

# STAGE 2

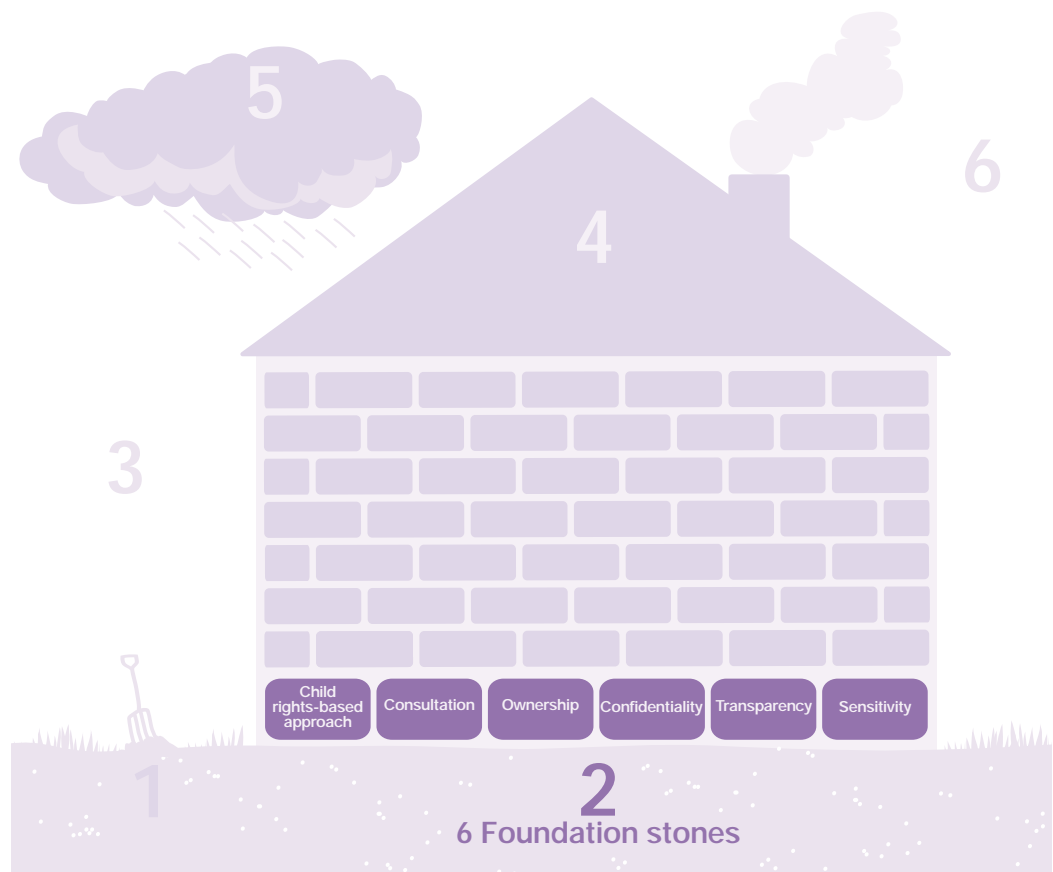
## THE NECESSARY FOUNDATIONS

### Overview

**Stage 2** builds on the introduction of child protection issues outlined in Stage 1. In order to follow this module, users of the toolkit / participants in the training should already understand what child protection is, what a child protection policy is, and the importance of having child protection policies and procedures in place (as covered in Stage 1).

It must be stressed that the success of this - and subsequent - modules depends on participants not only understanding but also being **committed** to the importance of child protection. If in doubt on this issue, before embarking on this module, return to exercises 3, 4 and 5 at the end of Stage 1 that are aimed at developing this level of commitment.

Stage 2 outlines the conditions you need to have in place in your organisation before you can effectively develop child protection policies and procedures. These conditions are described as the 6 Foundation Stones.



# Stage 2 - The necessary foundations

This module is divided into the following 2 sections:

- 1.1) Introduction to the 6 foundation stones
- 2.2) The 6 foundation stones in more detail:
  - Child rights-based approach
  - Consultation
  - Ownership
  - Confidentiality
  - Transparency
  - Sensitivity.

## Objectives

Upon completion of this module you will be able to:

- 1) Understand the importance of the 6 foundation stones / principles (a child rights- based approach, consultation, ownership, confidentiality, transparency and sensitivity) to developing and implementing child protection policies and procedures.
- 2) Use a range of skills and materials to demonstrate the importance of these foundation stones.

## Additional materials

Additional materials are available to support the information provided in the main text as additional handouts:

### APPENDICES

- Participation of children in developing, implementing and maintaining child protection policies and procedures - **Appendix 2**
- Dealing with sensitivities about child abuse - **Appendix 3**
- Selected articles from the UN Convention on the Rights of the Child - **Appendix 23**

### POWERPOINTS

- For facilitators (on CD-Rom) if the toolkit is to be used in a training context.



## 2.1 Introduction to the 6 foundation stones

### Section objectives

Upon completion of this section you will be able to:

- 1) Understand what the 6 foundation stones are and why they are important to developing and implementing child protection policies and procedures.

### WHAT ARE THE 6 FOUNDATION STONES AND WHY ARE THEY SO IMPORTANT TO CHILD PROTECTION?

The wise builder builds his/her house on solid foundations.

Each of the following 6 foundation stones listed in the table below are accompanied by presentations, stories, diagrams, tools and activities which can be adapted and used as part of training sessions to impress on participants in creative ways their importance to child protection.

**FOUNDATION  
STONE  
CHILD RIGHTS-  
BASED APPROACH**

**WHY IS IT SO IMPORTANT TO CHILD PROTECTION?**

Offers a useful framework for planning, decision-making, implementation and monitoring of child protection issues by prioritising the 5 umbrella rights of the CRC. It acts as a simple reminder that child protection is a fundamental right and focuses attention on the essential elements that make child protection implementation successful. A child rights-based approach puts children at the centre of work intended for their benefit and involves them as actors in their own protection and development.

**CONSULTATION**

Without adequate consultation you are at risk of making inappropriate decisions, implementing ineffective and impractical policies and procedures that are not based on the experience of all stakeholders involved. In particular, this is about child protection. Without consulting children themselves, as well as relevant adults in your organisation, you run the risk of producing policies and procedures which children themselves do not understand, cannot access, and which may not necessarily benefit them. Children have much to contribute through a clear understanding of their own situations and ways in which they can be supported to protect themselves.

**OWNERSHIP**

If all stakeholders do not have a sense of ownership of child protection policies and procedures, then they are unlikely to take responsibility for implementing child protection in their work. The more people feel they 'own' ideas, policies and procedures, the more sustainable child protection policies and procedures are likely to be. Without broad ownership across the organisation, child protection becomes too dependent on particular individuals. This runs the risk of child protection being weakened or disappearing when these people leave the organisation.

**CONFIDENTIALITY**

Failing to keep confidentiality may put people at risk of physical harm and false rumours etc. People in the organisation (both adults and children) need to be reassured that any sensitive information in their personnel records / any personal information about them is treated with respect. This means that such information is only accessible to the minimum number of people necessary for the functioning of the organisation and that there is clear guidance on instances when confidentiality should be breached in the best interests of the child / child protection. For example, there may be situations where children ask you not to pass on information but you may have to explain that the only way you can help them is by getting others involved. Difficult decisions may also need to be made in situations where the best interests of one child are at odds with the best interests of many children. For example: A child may want you to wait before passing on information because they want to build up the courage to report the incident to the authorities themselves. However, this may be putting other children at risk; a child may ask you to promise to keep a disclosure of abuse secret but this may be putting them and others at risk. As a general child protection guideline, do not promise silence to children who disclose abuse; you may need to balance keeping personnel records confidential with sharing concerns with other organisations about a particular person they are interested in recruiting, but who you may have dismissed for inappropriate behaviour towards children.

**TRANSPARENCY**

Transparency combats / breaks through cultures of silence, taboo, secrecy and fear in which child abuse thrives. Transparency and the space and opportunity to talk freely create a preventive and protective environment for children. Transparency shows that an organisation has nothing to hide and that it is willing to admit to, and learn from mistakes - all of which is a true sign of a learning and accountable organisation. For an organisation to be accountable, information needs to be properly recorded, signed and dated, clearly marked as either opinion or fact, whether witnessed by anyone else etc. Transparency is about having a clear and standardised process in place to minimise confusion and rumour. Transparency should not be confused with confidentiality: child protection policies and procedures should be transparent, i.e. everyone should know that they exist and should be clear about what they involve and the consequences of breaching them. However, the actual information that passes through the procedures in particular cases (e.g. names and incidences) should be kept confidential, accessible only to those who need to know.

**SENSITIVITY**

"One of the greatest challenges you may face is how to raise the issue of child abuse and its prevention within your organisation without creating suspicion and alarm. There may be some people who feel extremely threatened or uncomfortable by the issue of child abuse itself. Many programmes have had long term participation by people who have developed intimate friendships and bonds. This intimacy is often based on trust and being part of the community. Sometimes these groups find it impossible to contemplate abuse occurring in their programme. There are also privacy concerns that people have about undergoing screening and police checks."<sup>12</sup> Sensitivity in discussions around child protection is essential as participants (adults and children) may have personal experience of abuse which could cause them distress.

12. *Choose with Care - Building Safe Organisations, ECPAT Australia, 2001*

## FACILITATORS' TIPS FOR STAGE 2, SECTION 2.1

Present Section 2.1 in the form of a powerpoint or using other methods (see powerpoint 6 on the CD-Rom).

The following pages can be photocopied as handouts for participants to take away with them:

- Handout of Section 2.1
- Appendix 3

In the context of a training session, the facilitator may introduce this section through a locally relevant popular parable / fable (e.g. 'The Wise Man Built His House Upon the Rocks / The Foolish Man Built His House Upon the Sand') or a story which indicates the danger of failing to properly prepare something important.

## 2.2 The 6 foundation stones in more detail

### Section objectives

Upon completion of this section you will be able to:

- 1) Use a range of skills and materials to demonstrate the importance of the 6 foundation stones.

### FOUNDATION STONE #1 IN MORE DETAIL: A CHILD RIGHTS-BASED APPROACH<sup>13</sup>

#### Aims of this sub-section:

- To define and understand the child rights-based approach.
- To be able to use the 'Table Leg Test' to implement a child rights-based approach to child protection.

#### A CHILD'S RIGHTS-BASED APPROACH

- Offers a useful framework for planning, decision-making, implementation and monitoring of child protection issues by prioritising the 5 umbrella rights of the UN Convention on the Rights of the Child.
- It acts as a simple reminder that child protection is a fundamental right and focuses attention on the essential elements that make child protection implementation successful.
- A child rights-based approach puts children at the centre of work intended for their benefit and involves them as actors in their own protection and development.

#### DEFINITION OF A CHILD RIGHTS-BASED APPROACH (CRBA):

##### A child rights-based approach is an approach which

views each and every child, without discrimination, as an individual human being, deserving of rights and capable of participating in the process of achieving them in a supportive and adequately resourced environment.

Stated in more detail, it is an approach which sees each child as a unique and equally valuable human being, with the right not only to life and survival, but also to development to his/her fullest potential, offering the best understanding of anyone of his/her own situation & with essential experience to offer, who deserves to have his/her best interests met through adequate allocation of resources and implementation of all the rights in the CRC.

The realisation of human rights is especially important for those such as street-involved and other vulnerable children who have often been denied those rights.

A child rights-based approach to programming does not just mean referring to specific articles of the UN Convention on the Rights of the Child (CRC) in isolation of its broader principles. For example, a child rights-based approach to child protection does not just mean referring to CRC Articles 19, 32, 33, 34 etc. The CRC was not intended to be treated as a 'shopping list'.

**A child rights-based approach** is therefore an approach that also takes into consideration, at all times, the **five umbrella rights<sup>14</sup> of the CRC. These umbrella rights underpin all other separate articles in the CRC:**

- Best interests of the child (**Art 3.1**);
- Non-discrimination (**Art 2**);
- Participation (**Art 12**);
- Implementation (including of economic, social and cultural rights to the maximum extent of available resources) (**Art 4**);
- Right to life, survival and development (**Art 6**).

13. This section, including the 'Table Leg Test', is adapted from *An Outside Chance: Street Children and Juvenile Justice - An International Perspective* by Marie Wernham, Consortium for Street Children, May 2004, pp. 19-21.

14. For many years the CRC has been analysed in terms of the 'four principles' (the best interests of the child, non-discrimination, participation and the right to life, survival and development). However, this approach has been criticised for marginalising the importance of Article 4 (on implementation and resources - especially for economic, social and cultural rights) and for terminology that weakens the strength of the four articles in question: the best interests of the child, non-discrimination, participation and the right to life, survival and development are rights rather than mere principles. The term 'rights' carries a greater psychological and legal weight and more accurately represents states' legal obligations regarding implementation whereas 'principles' are subject to being outweighed by other 'principles'. The term 'umbrella rights' was coined by Bruce Abramson to refer to Articles 1, 2(1), 3(1), 4 and 5 of the CRC and has been adapted here to refer to articles of the CRC which reflect a more programmatic as well as legal focus. See Abramson, B., 'Two Stumbling Blocks to CRC Monitoring: the Four "General Principles" and "the Definition of the Child"', September 2003.

Consider the original definition of a child rights-based approach above in the light of these 5 umbrella rights to see how they underpin the whole approach:

A child rights-based approach is an approach which sees each child:

- 1) As a unique and *equally* valuable (non-discrimination - **Art. 2**) human being,
- 2) With the right not only to life and survival, but also to *development* to his/her fullest potential (**Art. 6**),
- 3) Offering the best understanding of anyone of his/her own situation & with essential experience to offer (participation - **Art. 12**),
- 4) Who deserves to have his/her best interests met (**Art. 3**),
- 5) Through adequate allocation of resources and implementation of all the rights in the CRC (**Art. 4**).

## INTRODUCING THE 'TABLE LEG TEST'

A simple way to implement a child rights-based approach in general - as well as specifically in relation to child protection - based on these 5 umbrella rights is to use a practical programming tool called the 'Table Leg Test'.

The 'Table Leg Test' illustrates how the best interests of the child, non-discrimination, participation and implementation (including of economic, social and cultural rights) underpin the ultimate goal of the CRC: the right to life, survival and development. Having child protection policies and procedures in place are essential to ensure that children's rights to life, survival and development are not being violated. For example: projects need fire exits; children need protection from abuse and exploitation; children's development is hampered by (e.g.) peer abuse and bullying which impacts on their ability to concentrate in class etc. The 'Table Leg Test' can act as a simple reminder in the design and implementation of any proposed policies, procedures and programmes.

1) Imagine that your child protection policy & procedures are glasses of water resting on the table.

2) Next ask yourself:

- Is the table stable?
- Will the policy and procedures / glass of water come crashing to the ground (along with children's right to life survival and development / the table top) because one of the table legs is missing?
- Have each of the other umbrella rights been considered in the design and implementation of the policies and procedures?'

If any of these umbrella rights have not been considered, then the table is not stable and your child protection policies and procedures will fall to the ground!

- a) **Best interests:** Are policies and procedures based on the best interests of all children? (Does the policy give clear guidance on how to use the **best interests** principle in making common sense decisions about behaviour guidelines? Do reporting and reaction protocols prioritise the welfare of children? etc.)
- b) **Non-discrimination:** Are policies and procedures reaching / taking into consideration the needs of all children, **without discrimination** against particular groups? (Do the policy and procedures take into account the different risks faced by both boys and girls? By older and younger children? Do you work with particular groups that need special consideration in terms of child protection? (e.g. children with disabilities, ethnic and religious minorities)
- c) **Participation:** Have the **children themselves been involved** (according to their evolving capacities) in planning and implementing child protection policies and procedures? (Did you involve children in the risk assessment of your organisation? Did you consult children in the design of what should be included in the policy? Have the children themselves, as well as the staff, been trained and empowered about how to protect themselves? etc.)
- d) **Resources:** Are there adequate **resources** available? (Have you allocated enough resources (especially human resources) to ensure that the policy and procedures are taken seriously? Have you designated a particular person to take responsibility for coordinating child protection work? What types of written materials, guidelines and manuals do you need? etc.)



See also Appendix 23, p176, highlighting articles from the UN Convention on the Rights of the Child relevant to child protection

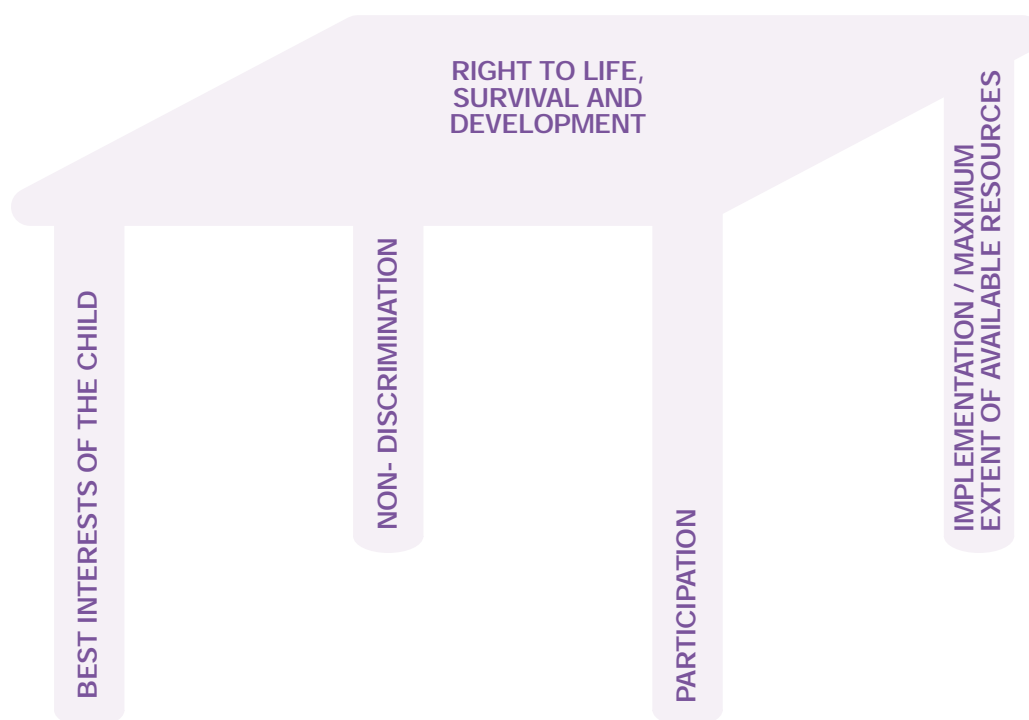
## A CHILD RIGHTS-BASED APPROACH: THE 'TABLE LEG TEST'

Children's **right to life, survival and development** (CRC Art. 6) is dependent on adequate child protection policies and procedures being in place in your organisation.

To what extent do your policies and procedures take into account the other umbrella rights of the CRC?

- The **best interests** of the child as a primary consideration in all actions concerning children (Art. 3.1);
- **Non discrimination** on any grounds (Art.2);
- **Participation** - girls and boys have the right to be involved in decisions affecting them (Art.12);
- **Implementation** to the maximum extent of available resources (Art.4)

IF ANY OF THE LEGS ARE MISSING, THE  
POLICIES AND PROCEDURES ARE NOT STABLE!



1

2

3

4

5

6

**For organisations whose main focus is not children:** even if your organisation's main focus is not children, if any of your direct or indirect beneficiaries are children then you should still have child protection policies and procedures which apply to those areas of work. Within the context and scope of those policies and procedures, the child rights-based approach - and the 'Table Leg Test' - can still be applied.

## FOUNDATION STONE #2 IN MORE DETAIL: CONSULTATION

### Aims of this sub-section:

- To understand the importance of consultation in the process of developing and implementing child protection policies procedures.
- To become familiar with 2 exercises that can be used to demonstrate the importance of consultation in a memorable way.

### CONSULTATION

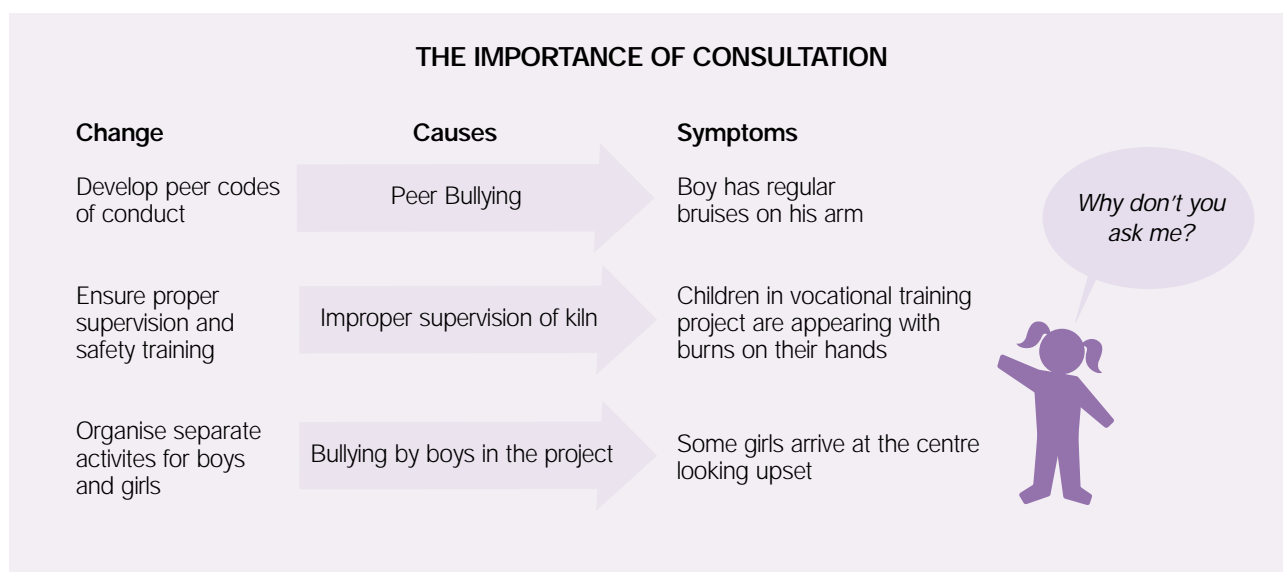
- Without adequate consultation you are at risk of making inappropriate decisions, implementing ineffective and impractical policies and procedures that are not based on the experience of all stakeholders involved.
- In particular, this is about child protection. Without consulting children themselves, as well as relevant adults in your organisation, you run the risk of producing policies and procedures which children themselves do not understand, cannot access, and which may not necessarily benefit them.
- Children have much to contribute through a clear understanding of their own situations and ways in which they can be supported to protect themselves.



See **Appendix 2**

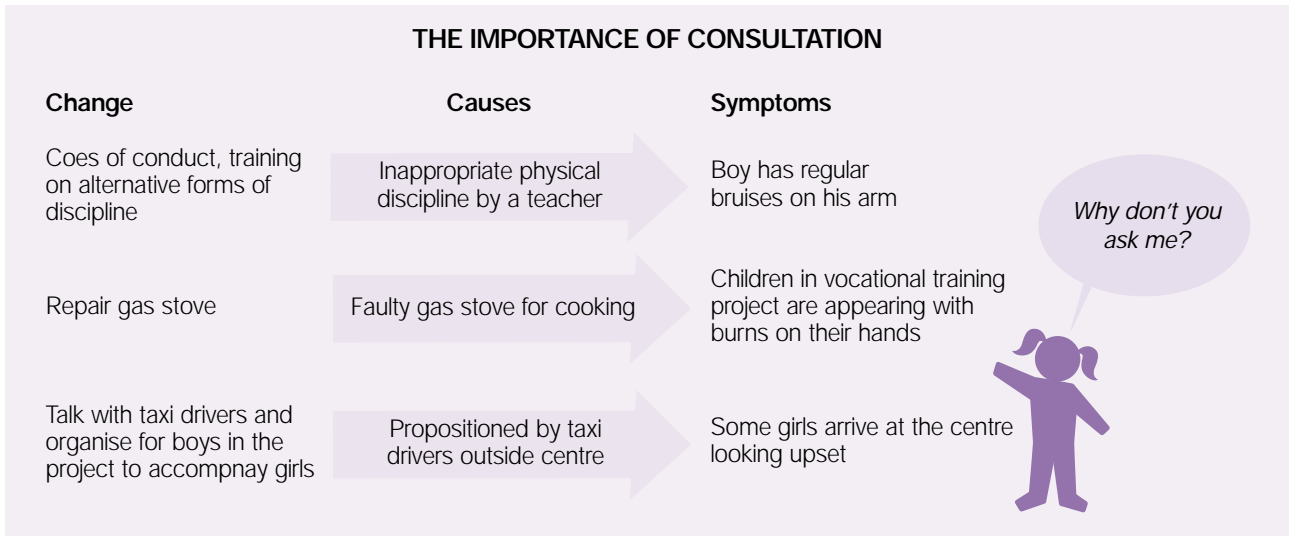
It is easy to make assumptions about situations from our own perspective. For example, look at the following examples of situations that you might identify as part of a child protection risk assessment of your organisation. For each situation that exists, you might assume what the cause of the problem is. This assumption will lead to you deciding on a course of action that needs to be taken to solve the problem / minimise the risk.

- However, what would happen if you asked somebody else for their perspective of the problem (especially the person / child directly involved)?
- Would they come up with the same causes of the problems?
- Compare your initial assessment with another perspective. [This comparison is shown between the following 2 diagrams]





If you ask somebody else for their perspective of the same problem, the causes - and hence the action needed - might look quite different! For example....



- And if you ask yet another person, you might get yet another perspective, and so on.
- There may be multiple causes and actions that need to be addressed.
- It is essential to consult with as many stakeholders as possible in the planning and implementation of your child protection policies and procedures in order to make sure that you have identified and addressed all areas both accurately and comprehensively.

Another story which illustrates very well the importance of consultation is the well-known Indian Buddhist tale about the blind men and the elephant...

### STORY TO EMPHASISE THE IMPORTANCE OF CONSULTATION

#### The Blind Men and the Elephant

Adapted from <http://www.cs.princeton.edu/~rywang/berkeley/258/parable.html>

A group of disciples went to ask for the Buddha's opinion on a matter regarding differences of opinion and conflicting views. The Buddha answered by telling them the story of the blind men and the elephant...

*Once upon a time there was a certain king who had his servant gather together in one place all the men of the town who were born blind in order to show them an elephant.*

*The servant said to the blind men assembled there, 'Here is an elephant,' and to one man he presented the head of the elephant, to another its ears, to another a tusk, to another the trunk, the foot, tail, and tuft of the tail, saying to each one that that was the elephant.*

*When the blind men had felt the elephant, the king went to each of them and said, 'Well, blind man, have you experienced the elephant? Tell me, what sort of thing is an elephant?'*

*The man who was presented with the head answered, 'Sir, an elephant is like a pot.' And the man who had felt the ear replied, 'An elephant is like a soft basket.' The man who had been presented with a tusk said an elephant was a tool used for ploughing. The man who knew only the trunk said it was a snake; others said the body was a barrel; the foot, a pillar; the tail, a pestle, the tuft of the tail, a brush.*

*Then the blind men began to quarrel, shouting, 'Yes it is!' 'No, it is not!' 'An elephant is not that!' 'Yes, it's like that!' and so on, till they came to blows over the matter.*

The moral of this tale is that without cooperation and consultation each person will remain in possession of only part of the information necessary to build up an accurate picture of the whole situation.



See Stakeholder mapping Exercise 8, p67, for ideas on how to ensure effective consultation with stakeholders

## FOUNDATION STONE #3 IN MORE DETAIL: OWNERSHIP

### Aims of this sub-section:

- To understand the importance of ownership in the process of developing and implementing child protection policies and procedures.
- To become familiar with a brief story that can be used to demonstrate the importance of ownership.

### OWNERSHIP

- If all stakeholders do not have a sense of ownership of child protection policies and procedures, then they are unlikely to take responsibility for implementing child protection in their work.
- The more people feel they 'own' ideas, policies and procedures, the more sustainable child protection policies and procedures are likely to be.
- Without broad ownership across the organisation, child protection becomes too dependent on particular individuals. This runs the risk of child protection being weakened or disappearing when these people leave the organisation.

### STORY TO EMPHASISE THE IMPORTANCE OF OWNERSHIP

#### The office plant

There was once a beautiful and lush green plant which flowered once every year. This plant belonged to Mohammed, the Deputy Director of a street children NGO in Ghana. Mohammed liked this plant very much and always remembered to water it, once a week, no matter how busy he was. It had been given to him with much gratitude by one of the boys who had graduated from the organisation's school programme the previous year. To Mohammed it symbolised the triumph of life and hope in spite of great adversity. Mohammed was also a firm believer that to nurture a living thing, no matter how small, is good for the soul.

However, after a few years during which time the plant had remained on his desk, flowering regularly and growing tall, Mohammed decided to leave the organisation in order to move to another city. As a final farewell gesture and, impressing upon his colleagues at the office the symbolic and sentimental value of the plant, he donated the plant to the whole office so that they could share in the pleasure he had taken in watching it grow and flower.

Mohammed came back to visit the NGO 6 months later and was horrified to see that his beautiful plant, the symbol of hope and of the organisation's success, had withered and died. Nobody 'owned' that plant after he had left. His many colleagues always assumed that somebody else had been watering it until it was too late. Mohammed learned a very important lesson about the importance of ownership from this sad experience: 'everyone's' responsibility is actually 'nobody's' responsibility.

## FOUNDATION STONE #4 IN MORE DETAIL: CONFIDENTIALITY

### Aims of this sub-section:

- To understand the importance of confidentiality in the process of developing and implementing child protection policies and procedures.
- To become familiar with an activity that can be used to demonstrate the importance of confidentiality.

### CONFIDENTIALITY

- Failing to keep confidentiality may put people at risk of physical harm and false rumours etc.
- People in the organisation (both adults and children) need to be reassured that any sensitive information in their personnel records / any personal information about them is treated with respect.
- This means that such information is only accessible to the minimum number of people necessary for the functioning of the organisation and that there is clear guidance on instances when confidentiality should be breached in the best interests of the child / child protection. For example, there may be situations where children ask you not to pass on information but you may have to explain that the only way you can help them is by getting others involved.
- Difficult decisions may also need to be made in situations where the best interests of one child are at odds with the best interests of many children. For example:
  - A child may want you to wait before passing on information because they want to build up the courage to report the incident to the authorities themselves. However, this may be putting other children at risk;

- A child may ask you to promise to keep a disclosure of abuse secret but this may be putting them and others at risk. As a general child protection guideline, do not promise silence to children who disclose abuse.
- You may need to balance keeping personnel records confidential with sharing concerns with other organisations about a particular person they are interested in recruiting, but who you may have dismissed for inappropriate behaviour with children.



Exercise 6, p51 - 'Confidentiality' demonstrates the importance of confidentiality in relation to personal information.

## FOUNDATION STONE #5 IN MORE DETAIL: TRANSPARENCY

### Aims of this sub-section:

- To understand the importance of transparency in the process of developing and implementing child protection policies and procedures.
- To become familiar with 2 exercises that can be used to demonstrate the importance of transparency.

### TRANSPARENCY

- Transparency combats / breaks through cultures of silence, taboo, secrecy and fear in which child abuse thrives.
- Transparency and the space and opportunity to talk freely create a preventive and protective environment for children.
- Transparency shows that an organisation has nothing to hide and that it is willing to admit to, and learn from mistakes - all of which is a true sign of a learning and accountable organisation. For an organisation to be accountable, information needs to be properly recorded, signed and dated, clearly marked as either opinion or fact, whether witnessed by anyone else etc.
- Transparency is about having a clear and standardised process in place to minimise confusion and rumour.
- Transparency should not be confused with confidentiality: child protection policies and procedures should be transparent, i.e. everyone should know that they exist and should be clear about what they involve and the consequences of breaching them. However, the actual information that passes through the procedures in particular cases (e.g. names and incidences) should be kept confidential, accessible only to those who need to know.



Exercise 7, p51 - 'Chinese Whispers' demonstrates the importance of transparency in relation to developing policies and procedures and keeping written records to ensure accuracy in reporting and reaction processes.

## FOUNDATION STONE #6 IN MORE DETAIL: SENSITIVITY

### Aims of this sub-section:

- To understand the importance of sensitivity in the process of developing and implementing child protection policies and procedures.
- To become familiar with a story that can be used to demonstrate the importance of sensitivity.

### SENSITIVITY

- One of the greatest challenges you may face is how to raise the issue of child abuse and its prevention within your organisation without creating suspicion and alarm.
- There may be some people who feel extremely threatened or uncomfortable by the issue of child abuse itself.
- Many programmes have had long term participation by people who have developed intimate friendships and bonds. This intimacy is often based on trust and being part of the community. Sometimes these groups find it impossible to contemplate abuse occurring in their programme.
- There are also privacy concerns that people have about undergoing screening and police checks.<sup>15</sup>
- Sensitivity in discussions around child protection is essential as participants (adults and children) may have personal experience of abuse which could cause them distress.

15. ECPAT Choose with Care - A Handbook to Build Safer Organisations for Children, 2001, McMenamin B, Fitzgerald P.

## STORY TO EMPHASISE THE IMPORTANCE OF SENSITIVITY

### The Tale of Rosa

Rosa had worked for 17 years as a social worker for a programme for child labourers in Lima, Peru. The project provided non-formal education and other services for the children in its care. Rosa enjoyed her work very much and was much liked by her colleagues: she had a reputation as a kind, gentle and quiet woman who was particularly good at getting children to open up to her and to trust her. It therefore came as a very great shock to everyone in the organisation when she suddenly left the organisation without any notice whatsoever and without saying goodbye to any of her colleagues whom she had worked alongside for so many years.

It eventually came out that the reason she had left so suddenly was that she had been asked by the Director to attend a workshop on child protection as the organisation was keen to develop and implement policies. She was interested in the workshop and very enthusiastic about the new work on child protection. However, the workshop was facilitated very insensitively by someone with little experience in the matter. The participants were asked very bluntly to perform in role plays to demonstrate children reporting incidents of child abuse. The facilitator was so keen to make sure that everyone was participating in the activity that he refused to let anybody sit out of the activity. Rosa was bullied into doing something about which she felt very uncomfortable as - unknown to the facilitator and other participants - the activity brought up some very painful memories of sexual abuse which she had experienced as a child. The role play resulted in her rushing out of the room in floods of tears and feeling so embarrassed that everyone would guess her secret that she felt she could no longer work for the organisation.



See **Appendix 3** on Dealing with sensitivities about child abuse for more details.



## Stage 2 - Key Learning Review

You should now be familiar with the following topics:

- 1) The 6 foundation stones / principles (a child rights-based approach, consultation, ownership, confidentiality, transparency and sensitivity) and why these principles are important for developing and implementing child protection policies and procedures.
- 2) Methods and materials to enable you to demonstrate the importance of the 6 foundation stones.

## PRACTICAL EXERCISES: STAGE 2, SECTION 2.2

### Exercise 6: Confidentiality

<b>Aim</b>	To demonstrate the importance of maintaining confidentiality in relation to personal information
<b>Duration</b>	3 minutes
<b>Task</b>	Participants will be asked to shut their eyes and to think of a secret that they know. [You do not have to tell anyone this secret.] Participants will be asked how they would feel if someone found out this secret and told everyone in the office

### Exercise 7: 'Chinese whispers'

<b>Aim</b>	To demonstrate the importance of transparency in relation to developing policies and procedures and keeping written records to ensure accuracy in reporting and reaction processes
<b>Duration</b>	5-10 minutes
<b>Task</b>	Participants sit or stand in a line. One participant whispers one sentence (related to child protection - preferably specifically related to transparency) to the person at one end of the line. [The facilitator must make a note of exactly what s/he said for later comparison]. That person then whispers exactly what they heard to the person next to them and so on until the sentence reaches the end of the line where the last person must speak aloud what s/he heard. The main rule must be strictly enforced: that each person is only allowed to say the sentence once. You are not allowed to ask someone to repeat it. It is highly likely that the sentence will become distorted by the time it reaches the other end of the line. The learning from this activity is that without transparent child protection policies and procedures, facts become distorted and people become confused and insecure, wanting to have more information available.

## FACILITATORS' TIPS FOR STAGE 2, SECTION 2.2

Present Section 2.2, in the form of a powerpoint or using other methods (see powerpoint 7 on the CD-Rom). Introduce Exercises 6 and 7 as part of the presentation.

The following pages can be photocopied as handouts for participants to take away with them:

- Handout of Section 2.2
  - The presentation on Foundation stone #2, (Consultation) is available in powerpoint 7 (CD-Rom) whereby each element of the diagram is revealed in order, leaving the 'Why don't you ask me?' punchline until last. Using the presentation in this way is effective as it reveals the contrast between making assumptions and finding out the facts from the person concerned through proper consultation.
  - An alternative way to present Foundation stone #2 (Consultation) is to get participants to do the consultation presentation themselves as an exercise in groups. Ask each group to draw a picture of a child (preferably one they know personally) and identify up to 3 symptoms of why that child may be in need of protection and the corresponding causes and actions that need taking. Ask participants to reflect on the following: if they had asked the actual child in question for their opinion, would their initial assumptions be different in any way?
  - In the context of a training session, the story about the blind men and the elephant could be adapted to demonstrate the point of the story more visually (i.e. by blindfolding some participants and asking them to 'identify' an object of which they can only feel one part).

### Facilitators' Tips For Exercise 6

Try to elicit adjectives about how the participants might feel if someone shared their secret around the organisation (e.g. angry, embarrassed, betrayed etc.).

- Use this exercise to impress on participants the importance of maintaining strict confidentiality regarding staff records and personal information and that there must be very clear and strict guidelines to regulate the very rare occasions when it might be necessary to break confidentiality in order to ensure the best interests of the child in matters of child protection.

### Facilitators' Tips For Exercise 7

- Possible sentences to use for this activity might include:
  - 'I heard that the social worker took Alexei to hospital on her own and was gone for three hours without telling anyone'
  - 'Jorge complained about the overseas visitor taking photos without his permission but nobody has told him what's happening'
  - 'The Director asked the staff for their opinion about the policy but they were too scared to say what they really thought'
  - 'I heard that they're appointing the boss's brother to be child protection officer, but it hasn't been advertised'
- During feedback after this game, highlight the importance of keeping written records to ensure accuracy in reporting and reaction processes. Remind participants of the difference between transparency and confidentiality: policies and procedures should be transparent, but the information that passes through the procedures should remain confidential.