Sticks and Stones
A Manual on Involving Children in their Own Protection

Training of Trainers

07–11 October 2013
Bangkok, Thailand
Executive Summary

The training of trainers workshop on ‘Sticks and Stones’ (S&S) – A training manual on involving children in their own protection – was hosted by Plan Asia Regional Office (ARO) in Bangkok, Thailand from 7th to 11th October 2013. The ToT was organised as part of the Plan Asia Regional Programme supporting civil society for consistent and sustainable reduction of poverty through the realisation of children’s rights in Asia.

Mainstreaming meaningful participation of children in programming and project cycle is an essential component of Plan's human rights-based approach to development, CCCD. Plan ARO designed the “Bamboo Shoots” manual (BS) in 2010, to ensure children are aware of their own rights and encouraged to take action to claim them. Building on the broader child rights platform established by BS, the “Sticks and Stones” (S&S) aims to provide practical guidance for adult facilitators on how to involve children in their own protection. Involvement of children in their own protection is emerging as a promising method to counteract various child protection concerns (CP), as informed and empowered children tend to be less vulnerable to abuse and various forms of violence. Therefore, the S&S ToT aimed to initiate the process of strengthening this integral aspect of Plan’s child protection portfolio by creating a pool of trainers with essential knowledge and skills to roll out similar trainings at the country/field level.

The ToT brought together 26 participants from 12 countries in the Asia region and aimed to achieve three specific objectives. The primary objective of the ToT was to orientate the participants in the content, training methodology, special considerations and practical measures needed for effective delivery of S&S training. It was also meant to create an opportunity for the participants to provide feedback and share inputs into the content of the Manual. Finally, it provided an opportunity for the participants to practice their training skills, in order to deliver S&S effectively with different target audiences.

With the view of achieving the above objectives, the ToT offered a blend of both theoretical and practical knowledge while also creating an opportunity for participants to simulate different exercises in the Manual. Raša Sekulović (RS), Plan Asia Regional Adviser, Child Rights and Protection and Stephanie Delaney (SD), independent consultant, both co-authors of the S&S manual, facilitated the ToT and provided practical advice and further guidance on applying the S&S methodology in practice.

In addition, the ToT served as an excellent opportunity for the participants to share inputs into the contents of the S&S draft Manual. Furthermore, the exchanges and sharing revealed an abundance of ongoing practices on the subject matter in a number of countries. Participants acclaimed practical value of the S&S Manual and agreed that it will help them to strengthen and standardise the current practice. During the ToT, participants also shared different case studies and resource materials produced based on the ongoing activities on involving children in their own protection across the Region.

In conclusion, the participants agreed a series of next steps and actions in preparation for the full implementation of the S&S methodology once the Manual is finalised.
DAY ONE – SETTING THE SCENE

1.1. Welcome: Raša Sekulović (RS), Plan Asia Regional Adviser, Child Rights and Protection welcomed the participants and remarked the significance of the ToT, both as an opportunity to train Plan staff on the S&S methodology and to seek their inputs to inform the finalisation of the draft Manual on involving children in their own protection.

1.2. Getting to know each other – Introductions:

RS invited the participants to think of a situation in their own childhood when they were able to contribute to their own or someone else’s protection. Each participant was asked to share their stories with another colleague. Few volunteers shared their experiences on how they contributed to their or others’ protection as children when they had faced situations of bullying, experienced bad touch and other protection issues in general.

RS thanked the participants for sharing their personal stories and asked everyone to respect the confidentiality of the shared stories. He also noted how different adults in those stories had played a significant role as protective figures for safeguarding children. Pointing out another key aspect revealed through the stories, SD remarked how children had taken initiatives to protect them, which is the primary focus of the S&S Manual. Although children can play a crucial role in their own protection, the facilitators reminded that the key responsibility of protecting children remains with the adults.

Clarifying the difference between safety and protection, RS remarked that “safety” is about being safe from different hazards and dangerous situations, including fire, poisonous matters, electricity etc, while protection is about protecting children from all forms of violence perpetuated by adults or peers.

1.3. Aims and objectives of the ToT:

RS presented the 3 objectives of the training and invited the participants to share their expectations from the ToT. The key objectives of the ToT were to:

- get acquainted with the Manual;
- gain skills and knowledge to train others;
- seek additional inputs into the draft Manual.

Participants’ expectations (see Annex 1) centered on learning more about how to use the Manual; its methodology; acquire the skills to train children and staff on protection and how to implement the methodology in different country contexts.

Having discussed the expectations shared by the participants, RS presented the agenda and noted that the sessions of the ToT is a blend of theory and practice.

Responding to a query from a participant, SD clarified the meaning of “Sticks and Stones” which is part of an English nursery rhyme “Sticks and stones may break my bones, but names will never hurt me”. It encourages the child victim of name-calling to ignore the taunt, to refrain from
physical retaliation, and to remain calm and good natured. The facilitators also remarked how “sticks” and “stones” are used in building houses, which are symbolically meant to provide protection to children.

1.4. Setting ground rules and learning agreement: **SD** involved the group in a discussion and elicited ideas for ground rules to be observed during the 5 days. The suggested ideas (see Annex 2) were agreed with everyone’s consensus and the facilitators remarked the importance of agreeing ground rules at the very outset of any training.

Introducing two flip charts, **SD** invited the participants to write down any specific inputs for the draft Manual as the discussions proceed (see Annex 3). She also introduced the “Parking lot” (see Annex 4) for adding any topics requiring further discussions and clarifications. The “Roof of Protection” (see Annex 5) flip chart was introduced, which intended to capture the key messages related to the subject matter of the ToT.

As the final activity of the preparatory session, **SD** asked the group to think of a child and draw him/her on a piece of paper and to keep the drawing safe with them during the ToT.

1.5. What is “Sticks and Stones”? – Background and development of the Manual: **RS** presented the background information on the development of the S&S Manual (see Annex 6). The presentation helped understanding how the S&S Manual is different from the BS Manual and the specific nature of the S&S Manual. While BS is a generic resource on how to involve children in claiming their own rights, S&S aims to provide specific guidance on how to involve children in protection. During the presentation, **RS** also shared information on how Plan ARO produced a set of child friendly child protection materials. He highlighted the practical value of these resources to inform children about numerous forms of violence and how these materials and the BS Manual should be used in conjunction with the S&S.

**Discussions following the presentation:**

- A participant noted the importance of exploring how children can be involved on advocacy initiatives in addition to their involvement in programmes. **RS** noted how this is being considered in the Manual and how the Action Booklet could provide basic directions on this.

- How to involve children of different age groups in protection related activities was discussed. **RS** pointed out how this is already covered in the Manual. **RS** also mentioned how important it is to encourage children to enjoy their freedom and creativity while being mindful about different protection risks. **SD** remarked the importance of involving children in protection as an integral part of their daily lives rather than in one-off events.

- The complexities around involving children in their own protection within different operational contexts such as conflicts, post-conflicts and disasters were discussed. **RS** clarified that S&S focuses on development aspect, the learning of which could prepare and build children’s resilience to face other emerging situations. Also, he noted how the principles embodied in the Manual are applicable to different settings and realities.
Involving Children in their own protection – Basic principles of child protection and why children need to be involved: SD shared a presentation on basic principles of involving children in their own protection (see Annex 7). As the presentation progressed, SD asked participants to reflect on why it is important to involve children in their protection. The ideas shared by the group included:

- To help children to take better decisions as they grow up;
- To recognise children’s capacity and empower them to be stronger in their own protection;
- To help building up a healthy relationship with the adults, so adults can identify and address any potential/protection issues before the risks are aggravated.
- Participation is a right and adults have responsibilities;
- Children start to open up and establish good rapport with protective people, thus reducing their vulnerability to potential harm;
- To increase children’s confidence and skills for identifying risks, to avoid them and to report if there are issues;
- Children learn the availability of different services and reporting mechanisms by involving in protection activities.

1.6. Showcasing existing good practices from Plan in Asia – Gallery Walk: Participants shared existing practices around involving children in their own protection, the strategies adopted, the entry points and challenges faced. Each presentation was followed by questions and clarifications (see Annex 8).

### Summary of the key discussions followed by the country presentations

- Strengthening reporting mechanisms within the overall CP system: The group discussed the importance of strengthening different aspects of a CP system which includes reporting mechanisms. It was agreed that these mechanisms need to be child-friendly in order to be effective. It was discussed that more focus should be given on prevention rather than taking a curative approach, especially in the countries in which CP systems are not developed or completely absent.

  Discussing the advantages and disadvantages of using complaints boxes for reporting CP issues, participants pointed out the importance of linking different CP issues reporting mechanisms with the government systems by comparing the system established in the Philippines as a good model.

  The need for increasing support to strengthen response mechanisms while raising children’s/people’s awareness to report CP issues was also identified as critically important.

- Explore existing entry points: RS remarked the importance of utilising the existing entry points and adoption of a gradual process for involving children in different activities as Plan
China has done within the school settings. He also highlighted the importance of consulting children regularly in order to create entry points for networking and joint actions.

- Considerations when involving children: Discussing different considerations when involving children in protection related activities, participants pointed out how the organisers should be mindful about potential risks that children could be exposed to as a result of their participation and the importance of assessing and addressing such risks timely.

Participants acknowledged the importance of involving children who are perpetrators of different types of abuse effectively to address issues such as bullying and agreed how those children can play a major role in preventing such forms of violence.

Involving children in the entire programme cycle and CP being integrated into other programme interventions were recognised to be of much importance in order to ensure a holistic and integral approach. At the same time, the group discussed the importance of taking children’s time commitments into consideration when involving them in numerous activities.

- Working with adults: Working with adults to sensitize them on the benefits of children’s participation was recognised as a critical first step when involving children in different activities and processes. RS noted the importance of adults and children working in partnership when addressing different issues.

- Networking and partnerships: Participants discussed the need for involving CSOs and community organisations to support children with child protection activities in order to make such processes sustainable. The challenges and sensitivities of engaging the employers when involving working children were discussed. It was recognised how different risks should be carefully assessed and addressed in similar engagements.

### 1.7. End of the Day One:

Concluding the Day One of the ToT, RS remarked that there is an abundance of ongoing good practices related to involving children in their own protection. He noted how S&S will help addressing gaps in the current practices and thereby improving the quality of similar interventions. He also asked the presenters to share case studies of successful interventions and provide references to the materials they have produced as part of these interventions.

### DAY TWO – THEMATIC GUIDE AND VAC SETTINGS

#### 2.1. Reflections on Day One learning:

RS welcomed the participants to the Day Two and asked each group seated at different tables to discuss and share one key message based on their learning from the previous day. Messages shared by the groups included:

- We are already using many materials to involve children in activities related to their own protection, so we are not starting from zero.
The primary responsibility for the protection of children lies with adults.

Children are resourceful and have the capacity to participate effectively in their own protection.

Children’s participation should not be treated as a separate intervention; rather it should be integrated into other programmes in a holistic manner.

We should also learn what is harmful for children when it comes to involving them in different protection related activities.

A risk assessment is mandatory when involving children in different activities and the communities should be made aware before embarking on such activities.

Supporting the views shared by the participants, RS noted the importance of involving children within different segments of the programme cycle. He also noted the importance of working in alliances in order to coordinate programmes and interventions aiming at involving children.

2.2. Child Protection – Main themes and issues: RS shared the PowerPoint presentation “Child protection, main themes and issues” (see Annex 9).

<table>
<thead>
<tr>
<th>Summary of the key discussions followed by the presentation</th>
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<tbody>
<tr>
<td>• Replying to a query raised by a participant, RS clarified how both intentional and unintentional actions could be abusive.</td>
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<tr>
<td>• Participants discussed the problem of imposing organizational agendas and priorities on children as opposed to receiving their genuine and actual inputs into developing programmes. RS clarified how important it is to identify real issues through a comprehensive Child Rights Situation Analysis (CRSA). He also noted how different ideas should be negotiated according to the priorities to be addressed. SD also noted the importance of being transparent and upfront with children when agreeing on different priorities.</td>
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<tr>
<td>• RS remarked how the process of involving children in programmes has been organically presented in the BS Manual.</td>
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<tr>
<td>• A participant noted the importance of strengthening the CP system rather than focusing on issue based interventions. RS affirmed the importance of contributing to the strengthening of CP system while clarifying the broad nature of such efforts.</td>
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2.3. Influence of age, development and individual characteristics: SD shared a PowerPoint presentation (see Annex 10) and explored different considerations such as age, development and individual characteristics while involving children in protection related activities/programmes.

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<thead>
<tr>
<th>Summary of the key discussions followed by the presentation</th>
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<tbody>
<tr>
<td>• The group discussed the additional preparations to be taken when involving children with disabilities and how careful preparations become crucially important.</td>
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</table>
• How numerous issues affect boys and girls differently was discussed and RS invited the group to share specific gender perspectives to be included in the finalisation of the S&S Manual.

• Sensitivities and challenges related to addressing different harmful practices such as corporal punishment was discussed. RS pointed out the importance of utilising existing resources to develop facilitators’ skills on how to address such sensitive issues by introducing positive alternatives. The success achieved by Plan Vietnam through the “Positive Discipline Manual” was shared as an example. RS also highlighted the importance of creating a body of evidence around positive measures.

As the discussions progressed, SD asked the participants to engage in small group discussions to identify how individual characteristics of different age groups inform our work on promoting children’s participation in their own protection. She also asked the group to reflect on practical ways of involving children and the potential risks associated in such engagements. Each group worked on a different age category shared by the facilitators and presented their deliberations in the plenary (see Annex 11).

2.4. Violence in real world settings: RS shared a PowerPoint presentation illustrating how children are exposed to numerous forms of violence in their day to day lives in the physical world (see Annex 12).

Summary of the key discussions followed by the presentation

• The group discussed numerous forms of violence against children in different settings. More specifically, the group also discussed different manifestations of child labour and how some of these fall in the category of hazardous work.

• It was also discussed how the traditionally defined 5 settings could overlap when violence takes place in different settings, e.g. when children are exposed to occupational hazards as a result of engaging them in child labour in their own homes. The group noted the importance of mentioning additional emerging settings where violence against children takes place. E.g. virtual space.

• It was noted that the religious places are categorised under the “community settings” and that the “institutions” define places where children are placed for institutional care.

2.5. Implications for involvement of children across different settings: RS asked the participants to work in 5 small groups and explore how the different settings defined in the UN VAC Study inform Plan’s work on promoting children’s participation in their own protection. The group was asked to identify key issues, entry points and special considerations/risks associated with the involvement of children in each setting. Following the small group discussions, each team shared their deliberations in the plenary (see Annex 13).
Summary of the key discussions followed by the group presentations

- Discussing the implications for involving children within the family settings, the group remarked the importance of being mindful about different realities within family units, such as the existence of dysfunctional families, protection issues within the family, child headed families and etc.

- The group discussed the benefits of developing a code of conduct for the employers while also acknowledging the challenging nature of such work. Establishing linkages with organisations (local CSOs) that have experience of involving working children was identified as useful to maximise the benefits of similar interventions.

- It was discussed how the government of India has introduced a certification process for products which have not used child labour in the production process. SD remarked the sensitivities attached to such certification as working children could then be pushed into numerous invisible forms of labour.

2.6. Child protection in virtual space: 
SD presented different child protection risks associated with the usage of information and communication tools (see Annex 14).

Following the presentation, RS clarified the reasons for not including “child protection in virtual space” as a separate topic in the S&S Manual. He noted that Plan Australia National Office is developing a specific manual on this topic. Additionally, Plan with other agencies is involved in developing another tool at the global level. RS also noted how a specific session in the CP Policy core awareness training toolkit is dedicated to this topic.

Closing the session, Shashike Gamage, Plan Asia Civil Society Programme Coordinator shared the experience of establishing a FaceBook group for children’s interactions at the Asia regional level and how different measures were taken to address the identified risks following a comprehensive risk assessment.

2.7. End of the Day Two: RS ended the Day Two by thanking the participants for their important contributions to the discussions.

DAY THREE – TRAINING MATERIALS

3.1. Remembering yesterday: Having welcomed the participants for the Day Three, SD invited everyone to take a look at a photo recap and share any reflections based on the learning of the first two days. The group noted that they acquired knowledge on involving children in their own protection across different age categories and settings; key considerations when addressing harmful traditional practices; emerging new forms of violence against children; importance of formative years to lay a solid foundation for protection later in life and investing on these lines of
action as the economic cost of violence against children can be very expensive. The key messages shared by the group were put up on the “Roof of Protection”.

3.2. **Working with children on protection issues**  
   - **Plan’s Code of Ethics on children’s participation:** RS involved the participants in a discussion to explore the 12 principles of Plan’s Code of Ethics on children’s participation (see Annex 15). Assigning one principle to each country, RS asked each group to explore how they have integrated it in their programmes and the challenges faced when doing so. Each country group shared their experiences (see Annex 16) following which the entire group shared additional comments and reflections on each principle.

3.3. **Setting the context – Risk assessment:** RS shared a presentation which provided guidance on how risks are assessed when involving children in different programmes and activities (see Annex 17). He pointed out that it is part of the CP Policy core awareness training. Furthermore, the importance of involving as many staff/perspectives as possible when conducting a risk assessment was highlighted.

3.4. **Setting the context – Consulting children:** Facilitating the session RS reiterated the importance of consulting children as the initial step when their involvement is sought. He pointed out how children’s groups of two age cohorts in Cambodia, Nepal and Pakistan were consulted in the process of developing the child friendly child protection materials. Participants from the three countries, respectively Ty Sovannary, Madhuwanti Tuladhar and Samina Sardar shared their observations and experiences from the children’s consultations. Below is a summary of their remarks:

- It was not difficult to consult younger children, although it was thought to be challenging initially;
- Some exercises were adopted to suit the country context and the methodology helped children to share their opinions freely;
- The consultations helped to dismantle our prejudgments and skepticisms regarding the rural children’s readiness to share their opinions freely;
- Younger children were able to identify issues in different settings whereas elder group found issues related to school settings only;
- The overall process was very enjoyable;
- The final materials are being translated into local languages, so children can make best use of them.

RS remarked how consultative processes could be time consuming and the importance of ensuring adequate time when planning such processes if these are to be done in a meaningful manner. The group also discussed the importance of engaging the outsiders observing children’s consultations in a constructive manner in order to avoid any disruptions for children to participate effectively.
Furthermore, the participants discussed the HR implications on developing staff capacities and recruiting staff with required skills in order to ensure that high standards are maintained in participatory processes. Concluding the session, RS pointed out how additional child friendly materials will be produced on specific thematic areas based on the feedback received from children to the materials already shared.

3.5. Working with children on protection issues: SD shared a PowerPoint presentation (see Annex 18). During her presentation, SD asked the participants to share their understanding of the term “disclosures”. The ideas shared by the participants included: a child sharing a CP issue; an adult reporting a CP issue and a child reporting and issue about another child. SD remarked the importance of the facilitators having the right skills to handle disclosures. RS noted that receiving a disclosure from a child is part of the CP Policy core awareness training. Following the sharing, SD invited the participants to role-play a CP issue disclosure within small groups of three members. The members were to assume the roles of a child, worker and observer. The worker was instructed to listen when the child discloses a CP issue while the observer was asked to take notes on his/her observations. Following the role-play, participants who played different roles were asked to share their observations. The key messages emerged in the sharing are captured in the below table:

<table>
<thead>
<tr>
<th>Key messages from the discussions following the role-plays</th>
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<tbody>
<tr>
<td>• Do not panic when someone (specially a child) discloses a child protection issue!</td>
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<tr>
<td>• Do not judge!</td>
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<tr>
<td>• Provide reassurance, build confidence and offer support.</td>
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<tr>
<td>• Assure that it is not his/her fault.</td>
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<tr>
<td>• Do not make false promises!</td>
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<tr>
<td>• Consult the child on the next steps, jointly agree on them and explain them to the child.</td>
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<tr>
<td>• Clarify how the information will be shared with other people as needed.</td>
</tr>
<tr>
<td>• It could be difficult to respond to a situation when someone is talking about their emotions so it is useful to develop some basic counseling skills.</td>
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<tr>
<td>• Do not investigate!</td>
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</table>

SD noted that when facilitating children’s events, it is important for adult facilitators to maintain balance between “fun” and “seriousness” as they might have to switch roles when it comes to receiving a potential disclosure from a child. RS also noted how role-play becomes a powerful tool when used correctly and the importance of stepping out of the role played by each individual when it is over. SD remarked that “sexual abuse” should never be a subject for role-plays.

3.6. Preparations for the exercise simulation and the end of Day Three: SD shared instructions on how the exercise simulations needs to be conducted on the Day Four and remarked that the
primary objective of the exercises is to gain skills to facilitate the trainings with country staff but not to judge individual skills.

DAY FOUR – EXERCISES SIMULATION

4.1. Setting the tone: Setting the tone for the simulations exercises to follow during the day, RS highlighted the key expectations of the exercises and invited the participants to conduct the individual sessions assigned to each country. Each exercise was followed by a peer review. The following table has concisely captured the feedback related to the content of each session:

<table>
<thead>
<tr>
<th>Exercise: People Bingo</th>
<th>Facilitated by: Tushar Anchal and Abhilash K</th>
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<tbody>
<tr>
<td>Feedback on the session</td>
<td>• Importance of being sensitive to special considerations were highlighted (disabilities, gender, cultural sensitivities, etc.).</td>
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<tr>
<td></td>
<td>• Finding common grounds with the other participants helps them to relate easily to the rest of the group members. However, care must be taken to ensure that at least two people have what is stated in common as being the “only one” in the group could potentially create negative feelings.</td>
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<td></td>
<td>• It always important to clarify the objectives of the session at the beginning.</td>
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<td></td>
<td>• Care must be taken when selecting statements to avoid any sensitivity (know your audience).</td>
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<tr>
<td></td>
<td>• It is important not to be directive when navigating the team.</td>
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<td></td>
<td>• As much as possible, prepare the agenda for any training in consultation with children.</td>
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<table>
<thead>
<tr>
<th>Exercise: Monkey Story</th>
<th>Facilitated by: Sudthida Keophaithool, Acharamas Udomsiri, Wattana Phongnonsung</th>
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</thead>
<tbody>
<tr>
<td>Feedback on the session</td>
<td>• Narrating the story with visuals is a very engaging and creative methodology.</td>
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<tr>
<td></td>
<td>• Different stories can be used according to the country contexts.</td>
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<td></td>
<td>• It important that the facilitators include non negotiable matters such as “confidentiality” into the ground rules.</td>
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<tr>
<td></td>
<td>• Focus should be maintained on unacceptable behaviour but not on the individuals.</td>
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<tr>
<td></td>
<td>• Fair division of labour among the facilitators is an important consideration.</td>
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<td></td>
<td>• Adopting the same eye level with the participants is an important facilitation skill.</td>
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<tr>
<td></td>
<td>• The session does not have an organic flow as it does not create a strong linkage between the story and the ground rules (the two activities are disconnected from each other).</td>
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<td></td>
<td>• The time suggested for the session should be named “proposed time” to avoid being prescriptive.</td>
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<td></td>
<td>• While the stories are more appropriate for younger children, other methodologies can be explored for elder groups.</td>
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<tr>
<th>Exercise: I am me</th>
<th>Facilitated by: Guan Zhen and Liu Feng</th>
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<tbody>
<tr>
<td>Feedback on the session</td>
<td>• The story was innovative, creative and empowering.</td>
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<tr>
<td></td>
<td>• The exercise helps recognising the innate potential in every person.</td>
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</tbody>
</table>
- It helps children to develop a positive sense of them/self worthiness. This kind of stimulation is important as children hardly receive it in the family and school.
- The idea of putting the individual pictures on the wall is useful as participants can keep adding positive messages on their pictures.
- The drawing can also be used as a “keep safe” picture to remind one’s self worthiness.
- These positive messages help children to build their confidence and eventually build resilience to protect them from harm.

**Exercise: Good and bad choices**

**Facilitated by:** Mai Thi Thanh Ha and Le Thi Thu Huyen

**Feedback to the session**
- The group discussed different approaches to manage restless participants during a session (adopting a participatory process when developing the agenda, presence of two facilitators, assigning specific responsibilities to such individuals, etc). It was suggested that similar tips be included in the S&S Manual.
- Facilitators must be mindful about different sensitivities when conducting this session particularly by attempting to define “what is good” and “what is bad”. The group suggested including some generic statements to the session to guide the facilitators.
- It is important to be honest if the facilitators do not know something.

**Exercise: Feeling map**

**Facilitated by:** Volavong Viengkhone and Thongphataysack Phimmasone

**Feedback on the session**
- The group suggested how it is useful to have all emotions placed in one picture instead of categorizing them.
- Everyone agreed that the exercise needs to be revised/elaborated in the final version.
- It is important to create an objective discussion when exploring emotions. It was suggested that this exercise be replaced with the exercise done on the same topic in the children’s training held in Sri Lanka.

**Exercise: My village/town journey**

**Facilitated by:** Sovannary Ty and Thun Sokaun

**Feedback on the session**
- The group suggested using different colours or symbols to indicate risky places.
- It is important to clarify how children could perceive safety differently both as individuals as well as in different situations/occasions.
- There should be a preceding exercise to clarify what is meant by “danger/hazard” and gradually introduce the “protection” related topics.
- It was agreed that the Manual should have some additional information/instructions while also leaving space for creativity and innovation.
- Participants suggested including key messages for each session in the Manual.

**Exercise: What do we mean by “protection” (Stop, Slow, Go)**

**Facilitated by:** Madhuwanti Tuladhar and Ram Khatri

**Feedback on the session**
- Stop-slow-go exercise is better for younger children.
- The situations identified in the statements should be appropriate to the context and age.
• It will be useful to develop interactions with children on why some walked slowly, stopped or continued walking in specific situations and create a discussion on CP issues.
• The message “go” could be conflicting with the overall message of the training “No, Go and Tell” as the word suggests two contrary meanings in the two places. It was suggested that other appropriate words need to be used instead of “stop-slow-go”.

**Exercise: Dangerous Scenarios**
**Facilitated by:** Yuyum Fhahni and Titon Nikolai

**Feedback on the session**
• Referring to the five settings where violence against children take place might not be appropriate in the rural settings as all the 5 settings might not be present in rural areas.
• The session 5, 6, 7 and 8 address the same topics with slight differences, so it was suggested that these be revisited and revised during the finalisation of the Manual (e.g. presenting one core exercise while others remain optional).
• The overview of all sessions (Page 79) needs to be presented at the beginning of the training in order to establish clarity on how the sessions are organised.
• There is a need to clarify the difference between “risk” and “danger” in the Manual.

**Exercise: Mapping my protective network**
**Facilitated by:** Selena Fortich and Emily Mantilla

**Feedback on the session**
• The facilitators felt that it is difficult to do this exercise in a short time.
• Children are not necessarily aware of the supportive networks around them such as social workers, health care institutions, CBCPMs and etc. therefore, it is important that these information are shared with children in this session.
• It was noted how child friendly child protection materials could be used in conjunction with this session to identify similar support services. The group also agreed that the identification of specific support services as an appropriate closure to the training.
• It was also noted that the discussion of this session has a high potential to trigger disclosures.

**Exercise: Hands of support**
**Facilitated by:** Soalihin Fatema and Farukh Ahmed

**Feedback on the session**
• While the previous exercise could help define the broader support network, this exercise could be an individual exercise to help children to identify their specific support network.
• Swop the method “hands” to other appropriate forms when involving children with disabilities.

**Exercise: No, Go, Tell**
**Facilitated by:** Hussain Ali Sina and Madiya Sani

**Feedback on the session**
• Using visuals to reinforce the message is more appropriate for younger children. The elder groups can be involved in discussions to elicit ideas which also could serve as an indication of the level of internalizing the learning.
• Children could suggest a more appropriate terminology instead of facilitators having a ready-made term such as “No, Go and Tell”. Also the group discussed the limitations of the term, particularly when abuse within family and school settings are in question.
• It was suggested that the Manual should have some guiding notes on how the facilitator will handle situations when children ask what to do in a specific situation.
• SD also noted how important it is to keep the Manual generic rather than detailing different issues related to child protection.
• Group also noted the importance of being mindful about the absence of strong CP systems in the countries while raising expectation of families, children and communities to report issues.

Exercise: What we can do?
Facilitated by: Tissa Rajaguru and Sarath Wijemanna

Feedback on the session
• The session provides an affirmation that children can work on their own protection.
• It is useful to discuss with children what they can do immediately as part of action planning.
• It was also noted how the Action Booklet can be used to identify follow up actions.

4.2. End of the Day Four: Concluding the simulation exercises, RS thanked the participants for their enthusiasm and commitment while also acknowledging the skill with which the groups facilitated the sessions despite the fact that it was done in a language which is not their own. RS also remarked that the inputs shared by the group will immensely contribute to improve the contents of the Manual.

DAY FIVE– PRACTICAL CONSIDERATIONS

5.1. Objectives of the Day Five: RS welcomed the participants to the final day of the ToT and remarked that the key objectives for the day were to address different practical considerations towards the finalisation of the Manual and agree on the next steps. He also noted that it is the International Day of the Girl Child and how increasing efforts are being taken to promote inclusiveness within Plan's programmes.

5.2. Feedback to the Manual: After reviewing the inputs shared on the flip charts by the participants, RS asked the groups seated at each table to reflect on specific sessions in the Manual and share any further feedback to be considered in revising the draft Manual. Following the discussions, each group shared additional inputs to different session in the plenary (see Annex 19).

5.3. Roof of Protection: As the ToT was drawing to its conclusion, RS invited all participants to revisit their country presentations so to view them with a fresh perspective of newly acquired skills and knowledge. Finally, the group reviewed all the key messaged put up on the “Roof of Protection”, which gradually evolved into “Wall of Protection”, and suggested the following additions to it:

• Support from the management is crucial for meaningful interventions.
• Investing enough resources is necessary.
• Ensure sustainability by integrating into CP systems building
- Explore contributions towards systems strengthening with like-minded organisations.
- In the final design, it could be “the wall of protection” instead “roof of protection”

5.4. **Our commitments/next steps:** *RS* involved the group in a plenary discussion to agree on the next steps. Following actions were jointly agreed during the discussion:

<table>
<thead>
<tr>
<th>#</th>
<th>Action</th>
<th>By</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Share in the weekly meetings/team meetings, etc.</td>
<td>ToT Participants</td>
</tr>
<tr>
<td>2</td>
<td>Action planning, design rollout, contextualization, working out resources</td>
<td>ToT Participants</td>
</tr>
<tr>
<td>3</td>
<td>Plan now and roll out when publication is ready (depends on the context)</td>
<td>ToT Participants</td>
</tr>
<tr>
<td>4</td>
<td>Raising awareness, making links with others, setting the grounds for rollout</td>
<td>ToT Participants</td>
</tr>
<tr>
<td>5</td>
<td>Advocate for/ensure resources allocation:</td>
<td>ToT Participants</td>
</tr>
<tr>
<td></td>
<td>- Identify partners who may join efforts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify “entry points” for awareness/advocacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Contact <em>RS</em> if need support/advocacy with management etc.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Printing/designing/ follow up materials for promotion</td>
<td>ARO</td>
</tr>
<tr>
<td>7</td>
<td>Set up exchange platform online/email group</td>
<td>ARO</td>
</tr>
<tr>
<td>8</td>
<td>Design template will be shared for translations when ready</td>
<td>ARO</td>
</tr>
<tr>
<td>9</td>
<td>Sharing of resources</td>
<td>ARO</td>
</tr>
<tr>
<td>10</td>
<td>Sharing the ToT Report</td>
<td>ARO</td>
</tr>
</tbody>
</table>

5.5. **Proposed monitoring indicators for S&S:** Through idea storming, participants jointly agreed on following criteria to be considered when developing the monitoring indicators for S&S methodology:

- Number of adults trained/number of children trained;
- Number of initiatives/actions by children/groups as a result of S&S – preventing and responding;
- Number of follow-up actions increased due to S&S;
- Number of children who are aware of protective networks (tentative);
- Need to come up with a CF questionnaire before the training is rolled out. Preparations of children;
- Measuring differences/perceptions of communities, etc (other children) regarding change in children;
- Mainstreaming/accessing other thematic programme sectors;
- Ongoing monitoring of the application of the Manual using a follow-up matrix similar to BS.

5.6. **Keep safe drawing:** Before the closing of the ToT, *SD* reminded the participants of the “keep safe” drawing produced by each of them on the Day One and asked it to attach it to the “Wall of Protection” or keep it safe with them.

5.7. **Ending:** Participants shared their evaluation of the ToT *(see Annex 20).* The facilitators thanked the participants for their passion, commitment and rich contributions during the five days. The ToT ended with participants exchanging positive and encouraging messages.
Annexes:
- Annex 1 – Participants’ expectations
- Annex 2 – Ground rules for the ToT
- Annex 4 – Parking lot
- Annex 5 – The Roof of Protection
- Annex 6 – What is Sticks and Stones (ppt)
- Annex 7 – Basic principles of CP (ppt)
- Annex 8 – Gallery walk presentations
- Annex 9 – CP main themes and issues (ppt)
- Annex 10 – Influence of age, gender, etc. (ppt)
- Annex 11 – Group work: age groups, characteristics and entry points
- Annex 12 – Violence in the real world (ppt)
- Annex 13 – Group work: Involving children in CP across different settings
- Annex 14 – CP in virtual space (ppt)
- Annex 15 – Code of ethics
- Annex 16 – Group work: Code of ethics
- Annex 17 – Setting the context (ppt)
- Annex 18 – Working with children on CP (ppt)
- Annex 19 – Feedback to specific session
- Annex 20 – Evaluations synthesis
- Annex 21 – Agenda for participants
- Annex 22 – Agenda for facilitators
- Annex 23 – Participants list
- Annex 24 – Instructions for exercise simulation
- Annex 25 – Training techniques
- Annex 26 – Exercise simulation – questions

Sticks and stones may break my bones but names will never hurt me