



A FACILITATOR'S GUIDE

Helping Partners Develop or Strengthen Their Organizational Child Protection Policies





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Introduction

Catholic Relief Services has developed a facilitator's guide to help organizations develop or further strengthen their policies to protect children. This guide is meant to help partners increase their understanding of the issues involved in safeguarding children as well as best practices for organizations in creating safe, protective environments.

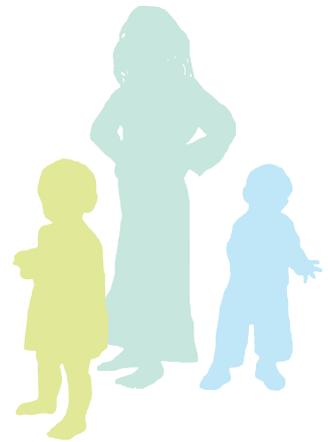
Different partners and organizations are at different stages in this process. ***This facilitation guide is therefore designed in several modules, to allow partners to pick and choose those that are most appropriate for their needs.*** Not all partners will need all modules. Some partners will want this to help improve their staff's understanding of protection issues and skills. Others will want to help their management strengthen or develop a protection policy.

This training can be used simply to improve staff and volunteers' understanding of protection. In that case, the organization can choose a few modules that help build specific skills and knowledge. They can present them as simply a training to staff, volunteers and interested management.

This training can also be used to upgrade or create a protection policy. In this case, the organization can choose to have its management team go through the training on their own, or also with staff. In effect, then, the training would become a policy development workshop.

Several of the modules help an organization to develop key components of a protection policy, such as behavioral do's and don'ts, using a sample model of CRS' internal reporting mechanisms and other community resources. These modules explain important protection concepts and essential elements of a protection policy. Sample protection policies from CRS and Caritas Internationalis are used as model examples for strengthening or creating a policy. Please note that throughout this guide there are sub-sections in each module that address issues involving vulnerable adults, for those partners wishing to include this group in their protection work.

If the entire training were delivered, it would take up to 2 ½ or 3 days (including breaks). However, it is expected that many partners will have only gaps to fill. For that reason, some modules can be left out and the training will take less time. Please note that, for those using the training as a policy development workshop, more time will have to be allocated after the workshop in order to polish the wording of the new policy. The training is designed so that partners can use this facilitator's guide to train their own staff and/or volunteers on their own. Partners are also encouraged to share relevant parts of this training and related materials with all staff and volunteers.



Training Contents

Module 1: Introduction to protection

Facilitators will introduce the concept of protection with an energizing game that will catalyze discussion about what protection is and who is involved.

Exercise 1.1 Balloon Game

The balloon game is fun activity that will introduce the topic of protection to partners and is accompanied by **Handout 1.1.1: Recognizing Signs of Abuse.**

Module 2: What is protection and why is it important?

Participants will be introduced the concept of protection by defining key terms and exploring typical protection scenarios.

Exercise 2.1: Definitions and Standards of Protection

Partners will be introduced to key terms and definitions from **Handout 2.1.1: Protection Definitions and Terms.**

Exercise 2.2 Understanding the Range of Protection Scenarios

The group will discuss protection scenarios from **Handout 2.2.1: Protection Scenarios (Facilitator's version and Training Participants' versions).**

Module 3: What are our individual responsibilities to protect?

Module 3 is designed to help us understand the role of the individual in protecting. Participants will become more aware about possible harm to children as well as rules of behavior to prevent it.

Exercise 3.1 Identifying Where we have Contact with Children (and Vulnerable Adults)

Facilitators will lead discussions of where and how the partner organization has contact with children and vulnerable adults, and the results.

Exercise 3.2 Proper Behavior with Children (and Vulnerable Adults)

Small group discussion of do's and don'ts and then a discussion with **Handout 3.2.1 CRS Standards of Behavior toward Children and Vulnerable Adults** and then partners will create their own Value and Behavior Statement by using sample policies: **Handout 3.2.2: Sample of CRS Code of Conduct and Ethics** and **Handout 3.2.3: Sample of Caritas Internationalis Code of Conduct.**

Module 4: How should we handle suspected abuse cases?

This module is designed to help participants understand how and why to report suspected cases of abuse within their own organizations and to government or funding authorities.

Exercise 4.1 Creating a Reporting and Investigation Mechanism

Facilitators will lead a large group discussion on identifying abusers using **Handout: 4.1.1: How to Identify a Potential Abuser**, discuss reporting and learn what laws protecting children and vulnerable adults exist in the country, with **Handout 4.1.2: Protection Scenarios (Training Participants' Version)**. They will then create reporting and investigation mechanisms with the following handouts: **Handout 4.1.3: Sample of CRS Reporting and Investigation Procedures**, **Handout 4.1.4: Example of Reporting and Investigation Procedures.**

Exercise 4.2 Responding to a Case of Abuse

The group will go through **Handout 4.2.1: How to Respond to Disclosures of Abuse or Exploitation**, discuss how to respond to a victim and will map out existing local resources for victims.

Module 5: What are our organization's responsibilities to protect?

The module has three sections that focus on the development of a protection policy. This final module can be run in such a way that it builds on the work already covered in the training in order to create a rough draft of a complete protection policy. If organizations choose to use Module 5 to create a rough draft of a protection policy, they should think carefully about who should attend the entire training as well as Module 5.

Exercise 5.1 Looking at our Existing Protection Procedures for Children (and Vulnerable Adults)

Participants will be introduced to the core elements of a protection policy and will identify policies, norms, or written rules the organization already has in place. The group will review and discuss

Handout 5.1.1: Core Elements of a Protection Policy.

Exercise 5.2 Creating or Upgrading our Protection Policy

Facilitators will lead the group to create or update the organization's protection policy by discussing which elements it already has by using the **Handout 5.2.1: Organizational Best Practices in Protection**. Afterwards, participants will brainstorm how to create or upgrade their policy by using the following sample documents: **Handout 5.2.2: Sample of CRS Policy on Protection from Abuse and Exploitation, Handout 5.2.3: Sample of Caritas Internationalis Protection Policy, and Handout 5.2.4: Template for Creating a Protection Policy.**

Exercise 5.3 Putting it all Together

The objectives of this exercise are to consolidate use of the new or upgraded policy and identify any gaps in the policy. Facilitators will use **Handout 5.3.1: Protection Scenarios** to ask groups to role play by using their knowledge gained from training.



Module 1:

Introduction to Protection

This module is designed to introduce the concept of protection with an energizing game. It will catalyze conversation about what protection is and who is involved.

Module goal: To warm up participants and catalyze conversation about protection.

Facilitator's preparation: Ensure you have enough space in the room for people to move around.

EXERCISE 1.1 BALLOON GAME

Exercise objectives:

- ◆ To introduce the topic of protection in a fun, non-threatening manner.

Time: 30 minutes

Process in brief:

- ◆ Facilitator divides group into three, giving one group balloons with others trying to pop them
- ◆ Facilitator debriefs exercise
- ◆ Group discusses signs of abuse

Materials:

- ◆ Balloons tied on a string for a third of the group
- ◆ Pins to pop balloons
- ◆ **Handout 1.1.1: Recognizing Signs of Abuse**

Process:

- ◆ Facilitator **does not** tell participants about the purpose of this activity.
- ◆ Facilitator divides the participants into three equal groups. Facilitator gives the balloons to Group 1 with instructions to blow them up and consider them as their children and other family members they love very much. Tell them nothing else.
- ◆ Facilitator tells Group 2 that when the game starts they must stand between Groups 1 and 3 and try to protect as many people as possible.
- ◆ Facilitator tells Group 3 that their task is to pop all the balloons as quickly as possible and they can strategize however they like.
- ◆ Facilitator has Group 2 stand between the other two groups and starts the game.
- ◆ Facilitator stops the game after 45 seconds/one minute - when most or all of balloons have been popped.
- ◆ Facilitator debriefs by asking each group how they felt during the activity.
- ◆ Facilitator explains that **Group 1** represents adults who are doing their best to protect children; **Group 2** represents those individuals or organizations who, through ignorance or disregard, allow children to become more vulnerable; **Group 3** represents negative actions that can harm children, both those taken knowingly (such as by considering children should be nagged and beaten to make them good in the future) and unknowingly (such as exploiting their labor).
- ◆ Facilitator hands out **Handout 1.1.1: Recognizing Signs of Abuse** and divides large group into four small groups and assigns each one type of abuse (physical, emotional, sexual, or neglect). Groups then identify which indicators are the most relevant in their context, and add any new ones they can think of. Groups then present to everyone for discussion.
- ◆ Facilitator wraps up by saying that this workshop is about helping all of us know what to do in such situations.

Necessary materials:

Handouts as follows, and balloons tied on a string for one-third of the group and pins to break balloons.

PARTNER PROTECTION TRAINING/POLICY DEVELOPMENT WORKSHOP

Handout 1.1.1: Recognizing Signs of Abuse*

1. Recognizing physical abuse

The following are often regarded as indicators (signs) of concern:

- ◆ An explanation that is inconsistent with an injury
- ◆ Several different explanations provided for an injury
- ◆ Unexplained delay in seeking medical treatment
- ◆ Caregivers are uninterested or undisturbed by an accident or injury
- ◆ Caregivers are absent without good reason when the child is presented for treatment
- ◆ Repeated presentation of minor injuries (which may present a “cry for help” and if ignored could lead to a more serious injury)
- ◆ When family uses different doctors and hospital departments
- ◆ Reluctance to give information or mention previous injuries
- ◆ Hiding certain body parts that might be burned/wounded (i.e. putting hands in pockets)
- ◆ Fearfulness when approaching adults
- ◆ Bruising: Children can have accidental bruising, but the following must be considered as non-accidental unless adequate explanation is provided: any bruising to a pre-walking baby; two simultaneous bruised eyes; repeated bruising on the head or sites unlikely to be injured accidentally; the outline of an object used; bruising or tears around the earlobe indicating pulling, grasp marks.
- ◆ Bite marks: Human bite marks are oval or crescent shaped. Those of more than 3 cm in diameter are likely to have been inflicted by an adult or older child. Seek a medical opinion if there is doubt over the origin of a bite.

2. Recognizing emotional abuse

This may be difficult to recognize, as the signs are usually behavioral rather than physical, often associated with other forms of abuse. The following may be indicators of emotional abuse:

- ◆ Developmental delay
- ◆ Abnormal attachment between child and a parent/caregivers e.g. anxious, indiscriminate or no attachment
- ◆ Indiscriminate attachment or failure to attach
- ◆ Aggressive behavior towards others
- ◆ Scapegoat within the family
- ◆ Frozen watchfulness, particularly in pre-school children
- ◆ Low self-esteem and a lack of confidence
- ◆ Withdrawn or loner behavior, difficulty relating to others
- ◆ Self-harming behavior, eating disorders (anorexia or bulimia) and suicide attempts

3. Recognizing sexual abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognizing child sexual abuse can be difficult as there may be no outward (physical) signs. More noticeable, perhaps, is that there is emotional or behavioral change (for example, the child suddenly becomes more quiet or withdrawn, accompanied by a drop in school performance). If a child discloses abuse, she or he should be believed unless proven otherwise.

Continues ...

* Reference: <http://resourcecentre.savethechildren.se/sites/default/files/documents/5403.pdf>

Some behavioral indicators associated with this form of abuse are:

- ◆ Inappropriately sexualized conduct
- ◆ Sexually explicit behavior, play or conversation, inappropriate to the child's age
- ◆ Continual and inappropriate or excessive masturbation
- ◆ Self-harm (including eating disorders), self-mutilation and suicide attempts
- ◆ Involvement in prostitution or indiscriminate choice of sexual partners
- ◆ An anxious unwillingness to remove clothes for e.g. sport events, cultural events (although this may be related to cultural norms)

Some physical indicators associated with sexual abuse:

- ◆ Pain, bleeding or discharge in genitals, anus, or mouth
- ◆ Vaginal infections
- ◆ Cuts or tears around the vaginal area or the anus
- ◆ Other physical trauma (redness, rash, swelling) to genital or anal area
- ◆ Persistent or recurring pain during urination or bowel movements
- ◆ Wetting or soiling accidents unrelated to toilet training
- ◆ Sexually transmitted diseases

4. Recognizing neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- ◆ Failure by parents or caregivers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- ◆ A child seen to be listless, apathetic and unresponsive with no apparent medical causes
- ◆ Failure of child to grow within normal expected pattern, with accompanying weight loss
- ◆ A child thrives away from the home environment
- ◆ A child is frequently absent from school
- ◆ A child is left with adults who are intoxicated or violent
- ◆ A child is abandoned or left alone for excessive periods

Ends.

Module 2:

What is protection and why is it important?

This module is designed to introduce the concept of protection to the participants through the practical method of defining key terms and exploring typical protection scenarios. These definitions and scenarios will help people start to understand the different dimensions of protection as well as some typical situations and solutions. The module will also help participants to understand why it is important to have established procedures in an organization to address these issues.

This module is meant to lay the foundation for developing or refining an organization's protection policy and Value and Behavior Statement. It will also generate motivation to put such policies and procedures in place.

Module goal: To build partners' awareness of definitions and issues of protection

Module objectives:

- ◆ To help participants gain a practical understanding of what protection means and why it is important
- ◆ To introduce key protection terms and their definitions

Facilitator's preparation:

Make sure you know how to give the instructions for each exercise, as well as the key points that should come out of each exercise. First you will try to elicit those points from participants during discussions, but you may have to add them yourself if participants do not raise them. Also ensure you have copies of each scenario, and the definitions and terms.

Some people may think that, if these actions are not illegal under their country's laws, they are ok. However, you should make the point that these concepts of protection come from international standards, such as the United Nations, and therefore are binding on anyone who works with United Nations funding. In particular, many of the issues involved in the protection scenarios in this session are covered in the **United Nations Secretary General Bulletin ST/SGB/2003/13** on "Special measures for protection from sexual exploitation and sexual abuse" (October 2003).

Note: There are two versions of Handout 2.2.1. One is for the participants, with only the scenarios described. The other includes special notes on each case for you as the facilitator. This will help you to lead the discussion about each scenario.

Note: The scenarios below are just examples. If you want to make some changes or add others that are relevant to your environment, you are welcome to do so.

Note: You can distribute copies of the handout of key protection terms and definitions AFTER you have done the definition-matching game.

Note on adapting the module to include vulnerable adults: You can choose to include the information about protection of vulnerable adults if you want to make your policy strong. Scenarios about vulnerable adults are at the end, for you to include if you wish.

EXERCISE 2.1 – DEFINITIONS AND STANDARDS OF PROTECTION

Exercise objectives:

- ◆ To introduce participants to key terms and definitions.

Key learning points:

- ◆ Abuse and exploitation can happen in many different ways, and it is imperative that we be alert to all of these possibilities. Once we more fully understand protection, we can improve our procedures and our behaviors to create as safe a space as possible for our beneficiaries and project participants.

Time: 45 minutes

Process in brief:

- ◆ Small group matching of terms with definitions
- ◆ Large group discussion of best practices in protection

Materials:

- ◆ Flipcharts and markers
 - ◆ Masking tape
 - ◆ Flipchart for scoring points won by each team
- Handout 2.1.1: Protection Definitions and Terms**
- ◆ Cards or slips of paper with key terms
 - ◆ Cards or slips of paper with definitions of key terms

Process:

- ◆ The facilitator divides the group into small groups, and says they are going to play a game. Each group will get a set of term cards and a set of definition cards, and will have 5 minutes to match key terms with their definitions.
- ◆ Small groups match terms with definitions.
- ◆ Facilitator alternates reading the term and asking for the correct definition, or reading the definition and asking for the correct term. The first group to answer correctly wins a point.

Necessary materials:

Handouts as follows. Also, using the information in the table, make two sets of cards: one set of term cards and one set of definition cards.

PARTNER PROTECTION TRAINING/POLICY DEVELOPMENT WORKSHOP

Handout 2.1.1: Protection Definitions and Terms

Term	Definition
Protection	The responsibility and measures taken to prevent and respond to abuse and exploitation of a child or vulnerable adult. This includes building awareness, promoting training, identifying and responding to all complaints, monitoring and evaluating protection structures, and taking personal responsibility.
Child	Any person under the age of 18. National law or local customs may use different definitions; however, CRS' position is that all persons under the age of 18 should receive equal protection regardless of local age limits.
Vulnerable adult	Vulnerable adults are individuals aged 18 years and over who are at greater risk of significant harm due to factors such as age, gender, disability, poor health or other vulnerabilities. Abuse and exploitation affects many vulnerable adults, particularly women, people with disabilities, people living with HIV and AIDS, individuals with mental health problems, people with intellectual or learning difficulties, and those who misuse substances.
Suspect	An individual who is suspected of having abused, exploited or knowingly allowed the ill treatment of a child or vulnerable adult.
Reporter	An individual who identifies and reports suspected incidents of abuse or exploitation of a child or vulnerable adult.
Abuse	A deliberate act of ill treatment that can harm a child's or vulnerable adult's safety, well-being, dignity and development. It often involves individuals who have a relationship of responsibility and care for the victim, including project staff, parents, guardians, teachers, community workers, health-care providers, religious leaders, friends or other children. It includes physical, emotional, sexual, and psychological abuse (<i>Adapted from: Better Care Network, Save the Children and UNICEF.</i>)
Sexual abuse	Any actual or threatened sexual act of violence perpetrated against a child or adult, whether by force or under unequal or coercive conditions. Examples include rape, abusive sexual contact such as unwanted touching and non-contact sexual abuse such as sexting and verbal or behavioral sexual harassment (<i>Adapted from: Secretariat/ Secretary-General's Bulletin 2003/13, and Centers for Disease Control and Prevention 2014.</i>)
Physical abuse	The actual or likely physical injury to a child, such as hitting, kicking or shaking, where there is definite knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented (<i>Caritas Internationalis, Child Protection Policy Framework</i>).
Emotional abuse	Harm done by persistent or severe emotional ill-treatment or rejection, such as degrading punishments, threats, bullying, and not giving care and affection, resulting in adverse effects on the behavior and emotional development of a child or young person (<i>Caritas Internationalis, Child Protection Policy Framework</i>).
Exploitation	The threat or use of force or other forms of coercion, abduction, fraud, deception, abuse of power or position of vulnerability or the giving or receiving of payments or benefits to achieve the consent of a person having control over another person (<i>UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, 2004</i>).
Sexual exploitation	The actual or attempted abuse of a position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another (<i>UN Secretary-General's Bulletin 2003/13</i>).
Child labor	Generally, this term refers to any economic activity performed by a person under the age of 15. (<i>International Labor Organization of the United Nations</i>). Legal definitions may vary by country or jurisdiction, as well as by the number of hours worked (e.g., that it should not interfere with attending school) or by the harshness of conditions.
Trafficking	The recruitment, transportation, transfer, harboring or receipt of children or vulnerable adults for the purpose of exploitation such as for labor, prostitution or sexual exploitation (<i>UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children, 2000</i>).
Survival sex	Occurs when a child or vulnerable adult living in poverty or in an emergency situation chooses to engage in or is coerced into sex as a last resort for survival. It is transactional sex in exchange for food, water, drugs, shelter, money and any other essential needs for integral human survival.
Improper use of power	Occurs when a person uses the power of his or her position in an abusive way, such as for personal gain or access to information or in a way that undermines the intention of the project.

EXERCISE 2.2 UNDERSTANDING THE RANGE OF PROTECTION SCENARIOS

Exercise objectives:

- ◆ To stimulate discussion of protection responsibilities in an organizational setting.
- ◆ To introduce the range of issues around protection.

Key learning points:

- ◆ Keeping children (and vulnerable adults) safe is paramount.
- ◆ Thinking about this in advance allows us to create rules to prevent incidents entirely or respond well when they do occur.
- ◆ In addition to the moral responsibility to protect, it is important for practical reasons of donor requirement and risk minimization.

Time: 1 hour

Process in brief:

- ◆ Small group discussion of protection scenarios
- ◆ Large group discussion of importance of protection

Materials:

- ◆ Flipcharts and markers
- ◆ Masking tape
- ◆ Copies of **Handout 2.2.1: Protection Scenarios**

Process:

- ◆ The facilitator breaks group into small groups, passing out **Handout 2.2.1: Protection Scenarios**. The facilitator assigns one scenario to each small group, taking care that the assigned scenarios raise different risks.
- ◆ Small groups discuss per the discussion questions on the handout.
- ◆ Small groups report back to whole group a synopsis of their scenario and as well as their discussion.
- ◆ The facilitator identifies common themes.
- ◆ The facilitator leads discussion about why protection is an important concern for their organization and why it is important to have an organizational policy and set of procedures to address protection (both moral/ethical reasons as well as organizational risk/donor requirement reasons).

Necessary materials:

Handouts as follows

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Handout 2.2.1: Protection Scenarios (Facilitator's version)

Scenario 1: You are visiting a project in the field and you hear that one of the staff is living in a non-marital relationship with a 17-year-old girl. Everyone in the office and the community knows.

Facilitator's notes: Often, when everyone knows, no one wants to report, thinking that someone else will do it. Reporting is required. This may prompt discussion about local cultural norms as well as privacy, as some may argue that such situations are culturally acceptable and widely practiced. Others may argue that she is "almost 18" so it does not matter. It does matter. She is not yet 18.

Scenario 2: Through a suggestion box, you receive a complaint from a mother that a staff person refused to consider her son for an education project because he is disabled (or comes from an outcast minority group).

Facilitator's notes: Abuse of power and discrimination are important to report. Project staff may knowingly or unknowingly take opportunities away from community members or even use their position to their own benefit.

Scenario 3: You shared with your supervisor your concerns regarding the behavior of a staff partner towards one boy. After three months, the situation remains the same.

Facilitator's notes: This points to the responsibility to report, and follow up, any concern or suspicion of exploitation or abuse of a child.

Scenario 4: You see a child get out of a car driven by a colleague. There is no parent or caregiver present and the child is crying.

Facilitator's notes: This points to the responsibility to report, and follow up, any concern or suspicion of exploitation or abuse of a child. It also points to standards of behavior, never being alone with a child.

Scenario 5: You become aware that some activities for children in one of your projects are being implemented in a high-risk area, next to a construction site.

Facilitator's notes: This points to other ways in which children's safety needs to be attended to.

Scenario 6: You hear that a colleague is paying children to work with her.

Facilitator's notes: This points to reporting as well as what may be a cultural conversation around working age. Many people may think that as long as they are providing the children with a fair wage and safe working conditions, that is ok. They need to understand that protection involves ensuring children go to school and have other proper developmental experiences.

Scenario 7: You see that colleagues are publishing pictures/sharing information about children on their personal social media accounts.

Facilitator's notes: This points to issues of protecting children's privacy as well as deeper forms of child abuse.

Scenario 8: In a child-headed household, the oldest child returns home from farming at the end of the day to find his 11-year-old sister in distress, crying in a corner with her clothes torn apart and their neighbor's shoes and hat nearby.

Facilitator's notes: This raises issues of what to do when the international NGO and local partner are not involved directly – either as victim or alleged perpetrator – but the abuse takes place in the community in which they are active. The responsibility to report remains nevertheless.

Continues ...

Scenario 9 (vulnerable adults): On a visit to a school where your organization is implementing a vocational program for refugee women, you learn that a male teacher is engaging in sex with a 26-year-old female beneficiary. He says she is doing this voluntarily but she says she only engaged in sexual relations because the teacher promised her a job if she did.

Facilitator's notes: This points to issues of improper use of power. It also raises questions of how to prevent this from happening again/elsewhere.

Scenario 10 (vulnerable adults): While conducting home visits you observe that the local partner gives more attention and support to savings and internal lending communities (SILC) groups comprised of one ethnic group than another, even though other ethnic groups are within the partner's catchment area and appear to have similar needs.

Facilitator's notes: This points to issues of improper use of power. It also raises questions of how to prevent this from happening again/elsewhere.

Ends.

Note: The participants' version of these case scenarios is repeated three times in this manual – on pages 13, 25 and 43. Each time the focus of the discussion will be a little different, but the scenarios need only be printed once. Alternatively, different case scenarios may be developed and used.



PARTNER PROTECTION TRAINING/POLICY DEVELOPMENT WORKSHOP

Handout 2.2.1: Protection Scenarios (Training Participants' Version)

Read the scenarios you have been assigned and discuss the following questions with your group:

1. What might be the issues involved?
2. Who could be the potential victim of the situation?
3. What may be the risk for the victim? For the beneficiary community? For the project/organization?

Scenario 1: You are visiting a project in the field and you hear that one of the staff is living in a non-marital relationship with a 17-year-old girl. Everyone in the office and the community knows.

Scenario 2: Through a suggestion box, you receive a complaint from a mother that a staff person refused to consider her son for an education project because he is disabled (or comes from an outcast minority group).

Scenario 3: You shared with your supervisor your concerns regarding the behavior of a staff partner towards one boy. After three months, the situation remains the same.

Scenario 4: You see a child get out of a car driven by a colleague. There is no parent or caregiver present and the child is crying.

Scenario 5: You become aware that some activities for children in one of your projects are being implemented in a high-risk area, next to a construction site.

Scenario 6: You hear that a colleague is paying children to work with her.

Scenario 7: You see that colleagues are publishing pictures/sharing information about children on their personal social media accounts.

Scenario 8: In a child-headed household, the oldest child returns home from farming at the end of the day to find his 11-year-old sister in distress, crying in a corner with her clothes torn apart and their neighbor's shoes and hat nearby.

Scenario 9 (vulnerable adults): On a visit to a school where your organization is implementing a vocational program for refugee women, you learn that a male teacher is engaging in sex with a 26-year-old female beneficiary. He says she is doing this voluntarily but she says she only engaged in sexual relations because the teacher promised her a job if she did.

Scenario 10 (vulnerable adults): While conducting home visits you observe that the local partner gives more attention and support to savings and internal lending communities (SILC) groups comprised of one ethnic group than another, even though other ethnic groups are within the partner's catchment area and appear to have similar needs.

Module 3:

What are our individual responsibilities to protect?

This module is designed to help us understand the role of the individual in protecting children (and vulnerable adults). Participants will become more aware about possible harms to children (and vulnerable adults) as well as rules of behavior to prevent that. This module will create a draft “Value and Behavior Statement” for staff and volunteers. While this is about each individual’s behavior, this Value and Behavior Statement can become part of the organization’s protection measures.

Note on adapting the module to include vulnerable adults: *If you wish to include vulnerable adults in your policy, you should work with your organization’s management in advance of this session to define what you mean by “vulnerable adults.” For example, in some contexts such “vulnerable adults” may be refugees, people living with HIV and AIDs, or others. It is up to you and your organization to determine which categories require special protection efforts.*

Module goal: To raise awareness about behaviors and responsibilities to protect children (and vulnerable adults)

Module objectives:

- ◆ To stimulate discussion about correct and incorrect behavior when working with children (and vulnerable adults)
- ◆ To create a draft Value and Behavior Statement for the organization

Preparation

Make sure you know how to give instructions for the exercises, and make sure you are familiar with the reasons why certain behaviors are included in the Value and Behavior Statement. *Note that some organizations refer to this statement as their Code of Conduct.*

Also, discuss in advance with your organization’s management whether you will create your own Value and Behavior Statement/Code of Conduct or use the CRS or Caritas Internationalis Code of Conduct.

EXERCISE 3.1 – IDENTIFYING WHERE WE HAVE CONTACT WITH CHILDREN (AND VULNERABLE ADULTS)

(adapted from Keeping Children Safe's *Developing Child Safeguarding Policy and Procedures: A facilitator's guide*)

Exercise objectives:

- ◆ To identify the different ways in which an organization comes into contact with children (and vulnerable adults) even when they may not be the primary focus.
- ◆ To identify who in an organization has contact with, access to or impacts on children (and vulnerable adults).

Key learning points:

- ◆ Realizing how much contact an organization has with children (and vulnerable adults), particularly when these groups are not a primary focus. For instance, a water aid project in a community will impact on children.
- ◆ How contact with children can be made via the internet, and forms of social media, through letters, and by phone. It does not always involve personal contact.

Time: 60 minutes

Materials:

Process in brief:

- ◆ Small group discussion of where and how their organization has contact with children and vulnerable adults
- ◆ Large group discussion of results

- ◆ 3 flipchart papers headed: “programs”, “people”, “operations”
- ◆ Markers
- ◆ Masking tape

Process:

- ◆ The facilitator explains to participants that they are going to consider ways in which an organization has contact with, access to or impacts on children (and vulnerable adults) in relation to the organization's:
a) programs: the services, activities that are delivered by the organization **b)** people: the staff, volunteers, partners, consultants, contractors or other associates engaged by the organization and **c)** operations such as communication and other events.
- ◆ The facilitator divides the participants into three groups, each group focusing on one aspect of the organization, as above. If possible, participants are grouped according to how much their jobs relate to programs, operations, human resources and so on. Give out flipchart sheets to each group and ask them to list on their sheet: what (type of program, person, or operation); who (adults and children involved); contact with/impact on children (and vulnerable adults). Encourage participants to put down as many details as possible under these headings in order to give a full picture. Information can include:

What

- ◆ What type of program? Does it focus specifically on children or vulnerable adults, or are these the indirect beneficiaries of the project?
- ◆ What are the key activities being delivered within the program?
- ◆ What operations include children and vulnerable adults?

Who (for children)

- ◆ How old are these children?
- ◆ Are they with other children?
- ◆ Are they with other adults?
- ◆ Are they living in an institution?
- ◆ Are they in education?

Continues ...

- ◆ Are they living with their families?

Who (for vulnerable adults)

- ◆ How does your organization define or describe vulnerable adults in your catchment?
- ◆ Are they with other vulnerable adults?
- ◆ Are they able to move freely or do they worry about being detained?

Contact with/impact on

- ◆ How often does the organization have contact with these children/vulnerable adults?
- ◆ What is the type of contact? For instance: one staff with children's groups; one-on-one counseling between staff and a vulnerable adult.
- ◆ Allow 20 minutes for this. Then ask participants to present their information to the group. There may be overlaps, particularly between program and people groups. Ask participants to discuss what has been presented, asking if there was anything surprising to them? What does this contact or impact mean for protecting children (and vulnerable adults)?

Necessary materials:

Flipcharts headed "programs", "people", "operations"

Ends.

EXERCISE 3.2 – PROPER BEHAVIOR WITH CHILDREN (AND VULNERABLE ADULTS)

Exercise objectives:

- ◆ To learn appropriate behavior when working with children and vulnerable adults.

Key learning points:

- ◆ There are many ways to create a child-friendly or vulnerable adult-friendly environment, and we are all responsible for doing so.
- ◆ It is absolutely crucial to report if you suspect an incident of abuse or exploitation.

Time: 60 minutes

Process in brief:

- ◆ Small group discussion of do's and don'ts of working with children and vulnerable adults
- ◆ Large group discussion of CRS Standards of Behavior
- ◆ Creation of own Value and Behavior Statement

Materials:

- ◆ Flipchart paper and markers
- ◆ Masking tape
- ◆ **Handout 3.2.1: CRS Standards of Behavior toward Children and Vulnerable Adults**
- ◆ **Handout 3.2.2: Sample of CRS Code of Conduct** or **Handout 3.2.3: Sample of Caritas Internationalis Code of Conduct**

Process:

- ◆ The facilitator divides group into small groups, instructing them to discuss what might be “do’s” and “don’ts” of working with children (and vulnerable adults). It may be helpful to have the small groups talk first about working with children, then about working with vulnerable adults (if you wish to include vulnerable adults in your policy).
- ◆ The facilitator leads a group discussion of what the small groups report, while recording it on a flipchart as “do’s” and “don’ts”.
- ◆ Facilitator passes out **Handout 3.2.1: CRS Standards of Behavior toward Children and Vulnerable Adults** and asks the group to identify any recommendations that the small groups did not generate. If the group agrees, the facilitator adds these to the flipchart. The facilitator should especially emphasize duty to report if that was not part of small group discussion
- ◆ The facilitator catalyzes a large group discussion about why each recommendation is there.
- ◆ The facilitator passes out **Handout 3.2.2: Sample of CRS Code of Conduct** or **Handout 3.2.3: Sample of Caritas Internationalis Code of Conduct** and offers the group a chance to either adopt the existing code or to create their own.
 - a. If creating their own code, the facilitator asks the group to identify which of the do’s and don’ts should go into the code. If necessary, the facilitator can supplement that with the minimum requirements for a code. The facilitator points out that the final version of the code will be included in their protection policy.
 - b. If using the CRS or Caritas Internationalis code, the facilitator points out that the code may be included in their organization’s protection policy.

Necessary materials:

Handouts as follows

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Handout 3.2.1: CRS Standards of Behavior toward Children and Vulnerable Adults

The following outline provides behavioral expectations of all staff and affiliates when interacting with children (any person under 18 years of age). *Note: The Standards of Behavior document can be printed as a poster for office walls and/or shared with volunteers.*

Do's	Don'ts
<p>Do listen to them.</p> <p>Do treat them and their families with respect.</p> <p>Do be sensitive i.e. your language, conversations, touch, gestures.</p> <p>Do have at least one other adult present with you when you are with a child. Care and discretion must be used in all one-on-one situations.</p> <p>Do ensure that an adult caretaker is present when transporting a child; and if not possible, obtain appropriate permission.</p> <p>Do report any concerns of abuse or exploitation.</p> <p>Do remember that if staff breach the protection policy they may be subject to disciplinary action, including termination.</p>	<p>Don't find yourself alone with a child (there may be exceptions).</p> <p>Don't take a child to your home.</p> <p>Don't hire a child for harsh or full-time labor (contrary to applicable law).</p> <p>Don't encourage a child to meet with you outside of programs or work-related activities.</p> <p>Don't use emotional or verbal abuse.</p> <p>Don't hit.</p> <p>Don't have sex or engage in any sexual activity with children, including inappropriate touch.</p> <p>Don't send degrading or harmful written or verbal messages such as sexting or pornography.</p> <p>Don't be harsh. If they express discomfort, stop the behavior.</p> <p>Don't forget that adults are always accountable for their actions.</p>

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Handout 3.2.2: Sample of CRS Code of Conduct

Preamble

Catholic Relief Services (CRS) is committed to creating and maintaining an environment which promotes its core values and prevents abuse and exploitation of all beneficiaries. CRS employees, consultants, volunteers, and interns are expected to contribute to building a harmonious workplace based on team spirit, mutual respect, and understanding. All are equally expected to uphold the dignity of all beneficiaries with whom they come into contact by ensuring that their personal and professional conduct is of the highest standards at all times. This Code of Conduct is applicable to, and binding upon, all CRS employees, as well as consultants, volunteers, and interns in service to CRS (collectively “Affiliates”).

CRS strongly condemns and prohibits all forms of abuse and exploitation. Therefore:

1. Abuse and exploitation constitute acts of serious misconduct and are therefore grounds for disciplinary action up to and including termination or dismissal. Exchange of money, employment, goods or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior, is prohibited. This includes exchange of, or threat of withholding, assistance that is due to beneficiaries.
2. Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defense.
3. When a CRS employee or Affiliate develops a concern or suspicion regarding abuse or exploitation by another humanitarian worker, whether within CRS or not, s/he must report such concerns following CRS’ reporting procedures.
4. CRS employees and Affiliates are not to engage in any form of harassment, discrimination, physical or verbal abuse, intimidation, favoritism, or exploitative relationships. Sexual relations between humanitarian workers and beneficiaries are strongly discouraged.
5. CRS employees and Affiliates are expected to behave in accordance with CRS’ values and create and maintain an environment which prevents abuse and exploitation.

Acknowledgement

I have carefully read CRS’ Code of Conduct and understand it. If I have questions or need clarification, I understand that it is my responsibility to speak to my supervisor and/or Human Resources. I am aware that CRS expects me at all times to uphold the standards of behavior as described in this Code of Conduct, and that I have an affirmative duty to report violations of it. I also understand that if I am a CRS employee, the consequences of my breaching the Code of Conduct or my failure to comply may lead to disciplinary action up to and including termination. If I am an Affiliate (i.e. consultant, volunteer, or intern in service to CRS), I acknowledge that my agreement to conform to this Code of Conduct does not create an express or implied employment relationship with CRS, but that my breaching the Code of Conduct or my failure to comply may lead to my dismissal and/or the termination of whatever relationship I have with CRS.

Print Name

Signature

Date

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Handout 3.2.3: Sample of Caritas Internationalis Code of Conduct

Preamble

Caritas commits itself to creating and maintaining an environment which promotes its core values and prevents abuse and sexual exploitation. Caritas employees and volunteers are expected to contribute to building a harmonious workplace based on team spirit, mutual respect and understanding. All staff members are expected to uphold the dignity of beneficiaries served by Caritas organizations by ensuring that their personal and professional conduct is of the highest standard at all times.

Caritas Internationalis strongly condemns all kinds of abuse and sexual exploitation, especially towards its beneficiaries.

Abuse occurs when adults or other children hurt children or young people under the age of 18, either physically or in some other way. Sexual abuse occurs if a child or young person is pressured or forced to take part in any kind of sexual activity, whether or not the child is aware of, or consents to, what is happening.

Sexual abuse includes incest, rape and fondling. It may also include non-contact activities such as showing pornography or internet-based activity. Sexual abuse may involve siblings or other family members, or persons outside the family.

1. Abuse and sexual exploitation constitute acts of gross misconduct and are therefore grounds for termination of employment. All relevant legal steps should be taken corresponding to the legal and social conditions of the local situation.
2. Exchange of money, employment, goods, assistance or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior is prohibited.
3. Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not an excuse.
4. Where a Caritas employee or volunteer develops serious concerns regarding abuse or sexual exploitation she/he must report such concerns to the appropriate body within the Caritas concerned and local legal authorities where appropriate.
5. Caritas employees or volunteers may not engage in any form of harassment, discrimination, physical or verbal abuse, intimidation, favoritism or exploitative sexual relations.
6. Caritas employees and volunteers are expected to behave in accordance with Caritas values.

Signed by _____ Date _____

I have carefully read the Caritas Code of Conduct and discussed its contents with my supervisor and/or colleagues in order to understand it clearly. I must comply with the Core Values of Caritas and I am aware that Caritas expects me to uphold at all times the standards of behavior described in the Code of Conduct above. I also understand that disciplinary measures and legal steps will be taken in case of non-compliance.

Module 4:

How should we handle suspected abuse cases?

This module is designed to help participants understand how and why to report suspected cases. Reporting, investigating, and applying consequences are fundamental to keeping children safe. For this reason, it is important for every organization to write down and broadcast its procedures for reporting and investigating suspected cases of abuse or exploitation. It is also important for organizations to determine what the consequences are for inappropriate behavior, and ensure staff and volunteers understand these.

Module goal: To build awareness of how to report and respond to a suspected case.

Module objectives:

- ◆ To learn more about identifying potential abusers.
- ◆ To discuss existing ways to report and react to incidents.
- ◆ To identify barriers to reporting and reacting.
- ◆ To familiarize participants with reporting and investigating procedures.
- ◆ To familiarize participants with appropriate ways to respond to victims.
- ◆ To map local resources available to victims.

Preparation

Make sure you know how to give instructions for the exercises, and make sure you are familiar with your organization's reporting procedure and ways to respond to victims. This will help training participants understand what a reporting mechanism is and how to report a suspected case.

Discuss in advance with the management of your organization if you will be creating your own reporting mechanism or adapting that of CRS or Caritas Internationalis. If creating your own, follow the exercise in this section and agree that management will consider what is produced in this workshop as the basis for designing the organization's reporting and investigation procedures.

Your reporting will also have to follow any local laws and use local resources. Make sure you know what these laws and resources are before this workshop. When do local police get involved? Are there local or national child helplines?

Make copies of the scenarios and consider which you feel are best for the participants. If these scenarios are not typical of your organization, then write a few that are more representative of your context. Similarly, look over the list of institutions and individuals that might serve as resources for victims of abuse. Tailor that to your context.

Note on adapting the module to include vulnerable adults: If you wish to include vulnerable adults, make sure you have researched laws and resources that apply to them, according to your organization's definition of vulnerable adults. Depending on your definition of vulnerable adults, this could include special translation services for minorities or refugees, or programs that assist day laborers.

EXERCISE 4.1 – CREATING A REPORTING AND INVESTIGATION MECHANISM

Exercise objectives:

- ◆ To learn how to identify an abuser.
- ◆ To learn what laws protecting children and vulnerable adults exist in your country, as well as what resources exist to help them.
- ◆ To create a reporting and investigation mechanism for your organization.

Key learning points:

- ◆ Organizations will learn the importance of establishing a reporting and investigation mechanism. The main points of a good reporting and investigation system are that it be confidential, fast, fair to all sides, and support the victim.
- ◆ Best reporting systems are clear and understood by all staff and volunteers.
- ◆ Both children and adults often face barriers in reporting concerns of abuse, including the fear of not being believed. Reporting systems must be supportive.

Time: 90 minutes

Process in brief:

- ◆ Large group discussion about identifying abusers.
- ◆ Large group discussion about barriers to reporting and investigating.
- ◆ Facilitator explanation of local laws.
- ◆ Small group role plays of best ways to handle abuse scenarios.

Materials:

- ◆ Flipchart paper and markers
- ◆ Masking tape
- ◆ **Handout 4.1.1: How to Identify a Potential Abuser**
- ◆ **Handout 4.1.2: Protection Scenarios**
- ◆ **Handout 4.1.3: Sample of CRS Reporting and Investigation Procedures**
- ◆ **Handout 4.1.4: Example of CRS Reporting and Investigation Procedures**

Process:

- ◆ The facilitator passes out **Handout 4.1.1: How to Identify a Potential Abuser** and asks the group to read it and share if there is anything in it that surprises them. Is there anything that they would add?
- ◆ The facilitator asks if there are any barriers that exist for reporting, investigating, and implementing – barriers on the part of adults? On the part of children? What can be done to remove those barriers? The facilitator lists responses.
- ◆ *(The rest of the exercise is adapted from [Keeping Children Safe's Developing Child Safeguarding Policy and Procedures: A facilitator's guide](#))* The facilitator creates small groups and passes out **Handout 4.1.2: Protection Scenarios**. The facilitator assigns each group one or two case scenarios as well as a sheet of flipchart paper and pen, instructing them to discuss the scenario/s and make notes on the issues that emerge. Who would or could they tell? How would the concern currently be managed, and what is missing?
- ◆ After about 15 minutes, the facilitator brings the groups back together to report in the form of a role play, discussing each situation. The facilitator summarizes the points that emerge and creates a list of actions that would help in designing or improving a procedure for reporting.
- ◆ The facilitator passes out **Handout 4.1.3: Sample of CRS Reporting and Investigation Procedures** and **Handout 4.1.4: Example of CRS Reporting and Investigation Procedures**, explaining that participants could use CRS procedures as a model for them to use as they think about their own procedures.
- ◆ The facilitator outlines what the local policies and resources are around protection (from their own research).
- ◆ The facilitator sends them back to small groups with a new sheet of flipchart paper. The facilitator instructs them to design a procedure that would improve their response to the situation in their scenario and present it as two flowcharts – one for regular reporting and an alternative for use in the case that the focal point for reporting is involved in some way. The facilitator reminds them to think about the barriers to reporting that they discussed earlier, and try to get around those barriers.

- ◆ Allow 15 minutes for this activity. While participants are doing the exercise, ask them also to think who the designated child protection officer [DCPO(s)] might be if they were identifying an individual who could hold this role in their organization.
- ◆ The facilitator brings the group back together and asks them to present the procedures/flowcharts they have designed.
- ◆ The facilitator explains that this will be the basis for the organization's own reporting procedure.

Necessary materials:

Handouts as follows



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Handout 4.1.1: How to Identify a Potential Abuser

Although there is no single type or exhaustive list of characteristics of a potentially abusive person, below are important characteristics that require careful attention.

A potential abuser:

May come from any economic class, race, religion or occupation. You cannot tell that someone is an abuser just by looking at the person.
May be a respected member of a humanitarian agency, family, church or community. He/she may be your colleague, friend, priest or neighbor.
May like to spend time alone with a child or vulnerable adult.
May try to isolate his/her victim by limiting their contact with others who may help such as family and friends.
May behave in a manner that shows extreme jealousy, possessiveness, or anger towards his/her victim.
May have higher alcohol or drug dependence and more antisocial, threatening or violent behaviors.
May have apologizing, blaming or denying tendencies; May seem insensitive to pain, suffering and the feelings or needs of others.

Abuse or exploitation of children or vulnerable adults may be perpetrated by trusted individuals who are expected to provide care and support, such as family members or humanitarian workers.

Whenever you suspect any signs of abusive behavior, always report in accordance with your organization's policy on protection from abuse and exploitation, so that violence can be prevented.

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Handout 4.1.2: Protection Scenarios (Training Participants' Version)

Read the scenarios you have been assigned and discuss the following questions with your group:

1. Whom should you tell?
2. What would you tell, and in what way?
3. What might be the barriers to you reporting the incident or to someone else following up on your report?

Scenario 1: You are visiting a project in the field and you hear that one of the staff is living in a non-marital relationship with a 17-year-old girl. Everyone in the office and the community knows.

Scenario 2: Through a suggestion box, you receive a complaint from a mother that a staff person refused to consider her son for an education project because he is disabled (or comes from an outcast minority group).

Scenario 3: You shared with your supervisor your concerns regarding the behavior of a staff partner towards one boy. After three months, the situation remains the same.

Scenario 4: You see a child get out of a car driven by a colleague. There is no parent or caregiver present and the child is crying.

Scenario 5: You become aware that some activities for children in one of your projects are being implemented in a high-risk area, next to a construction site.

Scenario 6: You hear that a colleague is paying children to work with her.

Scenario 7: You see that colleagues are publishing pictures/sharing information about children on their personal social media accounts.

Scenario 8: In a child-headed household, the oldest child returns home from farming at the end of the day to find his 11-year-old sister in distress, crying in a corner with her clothes torn apart and their neighbor's shoes and hat nearby.

Scenario 9 (vulnerable adults): On a visit to a school where your organization is implementing a vocational program for refugee women, you learn that a male teacher is engaging in sex with a 26-year-old female beneficiary. He says she is doing this voluntarily but she says she only engaged in sexual relations because the teacher promised her a job if she did.

Scenario 10 (vulnerable adults): While conducting home visits you observe that the local partner gives more attention and support to savings and internal lending communities (SILC) groups comprised of one ethnic group than another, even though other ethnic groups are within the partner's catchment area and appear to have similar needs.

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Handout 4.1.3: Sample of CRS Reporting and Investigation Procedures

This sample explains what CRS' procedures are for reporting and investigating suspected cases of abuse or exploitation. Participants could use CRS' procedures as a model when thinking about their own organization's procedures.

- ◆ **Reporting is mandatory.** CRS staff and volunteers are required to report suspected cases of abuse and exploitation of children or vulnerable adults involving CRS Staff, Affiliates or other humanitarian workers. Failure to report could result in disciplinary action, including termination.
- ◆ **Staff who report will not be subject to reprisal.** Any suspicions that prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.
- ◆ **Confidentiality is important in reporting.** For that reason, information about a suspected case will be shared strictly on a "need to know" basis. Where necessary, the Agency may be required to notify civil authorities.

Reporting procedures:

Any of the following three ways can be used to report an incident:

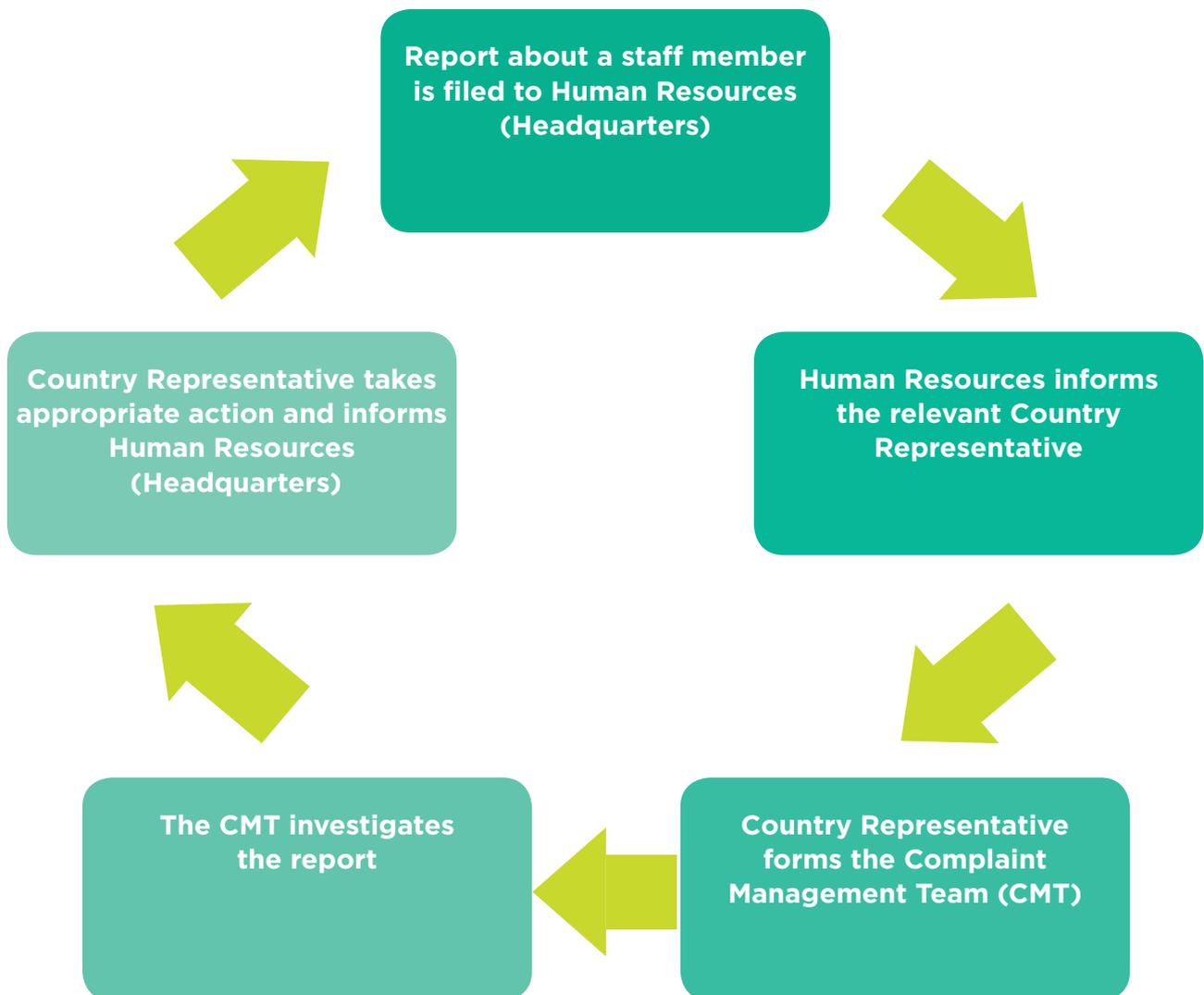
-  Submit the online Abuse or Exploitation Report Form to CRS Headquarters.
-  Call the EthicsPoint hotline: Call (Toll Free) 866-295-2632 (This applies only to CRS).
-  Complete the hard copy of the Abuse or Exploitation Report Form and submit it to the Country Representative.

All reports will be handled in a confidential and secure manner, including the identity of the person filing the report.

The report will go to the CRS Human Resources Director at the CRS Headquarters in Baltimore. This person will share the report with the CRS Employee Relations Manager and General Counsel. They will then share the information with the Country Representative from the CRS office where the complaint was made. The Country Representative forms a Complaint Management Team (CMT) that includes the Country Representative and the Regional Management Quality Director.

- a) The CMT notifies the designated senior management of the suspected incident.
- b) The CMT reviews the complaint to determine if a violation of the Protection Policy occurred or if more information is needed.
- c) The CMT assigns a field investigation team that will conduct an investigation and provide a confidential report to the CMT.
- d) CRS will undertake appropriate action in accordance with CRS' Protection Policy.

Handout 4.1.4: Example of Reporting and Investigation Procedures



EXERCISE 4.2 – RESPONDING TO A CASE OF ABUSE

Exercise objectives:

- ◆ To learn how to respond to victims.
- ◆ To map local resources for victims.

Key learning points:

- ◆ When you respond to a victim of abuse, you should make them feel safe, acknowledged, and reassure them that they were not in the wrong.
- ◆ In addition to your own organization, there may be other community-based organizations, local parishes or governmental resources that can help victims. It is important to map these.

Time: 60 minutes

Process in brief:

- ◆ Large group discussion of how to respond to a victim
- ◆ Pair activity to identify existing resources

Materials:

- ◆ Flipchart paper and markers
- ◆ Masking tape
- ◆ **Handout 4.2.1: How to Respond to Disclosures of Abuse or Exploitation**
- ◆ Flipcharts with the following headings:
 - Local government resources
 - National government resources
 - Police resources
 - Victim services NGOs/community-based organizations
 - Advocacy NGOs/community based organizations
 - Hospitals and health services
 - Hotlines
 - Safe houses
 - Counselors
 - Academics working on rights issues
 - Schools and child-oriented community activities
 - Churches/parishes

Process:

- ◆ The facilitator passes out **Handout 4.2.1: How to Respond to Disclosures of Abuse or Exploitation**, and goes through it with the whole group, asking different people to read lines out loud. The facilitator asks if there is anything surprising in the guidance? Should they incorporate any elements from this guidance into their own policy or procedures? How would they do so? The facilitator writes all these down.
- ◆ The facilitator notes that it is important to map types of local resources for victims. The facilitator puts up flipcharts around the room, divides the group into pairs, and has each pair stand in front of a flip chart. The facilitator gives each pair 3 minutes to write specific names of institutions or people relevant to the heading of the flipchart. After 3 minutes, the facilitator calls time and has the pairs rotate to the next flipchart. There they read what the first pair has written and add to it. Repeat this until all pairs have worked on all flipcharts.

Necessary materials:

Handout as follows

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Handout 4.2.1: How to Respond to Disclosures of Abuse or Exploitation

Engaging and supporting the survivor

If someone tells you that she or he has been, or is being, abused or exploited, it is important to immediately offer your support and do what you can to protect the person's dignity.

This includes making sure you are fully focusing on the person, with no distractions. Listen carefully and give them space to tell their story as completely as they feel ready to. Don't interrupt the individual, as the person might not speak about it again. Be sure to listen, not add more pressure with too many questions. Remind the individual that what happened is not her or his fault. Do not make any promises that you cannot keep, including about confidentiality.

Your immediate response can be summarized in five messages that are important to communicate. Although these statements don't need to be said exactly in these words, it is good for staff to memorize them – even writing them on a paper that is kept in their desks – so they can be recalled easily if the need arises.

1. I believe you.
2. I am glad you told me.
3. I am sorry this has happened to you.
4. It is not your fault.
5. a) I need to tell someone else who can help you and/or
b) Here are some resources of people and places that can help you

Responding to adult abuse

If you know or suspect a beneficiary, friend or family member is a victim of adult abuse or exploitation (e.g. including but not limited to gender-based violence) and/or may be in an abusive relationship, talking about it can be hard for you and for the individual being abused or exploited. S/he may feel embarrassed, stigmatized and afraid. The most important thing you can do is to let the individual know that s/he has support and options – that no one need be involved in an abusive situation forever. Never imply judgment or criticism. Let them know they are not alone. You may say, "I know this is difficult to discuss, but please know you can talk to me about anything." Be sure to offer your assistance confidentially.

Remind the individual that it is never, ever the victim's fault that s/he has been abused or exploited – and this is true whether the victim is an adult or a child.

Don't be afraid to tell the individual that you are concerned for their safety. You may say things like,

"You don't deserve to be treated that way. The way he treats you is wrong ... Men should never hit or threaten the women they love ... I am worried about your safety and I am afraid he will really hurt you next time ... Promise me that if you need to talk, you'll come to me or to someone else who can help in the community."

In these situations, don't try to make any decisions for the individual because it implies that you think they are incapable of making good choices and it may deter them from confiding in you in the future. Keep a list of referral sources (every organization should have one) and make a referral (as applicable) to the police, health care, legal support, psychological services, victim support groups, emergency shelter, etc. Offer to accompany the victim if they would like you to and/or follow up to ensure that the service was provided. Provide continuing support and encouragement.

Responding to suspected child abuse

Follow the above steps, except when, in the case of a child, you may be required to report your suspicions to a government authority. In any event, you should report your concerns to someone else in authority who can help, including but not necessarily limited to the person responsible for protection (reporting and follow-up) at your agency. Let the child know you are going to take action on their behalf. The child may not wish you to report, so you will have to explain that it is important that you do so in order to help protect the child in the future. Be patient and listen with sensitivity. The empathy and sense of caring that you offer can strongly influence the child's ability to recover from this abuse in the future.

Module 5:

What are our organization's responsibilities to protect?

This module is designed to help an organization understand the key elements of a protection policy.

Module goal: To develop or improve the organization's protection policy.

Preparation

Decide in advance with organization management if you will be creating a new policy or tailoring an existing one. If you are going to tailor an existing policy, decide if you are going to use the CRS or Caritas Internationalis policy.

Note: Exercise 5.2 uses the template of a standard protection policy with discussion questions for the group to answer for each section of the policy. This exercise is a brainstorming one, to give input to a future policy in the form of phrases or thoughts or bullet points. This exercise is not meant to result in complete, well-constructed sentences and paragraphs. Instead, the organization's management will take the input from this exercise and use it to draft the final, formal policy in the days and weeks after the training/workshop. They will then make sure the final policy is reviewed and approved according to whomever has that authority in the organization.

Note: If you already have a protection policy that meets United Nations, USAID, or donor requirements, you do not need to do this module.

EXERCISE 5.1 – LOOKING AT OUR EXISTING PROTECTION PROCEDURES FOR CHILDREN (AND VULNERABLE ADULTS)

Exercise objectives:

- ◆ To introduce participants to the core elements of a protection policy.
- ◆ To identify what policies and norms or written rules the organization already has.

Key learning points:

- ◆ A protection policy should include, among other things, prohibitions for staff against causing physical or emotional harm to children, having sex with children, and employing children.
- ◆ Best organizational practices in protection include having codes of conduct for the behavior of staff and volunteers, strong and fair reporting and investigation mechanisms, and wide and helpful referral mechanisms for victims.
- ◆ Most organizations have some form of policies or norms already in place. It is important to identify these and build on them.

Time: 45 minutes

Process in brief:

- ◆ Pair discussions of core elements of protection policies
- ◆ Small group discussion of procedures in place or gaps

Materials:

- ◆ Flipchart paper and markers
- ◆ Masking tape
- ◆ **Handout 5.1.1: Core Elements of a Protection Policy**

Process:

- ◆ The facilitator passes out **Handout 5.1.1: Core Elements of a Protection Policy** to pairs of participants. Pairs read them and discuss whether there is anything they are surprised by.
- ◆ The facilitator takes questions, generating a whole group discussion about these elements.
- ◆ The facilitator then creates small groups, assigning each small group a few of the core elements. The small groups discuss whether their organization has adequate policies or norms or written rules about these core elements.
- ◆ The small groups report back to large group, with the facilitator taking notes about procedures that are already in place or highlighting gaps that have been identified.

Necessary materials:

Handout as follows

PARTNER PROTECTION TRAINING/POLICY DEVELOPMENT WORKSHOP

Handout 5.1.1: Core Elements of a Protection Policy

There are certain international standards about protection. CRS used these when it created its own protection policy. Your organization should also use these international standards. These core elements help define what is meant by abuse and exploitation, and therefore should be included in partner policy and procedures: This outline addresses the protection of children and vulnerable adults, although some organizations may want to focus only on children at this time. Protecting children is the minimum to which all partners must adhere.

- ◆ Staff and volunteers should not cause any physical or emotional harm to children (or vulnerable adults).
- ◆ Staff and volunteers should not exchange money, employment, goods, or services for sex, including sexual favors.
- ◆ Staff and volunteers should not show humiliating, degrading, or aggressive behavior toward children (or vulnerable adults).
- ◆ Staff and volunteers should not have sexual relations with children (or vulnerable adults).¹
- ◆ Staff and volunteers should not employ children, which is a form of exploitation and abuse.²
- ◆ Staff and volunteers should not use their power or position to withhold assistance or services, or to give preferential treatment.
- ◆ Staff and volunteers should not use their power or position to request or demand payment, privilege, or any other benefit.
- ◆ Staff and volunteers should not facilitate or aid another humanitarian worker to perform acts of exploitation or abuse.
- ◆ Staff and volunteers have a responsibility to report, and follow up, any concern or suspicion of exploitation or abuse of a child (and, ideally, vulnerable adults) involving staff, partner staff and/or other humanitarian workers.
- ◆ The organization should have referral mechanisms or assistance for victims (survivors of abuse).

1. Outside of legal marriage. Through its programming, CRS additionally works to discourage early marriage, even where legal.

2. The term “child labor” generally refers to any economic activity performed by a person under the age of 15, defined by the International Labour Organization (ILO) of the United Nations.

EXERCISE 5. 2 – CREATING OR UPGRADING OUR PROTECTION POLICY

Exercise objectives:

- ◆ To create or upgrade the organization's protection policy.

Time: 120 minutes

Process in brief:

- ◆ Small group discussion of which elements their organization already has of Organizational Best Practices in Protection
- ◆ Large group working session to provide bullets of input to create or strengthen their protection policy, using template with discussion questions

Materials:

- ◆ Flipchart and markers
- ◆ **Handout 5.2.1: Organizational Best Practices in Protection**
- ◆ **Handout 5.2.2: Sample of CRS Policy on Protection from Abuse and Exploitation**
- ◆ **Handout 5.2.3: Sample of Caritas Internationalis Protection Policy**
- ◆ **Handout 5.2.4: Template for Creating a Protection Policy**

Process:

- ◆ The facilitator introduces the concept of best practices in protection, passing out **Handout 5.2.1: Organizational Best Practices in Protection**. The facilitator divides the large group into small groups of 4-5, asking them to work on the following questions:
 1. Which of these elements does your organization already have? What does your organization have but you think should be reviewed? What doesn't your organization have?
 2. Among those elements your organization doesn't have, what would be your priorities?
- ◆ The facilitator passes out **Handout 5.2.2: Sample of CRS Policy on Protection from Abuse and Exploitation** or **Handout 5.2.3: Sample of Caritas Internationalis Protection Policy**. The facilitator has the participants read the policy to themselves then catalyzes discussion by asking what seemed most important to them in the policy? What might they change for their own context?
- ◆ The facilitator then passes out **Handout 5.2.4: Template for Creating a Protection Policy**. The facilitator leads a large group discussion to create or upgrade a policy step-by-step, running through the policy template with discussion questions. The facilitator can make the points in bullet form for later editing. Remember that this is just getting input. Drafting and polishing policy wording should be done by a small committee in the weeks after the training. Keep this part of the training simple.

Note that if you are not creating a new policy but rather strengthening an existing policy, you can combine the discussion questions from handout 5.2.4 to identify and address gaps.

Necessary materials:

Handouts as follows

PARTNER PROTECTION TRAINING/POLICY DEVELOPMENT WORKSHOP

Handout 5.2.1: Organizational Best Practices in Protection

Ideally, to best protect children and vulnerable adults, all organizations should have the following:

- ◆ A policy that clearly defines protection.
- ◆ A policy that has clear procedures for fast and fair reporting, investigating, and assigning consequences if necessary.
- ◆ A Code of Conduct or “Value and Behavior Statement” of acceptable behavior with staff and volunteers.
- ◆ Written confirmation that staff and volunteers understand the policy, such as a signed statement (A statement of commitment is often part of a Code of Conduct, as well.)
- ◆ A mechanism within the organization to report suspected cases of abuse or exploitation, even where no staff member, affiliate or volunteer is involved.
- ◆ Guidelines on where to refer victims, and information about locally available resources for support and assistance.
- ◆ Inclusion of vulnerable adults in this policy, as in CRS’ own protection policy. The definition of vulnerable adults will vary, and should be defined within each country’s context. For example, vulnerable adults could include people with disabilities, refugees, women, people living on the streets, the extreme poor, etc.
- ◆ A process for screening staff or volunteers before hiring, for example via a police background check or other way to confirm no criminal or suspect behavior.
- ◆ Regular training on protection issues for staff and volunteers.
- ◆ Mechanisms for ensuring broad awareness and use of the policy, such as individual copies or wallet cards for all staff members on the policy.
- ◆ Procedures to work closely with locally available organizations, counselors, advocates, and other protection specialists who can provide specialized victim assistance.
- ◆ Indicators for monitoring and evaluating improvements in the organization’s ability to protect children and vulnerable adults.
- ◆ Procedures for mainstreaming protection into all programming.

PARTNER PROTECTION TRAINING/POLICY DEVELOPMENT WORKSHOP

Handout 5.2.2: Sample of CRS Policy on Protection from Abuse and Exploitation

Purpose

To establish CRS' standards, practices, procedures, and responsibility to protect children and vulnerable adults from abuse and exploitation.

Scope

1. All CRS staff: Domestic (US-based), international, and national staff ("Staff")
2. Consultants, volunteers, interns and project partners in service to CRS ("Affiliates")

Description

As part of the guiding principles of CRS and the universal mission of the Catholic Church, CRS "assists people on the basis of need, not creed, race or nationality." CRS offers support to all women, men, boys or girls, regardless of creed, socio-economic background, culture, disability, health status, or any other distinguishing features.

CRS promotes the wellbeing of individuals to realize their full human potential, in solidarity with others, respecting the dignity of every person and caring for the most vulnerable and marginalized.

Staff and Affiliates are expected to serve with integrity and promote right relationships in the delivery of goods and services while executing their responsibilities.

CRS recognizes the unique needs of children, women, and vulnerable adults and, therefore, commits itself to creating and maintaining an environment that protects these individuals.

Protecting Children and Vulnerable Adults

CRS prohibits all forms of exploitation and abuse, namely:

- ◆ Staff and Affiliates are prohibited from engaging in sexual activity with children (persons under the age of 18, regardless of the age of majority or age of consent locally).
- ◆ Child labor is a form of exploitation and abuse; therefore, the agency prohibits the hiring of children.
- ◆ CRS Staff and Affiliates are prohibited from causing any physical or emotional harm to children or vulnerable adults.
- ◆ Staff and Affiliates are prohibited from the exchange of money, employment, goods, or services for sex, including sexual favors.
- ◆ Staff and Affiliates are also prohibited from any form of humiliating, degrading, or aggressive behavior toward children, women, and vulnerable adults.
- ◆ Staff and Affiliates are not to use their power or position to withhold assistance or services, or to give preferential treatment.
- ◆ Staff and Affiliates are prohibited from using their power or position to request or demand payment, privilege, or any other benefit.
- ◆ Facilitating or aiding another humanitarian worker to perform acts of exploitation or abuse is strictly prohibited.

Continues ...

Responsibility to report

All Staff and Affiliates are obligated to report any concern or suspicion of exploitation and abuse of a child or vulnerable adult involving CRS Staff, Partner Staff and/or other humanitarian workers. Failure to report may put the victim and the Agency at risk and is a breach of this Protection Policy and CRS' Code of Conduct.

Further, Staff and Affiliates should actively identify and report risks in CRS programs that could present an opportunity for abuse, or where safeguards are insufficient to protect children and vulnerable adults.

Staff and Affiliates are expected to uphold the dignity of all individuals and maintain the highest standards of personal and professional conduct.

Staff and Affiliates are required to report all forms of exploitation or abuse in good faith, using CRS' reporting procedures:

Staff and Affiliates are not to investigate cases on their own; rather, they are to report and follow CRS' reporting procedures.

Staff and Affiliates who report in good faith are not subject to reprisal.

Procedure

CRS shall ensure confidentiality and the security of all involved, and of relevant records and documentation.

All Staff and Affiliates shall:

1. Complete the Protection training module
2. Familiarize themselves with the Protection Policy
3. Sign the updated Code of Conduct and Acknowledgement of the Policy on Protection from Abuse and Exploitation
4. Report concerns of suspected exploitation or abuse in accordance with the Reporting Procedures

Headquarters Human Resources shall:

1. Provide orientation to Domestic and International Staff regarding the Protection Policy and obtain a signed Code of Conduct and Acknowledgement of the Policy on Protection from Abuse and Exploitation
2. Develop an e-learning training module and promulgate to all Staff
3. Provide ongoing counsel and support to Regions, Country Programs, and U.S. offices
4. Maintain a confidential and secure reporting system and mechanism
5. Undertake prompt and thorough investigations in collaboration with the Region or Country Program Management or both, maintaining confidentiality to the maximum extent possible (i.e., disclose information only on a "need to know" basis)
6. Provide training to Country HR staff and designated Protection focal point personnel
7. Ensure CRS' recruitment and orientation procedures incorporate standards of protection
8. Monitor and update the policy and related documents at a minimum of every three years

Continues ...

Country-Level Human Resources shall:

1. Assist Country Programs in implementing protection measures outlined in the Protection Implementation Field Guide
2. Provide orientation to National Staff and ensure that Staff complete mandatory Protection training
3. Ensure protection procedures are routinely monitored and reviewed in conjunction with Internal Audit
4. Assist partners in the adaptation of the agency-wide Policy on Protection from Abuse and Exploitation to local contexts

Country Programs shall:

1. Provide appropriate victim assistance as stipulated in the Field Implementation Guide
2. Utilize the agency's reporting system, and where needed, develop community complaint mechanisms
3. Investigate suspected cases of exploitation or abuse involving in-country staff as stipulated in the Field Implementation Guide
4. Conduct annual protection training for in-country staff
5. Ensure a signed Code of Conduct and Acknowledgement of the Policy on Protection from Abuse and Exploitation are on file for in-country staff
6. Assist partners with:
 - g. Signing the Code of Conduct or Protection Policy process to set standards of behavior
 - h. Establishing an in-country reporting mechanism for suspected cases of exploitation and abuse
 - i. Implementing investigating procedures
 - j. Accessing training materials
 - k. Establishing hiring procedures that include standards of protection
 - l. Orientation of in-country new hires
 - m. Establishing a process for obtaining a signed Code of Conduct from partner staff and project volunteers

Partners shall:

- ◆ Commit to establishing a Policy on Protection

Regional Office shall:

Provide oversight, resources, and support to country programs for the implementation of protection standards.

Consequences:

Staff or Affiliates who fail to comply with the CRS' protection policy and standards of behavior are subject to disciplinary action including termination or dismissal.

Reporting which proves to have been made maliciously or intentionally false will be viewed as a serious disciplinary offense.

Ends

Handout 5.2.3 Sample of Caritas Internationalis Protection Policy

**CHILD
PROTECTION
POLICY FRAMEWORK**



**1 CODE OF CONDUCT
to protect children and young people from abuse and sexual exploitation**

Preamble

Caritas commits itself to creating and maintaining an environment which promotes its core values and prevents abuse and sexual exploitation. Caritas employees and volunteers are expected to contribute to building a harmonious workplace based on team spirit, mutual respect and understanding. All staff members are expected to uphold the dignity of beneficiaries served by Caritas organisations by ensuring that their personal and professional conduct is of the highest standard at all times.

Caritas Internationalis strongly condemns all kinds of abuse and sexual exploitation, especially towards its beneficiaries.

Abuse occurs when adults or other children hurt children or young people under the age of 18, either physically or in some other way. Sexual abuse occurs if a child or young person is pressured or forced to take part in any kind of sexual activity, whether or not the child is aware of, or consents to, what is happening. Sexual abuse includes incest, rape and fondling. It may also include non-contact activities such as showing pornography or internet-based activity. Sexual abuse may involve siblings or other family members, or persons outside the family.

1. Abuse and sexual exploitation constitute acts of gross misconduct and are therefore grounds for termination of employment. All relevant legal steps should be taken corresponding to the legal and social conditions of the local situation.
2. Exchange of money, employment, goods, assistance or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited.
3. Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not an excuse.
4. Where a Caritas employee or volunteer develops serious concerns regarding abuse or sexual exploitation she/he must report such concerns to the appropriate body within the Caritas concerned and local legal authorities where appropriate.
5. Caritas employees or volunteers may not engage in any form of harassment, discrimination, physical or verbal abuse, intimidation, favouritism or exploitative sexual relations.
6. Caritas employees and volunteers are expected to behave in accordance with Caritas values.

Signed by...../Date.....

I have carefully read the Caritas Code of Conduct and discussed its contents with my supervisor and/or colleagues in order to understand it clearly. I must comply with the Core Values of Caritas and I am aware that Caritas expects me to uphold at all times the standards of behaviour described in the Code of Conduct above. I also understand that disciplinary measures and legal steps will be taken in case of non-compliance.



2 Sample Reporting Form for Suspicions of Abuse

Part One: About You

Name:

Your role in Caritas:

Details of any other organisation involved:

Your relationship to the child or young persons concerned:

Part Two: About the Child/Young Person(s)

Name(s):

Sex:

Age:

Address:

Who does the child or young person live with?

Part Three: About Your Concern

How did you come to have a concern: was abuse observed or suspected?
.....

Was an allegation made? Did a child disclose abuse?
.....

Date, time and place of any incident(s):
.....

Nature of concern/allegation:
.....

Observations made by you (e.g., child's emotional state, any physical evidence):
.....

Write down exactly what the child said, and what you said:
.....

Any other relevant information? (e.g., disability, language)
.....

Were other children involved or aware?
.....

Have you reported this to parents or caregivers or any other child protection personnel or agencies?
.....

Time and date of reporting:
.....

Person(s) to whom report was made:
.....

Advice given:
.....

Action taken:
.....

Continues ...

CORE STATEMENT

Caritas recognises the personal dignity and rights of children towards whom it has a special responsibility and duty of care and respect. Caritas, and all its staff and volunteers, undertake to create a safe environment for children and young people and to prevent their physical, sexual or emotional abuse.

For the purposes of this policy, Caritas regards children and young people as those who are under the age of 18.

Commitment to Caritas Core Values

Caritas expects all staff and volunteers to be committed to and guided by the following fundamental values and principles of the Caritas Confederation:

Caritas derives its being and inspiration from the witness of Christian Scripture and a living tradition of Catholic social teaching.

Caritas strives to uphold the dignity of the human person at all times.

The vision of Caritas Internationalis is a civilisation of love.
It is a world:

- which reflects the Reign of God, where justice, peace, truth, freedom and solidarity prevail
- in which the dignity of the human person, made in the image of God, is paramount
- in which exclusion, discrimination, violence, intolerance and dehumanising poverty are no more
- where the goods of the earth are shared by all
- where all creation is cherished and held in trust for the common good of future generations
- where all people, especially the poorest, the marginalised and the oppressed, find hope and are empowered to come to the fullness of their humanity as part of a global community.

(Caritas Internationalis Strategic Plan, 1999)

Ends.

PARTNER PROTECTION TRAINING/POLICY DEVELOPMENT WORKSHOP

Handout 5.2.3: Template for Creating a Protection Policy

Purpose

- ◆ What is the purpose of this policy?

Scope

- ◆ To whom does it apply?

Description

- ◆ Why is your organization creating this policy?
- ◆ What are the principles you are basing this policy on?

Protection of Children and Vulnerable Adults

- ◆ What is your definition of protection?
- ◆ What actions are prohibited under this policy, in order to protect children and vulnerable adults? You can include your Code of Conduct from Module 3. Also refer to any applicable local laws.

Responsibility to Report

- ◆ What should be reported, and to whom? What are the principles you want to establish around reporting, such as confidentiality, fairness, speed? You can include your reporting diagram from Module 4.

Procedures (Discussion questions adapted from Keeping Children Safe)

This is the main part of the policy and needs to include and describe:

- ◆ How you will safely recruit staff and volunteers
- ◆ How you will educate or train staff and volunteers on protection issues
- ◆ How you will ensure safe program design
- ◆ How you will communicate so as to protect the dignity of children
- ◆ What the responsibilities of management are to ensure your organization has a child-friendly environment

Consequences

- ◆ What are the consequences of not adhering to the policy? These should relate to any applicable local law.

Related Documents

- ◆ What are other resources that staff and volunteers should be aware of? Reporting forms? Consent forms? Other?

EXERCISE 5.3 – PUTTING IT ALL TOGETHER

Exercise objectives:

- ◆ To consolidate use of the new or upgraded policy.
- ◆ To identify any gaps in the policy.

Time: 60 minutes

Process in brief:

- ◆ Role play of scenarios using new/upgraded policy of the organization
- ◆ Large group discussion of any gaps to be filled

Materials:

- ◆ Flipchart paper and markers
- ◆ Masking tape
- ◆ **Handout 5.3.1: Protection Scenarios**

Process:

- ◆ The facilitator asks the group to choose two or three of the original scenarios, then asks for volunteers to role play, using their new knowledge of the issue and the new/upgraded policy of the organization.
- ◆ Allow 5-7 minutes for each role play. To debrief the role play, ask those who took on roles how it felt? Did they feel clearer about how to respond? Is there anything more they would like to add? The facilitator then asks the rest of the group for feedback, noting any gaps and suggestions to address those gaps.

Necessary materials:

Handout as follows



PARTNER PROTECTION TRAINING/POLICY DEVELOPMENT WORKSHOP

Handout 5.3.1: Protection Scenarios

Role play a scenario based on your new understanding as well as policy and procedures for responding to suspected cases of abuse or exploitation.

Scenario 1: You are visiting a project in the field and you hear that one of the staff is living in a non-marital relationship with a 17-year-old girl. Everyone in the office and the community knows.

Scenario 2: Through a suggestion box, you receive a complaint from a mother that a staff person refused to consider her son for an education project because he is disabled (or comes from an outcast minority group).

Scenario 3: You shared with your supervisor your concerns regarding the behavior of a staff partner towards one boy. After three months, the situation remains the same.

Scenario 4: You see a child get out of a car driven by a colleague. There is no parent or caregiver present and the child is crying.

Scenario 5: You become aware that some activities for children in one of your projects are being implemented in a high-risk area, next to a construction site.

Scenario 6: You hear that a colleague is paying children to work with her.

Scenario 7: You see that colleagues are publishing pictures/sharing information about children on their personal social media accounts.

Scenario 8: In a child-headed household, the oldest child returns home from farming at the end of the day to find his 11-year-old sister in distress, crying in a corner with her clothes torn apart and their neighbor's shoes and hat nearby.

Scenario 9 (vulnerable adults): On a visit to a school where your organization is implementing a vocational program for refugee women, you learn that a male teacher is engaging in sex with a 26-year-old female beneficiary. He says she is doing this voluntarily but she says she only engaged in sexual relations because the teacher promised her a job if she did.

Scenario 10 (vulnerable adults): While conducting home visits you observe that the local partner gives more attention and support to savings and internal lending communities (SILC) groups comprised of one ethnic group than another, even though other ethnic groups are within the partner's catchment area and appear to have similar needs.

Further Training Resources

- ◆ A more extensive training guide from Save the Children on how to create and implement protection policies; some of the CRS training was drawn from here <http://www.keepingchildrensafe.org.uk/resources/child-safeguarding-standards-and-how-implement-them>
- ◆ Further guidance from the Sierra Leone Ministry of Social Welfare, Gender, and Children's Affairs, on how to respond to victims of abuse "*Dealing with Child Abuse: A Handbook for Child Welfare Workers in Sierra Leone*" [http://www.socialserviceworkforce.org/system/files/resource/files/Child Abuse Handbook.pdf](http://www.socialserviceworkforce.org/system/files/resource/files/Child%20Abuse%20Handbook.pdf)
- ◆ Guidance from USAID/OFDA on protection and code of conduct: [https://www.usaid.gov/sites/default/files/documents/1866/OFDA Protection Guidance June 2013.pdf](https://www.usaid.gov/sites/default/files/documents/1866/OFDA_Protection_Guidance_June_2013.pdf)
- ◆ Guidance from the ILO on what constitutes child labor: <http://www.ilo.org/ipec/facts/lang--en/index.htm>. Generally, for CRS we say that child labor is labor that interferes with schooling and/or could cause physical or emotional harm. However, we must also be cognizant of government definitions and abide by them – and these vary significantly, country to country.
- ◆ This requirement is not just from CRS or USAID. Examples of international agreements that mandate compliance on child protection issues by all signatory countries:
 - UN Department of Peacekeeping Operations: http://www.un.org/en/peacekeeping/documents/dpkodfs_child_protection_policy.pdf.
 - The Convention on the Rights of the Child: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>
 - The UN Secretary General Bulletin ST/SGB/2003/13 on "Special measures for protection from sexual exploitation and sexual abuse" (October 2003) (<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N03/550/40/PDF/N0355040.pdf?OpenElement>)

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