

Lukautim Pikinini


MODULE

10

Child Protection Laws and Policies



MODULE 10. Child Protection Laws and Policy

 Module – 2 hours and 45 minutes

Overview

This Module takes participants through the key elements of PNG laws and policies that protect children.

There is a lot of information in this Module with which the trainer should be thoroughly familiar.

The main material is in the form of *Topic Notes*. It is better for participants to spend more time in small group activity than to spend too much time on the *Topic Notes*.

Learning Objectives

- Participants gain basic knowledge on legislation in PNG protecting children.
- Participants are better prepared to take appropriate action in cases of abuse, neglect and exploitation
- Participants gain a basic knowledge of legislation that governs other children's service.
- Participants understand the demarcation, jurisdiction and role of welfare officers and other service providers in order to establish and strengthen the referral system.

Topics

The topics covered in the Module are:

- 10.1 Lukautim Pikinini Act 2009
- 10.2 Sexual Crimes Against Children - Criminal Code
- 10.3 Juvenile Justice
- 10.4 Birth Registration

Topic Notes

10(a) *Lukautim Pikinini Act 2009.*

10(b) *Sexual Crimes Against Children – Criminal Code*

10(c) *Juvenile Justice*

References And Other Resources

Lukautim Pikinini Act (2009)

Adoption of Children Act (1968)

Juvenile Courts Act (1991)

Criminal Code (Sexual Offences and Evidence) Act (2002)

Civil Registry Act (1963)


Rape, Incest, Child Abuse... The PNG laws have changed!!!

Family and Sexual Violence Action Committee. Information brochure.

PLEASE NOTE!


- Make sure you have copies of the *Community Child Protection Action Plan* for participants to use in Module 10.
- Have 4–5 copies for each participant.
- ALSO make sure you have copies of the *Week 2 Evaluation* form for all participants. You will be handing them out at the end of Module 12.

Topic 10.1 Lukautim Pikinini Act 2009

 Topic – 1 hour and 30 minutes



Large Group Activity – CHILD PROTECTION LEGISLATION IN PNG

 Activity – 1 hour and 30 minutes

Equipment and Materials

- Flip chart for trainer only.

Step 1

The trainer says:

In Module 9 we heard about the new law that protects children in PNG, the Lukautim Pikinini Act, 2009.

Thinking about all the things we have talked about so far about protecting children, what kinds of things do you think this law does to protect children in PNG? What kinds of things do you think it says people can legally do to children and what kind of things can't they do?

Do this for no more than 15 minutes.

Collect all the answers on the piece of flip chart paper without making comment about whether they are right or wrong.

Step 2

The trainer says:

Let's look at what the law says and see if the things you have said are in the law and what other things are in the law also.

Please look at Topic Note 10(a) Lukautim Pikinini Act 2009

This law is very important for your work as Faith Based Organisations working in child protection in your community. As I go through this Topic Note, think about how the law will work in your community. We will have a discussion afterwards about what you think will be the challenges to putting the law into operation in your community.



Topic Note 10(a) Lukautim Pikinini Act 2009

The PNG Parliament passed the Lukautim Pikinini Act in 2009. The objective of this Act is to protect and promote the *rights* and *wellbeing* of all children *regardless of gender* and to protect children from all forms of violence, abuse, neglect, exploitation and discrimination, with a clear focus on services for prevention and family strengthening. The Act is based on the principles and provisions of the Convention of the Rights of the Child, placing the best interests of the child as the paramount consideration and requiring that protective interventions prioritise community based mechanisms over institutional alternatives. The Act legislates the responsibility of parents to meet the basic rights of children, including equal access to school and removes previously legislated discrimination against children born outside of marriage. The introduction of a stronger, rights-based legislation, now enables all children to demand the right to protection from statutory authorities.

The major provisions include:

- A “child” is defined as a person under the age of 18 years, previously set at under 16 years.
- The objectives and general principles have been redrafted in accordance with the Convention on the Rights of the Child, including promoting the best interests of the child.
- Several key terminologies have been changed. They are:
from “destitute”, “uncontrollable”, “incorrigible” or “neglected” children, to “children in need of protection,” which includes children who are abused or exploited both sexually and non-sexually.
- Changing government staff titles from Welfare Officers to Child Protection Officers.
- Establishment of a new definition of “children with special needs” includes orphans and children affected by HIV and AIDS and children with disabilities.
- New sections have been added on the participation of children in all decisions affecting them, and on non discrimination against them.
- National, provincial, and local Lukautim Pikinini Councils will be established to advise Ministries, Departments, and the Government as a whole on issues affecting children.
- Stipulating that it is the duty of professionals and the public to report if a child is in need of protection.
- Stipulating that the powers of Directors, Child Protection Officers, Police Officers, and Courts include the ability to remove children in immediate danger or in need of protection.
- Directing that a lost or runaway child will be assisted in reuniting with his/her family, or will be accorded mediation or temporary care if the child refuses to return home for any reason.
- Requiring that a legal counsel be appointed for all children appearing before a court.
- Replacing all reference to “institutions” with the concept of “out of home care.”
- Orphanages and other such institutions are now prohibited.
- “Harmful child labour” is considered an offence, and parents and companies can be found guilty.
- Equal access to education for both girls and boys
- Children in care have rights protected by law
- Harmful traditional practices are outlawed

- Director has responsibility to ensure all children in care know their rights
- Equal access to maintenance for children born outside of marriage (where previously the legislation only afforded this protection to children born to married parents)
- Now requires the Director to monitor the treatment of children who are with mothers in prison, sets a limit of how long they can be there (up to 3yrs, based on best interests) and holds the OIC of the institution liable if he/she does not ensure the adequate care and protection of the child.
- Police and Correctional Service staff are now liable if they mistreat, assault or deny medical attention to a pregnant women, or deny a mother access to her child for the purposes of breastfeeding.


Step 3

Now have a general discussion in the large group about the reaction of the participants to the new law and how they think it will work in their community.

Ask participants one question at a time – limit discussion on each to 6 or 7 minutes


- How does this law relate to the Global Protective Environment Framework? You may need to refer them back to *Topic Note 2(c)* to remind them of the eight elements.
- Are people in their community aware that there is a new law and the changes it is putting in place?
- Are the police, courts enforcing the law in their community?
- What can Faith Based Organisations do to ensure the law is followed and enforced?

Topic 10.2 Sexual Crimes Against Children – Amendments to the Criminal Code and Evidence Act

 Topic – 30 minutes



Trainer Presentation SEXUAL CRIMES AGAINST CHILDREN

 Activity – 30 minutes

Equipment and Materials

None needed for this activity.

Step 1

The trainer says:

Sexual crimes against children are very serious. They have a big impact on the child at the time and also have long-lasting damaging impacts.

In 2003, PNG changed the law to strengthen how it deals with sexual violence and child abuse. These laws give more protection to victims and have higher penalties for offenders.

Please follow me now as I read through Topic Note 10(b) Sexual Crimes Against Children – Criminal Code.

Step 2

Read through the *Topic Note* slowly asking participants whether they understand each part of the Code as you read it. Make sure they understand terms like 'touch a child in a sexual way', 'expose oneself' and other terms that they may not understand fully.

Allow no more than 15 minutes for this.



Topic Note 10(b) Sexual Crimes Against Children – Criminal Code

Sex crimes against children

These crimes apply to any sexual activity (consenting or not) with a boy or girl under age of 16.

Sexual penetration of a child

- It is a crime to have sex with a child, boy or girl.
- It is a crime to put a penis into a child's mouth
- It is a crime to put any body part into a child's anus or vagina
- It is a crime to put any object (eg. stick, bottle) into a child's anus or vagina

Punishment: Jail for up to 25 years. If the child is under 12 years old, or if the guilty person is in a position of trust eg. teacher, religious leader, wantok, he or she can be jailed for life.

Sexual touching of a child

- It is a crime to touch a child in a sexual way
- It is a crime to force a child to touch anyone else in a sexual way.

Punishment: Jail for up to 7 years. But, if the victim is under 12 years old, or if the guilty person had abused a position of trust, he/she can be jailed for up to 12 years.

Indecent act directed at a child

- It is a crime to expose oneself to a child in a sexual way
- It is a crime to make children expose themselves in a sexual way.

Punishment: Jail for up to 5 years. But, if the child is under 12 years old or if the guilty person had abused a position of trust, he/she can be jailed up to 7 years.

Persistent sexual abuse of a child

It is a crime to commit any of these sex crimes against children over a long period of time

Punishment: Jail for up to 15 years.

Abuse of trust, authority or dependency

It is legal to have *consenting* sex with a child over 16, except in the following cases:

- It is a crime for people in positions of trust, or authority (teachers, religious instructions, adoptive parents, police officers etc.) to have any *consenting* sexual relationship with a child aged 16–18 years old who is in their care.
- If there is *no consent*, the crime is rape.

Punishment: Jail for up to 15 years.

Child Prostitution and child pornography

Child prostitution and child pornography are unacceptable in PNG. The new laws punish all people who make children do these things.

Child Prostitution

Child prostitution is buying or selling sexual acts with a boy or girl under 18 years old, in return for money, goods or favours (payment of school fees etc).

- It is a crime to use a child prostitute or to offer or buy a child prostitute's services.
- It is a crime to let your home or place to be used for child prostitution.
- It is a crime to get any benefits (money, goods, etc) from child prostitution.
- It is a crime for a parent to let a child be used in child prostitution.
- It is NOT a crime to be a child prostitute. Child prostitutes are victims, not criminals.

Punishment: Jail for up to life, in some cases.

continues next page >>

Child Pornography

Child pornography is picture and films that show children under 18 years old doing sexual things. Sometimes it can also be audio tapes and writings.

- It is a crime to make or publish child pornography,
- It is a crime to import, export, distribute, sell or display child pornography.
- It is a crime to have child pornography in your home or bag
- It is a crime to get a child for, or let your child make, pornography.

Punishment: Jail for up to 15 years, in some cases.

Giving Evidence in Court

The *Evidence Act* was amended in 2002, to include a new Division (*Division 3: Special measures for vulnerable and intimidated witnesses*).

Children can now have their views considered through the introduction of written Victim Impact Statements, which can be used by the Courts when determining sentencing.

If you are supporting a child through court it is important to know that:

- A victim of sexual abuse does not need medical evidence or another witness to prove the case. The court can convict on the story alone.
- The police are not allowed to tell the accused where the child lives.
- The accused is not allowed to cross-examine the child him/herself.

Children (persons under the age of 18) are considered vulnerable for the purposes of the Evidence Act. For cases in which the Court believes that the quality of evidence would be adversely affected by reason of fear or distress, special measures orders can be granted. Women and children can also ask the magistrate to grant a special measures to enable them to give evidence in a more supportive and safe environment. For example, the magistrate can agree to:

- Tell the public to leave the court while the child gives his/her evidence.
- The child can have a support person with him/her while he/she testifies.
- Allowing the child to give evidence behind a screen in court, or directly to the magistrate in his/her room.
- Grant an adjournment if it is in the interests of the witness
- Allow the witness to give evidence through closed circuit television or similar communication technology, including videotaped interview.


Step 3

When you have finished reading the *Topic Note* have a general discussion about the Law.

Ask participants one question at a time – limit discussion on each to 6 or 7 minutes


- *Are people in their community aware of the law?*
- *Are people following the law?*
- *Are the police, courts enforcing the law?*
- *What can churches do to ensure the law is followed and enforced?*

Topic 10.3 Juvenile Justice

 Topic – 30 minutes



Trainer Presentation JUVENILE JUSTICE

 Activity – 30 minutes

Step 1

The trainer says:

Now I want to talk to you about the system under which children and young people who commit crimes are dealt with in PNG.

Please follow me as I read through Topic Note 10(c) Juvenile Justice

Step 2

When you have finished reading the *Topic Note* have a general discussion about the Law.

Ask participants one question at a time – limit discussion on each to 6 or 7 minutes

- *Are adults and young people in their community aware of the Juvenile Justice system?*
- *Is the Juvenile Justice system effective in dealing with young people who commit crimes?*
- *What can churches do to make sure people know about the Juvenile Justice System?*



Topic Note 10(c) Juvenile Justice

According to the *Juvenile Courts Act 1991* “a juvenile” is a person who is aged between 7 and 18 years of age. We have become aware in recent years that offenders are getting younger and younger. However, it is overwhelmingly male adolescents and young men between the ages of 12 and 35 who make up the most actively offending population group. This population group is involved both in urban street crime and in village crime against persons and public and private property.


The crimes they commit range from pick-pocketing, car thefts and drug abuse to sexual violence, physical violence and highway robberies, increasingly involving the use of firearms. This frequently results in deaths, injuries, and personal and community insecurity.

The Juvenile Courts have been established to provide a kind of justice that best suits the situation of the juvenile. In the courts’ proceedings and actions under the *Juvenile Courts Act*, they must be mindful of the fact that the best interests of a juvenile are ***the paramount consideration***.

The interests of a juvenile must be given the highest priority where non serious offences are dealt with by the Juvenile Courts (or District courts sitting as Juvenile Courts if there are none in the area where the crime is committed). Even where serious crimes like rape, armed highway hold-up or killing punishable by death or life imprisonment are involved, then the National Court must give the highest consideration to the juvenile’s interests.


Restorative justice proceedings can be conducted either before or after the Juvenile Courts proceedings. They do not clash. In fact restorative justice can achieve a long term positive outcome for both the juvenile and the community – it restores the youth to his/her community and the community welcomes him/her. In many cases it is more practical and can avoid delays if the restorative justice proceedings take place either before or early in the Juvenile Court proceedings so that a Juvenile Court Officer can include it in the officer’s report to the court.

Topic 10.4 Birth Registration

 Topic – 15 minutes



Trainer Presentation BIRTH REGISTRATION

 Activity – 15 minutes

Step 1

The trainer says:

The right to a name and identity is one of a child's fundamental rights. Birth registration provides children with proof of identification to ensure they are provided with the protection of child specific laws eg. Juvenile Justice laws. It also can help protect children's inheritance rights, including rights to land.


In 2003, only 3 per cent of the PNG population had registered their birth. The Birth Registration Programme is an initiative of the Department of Community Development. It aims to ensure that the number of births registered increases from 3 per cent in 2003 to 100 per cent, that a sustainable, decentralised, and accessible birth registration system is established, and that there is greater awareness of the importance of birth registration for children amongst parents and communities.

Step 2

The trainer asks:

- *How many of you are aware of the Birth Registration Programme?*
- *What can you do to make sure people in your community register the births of children?*

Module 10 Knowledge and Application Test

 Test – 30 minutes

Part A – What I have learned

1. What is the name of the new child protection Act in PNG?

2. Name four of the major provisions of the Act?

- ---
- ---
- ---
- ---

3. Name four crimes against children under the Criminal Code relating to sexual actions?

- ---
- ---
- ---
- ---

How did you go on the test?

Give yourself 1 point for every right answer.

If you get 7–9 points – that’s great, you are really learning!

If you get 5–6 points – that’s okay, read the *Topic Notes* again at the end of the session to make sure you remember the material we have discussed.

If you get less than 5 points – go over the *Topic Notes* one or two times to make sure you remember the material.

Part B – How I will apply what I have learned in my community

1. Three things that I can do in my community to educate people about the *Lukautim Pikinini Act*.

- ---
- ---
- ---

2. People and organisations in my community who can help me to educate people about the *Lukautim Pikinini Act*.

- ---
- ---
- ---
- ---
- ---

3. Three things that I can do in my community to educate people about sexual crimes against children

- ---
- ---
- ---

4. People and organisations in my community who can help me to educate people about sexual crimes against children

- ---
- ---
- ---
- ---
- ---


11

Developing a Community Child Protection Action Plan



MODULE 11

Developing a Community Child Protection Action Plan

 Module – 14 hours and 30 minutes

Overview

This Module helps participants to develop a *Community Child Protection Action Plan* to address the issues that have come up through their Child Protection Survey and the discussions they have had throughout Weeks 1 & 2.

The intention is that participants will work on implementing their *Action Plans* when they return to their communities and then come back in three months time to look at how the implementation has gone.

The Module is in five parts:

- In the first part, on the third day of Week 2, material is presented on aspects of developing an Action Plan.
- In the second part, on the third day of Week 2, participants develop a draft Action Plan.
- In the third part, on day four of Week 2, participants present their Action Plans to the whole group, including the trainer, for feedback.
- In the fourth part, on day four of Week 2, participants revise their Action Plans in the light of the feedback they have been given.
- In the fifth part, on day five of Week 2, participants make brief presentations of their Action Plans to the same guests who were invited to the opening session of the training in Week 1.

Learning Objectives

- Participants understand the key considerations when developing an Action Plan
- Participants develop an Action Plan that is relevant to the findings of their Child Protection Survey
- Participants understand key steps in implementing the Action Plan

Topics

The Topics covered in this Module are:

- 11.1 Key Strategies to Address in Community Child Protection Action Plans
- 11.2 A Code of Conduct for Your Organisation
- 11.3 A Community Child Protection Working Group
- 11.4 Steps in Developing an Action Plan
- 11.5 A Community Child Protection Action Plan
- 11.6 Presenting Your Draft Community Child Protection Action Plan
- 11.7 Reviewing and Re-drafting Your Action Plan
- 11.8 Evaluation of Week 2


Topic Notes

- 11(a) *Key Strategies to Address in Community Child Protection Action Plans*
- 11(b) *Statements That Can Be Included in a Code of Conduct for Your Organisation*
- 11(c) *Developing an Action Plan*
- 11(d) *Case Studies in Local Faith Based Community Child Protection Activity.*

IMPORTANT!


- Do you have copies of the *Community Child Protection Plan* for all participants? Each participant should receive 4–5 copies.

Topic 11.1 Key Strategies to Address in Action Plans

 Topic – 45 minutes



Trainer Presentation and Large Group Discussion – KEY STRATEGIES TO ADDRESS IN COMMUNITY CHILD PROTECTION ACTION PLANS

 Activity – 45 minutes

Equipment and Materials

Nothing needed

Step 1

The trainer says:

Developing an Action Plan is not difficult. There are some things to take into account when developing them.

Let's read through Topic Note 11(a) Key Strategies to Address in Action Plans.

Please pay good attention to this material. You will be using this material during the day as you develop your Action Plan. It's very important that you ask any questions you need to be clear about developing an Action Plan because you will be working on your own when you develop them.

Step 2

Read through the *Topic Note*, checking as you read that participants are following and understanding the material.



Topic Note 11(a) Key Strategies to Address in Action Plans

As discussed in earlier Modules the most effective way to support, care for and protect the most vulnerable children is by:

- Supporting caregivers, extended family and communities
- Ensuring equitable access to education, health, protection, social welfare, birth registration and inheritance law
- Increasing awareness of child protection.

Before action plans are developed it is important to review the key strategies.

1. Strengthen the capacity of families to protect and care for vulnerable children

Strengthening capacity of families must be at the core of a response. Family relationships provide the most immediate source of support. Families are best source of protection and care but need sometimes need support from outside sources.

2. Support community based responses

After families, the community is the next safety net. Lessons learned through many community activities undertaken in support of vulnerable children in need of protection show that to be most effective responses should focus on community concerns about the most vulnerable children.

continues next page >>

3. Access to essential services

Vulnerable children are at a disadvantage in obtaining essential services necessary to their welfare. In many countries, they have lower school attendance rates and are at risk of poor nutrition and health. At the local level, NGOs, FBOs and CBOs play a critical role in extending the reach of these services.

4. Increase leadership

Strong leadership is needed for communities to fulfil their responsibility to children. Leaders must give priority to basic education, health, nutrition, child welfare and other essential services in their community


5. Raise awareness to create protective environments

Vulnerable children in need of protection as well as their families frequently suffer stigma and discrimination. Reducing stigma and discrimination requires access to information, challenging myths and transforming public perception.

Also, it is essential the Action Plans:

- Focus on the most vulnerable children, not only one particular group eg. children orphaned by AIDS
- Involve children in the response
- Understand the different needs of girls and boys
- Consider the needs of all age groups
- Protect children
- Learn from other organisations
- Strengthen partnerships and collaboration with other organisations.

Topic 11.2 A Code of Conduct for Your Organisation

 Topic – 10 minutes



Trainer Presentation A CODE OF CONDUCT FOR YOUR ORGANISATION

Equipment and Materials

Nothing needed.

Step 1

The trainer says:

When developing Action Plans it is also important to keep in mind the organization you are involved in and how it operates to ensure children are protected while accessing services or support from the organization. One way of doing this is to develop a Code of Conduct to govern the way employees / volunteers / members of organization conduct themselves when working with children. Once a Code of Conduct is developed it could be signed by everyone involved in the organization so that they are clear on what kind of behaviour is and is not acceptable.

Let's look at Topic Note 11(b) Statements that can be included in a Code of Conduct.

Step 2


Read Topic Note 11(b).

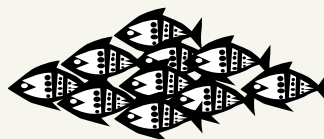


Topic Note 11(b) Statements that can be included in a Code of Conduct


- We will always maintain professional boundaries between staff/volunteers and children we work with.
- We value and respect all children in accordance with Convention on the Rights of the Child.
- Our organization / business will not exploit children and young people in any way.
- We will not abuse our position of power / authority to discriminate against or sexually exploit children / employees.
- We will not engage in sexual activity with children or young people. Anyone found doing so within the organisation will be identified to the appropriate criminal authorities.
- We respect a child's choice for asking to be dealt with by a person of a particular gender and will do what we can to meet that choice.
- Adults in our organisation will be positive role models.
- We will not discriminate on cultural / religious grounds.
- We will never use physical discipline / punishment in our organisation or with the children with whom we work.
- We will listen to children and act to protect them.
- We will report illegal behaviour to police.
- Any breach of this code of conduct will result in dismissal of a volunteer or employee from this organisation.

Topic 11.3 A Community Child Protection Working Group

 Topic – 20 minutes



Large Group Activity – ESTABLISHING A COMMUNITY CHILD PROTECTION WORKING GROUP

 Activity – 20 minutes

Step 1

The trainer says:

Implementing Action Plans and ensuring that the children and families most in need benefit from programs and activities is the most important and challenging part of the training process. The most effective support for Faith Based Organisations is other organisations in the community. Improving referral systems and coordination and networking mechanisms is crucial. From lessons learnt in other provinces, it is clear that an inter-denominational working group helps open up communication between organisations and improves responses for children in the community.

One way to do this is set up a Community Child Protection Working Group which involves all the key organisations that can help to implement actions at a community level to address child protection issues.

When you go back into your community to implement your Action Plan, having a Working Group will help to get the work of the Action Plan done.

Let's discuss this together now. Later when you write your Action Plan, one of the actions you might want to work on in the plan is setting up a Working Group.

Step 2


Have a large group discussion on this for no more than 20 minutes. Encourage participants to be honest about the challenges they will face in setting up such a Working Group.

Useful questions to guide the discussion:

- From what you know of your community, do you think it's possible to set up a Working Group like this?
- What will you need to do to set it up?
- Who in the community do you need to engage?
- Can you identify other community leaders to be champions for children?


At the end of the discussion take a show of hands to see who thinks they will put setting up a Community Child Protection Working Group as one of their actions in their Action Plan.

Topic 11.4 Steps in Developing an Action Plan

 Topic – 45 minutes



Trainer Presentation – DEVELOPING AN ACTION PLAN

 Activity – 45 minutes

Equipment and Materials

- Copies of the *Community Child Protection Action Plan* for each participant.

Step1

The trainer says:

Now you are going to spend the rest of the day developing your Action Plan.

Tomorrow you will be presenting your Action Plans to the group and reviewing and amending them based on the feedback you get.

On the last day of Week 2 you will be presenting your Action Plan to invited guests.

To start, let's all have a look at Topic Note 11(c) Developing an Action Plan and the Community Child Protection Action Plan format. The Topic Note tells you the steps to go through when you are developing your Action Plan today.

Step 2

Hand out to each participant 4–5 copies of the *Community Child Protection Action Plan* format.

Read through *Topic Note 11(c)*.

As you read through the *Topic Note* show them where on the *Action Plan* format they fill in the information you are describing.

Tell them not to write anything on the pages now. Just to notice where information you discuss should go in the format.



Topic Note 11(c) Steps in Developing an Action Plan

There are two 'principles' to keep in mind that will help you develop an *Action Plan* that works. These are principles that apply to any *Action Plan* you want to develop, not only an *Action Plan* around Child Protection.

A good plan is a KISS plan.

K *Keep*

I *It*

S *Simple*

S *Stupid*

This just means not to try and do things that are going to be complicated, time-consuming, and resource-consuming.

It is always better to do one or two things well and to get results than to do a lot of things badly.

A good plan is a SMART, plan. You know you have a good plan when you can answer yes to every SMART question, for every task:

S *Sensible* – Is the task logical, or is it long long?

M *Measurable* – Will you know when you have completed the task?

A *Achievable* – Can the task be done with the resources available?

R *Relevant* – Is the task relevant to what you want to achieve?

T *Timely* – Is it important to do this task now or are there other more urgent tasks to be done?

Now follow these Steps as you develop your

continues next page >>

Community Child Protection Action Plan

1. It's good to identify some things first on each page of the Action Plan:
 - A title, which should be a short description of what the Plan is about. [We have given you a title for this Action Plan]
 - The name of the congregation or faith based organisation that is going to implement the Plan. [We have given you space at the top of each page to fill this in]
 - The geographic area that the Plan is going to cover. [We have given you space at the top of each page to fill this in]
 - Who wrote the Action Plan. [We have given you space at the top of each page to fill this in]
 - What period of time the Action Plan covers. This is generally the year (s) that the Plan is for. [We have given you space at the top of each page to fill this in]
2. Go back and look at the Community Child Protection Survey you did. What are the THREE groups of children in MOST NEED of protection in your community? Look for the groups:
 - Where you have identified the biggest number of children.
 - Where you have identified there is little being done in the community for these children.
 - Write the name of these three groups on your Action Plan pages where it says Target Group, one Target Group on each page.
3. **Do these next steps on spare paper.** When you have

finished them, you will put the information onto your action plan.

- Choose ONE of the Target Groups you have identified.
 - Looking back over your Community Child Protection Survey what are the top 3 issues you have identified in the Protective Environment that relate to this Target Group?
 - Write each issue at the top of a sheet of blank paper.
4. Now take each Issue one by one. Ask yourself:
 - Is your congregation or organisation doing anything currently about this Issue for this Target Group?
 - What can be done to strengthen what you are currently doing?
 - Think about all the things you have heard over the training sessions that other communities are doing about the issues. Look at the Topic Notes in Module 10 and see if there are any ideas here for improving what you are already doing.
 - Write these on the paper.
 5. Now for the same Issue for that Target Group ask yourself:
 - Is there anything else we could be doing?
 - Again, think about all you have heard in the training sessions about what other communities are doing about the Issue.
 - Write these on the paper.
 6. Now looking at what you have written about

Activities for this Issue, think VERY CAREFULLY about how REALISTIC are the suggestions for improving the response to this Issue in your community.

- Think about the Resources that will be needed to do it and whether you have the Resources already, or whether you will be able to get them.
 - Think about who will have to take the Action. Are these people already part of the congregation or organisation? Are there people who could do it if they were trained?
 - Think about whether this is something that could be done in partnership with other groups or organisations in your community. Which ones?
 - Think about what the Time Frame needs to be to get a result from this activity. Will your congregation or organisation be able to put that time into the Activity?
 - Finally, how will you know that your Activity has been successful in making a difference to the issue you have identified? What will you be able to count, or see, that will tell you things have changed for the better because of what you have done?
7. Now for this Issue, for this target group, choose ONLY ONE activity that you think have the best chance of being done and getting the best result.
8. Now you can enter your decisions about this Issue onto your Action Plan under the right headings.
9. Do this new for each Issue for the first Target Group. Then do the same thing for the other two Target Groups, identifying the Issues, What We Can Do, Who Will Do It, and the Time Frame.

The *Community Child Protection Action Plan* format is at the back of this manual.

Topic 11.5 A Community Child Protection Action Plan



Topic – 3 hours and 45 minutes



Individual Exercise – DEVELOPING A COMMUNITY CHILD PROTECTION ACTION PLAN



Activity – 3 hours and 45 minutes

Equipment and Materials

- Make sure you have ALL the flip chart sheets from all the exercises in all the previous Modules. Have them all clearly marked with their Module number with all the sheets about the one Module in the one place.
- 4–5 copies of the *Community Child Protection Plan* format for each participant.
- Extra copies of the *Community Child Protection Plan* format.
- Marker pens for the participants

Step 1

The trainer says:

You are going to spend the rest of today drafting a Community Child Protection Action Plan for your faith based organisation or congregation to put into operation in your community.

*Develop a plan to **cover 3 months from today**. We will be meeting together in three months time to review how you have gone with implementing the Plan.*

Follow the Steps outlined in Topic Note 11(c) Steps in Developing an Action Plan.

You will be working by yourself for the whole day. Find somewhere comfortable and not too close to someone else.

I will be available at any time to come and talk with you about how you are going, and I will also come around during the day and see how you are going.

I have put all the flip chart sheets from all the exercises we have done over Week 1 and Week 2 around the training room. Look through them as you develop your Action Plan. Please don't take them away from where I have put them because others will also want to look at them and we don't want them to get lost.

You can talk with other participants about your ideas and ask for their suggestions, but remember that they have to do their own plans so try not to interrupt them too often or for too long.

I will tell you when to break for Morning Tea and for Lunch.

Step 2

Hand out the copies of the *Action Plan* format, 4–5 per participant.

The trainer says:

I am handing out blank copies of the Action Plan format and I have more copies if you need them.

There is plenty of flip chart paper for you to use while you work on your Action Plan.

Please don't write anything on the copies of the Action Plan format until you are very sure that you have clear what action you want to implement for a particular target group.

Step 3

The trainer says:

To get you thinking we have included two case studies of PNG communities that have developed programs to support children in need of protection in their communities.

Before you begin your plan, you might like to read the case studies just to see what can be done at the local level

The case studies are in Topic Note 11(d) Case Studies in Local Faith Based Community Child Protection Activity.

Step 4

At the end of the day congratulate them on the work they did during the day.

Remind them that tomorrow they will be presenting their draft *Action Plans* to the other participants.

Tell them that they will each have only 10 minutes to make their presentations, so they should practice them tonight.



Topic Note 11(d) Case Studies in Local Faith Based Community Child Protection Activity

Western Highlands Province

Orphans And Vulnerable Children Committee

The Western Highlands Province Orphans and Vulnerable Children (OVC) Committee is made up of a group of volunteers who work together to provide care and support to vulnerable children.

The OVC Committee began in late 2005, when volunteers began visiting settlements to provide food and basic medical treatment to children in need, sourcing donations of basic first aid and food from hospitals and businesses.

Today the team of volunteers continues to visit settlements and works closely with the Western Highlands Province Division of Community Development (DCD) to conduct awareness and monitor and support community based volunteers, in outer districts. Volunteers also support DCD to counsel children and conduct children's activities. In addition, volunteers provide valuable information about vulnerable children by recording relevant child protection cases on a data form developed by DCD and providing this information to DCD every month.

The OVC Committee also organises foot patrols, visiting rural communities for up to a week at a time, to provide support and counselling to vulnerable children as well as information about human rights, HIV and AIDs, and other community issues. OVC committee volunteers usually visit targeted communities at least a week before

continues next page >>

the start of the foot patrol, to inform communities about the forthcoming visit and to arrange accommodation and food for the foot patrol. During the foot patrols, the volunteers walk from village to village to talk to groups and individuals about various issues, and to provide in-depth counselling as required.

In order to provide short term relief for vulnerable children, the OVC Committee has also established a Children's Services Centre in Rabiumul, which provides a safe place for vulnerable children to visit and stay temporarily. The centre is built on land belonging to the Chairperson of the OVC Committee, who also manages the centre. When children come to visit, they are provided with food donated by supermarkets and garden vegetables from surrounding gardens. About 10–15 different children come to Rabiumul every Friday and Sunday, usually as a result of word of mouth recommendations from their peers, to partake in fellowship and to spend the night. The centre provides these children with a clean and comfortable place to rest and receive the counselling and peer support that they need.

Catholic Diocese of Kundiawa Most Vulnerable Children (MVC) Program

The Catholic Diocese of Kundiawa, through its HIV and AIDS program, has developed a comprehensive program to care for 183 vulnerable children, whose immediate carer has been identified as HIV positive.

The MVC Program identifies people living with HIV and AIDS through liaison with the Simbu Provincial AIDS Committee and St Joseph's Hospital Voluntary Counselling and Testing Centre. Once identified, community volunteers visit the person to identify their support needs, particularly the needs of any children who are under their immediate care.

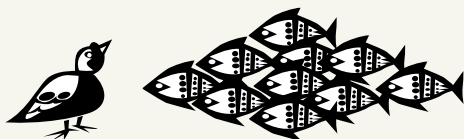
Community volunteers have been trained in 16 communities to provide basic counselling and support to children and their carers. These volunteers are provided a small transport stipend to visit the children on a quarterly basis and to report back to the MVC Program Manager about relevant issues. Information is collected about each child using a specially designed data sheet, detailing the child's care and support network.

If community volunteers find that a child has not been properly cared for, they will speak to the family and community about the child's rights and the community's responsibility to look after the child. If the child is not attending school because of a lack of money for school fees, the volunteer will report this to the program manager who will monitor the situation and try to get the local parish to assist, if the community is not able to raise the required funds.

Care centres have also been established as part of the Program, to provide temporary respite for children and a resource centre for carers and other community members. These care centres range from simple bush material raun houses to bigger permanent structures, which provide accommodation and training facilities. For example the community in Gembolg, together with the Catholic Church, built a permanent Children's Resource Centre in Gembolg in 2007, which has dormitory style accommodation, kitchen and training facilities. This centre has been used for relevant training for the community, including human rights training as well as to provide short term care for vulnerable children.

Topic 11.6 Presenting Your Draft Community Child Protection Action Plan

 Topic – maximum of 4 hours and 45 minutes



Individual Presentations of Action Plans To Large Group

 Activity – maximum of 4 hours and 45 minutes

Equipment and Materials

- Something to make a noise for keeping time during the presentation – a small bell, or a ruler that you can use to tap a table, or a full glass of water that you can rap with a pen.

Note: If you have a full group of 20 participants, aim to have each participant present for no more than 10 minutes, with 5 minutes for feedback from you and from other participants.

If you have less than 20 participants, you can give each of them a little more time, but don't let the presentations run on beyond Afternoon Tea.

Step 1

The trainer says:

Welcome to a very important and exciting time in your training, presenting your draft Action Plans for comment by the group.

It's always a good idea when developing an Action Plan to do a draft first and then ask people who you trust and who have experience to give you feedback

When someone is doing a presentation, I want us to stick to some simple rules:

- *All of you will be presenting to the group, so treat the person being presented the way you want the group to treat you when you present.*
- *Listen to them without interrupting them until they are finished their presentation. Take notes for yourself of ideas and suggestions they have that you think could work in your Action Plan. These notes will be useful when you are re-drafting your plan later today.*
- *Take notes on their presentation so you can give them feedback on it when they finish.*
- *Give them feedback that is helpful and constructive. Our aim is to help someone come up with the best plan they can, not to make them look stupid or make them feel inadequate.*
- *Give them strong feedback. That means, don't just say that something was good or not so good, tell them what was good about what they said – for example, you thought their suggestions were very practical, or that they had really understood the eight elements of the Global Protective Environment Framework.*

I am going to keep the presenter strictly to the time limit we set. I will give the presenter notice 2 minutes before their time is up so that they can make sure they get their main points across.

When the 2 minutes are up I will ask you to stop your presentation wherever you are up to.

Demonstrate the noise you are going to make to tell them they have 2 minutes. Usually, two rings of a bell, or taps of a glass, or with a ruler on a desk is enough to tell the person.

The trainer says:

At the end of each presentation I will ask the group to give the person feedback. We will do this for 5 minutes only, so think about what you are going to say. You will have time at Morning Tea and Lunch to give the person more feedback if you want to.

Step 2

Invite someone from the group to begin the presentations.

If participants are a little reluctant, tell them that to make it easy they will present in alphabetical order based on their first name.

Step 3

As each person presents remember two things:

- You are responsible to keep them to time and to keep the feedback to 5 minutes only after each presentation.
- You are responsible to make sure people give constructive feedback.

Step 4

When a presenter finishes ask the group if anyone has any feedback.

Always have some feedback to give the person. If others in the group are slow with giving feedback, you can be the first one to do this.

If others begin giving feedback straight away, keep your feedback till the end of the 5 minutes, but make sure you give it.

Step 5

Thank each presenter and ask the group to clap in appreciation.

Call the next presenter.

Topic 11.7
Reviewing and Re-drafting
your Action Plan



Topic – 1 hour and 45 minutes



Individual Work



Activity – 1 hour and 45 minutes

Equipment and Materials

- More blank copies of the Action Plan format.
- More flip chart sheets for the participants.

Step 1

The trainer says:

Now it's time for you to review and re-draft your Action Plan based on the feedback you got during your presentation.

You will be working on your own again.

You don't have to go through all the Steps in Developing an Action Plan again. Just think about the feedback you got and see if there are things in your Plan that you would like to change.

Also look at any notes you took on other presentations and see if you want to change your plan based on these.

I am here if you want to ask me for assistance.

Hand out the blank copies of the *Action Plan* format and flip chart sheets.

Step 2

When 1 hours and 15 minutes is up ask participants to stop working on their *Action Plans*.

Call them back into a large group.

Thank them all for working so hard today.

The trainer says:

Tomorrow you will be presenting your Action Plan to our invited guests.

Tell them who the guests are.

Each of you will get 5–6 minutes to make your presentation.


You won't be able to present your whole Action Plan, but you should present:

- *The target groups you have identified*
- *The issues for each target group*
- *The main activity you are going to do, the one that you think will have the biggest impact in your community.*

This is a good opportunity for you to practice making the most powerful presentation you can of your Action Plan. You will need to be able to do this when you have to present it to people in your community who you want to have support you and help you implement your Action Plan.


Please take time tonight to prepare yourself for this very important event.

Topic 11.8 **Evaluation of Week 2**

 Topic – 15 minutes



Large Group Activity – Evaluation Of Week 2

 Activity – 15 minutes

Equipment and Materials

- Copies of the *Week 2 Evaluation* form at the back of this Manual. Have one copy for each participant.

Step 1

Hand out the *Week 2 Evaluation* form and ask participants to complete it now.

Step 2

Remind participants of the dates and venue for the Three Month Review.

Step 3

Collect the completed Evaluations.

MAKE SURE you READ the evaluations and think about how to address any issues raised by participants when preparing for WEEK 2.



Lukautim Pikinini


MODULE

12

Presentation of Action Plans to Invited Guests,
Graduation Ceremony and Close Of Training



MODULE 12. Presentation of Action Plans to Invited Guests, Graduation Ceremony and Close Of Training

 Module – 2 hours

Overview

In this session, participants present their *Community Child Protection Action Plans* to invited guests.

Learning Objectives

- Participants learn how to present their Action Plans clearly and powerfully.

Topic

The Topics covered in this Module are:

- 12.1 Presentation of Action Plans to Invited Guests
- 12.2 Graduation Ceremony and Close of Training

Topic Notes

12(a) *Three Month Review Summary Information*

DONT FORGET!


- Hand out the *Week 2 Evaluation* forms
- Ask the participants to complete the form at the end of this session
- Collect the forms

Topic 12.1 Presentation of Action Plans to Invited Guests

 Topic – 2 hours



Individual Presentations to Large Group

 Activity – 2 hours

Equipment and Materials

- Something to make a noise for keeping time during the presentation – a small bell, or a ruler that you can use to tap a table, or a full glass of water that you can rap with a pen.

Step 1

BEFORE WEEK 2

- Make sure you have invited the guests to hear the presentations. They should be the same guests that you invited to the first session in Week 1.
- Ask the most important guest to be ready to hand out the certificates to the participants.
- Ask the most important guest to give a short speech of congratulation prepared for Graduation Ceremony. Ask them to talk for no longer than 10 minutes.

Step 2

Welcome the guests and participants to this important occasion.

The trainer says:

Honoured guests, it is with great pleasure that I invite you now to listen to the presentations of Community Child Protection Action Plans from this excellent group of participants.

Each participant will speak for 5–6 minutes.

I will give the participants a sign (make the appropriate noise with whatever you have) when they have 1 minute to go.

After each participant completes their presentation, I will ask our guests and the other participants to show your appreciation by applauding the presenter.

When all the presentations are completed, we will break for Morning Tea. I invite all of our guests to join us for this.

After this we will have the Graduation Ceremony and presentation of certificates to our participants, and I invite our guests to stay for this important event also.


Step 3

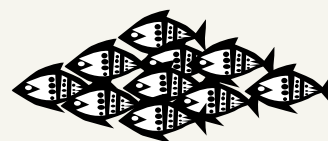
Call each presenter in the order you have decided. The easiest will be to go alphabetically by either their first or last name.

Keep presenters to the agreed time.


Thank each presenter when they complete their presentation and start the applause for them.

Topic 12.2 Graduation Ceremony and Close of Training

 Topic – 1 hour and 15 minutes



Large Group Activity

 Activity – 1 hour and 15 minutes

Equipment and Materials

- Graduation certificates for all the participants.
- An extra copy of the Manual for each participant.

Step 1

After morning tea, ask your guests and participants to take their seat for the graduation ceremony.

Make sure you have the Graduation Certificates ready to hand out.

Step 2

Ask your chosen guest speaker to address the participants.

Step 3

Ask your chosen guest to hand out the Graduation Certificates to participants.

It will be easiest to call them up to receive these in the same order that they gave their presentations in the morning.

Step 4

Remind all the participants about the date for the Three Month Review.

Refer them to *Topic Note 12(a) Three Month Review Summary Information*.

Tell them they need to complete this sheet and bring it together with their *Action Plan* to the Three Month Review.

Have a short speech prepared thanking the participants, congratulating them, and wishing them well in implementing their *Action Plans*.



Topic Note 12(a)
Three Month Review Summary Information

Please complete these questions and bring them to the Three Month Review.

Make sure you also bring your *Action Plan* to the Review.

1. The activities that have been successful in our Action Plan.

2. The activities that have not been successful in our Action Plan.

3. The things that helped us to achieve our activities.

4. The things that have been barriers to us in achieving our activities.

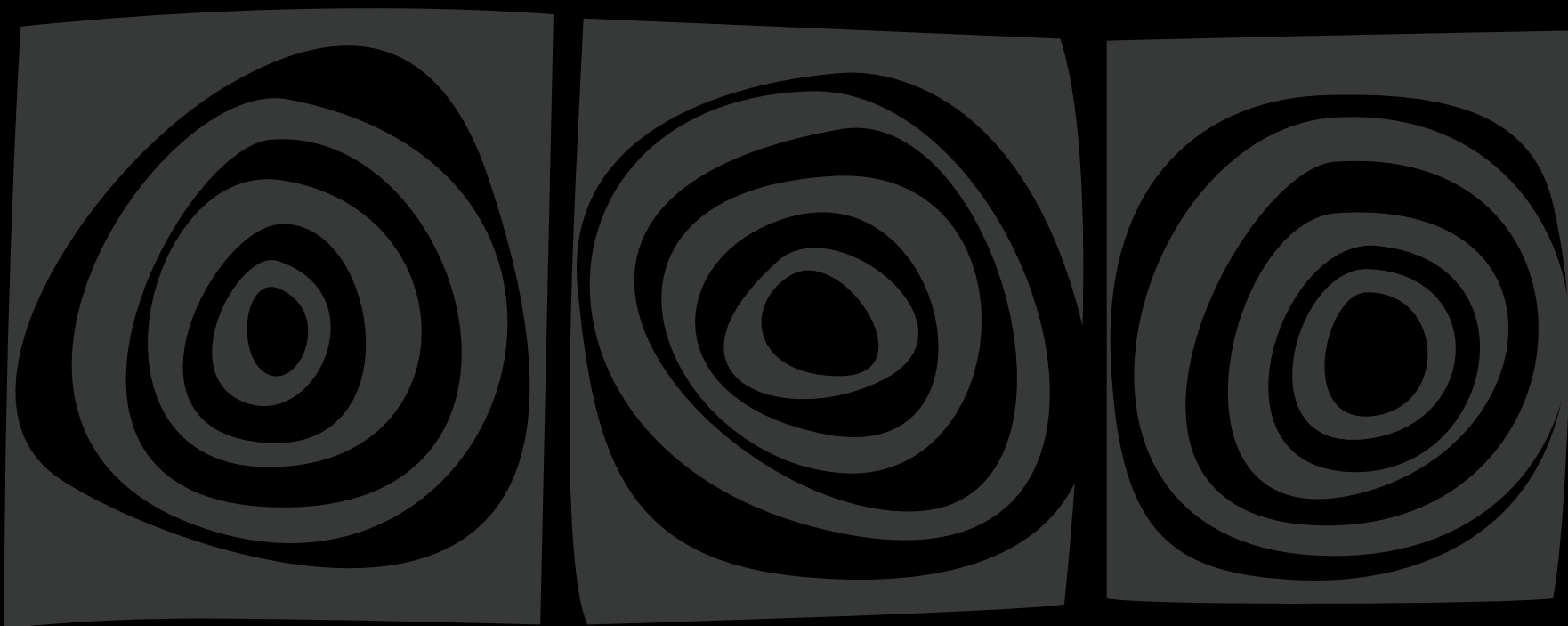


Lukautim Pikinini


MODULE

13

Three Month Review



MODULE 13. Three Month Review

 Module – 7 hours

Overview

This session is held three months after the end of Week 2. Participants should have implemented their *Action Plan* and this session gives them the opportunity to reflect on how the implementation went.

Learning Objectives

By the end of the Three Month Review participants will:


- Have received feedback on the progress they made in implementing their plan.
- Have shared and learned from each other's experiences.
- Understand common issues and challenges to continuing to work on child protection in their community and find ways to collectively address these.

Topics

The Topics covered in the Module are:

- 13.1 Introduction and Scene Setting
- 13.2 Presentations of 3 Month Reviews
- 13.3 Planning for the Future
- 13.4 Wrap Up

Topic 13.1 Introduction and Scene Setting

 Topic – 30 minutes



Trainer Presentation to Large Groups

 Activity – 30 minutes

Equipment and Materials

Nothing needed.

Step 1

Welcome all participants and guests.

Ask the guests whether anyone would like to make some short welcoming comments about the day.

Tell the participants and the guests what the Learning Objectives are for the day.


Tell them the agenda for the day, making sure the guests know they are welcome to join participants for Morning Tea and Lunch.

Topic 13.2 Presentations of 3 Month Reviews

 Topic – 2 hours and 45 minutes



Individual Presentations

 Activity – 2 hours and 45 minutes

Equipment and Materials

Nothing needed.

Note: If you have a full group of 20 participants, aim to have each participant present for no more than 5 minutes, with 2–3 minutes for feedback from you and from other participants.

If you have less than 20 participants, you can give each of them a little more time, but don't let the presentations run on beyond Lunch.

Step 1

The trainer says:

Now we are going to hear from each of the participants how they have gone in implementing their Action Plans.

When someone is doing a presentation, I want us to stick to some simple rules:

- *Please listen without interrupting the presentation.*
- *There will be a few minutes for feedback to the presenters. Give them feedback that is helpful and constructive.*
- *Take notes on the presentations to help us in our discussion for planning for the future which we will do after Lunch.*

I am going to keep the presenter strictly to the time limit we set. I will give a sign one minute before their time is up so that they can make sure they get their main points across.

Demonstrate the sign you will give them.

When the one minute is up I will ask you to stop your presentation wherever you are up to.

The trainer says:

At the end of each presentation I will ask the group to give the person feedback. We will do this for 2–3 minutes only, so think about what you are going to say.

Step 2

Invite someone from the group to begin the presentations.

If participants are a little reluctant, tell them that to make it easy they will present in alphabetical order based on their first name.

Step 3

As each person presents remember two things:

- You are responsible to keep them to time and to keep the feedback to 2-3 minutes only after each presentation.
- You are responsible to make sure people give constructive feedback.

Step 4

When a presenter finishes ask the group if anyone has any feedback.

Always have some feedback to give the person. If others in the group are slow with giving feedback, you can be the first one to do this.


If others begin giving feedback straight away, keep your feedback till the end of the 2–3 minutes, but make sure you give it.

Step 5

Thank each presenter and ask the group to clap in appreciation.


Call the next presenter.

Topic 13.3 Planning for the Future

 Topic – 1 hour and 30 minutes



Large Group Discussion on Presentations

 Activity – 45 minutes

Equipment and Materials

- Flip chart and marker pen for the trainer.
- One on sheet of flip chart paper write **Activities that were successful.**
On another sheet of flip chart paper write **Activities that were not successful.**
On a third sheet of flip chart paper write **What helped to make activities work.**
On a fourth sheet of flip chart paper write **What were the barriers to succeeding in activities.**
- Now write the following heading on several pieces of flip chart paper – **What could help us get past the barriers.** Tear these sheets off and have it ready to stick up during the exercise.

Step 1

The trainer says:

Let's have a group discussion now about the presentations you all made about the last 3 months of putting in place your Community Child Protection Action Plans.

Let's start by remembering all the activities that have worked. Please look at the answers you have written to Topic Note 12(a) Three Month Review Summary Information.

Collect all the responses on the flip chart under the appropriate heading.

Step 2

Do the same thing for the other three flip chart sheets EXCEPT the one with the heading **What could help us get past the barriers.**

Step 3

Leave the flip chart sheet headed **What were the barriers to succeeding in activities** showing on the flip chart.

Now stick up one of the flip chart sheets headed **What could help us get past the barriers.**

The trainer says:

Thinking about all the work we have done in this training, and thinking about what you heard in the presentations this morning, what are some of the ways you could get past the barriers identified to doing successful child protection activities in your community?


Write the first barrier identified at the top of the sheet of flip chart paper and collect all the responses from the group about this barrier on this paper.

Do the same for all the other barriers.

Remember you have only 45 minutes for this activity so don't spend too long on one barrier.



Individual Work followed by Large Group Discussion

 Activity – 45 minutes

Equipment and Materials

- 2–3 copies of the Action Plan format for all the participants.

Step 1

The trainer says:

Finally it's time to do some thinking about the future.

You have heard presentations from everyone about how they have gone with their plans. You have looked at what activities worked and what ones didn't. You have looked at what helped to achieve the activities. You have looked at some of the barriers and made suggestions about how to get past them.

Spend the next 20 minutes thinking about what you can do over the next 3 months about community child protection activities in your community.

You don't have time to develop an Action Plan today, but put down some ideas on these blank copies of the Action Plan format.

You might only think about what you might do to keep going with things that are working.

You might think about how to address some of the barriers that got in the way of your Action Plan so far.

You might think about some different activities that might work better in your community.

Whatever you are thinking now about what you can do when you get back to your community – that's what I want you to write down.

Step 2

Hand out copies of the blank *Action Plan* format.


Give the participants 20 minutes to work on their ideas for the future.

Step 3

When the 20 minutes are over, ask people to stop what they are doing.

Now go round the whole group and ask them to share just one idea they have written down about what they will do when they get back to their community.

Topic 13.4 Wrap Up


 Topic – 30 minutes



Trainer Presentation to Large Group

Equipment and Materials

Nothing needed.

 Activity – 30 minutes

Step 1

The trainer says:

Thank you all for your hard work today and for sharing your ideas about future activities for your community.

Are there any questions that you have about today?

If there are questions, answer those you can.

Step 2

If there are no questions or when you have answered the questions, congratulate everyone again on all the work they have done over the whole of the training.

Praise them for the work they have done so far in their communities and wish them well in the future.

If you are going to continue to bring the group together to review how they are going with activities in their community, remind them of this and remind them when you will next be coming together.

Refer them again to *Topic Note 12 (a) Three Month Review Summary Information* and ask them to have that completed when they come to the next review meeting.



Community Child Protection Survey –
Children vulnerable to violence, abuse,
exploitation and neglect in your community

A. Discussions with community:

1. Name of person/s facilitating discussions:

2. Date:

3. Names of community / NGO/ government /
individuals spoken to:

1. Leadership

Who are the leaders in the community? What are they
doing to respond to orphans and children in need of
protection in the community?

What other groups in the community are active
and have an influence? What are they doing?

2. Law and enforcement

Are there laws in place to protect children?
What laws?

Are these laws being enforced in your community?
Why or why not?

3. Culture and customs

What are the positive attitudes, customs, behaviours
and practices towards children in your province?

What are the negative attitudes, customs, behaviours
and practices towards children in your province?

Community Child Protection Survey – cont.d

4. Open discussion

Is the community openly discussing child protection issues eg. Violence against children, sexual abuse of children, treatment of orphaned, adopted and fostered children and other vulnerable children etc. Please explain and give examples.

Are children in your community able to talk about violence, sexual abuse, and other child protection issues at home, at school, and with each other without feeling threatened? Explain.

5. Children’s life skills, knowledge, and participation

Do children in your community know their rights? Including right to participation and protection? If yes – How? If no – Why?

Do children in your community know how to make decisions, and solve problems without violence? Are they involved in decision making?

6. Capacity of families and communities

Do community members understand their responsibilities to protect children? What are they doing to make sure children are protected?

What are the gaps in knowledge and skills of community members to fulfil their responsibilities to protect children?

7. Essential services

Do children and women who are victims of violence, abuse or are affected by HIV and AIDS have access to support services? What kind of support? Who provides the support?

Do children have access to health care and education and HIV and AIDS protection services? Who is providing these services?

Community Child Protection Survey – cont.d

What community or church programmes are operating in the community?

Is there a referral system between the different churches and community based organisations in the community (such as health, education, protection, HIV) to ensure children have access to services when needed?

Are special efforts made to reach children at risk of exploitation, abuse, violence or who are affected by HIV and AIDS? What is being done?

8. Monitoring and reporting

Is the community monitoring the well-being of children, and those children at risk eg. Orphaned children? How?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Community Child Protection Survey – cont.d

Please complete the table:

Question	Answer
1. What is the population of your community?	
2. How many children are living in your community?	
3. How many community based organisations / NGOs / church programs are operating in your community?	
4. Are you aware of people with HIV and AIDS in your community?	yes / no
5. How many children are in need of protection in your community?	
a) Number of children whose father has died?	
b) Number of children whose mother has died?	
c) Number of children whose mother and father have died?	
d) Number of children who are adopted?	
e) Number of children who are fostered?	
f) Number of children living in a household where an adult is seriously ill for over three months of the past year?	
g) Number of children who have a chronically ill parent (either living in the house or living somewhere else)?	
h) Number of children not attending school?	
i) Number of children who do not have access to healthcare?	
j) Number of children who are disabled?	
k) Number of children who live outside of family care (ie in an institution or on the street)?	
6. What are the different challenges and risks faced by girls in the community?	
7. Who are the children most in need of protection in your community?	

Additional Comments / Observations:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Community Child Protection
Action Plan

NAME OF CONGREGATION/ FAITH BASED ORGANISATION:

AREA:

PLAN DEVELOPED BY:

YEAR:

TARGET GROUP:

<i>Issue</i>	<i>What we can do</i>	<i>Who will do it</i>	<i>By when</i>	<i>How we will know we have been successful</i>

EVALUATION OF WEEK 1

It's very important to us to get feedback on the training. This helps us to plan future training better for you. Please answer these questions in as much detail as you can.

<i>Please circle the number that best describes your view</i>	<i>Definitely</i>	<i>Mostly</i>	<i>A little</i>	<i>Not at all</i>
1. The information in the Modules explained the topic covered well	1	2	3	4
How could we improve this information?				
2. The training met my personal expectations of Week 1	1	2	3	4
What could be have done to meet your expectations better?				
3. The training in Week 1 was relevant to my work in my congregation	1	2	3	4
What could we do to make it more relevant to your work?				
4. The training Week 1 was well facilitated and presented	1	2	3	4
What could the trainer do to improve their presentation skills?				
5. What else would you like to see included in future Week 1 training?				
6. What have you found most useful about the Week 1 training?				

EVALUATION OF WEEK 2

It's very important to us to get feedback on the training. This helps us to plan future training better for you. Please answer these questions in as much detail as you can.

<i>Please circle the number that best describes your view</i>	<i>Definitely</i>	<i>Mostly</i>	<i>A little</i>	<i>Not at all</i>
1. 1. The information in the Modules explained the topic covered well	1	2	3	4
How could we improve this information?				
2. The training met my personal expectations of Week 2	1	2	3	4
What could be have done to meet your expectations better?				
3. The training in Week 2 was relevant to my work in my congregation	1	2	3	4
What could we do to make it more relevant to your work?				
4. The training Week 2 was well facilitated and presented	1	2	3	4
What could the trainer do to improve their presentation skills?				
5. What else would you like to see included in future Week 2 training?				
6. What have you found most useful about the Week 2 training?				