



# Community Child Protection Volunteers Training Manual

Part 1: Volunteers' Roles Supporting Case Management

December 2021

This Training Manual is accompanied by A Toolkit for Community Child Protection Volunteers



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This project was a collaborative effort among Child Protection practitioners, academics, and advocates across the globe. The project team is indebted to members of the Inter-agency Review Committee, as well as country consultants who have inspired the development of a practical resource that can immediately benefit community volunteers. Thanks to Michelle Van Akin for her project leadership and immeasurable support to ensure the development of this resource.

Most importantly, we would like to thank community volunteers who are working tirelessly to protect children from their communities from violence, exploitation, abuse and neglect. It is your stories and service that drove this project.

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## Introduction and purpose

The Community Child Protection Volunteers Training Manual and associated Toolkit aim to promote evidence-informed best practices when engaging community volunteers in child protection responses.



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This training manual was developed based upon the learning from [Community Engagement in Case Management Study](#) commissioned by the Alliance and completed in 2020. The study included a review of evidence on effectiveness related to community volunteers and a comparison of these findings with data from current practice. The training manual aims to provide a series of learning experiences for child protection volunteers supporting case management. There are also training sessions for child protection case management staff working with volunteers that are included to promote a team approach to case management.

This training manual should be used alongside the existing community level Child Protection and Case Management global resources as outlined below:

| Community Level CP Resources   | Case Management Resources   |
|--|---|
| <ul style="list-style-type: none"> <li>• <a href="#">A Reflective Field Guide: Community-level Approaches to Child Protection in Humanitarian Action</a>, 2020</li> <li>• <a href="#">Strengthening Community-Level Child Protection in Humanitarian Action: Capacity Building Package</a>, 2020</li> <li>• <a href="#">A guide for supporting community-led child protection processes</a>, 2018</li> <li>• <a href="#">Toolkit for reflective practice in supporting community-led child protection processes</a>, 2018</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Inter-agency Guidelines for Case Management &amp; Child Protection</a>, 2014</li> <li>• <a href="#">Child Protection Case Management Training Manual for Caseworkers, Supervisors, and Managers</a></li> <li>• <a href="#">Case Management Supervision and Coaching Package</a>, 2018</li> </ul> |

### Aim and Learning Objectives:

The aim of this training manual is to build on the deep knowledge, capacities and resources of volunteers to enable them to ethically support child protection cases in their communities.

The course objectives are that by the end of the training, community volunteers will be able to:

- Describe child protection issues in their communities
- Explain their role supporting child protection case management within their communities
- Recognize the interpersonal skills needed with children and caregivers to be successful in their roles
- Identify and discuss ways to manage the power dynamics and risks they face in their roles

In addition, case management teams will be able to:

- Recognize the role of community volunteers and the contribution they make to case management in their communities
- Identify potential solutions to the challenges volunteers face in their roles (including power dynamics, safety and wellbeing)
- Explain how to support volunteers' work and wellbeing

## Learning approach

The learning approach within the training manual focuses on applying contextualized and personal reflection when training child protection volunteers supporting case management.<sup>1</sup>

The learning sessions in this manual:

- Tap into volunteers' knowledge to ensure linkage to the *specific context*
- Respect volunteers' *deep understanding* of risk and protective factors in their community
- Build on the community volunteers' *personal commitment and motivation*
- Acknowledge that real learning happens when knowledge is linked to the *personal, emotional self*

This approach is participatory and built around dialogue among participants and between participants and facilitators. Facilitators must be skilled in active listening and empathy.

### Structure

The manual is divided into three sections:

#### **I. Core Training: Volunteers' Roles Supporting Case Management**

These primary sessions begin with building participants' understanding on their roles protecting children in their communities. There are nine core learning sessions as well as an introduction and closing session. Case management team members should join for Session 9.

The duration of the core training is approximately 21 hours (without lunch and coffee breaks). These sessions can be sequenced over three to four days of training.

#### **II. Additional Community Volunteer Training**

These sessions serve as follow-up training to add depth to volunteers' knowledge and skills after the core training.

#### **III. Case Management Team Training**

These sessions target case management staff, helping staff think about applying a "team approach" when working alongside volunteers. The sessions also build empathy, and address risk and power dynamics that community volunteers face in their roles.

## Facilitator Profile

The training facilitator should have experience with:

- Child protection case management in humanitarian contexts
- Community-level approaches to child protection
- Contextualizing learning materials
- Participatory and creative learning activities

If the facilitator is not from the context, there should be a co-facilitator from the area, experienced in child protection, who is able to ground topics and discussions in the local culture and context. See further information below.

## Emphasis on working from within local cultural understandings<sup>2</sup>

Piloting of the training manual emphasized the importance of contextualizing training content, making a local facilitator or co-facilitator essential. In north-east Nigeria, the local facilitator was able to hold a sensitive discussion on child marriage within the context of local religious beliefs, making key child rights points without alienating participants. In Mozambique, the co-facilitator explained sexual abuse using locally appropriate language without offending participants.

To contextualize the training package, the following steps are recommended:

- Review the agenda – do the start and end times need to be adjusted based on the working day, travel or safety requirements? Should time be allocated for prayer?
- Consider the legal framework – should any references to the law be updated?
- Consider the SOP's for child protection case management – review the eligibility criteria for case management and ensure it is represented appropriately in the case management training sessions.
- Review the case studies and examples – should any names or descriptions be adjusted to be more relevant to the context? Should certain examples be prioritized, or exercises altered, based on local customs, practices or laws?
- Check if the session methodologies are appropriate for the context and the group – this may include adjusting instructions to make them clearer, adjusting icebreakers to make them culturally appropriate, adjusting feedback processes to suit the context.
- Translate the training materials (especially the Volunteer Key Learning Cards) to the volunteer's dialect(s).

For more detailed guidance on this process, see the [Alliance Facilitator Handbook](#).



This symbol indicates sections of the training where contextualizing content is recommended.

2. Panter-Brick, C., Clarke, S. E., Lomas, H., Pinder, M., & Lindsay, S. W. (2006). Culturally compelling strategies for behaviour change: a social ecology model and case study in malaria prevention. *Social science & medicine*, 62(11), 2810-2825.; Bray, R., & Dawes, A. (2016). Parenting, family care and adolescence in East and Southern Africa: an evidence-focused literature review. *Innocenti Discussion Paper* 2016-02, UNICEF Office of Research Innocenti, Florence.

## Language

It is essential to facilitate the training in the language predominantly spoken by volunteers. Provisions should be made for participants who speak a local dialect or a different language. It might be necessary to have an interpreter work directly with this group throughout the training. Remember that using an interpreter will extend the time needed for each activity.

## Adapting the agenda

Each session in the manual can be facilitated separately, or they can be organized into a comprehensive four and a half-day training. It is important to determine the most appropriate schedule according to the availability of volunteers. Ideally, the training would be spread out over a few weeks or months in order that volunteers could practice skills and apply knowledge, and slowly build their learning. Here are two sample agendas for different situations:

### *Sample agenda – dividing core trainings over three months.*

Month 1: 3 days’ volunteer training, 1-day CM team training

| Volunteers, month 1   |  |   |
|---|--|---|
| Day 1   | Day 2  | Day 3   |
| Introductory session<br>9.00 – 10.15                                    | Review<br>9.00 – 9.15  | Review<br>9.00 – 9.15   |
|   | Session 3: What is child protection?<br>9.15 – 10.55                                     | Session 6: Guiding principles<br>9.15 – 11.35                                     |
| Break 10.15 – 10.30   | Break 10.55 – 11.10  | Break 11.35 – 11.50   |
| Session 1: I am a community child protection volunteer<br>10.30 – 12.20 | Session 4: Case management: an approach to protection concerns<br>11.10 – 13.00          | Session 9: We are better together (volunteers’ preparation time)<br>11.50 – 12.20 |
| Lunch 12.20 – 13.15   | Lunch 13.00 – 14.00  | Lunch 12.20 – 13.00   |
| Session 2: Thinking about my community<br>13.15 – 16.15                 | Session 5: My role as a community volunteer in the case management team<br>14.00 – 15.50 | Session 9: We are better together, continued.<br>13.00 – 15.30                    |
|   |  | Break 15.30 – 15.45   |
| Recap<br>16.15 – 16.30  | Recap<br>15.50 – 16.05   | Recap and close<br>15.45 – 16.00  |

| <b>CM team, month 1</b>   | <b>Volunteers, month 2</b>   | <b>Volunteers, month 3</b>                                 |
|---|--|--|
| <b>Day 1</b>  | <b>Day 1</b>   | <b>Day 1</b>   |
| Welcome and introductions<br>9.00 – 9.30  | Welcome<br>9.00 – 9.30   | Welcome<br>9.00 – 9.30                                     |
| Session 13: Community volunteers as interpreters in case management<br>9.30 – 11.40 | Session 7: My safety as a community child protection volunteer<br>9.30 – 11.10 | Session 10: Communication with children<br>9.30 – 11.55    |
| <b>Break 11.40 – 11.55</b>  | <b>Break 11.10 – 11.30</b>   | <b>Lunch 11.55 – 12.45</b>                                 |
| Session 14: Imagining the life of a volunteer<br>11.55 – 13.10                      | Session 8: My emotional wellbeing as a community volunteer<br>11.30 – 13.00    | Session 11: Communication with caregivers<br>12.45 – 14.25 |
| <b>Lunch 13.10 – 14.00</b>  | <b>Lunch 13.00 – 14.00</b>   | <b>Break 14.25 – 14.45</b>                                 |
| Session 15: Power, risks and wellbeing of volunteers<br>14.00 – 16.00               | Session 12: Power within my role as a community volunteer<br>14.00 – 16.00     | Evaluation and closing session<br>14.45 – 16.00            |
| Recap and close<br>16.00 – 16.15  | Recap and close<br>16.00 – 16.15   |  |

## Sample agenda – six days in a row:

| Day 1   | Day 2  | Day 3  | Day 4  | Day 5   | Day 6   |
|---|--|--|--|---|---|
| Volunteers  | Volunteers   | Volunteers   | Volunteers   | All   | CM staff  |
| Introductory session<br>9.00 – 10.15                                    | Review<br>9.00 – 9.15  | Review<br>9.00 – 9.15  | Review<br>9.00 – 9.15  | Review<br>9.00 – 9.15   | Welcome and introductions<br>9.00 – 9.30                              |
|   | Session 3: What is Child Protection?<br>9.15 – 10.55                                     | Session 6: Guiding Principles<br>9.15 – 11.35  | Session 10: Communication with children<br>9.15 – 11.40                    | Session 13: Community volunteers as interpreters in case management<br>9.15 – 11.25 | Session 14: Imagining the life of a volunteer<br>9.30 – 10.45         |
| Break<br>10.15 – 10.30  | Break<br>10.55 – 11.10   | Break<br>11.35 – 11.50   | Break<br>11.40 – 11.55   | Break<br>11.25 – 11.40  | Break<br>10.45 – 11.00  |
| Session 1: I am a community child protection volunteer<br>10.30 – 12.20 | Session 4: Case management: an approach to protection concerns<br>11.10 – 13.00          | Session 7: My safety as a community child protection volunteer<br>11.50 – 13.30                | Session 11: Communication with caregivers<br>11.55 – 13.35                 | Session 9: We are better together (volunteers' preparation time)<br>11.40 – 12.10   | Session 15: Power, risks and wellbeing of volunteers<br>11.20 – 13.00 |
| Lunch<br>12.20 – 13.15  | Lunch<br>13.00 – 14.00   | Lunch<br>13.30 – 14.15   | Lunch<br>13.35 – 14.30   | Lunch<br>12.10 – 13.00  | Lunch<br>13.00 – 14.00  |
| Session 2: Thinking about my community<br>13.15 – 16.15                 | Session 5: My role as a community volunteer in the case management team<br>14.00 – 15.50 | Session 8: My emotional wellbeing as a community volunteer in case management<br>14.15 – 15.45 | Session 12: Power within my role as a community volunteer<br>14.30 – 16.30 | Session 9: We are better together, continued<br>13.00 – 15.30                       | Eval and close<br>14.00 – 15.15                                       |
| Recap<br>16.15 – 16.30  | Recap<br>15.50 – 16.05   | Recap<br>15.45 – 16.00   | Recap<br>16.30 – 16.45   | Eval and close<br>15.30 – 16.45   |   |

## Preparation Required:

### Find a suitable venue

A large, open, informal space is important for this training. The venue should allow for either seats or mats to be placed in a circle for participants. Further, it should allow the volunteers to participate fully without distractions and in a space where they can speak freely.

### Organize child care

There may be volunteers that need to bring their young children to the training. This should be accommodated by using some training budget to employ child care. Alternatively, support mothers in registering their children in Child Friendly Space activities for the duration of the training. Best practice is to consult with the mothers to determine which option they prefer. Options should also be age appropriate.

### Preparation to deliver

Preparation for the training should include working with a facilitation team to agree who will lead on which sessions, how to contextualize the course, and to ensure the procurement of resources required. Each session introduces the facilitator to the learning objectives, contextualization, and preparation needed. The materials that need to be printed or translated for each session can be found at the end of each session in the “Handouts” section.

For more detailed guidance on how to prepare to deliver a training course, see the [Alliance Facilitator Handbook](#).

### Translate and Print Key Messages Cards

Several sessions have handouts that should be translated and printed for participants. This includes the pre/post-test, flashcards, and stories.

Many of the sessions have **Volunteer Key Learning Cards** with the core concepts that participants should retain from the session. There are 11 Volunteer Key Learning Cards in the full training. They will need to be translated into the local language, printed, and laminated. At the end of the training, participants will bind them together with ribbon into a small reference book. This will be a useful resource for participants to refer to following the training. In multi-lingual contexts, it may be useful to ensure accessibility by printing the local language on one side and the language of school instruction (English, Arabic, French, etc.) on the other.



Photo: © James Clacherty

### **Drawings**

Drawings are used throughout the training. Each drawing has a description to ensure understanding of what is occurring in the illustration. Each drawing is included at the end of each session for photocopying. Print at least one drawing for every five participants.

### ***Materials Needed***

- Flip chart paper (5 packs) and 1 flip chart stand
- Markers in various colors, including red (at least 1 marker for each participant)
- Tape (4 rolls)
- A4 paper (200 sheets)
- Pens (1 per participant + extras)
- Post-it notes in various colors
- Sticky dots (6 per participant)
- Glue sticks (about 6)
- Alarm clock or timer
- Scarves, sarongs or balloons (one per three participants)
- Box of matches
- Blank cards (at least 2–3 per participant)
- Small candies for prizes
- Crayons
- Small soft ball for group activities
- A small bowl
- Speaker

### **Collecting Participant Feedback**

As a facilitator, it is important to monitor how participants are understanding the content, engaging with the approaches, and feeling during the training. Include a 15-minute “Recap of the Day” session at the end of each day of training. A sample outline of a Recap session is included below, followed by some ways to collect daily feedback in a fun and engaging way. After the final session each day, review this feedback as a facilitator or facilitation team and make note of any changes that can be made to improve the experience for the participants. In the morning session, provide an overview of the feedback received and outline what will be done in response.

**Daily Recap Session (15 minutes; end of each day)**

**Aim and Learning Objectives:**

To review the day and get feedback from participants.

By the end of the session participants will be able to:

- Recap key learning points from the day’s sessions
- Provide written feedback to the facilitator(s)

| Time   | Facilitator Notes  |
|--------|--|
| 10 min | Recap the sessions which took place today, with a brief outline of what was covered in each. Or, ask the participants to find their training partner and together recap the main messages from each of today’s sessions. |
| 5 min  | Use a creative way to gather feedback from the participants on how they found this day of training (see examples below).   |

**Smiley Faces**

Stick 3 flip charts on the wall:

1. What is going well



2. What can be improved



3. Suggestions



Invite participants to leave post-it notes in each section before lunch/ at the end of each day

**Pair share**

1. Explain that this is a quick exchange of information game
2. The whole group should walk around the training space
3. The facilitator then invites participants to find a partner they haven’t worked with
4. Make sure that there are even numbers so that no-one is left out – the facilitators can join in if needed
5. Call out a topic and the participants have to share with their partner about that topic

Example feedback topics:

‘The best thing about today’s training.’

‘Something new I learned today.’

‘Something I would change tomorrow or in the next training.’

6. Then ask for a few people to share what they or their partner said. Repeat the activity each time you have a new topic.

### *Sticky dots*

On a flip chart, write 3–4 statements for participants to offer feedback on (leave space between them). Give each participant 3 sticky dots. Explain that they should put their dots next to the statements they agree with the most – they can choose to put all three dots next to one statement or two or one on three different statements. The pattern will give you feedback.

Examples of statements:

- I understood all of what we learned today.
- I found the content of today's training difficult to follow.
- I found the content was too easy for me, I knew these things already.
- I felt comfortable and safe to share my ideas.
- I did not feel comfortable, I felt that we all had to agree with the facilitator.
- Some of the participants talked too much and did not give others space to talk.

### *Check in*

Ask 2–3 different participants (try to ensure you have diverse perspectives by level of participation, gender, etc.) to stay behind and have a quick discussion with them each day.

- What do you think about today? – (it is always good to start with an open-ended question).
- What is going well?
- What did you learn today?
- Was there anything that happened in the training sessions that was difficult or confusing
- Do you have any questions or advice for us as facilitators?

If there is a facilitation team, it is recommended to discuss similar questions on a daily basis.

In addition, at the end of the course, participants should complete a training evaluation. The information collected can help identify:

- What went well about the course and should be replicated in future
- What could be improved, and suggestions on how to do this
- Further learning needs

A training evaluation form for participants is included at the end of the closing session. More questions can be included if the facilitation team wants additional feedback.

## Learning review

To help participants remember and retain the new learning they are gaining throughout the course, it is important to conduct a Learning Review session at the start of each training day. A sample outline of this session is included below.

### Learning Review Session (beginning of each day; 15 minutes)

#### Aim and Learning Objectives:

To bring participants into the learning space, refresh their learning from the previous day, and set the scene for the day.

By the end of the session, participants will be able to:

- Share something that they learnt on the previous day
- Outline the program for the day ahead

| Time   | Facilitator Notes  |
|--------|--|
| 3 min  | Welcome the participants back and thank them for the feedback they provided in the recap session the previous day.<br>Summarize the feedback that was received and outline what you will do in response to this feedback. Check if anyone has anything further to add.<br>If necessary, take the opportunity to revisit the course objectives and/or ground rules. |
| 10 min | Facilitate a short quiz, discussion or game to reinforce learning from the previous day. (It is also possible to invite a pair of participants to plan and facilitate this. Inform them during the recap on the previous day.)   |
| 2 min  | Give an overview of the day ahead, including how this links to what was covered yesterday.   |

### Assessment of knowledge

Finally, in order to assess participants' learning, a pre and post-test can be used to measure knowledge. A pre-test can be found after the Introduction session and a post-test and evaluation is included after the closing session.

# CORE TRAINING: VOLUNTEERS' ROLES SUPPORTING CASE MANAGEMENT



Photo: © James Clacherty

# Introductory Session: Getting to Know Each Other

## Aim and Learning Objectives:

To set the scene for the training including building an effective learning environment and developing working relationships amongst the group.

By the end of this session participants will be able to:

- Introduce the facilitators and other members of the training
- Recall the structure of the course
- List the agreed ground rules for the course

## Key Learning Points:

- The course combines core sessions for community volunteers, with supplemental sessions to deepen knowledge and understanding, and organizational workshops which involve case management staff. During some sessions the whole case management team (volunteers and staff) will come together, to help build a shared understanding of the contribution each person makes to the work of the team.
- Each member of the course will have a training partner. You will support each other by checking in with each other, both emotionally and to ensure mutual understanding of the training.

## Preparation required for this session

1. Write each number from 1 to 10 on a separate sheet of paper.
2. Collect the following materials:
  - Paper, pens and tape for Activity 1 and 2
  - Flip chart paper and markers
  - Post-it notes for Activity 3
  - Prepare a flip chart with “Learning Agreement” as a title
  - Translate and print the pre-test for participants to complete



Photo: © PLAN International

| Time   | Facilitator Notes   |
|--------|---|
| 20 min | <p><b>Opening the training</b><br/>           Open the training in a locally appropriate way and warmly welcome the participants. Welcome everyone to the course and introduce yourself and co-facilitator(s).</p> <p><b>Say:</b> <i>We are very grateful that you are all here! The next several days are for you, as community child protection volunteers, to acknowledge everything you already do to help children in your community and build your skills in your essential roles. The aim of this training is to build on the deep knowledge, capacities and resources that everyone in the room already has as a community volunteer. The training will help you to support children and families in your communities, and build our work together as members of a team.</i></p> <p>Go over any housekeeping notices (washrooms, refreshments/lunch, fire escapes, security, etc.)</p> <p><b>Activity: Getting to know each other</b><br/>           Play one of the “getting to know you games” suggested below. The first game is designed for a group who <i>does not know</i> each other. The second game is for if the group <i>already knows</i> each other.</p> <p><b>Option 1 – Name game<sup>3</sup></b></p> <ul style="list-style-type: none"> <li>• Ask each participant to write their name in large letters on a card and tape it to their clothing in a visible place.</li> <li>• Ask the group to form a circle.</li> <li>• Give them 4 minutes to memorize the names of the other people in the circle.</li> <li>• After 4 minutes, ask everyone to take off their name cards and pass them clockwise around the circle until you say stop.</li> <li>• <b>Say:</b> <i>When I say go, look at the name on the card you are holding and return it to the right person. Say go.</i></li> <li>• <i>After thirty seconds, call stop. See who is left and have the group help them find the right owner for the remaining cards.</i></li> </ul> <p><b>Option 2 – ‘I am’ game<sup>4</sup></b></p> <ul style="list-style-type: none"> <li>• Give each participant a piece of paper and a marker and ask them to write their names on the top and to finish the statement, “I am ...,” using six different endings. For example, I am Jon. I am a father. I am from Manila.</li> <li>• Ask the participants to attach their papers to their chests with tape and then walk around the room, reading each other’s statements and discussing them together, looking for similarities and differences.</li> </ul> |

3. UNICEF, (1998). *Visualization in participatory programmes: Games and exercises*. Communication Section, UNICEF Eastern and Southern Africa Regional Office, Nairobi, and the Organizational Learning and Development Section, Division of Human Resources, UNICEF New York. p. 18

4. Ibid. p. 19

|               |  |
|---------------|--|
| <p>5 min</p>  | <p><b>Agenda outline</b></p> <p>Thank everyone for participating in the game and invite them to return to their seats.</p> <p><b>Say:</b> <i>The course objectives are that by the end of the training, you will be able to:</i></p> <ul style="list-style-type: none"> <li>• <i>Describe child protection issues in your communities</i></li> <li>• <i>Explain your role supporting child protection case management within your communities</i></li> <li>• <i>Recognize the interpersonal skills needed with children and caregivers to be successful in your roles</i></li> <li>• <i>Identify and discuss ways to manage the power dynamics and risks you face in your roles</i></li> <li>• <i>Recognize your signs of stress and identify ways of caring for yourself and each other</i></li> </ul> <p>Outline the structure of the course, including when other colleagues will be involved in sessions. Show the training agenda and briefly explain the logic of the course (the sequences of the sessions). Remind participants how many days the training will last and how long the training will be each day.</p>   |
| <p>15 min</p> | <p><b>Activity 2: Finding a “training partner”</b></p> <p>Introduce the idea of each person having a “partner” or “buddy” that will look out for them during the training.</p> <p><b>Say:</b> <i>As volunteers, we need to look after each other. During this training we want you to all have a “buddy” or “partner”. You will support each other by checking in with each other, both emotionally and to ensure mutual understanding of the training.</i></p> <p><i>Please choose a person who you do not know to be your training partner. We will do an activity now to help you get to know your “partner”</i></p> <p>Participants choose a partner, if the number is uneven, three people can be ‘partners’. Distribute markers and paper to each pair.</p> <p><b>Say:</b> <i>Share with your partner a bit about yourself, and 1 expectation for this course together. Please write one expectation that you both have on the piece of paper that you have, with both your names.</i></p> <p>Once partners have had a chance to talk to each other, bring everyone back into one large circle. Invite each pair to introduce each other to the group and their shared expectation.</p> <p><b>Say:</b> <i>Look after your partner, check on them throughout the time we are together. I will give you time at the end of each day to talk to each other about the day.</i></p> <p>Close the session by linking to what is coming next.</p> |

## Introductory Session (1 hour 15 minutes)

|        |  |
|--------|--|
| 15 min | <p><b>Activity 3. Learning Agreement</b></p> <p>Explain that for everyone to get the most from the training, it is important that we create an effective learning environment. To help with this, we will now develop an agreement around how we will work together during the training.</p> <p>Ask the participants to talk to the person next to them and come up with three ideas of ground rules that we can set to help us work well together as a group, and get the most out of the training. Provide post-it notes and ask them to write each idea on a separate post-it.</p> <p>After 5 minutes, ask the group to bring their post-its up and stick them on the Learning Agreement flipchart. Group these as they are added, then summarize the points and agree a list of ground rules. Display the agreement on the wall.</p> |
| 15 min | <p><b>Pre-test</b></p> <p><b>Say:</b> <i>We have a few questions that we'd like for you to review so we understand the knowledge that you have at this time. We will do the same exercise at the end of the course to see how much you learned.</i></p> <p>Distribute the pre-test and explain the scale of the smiley faces and how to complete the ranking. Allow 15 minutes for participants to complete the test before moving on to the next session.</p>   |

**Pre-test**

|  |  |                        |  |
|--|--|------------------------|--|
| <b>Community CP volunteer training</b> |  | <b>Location:</b>       |  |
| <b>Training dates:</b>                 |  | <b>Facilitator(s):</b> |  |

**1. Circle the correct definition of child protection:**

- a. The provision of support for children’s health, development, wellbeing and safety.
- b. The prevention of and response to abuse, neglect, exploitation, and violence against children.
- c. Children’s rights to a wholesome family life, basic needs, education, and safety.

**2. Which one of these cases would you not refer to a caseworker?**

- a. A child out of school
- b. An unaccompanied child
- c. A child engaged in child labor
- d. A child who is experiencing physical abuse at home

**3. Which of the below is not a child protection guiding principle?**

- a. Best interests of the child
- b. Confidentiality
- c. Do no harm
- d. Assistance with rights claims
- e. Child Participation

**4. What is the role of a community volunteer in case management?**

- a. Investigating possible child protection cases and reporting them
- b. Conducting a comprehensive assessment to understand children’s protection concerns
- c. Looking and listening for protection concerns, referring children, and supporting the caseworker through follow up and supporting the child and family.

**5. What are four ways that you can recognize abuse or neglect?**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

Please put an “x” under the smiley face that represents how you feel:

|   | Not at all<br> | Somewhat<br> | Completely<br> |
|---|---|---|---|
| I can describe child protection risks in my community                   |   |   |   |
| I know how to support children with protection concerns in my community |   |   |   |
| I can describe my role in case management                               |   |   |   |
| I know how to communicate with children and caregivers                  |   |   |   |
| I can talk about the risks and power dynamics I face in my role         |   |   |   |

# Session 1: I am a Community Child Protection Volunteer

## Aim and Learning Objectives:

To enable volunteers to appreciate that their unique life experiences and values can be an important resource for the children, families, and communities they support as a Community Child Protection Volunteer.

By the end of this session participants will be able to:

- Reflect on the beliefs, values and life experiences that have motivated them to become involved in child protection work

## Key Learning Points:

Each of us bring our own motivations, experiences, beliefs, values and abilities to our roles as community volunteers. These make us who we are, and make us important members of our communities. Your life experiences, your motivation, and your natural skills are essential tools that help keep children safe in your community.

## Preparation and materials required:

1. Prepare a flipchart with the “How has my life motivated me?” (Activity 2)
2. A flip chart paper for each participant
3. Markers (sufficient quantity for all participants)
4. A speaker to play local relaxing music for participants to listen to during Activity 1
5. Research PSS support organizations or counseling services in the area for support for participants if they are upset or distressed



Photo: © PLAN International

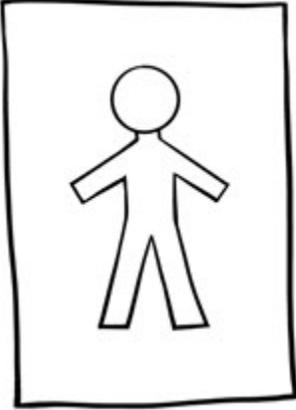
## Why is this an important topic to explore?



The motivations to be a child protection volunteer are complex, but the choice is deeply personal and often related to a person's life history.<sup>5</sup> Allowing volunteers to reflect on why they made the choice to volunteer is an important acknowledgement of the motivations related to beliefs, values and life history. This builds their sense of self-worth, increases the quality of the work they do and motivates them to continue.<sup>6</sup>

5. Swartz, A., and C. J. Colvin. 2015. “It’s in our veins’: Caring natures and material motivations of community health workers in contexts of economic marginalization.” *Critical Public Health* 25 (2): 139–152.; Maes, K., and I. Kalofonos. 2013. “Becoming and remaining community health workers: Perspectives from Ethiopia and Mozambique.” *Social Science & Medicine* 87: 52–59.; Naidu, T., Y. Sliiep, and W. Dageid. 2012. “The social construction of identity in HIV/AIDS home-based care volunteers in rural KwaZulu-Natal, South Africa” *SAHARA-J: Journal of Social Aspects of HIV/AIDS* 9 (2): 15.

6. Swartz, A., and C. J. Colvin. 2015. “It’s in our veins’: Caring natures and material motivations of community health workers in contexts of economic marginalization.” *Critical Public Health* 25 (2): 139–152.

| Time   | Facilitator Notes  |
|--------|--|
| 5 min  | <p><b>Introduction</b></p> <p>Welcome participants to the session and explain that we will start with an icebreaker.</p> <p><i>Icebreaker: Names in the air<sup>7</sup></i></p> <p>Ask participants to write their name in the air first with their right hand, then their left hand. Then ask them to write their name in the air with both hands at the same time.</p> <p><b>Say:</b> <i>That game was about you and your name. This session will be about you. When you are working with children, their families and the community the most important tool that you bring to this work is yourself. To do this work well, it is important to understand yourself and what brought you to this work.</i></p> <p>Introduce the session learning objective and explain that we will do a creative activity to help us reflect.</p>  |
| 75 min | <p><b>Activity 1: What Makes me who I am?</b></p> <p>*Be aware during this activity that recalling past experiences can be difficult for participants.*</p> <p><b>Say:</b> <i>We are all going to make an individual drawing of ourselves that tells our life story. This activity is for you, and we will not share our stories with the entire group, but you will have time to share whatever you are comfortable with at the end of the activity with your training partner.</i></p> <p><b>Say:</b> <i>Some of the questions might remind us of difficult experiences from our own lives. If the activity gets difficult, please feel comfortable to take a break. You can also ask to speak to me or a co-facilitator during the break.</i></p> <p>Remain aware of whether any participants seem upset and ask them at the end of the session if they would like to talk to someone about what is upsetting them. Participants can be referred them to the source of support that you identified before starting the training.</p> <p>It is recommended to play some relaxing local music while doing this activity, as it will lighten the mood. All the facilitators should also make a drawing along with the participants.</p> <p><b>Step One:</b></p> <p>Give each participant a piece of flipchart paper and a marker. Draw a figure on the flip chart at the front of the room as an example. It should look something like this: </p> <p><b>Say:</b> <i>Begin by drawing a simple figure on your paper like this one, this is you. Leave some space above and below the figure.</i></p> <p><b>Step Two:</b></p> <p><b>Say:</b> <i>Look at the space under the feet of your drawing. This is your <b>country and your culture</b> that you stand on. Draw some pictures or words about the place that you were born.</i></p> <p>Give participants 7 minutes to draw.</p> |

7. International HIV/AIDS Alliance, (2002). 100 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community. P.7

|        |   |
|--------|---|
|        | <p><b>Step Three:</b><br/> <b>Say:</b> <i>Look at the legs on your drawing, where have they been? In or around the legs, draw or write all the places your legs have been, the journeys they have made.</i><br/>         Give participants 7 minutes to draw.</p> <p><b>Step Four:</b><br/> <b>Say:</b> <i>At the center of the body, draw or write the people who are important to you, from either the past or the present. These important people are right by our hearts and in the part of the body that holds us up.</i><br/>         Give participants 6 minutes to draw.</p> <p><b>Step Five:</b><br/> <b>Say:</b> <i>You have two arms and hands. Next to one hand on your drawing, draw your skills and strengths. Next to your other hand draw or write the things you have achieved.</i><br/>         Give participants 15 minutes to draw.</p> <p><b>Step Six:</b><br/> <b>Say:</b> <i>Look at your head on your drawing – in our thoughts we hold our beliefs and values. Draw or write your beliefs and values around your head. Finally, draw your wishes and dreams above your head.</i><br/>         Give participants 15 minutes to draw.<br/>         Once the drawings are finished, ask participants to find their training partner.<br/> <b>Say:</b> <i>Share something from your drawing that you feel comfortable sharing with your training partner.</i><br/> <i>*This is an important step in the session. This activity may have drawn out some emotions, and sharing aspects of their stories with their training partners will help channel those emotions in a safe way. Observe the participants, and if anyone looks distressed or upset, ask if they would like to talk at the end of the day.*</i></p> |
| 25 min | <p><b>Activity 2: How has my life motivated me?</b><br/>         Display the following questions on a flip chart:</p> <ul style="list-style-type: none"> <li>• Do you see anything in your drawing that helps you understand why you became a child protection volunteer?</li> <li>• Do you have any common motivations?</li> </ul> <p>Keep the group in the training partner pairs and ask them to discuss the questions on the flip chart together. Give the pairs ten minutes to discuss, then bring the group back together. Ask for some reflections from the pairs about the discussions they have just had.</p>  |

5 min



### Concluding Activity

**Say:** *These drawings show who you are. The person who chose to be a Community Child Protection Volunteer. Your life experience is the best tool you have to help protect children. We will put the drawings on the wall, where they will stay throughout the training, to acknowledge the importance of each one of you and the value you bring to our team. Thank you for your participation in this activity. **In the next session, we will begin learning how we can become even better resources for our communities.***

During the break, tape all of the body maps up around the room. Leave them up for the duration of the training. Do not ask questions about the drawings, as they are private. Hanging them on the wall acknowledges the importance of each individual participant.



Photo: © PLAN International

## Session 2: Thinking about my community

### Aim and Learning Objectives:

To help volunteers recognize that they are experts on their communities, including the risks and resources for children in their communities.

By the end of this session participants will be able to:

- Describe the physical and social environment of the community where they work
- Describe the problems children in their community face
- Identify people and services that can support children in the community
- Recognize their local understanding as expert knowledge that can be useful within a case management team

### Key Learning Points:

**Note:** Most of the key learning points for this session will be defined by the participants through the mapping activity. It is important for the facilitator to draw these out in the course of the session, and help participants to recap them before closing.

- The local understanding which volunteers have of their own communities is a source of expert knowledge, and can make a useful and important contribution to the work of the case management team.

### Preparation and materials required:

1. Send an invitation to the entire case management team. Below is some sample language:  
*You are invited to join the last activity of the second training session with community volunteers. Please join us from xx – xx to participate in this activity. The training is being held at xxx. During this activity, the volunteers will share some of their valuable knowledge about their community. This will be an excellent opportunity to get to know the volunteers better.*
2. Flipchart paper, tape, and markers for drawing maps; post-it notes in two colors, glue, and markers
3. Alarm clock or timer



Photo: © PLAN International

### Why is this an important topic to explore?



Community volunteers have deep knowledge of their local community. This knowledge is central to the support they can offer in the case management process.<sup>8</sup> The research found that when this is not acknowledged, volunteers often feel inadequate and even powerless in comparison to staff working in case management.<sup>9</sup>

8. Quosh, C. 2013. "Mental health, forced displacement and recovery: Integrated mental health and psychosocial support for urban refugees in Syria." *Mental Health* 11 (3): 2.; Naidu, T., and Y. Sliiep. 2011. "Contextual Reflexivity: Towards Contextually Relevant Research with South African HIV/AIDS Home-Based Care Volunteers." *International Journal of Qualitative Methods* 10 (4): 431–443.

9. Alliance for Child Protection in Humanitarian Action, (2021). *Community volunteers and their role in case management processes in humanitarian contexts: A comparative study of research and practice.*

| Time   | Facilitator Notes   |
|--------|---|
| 10 min | <p><b>Introducing the theme of the session</b></p> <p>Welcome the participants to the session and explain that we will start with an icebreaker.</p> <p><i>Icebreaker: Get into the ‘bus’ (or the most popular form of public transit)<sup>10</sup></i></p> <ol style="list-style-type: none"> <li>1. Make sure the space is large enough for the participants to be able to move around and group together – as if they are in a small bus or truck.</li> <li>2. Explain that a number of “buses” are ready to leave town and that they need to make sure they are on the right one.</li> <li>3. Begin by calling out: “get into the bus with everyone who was born in the same month as you.” (Participants should form groups by different months.)</li> <li>4. Then call out: “get into the bus with everyone who has the same favorite food as you”.</li> <li>5. Finally, call out: “get into the bus with everyone who works as a community volunteer in the same village/ settlement/ neighborhood as you.”</li> <li>6. They should stay in these groups for the first activity.</li> </ol> <p><b>Say:</b> <i>In our last session, we thought about ourselves. You have all arrived in your “buses” – your community where you work. In this session, we will think about the communities where we work as child protection volunteers. Introduce the session learning objectives.</i></p>   |
| 75 min | <p><b>Activity 1: The community where I am a child protection volunteer</b></p> <p><b>Say:</b> <i>Now that we have identified who works in the same community as us, we will work together to think more about that community.</i></p> <p>Participants were divided into geographic groups as part of the icebreaker, and they should remain in these groups for this whole session. If there is a large group, you should divide them into smaller groups. There should be no more than six people per group.</p> <p><b>Say:</b> <i>These are your community groups, and you will work together to represent your community in the next activity, and throughout the training</i></p> <p>Give each group several pieces of flipchart paper, tape, and markers for drawing. Instruct groups to tape 2 pieces of flipchart paper together to make a piece big enough to map out their communities</p> <p><b>Say:</b> <i>In your groups, draw the place, the community, where you live and work as a volunteer. Put your homes in the drawing, homes of some of the families you work with, important places people go like places of faith, schools, shops, recreation spaces, clinics or hospitals, latrines, etc.</i></p> <p>Give participants 25 minutes to work on the maps.</p> <p><b>Say:</b> <i>Next, draw the children in your community and the activities they do, like going to school, playing, etc. Make sure to show children of different ages and genders.</i></p> |

11. UNICEF, (2006) Training Course on Participatory Approaches for Working with Children and Young People: Programme Planning, Implementation and Studies and Evaluation. UNICEF Tanzania. p 18

|        |   |
|--------|---|
|        | <p>Give participants 15 minutes to draw.</p> <p>Then, hand out post-it notes of one color to each group.</p> <p><b>Say:</b> <i>Write the problems children are facing in your community on these post-it notes. Stick them to the maps.</i></p> <p><b>**Stick the post-it notes down with glue or tape, so they stay on the maps for the next session of the training. **</b></p> <p>Give participants 15 minutes to identify problems and paste them on the map.</p> <p>Hand out post-it notes of a second color to each group.</p> <p><b>Say:</b> <i>All communities have people who care for children. Firstly, there are parents, who try to care the best they can for their children, though sometimes circumstances make it difficult. And then there are always community members who have a heart for children, almost all communities have people like this. Think about who these people might be in your community. Also, think about service providers that are there to help children and their families, like those at a clinic or school. Write on the post-it notes all these different services or people. One per post-it note. Stick them on the map.</i></p> <p>Give participants 15 minutes to identify services and helpers and paste them on the map.</p> |
| 30 min | <p><b>Activity 2: Preparation for knowledge sharing</b></p> <p>Explain that in thirty minutes, the rest of the Case Management team will join the training. Since community volunteers are experts on their communities, they will use the maps they have just made to prepare presentations on the following topics:</p> <ul style="list-style-type: none"> <li>• What our community looks like</li> <li>• The activities children do in our communities</li> <li>• The problems children face in our communities</li> <li>• The services and helpers in our communities that help children and families.</li> </ul> <p>Different group members can present on each topic, and groups could also use creative ways to present – such as a song or through telling a story. Let everyone know how much time each group will have to present (40 minutes divided by the number of groups). If necessary to stay within the time allowed, each group can present on one topic.</p> <p>If necessary to stay within the time allowed, each group can present on one topic.</p> <p>Let groups prepare their presentations. Circulate among the groups and support where needed.</p>  |
| 5 min  | <p>Allow the volunteers a five-minute break and/or use this time to arrange the room for the extra participants who will be joining at this point.</p>  |
| 60 min | <p><b>Concluding activity: Knowledge sharing with the Case Management team</b></p> <p><b>** All case management staff join the training now**</b></p> <p><b>Introduction</b></p> <p>Play an icebreaker (example below) that allows staff and volunteers to introduce themselves in a fun way.</p> <p><b>Icebreaker:</b> Have all participants stand in a circle. Start by holding a bean bag or soft ball. Explain that you are going to do a quick activity to get to know each other better. Say that the person holding the ball will introduce themselves by saying their name, role in the team, and something they do for fun. Say that you'll start and then pass the ball to the next person.</p>   |

**Say:** Did you learn anything interesting from the icebreaker activity? Who has an interesting hobby? Who has something in common with you?

### Presentations

**Say:** Today the Community Child Protection Volunteers have been looking at the communities where we work, including the lives of children, risks and resources. You have been invited so we can share this knowledge with the team.

Each group then presents their map and four topics. Time each presentation in line with what you agreed earlier, during the preparation time.

After all of the group presentations, elicit feedback from the group by asking guiding questions:

- Did anything surprise you about the maps?
- Did you learn anything new about children in the different communities?
- Did you learn something about resources or services in the communities?
- Did you learn anything that will help you in your day-to-day work?

### Wrap up

**Say:** Thank you all for joining today. Let's end with a celebration of us as a team supporting children. *Volunteers, in the next session we will learn more about how you will support this team*

End with a celebratory song or dance. If possible, share tea or lunch together.

\*Note, keep the maps, as these will be used again in later sessions.\*



Photo: © PLAN International

## Session 3: What is child protection?

### Aim and Learning Objectives:

To support participants to distinguish child protection needs from other needs experienced by children. To understand ways to identify possible child protection concerns in the community.

By the end of this session participants will be able to:

- Recognize the difference between general needs of children and protection concerns
- Describe different types of protection concerns children may experience in their community
- Explain ways to identify a child with a possible protection concern in the community

### Key Learning Points:

Child Protection is the prevention and response to abuse, neglect, exploitation and violence against children.

The role of a community volunteer is to identify children who are experiencing, or at risk of abuse, neglect, exploitation or violence.

There are four ways of identifying child protection concerns in the community:

1. Report from a community member
2. Disclosure from a child
3. Observation by a volunteer
4. Significant changes in children's behavior

### Preparation and materials required for this session:

1. Maps and post-it notes from Session 2
2. Large space to play the icebreaker game – consider going outside
3. Scarves, sarongs or balloons – enough for one per three participants
4. Flipchart paper and markers including at least 1 red marker per group
5. Translate Volunteer Key Learning Cards 1, 2, 3 and print and laminate (one per volunteer)
6. Translate the flashcards and print and laminate (one set per 5–6 volunteers)



### Contextualization for this session:

- Revise Volunteer Key Learning Card 2 according to the case management eligibility criteria in the humanitarian response. There may be different types of cases that are appropriate for referral, according to Case Management SOPs in the context.
- \*Explaining sexual abuse and sexual exploitation can be sensitive and people can react in different ways (especially if they are a survivor, or know a survivor). Ask a facilitator or colleague who lives in the community and speaks the local language to explain sexual abuse so you know that acceptable and careful language will be used. \*



Photo: © PLAN International

### *Why is this an important topic to explore?*

In the research<sup>11</sup>, program managers requested a simple, introductory training for community volunteers on basic Child Protection concepts. Community volunteers should have a basic understanding of these concepts before being introduced to their specific roles in case management.



11. Ibid.

| Time   | Facilitator Notes   |
|--------|---|
| 15 min | <p><b>Introduction</b></p> <p>Welcome participants to the session and explain that we will start with an icebreaker.</p> <p><b>Icebreaker: Protection<sup>12</sup></b> – use a large space to play this game. Depending on the context, this game may be inappropriate. If appropriate, play it with a small group of the same sex in the middle of a circle of other participants watching.</p> <p>Divide the participants into three groups. Take one group aside and give each person a scarf, a sarong or tie a balloon to their ankle. Have them tuck the item into their belt or the neck of their shirt. Tell them not to tie a knot. Let them re-join the group. Call the second group and tell them their job is to protect the people with the scarves. They must prevent the third group from getting the scarves. Call out the third group and tell them their job is to steal the scarves from the first group. Let the game go ahead for a short time.</p> <p>Have the entire group sit down to discuss the game.</p> <ul style="list-style-type: none"> <li>• <b>Ask the group with the scarves:</b> <i>How did you feel when you realized one group was trying to steal your scarves?</i></li> <li>• <b>Ask the protectors:</b> <i>How did you feel when protecting the first group? How did you feel about the people you were protecting? How did you feel about the people trying to steal the scarves?</i></li> <li>• <b>Ask the people stealing the scarves:</b> <i>How did you feel when you were stopped from taking the scarves?</i></li> <li>• <i>What does this game tell us about being a Community Child Protection Volunteer?</i></li> </ul> <p><b>Say:</b> <i>The group with the scarves were like the children in your community. The group protecting them were like Child Protection volunteers. In this session we will find out more about what Child Protection is.</i></p> <p>Introduce the session learning objectives.</p> |
| 40 min | <p><b>Activity 1: What are child protection concerns?</b></p> <p><b>Say:</b> <i>During this session, we are going to focus on some difficult issues that children face that can be upsetting to think about. They also might remind us of difficult experiences from our own lives. If the conversation gets difficult, please feel comfortable to take a break. You can also ask to speak to a co-facilitator or your training partner during a break.</i></p> <p><b>Say:</b> <i>To get started, let's think about problems children face in your community. Call out any you can think of.</i></p> <p>As participants call out problems, write them all down on a flip chart. Once the problems are written down, take a red marker and circle those that are related to Child Protection. Use Volunteer Key Learning Card 1 as a reference of what child protection concerns are.</p> <p><b>Say:</b> <i>Children face many problems in our communities (give examples from the flipchart), but your work as a Child Protection Volunteer is to look out for children <b>who are at risk of abuse, neglect, exploitation, and violence. This includes children without any caregivers, child-headed households, children who are at risk of joining or have joined armed forces, and children who are married or at risk of early marriage.</b></i></p>   |

|   |  |
|---|--|
|   | <p>Give each participant Volunteer Key Learning Cards 1 and 2. Read them both aloud and check if the participants have questions to ensure they understand.</p> <p>Have participants divide into the groups they worked in for making the maps and hand out the map and red pens.</p> <p><b>Say:</b> <i>Look at the post-it notes that listed problems children are facing in your community in the last session. Now, you should identify which of these problems are child protection concerns. Use a red pen to circle these. You can add more problems at this point, and circle them in red, if more come to your mind.</i></p> <p><i>Walk around the groups and make sure that everyone understands what Child Protection concerns are.</i></p>  |
| 45 min  | <p><b>Activity 2: How to identify children at risk of abuse, neglect, exploitation or violence</b></p> <p><b>**Explaining sexual abuse and sexual exploitation can be sensitive and people can react in different ways (especially if they are a survivor, or know a survivor). Ask a facilitator or colleague who lives in the community and speaks the local language to explain sexual abuse so you know that acceptable are careful language will be used. **</b></p> <p>Keep participants in their community groups and hand out a set of the child protection concerns flashcards to each group. Instruct them to sit in a circle with the flashcards in a pile in the center of the circle face down.</p> <p><b>Say:</b> <i>It is helpful to think about the kinds of abuse and violence children may experience so that we can identify it more easily in our own communities.</i></p> <p><b>Review the flashcards with the participants; explaining the type of child protection concern that is being depicted.</b> Take time to answer any questions that come up during the explanation.</p> <p><b>Say:</b> <i>Each member of your group should draw a flashcard from the pile in the center. As you pull a flashcard, think about ways you might identify this child protection concern in your community. One-by-one, explain to the other group members what ways you thought of. Keep pulling flashcards until you finish the deck.</i></p> <p>Give the participants 20 minutes for this activity. Walk around the groups and make sure that everyone understands the different types of abuse.</p> <p>Bring the participants back into the larger group, and review the ways that they might identify each type of concern by holding up each flashcard, and generating ideas from the group.</p> <p><b>Say:</b> <i>For all these different types of child protection concerns, there are four key ways that we might identify that a child needs a referral for child protection case management.</i></p> <p>Distribute Volunteer Key Learning Card 3 to all the participants and review it together.</p> <p><b>Say:</b> <i>It is very important to remember that <b>simply because we identify a sign that a child might be at risk, we should be careful not to jump to conclusions.</b> We also are not responsible for investigating. In the next sessions, we will discuss together what to do when we identify cases in order to maintain our safety, and the safety of the child.</i></p> |
|  | <p><b>Concluding the session:</b></p> <p><b>Say:</b> <i>As a Child Protection Volunteer, your knowledge of your community is important. You know which children need protecting, and now you have extra information on how to identify children. <b>In the next session, we will look at how you can support children with protection concerns within the case management team.</b></i></p>  |

### Volunteer Key Learning Card 1

#### What is Child Protection?

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Child Protection is the prevention and response to abuse, neglect, exploitation and violence against children.

My role as a volunteer is to protect children by having my eyes and ears open to see and hear if children are experiencing, or at risk of abuse, neglect, exploitation or violence.



Session 3

## Volunteer Key Learning Card 2

### Children with Protection Concerns

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- Children who are experiencing, or at risk of:
  - Physical abuse or violence
  - Emotional abuse (such as living in a home with severe domestic violence)
  - Sexual violence, assault or abuse
  - Neglect
  - Exploitation (such as trafficking, child labor)
- Children who are showing signs of psychosocial distress
- Unaccompanied children
- Separated children with vulnerable caregivers
- Children who are married, or engaged to be married
- Children who are pregnant, or child parent
- Children associated with armed forces or armed groups
- Children with disabilities who are not receiving support

Session 3

### Volunteer Key Learning Card 3

#### Identifying possible child protection concerns in the community

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There are several ways to identify children who might be at risk, or who might have protection concerns. They include:

1. Reporting: a community member, teacher, parent might tell you about a child with protection concerns
2. Disclosure: a child might tell you directly about a child protection concern
3. Observing children with protection concerns (such as physical marks on a child's body, a child who is being prepared for marriage, a child in forced labor, or a child who is pregnant).
4. Behavior:
  - Big changes in a child's **behavior** might be a sign that they might be at risk. Behavior that is **not suited to their age and stage of development** could be a sign of a child protection concern.
    - **Acting out behavior** – this is 'big behavior' that we can see on the outside – behaviors such as stealing, temper tantrums, disrupting behavior
    - **Withdrawal** – this is 'going-inside behavior' – like being silent, fearful, sitting alone

Session 3

## Flashcards

**Physical Abuse:** the use of violent, physical force to cause injuries or suffering to a child

Examples: hitting, shaking, burning



**Emotional Abuse:** humiliating or degrading treatment against a child

Examples: insulting, criticizing, shaming, or isolating a child



**Sexual Abuse:** any involvement of a child in sexual activity by an adult or person of power, including all forms of sexual violence

Examples: rape, sexual exploitation, indecent touching and exposure, including showing children pornographic material



## Flashcards

**Neglect:** deliberate or careless failing to protect a child or provide for their rights to safety and development when the caregiver has the ability to do so

Examples: not providing sufficient food or water, failing to properly supervise a child, not providing adequate care to a child with disabilities



**Exploitation:** the use of children for someone else's advantage, gratification or profit

Examples: a child being forced to work for too long or too hard for their age



**Unaccompanied child:** a child who has been separated from both parents and other relatives



**Child Headed Household:** a child (or children) has the primary responsibilities for running the household, and caring for those in it



**Child Marriage:** a formal or informal union involving a child (under 18)



**Children associated with armed forces or armed groups (CAAFAG):** all children – including girls – under age 18 who are, or have been, recruited or used by any armed force or group in any capacity



## Session 4: Case management: An approach to protection concerns of individual children

### Aim and Learning Objectives:

To introduce participants to case management and to start considering their role in the steps alongside caseworkers.

By the end of this session participants will be able to:

- Provide a simple definition of case management
- Describe the six case management steps

### Key Learning Points:

- Case management is a process to respond to individual child protection concerns.
- The six steps of the case management process include:
  1. Identification
  2. Assessment
  3. Develop the case plan
  4. Implement the case plan
  5. Follow-up and review
  6. Case closure
- Community volunteers have an important role to play in the case management process
- Community volunteers have certain, limited responsibilities that complement the work of caseworkers



Photo: © PLAN International

### Why is this an important topic to explore?



The research showed that community volunteers' involvement in case management adds to the effectiveness and quality of the approach.<sup>13</sup> Based on the findings and recommendations,<sup>14</sup> volunteers' roles and responsibilities in case management should be limited to certain specific actions. **Volunteers should not be taking on the role of a caseworker, but working alongside a caseworker.**

13. Alliance for Child Protection in Humanitarian Action, (2021). *Community volunteers and their role in case management processes in humanitarian contexts: A comparative study of research and practice.*

14. Ibid.



### Contextualization for this session:

- Review Volunteer Key Learning Card 4 and ensure that it is consistent with the role of community volunteers as agreed upon within the organization, and inter-agency partners. (For example, interpretation might be included in the role of a volunteer.)
- If appropriate, change the names of the characters in the story to local names.

### Preparation and materials required

1. In an open space, place 40 or more A4 sheets of scrap paper around the space at different intervals, but not further than a large step apart (in preparation for the icebreaker).
2. Translate, print, and laminate Volunteer Key Learning Card 4
3. Print the drawings of Anika's story, it is recommended to have one set per 5–6 participants
4. Write each case management step in large letters on separate pieces of paper (to be hung on the wall for Activity 2).
5. Green and yellow post-it notes and markers/ pens



Photo: © PLAN International

| Time   | Facilitator Notes   |
|--------|---|
| 10 min | <p><b>Introduction</b></p> <p>Welcome the participants to the session and explain that we will start with an icebreaker, to introduce the theme of the session. Introduce the session objectives.</p> <p><b>Icebreaker</b> – This icebreaker helps to introduce this session by illustrating the idea of a step-by-step process.</p> <p><b>Instructions:</b> Ask the participants to each stand on a piece of paper. Explain that they are going to go on a journey, step-by-step. They should each do a full lap of the room, moving only on the papers. Be aware of who is around, as you can only have one person per piece of paper.</p> <p><b>Say:</b> <i>That game was about going step-by-step. We are going to listen now to a story about a step-by-step way of helping children who have protection concerns.</i></p> |
| 30 min | <p><b>Activity 1: Anika's Story</b></p> <p>If appropriate, utilize local storytelling traditions to introduce the story. For example, in some traditions special words or a song are used to begin a story.</p> <p><b>Instructions:</b> Distribute the drawings of the story around the group so everyone can see a copy. Read the story, below, to the group, showing the relevant drawing at each point.</p> <p>Allow a few minutes for questions to clarify anything that confused participants, but do not get into the details of the story, as they will be explored in the next few activities.</p>  |
| 75 min | <p><b>Activity 2: Steps of case management</b></p> <p>Hang each of the six steps on the wall.</p> <p><b>Say:</b> <i>there are six steps in the case management process.</i></p> <p>Read each of the steps aloud:</p> <ol style="list-style-type: none"> <li>1. Identification</li> <li>2. Assessment</li> <li>3. Develop the case plan</li> <li>4. Implement the case plan</li> <li>5. Follow-up and review</li> <li>6. Case closure</li> </ol> <p><b>Say:</b> <i>how did we see these steps in Anika's story?</i></p> <p>Discuss with the group how the story was reflected in the steps. Be sure to take your time to make sure the group understands each of the steps. Use the drawings as a reference to explain each step.</p>  |

|  |  |
|--|--|
|  | <p><b>Suggestions for the facilitator:</b></p> <ol style="list-style-type: none"> <li>1. Identification: Omar and Maria identified that Anika might have a child protection concern. Maria then referred the case to Gerty, and they went to visit her the next day.</li> <li>2. Assessment: Gerty conducted the assessment, with Maria’s interpretation support. Gerty looked for the needs and strengths in order to have a comprehensive overview of her situation.</li> <li>3. Develop the case plan: Gerty developed the case plan based on what she had learned in the assessment.</li> <li>4. Implement the case plan: Anika, her family, Gerty and Maria all had responsibilities in implementing the case plan. This included making sure that Anika’s father went to the group to help him stop drinking. Anika’s mother participated in the sewing group, and Maria walked with Anika to the children’s group every week.</li> <li>5. Follow-up and review: Gerty checked that all was ok when she met Maria, and she also visited the family and Anika to review the progress they were making.</li> <li>6. Case closure: After a few months, the situation for Anika and her family greatly improved. Maria agreed with the family that Anika no longer needs to participate in case management.</li> </ol> <p><b>Say:</b> <i>Now that we understand how Anika’s story reflects the case management steps, let’s consider the different roles of Maria (the volunteer) and Gerty (the caseworker.)</i></p> <p>Divide participants into two groups. One group has yellow post-it notes, and the other group has green post-it notes.</p> <p><b>Say:</b> <i>For the group with the yellow post-it notes, please write what steps Maria took in the case management process. For the group with green post-it notes, please list the role that Gerty took in the case management process. Please write one thing per post-it note.</i></p> <p>Give participants 15 minutes to work on the task.</p> <p>Ask one volunteer per group to bring their post-it notes forward and indicate under each of the case management steps the different roles that Gerty and Maria took. They should read each post-it note aloud for the group.</p> <p>Summarize for the group the separate roles of Gerty and Maria in the case management process with Anika and her family.</p> <p><b>Say:</b> <i>In order to support Anika, did Maria need Gerty’s help? Did Gerty need Maria’s help?</i></p> <p>Take some suggestions then confirm that Maria and Gerty needed each other.</p> <p><b>Say:</b> <i>Caseworkers and volunteers have separate, and complementary roles to successfully support children in case management. While caseworkers maintain the overall responsibility for a child’s case through the six steps, volunteers play essential roles identifying children, supporting with the follow up, and accompanying children to services.</i></p> <p>Distribute and read through Volunteer Key Learning Card 4, making sure everyone understands.</p> |
| <p>5 min</p>  | <p><b>Conclusion</b></p> <p><b>Say:</b> <i>Case management is a step by step way of helping a child who has a protection concern. It often involves members of a team working together, including a caseworker and a community volunteer. Each of them has an important role to play. In the next session we will look at the role of a community volunteer in more detail.</i></p>  |

**Anika's story<sup>15</sup>****Drawing 1**

The main characters in this story include:

- Anika, a 9-year-old child
- Omar, Anika's teacher and a member of her community
- Maria, a community child protection volunteer
- Gerty, a Child Protection caseworker

**Drawing 2**

Anika is 9 years old and lives with her mother and father and two younger siblings in a small settlement. She had been doing very well at school until recently. Now, her grades have dropped and her teacher, Omar, has noticed her withdrawing socially and not playing with the other children. He has also seen bruises on Anika's body, but does not feel comfortable to ask her about them. One week, Anika does not come to school. Concerned, Omar visits her home and discovers that Anika has run away to stay with her aunt.

**Drawing 3**

Omar, the teacher, goes to the child protection community volunteer, Maria, and tells her he is worried about Anika. He describes the changes he has seen and that he heard she has run away to her aunt's house in a nearby community. Maria thinks that the bruises on her body and the fact that she has run away from home mean this might be a child protection case and that Anika may be at risk.

**Drawing 4**

Maria goes to the Child Protection office immediately after her conversation with Omar. The caseworker, Gerty, is about to leave the office as it is the end of the day, but she stops to hear what Maria has to tell her. From what she heard from Maria, this sounds like a case they should respond to soon. She and Maria agree that they will go to see Anika together the very next morning.

**Drawing 5**

The next day Gerty and Maria go to visit Anika at her aunt's home. Maria already knows Anika from the community, and she also helps to interpret for Gerty, who does not know the local language. Anika confides that last week some older boys from the community were verbally harassing her on her way to school. She trusts her aunt so she ran away and does not feel safe to go home because her father beats her when he is drinking. He is angry about the boys harassing Anika and has blamed her for the behavior of the boys. Maria explains to Anika that they must take her to a nearby clinic for a check-up. Anika agrees. Emotionally, she is extremely distressed about what has happened and is worried about further beatings from her father.

## Anika's story

### Drawing 6

It is vital to help Anika feel safe again, so the caseworker agrees with her aunt that Anika will stay with her for a while. Gerty and Maria go to see Anika some days later, and the caseworker does a full assessment. Through the assessment, Gerty learns a lot more about Anika and her situation at home. She looks for the problems but also for the positive things that she can help Anika to build on. Anika's mother and aunt love her and Anika has a strong mind and is determined.

### Drawing 7

Gerty goes back to the office, she has some ideas about how to help Anika but is worried that if she does not help the father, the situation for Anika will not improve. Gerty has a lot of ideas and she works out a plan that includes Anika and her family. She plans to encourage Anika's father to join a men's organization that will help with his drinking, enroll Anika's mother in a sewing income generation project and make sure Anika goes to a children's group run by a small organization in the community. She will talk to Omar to support Anika to walk to school with a group of friends.

### Drawing 8

Gerty and Maria discuss the case plan with the family. Gerty returns a few times to check that the family and Anika are doing ok. Maria helps a lot too. She makes sure that Anika's father goes to the group to help him stop drinking. She visits Anika's mother to encourage her to keep up with the sewing group, and she walks with Anika to the children's group every week. Gerty checks that all is ok when she meets Maria, and she also visits the family and Anika.

### Drawing 9

After several months, Gerty and Maria meet with Anika and her family to review how they are all feeling about Anika's situation. Gerty talks with the family about all the progress they made together. Anika feels safe being back at home and walking to school. Anika's father is doing better and had stopped drinking and she is getting good marks in school. They agree that Anika no longer needs to participate in case management. They agree together that Maria will still be available to check-in and can visit occasionally to be sure the family continues to do well.

Drawing 1



Drawing 2



Drawing 3



Drawing 4



Drawing 5



Drawing 6



Drawing 7



Drawing 8



Drawing 9



## Volunteer Key Learning Card 4

### Community Child Protection Volunteers' roles supporting case management

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Community Child Protection Volunteers are an important part of the case management team. Volunteers' roles are to:

- Be a trusted person that community members know to inform if children in the community may have a child protection concern
- Be a trusted person who children know they can come to for support
- Look and listen for children who may have child protection concerns
- Safely refer children with protection concerns to caseworkers
- Support the caseworker as they work with the child and family through the assessment and case plan
- Regularly visit and follow-up with children and families who are involved in case management, and share updates with the caseworker
- Accompany children and their families to services



Session 4

## Session 5: My role as a community volunteer in case management

### Aim and Learning Objectives:

To support participants to consider the specific role of community volunteers in the case management process.

By the end of this session participants will be able to:

- Describe the safe identification and referral process when responding to children with protection concerns.
- Recognize the specific role of a community volunteer in the case management process

### Key Learning Points:

- It is important to remember that it is not the role of a community volunteer to investigate potential cases. **If you are not sure if there might be a protection concern for a child, always contact a caseworker.**
- Community volunteers have important roles within the case management process, this includes knowing when and how to refer children with protection concerns to a caseworker.
- Volunteers often have additional functions in supporting children and families, as agreed within the case plan. This might include accompanying children and families to services, and doing follow-up visits.



Photo: © PLAN International

### Why is this an important topic to explore?

Community volunteers are effective when they are integrated as essential members of the case management team.<sup>16</sup> It is important that community volunteers play a specific and limited role, based on the value of their knowledge of and relationships within the community.





### Contextualization for this session:

- Adapt the eight stories from Activity 1 to ensure they match the eligibility criteria for case management in the context.
- Volunteer Key Learning Card 5 should be reviewed and adapted according to the context, while ensuring the appropriate procedures for a safe referral.

### Preparation and materials required

1. Translate and print the eight stories to be distributed in Activity 1 (cut out 1 story to be given to each group.)
2. Translate, print, and laminate Volunteer Key Learning Card 5
3. Prepare Drawings 10, 11, 12 for Activity 2 (3 drawings for each of the eight groups)



Photo: © PLAN International

| Time   | Facilitator Notes   |
|--------|---|
| 10 min | <p><b>Introduction to the session</b></p> <p>Welcome the participants to the session and explain that we will start with an icebreaker to get us ready to learn.</p> <p><b>Icebreaker – Deciding which way the clap will go<sup>17</sup></b></p> <p>Participants form a circle. Begin the icebreaker by sending a clap all the way around the circle by pointing your hands in one direction and clapping. Each participant follows the clap in the same direction, all the way around the circle. Then show participants how they can change the direction of the clap, by pointing the clapping hands in the opposite direction. Repeat this until the clap is running smoothly around the groups and changing direction without missing a beat. Finally show how you can ‘throw’ the clap by pointing the clapping hands at someone across the circle. Play for a few more minutes then invite the participants to take their seats, and introduce the session aim and objectives.</p>   |
| 50 min | <p><b>Activity 1: Role of community volunteer in case management 1 – Safe Identification and Referral of children with protection concerns</b></p> <p><b>Say:</b> <i>In the last session we discussed the important role that Maria played in the case management process with Anika. Let’s return to the beginning of the story. What did Maria do after the teacher reported Anika’s story to her?</i></p> <p>Allow time for responses and discussion among the participants</p> <p><b>Say:</b> <i>Maria knew that Anika’s situation required a referral for case management; she had bruises on her body and had run away from home. These are both signs of possible physical abuse. Maria knew that as a volunteer it was not her role to try and respond alone, she needed to refer to Gerty, the caseworker.</i></p> <p><b>Say:</b> <i>We discussed what child protection concerns are in Session 3. Now, we will be reviewing how to identify and safely refer children for case management, like Maria did with Anika.</i></p> <p>Divide the participants into eight groups and distribute one story to each group about individual children. Group 1 will get story 1 (Ahmad); group 2 will get story 2 (Sara), etc.</p> <p><b>Say:</b> <i>Each group should read their story and be prepared to report back: Should this case be referred for case management? Why?</i></p> <p>Give the group 15 minutes for this activity to read the stories.</p> <p>Bring everyone back to the large group. Ask each group to:</p> <ul style="list-style-type: none"> <li>• Briefly describe the story</li> <li>• Identify if this child’s situation is appropriate for a case management referral, and why.</li> </ul> <p><b>Facilitator Answer Key:</b></p> <ol style="list-style-type: none"> <li>1. Ahmad: refer because there is potential emotional abuse and he is showing signs of PSS distress</li> <li>2. Sara: refer because she is at risk of child marriage</li> </ol> |

|  |  |
|--|--|
|  | <ol style="list-style-type: none"> <li>3. Zeinab: refer because there was a sexual assault and she is experiencing emotional distress</li> <li>4. Mohamed: refer because there is child labor, and possible child exploitation</li> <li>5. Fahmina: do not refer as dropping out of school is not an eligibility criterion</li> <li>6. Peter: refer because there might be possible child neglect</li> <li>7. Zandile: do not refer because there are no CP concerns</li> <li>8. Kyo: refer because she is at risk of child labor and exploitation</li> </ol> <p>Distribute Volunteer Key Learning Card 5 to all the participants and review safe referral together.</p> <p><b>Say:</b> <i>Remember caseworkers are your teammates, and it will be up to them to decide what needs to happen after the referral.</i></p> <p>It is not always 100% clear what is happening for children, and it is not your job to investigate. The important thing to remember is: <b>if you are not sure if there might be a protection concern for a child, always contact the caseworker!</b></p>   |
| 35 min   | <p><b>Activity 2: Role of community volunteer in case management 2 – Supporting children and families during case management</b></p> <p><b>Say:</b> <i>The first part of a community volunteer’s role is often safely identifying and referring children with protection concerns for case management. As we saw with Anika’s story, there are many ways that volunteers continue to support children after identification and referral. Now, we will discuss how you can give support to families and children who are part of a case management process.</i></p> <p>Divide the large group back into the 8 groups. Each group should have drawings 10, 11, and 12.</p> <p>Give each group the three drawings.</p> <p><b>Say:</b> <i>Every group should look at the 3 pictures and read the descriptions. You have three questions that we’ll discuss in plenary:</i></p> <ul style="list-style-type: none"> <li>• <i>What is the community volunteer doing to support the child and family?</i></li> <li>• <i>What skills does a community volunteer need to provide this type of support?</i></li> <li>• <i>What other support do you think a community volunteer could give to children or families who are part of case management?</i></li> </ul> <p>Allow each group 15 minutes for the discussion. After 15 minutes, bring the group back together and review the three questions.</p> |
| 5 min<br> | <p><b>Conclusion</b></p> <p><b>Say:</b> <i>Community volunteers have critical roles within case management. This includes identifying and referring children, and also following-up as part of the case plan. It is important to remember that we work together, as volunteers and caseworkers. For example, if you are not sure if a child should be referred, it is always better to discuss with a caseworker.</i></p> <p><b>We will talk about the knowledge and skills that we need in our roles in the next session on guiding principles.</b></p>   |

## Stories

1. **Ahmad** is 5 years old; he lives with his mother, father, and baby sister in a camp. Ahmad's family has been in the camp for 2 years. Ahmad's parents have been arguing about the lack of money for the family and the fact that Ahmad's father no longer has a steady income to support the family. Ahmad is a student in the school where you volunteer, and he has been quieter and more withdrawn recently.

2. **Sara** is a 12-year-old girl frequenting the child friendly space activities provided by your organization. During one of the activity sessions, Sara discloses to you that her father's family has been threatening to take her away from her mother and marry her off to one of their adult neighbors.

3. **Zeinab** is a 11-year-old girl who goes to the women and girls' center where you volunteer. She used to come to activities every day with a smile and had many friends. Her mother came to the center and told you that last week a boy from the camp tried to sexually assault Zeinab. She is too scared to tell anyone and is afraid to send Zeinab to the center. Zeinab has stopped speaking and she is having bad nightmares.

4. **Mohamed** is a 15-year-old boy who lives with his mother, father, and 2 sisters. He used to attend football activities with your organization but has stopped coming. One day, you meet him in the street. He says that he stopped coming to football because his father has told him he has to work in the quarry every day, all day. It looks like he badly injured his arm and he appears sad and exhausted.

5. **Fahmina** is a 16-year-old girl. She likes to help with the activities that are organized with younger children in the community. Recently, she has told you that she is no longer attending school because she was getting poor marks, and she misses her classmates and teacher.

6. **Peter** is eight years old and lives alone with his mother who is your neighbor. He is constantly ill. He catches chest infections and often gets diarrhea. He often misses school. His mother works long hours to make money for their survival and Peter is frequently left at home alone.

7. **Zandile** is 8 years old; she lives with her father and stepmother and gets good marks at school. She enjoys being with other children and often helps care for her younger siblings after school.

8. **Kyo** is 14 years old and she occasionally plays in the community football team which you coach as a volunteer. One day after a match, she tells you that she overheard her mother talking to a man who is trying to persuade girls from the community to travel to the city where he says there are opportunities to work.

## Volunteer Key Learning Card 5

### Referral to case management

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All child protection cases should be referred in a timely manner. Before referring, make sure that:

- The child has a protection concern that requires a referral
- You are in a private place where other people cannot hear you share the information (whether in person with the caseworker, or on the phone)
- You have information to help the caseworker connect with the child. This may include:
  - Name
  - Age
  - Sex
  - Address
  - Source of the referral
  - Basic information about the child protection concern

If the situation for the child is not a protection concern (such as a health issue, or poverty), refer the child and family according to the services available in your area. Inform the child and family how to access the service, and how to contact you in the future for support.

Session 5

**Drawing 10**

This community volunteer is making a home visit to check on two children who are in a foster care placement with a woman from the community.



**Drawing 11**

This community volunteer is taking a child to the clinic as part of his case plan.



**Drawing 12**

This is a community volunteer who leads activities at a safe space for children in the community. He makes sure children who have been engaged in child labor attend the group regularly.



## Session 6: Guiding principles

### Aim and Learning Objectives:

To enable participants to understand the guiding principles of child protection and how to apply them in their role as a community volunteer.

By the end of the session, participants will be able to:

- Explain what a principle is
- Describe the four key principles of Child Protection that should be applied in community volunteers' roles
- Apply these principles to practice examples

### Key Learning Points:

- A principle is something we believe in and would stand up for.
- Principles of Child Protection include Do No Harm, Best Interests of the Child, Confidentiality, and Child Participation.
- Applying principles in our roles as volunteers requires thinking about our actions and making sure that these align with our principles, and do not go against them.

### Preparation and materials required:

1. Translate and print the four stories for Activity 2 (cut out one story per group)
2. Print Drawings 13, 14, 15 for Activity 3
3. Translate, print, and laminate Volunteer Key Learning Card 6 for each participant
4. Prepare 3 flip charts titled "Me" "Volunteers Together" "Name of the Organization"
5. Markers and tape



Photo: © PLAN International

### Why is this an important topic to explore?



The motivation to volunteer is personal and often based on beliefs and values related to being a "good" and "caring" person. Volunteering is often a principled decision.<sup>18</sup> It is important that community volunteers understand and can apply the child protection guiding principles. By linking these child protection principles to their own motivations, they become personal and internalized, making it more likely that they are applied in practice.<sup>19</sup>

18. Swartz, A., and C. J. Colvin. 2015. "It's in our veins': Caring natures and material motivations of community health workers in contexts of economic marginalization." *Critical Public Health* 25 (2): 139–152.; Maes, K., and I. Kalofonos. 2013. "Becoming and remaining community health workers: Perspectives from Ethiopia and Mozambique." *Social Science & Medicine* 87: 52–59.; Naidu, T., Y. Slipe, and W. Dageid. 2012. "The social construction of identity in HIV/AIDS home-based care volunteers in rural KwaZulu-Natal, South Africa" 9 (2): 15.

19. Gazibara, S. (2013). "Head, Heart and Hands Learning"—A challenge for contemporary education. *Journal of Education Culture and Society*, 4(1), 71–82. <https://doi.org/10.15503/jecs20131.71.82>

| Time   | Facilitator Notes  |
|--------|--|
| 5 min  | <p><b>Introduction</b></p> <p>Welcome the participants to the session and explain that we will start with an icebreaker.</p> <p><b>Icebreaker – Stand up, sit down<sup>20</sup></b></p> <p>Have all participants sit in a circle. Explain that you will say some words. When you say a word that contains the first letter of their name, the participants should stand up and sit down again. Do a practice to check everyone understands, then play for a few minutes.</p>   |
| 25 min | <p><b>Activity 1: What is a principle?</b></p> <p><b>Say:</b> <i>That game was about standing up. Have you heard the expression “they stood up for their beliefs”? In this session, we will talk about standing up and saying, “I believe in...”</i></p> <p>Introduce the session objectives and explain that they will now hear a story about a belief, or principle. Read the story below to the group.</p> <div style="background-color: #e6f2e6; padding: 10px;"> <p><b>A story – “Don’t be judgemental”</b></p> <p>My mother always told me not to judge other people. She said that we don’t know how people are really feeling and why they act the way they do. One day we were out shopping. We bought some groceries and my mother greeted the shop owner and smiled at him. The shop owner just ignored my mother and did not greet her back. He just took the money without saying anything, or even looking at her, and shouted, “Next!”</p> <p>I thought the shop owner had been rude and I asked my mother why she was not annoyed that he had been so impolite. She said that we don’t know what is happening in that man’s life, maybe he was upset or not feeling well, so it is better not to take it personally. This was all good advice but I never could really understand how my mother could still be so nice to people just by thinking that maybe they were upset or unhappy.</p> <p>Many years later, I had a job in a company where there was a woman in my team who I didn’t like much. I always thought she was so unfriendly and arrogant. She made me feel uncomfortable, and I thought she must really dislike me for some unknown reason.</p> <p>One day, I saw her ahead of me getting on the bus. I had to get on the same bus on the way to work, but I tried to avoid sitting near her. Unfortunately, there was only one free seat, and it was next to her. The ride to work was 45 minutes. The woman was eating some cookies, and to my surprise she offered some to me. I accepted. Actually, they were my favorite kind, and we got chatting. I asked her how she liked working at our company. I was curious. She said she did like her job, but she always felt so out of place. Everyone else seemed to get along so well and laugh and joke together, but because she was so shy she never knew what to say and just kept quiet and worked. This was a revelation to me. All this time I’d been thinking she was just unfriendly, when in fact she was just too nervous to talk to anyone. We became good friends in the end!</p> </div> |

|        |  |
|--------|--|
|        | <p>From that time on, I've used this experience, and also what my mother always told me, to guide the way I think about people in my work and my personal life. For me, it's very important that we don't form instant opinions of people without knowing some of their story. It's not always easy to do this, but I would say it's now a foundational principle for the way I live my life.</p> <p style="text-align: right;">– Written by Lucy Hillier</p> <p>Have participants divide into pairs with their training partner.</p> <p><b>Say:</b> <i>In the story, we heard the person talk about a belief that is very important to her, "Don't be Judgmental." This is what we call a "principle," something we believe in and stand up for.</i></p> <p><i>Now, think about a principle that informs how you choose to live your life. Tell your partner about one of your personal principles and where you think it may have come from in your life.</i></p>  |
| 45 min | <p><b>Activity 2: Principles for our work in child protection</b></p> <p><b>Say:</b> <i>Now that we've described our core principles to our partners, we will look at the principles that guide our work as child protection volunteers. In child protection, especially case management, we have foundational principles that guide the action of workers all over the world. We are now going to look at four of them.</i></p> <p>Give everyone a copy of Volunteer Key Learning Card 6 – read through the card. As you read the principles, stop and check that everyone understands the words and ideas.</p> <p>Divide participants into four groups and hand out a copy of one of the stories to each group. Each group should have a different story.</p> <p><b>Say:</b> <i>Look at the story you have been given. We used these stories in the last session. After the story, there is a "possible action" that you, as a community volunteer, are considering. Read this and decide as a group 1) which guiding principles you should think about as you think about this action, and 2) how they might influence your decision.</i></p> <p>After fifteen minutes bring the group back to plenary. Have the groups report back. They should:</p> <ul style="list-style-type: none"> <li>• Share the story they looked at</li> <li>• Read the possible action out loud</li> <li>• Share which principles their group thought were important and what decisions they recommend</li> </ul> <p><b>Facilitator Answer Key:</b></p> <ol style="list-style-type: none"> <li>1. <b>Ahmad:</b> Confidentiality and do no harm. Bringing a religious leader to Ahmad's house would not be honoring the principle of confidentiality, and could put Ahmad's family at more risk if the father gets angry about the intrusion. It is recommended to refer this case for case management.</li> <li>2. <b>Sara:</b> Do No Harm, child participation and confidentiality. Bringing your husband to Sara's house would not be honoring the principle of confidentiality, and could put Sara at more risk if her family gets angry about the intrusion. Further, Sara was not involved in the decision making at all. It is recommended to talk to Sara about referring her for case management.</li> </ol> |

|        |   |
|--------|---|
|        | <p><b>3. Zeinab:</b> Do No Harm, Best Interests. Going to Zeinab’s house could put her at more risk and it might not be in her best interests. Interviewing Zeinab is beyond the role of a volunteer. It is recommended to talk to Zeinab’s mom to be referred to case management.</p> <p><b>4. Fahmina:</b> Best Interests, child participation. While tutoring might be a good way to support Fahmina (in her best interest), she was not involved in the conversation about tutoring. Before asking the teacher, the volunteer should understand what Fahmina wants.</p>   |
| 60 min | <p><b>Activity 3: Confidentiality</b></p> <p>This activity will be done with all participants in a large group. Distribute Drawings 13, 14 and 15 to participants, ensuring one drawing for every 5 participants.</p> <p><b>Say:</b> <i>We are going to focus on the principle of confidentiality now. We will look at some drawings that show how it can be difficult to keep a case confidential in the community.</i></p> <p>Read the description on Drawing 13 and then start a discussion using the following questions:</p> <ul style="list-style-type: none"> <li>• What is happening in this picture?</li> <li>• How does this drawing relate to the principle of confidentiality?</li> <li>• Could this happen in your community?</li> <li>• What could be done to stop this from happening?</li> </ul> <p>Repeat this exercise with Drawings 14 and 15.</p> <p>Write the following headings on three pieces of flipchart paper and tape them onto the wall at the front of the room.</p> <ul style="list-style-type: none"> <li>• ME</li> <li>• VOLUNTEERS TOGETHER</li> <li>• NAME OF THE ORGANIZATION</li> </ul> <p>Divide participants into their “community groups” and give them markers.</p> <p><b>Say:</b> <i>Work in your groups and think of some practical ways that you can keep cases confidential. Think of the drawings but also think about what you can do as an individual, as a group of volunteers, and what can the organization do. You will have 15 minutes to discuss, and then we will share in plenary and write your ideas up on the flipcharts.</i></p> <p>After 15 minutes, bring the groups back to plenary and have them write their ideas on the relevant flipcharts and report back.</p> <p>Discuss how the first two flip charts are things they can do as individuals and as volunteers together.</p> <p><b>Say:</b> <i>We all have responsibilities to protect children’s confidentiality. In our last training session, we will share these ideas with the larger case management team.</i></p> |
| 5 min  | <p><b>Concluding the session</b></p> <p><b>Say:</b> <i>You have personal principles that guide your actions and decisions. We have now also discussed 4 key principles that are shared among people working for child protection across the world: Do No Harm, Best Interests of the Child, Confidentiality, and Child Participation. These principles can help to keep us safe in our roles. <b>In the next session we will talk more about how staying safe in our roles as Community Volunteers.</b></i></p>   |



## Volunteer Key Learning Card 6

### Guiding Principles

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As a child protection volunteer there are a set of principles that are at the foundation of your work.

- **Do No Harm:** Make sure your actions do not place a child at greater risk or expose a child to possible further harm.
- **Best Interests of the Child:** Think first about a child's health, wellbeing and safety above all other concerns.
- **Confidentiality:** Any information that you or the caseworker have about children and their families should be kept safe and private.
- **Child Participation:** a child should have the time and space to participate in decisions that are made for them

Session 6

## Stories for Activity 2

**Ahmad** is 5 years old; he lives with his mother, father, and baby sister. Ahmad's family has been in the camp for 2 years. Ahmad's parents have been arguing about the lack of money for the family and the fact that Ahmad's father no longer has a steady income to support the family. Ahmad is a student in the school where you volunteer, and he has been quieter and more withdrawn recently.

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**Possible Action:** You are thinking about going to Ahmad's house with a religious leader to help them with mediation so the parents stop fighting, which is affecting Ahmad.

**Zeinab** is a 11-year-old girl who goes to the women and girls' center where you volunteer. She used to come to activities every day with a smile and had many friends. Her mother came to the center and told you that last week a boy from the camp tried to sexually assault Zeinab. She is too scared to tell anyone and is afraid to send Zeinab to the center. Zeinab has stopped speaking and is having bad nightmares.

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**Possible Action:** Zeinab's mother trusts you, so you would like to go to their house to interview Zeinab about what happened, as this is an urgent situation and other girls could be at risk.

**Sara** is a 12-year-old girl frequenting the child friendly space activities provided by your organization. During one of the activities, Sara tells you that her father's family has been threatening to take her away from her mother and marry her off to one of their adult neighbors.

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**Possible Action:** Your husband is friends with Sara's uncle. You think maybe you can talk to your husband who can convince the family not to force Sara to get married.

**Fahmina** is a 16-year-old girl. She likes to help with the activities that are organized with younger children in the community. Recently, she has told you that she is no longer attending school because she was getting poor marks, and she misses her classmates and teacher.

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**Possible Action:** You are thinking about visiting the school to talk to the teacher about Fahmina's situation. If you offer to help tutor her, maybe she can return to school.

**Drawing 13**

The volunteer and case worker have arrived to visit a child and her family. The neighbors begin to gossip when they see them arrive.



**Drawing 14**

Volunteer Amina has been working on a referral for case management. Her son notices the referral notes as he comes home from school.



**Drawing 15**

This volunteer is accompanying a young woman to the clinic. A group of young people from their community sees them and wonder why the girl needs to go the clinic.



## Session 7: My safety as a community Child Protection volunteer

### Aim and Learning Objectives:

To support community child protection volunteers to understand how to identify and address risks they face in their roles.

By the end of this session participants will be able to:

- Identify risks they face as community volunteers
- Communicate these risks to their supervisors or managers
- Identify potential ways to reduce risk both individually and collectively with other volunteers

### Key Learning Points:

- Having a role as a community volunteer comes with risks that are unique to our position in the community
- There are things that we can do as individuals, as volunteers together, and the organization to help mitigate risks to volunteers

### Preparation and materials required:

1. Print Drawings 16 and 17
2. Prepare 3 flip charts with headings “Volunteers” “Volunteers together” and “the name of the organization”.
3. Small pieces of and pens for each participant
4. Markers, flipchart paper, and tape



Photo: © PLAN International

### Why is this an important topic to explore?



The research showed that community volunteers face significant physical risks when supporting case management. Risks can be caused by actions they take alongside caseworkers or because volunteers are not able to deliver services or resources that community members assume they should. The research also showed there was little acknowledgement of risks in policies, trainings, and SOPs.<sup>21</sup>



### Contextualization for this session:

- Prepare, print, and laminate a Volunteer Key Learning Card on feedback mechanisms for the organization to review with participants in Activity 3



### Tools Associated with this Session:

This session should be linked to:

- **Tool 11 “Community Volunteer Safety and Wellbeing Checklist:”** It is important that the Child Protection team listens to the safety concerns that volunteers raise in this session and incorporate their feedback into the Checklist tool.
- **Tool 12 “Feedback Boxes:”** Feedback boxes are a common strategy in feedback mechanisms. It might be useful to use this session to introduce them to volunteers including how to use them in order to offer feedback confidentially.



Photo: © PLAN International

| Time   | Facilitator Notes   |
|--------|---|
| 5 min  | <p><b>Introduction to the session</b></p> <p>Welcome the participants to the session and explain that we will start with an icebreaker.</p> <p><b>Icebreaker – Run to the safe spot<sup>22</sup></b></p> <p>Ask everyone to choose a specific spot in the room and to go and stand there. Instruct participants to walk around the room and carry out a specific action, such as hopping or saying hello to everyone wearing blue. When the facilitator says “stop”, everyone must run to their safe spot. The person who reaches their spot last is the next leader and can instruct the group in what action to do in the next round.</p> <p>Explain that this activity was just to get us moving and ready to learn. Introduce the session aim and objectives.</p>   |
| 45 min | <p><b>Activity 1: Identifying risks</b></p> <p>Remind the participants before you begin that they need to follow a “no names” rule, which means not naming any person who may be at risk or who could cause risk. If there are urgent cases that need to be discussed, this needs to be done confidentially with the CP manager or other staff member after the training.</p> <p><b>Say:</b> <i>We know from other places where volunteers support case management that sometimes it can be a difficult job and even put volunteers at risk.</i></p> <p>Show drawings 16 and 17 and read their descriptions. Explain that these are examples of safety risks or problems. Ask the volunteers if these situations are similar to what they have faced in their communities. Give volunteers several small pieces of paper and pens or pencils.</p> <p><b>Say:</b> <i>I am going to ask you to create a drawing similar to these two drawings. Don't worry if you aren't good at drawing! It just helps us think more carefully. I want you to draw the risks you face in your role as a volunteer. Please draw one risk per piece of paper.</i></p> <p>Give them ten minutes to draw. Ask a participant to share their drawing with the group, and explain what type of risk this represents. Place it in the middle of the circle. Ask if anyone else drew that risk. If they did, ask them to show the drawing to the group and have them place it on the first one. Then ask for another risk to be described. Follow the same process until all risks are laid out in separate piles.</p> <p>The piles allow the risks to be sorted and ranked. Identify which risk has the most drawings and discuss why it is the biggest risk or the one most participants worry about.</p> |



|   |   |
|---|---|
| <p>35 min</p>   | <p><b>Activity 2: Ideas to reduce risk</b></p> <p>Put up three flip charts with the following headings: “Me” “Volunteers together” and “the name of the organization”.</p> <p><b>Say:</b> <i>We can do things to reduce risks. Here are two ideas from other organizations about how volunteers can stay safe. In Eswatini, in southern Africa, volunteers suggested that other volunteers from a neighboring area (who were unknown to the local community) should be the ones to report a case of abuse to the police. This would protect the volunteers in the area.<sup>23</sup> Which flipchart should this example be written under? Write “volunteers from neighboring area report abuse” on the flipchart the “Volunteers Together” flipchart.</i></p> <p><b>Say:</b> <i>We are now going to look at the second example from a Red Cross handbook for volunteers. The handbook says, “Volunteers should never provoke a situation with offensive personal behavior. They should respect cultural differences including habits, dress code and other sensitivities.”<sup>24</sup> Which flip chart should this example be written on? Write it on the flipchart the participants suggest.</i></p> <p>Go back to the piles of risks generated in Activity 1. Take each risk and ask participants to talk with the person sitting next to them about how the risk could be reduced. Let them call out ideas after a few minutes and write them down on the appropriate flip chart. Keep going until you have discussed all the important risks.</p> <p>When all the strategies are identified, summarize what can be done by individual volunteers, volunteers collectively, and the organization.</p> <p>Explain that we will use these flip chart ideas in a joint session with the larger case management team on the last day of the training.</p> |
| <p>15 min</p>  | <p><b>Activity 3: Formal feedback and reporting mechanisms</b></p> <p>Distribute the Feedback Mechanisms Card to the participants and invite them to ask any questions to ensure they understand how to use the existing mechanisms.</p> <p>Explain that if there is anything participants have not felt comfortable speaking about in this training, they can use the existing system for anonymous and safe reporting. If there is no system, organize a safe way for the participant to talk about the issue with staff or someone else that is trusted.</p> <p><b>Say:</b> <i>We just reviewed several ways to stay physically safe in your roles as volunteers. <b>In the next session we will review how to stay emotionally well.</b></i></p>  |

23. Taken from Kingdom of Eswatini. (1 September 2017). *Training Manual for Community Workers*

24. International Federation of Red Cross and Red Crescent Societies, Geneva, (2012). *Volunteers Stay Safe! A security Guide for Volunteers*. p. 18 and 19.

**Drawing 16**

This volunteer has heard that a child is having problems in this home. The father chases the volunteer away and threatens her.



**Drawing 17**

This volunteer is getting threatened by the mother “What we need is food, not more talking. Don’t come back here again with your empty promises!”



## Session 8: My emotional wellbeing as a community volunteer

### Aim and Learning Objectives:

To enable community volunteers to recognize the sources of their stress, and brainstorm ways individually and collectively to reduce stress.

By the end of this session participants will be able to:

- Recognize the signs of stress and burnout in themselves and others
- Demonstrate some simple stress relief exercises
- Identify their own strategies for reducing stress
- Describe their own self care plan

### Key Learning Points

- Being a community child protection volunteer is a stressful role
- There are strategies to cope or reduce stress individually, such as spending time with loved ones, meditation or prayer, exercising, or talking with a friend.
- We can provide emotional support to each other in peer support groups in order to reduce stress

### Why is this an important topic to explore?



Working as a community volunteer is an emotionally stressful role.<sup>25</sup> Further, community volunteers are part of the vulnerable or displaced communities they serve. Providing psychosocial support and helping volunteers to learn skills of self-care is not only ethical but also contributes to effectiveness and sustainability of programs.<sup>26</sup>



Photo: © PLAN International



### Tools Associated with this Session:

This session should be linked to:

- **Implementation Tool 8 “Peer Support Group Tool.”** In Activity 4, participants are introduced to this tool. As a facilitator, it is important to answer questions and offer participants time to think about how they could support one another in a peer group.

25. Maes, K., and I. Kalofonos. 2013. “Becoming and remaining community health workers: Perspectives from Ethiopia and Mozambique.” *Social Science & Medicine* 87: 52–59 (p. 9).

26. Alliance for Child Protection in Humanitarian Action, (2021). *Community volunteers and their role in case management processes in humanitarian contexts: A comparative study of research and practice.*

### Preparation and materials required:

1. Research PSS support organizations or counseling services in the area that could be accessed by participants. Write up these contacts on a flip chart.
2. Reference the following resource for additional information:  
International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support (PS Centre) (2015). [Caring for Volunteers Training Manual](#).
3. Print Drawing 18 (1 copy for every 5–6 volunteers)
4. Translate, laminate and print Volunteer Key Learning Card 7
5. Translate and print Tool 8 on setting up Peer Support Groups
6. Blank cards for self-care plans – 1 per participant.
7. Box of matches, flipchart paper, markers



Photo: © PLAN International

## Session 8 (1 hour 30 minutes)

| Time   | Facilitator Notes   |
|--------|---|
| 5 min  | <p><b>Introduction</b></p> <p>Welcome participants and introduce the session aim and objectives. Explain that we will start with some activities to explore the topic of emotional wellbeing.</p> <p><b>Activity 1: Fast or slow</b></p> <p>Ask the group to stand in a circle with a lot of space between each other. Have them shake their body – starting with their hands, then their arms, legs, torso, and finally head. Then tell them to walk in place, and then run. Let them run in place for at least one minute. Then ask them to stand still.</p> <p><b>Say:</b> <i>Think about what happened in your body. Your heart beat fast. Maybe you felt shaky in your hands and legs. This feeling can be similar to how you feel when you are afraid or stressed.</i></p> <p>Ask the group to quietly sit down and close their eyes.</p> <p><b>Say:</b> <i>Can you feel your body calming down? Sometimes in life we can find it hard to have that calm feeling.</i></p> <p>As the group sits with their eyes closed, ask them to call out a sentence or a word describing what they do to calm down when they feel stressed. This allows you to affirm their strategies, such as prayer, meditation, or listening to music.</p>   |
| 10 min | <p><b>Activity 2: Breathe to calm down</b></p> <p><b>Say:</b> <i>Breathing can help us be calm. I am going to teach you a breathing exercise. You can do it every morning when you wake up and before you go to sleep. As you are sitting with your eyes closed, take in one deep breath and let it out. Again, breathe in deeply through your nose and out through your mouth as if you are blowing a candle out, slowly, slowly until there is no air left in your lungs.</i></p> <p>Repeat the exercise about four times. After the fourth time, keep speaking in a calm voice and ask them to open their eyes and slowly come back to the room.</p> <p>Tell the participants that they can teach this breathing method to children and caregivers. For young children, it works better to make a small hissing sound like a balloon slowly losing air.<sup>27</sup> Do this very slowly, making the breathing out last 10–15 seconds or more. Try the hissing breath with the participants so they know how to do it.</p> <p><b>Say:</b> <i>You may already have practices like this breathing exercise that you know from your own lives. You can also use these. What is important is to try to find that calm feeling, which is the opposite of the stressed feeling in your body.</i></p> |
| 25 min | <p><b>Activity 3: Stress caused by my volunteer work</b></p> <p><b>Say:</b> <i>Being a community volunteer is a rewarding role, but also can be stressful since we live in the communities where we work. It can feel like we never get a break, and the expectations on us are very high. It is important to talk about these things together. Explain that you will now think about stress in the context of your volunteer work. Have participants sit with their training partners.</i></p> <p>Explain that you will now think about stress in the context of your volunteer work. Hand out copies of Drawing 18. Tell participants that this is a drawing of a community volunteer. Read the quote on the drawing.</p>   |

27. [www.yourtherapysource.com/blog1/2022/01/12/breathing-activities-for-kids-2/](http://www.yourtherapysource.com/blog1/2022/01/12/breathing-activities-for-kids-2/)

|        |  |
|--------|--|
|        | <p><b>Say:</b> <i>Do you ever feel like this volunteer? Please do not share specific details or names, but what things make being a community volunteer stressful?</i></p> <p>Have a short discussion with the group about general sources of stress for them when volunteering.</p> <p>Have participants sit with their training partners.</p> <p><b>Say:</b> <i>Take time to share with your training partner about the situations that cause stress for you, and the ways you have coped. What ways have been helpful or unhelpful?</i></p> <p>After 15 minutes, bring the group back together. Invite any partners who want to share their coping strategies with the group to give a few examples.</p>  |
| 45 min | <p><b>Activity 4: Taking care of yourself</b></p> <p>Hand out Volunteer Key Learning Card 7 and a blank card.</p> <p><b>Say:</b> <i>This card is a number of ideas that have worked for other people to cope with stress. Some of them might be also helpful for you.</i></p> <p>Review the card briefly, and check if any participants have questions.</p> <p><b>Say:</b> <i>In this activity, we will think about specific steps we can each take to help reduce stress. Working alone, use the ideas from your conversation with your partner and the ideas on Volunteer Key Learning Card 7 to make a self-care plan for yourself. Include 4–5 things you will do every week to help reduce stress.</i></p> <p>Give participants 20 minutes to work on their self-care plans.</p> <p>After 20 minutes, divide the participants into their community groups. Handout Tool 8 “Peer Support Group” from the toolkit to each participant. Let them read and discuss the idea of setting up a peer support group. Ask each group to identify next steps and someone who will take the lead on moving this idea forward. Note that they can take turns to lead, but it is important to identify someone to get things started.</p> |
| 5 min  | <p><b>Concluding information</b></p> <p>If the organization has referrals for counseling services available for staff and volunteers, share this information now.</p> <p><b>Say:</b> <i>We all experience stress. Sometimes we can manage the stress ourselves with simple activities like breathing exercises or talking to friends.</i></p> <p><i>Sometimes stress overwhelms us. When this happens, it is important to find someone to talk to, such as the people and places listed on the flip chart. As peers, it is important to support one another. If you or another volunteer feel overwhelmed by stress, it is important to ask for help from our organization.</i></p> <p>Briefly introduce what is coming up in the next session.</p>  |



**Drawing 18**

*I often go home and think about what I have seen that day as a volunteer. I think too much about the sad children and how I cannot help them enough. I also worry about my family and how I can support them better with another job. I find it difficult to sleep at night.*



**Volunteer Key Learning Card 7a**

**Ideas for self care**

Learn about traditional self-care methods, such as prayer, meditation, or songs. Ask someone who knows these traditions to teach them to you.



Find a friend, someone who works as a community volunteer that you can trust and talk to. Agree to meet regularly and share stresses, feelings, and experiences.



Make time for loved ones – play with your children, chat to your wife or friend.



Share work – take turns to be on duty at night or over the weekend.



Exercise regularly – a long walk every day is an easy thing to do.



Take care of your body – See a doctor if you are ill, take your medication.



**Volunteer Key Learning Card 7b**

**Ideas for self care**

Get enough sleep – if you struggle to fall asleep, do breathing exercises before going to bed.



Make time every day to sit alone and just relax for a few moments.



Talk to fellow volunteers about difficult situations – share how you feel. You can keep details confidential.



Keep alcohol and tobacco use low.



Make time to laugh and have fun with friends, family members or your children.



Take time for prayers and other spiritual practices to seek out calm and peace.



Ask for help if you feel you are not coping – do not be ashamed, we all feel that way sometimes.



## Session 9: We are better together

This is a joint session with the full case management team.

Volunteers only for the first 30 minutes, then the rest of the case management team should join for the remainder of the session.

### Aim and Learning Objectives:

To encourage participants to appreciate the importance of each team member and take responsibility for making the workplace a collaborative, supportive space. To provide an opportunity for volunteers to share their learning with the whole team, to increase awareness of their knowledge and contributions.

By the end of this session participants will be able to:

- Reflect on the diversity of members of the team
- Describe what a culture of care means for their team
- Recognize the knowledge and contribution of community volunteers
- Recall the different roles of everyone in the team and how these contribute to a team approach

### Key Learning Points:

- Each person on our team brings different experiences and skills. Our differences make us a stronger team to support children
- Good teamwork is created by respecting, encouraging, and acknowledging one another
- Community volunteers are needed in the case management team, as they know their communities best and are the bridge to children at risk

### Preparation and materials required:

1. Print Drawing 19; enough copies for groups of 5–6 participants
2. Tape together 4 pieces of flipchart paper and draw a child and caregivers in the center for Activity 4
3. Prepare a flipchart with the title, “How would you like to be treated by members of the team?”
4. Small pieces of paper, markers, and pens
5. A soft ball and a bowl



Photo: © PLAN International

### Why is this an important topic to explore?



Research shows that a team approach, where community volunteers work alongside staff, is a more effective approach within case management.<sup>28</sup>

28. Ibid.

| Time   | Facilitator Notes   |
|--------|---|
| 35 min | <p>Welcome the volunteers and explain that in 30 minutes time, the rest of the case management team will be joining the session.</p> <p><b>Say:</b> <i>Later in the session, you will have a chance to show the rest of the team what you have learned and your recommendations from the training. We will use the time until they arrive to prepare.</i></p> <p>Explain that later in the session we will do an activity called a gallery walk. We will use the walls of the training room to display items which reflect what we have learnt during the course. Then, along with the rest of the case management team, we will take turns to visit the gallery and look at the exhibits. When you are not visiting the gallery, you will be a presenter, who knows about the exhibits and can tell visitors about what they see, and answer any questions they have. Help the volunteers to organize the following items around the room, and to prepare in pairs or small groups to take the presenter role. Already split the volunteers into two groups, so they can take turns at each role during the gallery walk. The different stations in the gallery should include:</p> <ul style="list-style-type: none"> <li>• Body maps</li> <li>• Community maps (if team was not able to gather at the conclusion of session 2)</li> <li>• Ideas about mitigating risks (Me/ Volunteers Together/ Organization)</li> <li>• Ideas about maintaining confidentiality (Me/ Volunteers Together/ Organization)</li> <li>• Volunteer Key Learning Cards</li> </ul> |
| 20 min | <p>Welcome the full team to the session and explain that we will start with an activity.</p> <p><b>Activity 1: Getting to know each other</b></p> <p><b>Say:</b> <i>I will explain the aim of this session soon. For now, we are going to begin with some small games. These games all have a purpose.</i></p> <p><b>Game 1: Three truths and a lie</b></p> <p>Have everyone write their name, along with three facts and a lie about themselves on a piece of paper. For example, "Alfonse likes singing, loves football, has five wives and loves children". Participants then circulate with their paper. They meet in pairs, show their paper to each other, and try to guess which of the "facts" is a lie.</p> <p><b>Game 2: We are more alike than different</b></p> <ul style="list-style-type: none"> <li>• Find some easily identifiable spaces around the room.</li> <li>• Prepare a long list of different characteristics. Make sure to adapt them for your context. (Avoid things that may make participants feel shy or upset, but choose things that tell you something about people.) Here are some examples: Likes football, likes candy, knows how to sew, can play basketball, can skip with a rope, can ride a bicycle, can make bread, can cook a stew, has ridden on a bus, has climbed a mountain, has planted vegetables, has owned an animal like a goat or a cow, or a chicken, likes to climb trees, can sing well, can play a musical instrument.</li> <li>• Have everyone stand in the middle of an open room.</li> </ul>         |

|        |  |
|--------|--|
|        | <ul style="list-style-type: none"> <li>• Call out one of the characteristics listed, such as “likes football”, and then call out a place in the room. All those who “like football” move to that place.</li> <li>• Call out another characteristic and place once that group is in the corner and has had a chance to look at each other. Participants keep moving if they fit in with the next characteristic you call.</li> </ul> <p>Have everyone come back together and sit down in a circle to discuss the games.</p> <p><b>Say:</b> <i>Did you learn anything new about anyone on the team? What did you learn? Can you share some of the things you didn't know about each other?</i></p> <p>All of the topics are light and not too personal, but they will bring out stories about participants' childhoods and lives. Keep the tone light and fun. Draw out similarities between community volunteers and staff members.</p> <p><b>Say:</b> <i>Did you enjoy finding out about each other? Have you done an activity like this as a team before? Was it useful? Why? These activities show us we have many experiences in common but we also all have our own story to tell. In the next activity we will explore this more. Introduce the session aim and objectives.</i></p> |
| 15 min | <p><b>Activity 2: We all come from different places and experiences</b></p> <p>Keep the participants in a large circle. Hand out copies of Drawing 19.</p> <p><b>Say:</b> <i>What do you see in this drawing? What is it trying to show us?</i></p> <p>If participants do not bring up these points, try to elicit them by asking more questions, until all the points are covered:</p> <ul style="list-style-type: none"> <li>• We come from different communities (urban/ rural)</li> <li>• Some of us have had stressful and violent experiences</li> <li>• We have different education levels</li> <li>• We have different economic situations</li> <li>• Some of us are displaced</li> <li>• We have different religions and cultural traditions</li> </ul> <p><b>Say:</b> <i>This drawing shows that teams are made up of people and each person on the team brings different experiences. We bring these differences with us when we come to our roles, and we have to work to bring the differences into a team that works for the same mission, to protect children. These differences are our strengths.</i></p>   |
| 20 min | <p><b>Activity 3: Creating a culture of care in our team</b></p> <p>Invite participants to look at the flipchart with the title: <b>How would you like to be treated by other members of the team?</b></p> <p><b>Say:</b> <i>I am going to pass small pieces of paper to each of you to write down one response to this question. Please fold up your paper and put it into this bowl in the front of the room.</i></p> <p>Once everyone has written something, open up the papers in the bowl. Summarize what is written on the paper. You are likely to find very similar sentences around respect, encouragement and care.</p> <p><b>Say:</b> <i>We all seem to want similar things.</i></p>  |

|        |   |
|--------|---|
|        | <p>Then summarize what this is. For example: “To be respected, encouraged, cared for.”</p> <p><b>Say:</b> <i>We that good teamwork is created by respecting, encouraging, recognizing, and caring for people, not exploiting or dictating to them.</i></p>  |
| 40 min | <p><b>Activity 4: Gallery Walk</b></p> <p><b>Say:</b> <i>We are now going to do an activity called a gallery walk. The volunteers have prepared a gallery, around the training room, that shows you what they have worked on during the past days, and shows what they have learnt during the course. We would like to invite everyone to visit the gallery now, and enjoy the exhibits.</i></p> <p>At any time, half the volunteers will be available to talk to you about the exhibits in the gallery, and to answer any questions you have. Please feel free to talk with them as you look around the room. Ask the first group of participants to take their positions to be presenters, then invite everyone else to start viewing the gallery.</p> <p>After 10–15 minutes, pause the exercise and ask the volunteers to swap over.</p> <p>After 10–15 more minutes, bring the group back together and invite any reflections from the participants on what they have seen in the gallery.</p>   |
| 30 min | <p><b>Activity 5: My role in the CP team</b></p> <p>Bring the large flipchart paper into the middle of a big, open space for this activity. Remove any tables so participants can walk around the large paper. There should be a small drawing of a family with children in the center of the paper. Gather participants around the large paper</p> <p><b>Say:</b> <i>We are now going to think about the specific roles we each play in our CP team. You are going to work in pairs. Turn to the person next to you. Now place your hand on the paper close to where you are sitting, spread your fingers out. Your partner is going to draw around your hand. Now you will do the same for your partner. In the palm of the drawing of your hand write the name of the role you have in the case management team. In each finger write down the roles and responsibilities that you have.</i></p> <p>Give participants a few minutes to complete the task.</p> <p><b>Say:</b> <i>Walk around the paper and look at everyone’s different roles. You can discuss and add or change roles and responsibilities if you want to.</i></p> <p>Give participants ten minutes to walk around the paper and discuss the different roles and responsibilities.</p> <p><b>Say:</b> <i>Now, go back to your place and think about who in the team needs to support you in your role. Draw a line from your hand to that person’s hand, right across the paper if you have to.</i></p> <p><i>Give participants time to draw the necessary lines of support. There will be some bumping into each other and having to work around each other as the group does this activity. Don’t worry about some chaos and noise.</i></p> <p>Let a few participants share who they have connected their hands to and why.</p> <p><b>Say:</b> <i>This shows that we all need each other to protect the family in the center. Sometimes we might bump into each other and we need to adapt to work together. When we learn to work collaboratively, we are a safety net for children and families, and we need to make sure the net has no holes that children can fall through.</i></p> |

|   |   |
|---|---|
| <p>5 min</p>  | <p><b>Individual reflection</b><br/> <b>Say:</b> <i>You will work alone for this activity. Walk around the drawing and look at which hands are connected to yours. Do you work at making sure that your relationship with these people or this person is a good one? Could you do better? Are there holes in the safety net because of the way you work with others? Could you do better? How do you want to work together in the future?</i></p> <p>Give participants 5 minutes to reflect on these questions.</p> <p><b>Key message to end activity</b><br/> <b>Say:</b> <i>Case management needs teamwork. Community volunteers need caseworkers; and caseworkers need community volunteers. Caseworkers and volunteers need supervisors. We all need managers. We need the finance team, we need the administrative team. And all of us need to work as a whole team to support children and families in the community.</i></p> |
| <p>15 min</p>  | <p><b>Closing</b><br/> Thank everyone for their participation and close the session with a group activity. Invite the participants to one-by-one share one thing they learnt in today's session. Each person will speak when they hold a ball that will be passed so every participant has an opportunity to share.</p>   |



# Volunteers' Evaluation and Closing session

## Aim and Learning Objectives:

To review and celebrate the learning from the course, identify key takeaways and get feedback from participants

By the end of the session participants will be able to:

- Identify what they have personally learnt on the course
- Reflect on what participating in the course has meant for them
- Contribute to the evaluation of this training course by giving specific feedback

## Preparation and materials required:

1. Create a scoreboard on a flipchart, with a row for each team
2. Participants will need the cards they have collected during each session
3. Body maps from Session 1
4. Pens and makers
5. Small candies for prizes
6. Sheets of paper with the numbers 1–10 written on them for the scaling activity
7. Translate and print the post-test and evaluation form; 1 copy per participant



Photo: © James Clacherty

Evaluation and Closing session (1 hour 15 minutes)

## Evaluation and Closing session (1 hour 15 minutes)

| Time   | Facilitator Notes   |
|--------|---|
| 5 min  | Welcome participants to the session and explain the session aim and objectives  |
| 20 min | <p><b>Say:</b> <i>First we will look back at what we have learnt throughout the course. We will do this in a fun way by making it into a quiz. Divide the participants into community groups and explain that using the cards they have gathered from each session, they should come up with three quiz questions. Remind them that they must also know the answer! Tell them they need to work quickly, there are 5 minutes to come up with their questions.</i></p> <p>Run the quiz. The teams take it in turns to ask 1 question to the other teams. The first team to correctly answer scores one point. After all the teams have asked their questions, add up the total score. If possible, award small prizes of candy to the team who won the quiz.</p> |
| 15 min | <p><b>Say:</b> <i>We have all learnt so much throughout the course! Let's think about what that means and what we are taking away from the course. In our first session, you drew a body map that showed what you bring to your role as a community volunteer. Do you have things to add to that drawing now? What new knowledge do you have? What new skills and ideas do you have?</i></p> <p><b>Say:</b> <i>Collect your body map and sit with your training partner. Draw a bag or a toolbelt onto your map and fill it with drawings of what you are taking from the course.</i></p> <p>Circulate around the room to observe and support as needed. Back in plenary, ask for a few examples of what people added to their drawings.</p>                    |
| 15 min | <p><b>Say:</b> <i>We have now come to the post-test and evaluation form. We have the same questions from the first day, so we understand the knowledge that you gained during the training.</i></p> <p><b>Say:</b> <i>We also would like to get your feedback on this training. Please be honest and let us know what you liked, what was useful and what you would change.</i></p> <p>Hand out the post-test and evaluation forms and allow 15 minutes for the participants to complete them.</p>  |
| 20 min | Congratulate the participants on reaching the end of the course. Hold a small ceremony to award course certificates in a locally appropriate way. This may involve inviting a guest to present the certificates, or having speeches from relevant individuals.  |

**Post- test and Evaluation**

|  |  |                        |  |
|--|--|------------------------|--|
| <b>Community CP volunteer training</b> |  | <b>Location:</b>       |  |
| <b>Training dates:</b>                 |  | <b>Facilitator(s):</b> |  |

**1. Circle the correct definition of child protection:**

- a. The provision of support for children’s health, development, wellbeing and safety.
- b. The prevention of and response to abuse, neglect, exploitation, and violence against children.
- c. Children’s rights to a wholesome family life, basic needs, education, and safety.

**2. Which one of these cases would you not refer to a caseworker?**

- a. A child out of school
- b. An unaccompanied child
- c. A child engaged in child labor
- d. A child who is experiencing physical abuse at home

**3. Which of the below is not a child protection guiding principle?**

- a. Best interests of the child
- b. Confidentiality
- c. Do no harm
- d. Assistance with rights claims
- e. Child Participation

**4. What is the role of a community volunteer in case management?**

- a. Investigating possible child protection cases and reporting them
- b. Conducting a comprehensive assessment to understand children’s protection concerns
- c. Looking and listening for protection concerns, referring children, and supporting the caseworker through follow up and supporting the child and family.

**5. What are four ways that you can recognize abuse or neglect?**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

Please put an “x” under the smiley face that represents how you feel:

|   | Not at all<br> | Somewhat<br> | Completely<br> |
|---|---|---|---|
| I can describe child protection risks in my community                   |   |   |   |
| I know how to support children with protection concerns in my community |   |   |   |
| I can describe my role in case management                               |   |   |   |
| I know how to communicate with children and caregivers                  |   |   |   |
| I can talk about the risks and power dynamics I face in my role         |   |   |   |

**Training Evaluation**

Please put an "x" under the smiley face that represents how you feel:

|   | Not at all<br> | Somewhat<br> | Completely<br> |
|---|---|---|---|
| My skills as a community volunteer have improved because of this course |   |   |   |
| The facilitator(s) helped me to learn                                   |   |   |   |
| The course was interesting  |   |   |   |
| I enjoyed the activities in the course                                  |   |   |   |

Do you have any specific feedback for the facilitators? \_\_\_\_\_

\_\_\_\_\_

What was the best aspect of the training? \_\_\_\_\_

\_\_\_\_\_

What changes would you recommend for future trainings? \_\_\_\_\_

\_\_\_\_\_

Any other comments? \_\_\_\_\_

\_\_\_\_\_



# ADDITIONAL COMMUNITY VOLUNTEER TRAINING



Photo: © James Clacherty

## Session 10: Communicating with children

### Aim and Learning Objectives:

To allow participants to consider how they communicate with children in the community, and how their place in the community can support case management.

By the end of this session participants will be able to:

- Describe how to communicate with children in the community (using our words and behavior) in a way that builds trust and engagement
- Explain the key principles behind communication with children who have protection concerns

### Key Learning Points

- It is important to build trust with children as a volunteer so that they feel comfortable communicating with us
- We can do this by being respectful, listening to children, being aware of their context and age and meeting them at a place where they feel comfortable
- When communicating with individual children with protection concerns, volunteers must always first consider their own safety and the safety of the child. Maintaining the confidentiality of children with protection concerns is essential, as well as staying calm and communicating empathy

### Why is this an important topic to explore?

Research suggests that community volunteers' existing relational skills and the trust in the community are assets to the case management approach.<sup>29</sup> There is also evidence to suggest that training on building further skills of listening, empathy and humility are key to the effectiveness of their roles within case management.<sup>30</sup>



### Preparation and materials required:

1. Before the session, set up a simple obstacle course from one end of the training room to the other, using chairs and tables
2. Translate and print out Drawings 20–24, 1 copy per 5–6 participants
3. Translate and print the 4 stories of children with protection concerns
4. Translate, print, and laminate Volunteer Key Learning Card 8
5. Scarves for blindfolds
6. A flip chart with the title: “Communicating with children in our communities” at the top
7. Flipchart and markers



Photo: © PLAN International

29. Mirghani, Z. 2013. “Healing through sharing: An outreach project with Iraqi refugee volunteers in Syria.” *Intervention*, 11 (3): 321–329.

30. Alliance for Child Protection in Humanitarian Action, (2021). *Community volunteers and their role in case management processes in humanitarian contexts: A comparative study of research and practice*. p. 63

| Time   | Facilitator Notes  |
|--------|--|
| 15 min | <p><b>Activity 1: We want children to trust us</b></p> <p>Welcome participants to the session and explain that we will start with an activity about trust.</p> <p>Ask the participants to stand with their training partner. Explain that one half of the pair will put on a blindfold (or close their eyes), and their partner will give them verbal instructions to help them navigate safely through the obstacle course.</p> <p>Give the pairs a moment to decide who will do which role, then ask for a volunteer pair to go first.</p> <p>After the first pair has navigated past the first obstacle, invite the next pair to start moving. Ensure that there is sufficient spacing between the pairs so that they can still hear one another, and so that they do not get in one another’s way.</p> <p>Once each pair has had a turn, invite everyone to remove their blindfolds and reflect on the exercise, by asking:</p> <ul style="list-style-type: none"> <li>• How did it feel to be blindfolded?</li> <li>• Did you trust the person who was leading you?</li> <li>• How did it feel to be leading?</li> </ul> <p><b>Say:</b> <i>This game tells us something about communication with children in case management. As volunteers we want children in our community to trust us so they feel free to come to us when they have a problem. We will learn more about how to communicate with children in this session.</i></p> <p>Introduce the session objectives.</p>   |
| 50 min | <p><b>Activity 2: Communicating with children in our communities</b></p> <p><b>Say:</b> <i>An important part of the role of a community volunteer is being someone who children trust. During this activity, we are going to discuss how we can be trusting adults through our communication with children. Communication includes the words we use and how we act with children.</i></p> <p>Distribute Drawings 20–21. There should be at least 1 illustration for every 5–6 participants.</p> <p>Show drawing 20. Read the description on the drawing. Discuss it with these questions:</p> <ul style="list-style-type: none"> <li>• What do you see in the drawing?</li> <li>• What do you notice about how the volunteer is communicating with the children? (this includes how she is behaving.)</li> </ul> <p>Let the group share their ideas, and list them on the flip chart titled “Communicating with Children” – the main points to emphasize are:</p> <ul style="list-style-type: none"> <li>• The volunteer is friendly and respectful as she greets the children</li> <li>• She is speaking in a gentle and kind way</li> <li>• She uses her body to also communicate – she waves to them and she makes eye contact</li> <li>• Through this kind of communication, she is showing that she is a trusting person</li> </ul> <p>Show drawing 21. Read the description on the drawing. Discuss it with these questions:</p> <ul style="list-style-type: none"> <li>• What do you see in the drawing?</li> <li>• What do you notice about how the volunteer is sitting with the children?</li> </ul> |

|        |  |
|--------|--|
|        | <p>Let the group share ideas, and list them on the flip chart – the main points are:</p> <ul style="list-style-type: none"> <li>• Sometimes volunteers need to go to meet children in places where children are, and where they feel comfortable</li> <li>• The volunteer is sitting at the same level as the children and is smiling</li> </ul> <p>Show drawing 22. Read the description. Ask the participants:</p> <ul style="list-style-type: none"> <li>• What do you notice about this drawing?</li> <li>• How do you see the volunteer is behaving with the children?</li> </ul> <p>Let the group share ideas, and list them on the flip chart – the main points are:</p> <ul style="list-style-type: none"> <li>• Volunteers need to adjust their way of speaking and behaving according to the age of children</li> </ul> <p><b>Say:</b> <i>Young children need us to communicate in a way that suits their age. Acting with puppets or small toys is a great way to engage with children under the age of 6. Drawing can also be a useful technique with children of various ages, even adolescents.</i></p> <p>Summarize the main points that the participants identified on the flip chart about good verbal and non-verbal communication with children. Emphasize that as volunteers we need to adapt our ways of communicating according to the children we are interacting with. This includes our words and our behavior.</p>                                     |
| 30 min | <p><b>Activity 3: Communicating with individual children who have protection concerns</b></p> <p><b>Say:</b> <i>One of the main roles of community volunteers is identifying children who have protection concerns. When we speak with children who are in these situations, our ways of communicating are very important. We are now going to look at pictures of volunteers who are talking to individual children with protection concerns.</i></p> <p>Distribute pictures 23 and 24 and invite the same small groups to look at them together. There should be at least 1 drawing for every 5–6 participants.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• <i>What do you see in these drawings?</i></li> <li>• <i>What influenced the way these community volunteers chose to talk to the children?</i></li> <li>• <i>As these children have protection concerns, how is the way the volunteers are speaking with them different than the other pictures?</i></li> </ul> <p>Let the group share ideas, and list them on the flip chart 2 – the main points are:</p> <ul style="list-style-type: none"> <li>• The volunteers are ensuring confidentiality and safety in the places that they are speaking to the children</li> <li>• They are communicating empathy and good listening through behavior</li> <li>• The volunteers adjust their communication with the child according to the age of the child and the child's past experiences</li> </ul> |

|        |   |
|--------|---|
|        | <p><b>Say:</b> Another important consideration for volunteers is the gender and age of children. What would you do if the child you were concerned about was a girl and you are a male community volunteer?</p> <p>Encourage the group to discuss what is culturally appropriate in the context.</p> <p><b>Say:</b> In some cases, it might be more appropriate for a female volunteer to speak with an adolescent girl. As a team, it is important that volunteers work together to navigate these issues.</p> <p>Distribute Volunteer Key Learning Card 8 and review the points with the group about communicating with children with protection concerns.</p>  |
| 45 min | <p><b>Activity 4: Communication Role Plays</b></p> <p><b>Say:</b> The best way to learn communication skills is through practice. We are going to return to some children from earlier training sessions to role-play the communication skills we've reviewed today.</p> <p>Divide participants into groups of 3 (child, volunteer, and observer) and distribute the role-play stories from the end of the session.</p> <p><b>Say:</b> In your small groups, take turns acting in the different roles, so everyone has the opportunity to practice their communication skills. Each person should have about 5 minutes to practice as a volunteer communicating with the child. The observer's role is to refer to Card 8 and to use it as a guide to offer feedback.</p> <p>Allow 25 minutes for the small groups to practice the role-plays.</p> <p>Invite 1–2 groups to role play in front of the large group. (Depending on the context, some participants may or may not be comfortable with this.)</p> <p>As the facilitator, be sure to praise the participants for what went well in the role play, and emphasize the points from card.</p> |
| 5 min  | <p><b>Conclusion</b></p> <p><b>Say:</b> We need to take great care when we communicate with children. The way we communicate and what we say can affect them deeply, especially children who are facing protection concerns. We need to be caring, respectful and listen attentively. We also need to change our way of communication according to children's age, past experiences and the context in which we find them. <b>In the next session we will look at communicating with caregivers.</b></p>  |



Drawing 20



**Drawing 21**

These boys sleep on the street, the community volunteer has gone to their place to talk to them. He is joining them around their fire.



**Drawing 22**

This volunteer is using sock puppets to talk to young children. This can help them to talk more easily as they make the puppet speak for them.



**Drawing 23**

Sometimes we need to talk to children who we think may have protection concerns. In this drawing, the volunteer and the girl are in a safe space, and they have found a place to sit and talk where the child can talk without being heard.



**Drawing 24**

This picture shows a community volunteer who works with unaccompanied boys who are refugees in Greece. This is what he said:  
*"I have found that when talking to the teenage boys it is better to lean up against a wall and both look out, to look them in the eyes is too confronting. I can still show I am listening closely but it helps them feel comfortable if I am not looking them in the eyes like so many of the border officials and smugglers and other people like that."*



## Volunteer Key Learning Card 8

### Communicating with a child who has a protection concern

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1. First, always consider your own and the child's safety. There may be very good reasons to not approach the child – doing so may put you and the child at risk.
2. Ask the child if they want to find a quiet and private place to talk. Make sure it is a place where others can see you, but not hear you
3. Stay calm and reassure the child without passing judgement
4. Listen, try to understand the details of what happened. Do not force the child to answer questions
5. Reassure the child that it is OK s/he told you what happened.

Use comforting statements appropriate to the cultural context...examples include:

*"I believe you"* – builds trust

*"I am glad that you told me"* – builds a relationship with the child

*"Thank you for sharing your experience"* – expresses empathy

*"You are very brave to talk with me"* – reassuring and empowering

6. Do not make promises you cannot keep such as saying "everything will be OK" when it is not within your control to assure a child's well-being
7. Tell them what you will do next, give accurate information – you will likely have to refer them, explain this.

**Session 10**

## Stories

1. **Ahmad** is 5 years old; he lives with his mother, father, and baby sister in a camp. Ahmad's family has been in the camp for 2 years. Ahmad's parents have been arguing about the lack of money for the family and the fact that Ahmad's father no longer has a steady income to support the family. Ahmad is a student in the school where you volunteer, and he has been quieter and more withdrawn recently.

2. **Sara** is a 12-year-old girl frequenting the child friendly space activities provided by your organization. During one of the activity sessions, Sara discloses to you that her father's family has been threatening to take her away from her mother and marry her off to one of their adult neighbors.

3. **Mohamed** is a 15-year-old boy who lives with his mother, father, and 2 sisters. He used to attend football activities with your organization but has stopped coming. One day, you meet him in the street. He says that he stopped coming to football because his father has told him he has to work in the quarry every day, all day. It looks like he badly injured his arm and he appears sad and exhausted.

4. **Kyo** is 14 years old and she occasionally plays in the community football team which you coach as a volunteer. One day after a match, she tells you that she overheard her mother talking to a man who is trying to persuade girls from the community to travel to the city where he says there are opportunities to work.

# Session 11: Communication with caregivers<sup>31</sup>

Session 11 (1 hour 40 minutes)

## Aim and Learning Objectives:

To support participants to consider effective ways to communicate with caregivers.

By the end of this session participants will be able to:

- Explain the idea of having a non-judgmental attitude toward caregivers
- Describe ways to show attention, respect and empathy toward caregivers

## Key Learning Points

- Having a non-judgmental attitude toward caregivers means believing that caregivers love and want to care for their children, and understand that sometimes because of their circumstances, they are unable to do this well.
- In order to support children and families, it is important that community volunteers are accessible and show empathy towards caregivers
- Community volunteers' interactions with caregivers need to be attentive, respectful and non-judgmental

## Preparation and materials required:

1. Flip chart paper and pens
2. Translate, print, and laminate Volunteer Key Learning Card 9
3. Translate and print the stories for Activity 3
4. Print Drawing 25



Photo: © UNICEF

## Why is this an important topic to explore?

Community volunteers provide significant benefits to child protection programs as trusted members of the community. They have resources they can draw on to support caregivers, including empathy, listening skills, and linking families to services.<sup>32</sup>



31 . Rochat T.J. Redinger S. Rozentals-Thresher R. Yousafzia A. Stein A. (2019). Caring for the Caregiver. UNICEF, New York

32. Alliance for Child Protection in Humanitarian Action, (2021). *Community volunteers and their role in case management processes in humanitarian contexts: A comparative study of research and practice*

| Time   | Facilitator Notes  |
|--------|--|
| 15 min | <p><b>Activity 1: Lost Shoes<sup>33</sup></b></p> <p>Welcome the participants to the session and explain that we will start with an icebreaker. You need to be sensitive to the cultural appropriateness of this activity. In some contexts, it would not be appropriate for someone to put on another person’s shoes. You can ask a few willing participants to do this activity if not everyone feels comfortable doing it. You can also play the game outside if it is not appropriate to wear shoes inside.</p> <p>Ask the participants to take off their shoes and pile them in the middle of the room. Mix the shoes, separating the pairs. Make a large pile of shoes. When everybody is sitting again, call the participants to quickly select shoes that are not their own and put them on.</p> <p>When everybody has on another person’s shoes:</p> <p><b>Say:</b> <i>How does it feel to wear someone else’s shoes? Did you feel comfortable? Strange? Why do you think I asked you to do this activity at the beginning of a session on communicating with caregivers?</i></p> <p>Introduce the session aim and objectives.</p>  |
| 40 min | <p><b>Activity 2: Being partners with caregivers</b></p> <p>Explain that now, we will think about what it means to be partners with caregivers. Read the following story to the whole group:</p> <div style="background-color: #e0e0e0; padding: 10px;"> <p>This is a true story told to us by a volunteer who works with children in Mozambique. Amelia was a volunteer with a small local NGO who had just started a project in a settlement for people displaced by a flood in 2021. Amelia was well known in the village as a person who cared for children and the NGO had also trained her in recognizing when a child was neglected or abused in any way by caregivers or other members of the family. A community member came to her one day to say she was very worried about a neighbor’s child; the boy’s feet were infested with ringworm that left sores and the child was struggling to walk. She asked Amelia not to tell the mother she had reported her but she felt she had to report the matter.</p> <p>That same day Amelia went to visit the house and introduced herself to the mother, she found out that the mother was very young and also had a small baby. She was alone with the two children and had no financial support. Amelia could see she cared about her children but she was very depressed and unable to clean the house or look after the children. Amelia sat and talked to her for some time, promising to return the next day with some of her fellow volunteers to help her clean the house and yard.</p> <p>As she prepared to leave she asked the mother if she could take her little boy to the clinic to look at the sores on his feet. The mother agreed.</p> <p>From that day forward, Amelia decided that she would visit the mother regularly. They built a good relationship, and the mother began attending a parenting support group that Amelia led.</p> </div> |

33. UNICEF, (1998). *Visualization in participatory programmes: Games and exercises*. Communication Section, UNICEF Eastern and Southern Africa Regional Office, Nairobi, and the Organizational Learning and Development Section, Division of Human Resources, UNICEF New York. p. 98

Amelia shared what she learned about this experience:

*I used to have a critical mind when I saw children being neglected here in the settlement. Like that day when I saw the boy I felt so angry with that mother. I blamed her for not caring after the boy. But now, I think differently.*

*I realized that the mother was so young and so depressed that she could do nothing. She really loved her son, I saw that after we started to visit her and help her. She was so happy he was well again. I have been a community volunteer for many years now and I know that parents mostly love their children but sometimes their situation is so hard they cannot show that love for their children. I don't blame caregivers any more.*

(Amelia, Community volunteer, Mozambique)

Write up these questions on the flip chart:

- What did you learn from Amelia?
- Do you agree with her?
- Do you have any stories like this?

Ask the participants to turn to the person sitting next to them to discuss each question. Give them 15 minutes to discuss.

Ask a different pair to report back on each question, writing up their ideas on the flip chart as they speak.

Wrap up the activity with a summary like this:

**Say:** *Amelia put herself into that mother's shoes, she tried to understand why she had not cared for her son. She realized that it is important to have the right attitude towards caregivers. As community volunteers, it is important to believe that caregivers love and want to care for their children but sometimes the situation is so difficult for them they cannot do this well. In these situations, we must not have the attitude of blaming parents but work as partners with them to get the best outcome for their child.*

|  |   |
|--|---|
| <p>40 min</p>  | <p><b>Activity 3: Building trust with caregivers</b><br/> <b>Say:</b> <i>As we discussed in the last activity, it is important to have an attitude of partnering with caregivers. We are going to think together in this session about how to build trust with caregivers as partners.</i></p> <p>Divide the participants into their community groups. Half of the participants will get the “Grandparents” story and questions and the other half will get the “Volunteer” story and questions.</p> <p>Give the groups 10 minutes to read the stories and discuss in their groups.</p> <p>Ask the small groups to share back the answers to their questions in plenary.</p> <p><b>Say:</b> <i>We can expect that very often caregivers are worried about being judged. Like Khin’s grandparents, caregivers might worry about volunteers talking about their situation with other members of the community. They might feel exhausted and overwhelmed by the situation they are in. As community volunteers, it is very important that we engage with caregivers as partners and listen with empathy.</i></p> <p>Distribute Drawing 25 to the participants and ask the participants:<br/>         How is the volunteer showing the caregivers that he is a partner?</p> <p>Let the group share ideas, the main points are:</p> <ul style="list-style-type: none"> <li>• The volunteer is sitting at the same level as the grandparents</li> <li>• He is sitting far enough that Khin cannot hear their conversation, so the grandparents feel comfortable</li> <li>• He is communicating empathy and good listening through behavior</li> </ul> <p>Distribute Volunteer Key Learning Card 9 and review it with the group. Check if these were similar to some of the suggestions that the group identified for the volunteer supporting Khin’s grandparents.</p> |
| <p>5 min</p>  | <p><b>Conclusion</b><br/> <b>Key message to end session</b><br/> <b>Say:</b> <i>Our work with caregivers needs to be based on empathy and respect. Many caregivers we work with are stressed and even afraid. We need to work as partners with them to think about how to solve problems and sometimes just to visit them to tell them we understand how they feel. <b>In the next session we will talk about how we need to also be aware of our power as volunteers when we work with children and families.</b></i></p>  |



## Stories

### Group 1 Grandparents:

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Your 15-year-old grandson, Khin, lost his father during the uprising and violent unrest in his community 11 months ago. His mother is now in prison, and your family has not heard from her for a very long time now. Khin moved in with you a few months ago and it has been a very hard time. He has been acting very angry and has been getting in fights with all the other boys in your community. He refuses to speak to you and you are feeling very worried when a community volunteer comes to speak with you.

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#### Questions:

- What do you think the volunteer will say?
- What are you worried about with the volunteer's visit?

### Group 2 Volunteer:

---

Along with a caseworker, you are supporting a 15-year-old boy, named Khin who is living with his grandparents in your community. The caseworker has already conducted the assessment and has asked you to regularly visit the family to see how they are managing. You heard from your friend who is a teacher that Khin has been causing a lot of problems and getting into a lot of fights with boys at the local school. The teacher told you that recently he threatened some of the other students. Today, you are going to visit Khin's grandparents to see how they are doing.

---

#### Questions:

- How will you prepare for the visit?
- What would you like to say to the grandparents?
- What are some ways that you will show them that you are a partner?

**Drawing 25**

This community volunteer is speaking to grandparents who are worried because their grandson seems very sad all the time since he lost his parents 7 months ago.



## Volunteer Key Learning Card 9

### Communicating with caregivers

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It is important to establish positive relationships with caregivers as a partner. This includes being:

- **Available:** It is important that caregivers know you will be present for them. You don't have to be available all the time but you should be reliable when you promise to meet them.
- **Attentive:** Caregivers need to feel that volunteers really listen to them. Practice your listening skills, making eye contact, noticing the things caregivers say and feel and ask gentle questions about the things you don't understand.
- **Non-judgmental:** Sharing personal things is difficult, especially if you feel guilt, shame, or regret. Try not to judge or blame caregivers for their mistakes.
- **Trustworthy:** Be a trusted person. What is told to you by the caregiver is not shared with others, it should be kept confidential unless it puts a child at risk. This means you should not speak about the caregiver's situation to anyone without first asking her if you can do so.

Session 11

## Session 12: Power within my role as a community volunteer

### Aim and Learning Objectives:

To enable participants to negotiate power dynamics and understand how to empower children and families.

By the end of this session participants will be able to:

- Explain what ‘power’ means
- Describe the different types of power
- Reflect on different levels of power in their work with children and families and within their organization

### Key Learning Points:

- Power is the ability to do something, act in a certain way, or influence others. It is not a good or bad thing; but how we use it can be for good or bad
- The two types of power are 1) power over and 2) power with
- It is the responsibility of community volunteers to have “power with” children and families

### Preparation and materials required:

1. Translate and print out 6 copies of the “Power Story” on page 120. Before the session starts, ask one participant to be the narrator and five participants to prepare the story as a role play
2. Print Drawings 26 and 27
3. Write “Power With” and “Power Over” on two pieces of flipchart paper for the game in Activity 2
4. Make cut-out figures for Activities 3 and 4. Six small cut-out figures and two large cut-out figures. Write “community volunteer” on one of the smaller figures and on the big figure. Write mother, father, granny, and child on the other figures.
5. Translate, print, and laminate Volunteer Key Learning Card 10
6. Tape, flipchart, markers, pen, and paper



Photo: © PLAN International

### Why is this an important topic to explore?



Evidence shows that acknowledgement and management of power dynamics within the community as well as the Child Protection organization<sup>34</sup> are key factors for effectiveness in case management programs.<sup>35</sup>

34. Eynon, A., and S. Lilley. 2010. *Strengthening national child protection systems in emergencies through community-based mechanisms: a discussion paper*. Save the Children and Child Protection Working Group of the UN Protection Cluster.

35. Alliance for Child Protection in Humanitarian Action, (2021). *Community volunteers and their role in case management processes in humanitarian contexts: A comparative study of research and practice*.p. 44 &45

### Important Considerations for the facilitator:

This session explains power and how it can be used to empower or disempower community volunteers, children, and families. It is a sensitive topic to discuss in many humanitarian contexts, where power disparities are pervasive – from the conflicts that displace people to the humanitarian assistance meant to support them. Assess both the appropriateness of the subject and your ability to handle difficult discussions. While exploring power dynamics may be complex, they are important to discuss with volunteer, as they underpin many of the challenges in motivating and retaining community volunteers. For help leading such discussions, refer to pages 62–65 of the [Toolkit for reflective practice in supporting community-led child protection processes](#) by the Child Resilience Alliance. There is also advice about creating a safe space for discussing difficult topics at the beginning of the session.



Photo: © PLAN International

Think about the context in which you work. Discussions around power can be dangerous in some humanitarian contexts. Spend time reflecting before you begin the session about topics that could place you or the participants at any risk. Gently stop any discussion that moves towards a topic you think may be risky. At the beginning of the session, set ground rules with participants on discussing difficult topics. For example:

- Have a “no name” rule – the discussion can be open and honest, but do not mention any names. For example, if you are discussing someone’s actions, don’t name them.
- Agree that what is said in the session will not leave the room. Emphasize that you cannot make this promise for everyone, so participants need to think before they share something that may place them at risk. Make yourself available to talk privately after the session.
- Make a commitment as a facilitator to keep everything the group says confidential. If they do ask you to pass on information, promise that you will not mention names.

| Time   | Facilitator Notes   |
|--------|---|
| 10 min | <p><b>Introduction</b></p> <p>Welcome participants to the session and tell them that you will start with an icebreaker.</p> <p><b>Instructions:</b> Explain that we are going to play a game called Bear, Ninja, Hunter. Explain that there are three positions we need to learn first, then demonstrate these and have the participants copy you.</p> <p>The first is Bear with your hands above your head and fingers curled like claws. The second is Hunter with your arms drawing a bow and arrow. The third is Ninja with your hands flat in front of you in a Karate like stance.</p> <p>Explain that we will now compete. Bear eats Ninja. Ninja kills Hunter. Hunter shoots Bear.</p> <p>Ask the participants to find a partner and stand back to back with them. When everyone is ready, say on the count of three they should turn around, posing in one of the three positions. Say: one, two, three, go!</p> <p>Ask the winner from each pair to stay standing, and the loser of each game to sit down. You may need to remind everyone what beats what: Bear eats Ninja. Ninja kills Hunter. Hunter shoots Bear. If any pairs tie, they can switch partners and play again in the next round. The people standing now find a new partner and play again. Continue until there is one overall winner.</p> <p>Note that in this game, whether or not you had the power to win, depended on your own position and that of your partner. Let participants know that you will be talking about power in today’s session and introduce the session objectives. Acknowledge that power and power dynamics can be sensitive topics to discuss. Set some ground rules, as per the tips above, to ensure all participants feel safe participating in the session.</p> |
| 20 min | <p><b>Activity 1: What is Power?</b></p> <p>Explain that we will start by thinking about what power is. Ask the participants who prepared the “Power Story” role play to act it out for the group.</p> <p><b>Say:</b> <i>This story tells us something about power. We are now going to have a discussion around power as represented in this story.</i></p> <p>Ask the group to discuss the following questions:</p> <ul style="list-style-type: none"> <li>• Who had the most power in this story? Who had the least?</li> <li>• What gave the teacher power? Where did her power come from?</li> <li>• What gave the businessman power? Where did his power come from?</li> <li>• What gave the community leader power? Where did his power come from?</li> <li>• Do you think the mother had any power at all? Where or when did she have power?</li> <li>• If she was a rich woman, would she have had more power in the village? What about if she was educated, would she have more power?</li> <li>• Did the child have any power? When would he have power?</li> <li>• Does power always come from our position, wealth, or education or can it be inside us?</li> <li>• Is power good or bad? Can it be used for good?</li> </ul>   |

30 min

**Activity 2: Two kinds of power**

**Say:** *From the role play, we have an idea about what power is. Power simply is the ability to do something, act in a certain way, or influence others.*

Let's now look at how power can be used. Power is not good or bad, but it can be used for good and for bad.

Hand out Drawing 26.

**Say:** *What do you see in this drawing?*

Have participants share what they observe.

**Say:** *We can call this Power Over. This means the power that one person uses to control another person. Can you give me examples?*

Have participants share examples of "power over." Here are some examples to help you as the facilitator:

- A husband who shouts at his wife,
- A boss telling a worker that he is "stupid" and does things wrong.

Hand out Drawing 27.

**Say:** *What do you see in the drawing?*

Have participants share what they observe.

**Say:** *We can call this "power with." This means the power felt when two or more people come together to do something that they could not do alone. Can you give me an example?*

Have participants share examples of "power with." Some examples may include:

- A women's group who support their members when someone has a death in the family
- A team of volunteers who help each other do tasks
- A community that comes together to protect their children

Put up the two flip charts with the types of power listed at different ends of the room. Ask all participants to stand in the middle of the room.

**Say:** *To find out more about these two types of power, we will do another exercise.<sup>36</sup> I will read a sentence. After I read each sentence, move to the sign that you feel the statement most describes. Don't worry about being right or wrong. We are all learning together.*

36. Adapted from Raising Voices Uganda (2008) SASA! Start PREP Session. p. 31

|   |  |   |            |   |            |   |            |   |            |   |            |  |            |  |            |   |            |  |            |  |            |  |            |   |            |
|---|--|---|------------|---|------------|---|------------|---|------------|---|------------|--|------------|--|------------|---|------------|--|------------|--|------------|--|------------|---|------------|
|   | <table border="1"> <tr> <td>You heard that an older man has promised a neighbor’s daughter a new phone.</td> <td>Power over</td> </tr> <tr> <td>The group of volunteers in the community held a large community meeting about the importance of keeping children safe in the community.</td> <td>Power with</td> </tr> <tr> <td>Rehema is a volunteer who has a manager that supports her. When Rehema has a problem with a family, she just needs to call the manager and she will give Rehema advice.</td> <td>Power with</td> </tr> <tr> <td>ZamZam tells Nusa that she can stay with her if she feels scared at home.</td> <td>Power with</td> </tr> <tr> <td>The caseworker that is supervising Lara shouted at her when her reports were late one month because she had been ill.</td> <td>Power over</td> </tr> <tr> <td>One of the young women in the youth group you lead told you her boyfriend is saying he will look for another girlfriend if she does not have sex with him.</td> <td>Power over</td> </tr> <tr> <td>Mabel shouts at the family of a boy who is working instead of going to school, without finding out why he has to work.</td> <td>Power over</td> </tr> <tr> <td>Dora helps her friend in setting up a center for supporting children who have experienced violence.</td> <td>Power with</td> </tr> <tr> <td>Amon burns Samira’s shoes because she did not ask him if she could buy them.</td> <td>Power over</td> </tr> <tr> <td>Jasper sees people insulting Musa who is talking about non-violence at a meeting. He defends Musa.</td> <td>Power with</td> </tr> <tr> <td>Dan encourages his friend who is trying to change.</td> <td>Power with</td> </tr> <tr> <td>Richard calls out to girls on the street.</td> <td>Power over</td> </tr> </table> | You heard that an older man has promised a neighbor’s daughter a new phone. | Power over | The group of volunteers in the community held a large community meeting about the importance of keeping children safe in the community. | Power with | Rehema is a volunteer who has a manager that supports her. When Rehema has a problem with a family, she just needs to call the manager and she will give Rehema advice. | Power with | ZamZam tells Nusa that she can stay with her if she feels scared at home. | Power with | The caseworker that is supervising Lara shouted at her when her reports were late one month because she had been ill. | Power over | One of the young women in the youth group you lead told you her boyfriend is saying he will look for another girlfriend if she does not have sex with him. | Power over | Mabel shouts at the family of a boy who is working instead of going to school, without finding out why he has to work. | Power over | Dora helps her friend in setting up a center for supporting children who have experienced violence. | Power with | Amon burns Samira’s shoes because she did not ask him if she could buy them. | Power over | Jasper sees people insulting Musa who is talking about non-violence at a meeting. He defends Musa. | Power with | Dan encourages his friend who is trying to change. | Power with | Richard calls out to girls on the street. | Power over |
| You heard that an older man has promised a neighbor’s daughter a new phone.   | Power over   |   |            |   |            |   |            |   |            |   |            |  |            |  |            |   |            |  |            |  |            |  |            |   |            |
| The group of volunteers in the community held a large community meeting about the importance of keeping children safe in the community.                                 | Power with   |   |            |   |            |   |            |   |            |   |            |  |            |  |            |   |            |  |            |  |            |  |            |   |            |
| Rehema is a volunteer who has a manager that supports her. When Rehema has a problem with a family, she just needs to call the manager and she will give Rehema advice. | Power with   |   |            |   |            |   |            |   |            |   |            |  |            |  |            |   |            |  |            |  |            |  |            |   |            |
| ZamZam tells Nusa that she can stay with her if she feels scared at home.   | Power with   |   |            |   |            |   |            |   |            |   |            |  |            |  |            |   |            |  |            |  |            |  |            |   |            |
| The caseworker that is supervising Lara shouted at her when her reports were late one month because she had been ill.   | Power over   |   |            |   |            |   |            |   |            |   |            |  |            |  |            |   |            |  |            |  |            |  |            |   |            |
| One of the young women in the youth group you lead told you her boyfriend is saying he will look for another girlfriend if she does not have sex with him.              | Power over   |   |            |   |            |   |            |   |            |   |            |  |            |  |            |   |            |  |            |  |            |  |            |   |            |
| Mabel shouts at the family of a boy who is working instead of going to school, without finding out why he has to work.  | Power over   |   |            |   |            |   |            |   |            |   |            |  |            |  |            |   |            |  |            |  |            |  |            |   |            |
| Dora helps her friend in setting up a center for supporting children who have experienced violence.   | Power with   |   |            |   |            |   |            |   |            |   |            |  |            |  |            |   |            |  |            |  |            |  |            |   |            |
| Amon burns Samira’s shoes because she did not ask him if she could buy them.  | Power over   |   |            |   |            |   |            |   |            |   |            |  |            |  |            |   |            |  |            |  |            |  |            |   |            |
| Jasper sees people insulting Musa who is talking about non-violence at a meeting. He defends Musa.  | Power with   |   |            |   |            |   |            |   |            |   |            |  |            |  |            |   |            |  |            |  |            |  |            |   |            |
| Dan encourages his friend who is trying to change.  | Power with   |   |            |   |            |   |            |   |            |   |            |  |            |  |            |   |            |  |            |  |            |  |            |   |            |
| Richard calls out to girls on the street.   | Power over   |   |            |   |            |   |            |   |            |   |            |  |            |  |            |   |            |  |            |  |            |  |            |   |            |
| 35 min  | <p><b>Activity 3: How much power do I have as a volunteer?</b></p> <p>Explain that we are now going to think more specifically about how these ideas apply to our roles as community volunteers. Show the family cut-outs.</p> <p><b>Say:</b> <i>This is a family that needs our help.</i></p> <p>Stick the family cut-outs up on the wall.</p> <p>Show the two community volunteer cut-outs.</p> <p><b>Say:</b> <i>These both show a community volunteer. As community volunteers, we can behave in two ways. We can show our <u>power over</u> children and families by being big in power, like this volunteer (show the large cut out and stick it up), or we can choose to show <u>power with</u> families and children (show the figure that is the same size as the families). What is the relationship you have with the children and families you work with? Think about if you are like this (point to the large figure) or like this (point to the normal size figure). Do you act as if you have power over them or power with them?</i></p>   |   |            |   |            |   |            |   |            |   |            |  |            |  |            |   |            |  |            |  |            |  |            |   |            |

|        |  |
|--------|--|
|        | <p><b>Say:</b> Now work with your training partner to think of ways to show in your behavior that you are not more powerful than families and children you support but of equal power. Think especially about your voice and body language: how you sit, where you sit, what you say.</p> <p>Give the pairs ten minutes to discuss then call the group back together. Let the groups share their ideas and write them down on a flipchart paper.</p> <p>Hand out Volunteer Key Learning Card 10. Point out the similarities between what the group has suggested and the card. They may want to add some of their own ideas to the card collection, so have blank cards ready for them to write on.</p>  |
| 20 min | <p><b>Activity 4: Exploring power in your organization</b></p> <p>Hold up the two figures.</p> <p><b>Say:</b> Think about your manager/supervisor/caseworker. Are they like this (point to the big figure) with lots of power over you, or are they like this (point to the smaller figure) with the same power as you? Discuss with your training partner. We will not name any names in this discussion.</p> <p><b>Say:</b> Work with your training partner to discuss how you feel about the power dynamics within the case management team. Then, identify one way caseworkers/ supervisors/ managers can have power with volunteers. Please put your ideas on post-it notes (one idea per post-it note).</p> <p>Give participants ten minutes to discuss and then invite them to put their post-it notes on a flip chart.</p> <p>Review the ideas that are listed on the post-it notes in plenary. Thank the participants for their recommendations.</p> <p><b>Say:</b> We are working with managers and supervisors around these issues of power too. When we find ways to have power with one another in our roles, we can better work together and trust each other.</p> |
| 5 min  | <p><b>Conclusion</b></p> <p><b>Say:</b> Power can be used for good or bad. Acting with “power over” someone can be emotionally harmful to them and even become physically harmful. As child protection volunteers, we need to work towards behavior that shows “power with” children and families.</p>   |



### Power Story Role Play

Place two chairs together on the 'stage' to represent the bench. Make a sign saying 'Bus stop' above the bench. You can also ask one person to stand on a chair behind the bench with their arms stretched out to represent a tree (pin a sign saying 'tree' on them).

| Story (read by the narrator)  | Role Play actions  |
|---|--|
| It was a very, very hot day in the village  | <i>Mother and son have a heavy bag and are sweating as they carry it along.</i>  |
| A mother and her small son walk to the bench and sit down to wait for the bus to town.                                      | <i>Mother and son sit on the bench under some shade from a tree.</i>   |
| The village teacher walks up to the bus stop, greets the mother and sits down too.  | <i>Teacher sits on the bench in the shade next to the mother and the boy.</i>  |
| Then along comes the village business man. He is also going to town.  | <i>Fat man with a briefcase sits down, and the boy moves to sit outside the shade on the ground.</i>                               |
| They wait, and the sun gets hotter and hotter. Then, the local community leader arrives. He is also going to catch the bus. | <i>Leader (older man with a hat) sits on the bench, and the mother moves to sit on the ground – out of the shade into the sun.</i> |

Drawing 26  
Power over



Drawing 27  
Power with



## Volunteer Key Learning Card 10

### Being a volunteer who has power with children, families and their communities

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1. Show you are with children and families by always sitting at the same level as the child or caregiver.



2. Be gentle in your speech. A loud voice shows power over, and a gentle voice shows power with.
3. Listen, listen, listen! Almost all caregivers want the best for their children, but sometimes circumstances get in their way. Listen for reasons why there is a problem.
4. Children can explain things to you. Listen to them.
5. Use “together” language: We can solve this by...” or “We could try...”

**Session 12**

# CASE MANAGEMENT TEAM TRAINING



Photo: © PLAN International

# Session 13: Community volunteers as interpreters in case management

**\*\*NOTE** this is an optional session, and will not be relevant in contexts in which caseworkers speak the same language as children and families.

The participants for this session should include caseworkers and community volunteers together.

## Aim and Learning Objectives:

To provide participants with an understanding of effective interpretation within case management, its importance, and how to conduct this role.

By the end of this session participants will be able to:

- Describe the complementary roles of volunteers and caseworkers when there is interpretation in a case management session
- List good practice in verbal and non-verbal behavior for caseworkers and volunteers when there is interpretation in a session

## Key Learning Points:

- Volunteers' roles when interpreting in case management include listening carefully, interpreting completely, and maintaining confidentiality
- Caseworkers' roles when there is a volunteer interpreting include introducing the volunteer, explain confidentiality and speaking slowly for the volunteer to interpret
- Good non-verbal behavior for both volunteers and caseworkers includes everyone is on the same level and both the interpreter and caseworker look at the child and not at each other

## Preparation and materials required:

1. Write out the poem in Activity 1 on a flip chart. Write the poem one line at a time, so there is plenty of space
2. Print Drawing 28, one for every 5–6 participants
3. Translate, print and laminate Volunteer Key Learning Card 11
4. Print the handout "Facilitating a case management session with interpretation by a volunteer"
5. Flip charts titled "Caseworker" and "Volunteer"
6. Markers



Photo: © PLAN International

### Why is this an important topic to explore?



Community volunteers frequently play the role of interpreter for caseworkers during the case management process. This can be in addition to other responsibilities and also a specific role. Good practice with interpretation is a responsibility of both caseworkers and volunteers.

| Time   | Facilitator Notes   |
|--------|---|
| 10 min | <p><b>Introduction</b></p> <p>Welcome all participants to the session. Have everyone stand in a circle and let them know that you will be starting with an icebreaker.</p> <p><b>Icebreaker – interpreting through movement</b></p> <p><b>Say:</b> <i>This game is about interpreting a word through movement alone. All the words I will use are verbs, so they should be easy to guess.</i></p> <p>Choose one participant. Whisper a word in their ear and tell them to act it out. Have the rest of the participants try to guess the word. Whoever guesses correctly gets to go next. Ensure that both volunteers and caseworkers participate. Start with simple words (run, sleep, read, dance, fly) and move on to more difficult words (wake, smell, stir, blow, fall, hide, carry). At the end of the game, point out that they had to pay attention to detail to act out the word, just like an interpreter does.</p> <p><b>Say:</b> <i>This session focuses on interpretation within case management. Helping caseworkers communicate with vulnerable children and families is an important and sensitive role that volunteers often play. During our time together, we are going to discuss how to collaborate in order to be successful in our complementary roles.</i></p> |
| 25 min | <p><b>Activity 1: Interpreting in case management</b></p> <p>Tape the poem on the flipchart paper to the wall.</p> <p><b>Say:</b> <i>Here is a poem about interpretation within case management.</i></p> <p>Read the poem aloud.</p> <p style="padding-left: 20px;">I am a bridge<br/> A person who can listen<br/> A person who joins people together<br/> I believe that we all have the right to be heard<br/> Reserved, not in charge,<br/> Respectful... of private stories<br/> Explainer of culture.<sup>37</sup></p> <p>Work through each line, showing how it describes the characteristics of a good interpreter. Be sure to emphasize the importance of careful listening and confidentiality, as well as the point that the caseworker is responsible for leading the session.</p> <p><b>Say:</b> <i>Volunteers play an essential role interpreting in case management because they can help the caseworker understand the meaning of what is said.</i></p>   |

37. Created from a ppt slide by Angeliki Karydi (2016) *Training for translators/cultural mediators*. IRC Greece

|        |  |
|--------|--|
|        | <p><b>Say:</b> Sometimes interpreters have to explain a particular word or cultural tradition to a caseworker. Read the group this example:</p> <p style="background-color: #e0e0e0; padding: 10px;">In Malawi girls were telling a caseworker about child marriage. They said, “When a girl is born they call her Chigayo.” The interpreter translated the word Chigayo as “a milling or grinding machine”. Then he stopped and asked the caseworker if he could explain. Often, when a girl is given in marriage, the man pays her family with a machine that grinds maize. A family can earn a lot of money from this machine. The interpreter was explaining that girls are seen as valuable only because families can gain money when they are married. The caseworker would not have understood without this explanation.”</p> <p>Ask the participants if they have examples like this that they have encountered in their roles.</p>  |
| 15 min | <p><b>Activity 2: Non-verbal communication</b></p> <p>Explain that we will now think about how we should act when interpretation is occurring within a case management session. Handout the copies of Drawing 28.</p> <p><b>Say:</b> What do you notice about how the figures are sitting in these drawings? Where is the caseworker sitting? Where is the interpreter sitting? Who is the interpreter looking at?</p> <p>Let the group discuss the drawing. Then, point out the following:</p> <ul style="list-style-type: none"> <li>• The interpreter is sitting next to the caseworker</li> <li>• Everyone is on the same level</li> <li>• The interpreter is looking at the child when translating for the caseworker</li> <li>• The caseworker is looking at the child when she is speaking, and not at the volunteer</li> </ul> <p><b>Say:</b> The caseworker and interpreter are partners. They both have responsibilities for communication. In the next activity, we will think about what other responsibilities there are.</p> |
| 30 min | <p><b>Activity 3: Responsibilities of caseworkers vs. volunteers</b></p> <p>Put up two flip charts – one with the header “Caseworker” and one with the header “Volunteer.” Ask the group for suggestions of the responsibilities each role has. As the group makes suggestions, write them up on the relevant flipchart paper. Make sure that the points below are discussed:</p> <p><b>Caseworker:</b></p> <p><b>Before:</b></p> <p>Explain the purpose of the session with the volunteer</p> <p>Discuss the case, and relevant background information to prepare the volunteer</p> <p>Encourage the volunteer to interrupt or slow things down if they don’t understand</p>  |

| Time   | Facilitator Notes   |
|--------|---|
|        | <p><b>During:</b><br/>           Introduce the volunteer to the child/ family<br/>           Explain the volunteer’s role interpreting<br/>           Get consent from child/family for interpretation<br/>           Explain confidentiality<br/>           Speak in simple language<br/>           Speak slowly for the interpreter</p> <p><b>After:</b><br/>           Thank volunteer for support<br/>           Ask the volunteer if they have any feedback, especially related to cultural understanding<br/>           Allow interpreter to discuss any distressing or confusing aspects<br/>           If interpreter feels overwhelmed – ensure supportive follow-up<br/>           Discuss possible safety issues</p> <p><b>Volunteer:</b></p> <p><b>Before:</b><br/>           Ask about the purpose of the session and any background information that might be important to understand<br/>           Maintain confidentiality throughout</p> <p><b>During:</b><br/>           Ask for clarification if something is unclear<br/>           Only ask clarifying questions<br/>           Interpret completely – no summarizing<br/>           Interpret exactly – no additions or subtractions<br/>           If explanation is needed, tell caseworker it’s your explanation<br/>           Take responsibility for flow of discussion – make sure to pause speakers if needed to allow you to translate. Do so gently with hand signals.</p> <p><b>After:</b><br/>           Let the caseworker know if anything has upset or overwhelmed you<br/>           Offer any reflections or feedback that might be useful to the caseworker about cultural understanding<br/>           **It is recommended that volunteers who are interpreting should also have received Session 8 on emotional wellbeing.<br/>           Interpreters often have to translate very upsetting stories during case management sessions.</p> |
| 40 min | <p><b>Activity 4: Challenges for volunteers, caseworkers, children and caregivers with interpretation</b><br/> <b>Say:</b> <i>Interpreting within case management can be difficult for volunteers, caseworkers, and even children and their families. For example, caseworkers might feel that their message is not being fully understood by the child; or volunteers might get confused if the caseworker says too many sentences in a row. We are now going to break into small groups to think about these challenges together.</i></p>   |

|  |   |
|--|---|
|  | <p>Divide the participants into 4 small groups. It is essential that there is a mix of volunteers and caseworkers in each group, in order to build a sense of teamwork and collaboration.</p> <p>Assign the groups as the following people:</p> <ol style="list-style-type: none"> <li>1. Child</li> <li>2. Caregiver</li> <li>3. Volunteer</li> <li>4. Caseworker</li> </ol> <p>Ask each group to list on a flip chart:</p> <ol style="list-style-type: none"> <li>1. The challenges their person might encounter when a volunteer is interpreting for a caseworker in a session</li> <li>2. Based on these challenges, what are some “do’s and don’ts” for caseworkers and volunteers when there is interpretation within a session?</li> </ol> <p>Give the groups 20 minutes for this activity.</p> <p>After 20 minutes, ask the groups to hang the 4 flip charts on the wall and do a gallery walk. In plenary, note the commonalities between the do’s and don’ts from the different groups.</p> <p>Some challenges<sup>38</sup> to highlight (if the groups miss them) include volunteers:</p> <ul style="list-style-type: none"> <li>• Worries about the volunteer being a member of the community (will they judge? Will they keep the session confidential?)</li> <li>• The caseworker using complicated terms and speaking too long</li> <li>• The volunteer identifying strongly with the child or caregiver (possibly a shared trauma history or survivor guilt)</li> <li>• The volunteer feeling the need to intervene beyond the interpretation role</li> </ul> |
| <p>10 min</p>  | <p><b>Conclusion</b></p> <p>To conclude the session, distribute Volunteer Key Learning Card 11 to the volunteers and the interpretation handout to the caseworkers.</p> <p><b>Say:</b> <i>These cards and handouts summarize some of the important points we discussed today when there is interpretation required in a case management session.</i></p> <p>Review the card and the handout, check if there are any questions.</p> <p><b>Say:</b> <i>It is important to remember that volunteers play an important role as a bridge connecting caseworkers and children so they can fully understand one another. We must work together as volunteers and caseworkers in order to help children and families feel comfortable and heard.</i></p>  |

38. Refugee Services National Partnership for Community Training: Mental Health Interpretation Program Structure and Funding Challenges Information Guide  
 Refugee Services National Partnership for Community Training: Working with Interpreters: Service Provision for Torture Survivors

Drawing 28



## Volunteer Key Learning Card 11

### Volunteers' roles interpreting in case management sessions

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- Sit at the same level as the child and caseworker
- Look at the child when speaking for the caseworker
- Listen carefully to what each person is saying
- Interpret completely – do not summarize, add or subtract
- Ask for clarification if anything is unclear
- Ask the child/ caregiver/ caseworker to slow down or to pause if needed
- **Maintain confidentiality before, during, and after the session**
- Let the caseworker, or a supervisor know if you feel sad or distressed about anything said within a session

Session 13

**Handout for caseworkers:**

**Facilitating a case management session with interpretation by a volunteer**

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**Responsibilities of a Caseworker:**

**Before:**

- Brief interpreter before discussion
- Explain the purpose of the session with the volunteer
- Discuss the case, and relevant background information to prepare the volunteer
- Encourage the volunteer to interrupt or slow things down if they don't understand

**During:**

- Introduce the volunteer to the child/ family
- Explain the volunteer's role interpreting
- Get consent from child/family for interpretation
- Explain confidentiality
- Speak in simple language
- Speak slowly for the interpreter

**After:**

- Thank volunteer for support
- Ask the volunteer if they have any feedback, especially related to cultural understanding
- Allow interpreter to discuss any distressing or confusing aspects
- If interpreter feels overwhelmed – ensure supportive follow-up
- Discuss possible safety issues

**Important Reminders:**

- Sit at the same level of the child, family, and volunteer
- Maintain eye contact with the child and caregiver (don't speak directly to the volunteer)
- Don't depend on children or other relatives and friends to interpret
- Don't ask the volunteer to do something outside of their interpretation role during the session
- Don't hold personal conversations with the interpreter when the child/ family is in the room

# Session 14: Imagining the life of a volunteer

This Session is for Child Protection Case Management STAFF

## Aim and Learning Objectives:

To encourage Child Protection staff to have greater empathy towards and understanding of the community volunteers they work with every day.

By the end of this session participants will be able to:

- Reflect on how they perceive volunteers' history and present vulnerability, and consider how this might influence their interactions with volunteers

## Key Learning Point:

- Community volunteers are members of the affected population. It is important that we recognize their histories and complex present realities in our expectations of volunteers and our relationships with them.

### *Why is this an important topic to explore?*



The research showed that many staff in CP programs do not have an understanding of the lives of community volunteers. It also showed that understanding life stories, motivations to volunteer and how people experience volunteering on a daily basis are important for working effectively, sustainably and ethically with volunteers.



Photo: © PLAN International

### Preparation and materials required:

1. Tape together three pieces of flipchart paper lengthwise. Draw a horizontal line along the middle of the paper to make a timeline, with an arrow along the side. Make one per 8 participants.
2. Crayons, markers, flipchart paper
3. Write the following questions on flipchart paper:

#### Background:

- a. What is the volunteer's name? – Write their name on the top left corner.
- b. Place of birth?
- c. Who is in their family?
- d. How did they spend their childhood – friends, school, parents' occupations, games they played?
- e. What did they love to do as a child, a teenager, and as a young adult?

#### Context Dependent Questions:

- a. When did they have to leave their home?
- b. Why did they have to leave?
- c. Who did they leave behind?
- d. Did they experience war, violence, injury or attack? What impact has that had on them as a person?
- e. What did they leave behind? What impact has that had on them as a person?
- f. How did they get to the settlement/camp? Where are they now?
- g. Who lives with them?
- h. How do they get food and other needs?
- i. How do they feel about being here?

#### Volunteering Questions:

- a. How did they become a volunteer? Why do they volunteer?
- b. How do they feel about being a volunteer?
- c. How do they feel most of the time?
- d. What makes them happy? What makes them sad?
- e. Do they have plans for their future? What are they? Why do they have these plans?
- f. How does their family feel about them being a volunteer?
- g. How does the community view them? Their neighbors and friends?

| Time   | Facilitator Notes   |
|--------|---|
| 60 min | <p>Welcome the participants to the session and introduce the session aim and objectives. If appropriate, provide a brief outline of the work you have been doing with the community volunteers, and then highlight why this session is important. Explain that the session will revolve around one main activity and a discussion.</p> <p><b>Activity 1: Drawing the life story of an imaginary community volunteer</b></p> <p>Place the long paper on the floor with crayons. If the group is large, divide into groups of five and prepare sufficient timelines.</p> <p><b>Say:</b> <i>We are going to imagine the life of a volunteer who works in our case management team. Don't choose a real volunteer but create an imaginary one. Build the imaginary volunteer from all the volunteers you know in our program. I have put a list of questions on this flipchart. Use the questions to create the life story of the imaginary volunteer on the paper with drawings and short words. You don't have to answer all the questions – just choose some to paint a detailed picture of their life story.</i></p> <p>Give participants thirty-five minutes to draw the life story of the volunteer. After thirty-five minutes, have the group(s) put the drawings on the wall. Have participants walk around to look at each other's drawings.</p> <p>After a few minutes, bring the group back together to reflect on the activity. Discuss these questions:</p> <ul style="list-style-type: none"> <li>• Did you learn anything new about the volunteers you work with? What did you learn?</li> <li>• Did you change any of your ideas about volunteers? Which ideas?</li> <li>• Why did we ask you to do this activity?</li> </ul> |
| 15 min | <p><b>Concluding Activity:</b></p> <p>After about twenty minutes of discussion, ask participants to sit on their own with a pen and paper.</p> <p><b>Say:</b> <i>You will work on your own for this activity. You will not share your thoughts with anyone. Reflect on how you communicate with volunteers. Do you consider their life stories? Reflect on the roles and responsibilities we expect them to do. Do you consider their life stories? Will you change anything you do after this activity?</i></p> <p>Encourage them to make some notes, but be clear that these are just to help them reflect and won't be shared.</p> <p><b>Say:</b> <i>The community volunteers we work with come from the vulnerable populations we are serving in our humanitarian work. Many of them have been through traumatic experiences and are facing uncertainty. It is important that we as staff members keep this in our minds and communicate carefully and respectfully. <b>In the next session we will think about the issue of power differences between staff and volunteers.</b></i></p>   |

## Session 15: Power, risks, and wellbeing of volunteers

This Session is for Child Protection Case Management STAFF

### Aim and Learning Objectives:

To support Child Protection staff to understand the risks and power dynamics that volunteers regularly navigate, and consider how to promote the wellbeing of volunteers as members of the team.

By the end of this session participants will be able to:

- Identify risks that volunteers face and ways that the organization can address some of these risks
- Explain what ‘power’ means
- Describe the different types of power
- Reflect on different levels of power in their work with volunteers, children and families

### Key Learning Points:

- Volunteers face several risks and complicated dynamics in their roles within their communities. It is critical that organizations take actions to help volunteers address risks.
- Power is the ability to do something, act in a certain way, or influence others. It is not a good or bad thing; but how we use it can be for good or bad.
- The two types of power are 1) power over and 2) power with
- It is the responsibility of case management staff to have “power with” community volunteers



Photo: © UNICEF

### Why is this an important topic to explore?



The research showed that unequal power dynamics between program staff and community volunteers is common.<sup>39</sup> This distressed and demotivated volunteers and often led to high turnover of volunteers from organizations.

39. Alliance for Child Protection in Humanitarian Action, (2021). *Community volunteers and their role in case management processes in humanitarian contexts: A comparative study of research and practice*



### Tools Associated with this Session:

This session should be linked to:

- **Implementation Tool 11 “Community Volunteer Safety and Wellbeing Checklist”.** It is important that the Child Protection team understands the safety concerns that volunteers face and brainstorm ways to address them with the Checklist tool.

### Preparation and materials required:

1. Print the Volunteer risks stories for Activity 1
2. Print out 6 copies of the “Power Story”. Before the session starts, ask one participant to be the narrator and five participants to prepare the story as a role play
3. Print out Drawings 26 and 27
4. Print Tool 11 “Community Volunteer Safety and Wellbeing Checklist” for each participant
5. Flipchart paper, markers



Photo: © PLAN International

| Time   | Facilitator Notes   |
|--------|---|
| 10 min | <p><b>Introduction</b></p> <p>Welcome participants to the session and tell them that you will start with an icebreaker.</p> <p><b>Instructions:</b> Explain that we are going to play a game called Bear, Ninja, Hunter. Explain that there are three positions we need to learn first, then demonstrate these and have the participants copy you.</p> <p>The first is Bear with your hands above your head and fingers curled like claws. The second is Hunter with your arms in front like you're holding a bow and arrow. The third is Ninja with your hands flat in front of you in a Karate like stance.</p> <p>Explain that we will now compete. Bear eats Ninja. Ninja kills Hunter. Hunter shoots Bear.</p> <p>Ask the participants to find a partner and stand back to back with them. When everyone is ready, say on the count of three they should turn around, posing in one of the three positions. <b>Say:</b> <i>one, two, three, go!</i></p> <p>Ask the winner from each pair to stay standing, and the loser of each game to sit down. You may need to remind everyone what beats what: Bear eats Ninja. Ninja kills Hunter. Hunter shoots Bear. If any pairs tie, they can switch partners and play again in the next round. The people standing now find a new partner and play again. Continue until there is one overall winner.</p> <p>Note that in this game, whether or not you had the power to win, depended on your own position and that of your partner. Let participants know that you will be talking about power in today's session and introduce the session objectives. Acknowledge that power and power dynamics can be sensitive topics to discuss. Set some ground rules, to ensure all participants feel safe participating in the session.</p> |
| 45 min | <p><b>Activity 1: Stories about Volunteer Safety and Wellbeing</b></p> <p><b>Say:</b> <i>The development of this training began with research and piloting that was conducted with volunteers in Myanmar, Malawi, Mozambique, and Nigeria. Child Protection volunteers in each one of these contexts shared with us about how their roles made them feel proud and motivated to help children. However, they also shared many stories about the dangers they faced and the complicated dynamics within the communities. We have 11 stories from volunteers in these contexts.</i></p> <p>Divide the participants into pairs and give each pair a story.</p> <p>Explain that each pair is responsible to 1) read the story 2) to think of how this scenario puts the volunteer at risk 3) if volunteers here might experience similar risks. Give the pairs 10 minutes for this exercise.</p> <p>Ask each pair to share their research story with the group, and their thoughts on the type of risk this is and their reflection on the similarities in our context. Record the risks volunteers are facing in the context on a flip chart as each pair reports back.</p> <p>Distribute <b>Tool 11. Community Volunteer Safety and Wellbeing Checklist</b></p> <p>Give the participants 10 minutes to complete the checklist, and encourage them to ask any questions about items that might be unclear.</p>   |



|        |  |
|--------|--|
|        | <p>After 10 minutes, open the discussion on what the participants identified as things that were being done/ needed to be done, and actions to take.</p> <p>If possible, ask for a notetaker to record all the recommendations that the group identifies and discuss how the participants can support these actions.</p>   |
| 20 min | <p><b>Activity 2: What is Power?</b></p> <p>Explain that we will now be thinking about what power is. Ask the participants who prepared the “Power Story” skit to act it out for the group.</p> <p><b>Say:</b> <i>This story tells us something about power. We are now going to have a discussion around power as represented in this story.</i></p> <p>Ask the group to discuss the following questions:</p> <ul style="list-style-type: none"> <li>• Who had the most power in this story? Who had the least?</li> <li>• What gave the teacher power? Where did her power come from?</li> <li>• What gave the businessman power? Where did his power come from?</li> <li>• What gave the community leader power? Where did his power come from?</li> <li>• Do you think the mother had any power at all? Where or when did she have power?</li> <li>• If she was a rich woman, would she have had more power in the village? What about if she was educated, would she have more power?</li> <li>• Did the child have any power? When would he have power?</li> <li>• Does power always come from our position, wealth, or education or can it be inside us?</li> <li>• Does having less power influence the mother and son’s safety?</li> </ul> <p><b>Say:</b> <i>Having less power can increase one’s risks. It is important to think about how some of the safety issues volunteers face is linked to their power.</i></p> |
| 15 min | <p><b>Activity 3: Two kinds of power</b></p> <p><b>Say:</b> <i>From the role play, we have an idea about what power is. Power is the ability to do something, act in a certain way, or influence others. Let’s now look at how power can be used. Power is not good or bad, but it can be used for good and for bad.</i></p> <p>Hand out Drawing 26.</p> <p><b>Say:</b> <i>What do you see in this drawing?</i></p> <p>Have participants share what they observe.</p> <p><b>Say:</b> <i>We can call this “power over.” This means the power that one person uses to control another person. Can you give me examples?</i></p> <p>Have participants share examples of “power over”. Here are some examples to help you as the facilitator:</p> <ul style="list-style-type: none"> <li>• A husband who shouts at his wife,</li> <li>• A boss telling a worker that he is “stupid” and does things wrong.</li> </ul>  |

|        |  |
|--------|--|
|        | <p>Hand out Drawing 27.</p> <p><b>Say:</b> <i>What do you see in the drawing?</i></p> <p>Have participants share what they observe.</p> <p><b>Say:</b> <i>We can call this “power with.” This means the power felt when two or more people come together to do something that they could not do alone. Can you give me an example?</i></p> <p>Have participants share examples of “power with”. Here are some examples:</p> <ul style="list-style-type: none"> <li>• A women’s group who support their members when someone has a death in the family,</li> <li>• a team of volunteers who help each other do tasks,</li> <li>• a community that comes together to protect their children.</li> </ul>  |
| 25 min | <p><b>Activity 4: Exploring power in our organization</b></p> <p><b>Say:</b> <i>In order to support volunteers in their complex roles within their communities, it is important that we show “power with” them, rather than “power over”.</i></p> <p>Have the participants return to their pair from Activity 1. Ask each pair to identify ways they can personally have “power with volunteers.” Participants should consider their ways of communicating with volunteers, and how volunteer meetings are facilitated, for example.</p> <p>Ask each participant to make one commitment of how they will have “power with” volunteers on a post-it note and put it on a flip chart in the front of the room.</p> <p>Read the “power with” commitments made aloud to the group.</p> |
| 10 min | <p><b>Concluding activity</b></p> <p>End the session with a concrete plan for putting some of the ideas on the flip chart into action. Here are some possible concrete actions:</p> <ul style="list-style-type: none"> <li>• Set up a working group to put changes suggested into action</li> <li>• Schedule an action planning meeting with volunteers</li> </ul> <p><b>Key message to end session</b></p> <p>Unequal power between staff and community volunteers causes dissent and dissatisfaction. It can lead to volunteers dropping out or losing enthusiasm. It is important to reflect critically as a staff team on how you perceive and treat community members and volunteers and seek to create equality. Everyone has a role to play in the team.</p>                |



## Stories of volunteer risks from pilot countries

1. In some cases, the abuser is a religious person, and it is not possible to refer that type of case because they have so much power. Instead those cases, were managed by the religious leader and camp administrator. In some cases, the camp administrator can't say anything as religious leaders are quite powerful.

2. After I reported a sexual assault case, the perpetrators' family threatened me and my family. The officials never responded and I am still nervous about what might happen.

3. Parents shouted at us when we asked them to stop beating their children. Some said that it is not our business and no need to worry about what they did to their children.

4. One day at the CFS Centre, an adolescent boy (CAAFAG) threatened to stab one of our colleagues to death because she simply corrected him during the session.

5. When COVID began, the staff told us that we had to follow up on most of the cases. We were not provided personal protective equipment nor additional phone credits, it was a huge burden.

6. Sometimes we spend more time in the community than our families with no or low payment, and it puts a burden on our families. There is pressure from our family members despite our passion to help children

Stories of volunteer risks from pilot countries

7. Sometimes we need to walk large distances across the settlement at night to help urgent cases. As women this situation can be very dangerous.

8. Government officers often treat people like us (volunteers) differently. As we are considered uneducated rural people, we were mistreated, by the government officers in many cases.

9. Sometimes, people chose to volunteer as they did not have other job opportunities and they are required to volunteer for at least half of the project period. When a job opportunity arose, they were not allowed to leave their volunteer role.

10. People in our community do not see child marriage as an issue. If cases of early marriage are identified by us volunteers, families didn't give their consent to receive the case management services.

11. One of our fellow volunteers was severely ill on a particular day we were all asked to report in the office by one of our officers. Despite the condition of this lady, she still reported at the office but could not climb up the stairs, so I asked her to sit somewhere downstairs while I went to inform our officer about her condition. The officer reprimanded me for being an unsolicited advocate and that he doesn't care if she is ill or not. "If she isn't ready to work, she can do well to resign as work has to continue" he said. I couldn't comprehend why our officer would show no empathy and never cared about our wellbeing.



### Power Story Role Play

Place two chairs together on the 'stage' to represent the bench. Make a sign saying 'Bus stop' above the bench. You can also ask one person to stand on a chair behind the bench with their arms stretched out to represent a tree (pin a sign saying 'tree' on them).

| Story (read by the narrator)  | Role Play actions  |
|---|--|
| It was a very, very hot day in the village  | <i>Mother and son have a heavy bag and are sweating as they carry it along.</i>  |
| A mother and her small son walk to the bench and sit down to wait for the bus to town.                                      | <i>Mother and son sit on the bench under some shade from a tree.</i>   |
| The village teacher walks up to the bus stop, greets the mother and sits down too.  | <i>Teacher sits on the bench in the shade next to the mother and the boy.</i>  |
| Then along comes the village business man. He is also going to town.  | <i>Fat man with a briefcase sits down, and the boy moves to sit outside the shade on the ground.</i>                               |
| They wait, and the sun gets hotter and hotter. Then, the local community leader arrives. He is also going to catch the bus. | <i>Leader (older man with a hat) sits on the bench, and the mother moves to sit on the ground – out of the shade into the sun.</i> |

Drawing 26  
Power over



Drawing 27  
Power with







