

# ARC resource pack

## Training manual



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This training manual is one of the following documents included in the **ARC resource pack** CD-ROM to ensure you can make the most of the modules in the pack.

- User guide  
*An introduction to the ARC resource pack and the relationships between modules.*
- Training manual  
*Advice and ideas for training with ARC resource pack materials.*
- Facilitator's toolkit  
*General guidance on how to be an effective facilitator, with step-by-step introductions to a wide range of training methods.*
- Definitions of terms
- Acronyms

The modules in the ARC resource pack are:

**Foundation modules**

- 1 Understanding childhoods
- 2 Child rights-based approaches
- 3 Programme design
- 4 Participation and inclusion
- 5 Advocacy
- 6 Community mobilisation
- 7 Psychosocial support

**Critical issue modules**

- 1 Abuse and exploitation
- 2 Education
- 3 Children with disabilities
- 4 Sexual and reproductive health
- 5 Landmine awareness
- 6 Separated children
- 7 Children associated with armed forces or armed groups

All modules include:

- **study material** giving detailed information on the module's subject and a list of further reading
- **slides** giving key learning points and extracts from the study material, offering a useful resource when introducing training events and exercises
- **training material** for participatory workshops that comprises **exercises** giving practical guidance for facilitators and **handouts** for participants.

**Cover photograph**

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## ARC training

Having read the **User guide**, you will be familiar with the structure, layout and contents of the ARC resource pack as well as the type of capacity-building interventions it promotes and ARC's primary target groups.

In your role as a capacity builder, you are likely to be involved in one or both of the following.

- Advising and negotiating with managers who are planning capacity building, either within their own teams or on an interagency basis.
- Leading or facilitating training and briefing events.

This training manual provides advice and ideas to support both of the above, as well as a list of exercises and energisers for any workshop using content from the ARC resource pack. As noted in the User guide, the ARC materials are extensive and comprehensive and it is not intended that an ARC workshop will cover all 14 ARC modules. Rather facilitators, together with planning groups and commissioning managers, should determine which issues are of most relevance for their particular context and train on those issues.

The structure of the ARC resource pack also makes it possible to train on a critical issue through the lens of the **Foundation modules**. For example, a five-day training on separated children might include sessions on advocacy, participation and/or community mobilisation using those Foundation modules. Or it may be useful to train participants on the programme cycle using separated children as the issue and doing exercises on situation analysis, programme choices and implementation and monitoring and evaluation. Furthermore, elements of the ARC resource pack may be used in conjunction with other training materials such as the *Interagency introduction to child protection in emergencies CD ROM*. Above all, the ARC material is intended to be adapted to the particular context and material chosen from the pack depending on the training needs.

The ARC resource pack assumes that the user will have a basic understanding of what child protection is and some of the main programmatic interventions. If this is not the case, it will be necessary for the facilitator to supplement that information from other sources.



## ARC facilitator's role

There are many ways to build the capacity of personnel to protect children and promote their rights in emergency and humanitarian settings. The ARC resource pack can be used for a number of different types of workshops, and there is a considerable body of exercises, materials and information which can be used in different combinations depending upon the outcome required.

Facilitators are well placed, and have an important role in guiding managers and workshop planners on how to make best use of the pack as a resource.

Before starting on detailed guidance, it's useful to take time with commissioning managers to reflect on the bigger picture and ensure the following.

- Is there clarity as to what the capacity-building workshop using the ARC resource pack is contributing towards? **The bigger picture** There is always a risk that an ARC workshop is conceived of as a one-off event necessary only to tick the box for child protection capacity achieved. Sample programmes 2 and 3 illustrate the potential complexity of even an internally orientated capacity-building workshop. Is the ARC workshop adequately conceptualised as a contribution to a bigger change in the enjoyment of children's rights and child protection?
- Does the commissioning manager have a clear idea as to the outcome of the workshop and the need to provide appropriate leadership and follow-up? Is there possibly also a need for a managers' workshop or briefing to ensure that the managers are clear about what is involved in building capacity to promote and protect rights?
- Is there a clear sequence into which the workshop fits? As a facilitator do you know what comes before and what will follow? ARC workshops will rarely stand in isolation, and their position in the flow of project activities may be critical.
- Is there a plan for follow-up? Capacity development workshops that take place without an explicit expectation of follow-through are potentially a waste of time and possibly counter-productive for the participants.
- Is there a clear logic as to who is to participate in the workshop and why they have been chosen? The ARC resource pack has been brought together in the first instance as a resource for those working with issues of child protection in emergencies. Its utility, however, is not just for child protection workers, as all who work in humanitarian emergencies will potentially have an impact on the enjoyment (or lack thereof) of children's rights and have a child protection component in their responsibilities. There will be occasions where it's appropriate to bring together a whole team or practitioners from all agencies working on an issue to make sure that all share the same knowledge and skills, and are similarly motivated and led.
- Have language, previous skills and knowledge levels been ascertained and considered? Are there language and translation factors to take into account? Will ARC materials require translation? If so, can you identify someone who is competent with the child protection and rights-based vocabulary concerned?



### Planning an ARC workshop

Capacity building can take place in many different ways, eg. briefings, meetings, workshops, on the job training. This section primarily refers to workshops, but ideas and suggestions may be adapted for other capacity-building efforts.

A workshop may take a few hours, a full day, a few days, a week or longer; it may also consist of a number of days spread across a few weeks or a sequence of sessions building on each other spread over several months. Whatever the length, and whatever the content, there are a number of critical steps which need to be taken to ensure that the participants are part of a well-planned and well-facilitated event.

Ideally this involves the facilitator working with a small *planning group* of resource people who have a good understanding of the local area and the targeted training group and reporting to a commissioning manager. Please refer to the **Facilitator's toolkit** for detailed guidance on how to design and implement a participatory workshop.

The exercises and training materials for the ARC modules are organised as follows.

All ARC modules provide sets of **exercises**, **handouts** and **slides**.

**Exercises** all begin with a **purpose** statement, the expected **timeframe** and a list of **resources** needed.

Facilitators need to ensure that they have a basic supply of tape and adhesive to allow for joining flipchart paper and sticking up cards.

The **method** of each exercise is presented as a numbered list of instructions.

**Handouts** supporting particular exercises start with the title of the corresponding exercise.

**Slides** can be used to introduce the subject matter of exercises, particularly the **key learning points** from the **study material** of the relevant module.

At the end of the study material for each **Critical issue module**, there is a short section which provides ideas for facilitators on a possible training sequence for Critical issue modules, containing objectives for what participants should know by the end of a training session on each of the topics.

It is intended that the ARC website will provide a resource for further materials such as sample programmes from trainings so that facilitators can share ideas, materials and examples of best practice in capacity building using the ARC resource pack. At a minimum, the website will contain the 2009 edition of the resource pack and information on upcoming workshops.

For more information visit: <http://www.arc-online.org>

### Facilitating an ARC workshop

Establishing strong child rights foundations is an important part of capacity building using ARC materials.

The workshop environment is an ideal setting to demonstrate ways in which a rights-based approach can be applied to emergencies. Through the workshop the facilitator can:



- ensure that participants are able to meet responsibilities and be accountable to others
- encourage participants to actively involve themselves and to contribute their knowledge, ideas and opinions throughout the workshop
- assist the group to recognise and deal with issues of exclusion or discrimination.

This section of the Training manual includes guidance and materials to assist a facilitator in tackling rights-based concepts and principles and to actively reinforce them through integrating them into the working and process of the workshop itself. It includes.

- Building opportunities throughout the workshop to make rights real.
- Ensuring that principles of participation, inclusion and accountability are embedded in the workshop at all stages.
- Proposing a number of key exercises that can be applied and adapted in most ARC capacity-building events.

### **Making rights *real* in workshops**

Those participating in an ARC workshop, particularly the more senior participants, are often under considerable time pressures; they spend a lot of their time in meetings, writing reports and seeking funding. Contact with the realities of the lives that they are working to improve may be difficult to achieve.

There is always a risk that an ARC workshop can be a dry exercise, achieved in the abstract with little relationship to the actual reality of people's lives and the challenges that they experience. There are a number of tools and techniques that can be mobilised to counter this.

### **Field visits**

These provide an opportunity to explore aspects of the reality of the lives of people in humanitarian settings. In a general workshop, simply setting aside time to undertake a transect across a community and then asking participants to map institutions that are relevant to rights can provide contextual material that can bring depth to discussions (see **Foundation module 4** Participation and inclusion, **Section 5, Exercise 8**).

### **Videos**

These can, if appropriately chosen, provide depth and some personal perspectives to otherwise dry exercises; especially if accompanied by written case study details that fill in on missing information that can be the basis of an analysis exercise.

### **Personal reflections**

Everybody lives in an environment where rights are a part of the social order. Most people over the past 20 years have (perhaps unknowingly) been witness to a process where social norms about children have changed. One way to assist in internalising the relevance of rights is to ask participants to reflect on the *rights relationships* relating to their own family environment. For example, to familiarise participants with the duty bearer mapping exercise (see **Foundation module 3** Programme Design, **Section 3, Exercise 2**), it may be sufficient to ask participants to map all those duty bearers who are involved in their own children's right to education, or to protection. This can then





be challenged. For instance, who would take what responsibility if something changes or something goes wrong?

It can also be useful to ask participants to develop timelines, tracing back an attitude or a social rule through several generations.

- In your grandparents' day, who took responsibility for (decide on a set of responsibilities) and what were their objectives?
- In your parents' day, who took responsibility for given responsibilities?
- From your own experience, who takes responsibility for them now?
- In the future, how will these responsibilities be apportioned when your children are your age?

Some care may be necessary when engaging with the participants' personal experiences as we don't know whether participants themselves have experienced violations of rights.

Ensuring that principles of participation, inclusion and accountability are embedded into the workshop at all stages:

The workshop's **bill of rights** will most likely include references to a number of participation-related rights and responsibilities. These may have implications on the ways in which exercises and processes are structured.

### The right to an opinion

In many situations there are no absolute positions or answers. Exercises in which there is discussion that might elicit different points of view should be structured in a way that allows participants to express their ideas, without feeling bad or wrong about their response.

Establishing a line with different points of view at either end, and asking participants to place themselves on the line depending on their position on the issue, can provide a means by which individuals (who may not otherwise volunteer ideas) can be asked to explain their view or reasoning. Use of such an exercise reinforces the point that everyone is different, and everyone has a set of personal circumstances and socialisation that will determine where they stand on an issue. Simultaneously illustrating that potentially contentious positions can be discussed in a principled way without resulting in polarisation can contribute to a valuable skill.

Setting up a debate can provide similar opportunities for getting different perspectives on to the table. Participants can either speak from their own perspective, or endeavour to represent the perspective of groups known to take opposing points of view.

Discussions will doubtless continue outside of scheduled workshop time; this may particularly be the case with contentious issues. It can be valuable first thing in the morning to provide time for participants to share any ideas or thoughts that came from the more social contact in the evenings. To assist the less forward participants in formulating an input, ask participants to pair off, and then to *Buzz* (talk as a pair) for a few minutes about something that they may like to share. The *Buzz-time* gives participants time to get their thoughts in order and shape their input. The facilitator then has an opportunity to ask each pair in turn if they have anything they'd like to share.



### Review methods and accountability

Throughout the workshop, it is the responsibility of the facilitator to ensure that the workshop sequence, content and process are truly responding to the participants' needs and expectations. It is important to recognise also that, as the workshop proceeds, participants' needs may change or develop; that more emphasis than anticipated is needed on some topics, while other topics are covered more quickly than anticipated. ARC facilitators must be prepared to be flexible and responsive. The net result will be a more effective workshop and happier participants, who feel that their views have been heard and applied.

In order to ensure that the workshop is responding and adapting according to emerging needs, ARC facilitators need to build in ample and regular opportunities for feedback throughout the workshop. The following ideas may be helpful.

### Daily review groups

At the beginning of the workshop, divide participants into groups of five or six people. Explain that they will meet at the end of each day to consider how well the workshop is achieving its objectives, and to make recommendations for the following day. Three key questions will be put to them for discussion:

- 1 What went well today? Why?
- 2 What did not go well? Why?
- 3 What suggestions or proposals are there for tomorrow?

At the end of their group discussion, ask one member of each group to report back. Adapt the workshop accordingly (if necessary). Allow some time the next morning to explain what each group suggested and how you have responded.

### Participants' reflection time

These same groups can be asked to take turns to develop a short reflection exercise at the beginning of each day. The exercise should be no longer than ten minutes, and it should provide an overview of the **key learning** from the previous day. Encourage innovative ways of sharing the reflections (this could include a news broadcast, a quiz, a role play or questions and answers).

### Talking walls

Post a blank sheet of flipchart paper near the exit, and encourage participants to use it to express any thoughts or ideas that are relevant to the workshop.

Make use of break times. Some of the best feedback is provided informally during break times. Ensure that you use this space effectively to monitor the progress of the workshop.

The **Facilitator's toolkit** provides a wealth of exercises that promote participation in ARC workshops. The exercises that follow are participatory exercises that focus specifically on promoting a better understanding of rights-based approaches.

## ARC's core workshop exercises

This section provides suggestions for exercises that can be used at different stages during ARC workshops. It should be noted that, although numerous other exercises are provided (attached to each Foundation module and Critical issue module), the exercises and ideas provided in this section are likely to form the core exercises for your workshops.

### Exercises which prepare the ground or model working within a rights-based approach

#### Exercise 1

*Developing a workshop bill of rights*

At the heart of rights-based approaches (RBA) is the concept of the **rights and responsibility relationship**. For some, what may be the abstract nature of such a concept may be eased by seeing it in action in a practical, everyday setting.

This exercise can be used to establish a social contract between the workshop participants to manage their relationship and any problems that arise during the period they are together, as well as a framework for interacting with the facilitator. This practical application of defining rights and responsibilities, and having a system to manage challenges to this relationship, not only has practical value for the workshop process, but also provides a simple illustration that can be referred back to when discussing core concepts of RBA, and tools for engaging with communities.

The steps of the exercise and the learning opportunities are as follows.

Task	Learning possibility
<p><b>1 Defining rights and responsibilities</b></p> <p>Divide the participants into four groups and provide each with 10 sheets of paper.</p> <p>Remind them that they have familiarity on what makes a good workshop and they can think of the ideal situation they would like to experience.</p> <p>With this in mind, two groups are set the task of identifying <b>rights</b> they would like to enjoy in the workshop so as to get a good process and outcome. The two remaining groups are independently tasked with identifying <b>responsibilities and duties</b> to others that should be observed.</p> <p>Groups work separately for 10 to 15 minutes, following which the two rights groups are asked to merge their rights, and the two responsibilities groups are asked to merge their statements of duties.</p>	<p>Ask the participants to reflect on how much the expressions of rights and responsibilities overlap between the two groups when they merge. There is likely to be strong correlation. Why?</p> <p>It's likely that participants will identify a range of rights, civil and political, but also economic, social or cultural rights. You can then ask them to categorise the inputs into different types of statements.</p> <p>By dividing into four groups we are improving the possibilities of diverse interests being heard. Ask: Could this be improved? For example, should we have one male and one female group for each of the rights and responsibilities and then bring them together? Should we have groups representing, for example, different cadres, different agencies? What would happen?</p>



What would be the advantages and disadvantages?

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**2 Relationship between rights and responsibilities**

Invite one person to represent the **rights** and one to represent the **responsibilities**. First, the rights representative places a paper with a right on the wall. The responsibility representative is invited to find a duty or responsibility that corresponds to the right. Their groups can assist. The matching of rights and responsibilities continues until all matching rights have been put on the wall and matching duties identified. At the end of the exercise, review whether any rights are without identified duties, any responsibilities, without rights. Ask for suggestions to fill the gaps.

The main lesson from this part of the exercise is the expression of duties alongside rights. Making this link is central to rights-based approaches.

Often people are presented with thoughts of rights without a corresponding discussion of responsibilities.

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**3 Negotiating a rights relationship**

Ask the participants whether the expression of rights and responsibilities that they've developed will provide an adequate framework to guide the workshop environment. Does anything need to be added? When it's complete, ask how they might like to formalise the statement they've developed.

The process of agreeing and codifying a statement that they will be bound by provides opportunities to explore different decision-making tools. For example, does everyone vote, or only ask if anyone has an objection? What are the alternatives, advantages and disadvantages?

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**4 Maintaining the relationship**

Once we have a statement, a volunteer can make it into a formal **Bill of rights and responsibilities**. Ask participants how they would like to use the tool they've just created and test it. For example:

- 1 If someone does not respect another person's rights, how would they deal with it?
- 2 If the bill of rights is found to be missing something, or to be in need of adjustment, how could this occur?

Provides an opportunity to consider in a real environment how a group of people committed to a common aim actually manage challenges as they arise. Try to get a scale of responses from talking to the rights violator and remind them of their commitment to identify a person who will take it up on the behalf of the group. Seek to identify occasions when issues could be raised, and proactively suggest that the review at the end of the day can be a regular opportunity for dealing with 1 or 2.

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*See Foundation module 2 Child rights-based approaches, Section 1, Exercise 1 Developing a workshop bill of rights*



**Exercise 2**

*Exploring participants' confidence in applying rights-based approaches. Scattergram.*

Make four copies of the scattergram below on flipchart paper.

- 1 Divide the participants into four groups and give them the scattergrams.
- 2 Hand out seven sticky dots to each participant and ask each of them to place a dot where they see their experience (5 = high, 0= none).

In plenary, summarise their level of experience and support in RBA.

- 3 At the end of the workshop, ask the participants to revisit this chart and, using a dot of another colour, paste the dots at the level they now feel confident. This provides a useful visual for demonstrating how much they have gained from the workshop.

**Scattergram**

Statements	0	1	2	3	4	5
<i>How would you score your own...</i>						
Conceptual clarity about (child) rights-based programming						
Practical experience you can bring to bear on (child) rights-based programming						
Peer environment (ie. within the group of work colleagues with whom you have the most contact)						
Level of support from your manager						
Level of institutional supportiveness you enjoy						
Confidence using CRP/RBA/HRBA in regular development work						
Confidence using CRP/RBA/HRBA in emergency situations						

*See Foundation module 2 Child rights-based approaches, Section 1, Exercise 2 Exploring participants' confidence in applying rights-based approaches. Scattergram.*



## Exercises which explore issues faced by children when their rights are denied or unfulfilled

### Exercise 3

#### *The powerwalk*

The bill of rights for the workshop will most likely include references to aspects of discrimination that concern participants. At its most general level, it could be to ensure that there is adequate space for all to be able to contribute. It may be that issues of gender, caste, or disability need to be factored into the workshop process.

This exercise is a tool to ground participants in the realities of the situations in which they are working. It provides a valuable introduction to situation analysis and implementation choices around particular critical issues.

In summary, the exercise immerses each participant in one of a range of identities. These identities can be tailored for the group but will include at one end of a continuum those who are especially marginalised (the identities supplied by the facilitator can be linked to the critical issue being explored) and at the other, those with power, responsibility and influence. The exercise is very visual. Participants are placed in a line and are asked questions. Each time they can answer yes, they walk one step forward. The questions all relate to rights, and can be tailored to the specific issue as well. Over the space of the 20 questions in the exercise, participants experience different levels of marginalisation and advantage. By the end of the exercise participants will be well spaced, with some having answered yes to most questions and some to fewer. This provides a jump-off to discussions.

- How much would their assumed identities know about the rights inherent in the questions?
- How confident are they, as participants, in the knowledge of the rights that are there?
- How much would their assumed identities recognise the responsibilities?
- As participants, how much do they actually know about the reality of the lives that they represented in the powerwalk? Is there a danger of stereotyping? How can they avoid making inappropriate judgements in real life? This can lead to a discussion about from whom people actually find out information.
- How did it feel, either to be disadvantaged, or to be in power?
- What does this say about the people with whom anyone interacts, and what are the implications?
- Can the duty bearers in the powerwalk line-up be identified?

*See Foundation module 1 Understanding childhoods, Section 1, Exercise 1 Powerwalk*



## Exercises that assist participants in identifying and prioritising rights relating to particular critical issues

### Exercise 4

*Using cards to build understanding of legal instruments*

Rights-based approaches draw on the legitimacy of human rights instruments in which rights are precisely codified. Participants in ARC workshops will be exposed to this written material at a number of levels.

- At a general level, capacity building will require participants to understand the scope and range of rights in existence and they should be prepared to analyse them. In order to make decisions that take children's best interests into account, a basic awareness of the range of rights that children possess is essential.
- When anyone needs to engage with specific critical issues, the awareness of the actual language of the right becomes more critical as this is the working tool, the legal lever, the standard against which the state is monitored.

Full text versions of legal instruments should always be available, at the very least for reference. In many cases the actual rights that will be explored, and used in capacity building will be limited to those that are relevant to the specific issue. **Topic 2** of each **Critical issue** module provides pointers as to the relevant human rights, humanitarian or refugee law texts. Facilitators can make handouts of the relevant legal texts for participants to take with them.

In workshop exercises, reading dry text or having it presented in lectures can be dispiriting. One technique is to ask participants to analyse or explore rights articles in group work so that they are required to read and discuss the content. Articles of the CRC, for example, can be printed one article each on sheets of paper, and then posted in a line around the wall as in a gallery. Different groups can be tasked to identify specific features. For example, where does the principle of best interests occur in articles? Where are rights of responsibilities of parents mentioned? What does the CRC say about the role of the state? And so on.

Facilitators can make cards of CRC articles by putting them on PowerPoint slides and printing them, four slides to a landscape page to conveniently use on a table. A favourite method is to sort cards into different categories, such as rights to protection, to development, to participation and to survival. The fact that strict categorisation is not possible provides lots of possibilities for discussion both in group work and in plenary. A more detailed exercise asks participants to organise the rights in the CRC into the categories used by the Committee on the Rights of the Child in their monitoring guidelines.

Simplified versions of rights instruments can be useful for achieving a general idea of the scope of rights that have been established. There are a number of versions available, tailored to the interests and reading skills of different users. Care should be taken however to make sure that participants do not understand these to be legal texts, for which they should use the full versions. **Foundation module 2** *Child rights-based approaches* contains exercises to help develop an understanding of the legal framework for child protection.



*See Foundation module 2 Child rights-based approaches, Section 2, Exercise 1 Using the CRC in emergencies and Exercise 2 The legal framework for special protection of children in emergencies.*

## Exercises to use alongside tools for situation analysis, implementation strategies and monitoring & evaluation Topics 3 to 5 in critical issue modules

### The Arcodia case study

This case study has been developed specifically for ARC workshops. It should be used alongside the **Guidance for training on critical issues** which appears at the end of each of the study material of the Critical issue modules. It has been developed to minimise the risk that participants will argue over the details of case study environments, or get bogged down in details from real situations. This is especially relevant when participants are practising the use of assessment and analysis tools.

The case study is modular, building on a common geographical description and descriptions for critical issues. The aim is to provide just enough information to provide good examples in practical use of the assessment and analysis tools. Four variations are given for each of the following:

- Government structures (from weak to strong)
- International communities (from weak to strong)
- Civil society (from weakly to strongly developed)

The examples used were developed for an East-Africa-based ARC workshop, and while the general ideas are probably valid in any setting in the world, facilitators may wish to adapt the case study to better reflect the setting of the region in which the capacity building initiative is placed.

The case study variations are printed on cards. Participants are provided with the card describing the imaginary country environment of Arcodia and the critical issue with which they are tasked. They then pick remaining parts of the case study randomly so that they build up their own unique case study.

Cards describing the country setting, the manifestation of the critical issue, and the nature of an imaginary organisation by whom you are employed will be common to each group, while the other three are variables.

*See Foundation module 3 Programme design, Section 3, Handout 3 The Arcodia case study*

### Introductory exercises and energisers for ARC workshops

#### Introduction of participants

##### Method

- Facilitator asks participants to pair up with a person they have never met before.
- Facilitator gives out the **Participant introduction sheet** (included as a handout on the last page of this manual) and asks participants to fill it out with their partner's name, nationality, job title and responsibilities, experience in humanitarian work and





experience of using the ARC resource pack, and then draw a picture of the other person in the space provided at the top of the sheet.

- After 10 minutes of introduction, participants are asked to introduce their friend to the other participants.
- The drawings of participants are put up on the wall.

### **Energiser 1** *Crossing the river*

#### *Method*

- 1 Facilitator divides participants into two teams.
- 2 Facilitator draws a river, puts participants all on one river bank, and then tells them that they have to get to the other bank quickly.
- 3 Facilitator explains that there are crocodiles in the river and that they can only get across by using stones (pieces of paper).
- 4 Facilitator hands out 3 pieces of paper to each team (which is not enough to cross the river), and tells participants to go.

#### *Conclusion*

Participants are not successful to cross the river if they do not communicate within and between the teams. Therefore, in an emergency situation there is a need to cooperate between agencies in order to protect children, as well as to make a plan on how to respond to the situation.

### **Energiser 2** *House and child*

#### **1** *Method*

- 2 Facilitator asks participants to get in groups of three, with two participants facing each other with hands joining, representing a house. The third person stands in the middle, representing a child.

It is important that the child needs to have a house.

- 3 When the facilitator says *child*, the child needs to find a new house (two other participants representing a house). When the facilitator says *house*, each house must try to find a new child to be in the house. *Storm* means that both child and house must break up, change their roles, and form new groups of a houses and children.
- 4 Facilitator then asks the feelings of those children who do not have houses in which to live, and the feelings of the houses and children when disaster (storm) occurs.

#### *Conclusion*

This game relates to child protection issues when there is an emergency. It is important to see the situation and understand how people feel about it, particularly those representing children. There are a number of negative impacts on children when disaster occurs, such as sadness, confusion and loss. On the other hand, the house may be the organisation which gives assistance to the internally displaced person (the child) who experiences the chaos, but may not have a systematic approach to reach out to children. It is important to have a system in place and recognise child-rights approaches during the assistance of children in an emergency.



## Sample workshop programmes

### Introduction

Each humanitarian situation is a unique combination of settings and actors, and each will have its own timeframe and phases. Sometimes this may cover a short period of days and weeks, other times longer, even to the extent of being multi-generational in timescale. In some instances a steady background of emergency events provides an incentive to develop skills, capacity, systems and coping infrastructure in advance of a regular humanitarian need.

In all these situations capacity building for child protection is unlikely to be as straightforward as a one-off workshop, and will inevitably involve a number of inter-related capacity-building initiatives. To achieve sustainable improvements in children's rights and child protection, managers will need to consider a broad scope of interventions and not respond solely to symptoms. Two examples are given below to illustrate the potential complexity of this process.

- 1 At one end of the spectrum is the field office of a humanitarian agency wishing to improve child protection practice in its own working environment and its own staff contingent. Two discrete capacity-building interventions are immediately evident.
  - Strengthening child protection activities by staff personally.
  - Creating a management environment and systems that can sustain child protection activity in the work environment as a norm, including creating awareness and understanding among non-child-protection staff on the importance of child protection and the need to invest in staff capacity that involves resources, time and commitment.
- 2 At the other end of the spectrum the objective may be to establish a child protection system in a community stressed by an emergency or in a long-term humanitarian setting, to assist the government and other structures in its task of establishing an appropriate system. In this more programmatic example, interlinkages between children, community members and leaders, government workers and leaders, and the role of the agency will be important. Initial planning workshops should endeavour to identify these linkages, capacities and interrelationships between different levels of responsibility for the rights involved. Capacity-building roll-out should be designed in such a way that each level of responsibility is supported by, and can support, others. Responsibility and capacity gap analysis can be used as tools to analyse and identify appropriate interventions.

As will be evident from some of the entries below, the ARC resource pack should not be expected to provide all end materials for all potential users. Rather ARC materials can also be used as a source (there may be others) to develop more locally applicable materials.



### Sample training programme 1

*Five-day ARC roll-out workshop for managers and ARC supporters*

This five-day workshop is designed both to familiarise agency managers and ARC supporters with the ARC resource pack and to provide them with an opportunity to develop their own capacity-building and roll-out strategy for ARC.

The workshop provides participants with an opportunity to familiarise themselves with:

- the **User guide** and this **Training manual**
- **Foundation module 2** Child rights-based approaches
- **Foundation module 2** Programme design
- **Foundation module 2** Participation and inclusion
- **Foundation module 2** Advocacy
- one **Critical issue module** of their choice (although a limit of four different Critical issue modules altogether is suggested).

#### Workshop objectives

- To promote interagency cooperation in working for child protection in humanitarian situations.
- To build child protection capacity in the region.
- To promote the ARC resource pack in the region.
- To work with the participants to design a realistic and achievable roll-out strategy for ARC in the region.

#### Preparation

The facilitator will need to contact all participants well in advance of the workshop to ensure that they are able to come to the workshop having read the relevant modules, and also to negotiate with them which of their Critical issue modules they will be studying in the workshop.

The facilitator will prepare a comprehensive information pack for the participants which includes:

- all relevant handouts.
- relevant reading lists.
- the workshop task for days **3** and **4** which can be found at the end of the sample programme table.



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**Day 1**

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**Session 1**

8.30 to 10.30

Welcomes and introductions

Welcome and introductory exercise

- Expectations and concerns
- Clarifying objectives for the workshop programme
- Workshop bill of rights exercise

**Foundation module 2,  
Section 1, Exercise 1**

- Participant introduction handout

- Workshop objectives and programme

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10.30 to 11.00

Break

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**Session 2**

11.00 to 12.30

Introducing the ARC resource pack

- Presentation  
Background to the ARC resource pack  
Questions and answers
- Presentation on the User guide:  
who is the pack for, how is it organised; What's in it;
- Facilitate discussion exercise around the two sample capacity building plans (in sample programmes section of the Training manual)

Facilitated questions and answers on this presentation

The ARC resource pack CD-ROM

Copies of the User guide from the CD-ROM

Copies of the Training manual

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12.30 to 1.30

Lunch

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**Session 3**

1.45 to 3.00

Children in humanitarian settings

Exercise to stimulate thinking about the potential impact of protection issues on children

- Very brief review of **Foundation module 1**  
Understanding childhoods
- What constitutes a humanitarian setting?  
Brainstorm and facilitated discussion
- How might this impact on the lives of children?

**Foundation module 1**

Understanding Childhoods,

**Section 1, Exercise 3** Exploring children's evolving capacities and **Section 1, Handout 3** Task description list.

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3.00 to 3.15

Break

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<p><b>Session 4</b> 3.15 to 4.45 Core concepts of child-rights based approaches</p>	<p>Participant audit of levels of confidence in rights-based approaches</p> <ul style="list-style-type: none"> <li>● What is ARC’s rights-based approach?</li> <li>● Group work: challenges and opportunities for applying RBA in your organisations</li> <li>● Plenary discussion to address some of these challenges and to stress opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Foundation module 2</b> Child rights-based approaches <b>Section 1, Exercise 2</b> Scattergram</li> </ul>
<p>4.45 to 5.00 Daily review session</p>	<ul style="list-style-type: none"> <li>● Home groups <ul style="list-style-type: none"> <li>– What did you like about today?</li> <li>– What was not so good?</li> <li>– Why?</li> <li>– Suggestions for tomorrow</li> </ul> </li> </ul> <p>One representative from each group to report to facilitators</p>	
<p><b>Day 2</b></p>		
<p><b>Start of the day</b> Reflection</p>	<ul style="list-style-type: none"> <li>● Selected group facilitates short reflection exercise which highlights key learning from previous day</li> </ul>	
<p><b>Session 1</b> 8.30 to 10.30 <b>Foundation module 2</b> Child rights-based approaches <b>Application of these concepts</b></p>	<ul style="list-style-type: none"> <li>● Starter exercise Reincarnation island</li> <li>● Presentation to provide overview of <b>Foundation module 2</b> Child rights-based approaches</li> <li>● Exercise to encourage understanding about applying guiding principles in our work</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Foundation module 2</b> Child rights-based approaches, <b>Section 1, Exercise 3</b> Rights and responsibilities relationship: Reincarnation island</li> </ul>
<p>10.30 to 11.00 Break</p>		



**Session 2**

**11.00 to 12.30**

**Why and how to use child rights-based approaches in humanitarian environments**

- Intro  
Short video or stimulation thinking on experience of working with rights-based approaches in humanitarian environments
- Exercise to identify and consider the challenges of working in humanitarian environments
- Plenary to brainstorm solutions and ways forward
- Explain that we will refer back to these challenges and opportunities on the last day as they may have relevance for rolling out ARC in the region.

● **Foundation module 2**

Child rights-based approaches  
**Section 3, Exercise 1**  
Exploring child rights-based approaches in emergencies,  
**Section 3, Handout 1**, Needs compared with rights  
**and Handout 2**  
Why choose a rights-based approach?

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**12.30 to 1.30**

**Lunch**

**Energiser**

- **Ball exercise**  
Why should children's participation be promoted in emergencies?

● **Foundation module 4**

Participation and inclusion  
**Section 1, Exercise 1** Ball exercise

**Session 3**

**1.30 to 3.00**

**Foundation module 4**  
Participation and inclusion  
**Core concepts**

- Present short video, or other stimulus demonstrating how children can participate in different stages of projects and programmes
- Plenary discussion  
How to involve children in different stages of projects and programmes, challenges and opportunities

- Possible video on child-led DRR
- Slides from  
**Foundation module 4**  
Participation and inclusion

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**3.00 to 3.15**

**Break**

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<p><b>Session 4</b> 3.15 to 4.15 <b>Foundation module 4</b> Participation and inclusion</p>	<ul style="list-style-type: none"> <li>● Familiarisation with <b>Foundation module 4</b> Participation and inclusion Divide participants into eight groups. Ask each group to prepare a <b>very brief</b> visual summary of what is in this module (on flipchart paper)</li> <li>● With these materials develop a <i>gallery walk</i>, where one member of each group stays by their chart and provides more information as requested and the others walk around and view the other groups' work</li> </ul>	
<p>4.45 to 5.00 <b>Daily review session</b></p>	<ul style="list-style-type: none"> <li>● Home groups: as for day 1</li> </ul>	
<p><b>Day 3</b></p>		
<p><b>Start of the day</b> <b>Reflection</b></p>	<ul style="list-style-type: none"> <li>● Selected group facilitates short reflection exercise which highlights key learning from previous day</li> </ul>	
<p><b>Session 1</b> 8.30 to 10.30 <b>Introducing</b> <b>Foundation module 3</b> Programme design <b>Individual critical issues</b></p>	<ul style="list-style-type: none"> <li>● Facilitate powerwalk exercise</li> <li>● Introduce Arcodia case study</li> <li>● Organise groups according to Critical issue modules that they have pre-selected to study</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Foundation module 3</b> Programme design, <b>Section 1, Exercise 1</b> Powerwalk, <b>Section 1, Handout 1</b> Powerwalk identities and <b>Section 3, Handout 3</b> The Arcodia case study</li> </ul>
<p>10.30 to 11.00 <b>Break</b></p>		



**Session 2**

**11.00 to 12.30**

**Setting the scene:**

**Section 1**

Understand childhoods and child protection issues

- Use **Foundation module 3**  
Programme design, link with **Foundation module 1**,  
Understanding childhoods
- Facilitate stimulus and thinking around this issue
- Group work  
Participants discuss and plan for the design of their own Topic 1 covering the following:
  - How different critical issues impact on children (at different ages and stages and in different situations)
  - Guiding principles
  - Why it is important to respond)

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**12.30 to 1.30**

**Lunch**

**Energiser**

**Session 3**

**1.30 to 3.00**

**Foundation module 3**

Programme design

**Section 2**

Know the law and child rights

- Facilitate stimulus and exercise
- Group work: participants discuss and plan for the design of Topic 2 from their chosen critical issue module: covering the following
  - Relevant legal instruments and standards
  - Key duty bearers (including relationship between duty bearers and rights holders)
  - Guiding Principles
- Relevant slides from **Foundation module 3**  
Programme Design
- **Foundation module 2 Section 2, Exercise 1:** Using the CRC in emergencies (or another relevant exercise)

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**3.00 to 3.15**

**Break**

**Session 4**

**3.15 to 4.45**

**Foundation module 3**

Programme design

**Situation assessment and analysis**

**Part 1**

- Presentation on section 3 situation assessment and analysis in Programme design module
- Using Arcodia case study, walk participants through key exercises:
  - Causal analysis
  - Duty bearer mapping
  - Capacity gap analysis
- Relevant slides from **Foundation module 3**  
Programme design and three exercises on:
  - Causal analysis
  - Duty bearer mapping
  - Responsibility analysis





**Training manual**  
**Sample workshop programmes**

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**4.45 to 5.00**

**Daily review session**

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**Day 4**

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**Start of the day**

**Reflection**

- Selected group facilitates short reflection exercise which highlights key learning from previous day
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**Session 1**

**8.30 to 10.30**

**Situation assessment and analysis**

**Part 2**

- Facilitate exercise involving children in situation analysis
  - Group work: Participants discuss and plan for the design of their own Topic 3: covering the following:
    - Difference between assessment and analysis
    - Core principles
    - Key tools
  - Challenges and opportunities
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● **Foundation module 4**

Participation and inclusion, **Section 5, Exercise 1** Preparing for effective children's participation in situation analysis and **Section 5, Handout 1** Key guidelines to ensure good practice

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**10.30 to 11.00**

**Break**

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**Session 2**

**11.00 to 12.30**

**Foundation module 5** Advocacy

**Part 1** Exploring advocacy

- Presentation of key learning points from **Foundation module 5** Advocacy
  - Facilitate key exercises to promote understanding about advocacy and what the ARC module on advocacy includes
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- Relevant slides and exercises from **Foundation module 5, Advocacy**
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**12.30 to 1.30**

**Lunch**

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**Energiser**

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<p><b>Session 3</b>  <b>1.30 to 3.00</b>  <b>Foundation module 3</b>                  Programme design  <b>Critical issues continued</b>                  Programme planning and implementation</p>	<ul style="list-style-type: none"> <li>● Presentation and discussion: Foundation module 3 Programme design Key learning points for section 4 Programme planning and implementation</li> <li>● Group work: Participants discuss and plan for the design of Topic 4 of their chosen critical issue module, covering the following:                         <ul style="list-style-type: none"> <li>– Relevant guiding principles: working to include, common goals, coordinated approach, participation and inclusion</li> <li>– Prevention and implementation strategies, the three pillars</li> <li>– Prioritisation and operational guidance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Relevant slides from <b>Foundation module 3</b> Programme design</li> </ul>
<p><b>3.00 to 3.15</b>  <b>Break</b></p>		
<p><b>Session 4</b>  <b>3.15 to 4.45</b>  <b>Foundation module 3</b>                  Programme design  <b>Critical issues continued</b>                  Monitoring and evaluation</p>	<ul style="list-style-type: none"> <li>● Presentation/discussion on key learning points from Programme design, Section 5, M&amp;E, including answers to the following:                         <ul style="list-style-type: none"> <li>– Why do rights-based approaches insist that we work to higher level goals?</li> <li>– Why and how do dimensions of change relate to higher level goals?</li> <li>– How do the ARC resource pack’s critical issues topic on implementation strategies contribute to dimensions of change?</li> <li>– How do we track progress of our implementation strategies and their contribution to change and global goals?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Relevant slides from <b>Foundation module 3</b> Programme design</li> </ul>
<p><b>4.45 to 5.00</b>  <b>Daily review session</b></p>	<ul style="list-style-type: none"> <li>● Home groups</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p><b>Day 5</b></p>		



<b>Start of the day</b> Reflection	<ul style="list-style-type: none"> <li>● Selected group facilitates short reflection exercise which highlights key learning from previous day</li> </ul>
<b>Session 1</b> 8.30 to 10.30 Presentation and discussion around training plans	<p>Split four groups into two pairs of two groups.</p> <ul style="list-style-type: none"> <li>● Task Each group presents their training plan to the other group, who acts as their critical friend commenting on content, flow and process.</li> <li>● Plenary To share key learning and comments about the modules</li> </ul>
10.30 to 11.00 Break	
<b>Session 2</b> 11.00 to 12.30 Open Session to develop capacity building exercises from training plan exercise; eg. write up training plans	<p>Session to be used as needed.</p> <p>Some participants may want to develop ideas from the exercise (write them up)</p> <p>Opportunity to revisit areas that were not completely covered</p>
12.30 to 1.30 Lunch	
<b>Energiser</b>	
<b>Session 3</b> 1.30 to 3.00 Roll-out strategy for ARC in region Part 1	<ul style="list-style-type: none"> <li>● Groups working within own organisations address the following questions: <ul style="list-style-type: none"> <li>– How can we use the ARC resource pack within our own organisation?</li> <li>– How can we take these ideas forward?</li> <li>– Action plans</li> </ul> </li> <li>● Plenary Short summary of discussion from each group</li> </ul>
3.00 to 3.15 Break	



<p><b>Session 4</b> 3.15 to 4.45 <b>Roll out strategy for ARC in region</b> Part 2</p>	<ul style="list-style-type: none"> <li>● Groups from those working in the same country address the following questions: How can we use the ARC resource pack on an interagency basis within our own country? – How can we take these ideas forward? – Action plans</li> <li>● Plenary Short summary of discussion from each group</li> </ul>
<p><b>Summing up</b> 4.30 to 5.00 <b>Final evaluation and farewells</b></p>	<ul style="list-style-type: none"> <li>● Facilitator summarises plans for rolling out ARC; makes final points</li> <li>● Evaluation completed by each participant</li> <li>● Workshop evaluation form</li> </ul>

### Task for days 3 and 4

Participants will be working in small groups on a Critical issue Module of their choice.

By the end of these two days, participants will be able to:

- Communicate and promote key messages which should be shared from each of the five topics in the module that they are working on (based on **Foundation module 3** Programme Design)
- Apply these messages to their particular Critical issue
- Consider how they might communicate these messages to different target groups and in various training and awareness raising scenarios
- Use and adapt a number of new participatory and inclusive training methodologies for this purpose

Task: For each topic, discuss and agree key issues that should be included and consider ways in which these learning points might be communicated. It may be useful to refer to the **Guidance for training on critical issues** section at the end of each Critical issue module for this task.



### Sample training programme 2

Suggestions for training events to improve agency staff's own awareness of, and capacity to respond to child protection issues in the work environment

User	Responsible for ...	Utilising	Possible nature of capacity building
Country director	<p>Creating awareness of, and buy-in to agency responsibilities / own management responsibilities to child protection.</p> <p>Adequately preparing design and operate management oversight.</p>	<p>Awareness raising and mobilisation exercises from <b>Foundation module 2</b> Child rights-based approaches.</p> <p>Familiarity with legal frameworks from <b>Critical issue 1</b> Abuse and exploitation <b>Topic 2</b> and from own agency code of conduct.</p> <p>Planning exercise based on ideas from <b>Critical issue 1</b> Abuse and exploitation, <b>Topic 4</b>.</p>	<p><b>One-day workshop</b> (if necessary)</p> <p>Awareness raising on children as subject of rights.</p> <p>Build familiarity with legal framework and agency code of conduct.</p> <p>Opportunity to gain skills and necessary insight to provide leadership and/or promote plan and manage internal system.</p>
Child protection manager and/or facilitator	<p>Developing in-house code of conduct and associated system.</p>	<p>Critical issues modules (especially <b>Critical issue 1</b> Abuse and exploitation).</p>	<p>Workgroup</p> <p>Self-study</p> <p>Collaborative teamwork / mentoring.</p>

Staff members: such as Programme officers / Field workers / Drivers.	Creating awareness of, and buy-in to agency responsibilities / personal responsibilities with reference to children's rights, and particular focus on abuse  Establishing confidence to articulate child rights/protection messages with others (local champion).	Awareness raising and mobilisation exercises and core knowledge of children's rights from <b>Foundation module 2</b> Child rights-based approaches.  Familiarity with in house requirements / codes of conduct from materials developed specifically for office staff, drawing from ARC and other in-house materials.	Two-day workshop:  Awareness raising on children as subject of rights.  Familiarity with legal framework and agency code of conduct.  Opportunity to gain skills and practice dealing with abuse/ neglect/ exploitation.  Role plays to develop confidence to support others (eg. family members, community members) in child rights and child protection.  Skills on communicating and working with children, and in expressing rights related concepts in vernacular.
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**Sample training programme 3**

Ideas for activities to establish a child protection system in emergency / camp setting, integrating into official state systems

User	Responsible for ...	Using	Nature of event or intervention
Facilitators	Oversight of ARC's contents sufficient to assemble appropriate materials to do work with range of stakeholders as below.	<b>Foundation modules:</b> Child rights-based approaches, Understanding childhoods, Programme design, Advocacy, Participation and inclusion.  <b>Critical issue module 1</b> Abuse and exploitation.	<b>Self-study</b> ARC regional workshops.
Agency managers	Creating awareness of, buy in and leadership necessary to develop and sustain effective child protection development project.  Creating adequate oversight of methodologies and anticipated outcomes (indicators/systems) to manage a child protection initiative.	Awareness raising and mobilisation exercises from <b>Foundation module 2</b> Child rights-based approaches.  <b>Foundation module 3</b> Programme design in conjunction with <b>Critical issue module 1</b> Abuse and exploitation.  <b>ARC Training manual</b> Guidance for managers and decision makers on strategies for capacity building.	Readings / self-study / briefing.  One-day programme design workshop to role- play project design methodologies and tools.  Workgroups on designing indicators and monitoring.
Agency programme officers	Creating capacity to manage development, from initial analysis (child rights situation analysis), planning, negotiation, development of reporting and monitoring system, capacity development of child protection system.  Creating capacity to develop awareness materials and dissemination strategies for community members.  Undertaking advocacy to bring government	Awareness raising and mobilisation exercises from <b>Foundation module 2</b> Child rights-based approaches and <b>Foundation module 1</b> Understanding childhoods.  <b>Foundation module 3</b> Programme design in conjunction with <b>Critical issue module 1</b> Abuse and exploitation.	Three- to four-day skills development workshop, possibly in conjunction with other agencies, possibly with government workers at sector leader level.



Government managers	<p>officers on board.</p> <p>Promote sufficient ownership of the issue to ensure adequate leadership and authority to act, provided to government field workers.</p> <p>Creating capacity (especially systems knowledge) to provide management direction and oversight.</p>	<p>Awareness raising exercises from <b>Foundation module 2</b> Child rights-based approaches and <b>Critical issue module 1</b> Abuse and exploitation.</p>	<p>One-day workshop</p> <p>Awareness raising on children as subject of rights and awareness of violations.</p> <p>Familiarity with legal framework (international and national).</p> <p>Opportunity to plan and manage development of child protection system</p> <p>Identification of related agencies, establishment of cross sectoral and/or cross agency networks.</p>
Government field workers.	<p>Creating capacity (resources/motivation) to actively engage with development and management of child protection systems.</p>	<p>Awareness raising exercises from <b>Foundation module 2</b> Child rights-based approaches and <b>Critical issue module 1</b> Abuse and exploitation.</p> <p>Familiarity with system being developed (materials developed from ARC and materials by programme officers and government workers).</p> <p>Skills from <b>Foundation module 6</b> Community mobilisation.</p>	<p>Workshop or workgroup with Agency programme officer.</p> <p>Awareness raising on children as subject of rights and awareness of violations.</p> <p>Familiarity with legal framework (international and national).</p>
Community leaders / Protection committee members.	<p>Creating awareness of, and buy in to, need to have effective child protection systems.</p> <p>Motivating involvement and establishing roles and responsibilities in child protection system.</p> <p>Motivating people to act if child protection issue arises.</p>	<p>Awareness raising exercises</p> <p>Familiarity with system being developed (materials developed from ARC and other materials by programme officers and/or government workers)</p> <p>Skills from <b>Foundation Module 4</b> Participation and inclusion.</p>	<p>Community workshop</p> <p>Awareness raising to children as subject of rights and the basic legal standards.</p> <p>Establishment of system, experiment with role-play of different scenarios encountered by communities in advocating for the rights of children.</p>



## Guidance for managers and decision makers on strategies for capacity building

The complexity of the tables above may initially appear daunting. Managers and decision makers may feel that they do not know how to start to build capacity in the ways that have been described.

The following set of questions and suggestions is designed to assist in the task of developing a capacity-building strategy in a working situation. These questions may also constitute a useful agenda for an interagency planning meeting.

The questions below are framed based on programme cycle thinking. As with all projects, capacity-building strategies will benefit from rigorous planning based on the reality of the situation on the ground.

**1** What is the higher level goal to which the capacity-building intervention contributes?

It is important to keep in mind that capacity building should contribute to the larger goals set through international human rights instruments. As well as the impact a capacity-building initiative may strive to achieve in its local setting, it's part of a bigger movement to improve the realisation of children's rights. As such, training events should always be aligned to international standards and should endeavour to contribute to the larger goals shared for all children.

**2** What challenges, both external and organisational, may need to be taken into account when planning capacity-building strategies?

The nature of humanitarian settings inevitably creates challenges to capacity-building strategies. Managers need to visualise and plan for systematic capacity building, while at the same time finding ways to mitigate the challenges. It may be helpful to work through identified challenges with an ARC champion or a facilitator who may be delivering the capacity building strategy.

The following solutions, used by managers and others in the past, may provide some useful ideas.

- Training workshops that focus specifically around problems that have to be resolved (ie. train and problem solve at the same time).
- Incorporate training element into routine meetings.
- Provision of briefings.
- Distribute copies of relevant handouts on specific issues, make available reading, guidelines and manuals, highlighting specific areas for self study.
- Build in elements of reflection into work routines, so that work itself can become a more focused learning experience.
- Provide opportune feedback, debriefing and conversations (car journeys, over meals).
- Set up coaching and shadowing opportunities.
- Encourage the development of learning diaries (to build a sense of personal reflection about the lessons learned in the course of daily work).



It is worth reiterating however that training and learning processes will only be effective and sustained if they form part of a coherent and staged capacity building strategy which is regularly reviewed, evaluated and adapted according to its reception and developing circumstances. Capacity building is likely to be a phased process, one capacity building event building on the previous one, a process of accumulating and using experience, incorporating opportunities for reflecting and reviewing.

- 3 What types of capacity-building interventions are needed, and with which levels/groups?

The scenarios above make reference to five types of capacity-building intervention:

#### **Awareness raising and mobilisation**

For some, and sometimes the majority of those involved in ARC capacity-building workshops the concept of children as subjects of rights can be challenging, and should not be assumed to be easy to grasp and/or accept.

The primary and essential step to changing attitudes and behaviour is to raise awareness and understanding about children's rights. Thereafter, it will be necessary to find effective ways to inspire belief that working within a rights-based approach will lead to sustained changes in the lives of children and a motivation to work in this way.

It may be useful to sound out current thinking and beliefs about rights and children's rights. On the basis of these findings, it is important to ensure that there is adequate space dedicated to allow reflection and questioning of the core child rights concepts to the extent needed. This process may be time consuming but it is essential. Capacity-building plans that skip this step are rarely effective.

#### **Skills building to respond to abuse and neglect**

There will always be a need to build knowledge and skills around specific critical issues and rights-focused methodologies (such as participation and advocacy). Managers may want to mentor and guide their own staff, or to propose in-house or interagency workshops. These might be one-day workshops (basic awareness raising) to three- to four-day workshops (to take a team through a full project cycle of tools and exercises working with; for example, separated children as a critical issue). Whatever their length, all workshops will need to ensure that participants come away with a clear understanding of rights-based approaches. More specific workshops might focus on specific child rights-oriented approaches; for example, advocacy for policy and legislative review and reform, or resource prioritisation.

#### **Establishment of codes of conduct, monitoring and reporting, and systems of accountability**

Anyone whose work impacts upon people's lives (eg. CBO, NGO, private sector, media, INGO, UN) has an obligation to strive both to meet the standards associated with the rights that are concerned, but also to ensure the realisation of the instrumental rights of the people with whom they interact. These may include, for example, the right of the rights holder to be heard, to associate, to be informed, to privacy.

These process rights very much concern how staff in agencies do their work and day-to-day activities and require capacity building around developing codes of conduct and practice standards. Internalisation and institutionalisation of child protection and child



rights principles into agencies' processes and systems will also have immediate relevance. This involves the establishment of codes of conduct and ways of working which provide protections to children (for example, in tracing, trafficking). Workshops may be used to design and achieve buy-in to codes of conduct and to establish systems of accountability.

These initiatives may be undertaken within a single agency or, better still, as an interagency initiative. The design and development of workshops on how to engage with the report to the Committee on the Rights of the Child, Monitoring and Reporting Task Forces set up around Security Council Resolution 1612, and designing rights sensitive indicators. In developing these initiatives, it may also be necessary to consider the provision of staff training on negotiation and reporting skills.

### **Creation of networks and interagency collaboration**

Part of the logic of facilitating interagency workshops will be to foster awareness raising, leading to networking possible collaborative initiatives and joint capacity building. A strong theme in ARC's design and roll-out strategy is the opportunity ARC capacity building initiatives provide for agencies to work together. Most directly ARC Steering Committee members themselves are explicitly encouraged to use the ARC resource pack as a tool for enabling interagency collaboration.

### **Ongoing personnel development**

Each staff member and all individuals working in this field have a responsibility to engage with self-learning, in assisting and mentoring of others and to providing leadership and example.

### **Preparing for unanticipated consequences**

It is worth stating that capacity building in relation to child protection and child rights often may produce additional capacity building or programming challenges. Rights are inter-dependent and sensitisation to children's rights in one area can easily raise awareness of other issues. It is important to be prepared for unanticipated implications. Examples include.

- Building capacity to listen to children may lead to hearing things that had not been expected. A workshop on child participation can easily be a point of entry into discovering abuse. It may also create a demand (from staff or children) to better include children in programming processes; similarly, sensitisation to countering discriminatory practices and the development of monitoring systems producing disaggregated information may result in demands for an increase in the costs of delivery to marginalised groups.
- Children's protection rights are linked to many other rights, as will be evidenced through the scope of Critical issue modules. A capacity-building workshop on child protection may also serve to identify additional rights that are violated and require attention.
- For many ARC workshop participants, exposure to new concepts and ways of looking at children and their childhoods will need follow up, such as opportunities to interact with others and share experiences and talk through both conceptual and practical challenges.



- 4 What systems and processes need to be put into place in order to manage, monitor and evaluate capacity building strategies?

How will managers know if, and to what extent, their planned strategies are contributing to the improved capacity of their staff and others to be able to promote and protect the rights of the children with whom they work? How will the processes by which strategies are implemented be monitored and evaluated? To what extent are they participatory and inclusive? In what ways do they ensure accountability?

Following programme cycle logic, management and monitoring considerations should be considered at the design phase of the strategy. Ways should be found of demonstrating how each individual activity contributes to the overall goal. The very simple diagram below, based on the first example, provides an idea.

Logical hierarchy	Description	Type of indicator required
<b>Goal</b>	Improved quality of life for children	Impact indicators will track changes in children's lives
<b>Objective</b> one of several which serve to meet the overall goal	To improve agency staff's own awareness of and capacity to respond to child protection issues in the work environment	Outcome indicators will look at changes in performance, policies and systems
<b>Output 1</b>	Local staff have developed knowledge and skills in child rights-based approaches	Output indicators will track changes and developments at the level of individuals and teams
<b>Output 2</b>	Organisation has developed child protection policies and systems	
<b>Output 3</b>	Raised awareness with staff about child protection issues	
<b>Activity 1</b>	Child rights-based approaches training workshop for staff	Individual activities will be evaluated at workshop levels (to determine the quality and appropriateness of the training)
<b>Activity 2</b>	Internal meetings to develop organisation code of conduct	
<b>Activity 3</b>	Training on organisation code of conduct and general child protection issues	

## Complementary interagency capacity-building training, tools and resources

### Child protection in emergencies (CPIE)

- *Introduction to child protection in emergencies 2008*  
A resource CD-ROM. An interagency modular training package, primarily self-learning but can also be the basis for workshops.
- *Child protection officer training scheme* Save the Children  
In-depth training programme for 10 trainees per year, includes two field placements, three child rights, development and child protection workshops and mentored learning. Hosted by Save the Children with involvement of and placements with other child protection agencies.
- *Care and protection of children in crisis-affected countries (CPC) learning network* (Columbia University) Global classroom initiative  
Advanced, distance-learning programme with a worldwide reach, standard child protection topics via lecture, blogging and discussion groups. Targets graduate students and practitioners
- *Child protection sub-cluster coordination training*  
Aims to develop the knowledge and capacity in the field on cluster coordination for child protection. Led by UNICEF as chair of the CPWG with interagency involvement.
- *Competency framework for CPIE professional*  
Core competencies currently being agreed within the CPWG that will form the basis for further interagency training programmes, involving ARC and the *Introduction to CPIE* CD-ROM.
- *Interagency emergency child protection assessment toolkit*  
The toolkit is designed to gather critical data on child protection needs and resources to inform the child protection programmatic response during the first phases of an emergency. Acknowledging the need for a programmatic response to be evidence-driven, the toolkit is designed to foster the important linkages between data collection, analysis and how the findings should then be used to shape response efforts.
- *IASC Guidelines on MHPSS in emergency settings (2007)*  
Developed by the IASC Task Force on Mental Health and Psychosocial Support in Emergency Settings, co-chaired by WHO and InterAction. The guidelines aim to be a foundational reference and guide for policy leaders, agencies, practitioners and donors worldwide.
- *IASC Interagency guiding principles on separated and unaccompanied children*  
Outlining the guiding principles that form the basis for action on separated and unaccompanied children. Intended primarily for national and international non-governmental organisations and other associations concerned with separated children, but also designed to assist governments and donors in meeting their obligations. Drafted by ICRC, UNHCR, UNICEF, IRC, World Vision, and Save the Children.

### Education in emergencies

- *INEE (The Inter-agency Network for Education in Emergencies) Minimum standards: toolkit for education in emergencies, chronic crises and early reconstruction*  
A minimum standards handbook that contains a toolkit to help implement the INEE



minimum standards, minimum standards training materials and advocacy tools, a comprehensive website and list-serve for education in emergency practitioners.

- *Creating healing classrooms: Toolkit for teachers and teacher educators* IRC  
The toolkit includes: a guide for teachers and teacher educators, tools for teachers and teacher educators, video and video guide for teachers and teacher educators and an e-Learning distance learning programme.

#### **Gender-based violence**

- *IASC Guidelines for gender-based violence interventions in humanitarian settings: Focusing on prevention of and response to sexual violence in emergencies* IASC, 2005  
The primary purpose of these guidelines is to enable communities, governments and humanitarian organisations, including UN agencies, NGOs and CBOs, to establish and coordinate a set of minimum multi-sectoral interventions to prevent and respond to sexual violence during the early phase of an emergency.
- *GBV Coordination start-up pack* GBV sub cluster  
A series of useful tools, intended to support programme staff to establish or strengthen GBV coordination at the field level. This includes sample TORs for GBV working groups and GBV coordinators, sample rapid assessment tools from Kenya and Liberia, and draft companion documents for rolling out the IASC GBV guidelines.



## Participant introduction sheet

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**Name**

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**Nationality**

**Job title and responsibilities**

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**Experience of working in humanitarian environments**

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**Previous knowledge and/or experience of using the ARC resource pack**

