

Training Manual

Module 3 **Theory**

Adopting and Implementing a Code of Conduct



Module 3: Adopting and Implementing a Code of Conduct

Learning Objectives:

- To acquire an understanding of the background and history of a Child Protection Code of Conduct
- To strengthen the understanding of what codes participants must adhere to
- To explore participants' assumptions and perspectives on the definitions of violations listed in a Child Protection Code of Conduct
- To develop a Child Protection Code of Conduct for each CPC
- To effectively manage violations of a Code of Conduct
- To explore and put into practice ways to keep the Code of Conduct alive

Expected Results:

By the end of the module, participants will:

- Be able to explain the need for a Child Protection Code of Conduct
- Understand what codes they must adhere to
- Have created and signed a Code of Conduct
- Have created an allegation management system that can respond to violations of a Code of Conduct
- Know what to do if they suspect a violation of the Code of Conduct
- Develop a plan to collaborate with others and create child protection networks to keep the code of conduct alive

Overview of Training Module 3 (Theory)

Training is divided into sessions with a corresponding timeframe per session. It is highly recommended that the training to CPCs be done over several days as experience has shown that for participants to absorb the information tightly packed training sessions are ineffective. For **Module 3: Adopting and Implementing a Code of Conduct**, it is recommended that Sessions 1 through 4 be combined for one day and Sessions 5 through 8 be combined for a second day of training. Alternatively, session 4 and/or 6 can also be stand alone training sessions whereby training is conducted for several hours over three or four days.

Session	# of Steps	Methodology	Timeframe
Session 1: Welcome and Introductions	1- Introductions, objectives, expectations		30 minutes
Session 2: Exploring What a Code of Conduct Is	1-Brainstorming the terminology 2- Why do we need a CP code of conduct?	Group Discussion & Activity Sheet 1 Group Discussion & Activity Sheet 2	1 hour and 15 minutes
Session 3: Historical Background of Adopting CP Codes of Conduct	1- Background	Group Discussion	15 minutes
Session 4: A Framework for Adopting and Implementing a Code of Conduct	1- Setting the groundwork 2- Laying the foundation 3- Developing the code of conduct and procedures 4- Implementing the code of conduct 5- Obstacles and challenges 6- Monitoring and evaluating	Group Discussion & Illustrations Group Discussion & Activity Sheets 3,4,5,6,7,8 Group Discussion Activity Sheet 9 Group Discussion & Activity Sheet 10 Group Discussion	4 hours
Session 5: Key Terms within a Code of Conduct	1- A continuum exercise 2- Review of key terms	Activity Sheet 11 Group Discussion & Activity Sheet 12, 13	1 hour
Session 6: Allegation Management	1- Brainstorming the importance of an allegation management system 2- Overview of the process 3- Developing a point person system 4- What constitutes a complaint 5- Ensuring protection of complainants and person accused 6- Handling an investigation	Group Discussion Group Discussion Group Discussion Activity Sheet 14 Group Discussion Group Discussion & Activity Sheet 15	3 hours
Session 7: Keeping the Code Alive	1- Steps to take to ensure the code of conduct remains an integral part of your organization (CPC)	Group Work	30 minutes
Session 8: Evaluation and Closing	1- Evaluation/Post-Module Exam		30 minutes

THEORETICAL MODULE

Facilitator Steps:

Session 1 Welcome and Introductions

Time: 30 minutes

Session 2

Exploring What a Code of Conduct Is

Time: 1 hour and 15 minutes

→Step 1: Brainstorming the Terminology (Group Discussion and Group Activity)

Time: 45 minutes

Begin this session by asking participants to explore what they understand a Code of Conduct to be. On three separate flip charts posted in the room, write the following questions on each of the flip chart papers:

1. What is a Child Protection Code of Conduct?
2. Who is the Child Protection Code of Conduct for?
3. What information do you think is contained in the Code of Conduct?

Note: Where participants are illiterate, an oral discussion can be done on the above questions.

Following the brainstorming session with participants, discuss the following key points in the facilitator Notes to define what a Code of Conduct is.

Facilitator Notes

A Child Protection Code of Conduct is a statement of intent that demonstrates a commitment to safeguard children from harm and makes clear to all what is required in relation to the protection of children. It helps to create a safe and positive environment for children and to show that the organization (Child Protection Committee, CPC) is taking duty and responsibility of care seriously.

A child protection policy (used more broadly to encompass an organization's (CPC) entire way of work) provides a framework of principles, standards, and guidelines on which to base individual and organizational (CPC) practice in relation to areas such as:

- Creating a child-safe and child-friendly organization (CPC) in relation to environmental safety as well as protection against physical, psychological and sexual abuse.
- Prevention of abuse
- Personnel/volunteer recruitment and training
- Management systems
- Guidelines for appropriate and inappropriate behavior/attitudes
- Guidelines for communications regarding children
- Recognizing, reporting and reacting to allegations of abuse
- Ramifications of misconduct for those failing to follow the Code of Conduct

A Code of Conduct is not necessarily solely directed towards sexual abuse, but rather encompasses all aspects of child protection including, but not limited to: disciplinary measures, physical harm, working with information about children, proper recruitment and management procedures, and ramifications of misconduct.

It is important to make clear to participants what a Code of Conduct is NOT:

Child Protection is a term used by many organizations and structures for work and programs that are undertaken in the community for safeguarding children. This may lead to confusion when discussing the child protection responsibilities and issues involved in managing an organization (CPC).

Although many organizations will work towards making communities safer for children in their programming, for example working on issues of domestic violence, abuse by police, commercial sexual exploitation, etc., the scope of a child protection code of conduct is concerned **ONLY** with child protection *within* organizations (CPC)- i.e. recruitment/volunteerism, management, behavior of staff/volunteers and children, physical environment of facilities, etc. Therefore a child protection code of conduct focuses on the individuals serving as volunteers or employees and their commitment towards the protection of children to ensure that the manner in which they work respects and upholds children's rights in the utmost possible way.

By implementing and signing a code of conduct does not therefore require organizations (CPCs) to respond to individual cases of child abuse, exploitation and/or neglect unless this is the mandate of the organization (CPC). It does, however, require organizations (CPCs) to address such abuses if they occur within the organization (CPC) by volunteers/staff to a child and/or other volunteer/staff.



To illustrate this point further, have participants engage in **Activity Sheet One** to explore how responding to child protection abuses relate to the code of conduct. This activity will help participants differentiate between child protection abuses within the larger community and child protection abuses within the organization (CPC).

To see examples of various Codes of Conduct refer to Fact Sheet 1 following the activity sheets in this training module.

→Step 2: Why do we need a Child Protection Code of Conduct? (Individual Work and Group Discussion)

Time: 30 minutes



See **Activity Sheet Two**. This activity will engage participants in an exercise to explore their understanding of a Code of Conduct and to assess the level of commitment participants have in ensuring a Code of Conduct exists and is followed.

Facilitator Notes:

Any organization (CPC) should have a child protection code of conduct if its direct or indirect beneficiaries include individuals under the age of 18 years.

- Organizations (CPC) working with children have a moral and legal responsibility to protect children within their care.
- Organizations (CPC) working with vulnerable children have been, are and will continue to be vulnerable to harboring abuse until the issues are brought into the open.
- Child protection codes of conduct help to create 'child-safe' organizations (CPC):
 - o That have a culture aware of protection risks and dangers
 - o That do everything possible to prevent intentional and unintentional harm coming to children
 - o Where children feel safe
 - o Where children can speak out
 - o Where children are listened to
 - o Where children and staff are respected and empowered

- A strong code of conduct will guide you in dealing with difficult situations. When there is a crisis it may be harder to think clearly. If you have a reliable policy you can react in an informed way and avoid accusations of a biased response in any participant's favor or disadvantage
- Organizations (CPC) without child protection policies, guidelines and systems are more vulnerable to false or malicious accusations of abuse.
- Without proper codes of conduct, guidelines and procedures in place, allegations of abuse, whether founded or unfounded, can destroy an organization (CPC)'s work

Session 3

Historical Background of Adopting Child Protection Codes of Conduct

Time: 15 minutes

→Step 1: Background (Group Discussion)

Time: 15 minutes

To illustrate the need and development of adopting and implementing Codes of Conduct, discuss with participants the background of how and why child protection codes of conduct have become an essential part of any organization (CPC) working with children.

Facilitator Notes:

Briefly discuss with participants the root of why there is a need to create codes of conducts within organizations that work with children. Explain that in the early 1990's a scandal broke out in West Africa that discovered that within UN agencies staff were exchanging food to beneficiaries in exchange for sex. Although the story broke out among UN agencies, it was also noted to be taking place among several other NGOs and organizations that were providing support and assistance to various beneficiaries. This misuse of power caused an uproar and severely damaged the work that many NGOs, UN agencies and others were doing. This discover led to an internal reflection for many NGOs and UN agencies to re-look at their practices, their management systems, their standards as well as how they hire personnel. It called for agencies to ensure that their employees were protecting those that they were asked to serve and not violating their rights or causing more harm to their beneficiaries.

Many organizations have now begun creating policies and codes of conduct that require employees to sign and commit to appropriate behavior when working with individuals that benefit from their services and support. These policies include new procedures in how to hire personnel, including getting background checks prior to hire. Procedures also include methods for responding to abuse and violation of codes of conduct by personnel.

Many donor agencies, including the US State Department, now require that any NGO or agency they provide funding to must ensure that as an organization they have a policy and/or a code of conduct. For those working with children, a child protection policy and/or code of conduct is required by an agency and its affiliate partners.

Many agencies have now created codes of conduct and various child protection policies; however, just creating a policy and code of conduct does not guarantee violations and abuse will not happen. Keeping these policies alive require full commitment by everyone involved, and this includes the community and children they work alongside with. Training on child protection and a code of conduct is essential for raising awareness, as are ways to distribute information and to find outlets to regularly discuss issues concerning child protection.

Session 4

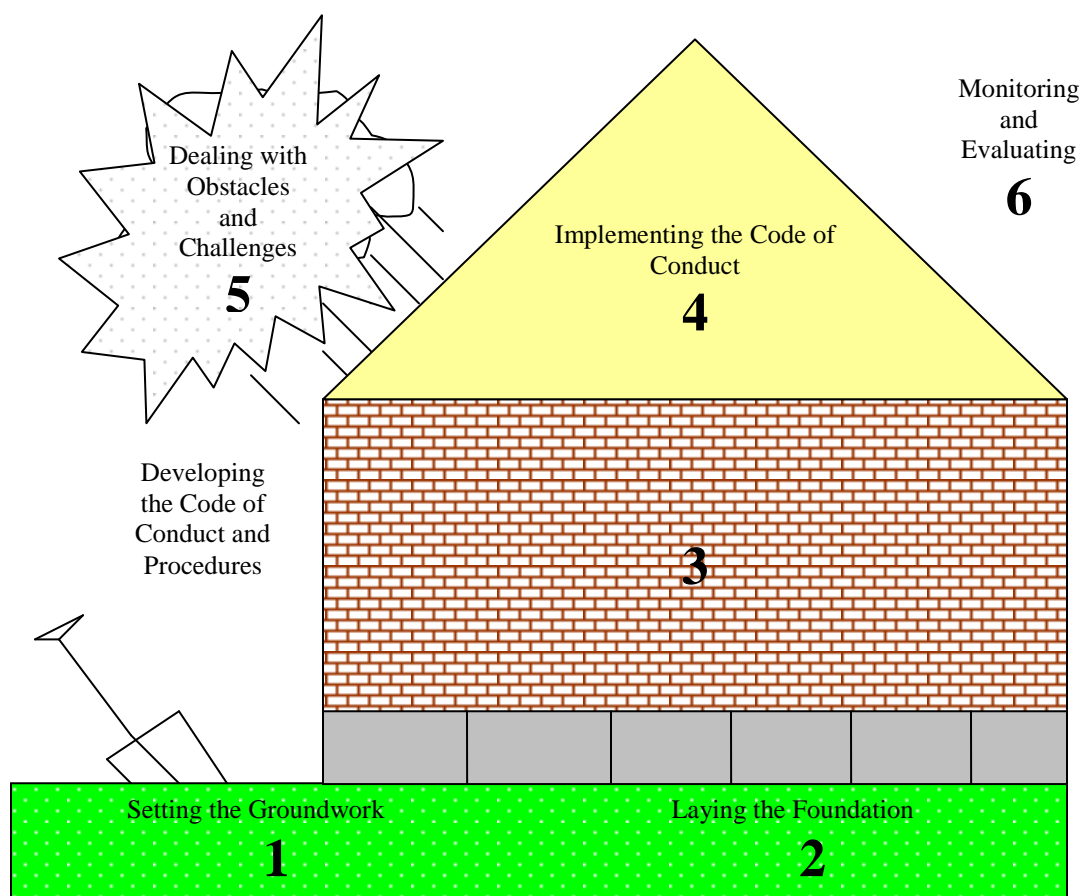
A Framework for Adopting and Implementing a Code of Conduct

Time: 4 hours

→Step 1: Setting the Groundwork (Group Discussion and Illustration)

Time: 30 minutes

Explain to participants that to understand the importance of having a code of conduct that you will illustrate it by using the diagram below. The diagram is divided up into six sections. In session 4, each section will be explored.



Facilitator Notes:

Explain to participants briefly that creating a framework for adopting and implementing a code of conduct is similar to the work that needs to go into building a house or a building. Basic groundwork needs to be done to level out the ground (1), blocks that act as the foundation for the house are put into place (2), bricks are stacked together that make up the frame (3), a roof is added to serve as a protector (4), extra layers of security are added for possible risks and/or obstacles (5), and a constant evaluation and monitoring of the project is needed to ensure success (6). Refer to each of these stages and explain its similarities in creating the framework for a code of conduct. Explain to participants that in the previous two sessions you explored the concepts of protection, a code of conduct and its historical background. Each of these steps represents the

first part of the framework that sets the groundwork for adopting and implementing a code of conduct. The following steps will explore the 5 additional sections.

→Step 2: Laying the Foundation (Group Discussion, Stories, and Activities)

Time: 1 ½ hours

Begin this session by explaining to participants that in order to develop a code of conduct conditions need to be in place in the organization (CPC) before you can effectively develop codes, policies, and procedures. These conditions are described as six foundation stones. List the foundation stones to participants:

1. A protection-based approach¹
2. Communication and coordination
3. Ownership
4. Confidentiality
5. Transparency
6. Sensitivity

Facilitator Notes:

As you describe each of the six foundation stones, use the following notes to either engage participants in a general discussion or use the Activity Sheets to brainstorm further the meaning and significance to each stone.

1. A protection-based approach

This approach offers a useful framework for planning, decision-making, implementation and monitoring of child protection issues by prioritizing the four key components within the definition of child protection. (Refer to Training Module 1).

- Reducing Risks
- Upholding Rights
- Restoring Hope/Dignity
- Creating an Enabling Environment

Specifically capturing on the need to uphold children's rights acts as a reminder that child protection is a fundamental right and focuses attention on the essential elements that make child protection implementation successful. These elements include: The Best Interest of the Child, Participation, Survival and Development, Non-Discrimination. A protection-based approach puts children at the centre of work intended for their benefit and involves them as actors in their own protection and development.



See **Activity Sheet Three** for an additional exercise to explore this foundation stone with participants.

2. Communication and Coordination

Without adequate communication and coordination you are at risk of making inappropriate decisions, implementing ineffective and impractical codes of conduct and procedures that are not

¹ Some may prefer to use a Rights-Based Approach rather than a protection-based approach. The protection module encompasses rights and is therefore a much more comprehensive approach to programming, although many agencies are more familiar with a rights-based approach.

based on the experience of all stakeholders involved. Without consulting with children, as well as relevant adults within the organization (CPC), you run the risk of creating codes of conduct and procedures which children themselves do not understand, cannot access, and which may not necessarily benefit them.

It is easy to make assumptions from each of our own perspectives about causes of child protection abuses, but without proper communication and coordination each of our assumptions could result in very different methods and responses to the issue. What would happen if you asked someone else their perspective? What would happen if you asked the child directly? Would they come up with the same causes of the problem and also the same response? Ask participants to explore the following chart to illustrate the point:

Cause	Symptom	Change (Based on one person's perspective)
Peer Bullying	Boy has regular bruises on arm	Develop codes of conduct
Improper supervision of stove	Children in vocational training project have burns on hands	Ensure proper supervision and safety training
Boys bullying girls at school	Some girls arrive at the centre upset	Separate boys and girls during project

Now, if you were to ask a separate group of people or different individuals they may come up with different causes and different solutions. See chart below:

Cause	Symptom	Change (Based on one person's perspective)
Inappropriate physical discipline by teacher	Boy has regular bruises on arm	Develop codes of conduct, training on alternative forms of discipline
Faulty stove for cooking	Children in vocational training project have burns on hands	Repair stove
Propositioned by boda boda drivers outside centre	Some girls arrive at the centre upset	Talk with boda boda drivers and organize for boys in project to accompany girls

It is important to remember that there could 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 child protection codes of conduct in order to make sure that you have identified and addressed all areas accurately and comprehensively.



See **Activity Sheet Four** for reading the participants a story that illustrates the importance of communication and coordination.

3. Ownership

If all those involved in developing, implementing and benefiting from a code of conduct do not have a sense of ownership of the code of conduct and procedures then they are unlikely to take responsibility for implementing child protection in their work. The more people feel they own ideas, codes, and procedures, the more sustainable child protection codes of conduct and procedures are likely to be. Without broad ownership across the organization (CPC), child protection becomes too dependent on particular individuals for solving and responding to issues. This runs the risk of child protection being weakened or disappearing when those individuals leave the organization (CPC).



See **Activity Sheet Five** for reading the participants a story that illustrates the importance of ownership.

4. Confidentiality

Failing to keep confidentiality may put people at risk of physical harm and false rumors. People in the organization (CPC) need to be reassured that any sensitive information in their personnel records and any personal information about them are treated with respect. This means that such information is only accessible to the minimum number of people necessary for the functioning of the organization (CPC) 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. Another example might be a child asking 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. (*Module 4: Confidentiality thoroughly covers this topic, just brief this discussion here*)



See **Activity Sheet Six** for a short reflection on personal experiences with confidentiality.

5. Transparency

Transparency breaks through cultures of silence, taboo, secrecy, and fear. Transparency and the space and opportunity to talk freely create a preventative and protective environment for children. Transparency shows that an organization (CPC) has nothing to hide and that it is willing to admit to, and learn from mistakes. For an organization (CPC) to be accountable, information needs to be properly recorded, signed and dated, clearly marked as either opinion or fact, whether witnessed by someone else, etc. Transparency is about having a clear and standardized process in place to minimize confusion and rumor. Transparency should not be confused with confidentiality. Child Protection Codes of Conduct should be transparent; in other words everyone knows they exist and it should be clear about what they involve and the consequences for breaching them. However, the actual information that passes through the procedures in particular cases (names, incidences) should be kept confidential, accessible only to those who *need to know*.



See **Activity Sheet Seven** for a quick activity to illustrate the how problems can arise when systems are not transparent.

6. Sensitivity

One of the greatest challenges you may face is raising the issue of child abuse, exploitation, and/or neglect. There may be some people who feel extremely threatened or uncomfortable by the issue of child abuse itself. In addition, strong and close friendships may have formed within the organization (CPC) that could also make it extremely uncomfortable and/or difficult to bring up issues of abuse where one or more of these parties may be involved. A feeling of trust can develop making it very difficult to report on a friend and/or others in the organization (CPC) where a true sense of community has formed. There are also privacy concerns that people have about undergoing screening and/or police checks...something an organization (CPC) may require as new staff and volunteers join the organization (CPC) to verify their background history. In addition, extreme sensitivity must be held when discussing various types of abuse as some members within the organization (CPC) themselves may have personal experiences that could cause them further distress.



See **Activity Sheet Eight** for reading participants a short case study that discusses the importance of sensitivity.

→ **Step 3: Developing the Code of Conduct and Procedures (Group Discussion)**

Time: 1 hour

(For the sake of this training, four key points will be highlighted in developing the code of conduct for organizations (CPC). Where the capacity is there, additional steps should be taken that incorporate a child protection policy that would cover more areas including: management, hiring, training, and so forth, however due to the limitation of many CPCs, only the development of a Code of Conduct will be discussed at this point.)

To illustrate point 3 in the “house” model, briefly explain to participants the following four points that should be included in the development of a child protection code of conduct.

- Behavior Protocols (Dos and Don'ts)
- Communication Guidelines
- Reporting and Reaction Protocols
- Ramifications of Misconduct

As you discuss the points, ask participants if they can give an explanation as to *What* and *Why* each of these points is considered part of the development of a Code of Conduct.

Facilitator Notes:

Behavior Protocols (Dos and Don'ts):

What: Written guidelines for all members/volunteers/staff detailing appropriate and inappropriate behavior with children.

Why: To clarify what constitutes appropriate and inappropriate behavior towards children and to ensure that all personnel understand and abide by behaviors which create a child safe environment that respects children's rights, physical and mental integrity/space and privacy. Behavior guidelines also allow children to know what behavior to expect from personnel and from each other. In addition, guidelines avoid potential misunderstandings which may lead to false allegations of child abuse.

Communication Guidelines:

What: There should be a set of guidelines to control confidential information regarding children and to prevent the presentation of degrading images of children.

Why: To clarify what constitutes appropriate and inappropriate use of written, visual, and verbal information relating to children and to ensure that all personnel understand the importance of protecting and respecting children's dignity and privacy and which safeguards them from being identified by those who may wish to harm them.

Communication guidelines also allow children to know what rights they have regarding the use of information that relates to them, to introduce them to the concept of informed consent regarding such information and when to speak out if they feel uncomfortable.

Reporting and Reaction Protocols:

What: There should be a process for reporting and reacting to witnessed, suspected or alleged child abuse and/or violation of the child protection code of conduct.

Why: In the case of an incident, immediate and appropriate action is taken in the best interest of the child to treat the child with dignity and protect the child from harm. In addition, to ensure that all personnel and children are clear about they should do to report and react to an incident. There should be a standard, transparent procedure that ensures that staff do not panic and act inappropriately, that they feel and are supported by staff and that they are aware of confidentiality guidelines.

Ramifications of Misconduct:

What: There are steps taken as a result of any investigation of an allegation of a violation of the code of conduct.

Why: To signal that the organization (CPC) takes child protection seriously. To deter personnel from violating the child protection code of conduct and to ensure that those who do violate the code of conduct are held accountable for their actions.

→Step 4: Implementing the Code of Conduct (Group Activity)

Time: 30 minutes



See Activity Sheet Nine

Facilitator Notes:

Participants should return from the above activity with a list of action points that need to be taken by various stakeholders in order to implement a Code of Conduct and its procedures. The following key points should be stressed as action points to be taken if participants do not highlight these in their discussion.

➤ **Signing the Code of Conduct**

After a Code of Conduct has been developed it is essential that all members actually sign a code of conduct committing themselves to the list of Dos and Don'ts.

➤ **Training/Orientation**

Part of what this training is already doing is introducing participants to a child protection code of conduct, however, as new members join and/or time passes training and refresher training on the code of conduct should be given to members to ensure information is kept up-to-date and commitment by members continues to be honored.

➤ **Management of procedures (reporting, allegation management, information management)**

This will be discussed in Session 6, however, participants should mention that one aspect of implementation is ensuring that a proper system is in place that will address violations of a code of conduct and/or procedures for handling reports of violations are standardized. This includes how information is handled, who reports are given to, how outcomes are determined, etc.

➤ **Displaying information**

A code of conduct should not be seen only as something one signs at the beginning of membership. To be effective information about a code of conduct should be accessible to not only members but also community members and children. Creating posters, awareness messages and other communication techniques will help highlight the commitment members have made.

Child-friendly information should also be given to children to ensure children are aware of their rights as well as what a member should and should not do when they interact with children.

Additional information to display should include any emergency numbers or hotlines to call if someone suspects an abuse. (Again, stress this is not any abuse...this refers to any abuse by a member (CPC) to a child/community member OR another member (CPC).) And, information on the guidelines on reporting an abuse should be included in this; (i.e. who to report to, what are the proper channels, etc).

➤ Developing an Organizational (CPC) action plan

A key aspect of implementing a code of conduct is the development of an action plan that clearly lays out how the code of conduct is monitored and is effectively being implemented. Steps to include in an action plan are:

- List the different actions to be taken
- Suggest who should take responsibility for these actions
- List who else should be involved in the process
- Assign a date/deadline by which the action must be completed
- Note any materials, methodology needed in order to implement each action

→Step 5: Dealing with Obstacles and Challenges (Group Discussion and Group Activity)

Time: 45 minutes

Explain to participants that when putting in place a child protection code of conduct and related policies and procedures can often cause challenges during its implementation. Some of these challenges and/or obstacles include:

- Fear
- Denial
- Lack of resources
- Complacency
- Cultural Barriers
- Corruption
- Hierarchy within Organization (CPC)
- Limited participation (one individual rather than all members)



In a brief discussion ask participants how they think each of these obstacles could create challenges with implementation of a code of conduct. Use the notes below to guide your discussion and then proceed to **Activity Sheet Ten**.

Facilitator Notes:

Use the chart below to illustrate examples of the above challenges and obstacles organizations (CPCs) may face as they begin to implement their code of conduct.

	Fear	Denial	Lack of Resources	Complacency	Cultural Barriers
Examples	<ul style="list-style-type: none"> ➤ of having to deal with child abuse ➤ of casting suspicion ➤ of creating more work 	<ul style="list-style-type: none"> ➤ allows abuse to flourish ➤ disempowers and dangerous 	<ul style="list-style-type: none"> ➤ Financial and human resources ➤ Lack of time to dedicate to 	<ul style="list-style-type: none"> ➤ Based on lack of understanding of the nature of 	<ul style="list-style-type: none"> ➤ Challenge to deconstruct old habits ➤ Certain abuse is

	➤ of loss of trust among members		developing policies and procedures	abuse ➤ Lack of commitment ➤ Sense that child abuse happens elsewhere... not here.	accepted within the culture
Possible Solutions	➤ Knowledge and participation ➤ Stress the benefits of child protection codes of conduct	➤ Acknowledge that child abuse does occur, learn about how and why and take steps towards an open environment	➤ Common commitment by all stakeholders to dedicate resources ➤ Codes are easy to understand and follow	➤ Refocus the aim and purpose of the organization (CPC)	➤ Network with others to share information ➤ Raise awareness about dangerous beliefs

→Step 6: Monitoring and Evaluating (Group Discussion)

Time: 15 minutes

The final step in the framework for adopting a child protection code of conduct and procedures involves the monitoring and evaluation of the code itself. Key points to stress with participants why this is an essential component of the process include:

Monitoring and Evaluating help:

- Measure progress towards meeting desired goals and objectives
- Identify the need to change certain practices to protect children within your organization's (CPC) care and/or activities
- Assess the effectiveness of the code of conduct in terms of working towards a child-safe organization
- Identify changes that your code of conduct has brought to children
- Adapt your future programs to ensure that children are protected no matter what kind of program or activity you engage in

Session 5

Key Terms within a Code of Conduct

Time: 1 hour

→Step 1: A Continuum Exercise (Group Activity)

Time: 20 minutes



See **Activity Sheet Eleven** to open up this session in order to lead into a variety of definitions and key terms that are often included in a code of conduct.

→Step 2: Review of Key Terms (Group Discussion and Group Activity)

Time: 30 minutes

(Terms listed here are not exhaustive. They include terms that are typically found in child protection policies and various codes of conducts among NGOs. Additional terms can be used during this step.)



Option 1: Following a brief discussion of the terms, engage participants in **Activity Sheet Twelve** for an interactive approach to exploring the definitions and a contextual understanding of the terms.

And/Or



Option 2: Where time is available, a second activity can also be used. See **Activity Sheet Thirteen**. Alternatively, this activity can be used as a refresher for participants in a second/third day of training or as a second option instead of Activity Sheet Eleven.

Facilitator Notes:

Discuss the following terms with participants as these are frequently found in codes of conducts.

- **Discrimination** is unequal treatment of individuals or groups on the basis of personal characteristics such as disability or appearance or group characteristics such as ethnicity or religious orientation.
- **Harassment** consists of unwelcome comments or behavior that is offensive, demeaning, intimidating, or physically harmful.
- **Sexual Harassment** consists of unwelcome sexual advances, comments, jokes, or conduct of a sexual nature.
- **Exploitation** is defined as the abuse of one's power by coercing or leading children into activities such as child labor and trafficking that violate children's rights.
- **Sexual Exploitation** consists of misusing a position of power to pressure or demand others to provide sexual favors.
- **Prostitution and Sex Trafficking** consists of providing sexual favors or activity in exchange for money or other economic gain. The definition of sex trafficking outlined in the UN Protocol to Prevent Suppress and Punish Trafficking in Persons prohibits the recruitment, transportation,

transfer, harboring or receipt of persons, sale, or transfer of persons for purposes of commercial exploitation, including sexual exploitation.

- ***Child Abuse*** consists of children's exposure to situations that cause children harm. Abuse may be physical, sexual, or emotional harm. Abuse also includes **neglect**, the failure to meet a child's basic needs or to protect the child from hazards such as extreme cold or playing in dangerous places.

In this section, emphasize to participants that not reporting a violation is in turn a violation of the code of conduct. All members have an obligation to report violations of the code of conduct. As members committed to the code, you should not tolerate any form of coercion, intimidation, reprisal or retaliation against any other member who makes a report regarding a possible violation or who provides information or assistance in an investigation.

Session 6

Allegation Management

Time: 3 hours

→ **Step 1: Brainstorming the Importance of an Allegation Management System (Group Discussion)**

Time: 15 minutes

Begin this session by opening up a discussion with participants on the necessity of having an allegation management system. Ask participants what might happen if there were not a set of procedures? Two questions to pose to participants:

1. A child or a member of the CPC comes to you with an allegation or report of harm coming to a child by another member of the CPC...what would you do?
2. You yourself witness an incident of abuse by a CPC member to a child...what would you do?

The facilitator should note the different responses and actions participants indicate they would do. Stress that the variety of actions and responses indicates a need for a set of procedures in order to ensure cases are handled appropriately, safely, and fairly.

Facilitator Notes:

Stress to participants that putting in place a system is a method of prevention, and prevention is always the best policy. However, even with a preventative system in place, reports of violations will still take place and the organization (CPC) must know how to handle complaints, reports, and true violations. This is especially important to ensure that the procedure is fair and just and does not exacerbate an already sensitive situation.

→ **Step 2: Overview of the Process (Group Discussion)**

Time: 30 minutes

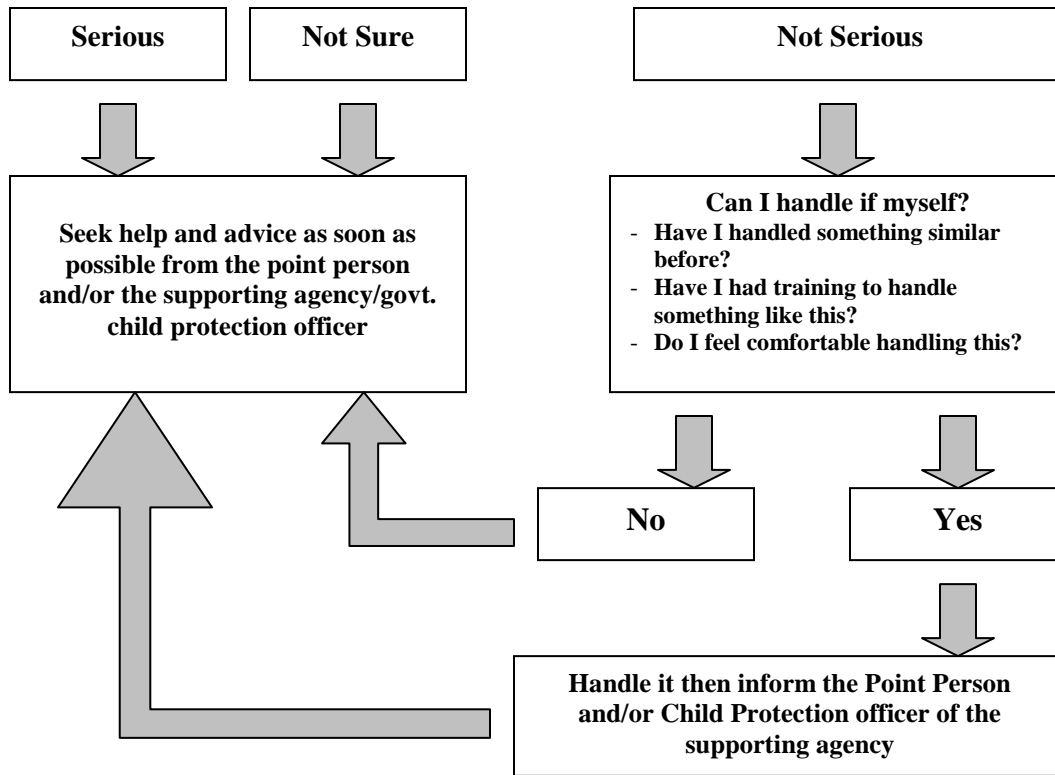
Explain to participants that each organization (CPC) may have a different process for responding to reports and violations of a child protection code of conduct. The following are two examples of processes.

Note: During the practical training session participants will be engaged in designing their own allegation management process. However, for the purpose of this training, flowcharts are shown to familiarize participants with procedures. It is also advisable for the facilitator to create picture-friendly flowcharts that illustrate the procedure through drawings rather than words.

Response Flowchart #1:

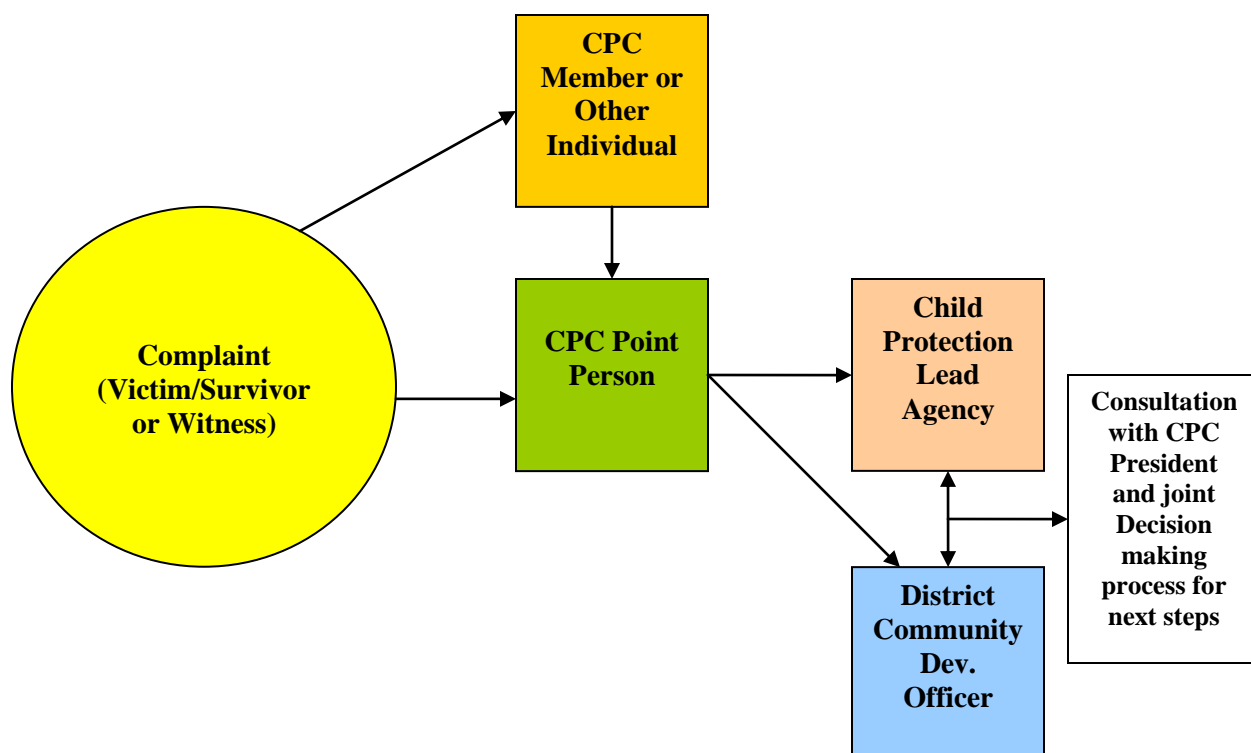
This chart assumes that the member of the organization (CPC) will be closely linked to the supporting agency or government and has the responsibility of reporting incidents (in violation of a code of conduct) to the child protection officer/point person within the supporting agency or government. Using this flowchart assumes the terminology 'serious' and 'not serious' have been defined and understood. This chart also assumes that the individual reporting will base actions on whether they can handle a particular incident on their own without having specific channels to go through.

How serious is the incident?



Response Flowchart #2:

This flowchart stipulates that all reports must go through the point person and then through BOTH the child protection lead agency and the government community development officer. Incidents are handled through the organization (CPC) with guidance or advice that can be drawn upon from the supporting agency or government child protection staff/officers. This flowchart requires the set up of point persons and stipulates that any incident, whether serious or not, go through the proper channels. Handling incidents should never be left up to the person reporting. Decisions, both responding to an incident and disciplinary measures are decided upon a joint decision by the child protection lead agency and community development officer through consultation with the president of a CPC.



→Step 3: Developing a Point Person System (Group Discussion)

Time: 10 minutes

Explain to participants that if using flowchart #2 this system requires the appointment or election of a point person. The point person plays an important role in upholding a code of conduct and communicating concerns regarding violations of a code of conduct. It is this person that will be key in filing complaints. Discuss with participants who would make a good point person? What traits would that person need to have? How would an organization go about appointing or electing a point person?

Facilitator Notes:

The role of the point person is:

- To have a thorough understanding of the code of conduct.
- To be knowledgeable about other agencies that can act as referral sources to support victims, both children and adults.
- To receive complaints about any code of conduct violation from a child, parent, CPC member, or others involved with the work of a CPC
- To react calmly and listen carefully to what is being said.
- To reassure the complainant that s/he was right to raise the concern.
- To objectively listen, take notes, and fill out complaint form.
- To check safety needs, medical needs and available support for complainant and victim (if different people) and possibly the target of the complaint and refer for additional services if necessary.
- To explain to the person reporting a complaint what will happen next.
- To immediately notify the supporting agency/government child protection officer of a complaint, whether the point person feels it is a violation of the code of conduct or not. It is not the duty of the point person to determine the truth or validity of the complaint, but only to collect and convey the necessary information.
- To maintain confidentiality by speaking only to the supporting agency/government child protection officer about the complaint.

- On an ongoing basis, to be someone members can go to with any questions or concerns regarding the code of conduct.
- To meet periodically and work collaboratively with the other point persons from other CPCs.
- To attend and request training as needed.

→Step 4: What Constitutes a Complaint? (Group Activity)

Time: 15 minutes



See **Activity Sheet Fourteen** for helping participants understand the types of complaints that should and should not be handled under an allegation management system that monitors a child protection code of conduct. Reiterate again that the allegation management system responds **ONLY** to incidents originating with a member of the organization (CPC) and not general incidents within the community.

→Step 5: Ensuring Protection of Complainants and Person Accused (Group Discussion)

Time: 15 minutes

Ask participants to brainstorm why it is important to protect the victim (survivor), complainant or witness and also the person accused when an incident has been reported. Explore what could happen to each if protection systems are not in place. For example, if the accused is not protected retaliation from the victim's family could take place resulting in physical harm and/or even death. The same could be true for a witness and/or victim (survivor). Point out that the accused is still only accused and that until proper procedures are taken up to gather supporting evidence, we must assume the accused innocent until proven guilty.

It should also be noted that information can be falsely reported. This can be knowingly or not. No action should be taken up against any member who reports in good faith information indicating a violation of the code of conduct, even if the complaint proves unfounded following an investigation. However, if a member knowingly and willfully reports or spreads false or malicious information regarding another member, his/her behavior will constitute misconduct.

Key points to stress to participants regarding protection:

- The health and psychosocial needs are addressed of the victim (survivor) and also if necessary the witness, and accused.
- Protection from retaliation and general safety concerns are addressed.

→Step 6: Handling an Investigation (Group Discussion and Group Activity)

Time: 1 ½ hours

Brainstorm with participants what is meant by an investigation. Most participants will probably be familiar with police investigations that might happen in their community. They may include police seeking and collecting evidence, talking to witnesses, presenting the case to court or to a legal system to determine guilt and punishment. Although not as strict as a police investigation, incidents and reports of violations against a code of conduct are often handled in similar manners to find out the truth of a matter and to take appropriate action. Note, however, investigations in regards to a violation of a code of conduct are internal investigations within the organization (CPC) and will have different procedures and steps to follow compared to a criminal investigation.

Explain to participants that if a report is cited that points to an abuse of the child protection code of conduct than an internal investigation will need to take place. Depending on the procedures outlined in the action plan that each organization (CPC) and/or supporting agency and/or government will create, one part of that will include the formation of an investigation team.

An investigation team is a non-biased team of at least 2 or more persons that will collect evidence, speak to witnesses, and submit a report with possible recommendations. The investigation team does not deliver punishments nor do they decide action to be taken up. Their role is simply to collect information and make recommendations.

The following points should be explored with participants in regards to an investigation.

Facilitator Notes:

Discuss with participants the following key points regarding an investigation and also the principles when conducting an investigation. Where participants are literate, a fact sheet with the principles can be used as a handout. *(At this point how to conduct an investigation will not be trained on, however, supporting agencies and government should consider having a separate training on this that includes communication techniques and carrying out interviews to ensure that an investigation is done with the utmost care and concern for all individuals involved, including the best interest of the child.)*

Purpose of an Investigation:

- To obtain the facts from both the alleged perpetrator and the victim.
- To quickly and thoroughly analyze the situation so that the proper safety and protection mechanisms can be put into place for those involved.
- To have a written record of the case.
- To gather information so that the president of the CPC and/or Lead Agency/Government can determine the best course of action and any necessary discipline of members
- To better understand what it was about the environment that allowed the action to happen, in the hopes of preventing it in the future.

Key principles of an Investigation:

- **Thoroughness:** investigations must be conducted in a diligent, complete and focused manner.
- **Confidentiality:** complainants, witnesses and the subject of allegations have a right to confidentiality other than in certain exceptional circumstances.
- **Safety:** the safety and welfare needs of the victim/survivor and/or complainant are paramount.
- **Competent, Responsible and Independent Investigators:** people conducting investigations and preparing reports should be responsible, independent and have received training.
- **Impartiality:** investigations must be conducted in a fair and equitable way. Investigators must be free of any influence that could impair their judgment.
- **Objectivity:** evidence to support and refute the allegation, must be gathered and reported in an unbiased and independent manner.
- **Timeliness:** investigations must be conducted and reported in a timely manner.
- **Accuracy and Documentation:** investigation reports and their conclusions must be supported by adequate documentation.

What issues should be addressed during an investigation?

- Who was involved in the alleged incident(s)- the subject of the complaint, the alleged victim, witnesses?
- What was the context of the interaction between the alleged victim and the accused?
- What was the nature of the alleged incident(s)? Was this a single incident or recurring event?
- Was there any exchange of money, preferential treatment, or other favors involved in the alleged incident(s)?
- Were services denied or was there a threat to withdraw them?
- When did the alleged incident(s) occur?
- Where did the alleged incident(s) occur?
- How and when did the alleged incident(s) come to the attention of staff reporting it?
- Who else might have known of the alleged incident(s), who else was informed, when were they informed?
- Were any authorities (police, camp management) informed of the alleged incident(s)?
- What action(s), if any, were taken by others informed?



Following the group discussion on what an investigation is, engage participants in a role play activity that will help participants become familiar with how to respond to and report an allegation or concern in the organization (CPC). See **Activity Sheet Fifteen**.

Session 6

Keeping the Code Alive

Time: 30 minutes

→Step 1: Steps to take to Ensure the Code of Conduct remains an Integral Part of your Organization (CPC) (Group Work)

Time: 30 minutes

Remind participants that a code of conduct is our commitment towards protecting children, not only through our programs and activities but how we conduct ourselves when working with children and between our colleagues. It is essential that a code of conduct becomes a living document, in other words that it is constantly growing, adapting and being strengthened by our efforts to protect children.

Ask participants to come up with a list of activities and/or initiatives they can instill within their organization (CPC) that would ensure a code of conduct is constantly monitored, strengthened, and kept alive.

Facilitator Notes:

Some additional examples that can be included in keeping the code of conduct alive are:

- Networking with other child protection organizations (CPCs)
- Joint sharing sessions with other organizations (CPCs)
- Orientating new members on the code of conduct
- Holding frequent discussion groups on child protection in general and what it means to have a protective working environment
- Creating awareness-raising materials on the code of conduct
- Engaging children in the implementation of a code of conduct
-

Session 7

Evaluation and Closing

Time: 30 minutes

Activity Sheets



Module 3: Adopting and Implementing a Code of Conduct

Activity Sheet One: Ball Toss

Time: 15 minutes

Objective:

- To exchange ideas on how abuse is understood and what forms of abuse this training will focus on

Materials: a ball, flipchart paper, markers, tape

Instructions:

1. Arrange participants in a circle.
2. Ask participants to think of the following question: “What are we protecting children from?”
3. Toss the ball into the air and the person that catches the ball must answer the question.
4. Write the response up on the flipchart paper to capture each participant’s response to various forms of abuse.
5. Continue with this exercise so that all participants can participate and contribute an idea.
6. While participants are tossing the ball and shouting out key things we are protecting children from, as the facilitator, identify issues that participants say that are general abuses in the community and abuses that could fall within an organization. For example: if a participant says “we are protecting children from war” this would be a general protection issue. However, if a participant says “we are protecting children from unintentional harm by CPC members,” this would fall under organizational harm. There could also be examples where abuse could fall under either category, for example: “we are protecting children from defilement.” Because this example could happen in the community and could also happen in an organization (i.e. a CPC member defiles a child), this would be another category.
7. As you identify the category of abuse that participants call out, write up the responses on three separate charts of flipchart paper.
8. Continue with this activity until you have a number of different types of abuses.
9. If “organizational” abuse does not come up, pose the question to participants by asking them how could a CPC member abuse a child?
10. After the activity has gone on for awhile discuss with participants the various forms of abuse and explain to participants the type of abuse that you will be looking at through this training: Organizational abuse.

Activity Sheet Two: True or False

Time: 15 minutes

Objectives:

- To explore the attitudes and commitment of participants to a child protection code of conduct

Materials: Handout on True and False questions

Instructions:

1. Provide each participant with a handout with True and False questions. Have each participant fill out the form individually.
2. Give participants about 10 minutes to read through the questions and answer either true or false, or don't know.
3. Ask participants to not put their names on the forms.
4. Collect the forms.
5. Take a few minutes and count up the total score for each question.
6. Review each question with participants to assess their level of understanding of this training and also their commitment in creating a code of conduct.

	In your opinion, do you think the following statements are true or false?	True	False	I don't Know
1.	It is not necessary to have a written code of conduct because we all know about child abuse and we as CPC members will not abuse children.		X	
2.	We don't need a child protection code of conduct because we only respond to child protection abuses in the community; we do not have direct activities for children.		X	
3.	Our mission as a CPC should reflect the concern for the protection of children.	X		
4.	Because not all of us can read and write, we do not need a child protection code of conduct.		X	
5.	Having something written down on a piece of paper will not protect children.	X		
6.	The code of conduct should only apply to some members of the CPC not to everyone.		X	
7.	To work with some supporting agencies we are required to have a code of conduct.	X		
8.	The people we ask to be CPC members all love and respect children. We do not need to investigate their background because we know they would never hurt children. They are volunteering because they want to protect children.		X	
9.	People that want to hurt children would never try to work as a CPC member.		X	
10.	Child abuse does not happen within our CPC so we don't need a child protection code of conduct.		X	
11.	To successfully implement a child protection code of conduct every CPC member must be trained.	X		
12.				

The facilitator can write in additional questions. Do not give participants the handout that has the answers on it. This is for the facilitator only.

Activity Sheet Three: Child Protection Table-Leg Test

Time: 10 Minutes

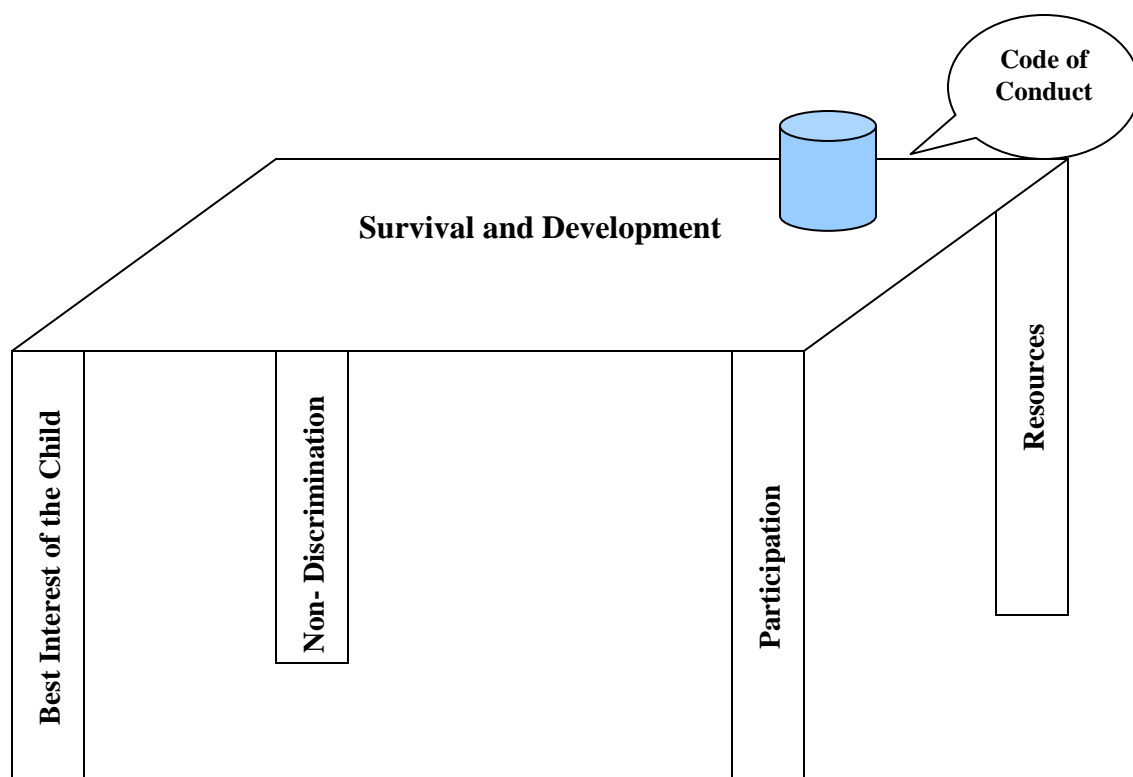
Objectives:

- To illustrate through physical objects (a visual example) of the importance of working through a protection-based approach.
- To stress the core principles in child protection and child rights: The Best Interest of the Child, Non-Discrimination, Participation, Survival and Development

Materials: table with 3 legs (or 4 if a table with 3 cannot be found), bottle of water

Instructions:

1. This activity is to illustrate the importance of framing your child protection code of conduct through a child protection approach (or rights based approach).
2. Participants will only observe.
3. Ask participants to imagine as you place an open bottle of water on a table, that this bottle represents all the codes within the child protection code of conduct.
4. Next ask participants if the table is stable?
5. Ask participants what will happen if one of the legs of the table is removed? (Ideally, you should be able to remove one leg of the table to illustrate the point...if not participants will have to imagine the effects.)
6. Explain to participants that each leg of the table represents a core component in child protection (Best Interest of the Child, Non-Discrimination, Participation (if using only a 3 legged table), if using a 4 legged table add Resources)
7. If just one of these is removed then the table becomes unstable and can come crashing down. The water bottle represents the code of conduct, but the top of the table represents the survival and development of the child. If one aspect is missing the child's survival is at risk. Therefore, if the table is not stable your child protection code of conduct will also fall to the ground.
8. Explain to participants that it is important to consider these components in the design and implementation of the code of conduct.
9. See the illustration below to guide your discussion.



Use the following points to guide your discussion:

- **Best Interest of the Child:** are codes and procedures based on the best interest of the child? Does this policy give clear guidance on how to use the best interest principle in making common sense decisions about behaviour guidelines? Do reporting and reaction protocols prioritize the welfare of the child?
- **Non-discrimination:** are codes and procedures taking into consideration the needs of all children without discrimination against particular groups? Do codes and procedures take into account the different risks faced by boys and girls? By older and younger children?
- **Participation:** Have children been involved in the planning and implementation of the code of conduct? Did you consult with children? Have children been trained?
- **Resources:** Are there adequate resources available? Have you allocated enough resources (human, material, financial) to ensure that the code of conduct and its procedures are taken seriously? Have you designated a particular person to take responsibility for coordinating this work?

Activity Sheet Four: Story-Telling (Importance of Communication and Coordination)

Time: 5 Minutes

Objective:

- To illustrate through a story the importance of communication and coordination when dealing with child protection issues

Materials: to listen

Instructions:

1. Read the following story to participants and have them discuss the key learning points once the story is finished.

The Blind Man and the Elephant

“A group of disciples went to ask Jesus’ opinion on a matter regarding differences of opinion and conflicting views. Jesus 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 tail, and so forth, 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 men, 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 digging. 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 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, until they came to blows over the matter.

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

Activity Sheet Five: Story-Telling (Importance of Ownership)

Time: 5 minutes

Objectives:

- To illustrate through story-telling the importance of ownership when designing codes of conduct

Materials: to listen

Instructions:

1. Read the following story to participants and have them discuss the key learning points once the story is finished.

The Office Plant

“There was once a beautiful and lush green plant which flowered once every year. This plant belonged to Michael, the leader of the CPC in Gulu district. Michael liked his plant very much and always remembered to water it once a week, no matter how busy he was. It has been given to him with much gratitude by one of the boys who had participated in the CPC’s activities the previous year. To Michael, it symbolized the triumph of life and hope in spirit of great adversity. Michael 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, Michael decided to leave his post at the CPC in order to move to another district and town. As a final farewell gesture and impressing upon his fellow CPC members the symbolic and sentimental value of the plant, he donated the plant to all the remaining CPC members so that they could share in the pleasure he had taken in watching it grow and flower.

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

Activity Sheet Six: Personal Reflection on Confidentiality

Time: 5 minutes

Objectives:

- To demonstrate the importance of maintaining confidentiality in relation to personal information

Materials: none

Instructions:

1. Ask participants to shut their eyes and to think of a secret that they know.
2. Tell participants that they do not have to tell anyone the secret.
3. After a few minutes ask the participants to open their eyes.
4. Ask participants to imagine if someone found out about this secret and shared it with many people.
5. Ask participants to share how they feel about their secret being told to various people.

This is a simple exercise but it should explore the individual feelings of people and the emotional impact it can have on someone when information is shared with others that are not supposed to know. Stress to participants that this is what happens when confidentiality is breached. Stress that this is how it feels even if you are a small child, a friend of a child who was abused, a family member in relation to someone that was abused, a falsely accused individual, and others.

Activity Sheet Seven: Transparency

Time: 10 minutes

Objectives:

- To demonstrate the importance of transparency in relation to developing a code of conduct and keeping written records to ensure accuracy in reporting and reaction processes.

Materials: none

Instructions:

1. Ask participants to sit or stand in a line.
2. The facilitator will whisper one sentence (relate to child protection; preferably related to transparency) to the person at one end of the line.
3. 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.
4. The last person in line must say aloud the sentence that he/she heard.
5. 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.
6. By the time the sentence reaches the last person it most likely will be distorted.
7. The key learning point from this activity is that without proper transparent child protection codes of conduct and procedures, facts become distorted and people become confused and insecure, wanting to have more information.

Activity Sheet Eight: Story-Telling (Importance of Sensitivity)

Time: 5 minutes

Objectives:

- To illustrate through story-telling the importance of considering sensitivity when handling issues in child protection

Materials: to listen

Instructions:

1. Read the following story to participants and have them discuss the key learning points once the story is finished.

The Tale of Milly

“Milly had worked for 17 years as a social worker for a program for formerly abducted children in Kitgum, Uganda. The project provided non-formal education and other services for the children in its care. Milly 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 organization when she suddenly left the organization 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 organization was keen to develop and implement a code of conduct. 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. Milly 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 organization.”

Activity Sheet Nine: Implementing a Code of Conduct

Time: 30 minutes

Objectives:

- To engage participants in an action planning session to view how they envision steps to take to implement the child protection code of conduct

Materials: flipchart paper, markers, tape

Instructions:

1. Begin this activity by asking participants to brainstorm on what steps they believe should be taken to implement a child protection code of conduct based on the development points above (Behavior protocols, Communication Guidelines, Reporting and Reaction Guidelines, Ramifications of Misconduct).
2. Ask participants to divide into three groups. Each group should answer one of the following questions in regards to each of the four points above.
 1. What would they need to do as CPC members to ensure each of these four areas was implemented?
 2. What support would they need from an external agency/government and/or supporting agency to assist in this implementation?
 3. What steps would they need to take to ensure the community is engaged in the implementation process?
3. Participants should write up a list of their responses on flipchart paper and present to the wider group.

Activity Sheet Ten: Dealing with Obstacles

Time: 45 minutes

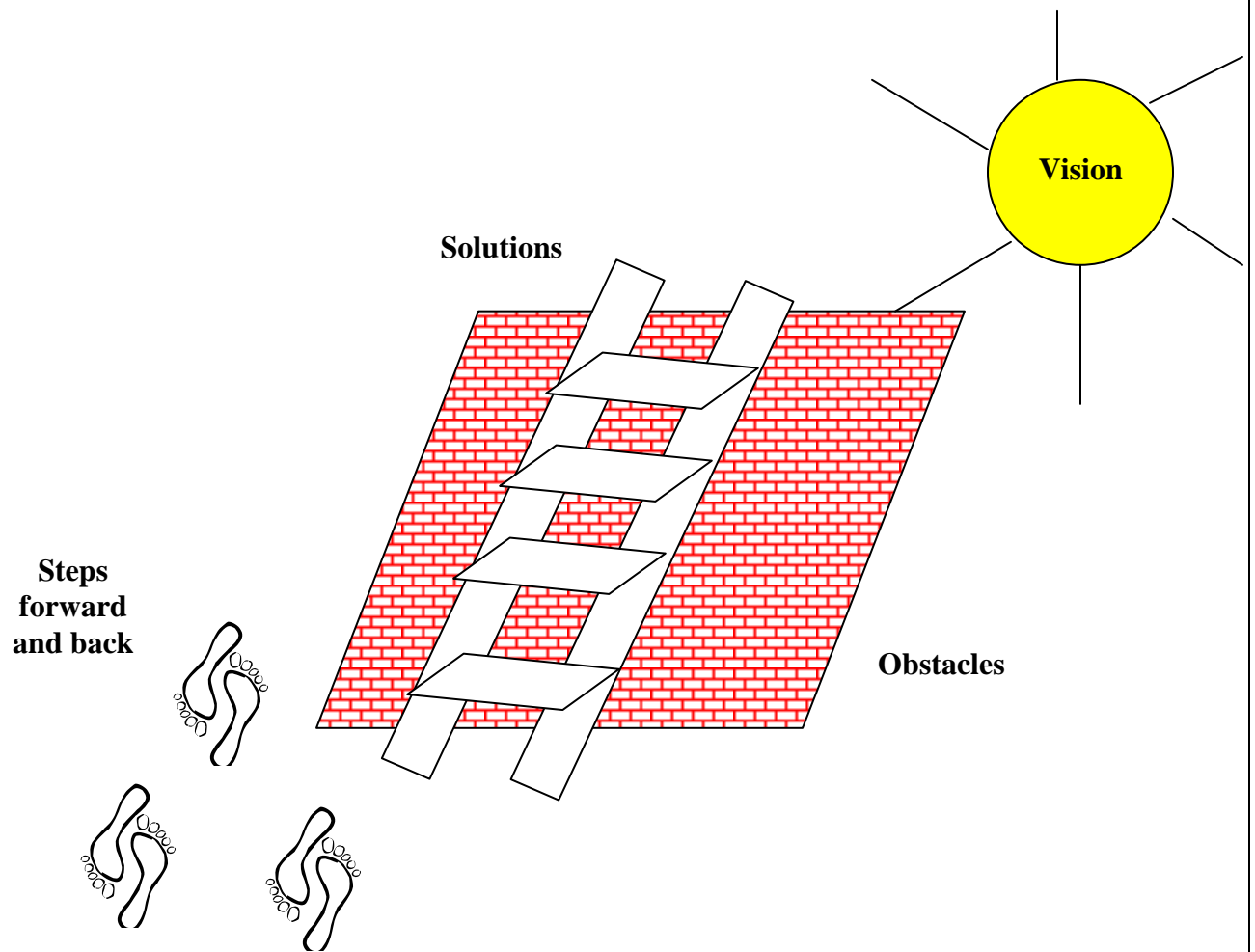
Objectives:

- To engage participants in a visual exercise that will highlight specific obstacles they may face as they begin to implement a child protection code of conduct
- To challenge participants to think of solutions to obstacles

Materials: flipchart paper, markers, tape

Instructions:

1. If the group is small enough do this activity as one large group (no more than 10 persons). Where the group is large, divide the participants up into 2 groups.
2. Give each group at least four sheets of flipchart paper.
3. Ask participants to tape the flipchart paper together to form one large sheet of paper (two on top and two on bottom)
4. Now set the scene by telling participants that they are going to go on an imaginary journey towards the sun. The sun represents a brighter future for child protection within their organization (CPC). Ask participants in the top right or left corner of their paper to draw a sun. Inside the sun they should either write or draw pictures of the vision they see as their goal for making their organization (CPC) child-friendly and child-protection ready.
5. Now on the bottom of the paper, ask participants to take off their shoes and outline their feet. Ask some feet to be outlined going forward and some going backward. (Have participants outline or draw at least 5 feet going forward and 5 feet going backward).
6. In each foot going forward ask participants to write down what they are doing in trying to achieve their vision. (For example, this could be participating in a training on child protection, committing resources, volunteering their time, etc.)
7. In each foot going backward ask participants to write down some issues that are causing them to move away from their vision.
8. Now ask participants to think about the obstacles and challenges that are in the way or may develop in trying to implement a child protection code of conduct. Have participants refer to the previous chart that discussed fears, denial, lack of resources, complacency, culture, etc. Ask participants to think of each of these categories and to come up with a list under each category of possible obstacles they see that could develop. Ask participants to draw a brick wall between the sun and the footsteps to illustrate these obstacles and in each brick they should write or draw a picture of the challenge. For example: under denial, participants might write in a brick that some members of the CPC do not believe that child abuse can happen by its members. Or, under fear, participants are afraid to sign a child protection code of conduct because they fear they will be watched all the time and have no privacy.
9. Now ask participants to try to imagine if any of these obstacles and/or challenges can be taken away. If an obstacle can be taken away have participants move that “brick” out of the wall or color over the brick. Have participants explain the solution.
10. If certain obstacles are more difficult than others, ask participants if there is a way to get around that obstacle or challenge. If so, have them illustrate this by building a ladder from the wall up to the sun. Write the solution or process for going around on the steps of the ladder.
11. Once participants have completed their picture they should share it with the rest of the group. These can be displayed on the wall as murals towards the implementation of child protection.
12. See the illustration below for an example of what the mural should look like when finished.



Activity Sheet Eleven: A Continuum Exercise

Time: 15 minutes

Objectives:

- To have participants think about their assumptions before going into the descriptive definitions of each definition within a code of conduct

Materials: tape or a stick to create a or draw a line on the floor or ground

Instructions:

1. Create a long line on the floor with tape or another material. Explain that the middle of the line represents, “I don’t know”. One end of the line represents “strongly disagree” and the other end of the line represents “strongly agree”.
2. Ask participants to stand at any point along the line that represents their response to a list of statements that will be read by the facilitator. After a statement is read and participants stand at a point along the line, ask one or two people why they chose to stand in that place. Hold a short discussion about each statement, examining the various viewpoints of the participants. Example statements can include (the facilitator can create additional statements that might reflect the context of the participants)
 - CPC members and NGO workers, in general, rarely abuse their power over the beneficiaries
 - If a child is seriously misbehaving at a CPC activity, it is okay if a CPC member hits the child and ends up hurting the child. (If people seem to all be on one side, add, and if the parents approve or have requested harsh punishment for an undisciplined child)
 - Aid workers and/or CPC members working with NGOs who give beneficiaries extra food or goods in exchange for sex sometimes do the children a favor by helping their family cope better with the food crisis.
 - A male colleague should never tell a sexual joke to a female colleague
 - If you are recruiting a new member on the CPC, it is okay to decide to choose one of them because you are more comfortable with his/her religious beliefs.
 - It is okay if someone in charge of putting vulnerable children’s names on a list for non-food item distribution accepts money from a family.
 - Girls who have sex with humanitarian workers or CPC members in exchange for food are just as much to blame as the aid worker.
 - Sometimes women in the CPC feel uncomfortable with the way they are treated by their male colleagues.

Although there are some right answers to some of these statements, the facilitator should work to create a climate of respect throughout the exercise. The facilitator should also acknowledge that there are some grey areas and that in some situations it can be difficult to determine if a core code has been violated and what the appropriate (disciplinary) response should be. The discussion can give the facilitator a good sense of where the participants are at in terms of their starting positions, degree of knowledge of the issues. This information can help inform the remainder of the training session.

Activity Sheet Twelve: Child Protection Code of Conduct Definitions and Dos and Don'ts

Time: 30 minutes

Objectives:

- To have participants review core definitions within a code of conduct and create realistic scenarios.

Materials: flipchart paper, markers, tape

Instructions:

1. Create handouts of the definitions (discrimination, harassment, sexual harassment, exploitation, sexual exploitation, prostitution and sex trafficking, child abuse, neglect, others).
2. Divide participants into groups.
3. Divide the various definitions amongst the group so that each group receives at least 2 definitions.
4. Ask participants to read the definition and then come up with a list of Dos and Don'ts per definition that as members of a CPC they should follow. See box below for an example:

Definition: Discrimination is unequal treatment of individuals or groups on the basis of personal characteristics such as disability or appearance or group characteristics such as ethnicity or religion orientation.

Dos and Don'ts:

- Members should not discriminate against or show favor to any particular child
- Members should respect the cultures, practices, religion of all people in the community they work with.
- Members will promote gender equity in all its activities.

5. After participants have come up with a Do's and Don'ts list ask participants to think about each definition and to come up with examples of where they have seen this core principle violated. Ask participants to either provide examples to the group, or alternatively, each group can role play the scenario to the larger group and ask participants to guess which core code the group is illustrating.

Note: Keep the list of Dos and Don'ts the participants come up with as this will help frame the Code of Conduct they develop later in the practical training session.

Activity Sheet Thirteen: Code of Conduct Example Hopping

Time: 15 minutes

Objectives:

- To review the understanding of key components/definitions within a code of conduct

Materials: chalk, tape or another material to create boxes on the ground

Instructions:

1. Prior to this session, design a large grid of six boxes on the floor. (If inside, this can be done with tape. If outside, it can be drawn with chalk or drawn in the sand or dirt.) Label each box with the headings below: Discrimination, Harassment, Sexual Harassment, Sexual Exploitation, Prostitution and Sex Trafficking, and Child Abuse and Neglect.
2. Read one of the phrases in the box below.
3. Participants are asked to guess what term the phrase is an example of and then stand in the appropriate box. For example, if the facilitator reads: "writing of offensive or threatening letters" participants should stand in the Harassment Box.
4. After participants move to various boxes ask one or two people why they chose to stand in that box.
5. Read the statements randomly and in different orders.

Discrimination <ul style="list-style-type: none">- Program services benefit men more than women- Use of demeaning labels or images in regard to a particular ethnic group- Hiring preferences for Christians- Passive acceptance of a situation in which disabled children are socially isolated and kept out of school- Service delivery only to particular ethnic, religious or political groups	Harassment <ul style="list-style-type: none">- Actual or threatened fighting between staff- Name calling or use of threats, slurs, or degrading jokes- Use of visual means such as leering, gesturing, or displaying intimidating or demeaning pictures, cartoons or posters- Writing of offensive or threatening letters	Sexual Harassment <ul style="list-style-type: none">- Unwelcome sexual commentaries about a person, their manner or appearance- Sexually suggestive or obscene letters, posters- Actual or threatened physical contact such as patting, pinching, or other offensive touching- Degrading jokes based on sexual orientation and gender
Sexual Exploitation <ul style="list-style-type: none">- Requesting sexual favors from beneficiaries before providing services- Having a sexual relationship with a beneficiary	Prostitution and Sex Trafficking <ul style="list-style-type: none">- Making a deal with someone to recruit girls from one area so that they can be sent to another area to become sex workers- Having Sexual interactions with a woman or man and paying for it- Allowing an outsider to visit your center for girls to recruit them to be sex workers	Child Abuse and Neglect <ul style="list-style-type: none">- Sexual abuse of children through touching, fondling, defilement- Involvement of children in pornography or showing child pornography- Harsh emotional treatment of children through isolation, rejection or teasing- Severe physical punishment of children- Allowing children to play in dangerous places such as building rooftops or minefields

Activity Sheet Fourteen: What Constitutes a Complaint?

Time: 15 minutes

Objectives:

- To review the understanding of what constitutes a complaint in terms of a child protection code of conduct

Materials: none

Instructions:

1. Read the following examples of violations and have participants stand up if they think it is a violation that should be reported and stay seated if they think it should not be reported.
 2. Ask one person who stands and one who remains seated as to why they believe the violation should or should not be reported as a violation of the code of conduct.
- A female colleague tells you that one of her male colleagues came into her office late one night and made unwanted sexual advances (Yes, sexual harassment)
 - A community volunteer tells you that a child was abused by another person in the community, not someone associated with the CPC. (no, this should not be reported as a violation against the code of conduct, but the incident should be addressed accordingly)
 - A CPC member tells you that one of his friends has applied to be member on the CPC. He has strong suspicions that he was rejected for membership because his religion is different from that of the interviewer. (yes, it is unclear if that is what happened, but it should be reported as a possible discrimination)
 - A boy within the community tells a CPC member that another CPC member asked him to take strange photographs of him and made him feel uncomfortable. (yes, this could be sexual exploitation by a CPC member and needs to be followed up)
 - A child in one of the CPC activities abuses another child. (No, this should be addressed, but not reported as a violation of the code of conduct)
 - A female CPC member is harassed by a community member who is not associated with the CPC. (No, this should be addressed, but not reported as a violation of the code of conduct.)

Activity Sheet Fifteen: Allegation Management Case Study (Role Play)

Time: 30 minutes

Objectives:

- To have participants walk through various scenarios where they will need to think about next steps to take if a violation of the code of conduct takes place.
- To recognize that each case is unique and requires careful decision-making when starting an investigation and making conclusions.
- To assist participants in recognizing the importance of the best interest of the child in every situation.
-

Materials: case study/scenario handout sheets

Instructions:

Option 1: Group Role Play

1. Provide all participants with one scenario.
2. Select various roles for each participant to play.
3. Read the scenario out loud to ensure everyone understands the scenario.
4. Ask participants to role play their parts.
5. At the end of the role play discuss with participants the challenges they faced.
6. A participants should not participate in the role play as actors...their role should be to observe specifically the “point person” role and the investigation team to catch issues or problems that arise in how it is role played.

Option 2: Individual Group Role Plays

1. Divide participants into several groups.
2. Each group will be given a short scenario.
3. Ask participants in the group to think of a role play that will address the issue and have them make decisions on how to handle the violation.
4. Participants can choose the type of flowchart they wish (#1 or #2 in Session 6, Step 2)
5. Each group should role play to the larger group.
6. Discuss with participants at the end of each role play the challenges they faced and what others might have done differently.

Below are case scenarios for both options:

Option #1:

During a project activity with children, a CPC member, Michael, was flirting with a young girl who was 11 years old. Michael was making sexist remarks/jokes and teasing the girl.

Another CPC member, Mark, observed the behavior of his fellow colleague. Mark decided to go directly to his colleague, Michael to discuss his inappropriate behavior towards the young girl. The two men ended up in a physical fight, with Michael threatening Mark that if he spoke of this incident that he would harm his family.

There was one community member who witnessed the incident. Jane decides to report the incident, confidentially to another CPC member who happens to be the point person.

Directions: Role play how the reporting process and investigation should be carried out.

Number of participants:

1 person representing the Point Person (Mary)

1 person representing Jane

1 person representing Mark

1 person representing Michael

1 person representing the Lead Agency

2/3 persons representing investigation team

1 person representing the child

Others as needed (family members, other children, community, other CP members, CDO)

Think about the following questions:

1. What is the role of Jane?
2. What is the role of the Point Person?
3. What is the role of the Lead Agency?
4. What is the role of the CDO?
5. What is the role of the investigation team?
6. How do you ensure confidentiality?
7. How do you maintain the protection of the young girl?
8. What follow-up actions should be taken?

Option #2:

1. A CPC member is visiting a 13 year old boy in the hospital with malaria. You (one of the nurses) sees the CPC member touch the genital area of the boy under his clothing. What do you do?
2. You are a CPC member. Another CPC member comes to you and tells you about a young girl in one of the projects came to her very upset telling her that one of her friends told her that she was taken aside by a supporting agency staff last week and was made to answer very personal questions and then the staff took photos of her that she was not comfortable doing. What do you do?
3. You are the leader of the CPC. You receive an anonymous letter claiming that you have been abusing young girls. You ignore it, knowing it is not to be true. However, the next day, you receive a very concerned visit from the Child Protection Lead Agency and the Community Development Officer saying that they have received similar claims and demand a response from you. What do you do?
4. A few CPC members are participating in an activity with children. One of the CPC members is doing an art project with children in the building and other CPC members are outside doing a sports activity. A child from inside the building comes running out to you crying saying that the CPC member threw a paintbrush at her and hurt her head. She explains that the CPC member shouted at her calling her useless. You talk with the CPC member and ask for her side of the story. You agree that the CPC should apologize to the child. Following this, what do you do?

Appendix 1:

Examples of Codes of Conduct

This aim of _____ 's Behavior Code of Conduct is to protect children from abuse. By setting standards for appropriate behavior it also protects people who come into contact with children from unfounded accusations of improper conduct.

It clarifies unacceptable forms of behavior that will result in a formal enquiry and which could lead to disciplinary measures being taken, or criminal proceedings instituted. Additionally, the Code of Conduct gives guidance on expected standards of behavior of adults towards children, and also of children towards other children.

This Code of Conduct applies to _____ staff and anyone acting as a representative of, or on behalf of, _____ who may come into direct contact with, or be responsible for, bringing children into contact with adults.

Minimizing Risk Situations

Never

- Condone or participate in behavior that is illegal or unsafe

Try Not to

- Be alone with a single child, including in the following situations: in a car, overnight, in your home, or the home of a child
- Show favoritism or spend excessive amounts of time with one child

Try to

- Avoid placing yourself in a compromising or vulnerable position
- Be accompanied by a second adult whenever possible
- Meet with a child in a central, public location whenever possible
- Immediately note, in a designated report, the circumstances of any situation which occurs which may be subject to misinterpretation by a third party
- Avoid doing something that could be misinterpreted by a third party

Sexual Behavior

Never

- Develop physical/sexual relationships with a child
- Behave physically in a manner that is inappropriate or sexually provocative
- Engage in or allow sexually provocative games with children to take place
- Do things of a personal nature that a child could do for him/herself, including dressing, bathing and grooming

Physical Behavior

Never

- Hit or otherwise physically assault or physically abuse a child

Do

- Wait for appropriate physical contact such as holding hands, to be initiated by the child

- Ask permission from children before taking photographs of a child/children except under exceptional circumstances, based on the child/children's best interest, where this might not be possible or desirable

Psychosocial Behavior

Do

- Be aware of the power balance between an adult and child and avoid taking any advantage this may provide

Do Not

- Use language that will mentally or emotionally harm a child
- Suggest inappropriate behavior or relations of any kind
- Act in any way that intends to embarrass, shame, humiliate, or degrade a child
- Encourage any inappropriate attention seeking behavior such as tantrums by a child
- Show discrimination of race, culture, age, gender, disability, religion, sexually or political persuasion

Peer Abuse

Do

- Be aware of the potential for peer abuse
- Encourage partners to develop special measures and supervision to protect younger and especially vulnerable children
- Avoid placing children in high-risk peer situations (unsupervised mixing of older and younger children)

Do Not

- Allow children to engage in sexually provocative games with each other

Physical Environment

Do

- Encourage partners to develop clear rules to address specific physical safety issues relative to the local physical environment of a project (near water, heavy road traffic, railways)

What to do if you suspect or witness an abuse/potentially abusive behavior

Immediately bring to the attention of the partner (this may not always be appropriate) and _____ any instance of witnessed or suspected abuse, and any action or behavior that could be construed as poor practice or potentially abusive.

Appendix 2:

Examples of Codes of Conduct

Staff, volunteers, consultants, and partners should always:

- Be aware of situations that may present risks to children and manage these
- Plan and organize their work and workplace so as to minimize risks
- As far as possible be visible in working with children
- Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behavior does not go unchallenged
- Talk to children about their contact with staff or others and encourage them to raise any concerns
- Empower children, discuss with them their rights, what is acceptable and unacceptable and what they can do if there is a problem
- Be a positive role model
- Be loving, caring, responsible
- Demonstrate encouragement, motivation
- Show equal treatment between girls and boys
- Try as much as possible to involve children in decision-making. Allow children to make their own decisions particularly about their own lives
- Be good role models of how to be with children both in our homes or working places
- Be sensitive to acts of abuse, and aware of children's concerns and complaints
- Respect children's dignity in homes, workplace and centers
- Listen carefully to children
- Act on children's concerns and problems immediately
- Act fairly on matters that involve children and adults together
- Play fairly on matters that involve children and adults together
- Play a positive role in safeguarding children and promoting their safety
- Endeavor to provide advice and clear guidance to children. Offer appropriate advice and guidance.

Unacceptable adult behavior in relation to children

Staff, volunteers, consultants should never

- Spend excessive time alone with children away from others
- Take children to their home, especially when they will be alone with you
- Hit or otherwise physically abuse children
- Develop physical or sexual relationships with children or any client
- Use language, make suggestions or offer advice, which is inappropriate, offensive or abusive
- Behave in a manner which is inappropriate or sexually provocative
- Have a child or children with whom they are working stay the night at their home unsupervised
- Sleep in the same bed as a child with whom they are working
- Do things for children of a personal nature that they can do for themselves
- Condone or participate in behavior of children which is illegal, unsafe or abusive
- Act in ways intended to shame, humiliate, belittle or degrade children or otherwise perpetrate any form of emotional abuse
- Discriminate against, show different treatment or favor particular children to the exclusion of others
- Perpetrate psychological and emotional abuse
- Expose children to pornography

- Expose children to hazardous work
- Stigmatize children
- Exploit children through child labor, sex work and domestic work
- Discriminate between children of different genders, punishing pregnant schoolgirls, favoring boy or girl child
- Neglect children, not meeting children's needs, not offering adequate care to children
- Infringe children's rights to privacy and confidentiality
- Employ children under the age of 18 of those who have not completed their primary school
- Involve children in harmful practices, female genital mutilation
- Involve children in sexual relationships
- Beat or otherwise assault children

Appendix 3:

Examples of Codes of Conduct

Everyone working on _____ sponsored projects must understand and follow the rules in this code of conduct. This means caregivers, animators, committee members, and anyone else associated with _____ education, child protection, GBV, WASH or health projects. Failure to follow these rules will result in the volunteer no longer being able to work on the project.

If you are aware of someone not following the rules you are obliged to report this to _____ immediately. If you feel that the _____ field agent may be involved with the infraction, you must tell someone else from _____ about this. If you know about an infraction but fail to report it, you will also be held responsible and may also be dismissed from participation in the project.

Working with _____ as a community volunteer, you may have access to specific resources for distribution. You may also be able to decide who will participate in certain activities. You should never use this position for personal gain. Program materials and activities are meant to be shared with the community and should never be used for your own profit.

The following are specific examples of prohibited conduct:

Volunteers should:

1. Never ask for or accept personal favors in exchange for services or materials supplied by the project. Favors can include sexual contact, labor or goods.
2. Never ask for or accept personal favors in exchange for allowing someone to participate in program activities.
3. Never have sexual contact with anyone under the age of 18 years regardless of who initiates the contact or physical appearance of the child.
4. Never sexually or physically harass other volunteers.
5. Never have sexual contact with young participants from the ICCs, PICs, non-formal schools, Community Schools, Drop-in Centers or community at large.
6. Never make sexual advances towards young participants.
7. Never beat, hit or slap or use any other form of physical punishment with participants
8. Never verbally or physically harass participants.
9. Never make vulgar or humiliating jokes or comments at participants or other volunteers.
10. Never ask for or accept labor provided by participants outside of program activities. This means that participants should never work for the personal benefit of volunteers.
11. Never use program supplies or materials for personal benefit outside of regularly planned activities.
12. Never limit someone's access to program supplies or activities because of personal feelings or dislikes. Everyone should have access to program activities regardless of your own personal opinions.
13. Never use race, ethnicity, religion or family relations as criteria for inclusion or exclusion in activities.

I, _____, understand and will follow all of the rules stated above.

Signature _____ Date _____