 pictures from newspapers, magazines, stuck on a white paper  Flipchart, pens <i>Annex 1</i>  32 zoom pictures  <i>Annex 2</i>  Draw on flipchart the intervention triangle in "How can I use it?"  Prepared situations on paper	<b>Time</b>  30 mn  15 mn  30 mn  15 mn  30 mn
<b>Evaluation/Feedback</b>		



## Annex 1: Filters of perception

Instead of seeing what IS, we interpret, we suppose, we generalise, we judge, we project our own experience, our emotions, our wishes and fears. We perceive reality through our filters, as if each of us had glasses with a slightly different colour! The consequence is that we are not in contact with REALITY!

We have a tendency to filter our observations through our mental schemes. We cannot SEE what is there because we think we KNOW!



## Annex 2: Zoom activity (Please print 32 A4 pages)



ZOOM - 01.jpg



ZOOM - 02.jpg



ZOOM - 03.jpg



ZOOM - 04.jpg



ZOOM - 05.jpg



ZOOM - 06.jpg



ZOOM - 07.jpg



ZOOM - 08.jpg



ZOOM - 09.jpg



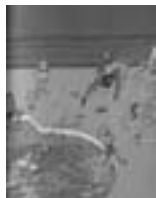
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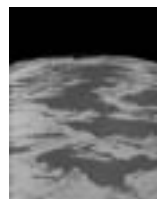
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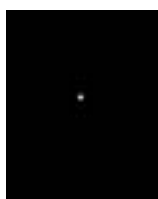
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ZOOM - 31.jpg









ZOOM - 32.jpg



ZOOM - 33.jpg

## Endnotes: Level 2

- <sup>8</sup> The PowerPoint presentation is in English. We strongly recommend that it is translated into the local language
- <sup>9</sup> For more information, please refer to *Child Protection: a Manual for intervention in humanitarian crisis*, p. 34, Terre des hommes Foundation, 2007 
- <sup>10</sup> A working definition of gender, *The Oxfam Gender Training Manual*, Oxfam UK and Ireland, 1994
- <sup>11</sup> Training session taken from *Interpersonal Growth and Gender in Groups, Module 1: Gender Awareness*, Canada Nepal Gender in Organisations Projects, [www.cngo.org](http://www.cngo.org) 
- <sup>12</sup> A Workshop Report on Child Participation in the UN study on Violence against Children, Feinstein, Karkara & Laws, International Save the Children Alliance
- <sup>13</sup> Taken from *The Summary on the Rights of the Child* by Save the Children and UNICEF
- <sup>14</sup> *Children Participating in Research, Monitoring and Evaluation – Ethics and your responsibilities as a manager*, UNICEF Evaluation Technical notes, No. 1, April 2002 
- <sup>15</sup> *Protecting Children during emergencies in Nigeria: A toolkit for trainers*, Delap, Kasozi, Onoise. Save the Children UK with Save the Children Nigeria
- <sup>16</sup> *Children's Participation in Development*, Geoff Cordell, PowerPoint presentation. See also, *Children's Participation in Development; a two day refresher course*, by the same author 
- <sup>17</sup> *Children and Participation: Research, Monitoring and evaluation with children and young people*, Save the Children 
- <sup>18</sup> It is very interesting to do this exercise with parents or carers on behalf of their children, with the question "Who are the most important people in your child's life?" There are often differences between the child's version and that of the parents or carers. This may highlight differences of opinion that you may want to work with in your programme
- <sup>19</sup> The term community mobilisation will be used instead of participation, to avoid confusion with existing references such as those used in ARC, etc.
- <sup>20</sup> *Child Protection Manual for intervention in humanitarian crisis*, Terre des hommes Foundation, 2007
- <sup>21</sup> Taken from Tdh Pakistan education awareness raising campaign materials, 2006
- <sup>22</sup> Please see Annex 4 for ideas for completing this chart with the participants
- <sup>23</sup> "Children's reactions to Violence", *Children in Crisis: Good Practices in Evaluating Psychosocial Programming*, The International Psychosocial Evaluation Committee and Save the Children Federation, 2004 
- <sup>24</sup> *Gender, conflict transformation & the Psychosocial Approach*, SDC Toolkit
- <sup>25</sup> *Handbook for Teachers*, AVSI Uganda, 2003, page 11. This section is extremely useful when exploring Resiliency, and indeed general psychosocial development
- <sup>26</sup> *Resiliency: Relevance to health promotion*, Mangham, C. et al, Atlantic Health Promotion Research Centre (AHPRC), Dalhousie University, Halifax, Nova Scotia, Canada, 1995, <http://www.ahprc.dal.ca/Resiliency.html>
- <sup>27</sup> *Observation, listening and communication: prerequisite for intervention, Trainer's guide*, Giuditta Mainardi, Fondation Terre des hommes, 2005  
*Movement, Game, Sport for Psychosocial development: Training Manual for animators*, Sri Lanka, Michèle Meuwly and Jean-Pierre Heiniger, Fondation Terre des hommes, 2006  
 A very useful training plan for Child Protection staff on this topic is provided in "Child Protection Handbook" Albanian Ministry of Education /Terre des hommes, Aline Koller, 2007
- <sup>28</sup> Translated from *Pratique de l'éducation émotionnelle: une approche ludique*, Michel Claeys Bouaert, ed. Le Souffle d'Or, France, 2004



كاف

# Level 3

Animator's  
competencies







## 3.1. Role of the animator

### What is it?

The aim of this module is to explore how an animator should behave with the children she or he is working with in the centre. Being an animator is extremely challenging and rewarding. To be a good animator involves having diverse roles and responsibilities, as an educator, a teacher and an organiser. An **educator** guides the children in the centre, **supports** them to make right choices, gives them affection, comforts them when they need it, as well as **sets limits** when needed. Animators as teachers also need technical competencies and knowledge to **plan** and **facilitate** games and other activities with children of varying ages. The organiser must have the capacity to organise logistics, materials and manage time. Flexibility, quick thinking, an even temperament and a good sense of humour are also important qualities to help deal with the many demands of being an animator.

The animator must be well aware of the importance of being a leader and a guide, and have leadership qualities, or, in other words, the ability to encourage the group towards a specific goal. She or he has to have a clear **vision** of where she/he wants to lead the children; she/he must be motivated and feel happy with her work, and she or he must have the right tools and techniques to be fully engaged in the work.

There are various styles of leadership, which can be adapted to the particular situation. Various styles include authoritative, democratic, and coaching. The challenge of situational leadership is in finding the right approach, and to adapt to the maturity of the individuals and the needs of the group.

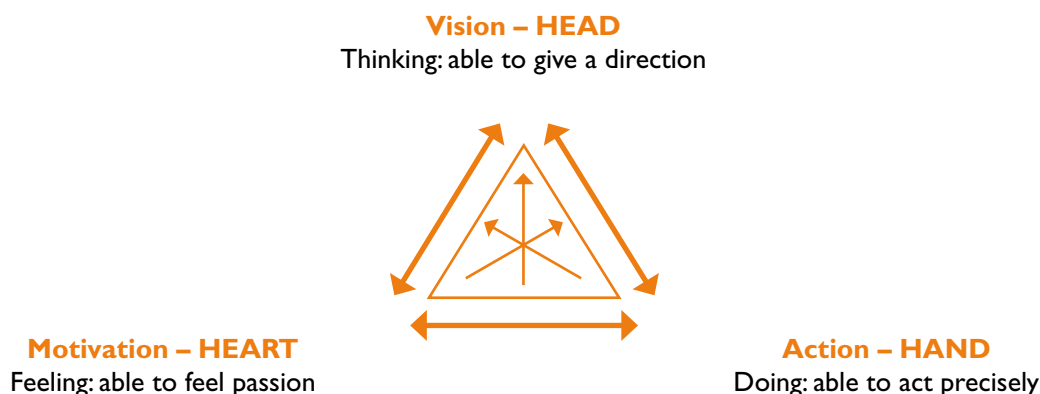
### Why is it useful?

The role of guiding and working with children in difficult situations is a big responsibility. Animators need to have a clear idea of how they are supposed to behave and why. Often, they think that they should compensate for losses or difficulties that children are facing by being permissive and giving affection. They forget that a child needs to have clear limits and boundaries in order to develop in a healthy way. Through understanding their role and how different leadership styles can have an impact on their work with children, animators will gain a clear vision of the psychosocial approach in terms of the day to day work with the children in their care.

### How can I use it?

This module gives an orientation to the animators and gives them the opportunity to reflect on the work that they do in the centres. It helps them to recognise their own leadership style and to learn about the validity of other styles, as well as how and when to use them.

### Leadership model



1. An animator/leader should take time to think about where she/he wants to go with the children in a given timeframe (session, trimester or year) and why; find good, useful and appropriate objectives.
2. An animator should work according to the values of the institution and be fully transparent in his/her actions.
3. An animator should have the technical competencies necessary to provide activities which are fun, challenging, and which adhere to best practice in planning and following the cycle of the workshop.

Aspects 1-2-3 are related and cannot work without one another.

- Having enthusiasm and taking action without knowing where to go is ineffective.
- Knowing what to do and how to do it without energy and pleasure in the work is ineffective.
- Being motivated and knowing where to go without having the basic skills is ineffective and frustrating.

### Leadership styles at a glance <sup>29</sup>

	Coercive	Authoritative	Affiliative	Democratic	Pace setting	Coaching
The style of action	Demands child's immediate compliance	Mobilises children towards a vision	Creates harmony and builds emotional bonds with children	Forges consensus through children's participation	Sets high standards for children's performance	Develops children for the future, works along side children
The style in a phrase	"Do what I tell you"	"Come with me"	"Children come first"	"What do you think?"	"Do as I do now"	"Try this"
Animators underlying emotional intelligence /competencies	Drive to achieve, sense of initiative, self-control	Self-confidence, empathy, catalyst for change	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, sense of initiative	Developing others, empathy, self-awareness
When the style works the best	In a crisis, to kick start when taking new direction, with problems with one child	When a situation requires a new vision or a new direction	To heal rifts in a group or to motivate children in stressful circumstances	To encourage children to "buy-in", take ownership; get consensus, or to get input from more mature children	To get quick results from a highly motivated group of children	To help children to improve their performances or develop long-term strengths
Overall impact on climate of the group	Negative if used for too long or too much	Positive	Positive	Positive	Negative if used for too long or too much	Positive

These six styles are all useful depending on the situation. For instance in case of an emergency, the democratic style and its "what do you think we should do now" approach will not work. In this situation, the coercive style is required – "do what I tell you". It thus depends on the situation

and the maturity of the group, and the animator should ideally be able to utilise all six styles at the appropriate moment. Usually every person has a style which is more developed than another, and it is important for an animator to develop the other styles in order to be as efficient as possible.

<b>WORKSHOP: ROLE OF THE ANIMATOR</b>		
<p><b>Date</b> <b>Duration:</b> 2 hours</p>	<p><b>Facilitator</b></p>	<p><b>Participants</b>                      _ All staff                      X Programme Staff                      X Partners                      _ Children</p> <p><b>Number</b></p> <p><b>Age</b></p>
<p><b>Aim:</b> To explore different leadership styles and the skills required to be a good leader/animator.</p>		
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• To explore different leadership styles.</li> <li>• To identify the particular leadership styles of the animators.</li> <li>• To understand the most appropriate behaviour with children in various situations.</li> </ul>		
<p><b>Key learning points</b></p> <ul style="list-style-type: none"> <li>• An animator with leadership is technically competent, takes into account the children's needs and desires, regulates the relationship with and between them, without losing sight of his or her objective. He has a clear vision of what the children need to learn and acts in their best interest.</li> <li>• Personal and social skills are required.</li> <li>• The animator is an educator when she accompanies the child in his/ her physical as well as psychosocial development: when she has a strong bond with the child (affective), and when she sets clear limits and rules (normative).</li> </ul>		
<p><b>Activities</b></p> <p>1. Group activity "The Nails". <i>Annex I</i>                      Give group the instructions with a limited working time. Observe carefully how they interact and behave. Ask the participants how they felt during the activity; how did it work in terms of group dynamics?</p> <p>2. Feedback and theory on leadership.                      Ask the following questions: What is a leader? What does it require to be a good leader? How do we develop leadership qualities? See "Leadership at a glance" table.                      Individual work: each animator writes down his vision/motivation and style of leadership and then shares it with one other.</p> <p>3. Role plays on different leadership styles.                      Divide the group in 6 small groups. Choose different styles of leadership (authoritative/democratic/coaching etc.). Give two different role play scenarios and write them on a piece of flip chart. Allocate one scenario to each group, making sure that the scenarios are allocated so that each is played twice, but using a different style.                      The aim of this activity is to show that depending on the age or situation of the group, any of the styles can be appropriate.                      Examples of situations:</p> <ul style="list-style-type: none"> <li>• There will be a celebration in the village and the children from the centre have been asked to prepare a small show. The animator meets with the group to decide what to do, who, when etc.</li> <li>• One child has hit another child very hard, resulting in that child being taken to hospital. How does the animator behave, what does he do with the rest of the group, etc.</li> </ul>	<p><b>Materials needed</b></p> <p>See <i>Annex I</i>                      Sheet of paper with written instructions</p> <p>Flipchart and markers</p> <p>Sheets of paper with different situations written on them</p>	<p><b>Time</b></p> <p>30 mn</p> <p>30 mn</p> <p>40 mn</p>

<p>4. Tips on animation.                  Working in pairs: make a list of the most important things an animator should do and the behaviours he should adopt in a session with children.                  Share in group and write it down. <i>Annex 2 "Tips for the animator"</i>.</p>	<p>Flipchart and markers                  See <i>Annex 2</i></p>	<p>20 mn</p>
<p><b>Evaluation/ Feedback</b></p>		

## Annex 1: Nail exercise

**Duration:** 15 minutes

**Feedback time:** 15 minutes

### Material

- A block of wood with a nail hammered vertically into it (as straight as possible).
- Two other large nails which are not hammered into the wood, but rest beside the wood.
- Smaller nails – one for each group member, each the same size (preferably long and thin).

### Aim

The aim is for all the participants' nails to be balanced on the single vertical nail which is hammered into the wood with the help of two loose nails which are available to the participants. The loose nails must be balanced on the central nail also.

### Constraints:

- The nails can not touch the wood at any point, they must only be in contact with the central nail.
- No additional props (glue, string, magnet, etc) may be used. The nails may not be deformed, bent or broken.
- The block of wood with the nail in it may not be moved from its initial position or moved in any way.

### Safety

Remember that nails have sharp points!

Participants will find this exercise hard, and may not solve it immediately, or within the 15 minutes timeframe. If possible, leave the materials in place and allow the group to return to the exercise periodically to try and achieve the goal. It is possible!! **DO NOT GIVE AWAY THE SOLUTION**; work on the group's "frustration" to find the solution...

### Proposition of guided questions for debrief and reflection after the exercise

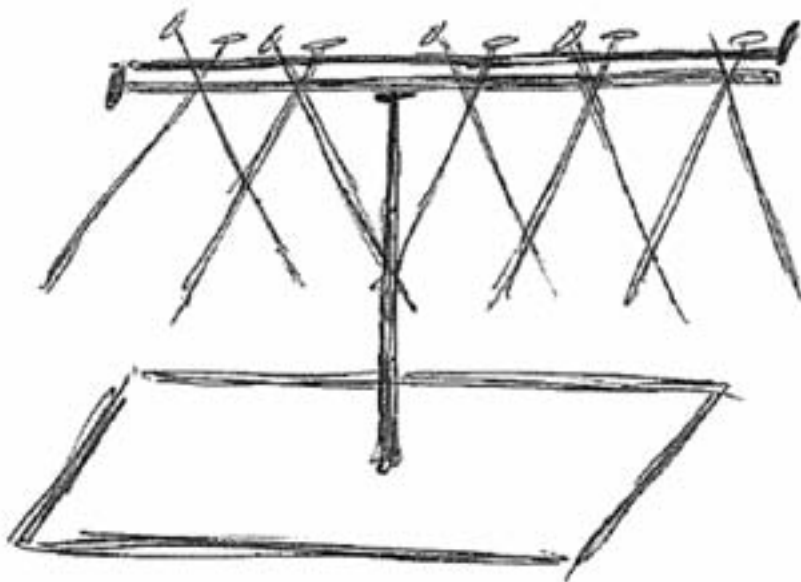
1. How would you rate your enthusiasm during the exercise – from 1 to 10?
2. Who thought it was possible to find a solution?
3. Can you identify if someone took the lead and how (which style)?
4. What were some of the other roles that emerged during the exercise? E.g. facilitator, time keeper, "engineer", idea generator, etc?
5. Next time, what roles would you create and assign?
6. At different times in the exercise, you might have behaved in various ways – sometimes assertive, sometimes withdrawn, sometimes holding back an idea, sometimes enthusiastic, etc. What were some of those times and what prompted some of those behaviors?
7. What behaviours helped the group?
8. What behaviours hindered the group?
9. What did you learn about your leadership style in this exercise and how might you apply that to your work setting? Think also about your success and failure patterns here.
10. What would you do differently next time?

### Solution

Take one spare nail and lay all the participants nails along it, on each side, alternating the direction of the nail heads, with the heads right up against the spare nail.

When they are all laid close together in a single line, place the other spare nail on top, with its head at the opposite end to the one underneath.

Take the whole structure and balance it on the central nail. Voilà!



#### Do the animators see a metaphor for leadership in this activity?

Metaphor (interpretation of activity) in relation to the leadership triangle model above: the central nail represents the vision and direction; the first horizontal nail represents the motivation, and the second horizontal nail that rests over all the others can be seen as controlling the action.

## Annex 2: Tips for the animator

### 1. Be present

- Be on time and always be there when you say you will be. Children need to trust their leaders.
- Have time for children, or make a time with them to meet if they ask you. If you say “I don't have time for this” it is perceived as if other things are more important.
- Be present whilst children are participating in activities and observe carefully.

### 2. Look for the positive in all children

- Focus on the positives in children rather than the negative.

### 3. Give praise and attention

- Greet the children, smile at them; all these are signs of attention.
- Be specific when giving praise, let the child know you are praising him or her and why.
- Be sincere when praising a child, your body language will show if you do not mean it.

### 4. Show respect

- Use words like “Please” and “Thank you”, this makes children feel accepted and valued.
- Have humility; don't think that you know everything just because you are an adult or a leader.
- Admit mistakes, they are part of human behaviour. Make an example by apologising to others if you are wrong.
- Delegate responsibility; show people you believe in them.
- Accept differences and individual characteristics, people are different and we cannot expect to like everyone. Let people be themselves.
- Don't talk about people behind their backs, address problems directly. Encourage children to do the same.

### 5. Listen and ask questions

- Listening shows you are interested in people.
- Listening and asking questions helps you to understand the needs of others.

### 6. Show enthusiasm

- Showing enthusiasm makes the participants feel good, and shows them that you are interested.
- If you are enthusiastic you keep the level of interest high.

### 7. Show how you feel

- Be honest in how you feel about what is going on around you.
- Behaving in a positive way with children fosters positive emotions in them.

### 8. Set goals for the team

- Set achievable goals for the future with the children and amongst your colleagues.
- Reaching a goal is very positive for children, and gives them a sense of achievement. Children who do not have a goal can become directionless and feel worthless.

### 9. Be clear with rules

- Set limits, don't be afraid to say no. Involve the children themselves in setting the rules of the centre.
- If rules are broken, there should be consequences which have been agreed by the children previously together.
- Be fair.

**10. Resolve conflicts among the children, involving them in the process**

- Use “I” communication instead of “you” to foster good communication and avoid accusations.
- Encourage people to speak about their feelings and opinions.
- Listen to everyone equally if there is a dispute.



## 3.2. How to manage stress

### What is it?

Stress can be broadly defined as a “set of biological and psychic disturbances/perturbations caused by any aggression on an organism<sup>30</sup>”. However, it is a complex phenomenon, with many different definitions. Its symptoms vary from one individual to another, as do perceptions of stressful situations. Some people get more stressed than others, and we can not judge people who get more stressed than others – the important thing is for each person to find his or her own efficient and appropriate response in order to cope with stress.

Stress management is different for everyone, and by exploring what the animators find difficult about their work with children and encouraging them to find solutions to stress, we are helping them to be happy in their work and to be more effective.

### Why is it useful?

This module looks at ways and methods of managing stress, as when animators are stressed in their job they can sometimes find it difficult to work well with children. In the context in which we work, children are often in difficult situations and their behaviour can reflect the problems they are facing. Children and their carers are often living in unstable and difficult environments that can make their behaviour volatile. It is important to recognise the impact that these stressful situations have, and find ways to process this stress so that you do not become exhausted or “burnt out” by the enormity of your tasks.

By recognizing that the animators are doing a difficult and worthwhile job, we are ensuring that they are content in their work and that they feel valued. Hitting, slapping, speaking in a threatening or abusive manner to children is against the Child Protection Policy, and is not condoned by Terre des hommes. By recognising that these behaviours often take place in a split second, without thought being given to finding different strategies, or because other coping mechanisms are not developed, giving appropriate tools to the animators is necessary and helps us to be sure that children and staff are respected and supported in the child protection centres.

## How can I use it?

This training session explores what the animators find difficult about their work with children. It encourages them to find ways of dealing with stress, which are culturally acceptable, and in this way, the chances of children being punished in anger are diminished.

Other ways of supporting animators include:

- **Regular gatherings** for all the animators from all the CP centres. It is very encouraging for the animators from all the centres to come together and share experiences, eat together, and have some fun. Every three months is recommended, and should ideally involve games and activities/group building activities. For example, a day out, a picnic or a skill exchange. It is important that these gatherings do not purely revolve around “work” and that there is an element of relaxation included in the event.
- **Regular training** and follow up is important for animators to develop their skills and benefit from their involvement in our programme. It is important not to merely give the trainings in isolation. Follow up must be provided from the activity specialists or trainers responsible, with appropriate support and mentoring.
- If necessary, **group or individual based counselling** may be useful for animators initially after recruitment or when starting a new centre. It is important for them to have a chance to explore their issues around the emergency before being expected to support children. If required, this can be a regular space for the animators to meet and share together<sup>31</sup>. If possible, counselling or sharing sessions should be facilitated by someone with experience, and need not necessarily be from Terre des hommes.

Other modules which can be explored in conjunction with this one:

- 2.6. Child development and needs
- 2.8. Ways of seeing and intervening
- 3.1. Role of the animator
- 3.4. How to deal with emotions
- 3.5. How to resolve conflicts

<b>WORKSHOP: HOW TO MANAGE STRESS</b>		
<b>Date</b> <b>Duration:</b> 2.5 hours	<b>Facilitator</b>	<b>Participants</b> _ All staff X Programme Staff X Partners _ Children  <b>Number</b>  <b>Age</b>
<b>Aim:</b> To look at ways of dealing with stress which can arise in direct work with children.		
<b>Objectives</b> <ul style="list-style-type: none"> <li>• To analyse the situations which are stressful in work with children.</li> <li>• To look at how to deal with stress in the workplace by developing a stress plan or finding support.</li> </ul>		
<b>Key learning points</b> <ul style="list-style-type: none"> <li>• As animators, we bring skills and talents to our work.</li> <li>• Working with children can be difficult, and as animators, we need support.</li> <li>• There are ways of dealing with stress which can help us if we ever feel angry or unable to cope when we work with children.</li> </ul>		
<b>Activities</b>  1. Warm up. Concentration game. Participants sit in a circle on chairs or on the floor cross legged; everyone must be able to see each other clearly and look each other in the eye. One person leaves the room, he or she must not be able to see or hear the people who have been left behind. One leader is chosen. Leader commences an action which everyone copies. The action must be repeated a number of times and then change. For example, rub both hands on thighs, clap hands, snap fingers, etc. Everyone copies the action by looking straight ahead of them at the person opposite – they do not look at the leader. Person outside comes in and has three guesses to see if they can find the leader. When the correct leader is selected, another person has a turn. Important: the leader must change the activities and not keep going for too long.  2. My skills. Pair work to look at what makes the person a good animator and identifies his or her particular strengths. Each animator finds a partner, someone who knows them and has worked with them before in the same centre. Each animator tells the other what particular skills their partner has which makes them a good animator. Each animator feeds back to the rest of the group: "This is X, she is very good as an animator as she really listens to the children when they need her", "This is Y, he is very good at art with the smaller children, and he is very patient". Facilitator writes up the qualities on a sheet of flip chart, down left hand side of sheet.  3. Difficulties in our work with children. In groups of 4 participants discuss general situations which they find stressful. Facilitator writes situations on the flip chart opposite the good qualities outlined earlier, on the extreme right.	<b>Materials needed</b>           Flip chart and markers           Same chart as above	<b>Time</b>           15 mn           25 mn           20 mn

<p>4. General effects of stress. What is stress? Ask each group to discuss stress and according to local understanding. Quick discussion on general effects of stress. Each person takes turns: “When I am stressed I can’t sleep”, or “When I am stressed I feel sick” , or “I lose my temper easily”, etc. Come up with a definition as a group.</p>		10 mn
<p>5. Link between stress and ideal qualities of an animator. Look at the effect of stress in our work with children through linking column on left (positive practises) with column on right (stressful situations). • Distribute small pieces of coloured paper or post its to the participants, approx 5 each. • Ask the participants to look at the columns on the left and right, and look at how the stressful situations affect the good practises. • Write on your post it how stress influences your behaviour with children. Participants do not have to share this with others if they do not want to.</p>	Small pieces of paper	25 mn
<p>6. Main methods to combat the effects of stress. Art Activity. Participant draws him or her self doing something they find useful to relieve stress. When drawings are completed put them on the wall and allow participants to walk around and see what others have drawn. Identify and group the pictures with the same approaches, for example, all the ones which involve talking to someone, all the ones which involve reading, all the ones which involve walking or taking exercise. Are there any tactics here that you have never tried?</p>	Paper and colouring materials for each participant	25 mn
<p>7. Anti stress plan. Participants create their own plan to combat stress, and find a partner to monitor /offload/ talk to if necessary. Organise regular meetings to have the chance to share situations at work. Is there anything Tdh needs to do to help you to combat stress at work? Facilitator to take note of what Tdh can do, and if there are any particular situations, which are stressful for the animators, discuss how we can change this. Perhaps it is a question of timing, logistics etc. (Can be homework).</p>	Notebook to document plan	20 mn
<p>8. Closing activity Choose a fun, high energy game to end, as this session can be quite difficult and intensive.</p>		10 mn
<p><b>Evaluation/ Feedback</b></p>		

## 3.3. How to communicate with children

### What is it?

All programme staff and animators need to be trained on how to communicate with children. Even if they have children themselves, it is important to point out that there are skills required which do not come naturally, even if the adult is very used to children and feels comfortable with them. In the context of our work, we communicate with children for different reasons, and it is important that we take care when doing so.

When you communicate, you do not just rely on your speech to get a message across. Communication goes beyond mere delivery of a message – it is a **two way process**, involving a message giver and a receiver who gives a feedback or reformulation. Communication involves verbal communication, non verbal communication or body language (gestures, eye contact, tone of voice...) and active listening. All of these elements are involved, whether or not we are aware of them, and it is important to consider the messages we are sending out with our body language and how they may be perceived. Non verbal communication is often more powerful and truthful than verbal communication. The mouth can lie, not the body. This module encourages you to think about the various ways you communicate with children and how you can improve and develop this to support the child.

Active listening involves using our whole body, eyes, ears, mind, mouth and heart.

What do we need in order to communicate?



**To be** = presence, openness



**To feel** = empathy, trust, respect



**To see** = observation



**To talk** = clarity, precision



**To listen** = attention, concentration

The basic requirements for communication with adults and children are the same, but there are some differences related to the age and stage of the child. Adults are able to see different sides to a story, they are more verbally sophisticated, and they will usually understand the purposes of an interview quickly. They are able to mask their feelings, and are able to express themselves and their needs more fluently and clearly. They are generally more patient and have a longer concentration span than children.

Conversely, children generally show their feelings of boredom or frustration. They may be afraid or feel isolated in an interview, especially with adults they don't know. By developing good communication techniques you will be able to gather better information about the child's situation and to provide better and more appropriate support for him or her.

It is important to use the elements of good communication practices when dealing with adults also. Active listening and body language awareness is not just for children, for example.

## Why is it useful?

In order for children to participate in the issues affecting their lives, they need to **understand** what is happening around them. We cannot ensure that we are acting in the best interests of the child if we can not communicate effectively with him or her. There are certain situations where it is particularly important to be able to communicate effectively with children and adolescents:

- Child centred situation analysis.
- A particular protection need which may have to be addressed.
- Situations where you need to assess the psychosocial well being of the child.
- Separated children – you may need to impart or find information relating to their situation.

## How can I use it?

There are many factors to consider when communicating with children. The physical location of the interview needs to be designed in order to make the child feel as relaxed as possible. More information on this can be found in *Annex 1* which also includes tips for a good active listening.

*Annex 2* gives guidelines on attitudes and approaches which will help children to express themselves, and how to encourage them to communicate. It is important to remember that when communicating with children, if the child does not respond openly, the problem may be with you as the interviewer, and you may need to try other strategies.


Often adults can feel uncomfortable when children become upset or distressed. You may wish to explore module 3.4. *How to deal with emotions* in conjunction with this one in order to become more at ease with children who demonstrate extreme emotions during an interview. Emotional distress on the part of a child is not necessarily a reason to stop the interview – remember that it may help the child to express him or her self freely.

The workshop below explores tonality, body language and status – all essential elements to be aware of when dealing with children, and children in distress in particular.

Other modules which can be explored in conjunction with this one:

2.4. Child participation






3.4. How to deal with emotions

<b>WORKSHOP: HOW TO COMMUNICATE WITH CHILDREN</b>		
<b>Date</b> <b>Duration:</b> 2.5 hours	<b>Facilitator</b>	<b>Participants</b> _ All staff X Programme Staff X Partners _ Children  <b>Number</b>  <b>Age</b>
<b>Aim:</b> To explore ways to communicate with children effectively.		
<b>Objectives</b> <ul style="list-style-type: none"> <li>• To identify ways in which we can make children feel more comfortable.</li> <li>• To look at how we communicate in terms of status, tonality, body language, etc.</li> </ul>		
<b>Key learning points</b> <ul style="list-style-type: none"> <li>• Communicating with children is different to communicating with adults, and requires special skills.</li> <li>• The whole body is used when communicating.</li> <li>• Children have the right to participate, and by communicating effectively, we are ensuring that they are aware of what is happening, and that they can give their opinions safely and freely.</li> <li>• When carrying out interviews or assessments, the child will participate.</li> </ul>		
<b>Activities</b>  1. Warm-up: name ball game (taken from the Games Manual).  Participants standing in a circle must throw the ball to each other saying clearly the name of the person <b>before</b> they throw the ball. Thrower: message giver, ball: message, sent clearly and with purpose, and catcher: receiver. Discuss with participants after the game. More balls can be added if it gets too easy.  2. Differences between communicating with adults and children. Ask participants the differences and write them up on flip chart, even if you don't agree – for example, "Children may not tell the truth", or "Children will say what they think you want to hear" Pay particular attention to cultural expectations of children, i.e., "Children should be seen and not heard", etc. Group discussion, agree, don't agreee.  3. Status and body language exercise. In pairs, ask the participants to have a conversation with each other, but each changes physical status position at the same time, each time the facilitator shouts "Change!" They do not plan in advance, but can stand, kneel, lie on the floor, stand on a table, turn their backs, check their finger nails, stand on tip toes or do whatever they like. At the end of the exercise, ask participant A to put B in the position in which it was most comfortable for them to speak together, placing him/herself in the corresponding position. The pairs take their positions, and look round at each other. Then B does the same. Which positions were most effective for easy communication for both A and B?	<b>Materials needed</b>  1 or 2 balls    Flip chart and markers	<b>Time</b>  15 mn    15 mn    15 mn

<p>4. Tonicity exercise. Write the following phrase on a sheet of paper and show to all the participants: "Ah, John/Anne. You are here. Come in. I have been waiting for you." Ask the participants to volunteer to say the phrase in as many different ways as possible, without changing the words – just the tone. Do not give them suggestions. When as many people as possible have done it, look at the many meanings – happy, menacing, sad, frightened, enquiring, etc. What does this show us about tone of voice?</p>		15 mn
<p>5. Open questions exercise. Ask the group to volunteer an example of an open and closed question. What are the differences between the information we receive when we ask an open and closed question? When everyone knows the difference, divide the groups into groups of 3, A, B, C. Take A and C aside and ask A to find out as much as possible about B's attitude to (Food? Favourite place? First memory? Best holiday?) without B saying "Yes" or "No". C observes, and notes down every time A uses a closed question, or when B answers with a Yes or a No. Change roles. Feedback to the group at the end. Was it difficult to ask open questions? Why? What did B notice about the way they were being questioned? Give <i>Annex 2</i> and comment it all together.</p>	<i>Annex 2</i>	20 mn
<p>6. Role play interview adult-child. Ask two volunteers to role play an ideal adult-child interview. Rest of group to feedback. Hand out copies of <i>Annex 1</i>, or present points on flip chart. Explain that it is a review, and is applicable to both adults and children. Discuss.</p>	<i>Annex 1</i>	20 mn
<p>7. Game "Add to the shape" (non-verbal communication). Participants in a circle with one person in the middle in a freeze of whatever they like. Next person comes in and adds to the shape to show what is happening, eg, pretends it is a motor bike, a person skipping. No talking allowed, just mime or gestures. Facilitator says FREEZE! And first person goes out leaving second person in a frozen position. Third person goes in and completes the image, and so on until everyone has gone.</p>		10 mn
<p>8. Closing activity: "The human phone" (verbal communication). In a circle, facilitator whispers a word/phrase to the next person, it goes round the circle back to the facilitator again. Has it changed? As this is a closing activity, choose a closing phrase, for example, "Goodbye and thank you for Participating" or "Well done everybody".</p>		10 mn
<p><b>Evaluation / Feedback</b></p>		



## Annexe 1 <sup>32</sup>: Tips for active listening

<b>DO</b>	
	<ul style="list-style-type: none"> <li>• Sit face to face</li> <li>• Find a quiet place where the person feels free to talk</li> <li>• Lean towards the person</li> <li>• Nod or use facial expression or gestures to encourage the person to say more or to let them know you understand</li> </ul>
	<ul style="list-style-type: none"> <li>• Share eye contact (appropriate amount)</li> <li>• Notice the person's body posture</li> <li>• Notice the facial expression</li> <li>• Look for what is not said as well as what is said</li> <li>• Find the real feelings behind the story and body language</li> </ul>
	<ul style="list-style-type: none"> <li>• Listen carefully and try to remember what the person says</li> <li>• Re-state what has been said to show you understand</li> <li>• Ask to clarify or to understand the person better</li> <li>• Give appropriate feedback – reassurance, suggestions, encouraging responses</li> </ul>
	<ul style="list-style-type: none"> <li>• Give undivided attention to the person (free of other thoughts or worries)</li> <li>• Avoid interruptions or distractions</li> <li>• Show interest in the person</li> <li>• Be kind and respectful</li> <li>• Concentrate on the person, not on your problems or what you want to say</li> </ul>
	<ul style="list-style-type: none"> <li>• Be patient. Give time to the speaker</li> <li>• Be a trustworthy person who keeps secrets</li> <li>• Be empathic and approachable</li> <li>• Be tolerant and accept the person without judgement</li> <li>• Avoid keeping in mind rumours about your speaker that will influence you listening</li> <li>• Have courage to tolerate reactions or behaviour that is off-putting (there's a reason someone behaves that way)</li> <li>• Believe there is good in every person</li> </ul>
<b>DO NOT</b>	
	<ul style="list-style-type: none"> <li>• Blame</li> <li>• Undermine or minimize what the person says</li> <li>• Give advice or solutions (listen to the solution of the speaker)</li> <li>• Immediately tell your story of a similar experience</li> <li>• Lie or tell half-truths</li> <li>• Promise things that you cannot afford (you will lose trust)</li> <li>• Discipline or use an intimidating voice</li> <li>• Interpret what they say without clarifying it</li> </ul>

We usually think that we listen only with our ears, but we also listen with our eyes, mind, body and heart. All the above qualities of a good listener help the speaker to express their true thoughts and feelings, and this builds a good relationship

## Annex 2: Important points to consider when communicating with children

### a. The physical location

- **A quiet space** with comfortable and culturally appropriate seating may be ideal, or, going for a walk, or playing or working together may provide the best opportunity for communication.
- **Sitting at the same level** will help the child to feel relaxed. The floor is often found to be appropriate, with no barriers (such as desks, etc.) between the adult and the child.
- **Privacy** may be important, especially when the interview relates to personal or potentially painful information.
- **A non-distracting environment** is important where you will not be disturbed. Turn off your mobile phone, and try not to have people passing in and out.

## b. Attitudes and approaches in interviews or assessments

The points below are all designed **to create a bond, or a sense of trust** between the adult and the child. By adhering to the guidelines below, you are maximising the potential for the child to engage, trust you and communicate.

- **Introductions** are important so that the child knows who the interviewer is, what role he or she has, and why the conversation is taking place. It is essential to explain exactly who you are and the purpose of the interview.
- **Confidentiality** should be respected. It is important to explain carefully why information is being collected, who will know about it and how it will be used. Explain that the interview is confidential, but that you may have to share with other people. If possible, explain the consequences of this, as children may need to be exonerated from the feeling that they may be “telling tales” on others.
- **Simple language** should be used which the child can readily understand. If there is a suspicion that the child has not understood something you have said, it can be helpful to ask the child to repeat or paraphrase.
- **A friendly, informal and relaxed approach** will help the child to feel at ease.
- **Adequate time needs to be given** to help the child to feel relaxed, to develop trust and to enable the child to feel that he/she is being taken seriously. Time for playing together may be helpful in developing bonds, and conversation about neutral issues (school, games, etc.) may be appropriate before more personal or painful topics are discussed.
- It is important to **allow for children's limited concentration span**: a series of shorter meetings may be more effective than fewer longer ones.
- **A non-judgemental attitude**, which conveys acceptance of the child, whatever she or he may have done is essential. It is important to convey respect for his or her beliefs, feelings, etc., and not to judge his or her behaviour – for example in the case of former child soldiers or children associated with armed groups.
- **Taking notes** during the interview may be distracting for the child and raise questions and uncertainties about confidentiality. If it is necessary to take notes, it is important to explain the reason and seek the child's permission first.
- **Ending the interview or conversation** appropriately is also important: providing the child with an opportunity to ask questions, say anything else which he or she would like to say, etc., and summarising what has been said or agreed may help the child feel that he or she has been taken seriously. It is also advisable to finish the interview on a positive element particularly where the child has been recounting traumatic events.
- After the end of the interview, it is important to **make sure that there is follow-up support available to the child**, especially if painful and difficult issues have been discussed.

Do not make false or vague promises to a child, (“You will be back in your village in six weeks time/very soon”) even if you are trying to make her/ him feel better. If you do not know the answer, say “I am not sure”, or “We will try to find them, but we do not know where your parents are now”, “We do not know if your brother will come back”. Do not create unrealistic expectations. This is very damaging for the child, especially if he or she is beginning to trust you.

### c. Attitudes which encourage children to express themselves

There are various techniques which may help the child to express him or herself.

- **A quiet tone of voice** can help the child to feel safe, and shows that the adult is being sympathetic.
- **Gestures** such as nods of the head (or whatever is appropriate within the particular culture) can encourage the child to continue to talk.
- **An appropriate degree of eye contact** also helps the child: again this will vary with culture.
- **Listening attentively and demonstrating that you have heard the child** – e.g. by summarising what has been said, seeking clarification etc. confirms to the child that you are actively listening.
- **Showing respect for the child's feelings** is also important – e.g. by reflecting the feelings (“That must have made you feel very sad/angry”, etc.). This helps to convey empathy – the capacity to identify with the child's situation and feelings.
- **Avoid interrupting** the child.
- **A trusted adult** can attend the interview with the child if they require it, but it is important to ensure that the adult does not speak for the child or try to make the child “say the right thing”.
- **Drawing pictures** to explain what happened may be easier than discussing it, depending on the age of the child. Likewise, using dolls or teddy bears (what ever is appropriate) to act out scenarios may also be useful.
- **Asking open questions** generally will encourage the child to explain something in his/her own way: for example, an open question such as “Tell me about life in your village” may elicit a more free response than a closed question such as “Where did you live?” It is usually best to avoid leading questions – i.e. those which suggest an answer to the child such as “You like school, don't you?” Also avoid using the “Why” question inappropriately, as it can lead to interpretation and pressurise the child to give an explanation.

If a **child cries**, do not immediately assume that the interview should stop. Depending on the age of the child, give him/her some time, and ask if the interview should continue another time. If it is not obvious, you may need to ask “Why are you sad?” Use your discretion, but it is important to give the child some space, remain calm, and give the child the feeling that it is acceptable for him/her to be upset, that you will wait for him/her to stop crying when ever she or he is ready. Do not overwhelm the child by rushing forward to offer comfort or levels of physical contact, which they may find inappropriate.

## 3.4. How to deal with emotions

### What is it?

This module is about how to recognise, understand and deal with your basic emotions. It is about learning to view your emotions and the expression of your feelings as a healthy aspect of your personality. Emotions can also be described as physical reactions or manifestations in response to an external event.

Animators in particular need to be able to recognise, understand and accept their own emotional responses. They also need to be able to help children in the centres to express and deal with their feelings. Emotions can be infectious things: if you are feeling sad and angry then people around you will sense this and will react to this. If you are feeling calm and happy then people around you will feel reassured and secure. If you get carried away with your emotions and responses, this can cause fear or withdrawal from others around you which may have a negative effect on your work and surroundings. Children are particularly receptive to the emotions of the adults around them.

However, dealing with an emotion does not necessarily involve repressing or hiding it. Dealing healthily with emotions means reacting to an internal feeling in a real way by expressing it and releasing the emotion. For instance, if a child uses your favourite shirt to clean the dirt off his/her football boots, it is a normal reaction for you to feel anger. Or, if you have to leave your friends because you are going away for a long period of time, it is normal to feel sadness. Depending on the intensity of the situation, the emotion you feel will vary in strength.

Emotions are necessary in order to live. There is a tendency to see emotions like anger, sadness or fear, as something negative, but in actual fact, they are not. Our emotions can be there to warn us of danger (fear) and to help us to see that we may need to change things in a given situation (anger). Often, people do not use their emotions as the allies they can be. People do not always manage their emotions; instead, they allow their emotions to manage them.

See *Annex 1: Attachment Theory and Grief Process*.

### Why is it useful?

“Emotional well-being” is as important as physical/personal hygiene, and children have to be taught how to understand and deal with their emotions and responses. Understanding the basic function of our emotions helps us to avoid violence or conflict, because through this awareness, an animator or a child will acknowledge that the emotion they feel is healthy. Teaching children that every emotion is useful and that emotions and feelings have to be expressed in an appropriate way at an appropriate time, will lead to a more structured atmosphere in the centres and should lessen or eliminate fighting or physical expressions of anger.

For an animator, it is vital to understand that the repression of your feelings can lead to unhealthy behaviours such as self-induced isolation or aggression. It will help animators to deal appropriately with children in this position, and in turn, help them to respond appropriately to the underlying needs of the child.

Feeling sad, missing someone who is gone, missing our friends, being angry about their loss, being afraid – all this is normal, especially after a difficult event. Everyone feels these emotions and it is important to realise that they do not last forever if we talk about them and do not keep them to ourselves.

## How can I use it?

By teaching children how to express their emotions through drawing, writing or playing sport, by encouraging them to share their feelings with a person they trust, we are enabling them to deal with their emotions in a positive and healthy way.

### Basic concepts <sup>33</sup>

It is important to be aware of the following: Whatever the emotions are, they are normal and useful. They come and go. Never be afraid or ashamed of your emotions. Things will change and you can move on if you so choose. All emotions pass in time; this is their nature. It is extremely important to wait before reacting. Emotional intensity reduces over time and you should not act "on the emotion".

First recognise it, acknowledge it (no denial), accept and express it (no repression). Any uncomfortable feeling is related to an unmet need. Accept it without trying to analyse it initially, then try to relate it to the unmet basic need. Then finally express the underlying request which is at the root of the emotion.

**Fear** can be linked to the need to be reassured. It is directed towards the immediate future to warn about approaching danger. A healthy reaction is to escape in order to avoid the threat. Fear around an event in the past is a dysfunctional feeling. The natural reaction can be to shake or tremble, to seek support, to ask for help. It is important to realise when working with children that fear cannot be rationalised. The only solution is to find out what the person needs in order to be reassured. "I know you are afraid, how can I help you not to be scared?"

**Anger** can be linked to the need to be respected. It is a mobilisation of energy to make things change or to solve a problem. It is turned towards the present in order to foster change as soon as possible. Often, with the children we work with, there is anger about the past. It is important to acknowledge this, but you should also realise that it is dysfunctional. Animators need to try and encourage the children to express their anger in a healthy way. Ways of doing this include bringing the feelings out into the open through art or discussion or role play etc. Physical activity can also be helpful when focused on the anger – kicking a ball a number of times is one example, or indeed, any other activity that can release pent up energy or frustration.

**Sadness** can be linked to the need to be comforted. People feel sad when they lose someone or something important to them. Sadness helps us to accept what cannot be changed, as it is the starting point for the grief process which has to follow. Sadness is directed towards something that has happened in the past: the loss has taken place and the grief process has to start, the duration of the grief process depends on each particular person and how they view the gravity of the loss.

**Joy** is the drive to share with others when you have experienced success. It may be linked to the need to be recognised by the others. It is important to acknowledge success in order to anchor it in your reality and use as a base for the next challenge. It is unhealthy to immediately think of the next challenge without rejoicing in your achievements. Accept your achievements and take time to share them with others.

Other modules which can be explored in conjunction with this one:

- 2.7. Resilience and psychosocial support
- 2.8. Ways of seeing and intervening
- 3.2. How to manage stress
- 3.5. How to resolve conflicts

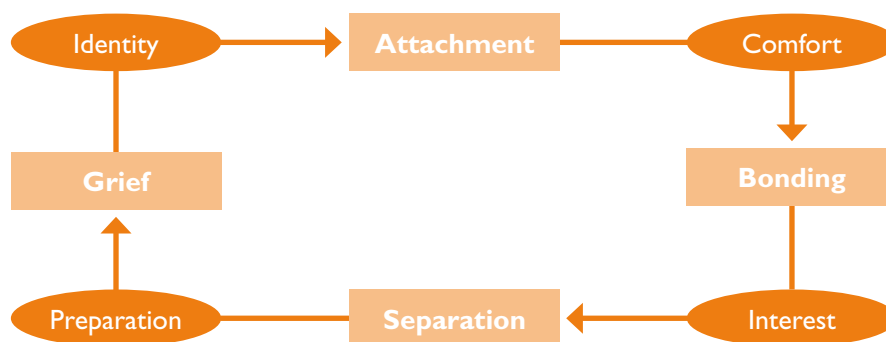


<p>3. Role play for 4 groups. Each group gets or invents a situation involving a child experiencing one of the four basic emotions. 4 situations, 4 emotions. The others watch the response given by the one playing the role of the adult.</p> <p>4. Discussion about the function of each emotion and the appropriate answer. See <i>Annex 2</i>. If time and interest on the question of sadness and grief process, see <i>Annex 1</i>.</p> <p>5. Discussion about individual experiences and ways of dealing with emotions, as well as success and failure strategies.</p> <p>6. Closing activity.</p>	<p>Flipchart and pens</p> <p><i>Annex 2 (maybe Annex 1)</i></p>	<p>10 mn preparation 20 mn play</p> <p>20 mn</p> <p>15 mn</p> <p>10 mn</p>
<p><b>Evaluation/Feedback</b></p>		



## Annex 1: Attachment theory<sup>34</sup>

The attachment theory is based on the fact that we all have attachments in our lives – to people, places, pets, etc. Bonding leads to separation. We lose things every day, every year and at regular stages of our lives, and through this, we are part of the normal stages of attachment and separation. There is a natural four stage process we must go through outlined below:



- **Attachment** is the process of creating nearness and making connections; we have the possibility to experience comfort<sup>35</sup>.
- **Bonding** is the emotional exchange which follows proximity and comfort. It is deeper than attachment.
- **Separation** is an interruption to bonding and the attachment process, through change, or loss, disappointment or frustration. It can mean a natural evolution of a relationship (growing up, graduating) or it can be sudden (death, accident).
- **Grief** follows on from separation and is the mental and emotional process of letting go and saying goodbye. It is essential in developing resilience. Then a new cycle can begin.

### The Grief process

**The Grief process** is important to understand when looking at feelings of sadness. There are eight stages in the Grief process, which do not necessarily follow the order outlined below. This is acknowledged as a healthy way of processing loss.

1. Denial: not accepting the loss. "This is not happening to me." The symptoms can show themselves as a refusal to cry, or, in the case of a death, acting as if the person is still there.
2. Anger: "Why me?" "Life is not fair" or hating God/spiritual power. A feeling of anger towards the person who has died, or the individual who caused the loss.
3. Sadness/depression: feeling numb and without a sense of control. Missing the person or aspect of life that has gone, or the home which has been destroyed. Mourning the loss of the hopes and dreams for the future which we held before the loss.
4. Fear: panic, doubt, "What will I do now?" "What will happen to my future?" "How will I find a solution?"
5. Acceptance: acceptance means finding comfort and healing. We start to find comfort in fond memories and our thoughts turn towards the future, new projects and positive growth.
6. Forming new attachments: being able to move on and freely form new attachments without being afraid of the loss which may follow.
7. Forgiveness: being able to give again, to give to others.
8. Gratitude: the belief that there is something beyond us which we are grateful to be part of. We learn to live again.

**The above process is normal; the painful feelings are part of being human. It is important to remember that pain passes, and joy and happiness will come again.**

## Annex 2: Basic emotions

Emotion	Why is it useful?	How to deal with it in a healthy way	Example when dealing with children
<p><b>FEAR</b> Need to be reassured</p>	<p>Warning when danger approaches. I need to escape to avoid a threat. Fear is protection.</p>	<ul style="list-style-type: none"> <li>• Shiver</li> <li>• Find someone to be with, do not stay alone</li> <li>• Ask for help</li> </ul> <p>Fear is dysfunctional when aimed at the past.</p>	<ul style="list-style-type: none"> <li>• Afraid of the dark</li> <li>• “What are you afraid of?”</li> <li>• “The tiger under my bed.”</li> </ul> <p>Do not try to rationalise the fear “There are no tigers in this country” – ask the child how you can reassure him/her:</p> <p>The child is the actor and has resources and knows what he or she needs to be reassured – lights on, etc.</p>
<p><b>ANGER</b> Need to be respected</p>	<p>Mobilisation of energy to make things change, confronting a threat or attack.</p> <p>E.g., someone steps on my foot; I push him to make him move.</p> <p>Three principal sources of anger:</p> <ul style="list-style-type: none"> <li>• Frustration</li> <li>• Intrusion on my territory</li> <li>• My freedom is controlled</li> </ul>	<p>A healthy way to express anger is to use your voice (shouting, etc.) but respecting the following:</p> <ul style="list-style-type: none"> <li>• Do not hurt anyone</li> <li>• Do not hurt yourself</li> <li>• Do not break anything</li> </ul> <p>Accumulated anger comes out as guilt, anxiety, depression, so it is important to express it as early as possible.</p> <p>Functional anger solves problems. Dysfunctional anger is useless violence.</p>	<p>When children are angry, we must encourage them to express it healthily. Do not try to repress it – “Don’t shout in public, it’s rude” or “Children should be seen and not heard.”</p> <p>Space needs to be provided for children to be able to express themselves physically if necessary.</p>
<p><b>SADNESS</b> Need to be comforted</p>	<p>Sadness is a reaction to loss which helps us to eventually accept what cannot be changed.</p> <p>It is accompanied by retreating, being alone, and helps us to restructure our lives after a loss.</p>	<ul style="list-style-type: none"> <li>• To cry</li> <li>• To say that you are feeling sad</li> <li>• To receive physical comfort (a hug from someone)</li> </ul> <p>Sadness is turned towards the past. It is dysfunctional when turned towards the future.</p>	<p>See <i>Grief process</i> in <a href="#">Annex 1</a></p>
<p><b>JOY</b> Need to be recognised</p>	<p>Joy shows an achievement or a success, allows you to share with others and encourages validation.</p>	<p>Important to anchor the positive experience which will help to prepare and to feel confident about new future projects or challenges.</p> <ul style="list-style-type: none"> <li>• Accept and celebrate your achievement</li> <li>• Be satisfied with your success and happiness</li> <li>• Reflect on the steps which brought you joy</li> </ul>	<p>Congratulate a child when he or she achieves something, tell others and show him/her that you are proud.</p> <p>Do not tell a child that it was a “matter of luck” if the joy is based on hard work or achievement of a long wished for goal.</p> <p>Do not encourage the child to keep quiet for fear of what others may think, or of others being jealous.</p>

## 3.5. How to resolve conflict

### What is it?

“Conflict is a difference of opinion between two or more persons involving values, arousing tension, emotionality, disagreement and polarization and where bonding is broken or lacking<sup>36</sup>”.

This module is aimed at helping animators to deal with conflict which might exist on different levels: between animators themselves (animator-animator), between animators and the children with whom they work, or between the children themselves (child-child). It also provides strategies and techniques for managing and resolving conflict that may be useful in daily and social life.

It is important that “conflict” as a concept is understood and addressed. Non-management or repression of conflict can lead to a reinforcement of the “blocks” or “differences of opinion” that caused the initial conflict and this can make the situation worse. Facing up to the initial “blocks” delivers an opportunity to move towards a peaceable future as well as the opportunity to learn about oneself and the other involved party.

Conflict can be analysed in several ways. However, it can be helpful to think about conflict according to its category (who the “actors” are) and its level of intensity. Conflict can range from the personal level of intrapersonal (with oneself) through a spectrum of interpersonal conflict (between two persons), intragroup conflict (between members of a group), intergroup conflict (between different groups of actors), social conflict (between different sectors of society) or international conflict (between states or groups of states).

There are also different degrees of **intensity which exist on a spectrum**—from latent conflict, to calm declaration, disputes, harassment, injuries, murder through to the extremes of genocide.

People have various reactions when faced with conflict; from escape to aggression, compromise to collaboration. There are very specific stages in the negotiation process that can be applied to help to reach peace.

This module is about analysing the roots and consequences of conflict if handled and expressed healthily.

### Why is it useful?

#### Metaphor of the fish<sup>37</sup>:

The longer you keep it under the table, the more it will stink, and the sooner you take it out, the better it will taste...

As this metaphor suggests, the sooner a potential conflict is acknowledged, the sooner it can be addressed and resolved. Conflict resolution and negotiation skills are particularly important in humanitarian and emergency settings as often these contexts are highly stressful and pressurized. It is therefore extremely important that all members of the team have a basic training in conflict resolution to enable them to mediate potential conflict before it gets out of hand or to reduce the risk of escalating conflict. Often the client group you are working with are extremely vulnerable: they may have undergone traumatic events, they may be separated from their families and communities or have been recently uprooted. This may lead to an increased potential for conflict due to fear, anxiety or exhaustion. It is important that these factors are recognised and addressed in a calm and contained manner and that animators themselves feel supported in dealing with these conflicts.

## How can I use it?

The following elements need to be taken into account:

### Behaviours facing conflict

Before a situation reaches the level of open conflict, there are various stages involved. First, there is a difference of opinion between two people. They can then choose to talk about it, acknowledge and accept that there is a difference of opinion, or, they can stick to their various standpoints and allow the conflict to escalate.

There are various and general behaviours and reactions which happen when people are faced with a conflict situation. Broadly speaking, these are:

- Avoidance, escaping the conflict.
- Attack, being aggressive.
- Indifference, ignoring the problem.
- Compromise or collaboration.

When trying to resolve a conflict you are involved in, or when dealing with a conflict situation among others, it is important to identify the difference between these three attitudes: **assertive**, **aggressive** and **non aggressive**.

### Dealing with conflict

In order to solve a conflict, there are three important stages to follow:

- Create an **open dialogue** by listening to the other person's feelings.
- **Ask questions** (don't just provide answers) in order to promote better understanding of the various key issues.
- Identify your **needs**, express your feelings clearly, and **formulate requests** that can be complied with.

These points are the basis of **non-violent communication**, which leads to positive conflict resolution. Once all needs and feelings are expressed, it is possible to look for a win-win solution, such as that shown in [Annex 2](#).

In order to be effective, dialogue has to overcome "blocks". These blocks can include (but are not limited to); passivity, being too emotionally involved, over-rationality, too much emphasis on details, over-generalisation and dishonesty.

The reasons behind conflict are always connected to the **needs, values, interests** or **losses** of a person. With children, for example, misbehaviour on the part of a child is the manifestation of an unmet need. Observe the situation, analyse the context and try to understand the reasons behind the behaviour by asking questions and listening to the child's feelings. By following these steps, you will find the most appropriate way of dealing with that particular child and his or her needs. Please refer to the case study in [Annex 1](#).

A person will bring their own background to a conflict – their gender, ethnicity, cultural beliefs and values; try to be aware of this when dealing with conflict situations, especially if you are working in a context where ethnic or other tensions exist historically.


### Stages of negotiation <sup>58</sup>

Whether you are involved in a conflict yourself, or whether you are a mediator who is trying to help both parties, the following steps can help:

1. Create a bond between both parties – find something in common, even if it is the source of the conflict.
2. Separate the person from the problem – the behaviour of the person is separate from the problem; do not see the person AS the problem.
3. Identify your own needs and wants.
4. Identify the needs and wants of the other person(s).
5. Ask questions and listen to the other's feelings.
6. Create a common understanding and goal.
7. Find options, generate proposals and make concessions.
8. Bargain for a mutual benefit.
9. Come to an agreement, a contract.
10. Maintain the relationship so that it can end on a positive note or continue.

Other module which can be explored in conjunction with this one:  
3.3. How to communicate with children

<b>WORKSHOP: HOW TO RESOLVE CONFLICT</b>		
<b>Date</b> <b>Duration:</b> 3 hours	<b>Facilitator</b>	<b>Participants</b> <input type="checkbox"/> All staff <input checked="" type="checkbox"/> Programme Staff <input type="checkbox"/> Partners <input checked="" type="checkbox"/> Children  <b>Number</b>  <b>Age</b>
<b>Aim:</b> To look at strategies to deal with conflict and learn some basic negotiation skills.		
<b>Objectives</b> <ul style="list-style-type: none"> <li>• Be aware of the different behaviours and attitudes facing conflicts and identify the most appropriate one according to the situation.</li> <li>• Put in practice the different negotiations steps to solve a conflict.</li> <li>• Develop rules and consequences for dealing with conflict amongst the children in the centres.</li> </ul>		
<b>Key learning points</b> <ul style="list-style-type: none"> <li>• A simple problem which is not dealt with through discussion has the potential to become a conflict.</li> <li>• Solving a conflict requires specific skills in non-violent communication such as active listening, expression of needs and requests, and negotiation in a non aggressive way.</li> <li>• It is crucial to acknowledge the conflict, link the feelings to needs, values and interests and find solution through listening and dialogue.</li> </ul>		
<b>Activities</b>  1. Behaviours facing conflicts. Put a chair or any big object as a symbol for a conflict in the middle of the room. Ask the participants to position themselves in relation to an imaginary conflict in which they are personally involved (far away, back turned, foot on the chair, etc.) and each one explains why they have taken that particular position. Group discussion about the different reactions shown by the group (escape, aggressiveness, etc.) Is there a position or behaviour which is better than another?  2. Definition of a conflict. Ask the group how they would define a conflict and write down the definition (see 1 <sup>st</sup> part of "What is it?"). Ask them to give examples of conflicts they have experienced, which are then grouped according to level and intensity. Discuss the differences.  3. Role play: different attitudes (assertive vs. aggressive). Facilitator writes aggressive, assertive and non-aggressive on a flip chart. Discuss the meanings of the terms until everyone has a clear understanding. 2 volunteers (A and B) are selected and given a situation, attitude (aggressive, non-aggressive or assertive) and location. Location: butchers shop. Situation: butcher A has sold bad meat to B, who returns to speak to A about it. Role play the scene and give feedback. In groups of 3, give a different attitude to each person and devise a short scene. Share with the whole group and discuss.	<b>Materials needed</b>  A chair or table         Flip chart and markers	<b>Time</b>  25 mn         20 mn         45 mn

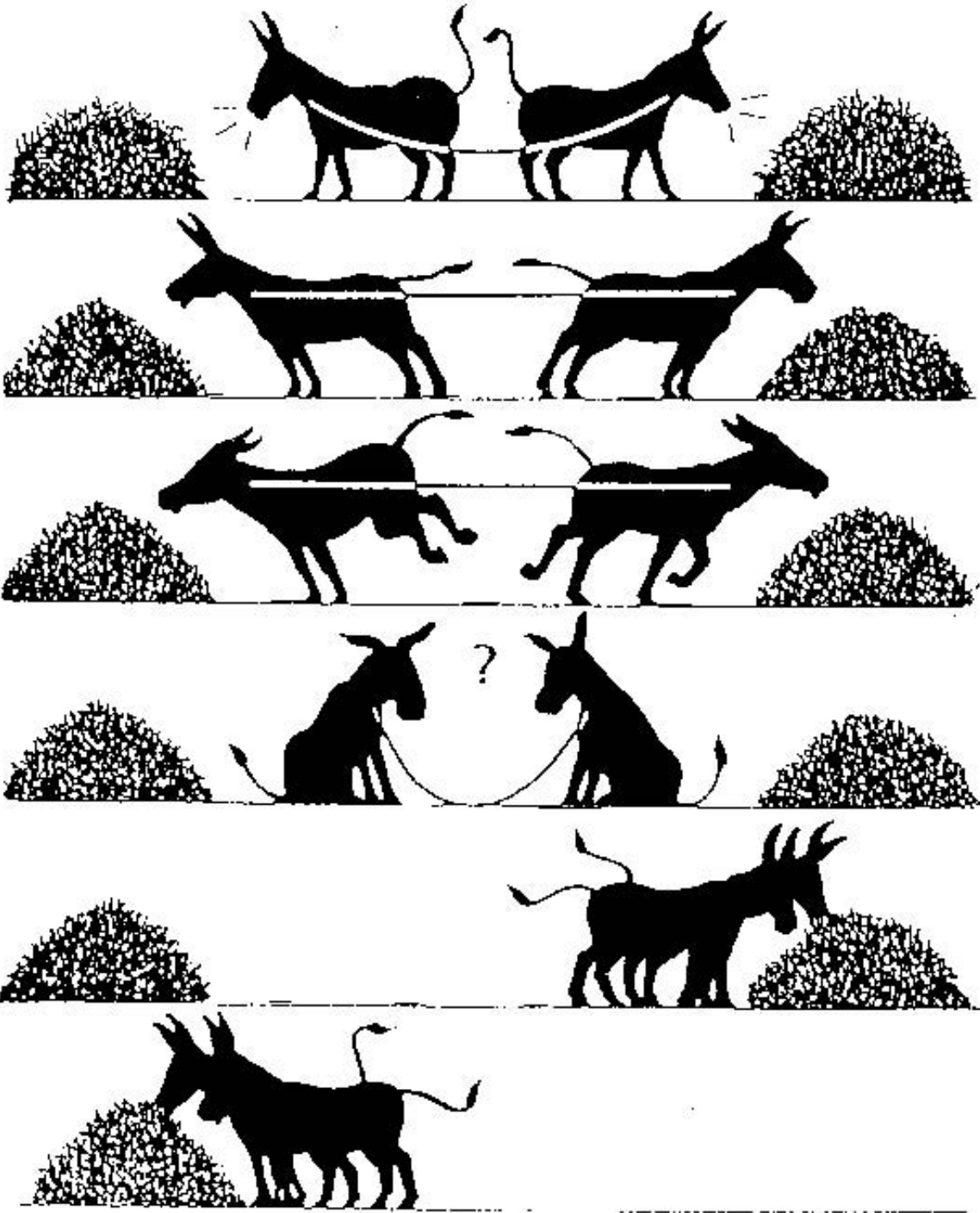
<p>4. Role play: stages of negotiation. Prepare 2 situations: one involving a child and the animator and another involving two children. 4 groups: give situation A to 2 groups and situation B to the two other groups. This allows the group to compare and get a varied range of reactions to a conflict. Each group plays the situations one after the other. Feedback and discussion about the various solutions and ways of coping. Out of these points, explain and write down the different stages of negotiation. 2<sup>nd</sup> role play: one group volunteers to take over one same situation and apply the theory of the stages of negotiation.</p>	<p>Written situations on paper</p>	<p>45 mn</p>
<p>5. Practical examples. Distribute/Display <i>Annex 1</i>. How should the mother have handled the conflict? – Distribute/Display <i>Annex 2</i>. What does the picture say?</p>	<p><i>Annex 1</i> <i>Annex 2</i> </p>	<p>15 mn</p>
<p>6. Conflict in the centres. How are the rules drawn up in the centres? Do the children have an input? Is there any difference between the way conflicts are handled where the children were involved in setting the rules and sanctions and where the rules are imposed?</p>		<p>15 mn</p>
<p>7. Closing activity.</p>		<p>15 mn</p>
<p><b>Evaluation/ Feedback</b></p>		

## Annex 1

Two sisters were fighting over an orange. "It's mine! I need it!" said one. "No, I need it more, it's mine!" said the other. Their mother came in, cut the orange into two equal parts, and gave one to each child. Child 1 peeled away the skin, threw the skin away, and ate the orange. Child 2 peeled away the skin, threw away the inside, and kept the skin as she wanted to make jam.

- What were the needs of each child?
- What were the interests of each child?
- How could this conflict have been solved more effectively?

## Annex 2<sup>39</sup>: The two donkeys





## 3.6. How to ensure cooperation

### What is it?

It is extremely important to take time to work on the principles of **cooperation** when you are working with children. For the most part, children are mainly exposed to the model of “competition”, which, while it has a role in their psychosocial development, is not the only way of participating in games and sport.

Cooperation is defined as the capacity to work with others in an activity, game or project where each person/child contributes to reaching the objective according to his or her skills and, where each participant is respected for their uniqueness and contribution.

This module is focused on exploring models of cooperation and competition in relation to games and sporting activities in the context of psychosocial well being.

### Why is it useful?

Working with an underlying principle of cooperation, rather than competition, helps develop psychosocial skills such as:

- Trust
- Self esteem
- Communication
- Leadership
- Empathy
- Tolerance
- Negotiation
- Decision-making
- The ability to give and receive positive feedback

There is an emphasis on pleasure and fun, fostering positive interdependency amongst the players, acceptance of others without judgement, and the development of a sense of individual responsibility and collective engagement.

Research completed on the issue of cooperation shows that one of the main benefits is that children learn better when working in a group as opposed to working individually. Cooperating to reach a goal **together** is fundamental to a child's development. Competition should not be totally avoided, but drastically diminished.

### How can I use it?

It is the responsibility of the animator, social worker or adult to put children in situations which enhance and maximise their opportunities for development. An animator must be aware of the objectives he/she is aiming towards. He or she should create situations where active participation can take place, and where a sense of achievement can be felt by the participants. When the animator aims towards cooperation, the children are not eliminated from games, they do not feel ashamed if they do not “succeed” or “win”, and nobody makes fun of them if they “fail”.

#### Competition

The inner strength of any human being naturally pushes them towards growth. Putting children in situations where they have to fix their own objectives and reach them, make efforts, and progress to overcome and face their limits is very healthy. Competition teaches us about winning and losing, and is very important for daily life.

However, there are often negative outcomes when the aim is centred on the person instead of being centred on the task. The need to be better and stronger than the others in order to beat and eliminate them is unhealthy. It is important for children to learn to respect the adversary without using aggressive tactics or fear of failure. Remember also that if you are using competitive games that exclude children, some members of the group may become bored or disruptive once they are “out” of the game. If you are running competitive games of this nature, try to think of other games that children can join while the primary game is being completed. However, it would be better to organise games that integrate rather than exclude.

## Cooperation

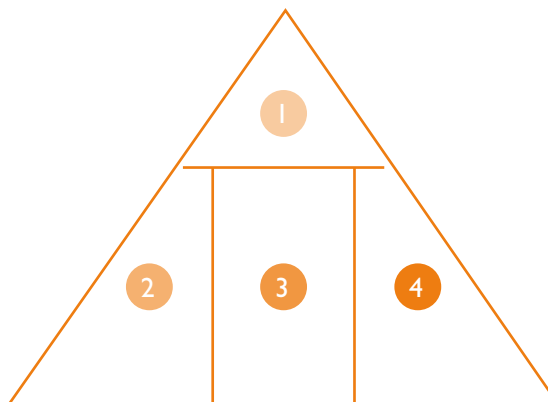
Everybody participates actively, has fun and gets to achieve a goal, that is to say, "wins". Nobody is excluded, because of his or her sporting prowess or abilities. The aim of the activity or game is to stimulate and challenge all the participants to reach a common goal.

### From competition to cooperation

Instead of working or playing a game resulting in exclusion, the aim is for integration. Instead of having a team of winners and a team of losers, there is one group working collectively towards one aim.

The animator helps the children to develop their determination to improve individually, through competition centred on the task and to improve their capacity to work in groups through activities and games centred on cooperation.

## Characteristics of a game



You can easily make a competitive game that you already know into a cooperative game. This can be done by changing one or more of the characteristics:

1. **The objective:** making the objective collective instead of individual (e.g. basketball: both teams have to evaluate how many baskets they can score in the least time possible = collective aim, etc.)
2. **The rules:** changing the rules (e.g. everybody must touch the ball before scoring, boys must make every second pass to a girl, or see further, musical chairs).
3. **The roles:** changing the roles of the players (e.g. having two players tied together by the leg or the arm, which forces partners to focus on cooperation rather than individual strength, etc.)
4. **The frame:** making the field smaller, the goals more numerous (e.g.: football: put 4 goalposts in instead of 2 to encourage more passes and cooperation between players).

Other module which can be explored in conjunction with this one:  
3.1. Role of the animator

<b>WORKSHOP: HOW TO ENSURE COOPERATION</b>		
<b>Date</b> <b>Duration:</b> 2.5 hours	<b>Facilitator</b>	<b>Participants</b> _ All staff _ Programme Staff _ Partners X Children  <b>Number</b>  <b>Age</b>
<b>Aim:</b> To explain the differences between competitive or cooperative games and tools, to adapt a game from a competitive to a cooperative activity.		
<b>Objectives</b> <ul style="list-style-type: none"> <li>• To understand the advantages and disadvantages of competition and cooperation.</li> <li>• To recognise the characteristics of competitive game and cooperative game.</li> <li>• To know how to modify a competitive game into a cooperative one and experiment the difference.</li> </ul>		
<b>Key learning points</b> <ul style="list-style-type: none"> <li>• Competition can be both healthy (centred on a task) and unhealthy (centred on a person).</li> <li>• A cooperative game involves fun, a collective mission, integration of all players, collective success, etc.</li> <li>• A competitive game can become a cooperative one by going from exclusion to integration, as well as from winner-loser to collective aim for the group.</li> </ul>		
<b>Activities</b>  1. Musical chairs. a. Play the “musical chairs” game in its normal way: each time a child does not find a chair to sit down on, they are eliminated. b. Play the “musical chairs” game with one change of rule: when a child doesn’t find a chair to sit on, he or she sits on the lap of the already seated child.  2. Football. a. Play a normal football game. with teams of 4-5 players max. b. Play a football game with pairs of players (a “strong” player with a “weak” player for instance) tied together by the arm, waist or knee. (Be careful!)  3. Feedback. Discuss the changes in game 1 and 2: what is the difference? Exclusion to integration, which favours physical contact and trust between children. Much more fun too... More cooperation and respect between players, a strong player helps a weaker one...  4. Theory on competition and cooperation. Discussion on the basic principles and the advantages and disadvantages of both. Discussion on the four characteristics of a game. Draw the diagram.  5. Game creation. Group activity: 4 groups, each one with one characteristic, has to invent or change a competitive game they know into a cooperative one. Each group then demonstrates the one or the two forms of the game (depending on the time available) to the other groups who actively participate.  6. Feedback and general discussion of the benefits.	<b>Materials needed</b>  Music or someone playing an instrument (rhythm) As many chairs as the number of children, minus one  Goalposts (materials that will substitute for post markers), ball  Flip chart and pens Table with 4 characteristics	<b>Time</b>  15 mn  25 mn  10 mn  25 mn  60 mn (preparation 15 mn)  15 mn
<b>Evaluation/ Feedback</b>		

## Endnotes: Level 3

<sup>29</sup> *Primal Leadership*, Goleman, Boyatzis, McKee, Boston: Harvard Business School Press, 2002

<sup>30</sup> *Petit Larousse illustré*, 1993

<sup>31</sup> *Well-being and resilience after the Tsunami: Evaluation of Terre des hommes Psychosocial Programme in Sri Lanka 2005-2007, Final Report*, Claire Colliard & Stéphanie Baggio, Centre for Humanitarian Psychology, Geneva, Switzerland

<sup>32</sup> *Handbook for Teachers*, AVSI, Kampala, Uganda, 2005

<sup>33</sup> *Adapted from: Gérer ses émotions: des réactions indispensables*, Olivier Nunge, Simonne Mortera, ed. Jouvence, France, 1998

<sup>34</sup> *Attachment and Loss, Vol 1*, John Bowlby, Basic Books, New York, 1969, 1982

<sup>35</sup> *Taken from: Hostage At The Table: How Leaders Can Overcome Conflict, Influence Others, and Raise Performance*, George Kohlrieser, Jossey-Bass, San Francisco, 2006, chap. 3

<sup>36</sup> *Hostage At The Table*, George Kohlrieser,, chap. 5

<sup>37</sup> *Hostage At The Table*, George Kohlrieser,, chap. 7

<sup>38</sup> *Hostage At The Table*, George Kohlrieser,, chap. 6

<sup>39</sup> [http://www.hrea.org/erc/Library/primary/Opening\\_the\\_Door/workshop16.html](http://www.hrea.org/erc/Library/primary/Opening_the_Door/workshop16.html)





# Appendix





## 1. Suggested training plan at the start of a project

First 10-15 days following recruitment. <i>Basic theory (successive)</i>	Start centre	12 days training within a three month period. <i>Deeper training (ongoing)</i>
<p>1. Basic reference concepts</p> <ul style="list-style-type: none"> <li>• Child Protection</li> <li>• CPP</li> <li>• Tdh Mandate and Project Objectives</li> <li>• UNCRC</li> </ul>		<p>6. Package of activities according to different pedagogical objectives in relation to different age groups</p>
<p>2. Role of animator and animation</p> <ul style="list-style-type: none"> <li>• Child needs, types of activities</li> <li>• Communication skills</li> <li>• Community participation</li> <li>• Child centred approach (child as actor)</li> <li>• Etc.</li> </ul>		<p>7. Various tools and techniques</p> <ul style="list-style-type: none"> <li>• Evaluation</li> <li>• Planning</li> <li>• Child participation</li> <li>• Conflict resolution</li> <li>• Cooperation</li> <li>• Creativity</li> <li>• Etc.</li> </ul>
<p>3. Centre management</p> <ul style="list-style-type: none"> <li>• Materials</li> <li>• Security</li> <li>• Attendance</li> <li>• Etc.</li> </ul>		<p>8. Integration of parents in the centre</p> <ul style="list-style-type: none"> <li>• Parents committees</li> <li>• Parents meetings</li> <li>• Parents decision making</li> <li>• Parents visits</li> </ul>
<p>4. Animation skills</p> <ul style="list-style-type: none"> <li>• Types of activities (overview)</li> <li>• Methodology of activities from conception to planning</li> <li>• Package/toolkit (games and artistic activities, sports, education)</li> </ul>		<p>9. Psychosocial approach</p> <ul style="list-style-type: none"> <li>• Identification of vulnerable children and classification</li> <li>• Communicating with vulnerable children</li> <li>• Concepts of psychology</li> <li>• Attachment and separation</li> <li>• Distress and resilience</li> <li>• Etc.</li> </ul>
<p>5. Health</p> <ul style="list-style-type: none"> <li>• First Aid training</li> </ul>		



## 2. Animators selection during the recruitment process

### What is it?

Animators are the people who work directly with children in the centres. They come from the community, and usually come from a **variety** of backgrounds which do not necessarily include work with children or teaching qualifications. This variety provides a rich source of inspiration, support and information. Animators receive a stipend and a lot of training in compensation for their work. The workshop below is designed to select animators from a group who have varying backgrounds and education. This takes into account the fact that we are looking for different skills when choosing people to work with children, and the methodology of the workshop reflects this.

### How is it useful?

It is important for an animator to have certain qualities and skills when working with children, such as good communication, problem solving, a sense of fun, and to be a good team player. A workshop is an ideal way to assess these qualities, as it immediately reveals how people relate to each other and how they participate. A workshop is practical, and as such, gives the selection team another element to consider when choosing staff to work with children. Also, as we are not necessarily looking for highly skilled people in the traditional sense of academic achievement or employment history, it means that people have a fair chance of being considered no matter what type of experience they have.

### How can I use it?

When used alongside a normal interview process, the workshop can be an integrated part of the selection process. It can be used before interview to select likely candidates for interview, or, it can be used after an initial interview to select people who have performed well at the first stage of the selection. The workshop below is designed to look at personal and social competencies such as cooperation, problem solving, working as a team, and initiative. Methodological and technical competencies can be acquired later through training and monitoring. It is important to integrate a feedback time after some of the workshop games. It helps to see how animators express themselves or what they experienced.

Some points to consider when selecting/working with animators:

- Candidates must be over 18.
- Candidates should come from the community in which you plan to set up the centre.
- An effective way of sourcing applicants is to go through the village leaders or community representatives. It is important to stress that you will have the final say on who will be selected, but by working with the community to select candidates, you are ensuring that the candidates are known by the community and respected. In order to avoid nepotism, and to attract as wide a candidature as possible, try to work with more than one community member when sourcing potential applicants – a religious leader, plus a community member, plus a school teacher, for example.
- An equal number of men and women should work in a centre.
- Ideally, you should select one animator for every twenty children.
- Be open minded when selecting animators – do not focus on qualifications and experience as much as on other qualities which are needed for working with children. The animators will receive ongoing and regular training, so do not focus on the fact that this type of work may be new to them, instead, look at the personal and social competencies listed above.

- Remember that as the animators come from the community where you are working with children, they have been affected by the same event or conflict as the children with whom you will work. After selection and before they start to work with children, it may be important to give them a chance to talk about how they have been affected through a group counselling session or some other appropriate form of support.

### **Child Protection Policy when recruiting animators**

Despite the fact that the animators are sometimes volunteers, it is necessary to use the same vigour as when recruiting salaried staff. As many of the animators will not have worked with children before, or may not have worked formally at all, it may be necessary to use other means of checking their suitability for working with children. In case there are no references you can check, other means of checking may include speaking with religious or community leaders, or speaking with teachers or health workers who know the candidate well. Mention the CPP when asking the community for potential candidates, and check at least two sources per candidate. This also applies to other centre staff – night watch men, etc.

**Training on the CPP should be given to the animators/centre staff immediately after recruitment before they start to work directly with children.**



<p>4. Standing in order game.                  Things to look out for: <i>problem solving, leadership skills, group work, communication skills.</i>                  Participants stand on chairs (not too close from each other) in a circle. They have to put themselves in the right order following the instruction (age with months and year, name, etc.) without stepping down from the chairs. Participants can help each other.</p> <p>5. Bucket game.                  Things to look out for: <i>problem solving, leadership skills, group work, initiative.</i>                  Place the bucket of water in the centre of a clearly marked large circle. Place the rope across the circle so that the extreme ends lie outside the circle when it is in a straight line. Participants have to move the bucket out of the circle without spilling the water, and without entering the circle or letting any part of their body touch the ground on the inside of the circle.</p> <p>6. Blind walk game.                  Things to look out for: <i>trust, responsibility.</i>                  Participants work in twos. One person is blindfolded and the other has to lead them around the room/ space by taking their hand. As the participants get comfortable with each other and the game, remove the hand guiding and use sounds, calls, or a finger on the palm of the hand.</p> <p>7. Object in the middle game.                  Things to look out for: <i>imagination, initiative.</i>                  Participants sit in a circle around the objects which are placed in the centre. One by one, the participants come in to the centre and use the object in a way which is not what it is normally used for. The participants have to guess what the object has now become. For example, a stick can be a tightrope, a microphone, etc.</p> <p>8. Pass the clap game.                  Things to look out for: <i>listening, group work.</i>                  In a circle, the participants must pass one clap to the next person, getting faster. Pass two claps around in opposite directions when the group are confident. At the end, everyone moves to the centre, clapping quietly and rhythmically as they go, getting louder and louder, bending over and getting straighter until they are in the centre when on the count of three, they end with a final, single clap with their arms over their heads.</p>	<p>As many chairs as there are participants</p> <p>1 bucket of water per group of 5                  1 piece of long rope per group of 5</p> <p>Blindfolds</p> <p>3 or 4 everyday objects, for example, a bucket, a stick, a bottle, a cup, a chair, etc.</p>	<p>15 mn</p> <p>20 mn</p> <p>15 mn</p> <p>20 mn</p> <p>10 mn</p>
<p><b>Evaluation/ Feedback</b></p>		

## 3. The United Nations Convention on the Rights of the Child (UNCRC)<sup>41</sup>

### What is it?

The Convention on the Rights of the Child (UNCRC) is an international treaty which recognises the human rights of children. Under this Convention, children are defined as being persons up to the age of 18 years. The Convention states that under international law, State Parties must ensure that all children – without discrimination in any form – benefit from special protection measures and assistance; have access to services such as education and health care; can develop their personalities, abilities and talents to the fullest potential; grow up in an environment of happiness, love and understanding; and are informed about and participate in, achieving their rights in an accessible and active manner.

One of the most important elements of the UNCRC is the fact that children are considered as **actors** in their own development and reality. They are not the property of their parents, nor are they helpless victims.

The UNCRC was developed by world leaders in response to the acknowledgement that children often have special protection needs which adults do not.

The four core principals are non discrimination, the best interests of the child, the right to life, survival and development, and respect for the views of the child.

### Why is it useful?

The UNCRC helps us to work with different communities and cultures with a base which has been agreed upon by 192 Countries regardless of culture or religion. With its recognition of the child as actor, it reinforces the right of children to **participate in the decisions and choices which affect their lives**.

The Convention also holds the child at the centre of a protection and support network, which includes family, local community, national and international community. From the perspective of our work with children in the context of a community based protection programme, the UNCRC supports the participatory approach and defines clear responsibilities which must be upheld by all actors in a child's life.

It is essential that children are aware of their rights and entitlements.

### How can I use it?

There are certain articles which refer specifically to participation, psychosocial support and well being which can be referred to and are indicated (bold) in the summary of the UNCRC provided further.

It is very important to help children learn about their rights. Even very young children can learn about their rights as long as appropriate tools are used. By educating and introducing children to their rights in the context of the culture in which they live, we are fulfilling our responsibilities to children and enabling them to become actors in their own development and growth. It is important to explore them in relation to the context and culture where the child lives, and to explain that the UNCRC does not impose any rules or practices which are contrary to local practices, recognising as it does, that each child has rights to his and her culture and heritage.

Some methods of exploring child rights with children:

- Guided drawing activities and art exhibitions.
- Production of calendar exploring child rights.
- Community awareness campaigns.
- Drama.
- Story telling.

Comprehensive information regarding implementing Rights based approaches and including Child Rights in programmes with children can be found in **ARC: Action for The Rights of the Child** materials.

## **Summary of the UN Convention on the Rights of the Child <sup>42</sup>**

### Article 1

The convention defines a child as a person below 18 unless National Law recognizes that the age of majority is recognized earlier.

### Article 2

All rights laid down by the convention are to be enjoyed by children regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, poverty, disability, birth or other status.

### Article 3

All actions concerning the child should be in his or her best interest.

### Article 4

The states obligation to translate the convention into reality.

### Article 5

The state should respect the rights and responsibilities of parents to provide guidance appropriate to the child's capacities.

### Article 6

The Right to life.

### Article 7

The right to a name and nationality, and, as far as possible, the right to know and be cared for by his/her parents.

### Article 8

The right to protection of his/her identity by the state.

### Article 9

The right to live with his/her parents unless incompatible with his/ her best interests. The right, if desired, to maintain personal relations and direct contact with both parents if separate from one or both.

### Article 10

The right to leave and enter his/her own country, and other countries, for purposes of reunion with parents and maintaining the child-parent relationship.

### Article 11

The right to protection by the state if unlawfully taken or kept abroad by a parent.

### **Article 12**

**The right to freely express an opinion in all matters affecting him/her and to have that opinion taken into account.**

### **Article 13**

**The right to express views, and obtain and transmit ideas and information regardless of frontiers.**

### Article 14

The right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

### Article 15

The right to meet together with other children and join and form associations.

### Article 16



The right to protection from arbitrary and unlawful interference with privacy, family, home and correspondence, and from libel and slander.

**Article 17**

The right of access of access information and materials from a diversity of sources and of protection from harmful materials.

**Article 18**

The right to benefit from child rearing assistance and child-care services and facilities provided to parents/guardians by the state.

**Article 19**

The right to protection from maltreatment by parents and others responsible for her/his care.

**Article 20**

The right to special protection if he/she is temporarily or permanently deprived of his/her family environment, due regard being paid to his/her family background.

**Article 21**

The right, in countries where it is allowed, to have it ensured that an adoption is carried out in his/her best interests.

**Article 22**

The right, if a refugee, to special protection.

**Article 23**

The right, if disabled, to special care education and training to help her/him enjoy a full life in conditions which ensure dignity, promote self-reliance and a full and active life in society.

**Article 24**

The rights to the highest standard of health and medical care attainable.

**Article 25**

The right, if placed by the state of purposes of care, protection or treatment, to have all aspects of that placement regularly evaluated.

**Article 26**

The right to benefit from social society.

**Article 27**

The right to a standard of living adequate for his/her physical, mental, spiritual, moral and social development.

**Article 28**

The right to education, including free primary education. Discipline to be consistent with a child's human dignity.

**Article 29**

The right to an education which prepares him/her for an active, responsible life as an adult in a free society which respects others and the environment.

**Article 30**

The right, if a member of the minority community or indigenous people, to enjoy her/his own culture, to practice her/his own religion and use his/her own language.

**Article 31**

**The right to rest and leisure, to engage in play and to participate in recreational, cultural and artistic activities.**

**Article 32**

The right to protection from economic exploitation and work that is hazardous, interferes with his or her education or harm his or her health and physical, mental, spiritual, moral and social development.

**Article 33**

The right to protection from narcotic drugs and from being involved in their production or distribution.

**Article 34**

The right to protection from sexual exploitation and abuse.

**Article 35**

The right to protection from being abducted, sold or trafficked.

**Article 36**

The right to protection from all other forms of exploitation.

**Article 37**

The right not to be subjected to torture or degrading treatment. If detained, not to be kept with adults, sentenced to death nor imprisoned for life without possibility of release. The right to legal assistance and contact with family.

**Article 38**

The right, if below 15 years of age, not to be recruited into armed forces nor to engage in direct hostilities.

**Article 39**

**The right, if the victim of armed conflict, torture, neglect, maltreatment or exploitation, to receive appropriate treatment for his/her psychological recovery and integration into society**

**Article 40**

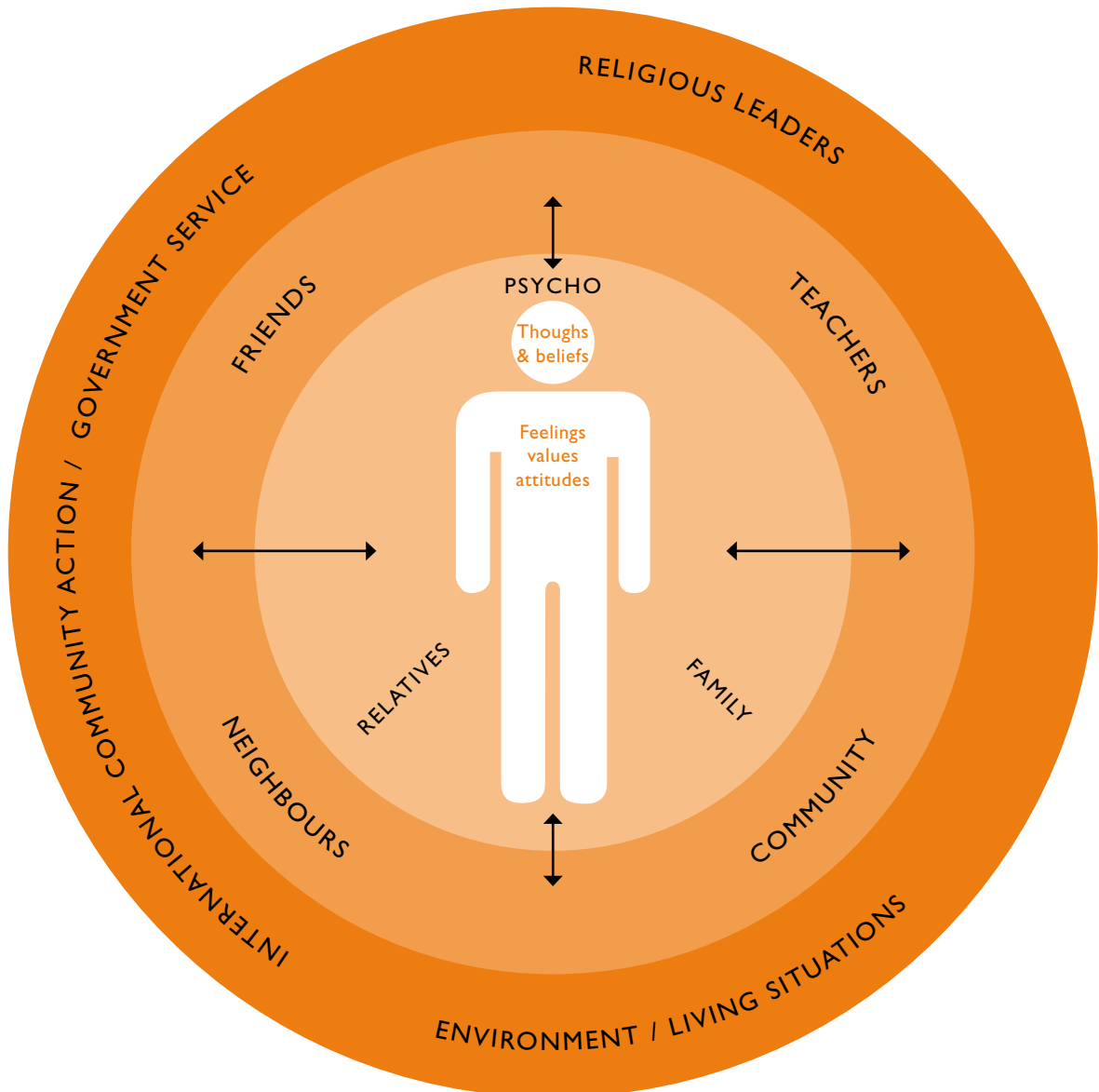
The right if accused or guilty of committing an offence to age appropriate treatment likely to promote her/ his sense of dignity and worth and her/his reintegration as a constructive member of society.

## 4. Psychosocial intervention

### What is it?

**The Story of the Monkey and the Fish.** Monkey saw Fish swimming. He did not know that fish liked water. He sympathized with fish and took it out of the water thinking it would drown. In the process, fish died. Monkey cried and said he was only helping<sup>43</sup>.

The word psychosocial refers to the inter-relationship between **psychology**, (our mind, thinking, emotions, feelings and behaviour) and the **social world** or context in which we evolve, (the environment, culture, traditions, spirituality and interpersonal relationships in the family or community as well as life tasks such as school or work). The table<sup>43</sup> below illustrates the relationship between the person and the community – **psycho** and **social**. The IASC (Inter Agency Standing Committee) Guidelines define mental health and psychosocial support as two complementary approaches covering “any type of local or outside support that aims to protect or promote psychosocial well-being and prevent or treat mental disorder<sup>44</sup>”.



## Why is it useful?

Experiencing difficult or traumatic events can significantly impact the social and emotional well-being of a person. Exposure to violence or disaster, loss of, or separation from family members and friends, deterioration in living conditions, inability to provide for one's self and family, and lack of access to services can all have immediate, as well as long-term, consequences for individuals, families and communities' balance and fulfilment.

One of the most distressing elements for communities can be the loss of structures of support which can make it difficult to rebuild civil society and create a platform for development.

## How can I use it?

Humanitarian and emergency interventions should include psychosocial protection strategies to protect and promote mental health and psychosocial well-being. Because these types of interventions address highly sensitive issues they must be conducted in a socially and culturally appropriate way and take into account the age, gender and diverse backgrounds of the communities. As the fable of the Monkey and the Fish shows, interventions and actions may be conducted with the best impulse of wanting to help, but may in fact create great harm. Interventions should promote resilience among populations and be based on the principles of Human Rights, Participation and *Do No Harm* approach<sup>45</sup>.

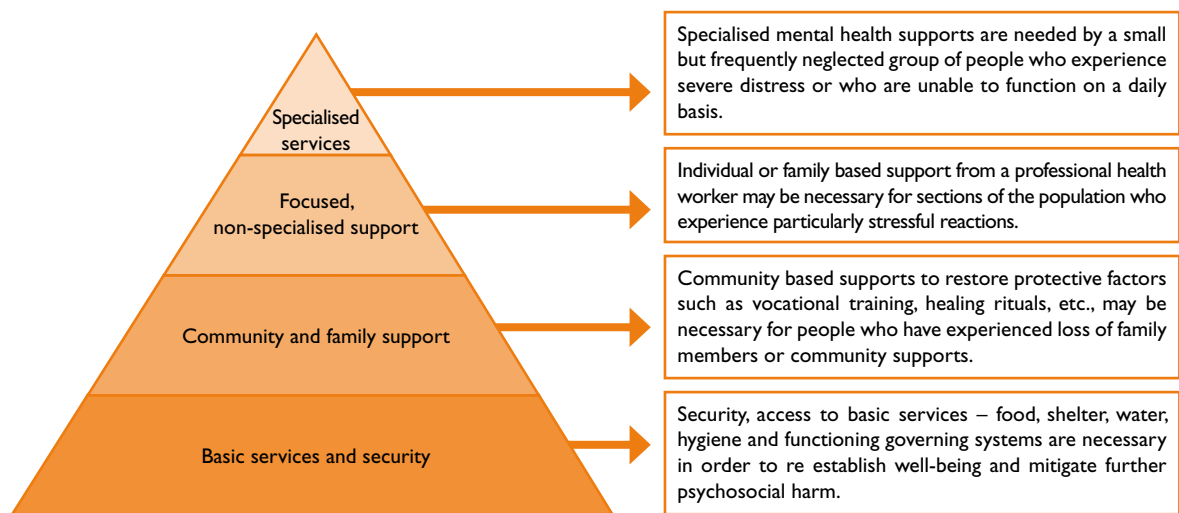
### **Some essential points to remember when planning a psychosocial intervention**

- Psychosocial support is a **transversal** approach – it cuts across many levels of intervention. For example, the ways in which water and sanitation support, shelter and food are provided affects psychosocial well-being and mental health.
- Communities need to be involved as much as possible in the relief effort. This assists with coping and re establishing resilience, as well as developing community support mechanisms.
- Communities have their own support networks already: often it is just a case of discovering what they are and supporting and strengthening them. Many of the supports needed for psychosocial well-being come from inside the community, and need not be provided by outsiders. For example, youth groups, community and women's groups can play a significant role in providing support for community members.
- Do not provide “fragmented” supports to one section of the community only. For example, do not work with children without working with parents and families.
- Not everyone who is affected by a traumatic situation is suffering from severe trauma, or in danger of developing PTSD (Post Traumatic Stress Disorder). Many of the immediate reactions after a traumatic event will decrease over time and not cause long lasting mental health problems. Psychosocial interventions should focus on strengthening existing resilience mechanisms rather than adopting a pathological or diagnostic approach. Remember: a traumatic reaction is a **normal** reaction to an **abnormal** event.
- Look at ways of providing support to staff working on psychosocial programmes, especially if they are from the local community.

The IASC Guidelines also clarify that mental health and psychosocial support requires various levels of interventions, ranging from broad programmes on basic services and security issues, to community and family support interventions and increasingly focused and specialised mental health services. It is therefore necessary to distinguish between interventions that benefit the population at large (non-specialised services) from those interventions requiring a more specialised expertise: all humanitarian actors are expected to contribute to non-specialised responses and to ensure that coordinated referral and response mechanisms are put in place when a more specialised intervention is required (please refer to the below pyramid). **Coordination** among actors is therefore crucial to ensure broad and effective prevention and response mechanisms.

For more information please refer to the *Handbook for the Protection of the Internally Displaced Persons* (UNHCR 2007), from which this module has been developed.

### Intervention pyramid for mental health and psychosocial support in emergencies



The State carries primary responsibility to provide for the psychosocial well-being of the population on its territory and to ensure adequate specialised services through mental health structures. However, in times of conflict or major displacement due to generalized violence or natural disaster, it may not have the capacity to respond to the scale of additional needs and may require temporary assistance from the international community. Training and capacity building are important ways to support communities and to ensure that interventions are sustainable. Strategies to protect and promote psychosocial well-being should strive to promote the re-establishment of stable family and community life and a sense of normality, protect from further harm and mobilize existing care systems within the community.

Other module which can be explored in conjunction with this one:  
2.7. Resilience and psychosocial support



## 5. Participatory Learning Approaches (PLA) and Participatory Rural Approaches (PRA)<sup>46</sup>

### What is it?

Participatory Learning Approaches<sup>47</sup> (PLA) is an approach developed in response to the failure of conventional developmental approaches in meeting the needs of resource-poor people. Participatory Rural Approaches (PRA) is a specific tool used in PLA, and is essentially a set of tools and approaches that uses alternative methodologies to facilitate participation for planning, implementing and evaluating activities. Although originally developed for use with rural people to collect information quickly, this approach is equally effective in situations where people are encouraged to participate and teach outsiders about issues relevant to their lives. In PRA, the knowledge of local people is taken as a starting point and is explored through a set of locally adapted tools.

### How is it useful?

The tools in PRA are designed and can be adapted to be used in a way which is convenient to the local culture in which you are working. In different environments – urban or rural – the tools are designed to discover the reality of people's lives and to give them ownership of the material. This is a method of research that gives the tools to the community, and is not the formerly popular classical notebook and pen style approach. In this way, it is useful for programme staff in order to aim towards participation in the project cycle, and sustainability in terms of the implementation of the programme. PRA is especially effective with children, as the approach is not based on literary sophistication. It uses diagrams, symbols and drawings to gain a qualitative impression of a child's reality, regardless of their verbal or literary competencies.

### How can I use it?

There are many different tools which can be used in PRA. The tools are changing and evolving all the time, so feel free to adapt according to your situation. Methods range from interviewing to group work and mapping – the common link between all the tools is the element of interactive learning and analysis in a structured environment using practical tools. When using PRA with children, it is important to be flexible and to use your imagination. Try to use what is around you – stones or objects found locally if paper and markers are scarce.

Some examples of commonly used exercises or tools are provided further – these can be adapted depending on both the context in which you are working and the participants involved in the activities.

#### 1. Visual sharing: diagrams, maps and models

By creating a visual representation of a physical situation, participants can see, manipulate and discuss the situation. Often when using such tools, the discussion which takes place during the activity is as important as the final activity itself.

Some examples of visual sharing include: seasonal calendars, daily timelines, village maps, problem trees, etc.

#### 2. Ranking exercises

With ranking exercises, comparisons are made or issues compared in order to get a clear look at the benefits or importance of one issue or option over another. Two issues or options can be compared, or more than two, using a matrix of options and criteria. For example, the importance of different sources of income, the most important reasons to send girls to school, the most important reasons why girls are not sent to school, etc.

References and further tools can be found on: [www.cngo.org.np/pdf/participatoryrural.pdf](http://www.cngo.org.np/pdf/participatoryrural.pdf)  
[www.cngo.org](http://www.cngo.org)

## Example of a timeline exercise with children

### What is it?

A tool used to look at the activities and daily routine in the life of child or adult.

### Why is it useful?

This is particularly useful when looking at what children do during the day. For example, if we want to look at a child's role in their family, it is useful to look at what the child does, and the different responsibilities of girls and boys, for example. With children who work, it helps us to see exactly what they do. If you want to know about special cultural events or important markers in a child's life, you can do this exercise for a particular day or with a specific emphasis – school, work, birthdays, etc.

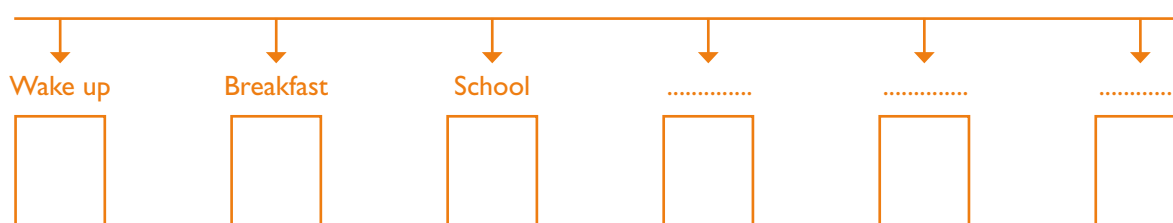
You can also use this to teach children how to tell the time, by drawing the clock under each point.

### How can I use it?

Materials needed: paper, markers or chalk if drawing on concrete, dolls, toys, items which symbolise different elements of a child's day – adapt as required. Ideally, this activity is best done in very small groups – no more than five with one facilitator. The discussion which takes place around the timeline is very important in order to get an idea of the child's feelings regarding what they do each day.

1. Explain that you would like to know what the child does every day, and that we will make a visual map the child can take home<sup>48</sup>. If the map is produced with objects, try and take a photograph of it so that the child can have the picture afterwards.
2. On a large sheet of paper, draw a horizontal line. Ask the child what time she gets up in the morning, and put that time down at the starting point. Ask the child to draw a picture of themselves in their bed – what does it look like? What colour is the sheet? Do they have their own bed or room? If the child prefers, you can place symbols along the line to indicate the activity instead, for example, a doll for playing, and a pillow to indicate sleeping. This depends on the materials you have available and the comfort level of the child.
3. Continue with all the activities in the day – eating, getting dressed and washed, going to school or work, helping at home, coming to the Tdh centre etc., all the way along to bed time.
4. Discuss and compare the timelines with the other children and see where the similarities are.

Example: (with words or pictures or both)





## Example of a Venn diagram exercise with parents

### What is it?

This is a useful and simple tool for analysing the pros and cons of a central question, or the external factors affecting an issue. It allows participants to discuss, negotiate and allocate levels of importance to a theme.

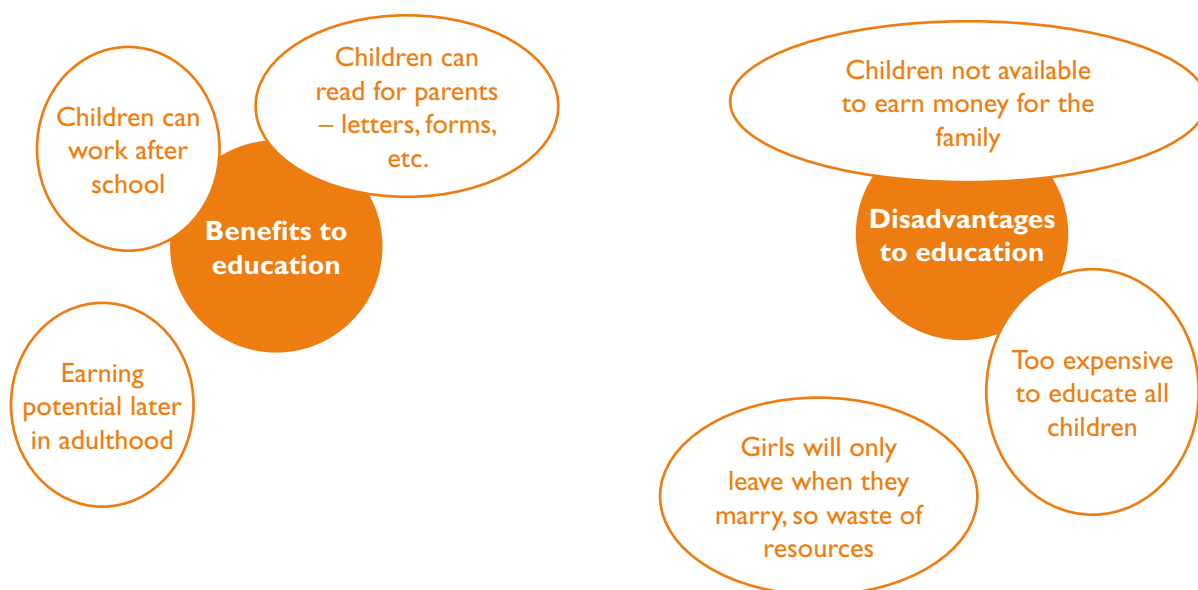
### Why is it useful?

The discussion, process of negotiation involved, and the process itself gives a lot more than the final product. In other words, a clear picture of the importance of the central topic or question is given, but we also gain insight into the opinions of the participants and their ways of negotiating.

### How can I use it?




Materials needed: paper and pens / chalk on ground.

1. Brainstorm around the issue and note down everything said by the participants. For example, “What are the benefits and disadvantages to sending children to school?” Carefully document the responses for benefits and disadvantages.
2. Reduce the list down to the main points on which everyone agrees. If there is one person who feels very strongly about a particular point, allow it to stay.
3. Rip two circles of paper roughly the same size, and write “Benefits” on one and “Disadvantages” on the other. Place them on the floor a distance away from each other.
4. Rip up one piece of paper for each positive and negative point.
5. The participants must place them on the floor beside the central “Positive” or “Negative”, the closer the point to the central paper, the more important it is. Participants discuss and decide where to place each piece of paper.




We can now see that being able to work after school is more important to the parents than their earning potential later in life. The expense of education for children is currently a bigger concern to the parents than the fact that girls will leave and take their knowledge with them on marriage.

## Endnotes

- <sup>40</sup> Some of these games are taken from the manual "Laugh, run and move to develop together: games with a psychosocial aim", Terre des hommes, Lausanne, 2007 
- <sup>41</sup> Much of the information in this module is taken from Child protection Toolkit for Schools, Chapter 4, Terre des hommes Albania, 2008
- <sup>42</sup> Summary of UNCRC by Save the Children and UNICEF taken from Handbook for Teachers, AVSI, Kampala, Uganda, 2003
- <sup>43</sup> Handbook for Teachers, AVSI Uganda, 2003 
- <sup>44</sup> IASC Guidelines on mental health and Psychosocial support in Emergency Settings, Geneva, IASC 2007   
<http://www.humanitarianinfo.org/iasc/content/products>
- <sup>45</sup> Do No Harm: How Aid Can Support Peace - or War, Mary Anderson, Boulder: Lynne Rienner Publishers, February 1999
- <sup>46</sup> "Participatory Rural Appraisal, PRA, Working Instruments for Planning, Evaluation, Monitoring and Transference into Action (PEMT)", Swiss Agency for Development and Cooperation (SDC), January 1997
- <sup>47</sup> Also called "MARF" in French – Méthode Accélérée de Recherche Participative
- <sup>48</sup> If the child takes the map home, remember to document the map beforehand – either copy it manually, or take a photograph. If copying it, check with the child to ensure that he agrees with your version

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