

## **Module 5: Finding Community Based Child Protection Solutions**

### *Practical*

#### **Objectives:**

- **To explore different types of communities within their own parishes**
  - **To explore what communities offer future child protection resources**
  - **To practice facilitation skills**
  - **To conduct a PRA activity within their own parish that identifies child protection resources and gaps in resources**
  - **To apply the theoretical understanding of PRA and other participatory assessment and analysis tools with community members and children**
  - **To conduct a PRA activity with children within their own parishes that helps them identify dangers and problems both boys and girls face in the community and who and where children go for help**
  - **To develop an action for conducting sensitization activities**
  - **To practice delivering a sensitization activity and receive feedback on their strengths and weaknesses after deliberation**
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#### **Activity 1: Community Walk**

**Location:** Each participant's parish, and common meeting point

**Time Allocated:** 1-2 hours

**Materials Needed:** Notebooks, pens, flipchart, markers, tape

#### **Instructions:**

1. Explain to participants that they will return to their local parish for this practical exercise.
2. Ideally they should work in pairs or small groups to encourage discussion and information exchange.
3. If only one person represents one parish, have participants still work in pairs, but have each pair visit two parishes (one parish of one member in the pair, and the other parish of the other member in the pair)
4. Explain to participants that they are returning to their parish to explore various types of communities within their community.
5. They should walk around the community (this could be camp, a village, a town, or a combination of all).
6. As they walk around they should take note of the different types of communities that have formed within the community. (Refer back to the theoretical training on

- communities and remind participants that communities can exist at a large scale, but also can exist in social groups and/or activities, for example “a school could be a community. Within that school there could be more communities...a PTA, a children’s rights club, a football team, etc. Communities can also exist in aspects of our daily lives, in work, in religion, in neighborhoods, etc.)
7. Ask participants to create a list in their notebooks of all the types of communities they can identify.
  8. For each community they identify they should try to speak to these “communities” and ask them what makes them a group? What commonalities or shared characteristics do these groups have?
  9. Some of these can be direct questions asked to these groups of communities and others commonalities can be obtained by observing the communities.
  10. On many occasion, when identifying communities, these communities may not even recognize that they are communities...and therefore the participant will need to recognize that when attempting to ask questions concerning their makeup of a community. This is when the participant may need to just observe and note down the commonalities that he/she sees.
  11. After each pair has done a community walk they should return to the common meeting place to discuss with all the groups the types of communities they discovered within their communities.
  12. Ask participants to create a chart that divides gives a heading to each parish.
  13. Under each Parish heading write down all the types of communities that were identified.
  14. Look for commonalities between parishes.
  15. Now ask participants to identify the communities that might serve as a future resource for child protection issues. Have participants circle these communities.
  16. Keep this chart for the practical activity on resources.
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## **Activity 2: Review Facilitator Techniques**

**Location:** Common meeting place

**Time Allocated:** 3 hours

**Materials Needed:** Handout on Facilitator Skills (Appendix 1 in Module 5) and A Checklist for Conducting Participatory Assessment Tools and Focus Groups with Children and Adolescents and an evaluation sheet (*See Appendix at the end of this practical module*)

### **Instructions:**

1. Explain to participants that during the theoretical module they were asked to participate in various PRA exercises that you, the facilitator, had them do. These included various activities as body mapping, risk mapping, Dot analysis, Venn Diagrams, Spider webs, focus groups, transect walks, and many others.
2. Explain to participants that it is now time for them to practice being the facilitator of these PRA activities and tools because later they will have to actually do these activities with their communities to explore child protection issues.
3. Explain to them that this session is about learning how to be a Facilitator.
4. Distribute the two handouts on Facilitation Skills to participants.

5. Go over each point with participants on what makes a good facilitator.
6. Ask participants to ask questions or concerns about what a facilitator does.
7. Ask participants have they ever had a bad or weak facilitator?
8. What were the reasons for this weakness or poor facilitation?
9. Explain to participants that to be an effective facilitator that it takes practice.
10. After you have gone through each fact sheet with participants, divide the group into two.
11. Choose two PRA activities you feel the participants need to work on. (Refer back to the list in the Theoretical Module 5, or look at the PRA and Children’s Assessment Tool Handbooks for specific activities/tools)
12. Give one PRA activity to each group.
13. Tell participants that they will have 20 minutes to go and think about the activity. How will they set the activity up? How will they explain the activity to the group? How will they provide instructions? What techniques will they need to use to gather information they are seeking?
14. Have participants refer to the fact sheets/handouts on the checklists.
15. Explain to participants that after they reflect on their strategy and review their skills that they will be practicing their facilitation skills on the other group.
16. Each group will lead the other group in their activity/PRA exercise.
17. Although the other group will be participating in the activity, at the same time they will observe HOW the other group performs and facilitates the activity.
18. After Group 1 has completed the PRA activity with Group 2, Group 2 will now facilitate their PRA activity with Group 1.
19. After both groups have completed the PRA activities facilitated by each other, each group will be given an evaluation sheet.
20. The groups should complete the evaluation sheet as feedback for the other group.
21. Once evaluation sheets are finished, hand the evaluation sheets of Group 1 to Group 1 and of Group 2 to Group 2.
22. Groups should divide back up and review each of the evaluation sheets in their separate group and reflect on their strengths and weaknesses.
23. After the individual group reflections, participants should return as one group and together they should discuss the overall strengths and weaknesses together.

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### **Activity 3: PRA activity with Adults in the Community**

**Location:** Common meeting place, parish meeting places

**Time Allocated:** This is an all day activity and will take place per group on separate days and times. The Facilitator must arrange for these times and days.

**Materials Needed:** PRA materials based off the chosen PRA activity, flipchart paper, markers, tape, transportation, checklists on PRA activities and Facilitation Skills

*The facilitator will need to pre-arrange groups of adults per parish to participate in these PRA activities. Refreshments and other materials should be arranged prior to the day of these activities.*

**Instructions:**

1. Explain to participants that they will now conduct a PRA activity with adults in either their sub-county or parish. (Ideally participants will be divided into several groups in which each parish of the sub-county could be engaged).
2. Explain to participants that the purpose of this PRA activity is to find out the following question:

***“What Child Protection Resources exist within the Community?”***

3. Remind participants of the theoretical training on Resources. Explain to participants that there are different types of resources: Physical, Human, Services, Networking, Legal, Cultural/Traditional Resources
4. Explain to participants that they must think about what PRA activity would be best to explore the above question making sure they explore each kind of resource: Physical, Human, Services, Networking, Legal, Cultural/Traditional Resources.
5. Participants should decide as an entire group which activity they should do.
6. Explain to participants that each group will be responsible for facilitating the PRA activity with a group of adults in a particular community or parish and that they will be responsible for collecting the data of information that results from the PRA activity.
7. Explain to participants to review not only their facilitation skills, but the checklist in doing a PRA activity that was explained to them during the theoretical training. This checklist is included below.
8. Participants should proceed to carry out the PRA activity with the adult population that was selected prior to this activity.
9. The facilitator should arrange these PRA activities in the different parishes to take place at different times and different days in order that the facilitator can accompany the participants and observe and assist where necessary with the PRA activity.
10. After all groups have conducted the PRA activity, the groups should return on a separate day to discuss the findings.
11. Capture this information on flipcharts under the headings: Physical, Human, Services, Networking, Legal, Cultural/Traditional Resources.
12. Also capture this information per Parish.
13. Ask participants to look at the chart and identify the gaps in various resources per Parish. Include as a separate column within the chart a “Gaps” column and list all the gaps there.
14. Explain to participants that they have just completed their first exercise that will help them identify resources in the community when a child protection problem arises. They should use this tool to help identify resources and also to seek referrals when necessary.
15. **Make sure this information is kept in the office of the CDO, sub-county level, or the supporting agency office to ensure this information is not lost.**

**Ten Steps to Conducting a PRA Exercise**

1. Define the issue; With the question in mind, define and meet the target population. Ensure they are willing to share knowledge. Allow them to re-shape the group or redefine the issues.
2. Select the tools; As a group, decide on the most appropriate tool to use. This depends on the question, the situation and the level of accuracy needed.
3. Choose the location; A suitable location for the exercises may depend on the sensitivity of the issues and the level of trust between the facilitators and the participants

4. Manage the resources; What materials will be needed for the research? What is easily available? (sticks, stones, leaves, chalk, etc)
5. Facilitate; Facilitate and help rather than lead. Be aware that their knowledge is at least as important as yours. Be patient. Observe, listen and learn<sup>1</sup>
6. Monitor; Note key speakers and encourage silent people to speak. Note who people are talking to. Be careful not to impose outsiders’ representations
7. Probe; Ask relevant questions, remember What? When? Where? Who? How? And Why?
8. Record; Appoint a record keeper to make a permanent record, including names, date, location and an example of any symbols used on maps and charts
9. Ensure joint ownership; The information should be displayed in a visual format, normally in a public place large enough for active participation from the whole. We may make copies and even ask others to help do this, but the information is not ‘taken away’ or owned by us. It is commonly owned and in an open format
10. Show interest and enthusiasm in learning from people. Enjoy it!

**Example of the Chart that should be created after all data is pulled from the PRA exercises:**

Parish Name	Physical Resources	Human Resources	Services	Networks	Cultural/Traditional Resources	Legal Resources
Parish #1						
Parish #2						
Parish #3						
Parish #4						
Parish #5						
<b>GAPS</b>						

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**Activity 4: PRA Activity with Children**

**Location:** Common meeting place, Parish Locations

**Time Allocated:** This is an all day activity and will take place per group on separate days and times. The Facilitator must arrange for these times and days.

**Materials Needed:** PRA materials based off the chosen PRA activity, flipchart paper, markers, tape, transportation, checklists on PRA activities and Facilitation Skills

*The facilitator will need to pre-arrange groups of children per parish to participate in these PRA activities. Refreshments and other materials should be arranged prior to the day of these activities. Consent forms or permission from parents must be obtained for the participation of children in this activity.*

**Instructions:**

1. Participants will repeat the same exercise as in Activity 3, but this time they will engage with children.
2. Participants should seek to find information on the following questions:

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<sup>1</sup> See Fact Sheet on Facilitation Skills, Youth Social Work Association, Guide for Participatory Children and Youth Appraisal (PCYA) Training Guide.

**“What are types of dangers and problems do children face in your community?”**

**And**

**“Where do you go and who do you seek help from when you face these problems or dangers?”**

3. Participants should reflect on this question and determine which PRA activity with children would be the most appropriate for finding this information out. They should agree as a group on which PRA activity they will use.
4. Again, small groups should be created and as many parishes that the participants can cover is best to ensure that participants are able to reflect on their entire sub-county.
5. Proceed as in Activity 3.
6. When participants return from their PRA activities on a separate day with all the collected data, have participants fill in the following chart:

Parish	Problems Boys Face	Dangers Boys Face	Where do boys go for help?	Who do boys speak to for help?	Problems Girls Face	Dangers Girls Face	Where do girls go for help?	Who do girls speak to for help?
Parish #1								
Parish #2								
Parish #3								
Parish #4								
Parish #5								

7. Explain to participants that they have just completed their second exercise that will help them identify what children see as problems in the community and where they typically go for assistance. They should use this tool to help respond to child protection problems in the future.
8. **Make sure this information is kept in the office of the CDO, sub-county level, or the supporting agency office to ensure this information is not lost.**

**Activity 5: Sensitization**

**Location:** Common meeting place, different parishes

**Time Allocated:** the action plan will take one day followed by one sensitization activity per parish, with an evaluation in the common meeting place after all parishes receive a sensitization activity. Total time will depend on the number of parishes.

**Materials Needed:** notebooks, pens, flipchart paper, markers, tape

**Instructions:**

1. Based on Activity 4, have participants decide on which topic of child protection problems (identified by children) should the participants conduct an awareness-raising message to community on?

2. Once the group has decided on the theme, explain to participants that they will now create an action plan for addressing this topic in a sensitization activity.
  3. As a group they should decide how this sensitization should take place.
  4. Explain to participants that they have limited resources. Their resources include: flipchart paper, markers, tape. Any other resources they will need to find from the community.
  5. Ask participants to create the action plan. In this action plan they should include:
    - a. Issue to be addressed
    - b. Target Audience who they are presenting the information to
    - c. Capacity of the target audience
    - d. Activity to use for sensitization
    - e. Materials they need for activity
    - f. How will they research the issue to ensure they know all the facts about the topic they will present on?
    - g. How long will the activity take?
    - h. What are their expected outcomes of this activity?
  6. After the group has created a common action plan for the chosen sensitization activity, arrange for an alternative day for participants to carryout this activity in each parish.
  7. As the facilitator you should go and observe the sensitization activity and keep a checklist of what is done well and where participants need improvement.
  8. After all Parishes have been completed, ask participants to return to the common meeting place and review with participants the strengths and weaknesses of the sensitization activity they carried out.
  9. Explore ways with participants on how they can improve such an activity in the future. Capture these notes on flipchart paper.
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### **Activity 6: Evaluation of Practical Training**

**Location:** Common meeting place

**Time Allocated:** 1 hour

**Materials Needed:** flipchart paper, markers, evaluation handouts

#### **Instructions:**

At the end of the practical training (this could take 1 or more days), participants should meet back at the common meeting place and review the various activities. A final evaluation will be given to participants to complete prior to the end of the review.

**Appendix 1:**

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**A Check list for Conducting Child-Friendly Participatory Assessment Tools and Focus Group Discussions with Children and Youth**

**Protocol for Setting-Up Assessments and Focus Group Discussions with Children and Youth:**

- Introduce Self
- Thank everyone for their participation
- Explain the purpose of the interview / focus group
- Explain how the info will be used
- Explain how information will be shared
- If taking pictures or video, ask permission to do so before beginning
- If taking pictures, explain how pictures will be used
- For any picture taken and is intended to be used in public documents, obtain consent from the child and/or the caretakers of the child
- Discuss security and comfort
- Discuss confidentiality
- Discuss the timeframe
- Encourage participants to be as open and honest
- Be sincere
- Use eye-contact
- Be friendly

**Facilitator's Checklist for Conducting Child-Friendly Participatory Assessment Activities:**

- Use age appropriate language and terms when giving instructions to children
- Encourage the participation of a youth to lead the exercise with younger children and youth
- While children are drawing/designing ask clarifying questions to determine what the picture is and/or what is happening in the picture.
- Take detailed notes
- Ensure that each child's drawing/mapping/exercise is kept confidential (no names), however label each with the age of the child and indicate male/female
- Get informed consent from the child (and when appropriate the parent) if pictures/maps/other are to be photographed or used in public in anyway.
- Get informed consent from the child (and when appropriate the parent) if photographs/video are taken while children are conducting the exercises and the photos/videos are to be used in media or public documents.
- Ensure that all children have enough materials (crayons, markers, paper, etc)
- Keep drawings/maps in a secure location where sensitive information is collected.
- Encourage children and youth to discuss their drawings/maps and to clarify any misunderstandings about the pictures/maps

**Facilitator's Checklist for Conducting Focus Group Discussions with Children and Youth:**

- Use communication techniques appropriate to children's age/development/understanding

- Review tips for interviewing children
- Be attentive at all times
- If you don't know, say so
- Tap into children's energy
- Be yourself
- Monitor the energy level
- Take everything that occurs as relevant
- Be flexible and creative
- Be culturally sensitive
- Acknowledge and affirm
- Be a good listener
- Be patient
- Encourage participation
- Be neutral
- Be open to opinions
- Manage time
- Keep the group focused
- Have a sense of humor

**Appendix 2:**

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**Evaluation on Facilitation Skills (Activity 2)**

1. Did the group introduce themselves and explain who they were and why they were here to meet with you?
2. Did the group explain the purpose of the PRA activity?
3. Did the group explain how the information will be used and shared?
4. Did the group discuss security, comfort, and confidentiality?
5. Did the group discuss the timeframe of the activity?
6. How friendly was the group?
7. Did you understand what the group was asking you to do?
8. Were their instructions clear or confusing?
9. Did they allow you to ask questions?
10. Did the group seem confident in the activity they were asking you to do?
11. What were the strengths of group in terms of their facilitation skills?
12. What were the weakness of the group in terms of their facilitation skills?