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MANUAL FOR TRAINERS

ACCOMPANYING

THE TRAINING RESOURCE FOR

Participation for Protection

Participation for Protection Project Team

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OVERVIEW OF THE TRAINING RESOURCE

What is the Participation 4 Protection project?

Participation for Protection' (P4P) is a project funded by the European Commission aimed at enhancing child-centred approaches to children and young people who experience violence, and raising their understanding of reporting mechanisms and support structures.

It is led Siobhan McAlister, Centre for Children's Rights at Queen's University Belfast and involves partners from Austria; Belgium; Germany; the Republic of Ireland; Romania; and the UK. The project adopts a child-rights based approach to developing training and resources for children and young people, and those working with and for them.

The aim of the project is to foreground the views, experiences and voices of children and young people in order to:

- enhance and support integrated, multi-disciplinary and child-centred approaches to children and young people who have experienced violence;
- raise understanding and awareness of reporting mechanisms, and support services;
- improve the treatment towards and involvement of children and young people in services and systems across Europe.

What is the training resource?

This training resource has been developed by the project team and children and young people. The training resource has been designed to be delivered off line but additional resources from the project are hosted online on the project website:

http://www.childandfamilyresearch.ie/cfrc/projects/completedprojects/particpationforprotectionp4p/

Who has been involved in the design of the training resource?

The research teams listed above were all involved in the Participation 4 Protection project. In addition, children and young people were centrally involved at all stages in the project through the advisory groups and in the development of resources. Two groups of children and young people were established in the first stage of the

project, to work with us as advisors. One Children's Research Advisory Group included 8 children aged 9-10 years from one primary school in Northern Ireland.

The other was a Young Person's Advisory Group, which included 10 young people aged 14+ years recruited by Include Youth in Northern Ireland and Newstart Education Centre. This group was made up of marginalised young people with experiences of violence.

The remit of these groups was to:

- Assist with the design of the research materials, for example by informing the content of a facilitation pack for the country partners such as child friendly leaflets; advice sheets; information gathering sheets.
- Help us to interpret the data that we received back.
- Contribute to the content and format of this training resource for professionals
- Design child friendly resources for children and young people around the project theme.

In addition, children and young people were involved in the following ways:

- Designing a survey to collect children views and perspectives regarding violence, seeking help, their rights and services and supports. This was completed at schools in 6 countries.
- Developing scripted audios regarding their lived experiences to encourage professionals to re-think how they can best support children and young people and their families.
- Including their experiences at the heart of training to better prepare professionals to work from a child-centred perspective.

What activities have underpinned the development of the resource?

The Participation 4 Protection project has included:

- Working with children and young people as advisors (based in Northern Ireland),
- Developing and completing an online consultation (survey) across the six European countries (this was completed by 1,274 children)
- Conducting focus groups with marginalised groups of children across the participating countries (85 children took part in these)
- Using findings from the children and young peoples' responses to the online survey and focus groups to develop this training resource for professionals working with children and young people.

This means that all of the modules and tasks in this training resource are grounded in the views and experiences of children and young people, including those who have experienced or are at risk of experiencing violence.

What are the aims and objectives of the training resource?

The overall aim of the training resource is to enhance understanding and application of child rights based responses to children and young people who have experienced violence, from the perspectives of the children and young people themselves. The training resource focuses on:

- Children and young people's understandings and experiences of violence
- Children and young people's views regarding the best people to seek help from, their characteristics and barriers to seeking help
- Children and young people's rights as enshrined in the United Nations Convention on the Rights of the Child
- Children and young people's perspectives on the types of services and supports that are helpful and barriers to accessing these.

It is expected that child-centred supports, services and treatment for children and young people who have experienced violence will be increased as a consequence of the training programme. This will include better recognition and reporting of violence, and better treatment and involvement of children and young people in service responses.

Approach underpinning the design and delivery of the training resource

This resource employs a **supportive, interactive and flexible approach** to discuss a range of topics relevant to children and young people's experiences of violence and how best to support them. Reflective and discursive techniques are used to explore issues that are a critical threat to their well-being.

A rights-based approach illustrates the link between human rights (violations) and the development of contextually relevant and sustainable interventions. For a project to be rights-based the following needs to be in place:

- the goal must further the realisation of human rights
- the process must be guided by human rights standards and principles and
- the outcome should strengthen the capacity of, a) state agents to meet their obligations (duty-bearers), and b) rights-holders to claim their rights, via the processes of empowerment and accountability[1]

[1] United Nations Statement of Common Understanding (2003).

Learning outcomes associated with the online training resource

Professionals working with and for children and young people will:

- Gain an appreciation of the different types of violence experienced by children and young people and children and young people's own definitions of violence;
- Strengthen their ability to identify the needs and risks of particular groups of children and young people and understand how to respond to these;
- Enhance their understanding of child protection procedures and reporting mechanisms;
- Develop an awareness of local support services;
- Develop an understanding of the meaning and significance of children's rights-based service responses;
- Improve their understanding of the importance of consulting with children on service delivery and experiences;
- Improve their ability to assess their service/ programmes / responses from a child rights perspective.

THE TRAINING RESOURCE MANUAL FOR TRAINERS

Aims of the trainers manual

The aim of the manual is to equip trainers to deliver a training programme focusing on improving professionals' knowledge, understanding and appreciation of:

- Children and young people's experiences of violence and commonalities and differences associated with characteristics such as age, ethnicity, race, religion, disability, geography;
- Children and young people's help seeking behaviour and what helps and hinders them seeking help;
- Children and young people's rights;
- Children and young people's views of supports and services that they believe will help them.

Key messages underpinning the trainers' manual and the resource

From the experiences and views expressed by children and young people in this project, we have learned that:

- Children and young people experience violence in a range of contexts within their home, their school and wider community;

- Children and young people are more likely to describe physical abuse as violence but less likely to see neglect and emotional abuse as violence;
- There are certain contexts where children and young people are more likely to 'tolerate' violence rather than challenge, speak or seek support for it;
- Most children and young people find that their family (parents, siblings, wider family) provide an important source of support;
- For other children and young people, their family is a source of danger, risk and threat;
- Professionals need to be reminded about the reporting mechanisms for children and young people at risk of violence;
- Children and young people do seek help and prefer to speak to someone to find out what support services there are;
- Professionals working with children and young people should be trained to understand how to talk with and listen to children and young people, what children and young people's rights are and the support services available.

Using the views and experiences of children and young people, and keeping these as the central focus, this training resource has been developed to strengthen professionals' practice in these areas.

TOP TIPS FOR TRAINERS

Do's

- Ensure participants are introduced to each other.
- Establish ground rules and a group contract that all participants sign up to.
- Make sure that participants are aware of reporting mechanisms.
- Encourage participants take time to think through the issues raised using examples from actual practice to make the content meaningful and applicable to the particular individual and their organisational context.
- Encourage honesty and self-reflection.
- Respect children and young people's rights as set out in the Convention on the Rights of the Child, without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status (article 2, CRC).
- Make participants aware that revelations of potential or actual harm will be responded to using the flowchart and the safeguarding log below.

Don'ts

- Judge people's responses.
- Use words and phrases that are confusing, judgemental and/or unfamiliar.
- Invite people to share things beyond that which they are comfortable with.

AT THE START OF THE TRAINING SESSIONS

Ensure all participants have been introduced to each other. Use warm-up exercises appropriate to the country context and the participants present.

Establish 'ground rules' with the group and develop a group contract for the training that all participants sign up to.

Explain that confidentiality cannot be guaranteed in a group context and because of this, this is not a platform for personal disclosures. The trainer must be vigilant to identify instances when a participant is disclosing too much, and potentially harmful, personal information, and have strategies in place to close down these conversations. The trainer can advise the participant that it may be best to carry this conversation on after the workshop, if they wish, and make sure that the individual leaves upbeat and with contacts to support services who can help.

How the manual works

The training resource is divided into four modules. Each has a theme, and each is accompanied by 3 tasks for completion. It is best to work through each module completing all tasks. Including time for discussion and reflection, each module can take between 1 and 3 hours to complete. However, the modules and tasks can also be utilised in isolation if responding to the interests and needs of a particular group of trainees or professionals. The trainer can refer to the overview and aims of each modules in deciding which might best meet the needs of their group.

With regards to the tasks to be completed, professionals are asked to think about children and young peoples' experiences taking account of factors such as gender, age, religion, ethnicity, disability and/or other contextual factors such as migration, unaccompanied minor or refugee status, care status and social, political and economic status.

THE MODULES

Module 1: Children's experiences & views of violence (90 mins to complete)

Module 2: Children's help seeking behaviour (2 hours to complete)

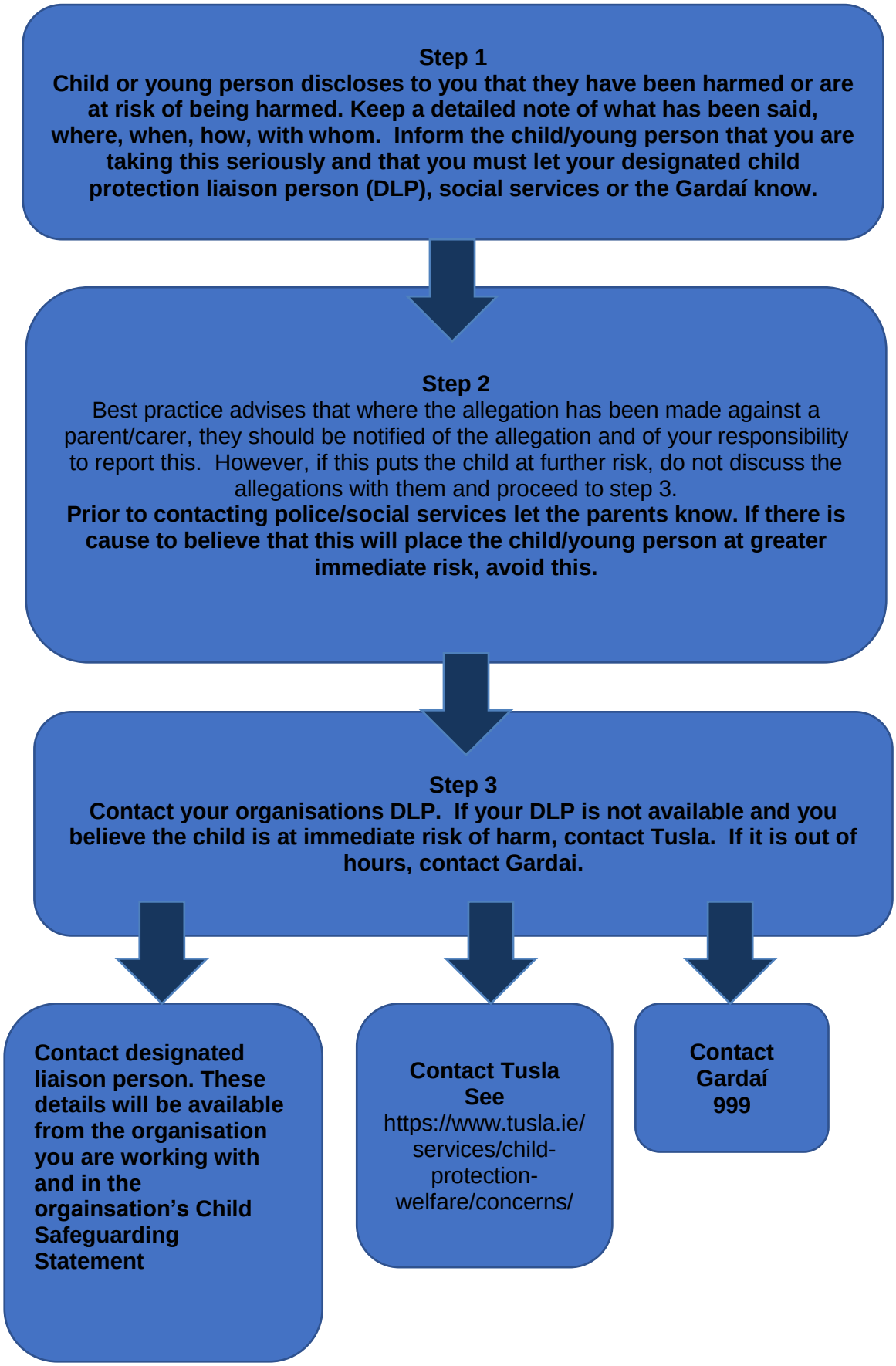
Module 3: Children's rights and violence (3 hours to complete)

Module 4: Services and supports (3 hours to complete)

The table below outlines the key topics explored within a module, and the focus of each of the corresponding tasks. Their contents are designed around the key messages that emerged from the consultations with children and young people.

MODULES	TOPICS EXPLORED	SESSIONS (key messages)	TASK 1	TASK 2	TASK 3
1 Children and young peoples' experiences and views of violence	**i) Understandings and experiences of violence**	*i) Visible/invisible* *ii) Tolerated, normalised & accepted*	Personal values & beliefs compared with children and young people's views	Risk and how things become normal and accepted (Normalisation)	Impact and consequences of violence
2 Children and young peoples' help seeking behaviour	**i) Help seeking behaviours** **ii) My role**	*What makes an un/helpful person*	Reflections on helpful/unhelpful professionals within work context	Personal enablers and barriers	Doing my role differently
3 Children and young peoples' rights and violence	**i) Rights and Violence** **ii) Applying rights in your work**	*Understanding children and young peoples' rights in relation to violence. How to respect, protect and fulfil children's rights*	What are children and young peoples' rights?	Does my practice reflect a child's rights-based approach?	Empowered to make rights respecting decisions
4 Services and supports	**i) Services & Supports**	*i) Supporting and empowering families* *ii)Strengthening communities* *iii) Signposting*	Mapping out children and young peoples' social systems (Eco-mapping)	Family as support or not? Treasure hunt to map out community and area-based services	How can the organisation I work within make a difference?

FLOWCHART FOR PROFESSIONALS RESPONDING TO A DISCLOSURE



LOG FOR TRAINERS REGARDING DISCLOSURES OF HARM

Introduction

Any concerns that emerge during the course of the training can be logged using the Safeguarding Concerns Log. However, it is recognised that trainers who work for independent organisations will have their own safeguarding policies and proto

Date of when concern was identified	Initials of person noting the concern	Site and name of the young person in question	Nature of Concern	Actions Taken (including all discussions)

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