**COURAGE WORKSHOP PROCESS**

**CHILD PROTECTION WORKSHOP**

AUDIENCE: Children aged 12 to 18 years

Young Adults aged 19 to 25 years

Parents & Community Members

Child Protection Officers (Includes social workers, health care professionals, police officers, teachers, coaches, or anyone who works with children.)

WELCOME & INTRODUCTIONS: (+- 10 minutes)

Facilitator: Introduce everyone to the session and the benefits of the workshop, which include:

* Developing a child protection vision for themselves, their family, their community, or organisation based on children's rights and developmental needs.
* Identifying what drives and what could prevent child protection challenges in their community.
* Understanding and prioritising their child protection challenges in their community.
* Developing empowered child protection strategies to drive change.
* Understanding the legal child protection and safe-guarding processes.
* Identifying and developing win/win community child protection partnerships.
* Developing guiding values and principles to ensure the delivery of their child protection vision.
* Developing a detailed action and implementation plan to ensure meaningful and sustainable change.

Introduce your participants to the Courage Philosophy:

* The importance of community in the protection of our children.
* The definition of child protection: The prevention and responding to violence, exploitation, neglect and abuse against children.
* How child protection must move from being disempowered to empowered if we hope to create sustained and meaningful change in communities.
* The drivers of personal and community empowerment which includes: 1) Values & Beliefs; 2) Partnership & Collaboration; 3) Self-Esteem & Self-Worth; 4) Love & Harmony; 5) Vision & Purpose; 6) Knowledge & Insight; and 7) Presence & Action.

CREATING A VISION FOR OUR CHILDREN: (+- 20 mins)

Facilitator**:** Ask everyone to introduce themselves and to answer the question, “what do you think the role of a child is?” Explain that as with an organization, a child who has a vision and understands their role in their family and community, has stability in their lives. However, if they do not know their purpose or role, they often experience instability in their lives.

Divide your workshop into teams and ask each team to develop a vision for the kind of world they would like to create for their children, or if they are children, for themselves? They should complete the sentence, “We would like to create a world that…”

To help your participants develop their vision, they may want to understand how a child should grow up, by looking at the Courage Child Rights & Needs poster, cards, presentation, or video, all of which you can find on the Courage website. If you are using the poster, please see the accompanying script.

Participants: Should individually or collectively capture their vision statement.

The facilitator should capture (or photograph) each vision statement.

IDENTIFYING OUR CHILD PROTECTION CHALLENGES: (+- 20 mins)

Facilitator: Give each team a Courage Child Protection Community Map and some red stickers or buttons (around 20). Ask them to identify all the child protection challenges that they have observed in their community using the stickers or buttons.

Ask participants to discuss and agree what they think may be causing these challenges and what they think could prevent these challenges in their community.

Participants: Should identify the child protection challenges they have observed in their communities and place a red sticker/button on the Community Map. They should then agree what they think is causing these challenges in their community and what they think could prevent them.

The facilitator should capture (or photograph) the team Community Maps and write the causes and prevention points on a flip chart.

PRIORITISING OUR CHLID PROTECTION CHALLENGES (+- 20 mins)

Facilitator: Using the Courage Child Protection Challenges cards (yellow cards in the Purple Disempowerment card pack), ask each team to prioritize the child protection challenges that they have observed in their community.

To do this, each team should discuss each challenge card and what it means (explanations are on the back of each card). They should then rank each challenge into one of the following categories, and place them in a pile together:

1. Does not exist in our community
2. Low priority challenge (this is not happening very much in our community)
3. Medium priority challenge (this happens sometimes in our community)
4. High priority challenge (this happens a lot in our community and is a big problem)

The facilitator should capture (or photograph) the team’s high, medium, low and does not exist cards (lay them out in a line).

FROM DISEMPOWERED TO EMPOWERED SOLUTIONS: (+- 20 mins)

Facilitator: Tell each team to take their high priority cards and map these challenges to the 7 different purple Disempowerment cards based on a discussion of what they think is driving these challenges in their community.

The Disempowerment drivers include: 1) Violence & Inequality,

2) Exploitation, 3) Low Self Esteem, 4) Abuse, 5) Apathy & Addiction, 6) Ignorance, and 7) Neglect.

Each team should then map their purple Disempowerment cards to the white Empowerment cards that they will find in the yellow Empowerment card pack.

They should then discuss what they can do as a community to solve their child protection challenges, using this new empowered mindset.

The Empowerment/Disempowerment drivers’ cards map as follows:

1. Violence & Inequality to Values
2. Exploitation to Partnership
3. Low Self Esteem to High Self Esteem
4. Abuse to Love
5. Apathy & Addiction to Vision
6. Ignorance to Knowledge
7. Neglect to Action

Participants: Each team should present one problem, it’s Disempowerment driver and how they will use the opposite Empowerment driver to solve the problem in their community.

The facilitator should capture the empowered strategies that the teams share.

CHILD PROTECTION & SAGEGUARDING STRATEGIES

Facilitator: Introduce your participants to the process they should follow in the event of a child being abandoned, neglected, abused, or exploited in their community, using the Courage Child Protection & Safeguarding poster, video, or presentation. If you are using the poster, please see the accompanying script.

Take the participants through the step-by-step process and ask them to find the relevant stakeholders on their community map.

Participants: Should follow the process on the community map to identify all the stakeholders that they should be partnering with in the protection of their children.

Discuss the process as a group. Have they ever encountered a child who has been neglected, abused, or exploited in their community and what did they do about this? If they did report it? Do they know if the incident was followed up on by the relevant authorities?

Now that they know the process would they report an incident to the relevant authorities? If not, why are they hesitant to do this?

The facilitator should capture the key points of discussion.

CREATING WIN/WIN PARTNERSHIPS: (+- 20 mins)

Facilitator: Give your teams some green stickers or buttons and ask them to identify themselves on the Courage Community Map.

They should then identify all of child protection partners that they could or should work with in trying to solve their child protection challenges in their community. These partners could include other community members, parents, friends, teachers, police officers, social workers, doctors and nurses, community, or spiritual leaders and more.

Once each team has identified their child protection partners, they should discuss how they can build a win/win relationship with each of these partners. A win/win relationship is one where you have a shared vision of what you want to achieve, and you have detailed what each partner wants/expects/needs from the other to achieve this vision.

Participants: Should identity their community child protection partners. They should then develop a win/win relationship with each. Each team should share one partnership plan which should include:

* Their shared child protection vision/objectives with the partner
* What they expect to get from the partner
* What are willing to give to that partner to achieve their join vision

The facilitator should capture (or photography) each partnership plan.

OUR RIGHTS VS RESPONSIBILITIES (& ASSOCIATED VALUES)

Facilitator: Explain to your participants that in the first exercise, each team developed a vision of the kind of future they wanted to create for themselves or their children. We now need to discuss the rights and responsibilities that will help us achieve these visions and that will drive real and meaningful changes in behaviour.

In the yellow Empowerment card pack you will find 20 purple and white universal Human Rights and matching Human Responsibility cards.

As a fun exercise get each team to see how quickly they can match the Human Rights to the Human Responsibility cards (there is a crib sheet on the templates document).

Once they have completed this matching exercise ask each team to define the 3 to 5 values (what they will need to believe in) to achieve their child protection vision statements that they defined at the beginning of the workshop?

Participants: Should discuss the human rights and responsibilities, and whether children’s rights are being met in their community. They should then agree the 3 to 5 values that they will need to believe in to achieve their child protection vision.

The facilitator should capture each team’s values, alongside their vision statement.

ACTION PLANNING: (+- 20 mins)

Facilitator: Explain to your participants that now that they have defined a child protection vision, prioritised their child protection challenges, their community partners and their shared rights/responsibilities, and values each team should create an action plan to take forward.

The action plan should detail the following:

1. What should we stop doing in our community?
2. What should we start doing in our community?
3. What should we continue doing in our community?

To ensure the long-term wellbeing of our children.

The facilitator should capture these actions plans.

LEARNINGS THANKS AND CLOSE (+- 10 mins)

All: At the end of the workshop, the whole team should stand in a circle and throw a ball or similar object to each other. As each person catches the ball, they should share the most important lesson that they have learnt from the workshop and what they are going to do differently moving forward.

Facilitator: Thank all participants for their input into the workshop and advise them that they can access all Courage workshop material at [www.couragechildprotection.com](http://www.couragechildprotection.com)

ENDS.