## CONTENTS

### INTRODUCTION TO THE MRM TRAINING PACKAGE

### THE MODULES

<table>
<thead>
<tr>
<th>Introduction to the Workshop</th>
<th>Orientation</th>
<th>MRM Staff</th>
<th>Coordinators</th>
<th>Task Force Members</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Steps To Establish MRM</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>8</td>
</tr>
<tr>
<td>2. Introduction to Child Rights</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>11</td>
</tr>
<tr>
<td>3. Impact of Armed Conflict on Children</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>13</td>
</tr>
<tr>
<td>4. The Basis of MRM</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>16</td>
</tr>
<tr>
<td>a. Introduction to the Resolutions and MRM</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>20</td>
</tr>
<tr>
<td>b. Definitions and the Legal Foundation</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>23</td>
</tr>
<tr>
<td>5. Processes and Political Aspects of MRM</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>26</td>
</tr>
<tr>
<td>6. Guiding Principles</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>30</td>
</tr>
<tr>
<td>7. Child Participation</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>34</td>
</tr>
<tr>
<td>8. Monitoring</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>37</td>
</tr>
<tr>
<td>a. Introduction to Monitoring for the MRM</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>40</td>
</tr>
<tr>
<td>b. Information Gathering – the Basics</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>43</td>
</tr>
<tr>
<td>c. Documentation</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>46</td>
</tr>
<tr>
<td>d. Interviewing Children and Witnesses</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>49</td>
</tr>
<tr>
<td>e. Gathering Information Scenario</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>53</td>
</tr>
<tr>
<td>f. Verification</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>56</td>
</tr>
<tr>
<td>g. Accessing Sensitive Information</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>58</td>
</tr>
<tr>
<td>9. Information Management</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>61</td>
</tr>
<tr>
<td>a. The Basics of Information Management</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>64</td>
</tr>
<tr>
<td>b. Developing an Information Management System</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>67</td>
</tr>
<tr>
<td>c. Information Analysis</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>72</td>
</tr>
<tr>
<td>10. Security and Safety</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11. Reporting</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12. Accountability</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13. Engaging with Parties to the Conflict</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
14. Responses and Prevention
   a. Responses; an Introduction
   b. Programme Response
   c. Advocacy
15. MRM Phasing Out
16. Roles and Responsibilities
17. Caring for Staff
18. Follow-up Training

<table>
<thead>
<tr>
<th>Orientation</th>
<th>MRM Staff</th>
<th>Coordinators</th>
<th>Task Force Members</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>79</td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>83</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>87</td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>90</td>
</tr>
</tbody>
</table>

SARGASSO COUNTRY SITUATION SHEET 93
SARGASSO MAP 94
SAMPLE AGENDAS 95
MORE INFORMATION ON CAAC (A reference sheet for participants on where to find more information) 105
REFERENCE MATERIALS (Complete list of all reference materials included in the MRM Training Toolkit) 107
EVALUATION OF TRAINING 109

Note: items shaded in grey above are currently under development

Acknowledgements

A wide range of organisations have contributed to the content incorporated into this training package including UNICEF, OSRSG-CAAC, DPKO, OHCHR, UNHCR, SCF UK, Human
Rights Watch. Particular thanks for materials from the CTFMRs in Central African Republic, Haiti, Iraq, oPt, Uganda, Somalia Sri Lanka and Sudan.

Material has been drawn upon from global training packages, and specifically from “Action for the Rights of the Child (ARC)” and “Child Protection in Emergencies (CPiE)”
A systematic mechanism for monitoring grave violations against children, committed by armed forces and armed groups is a relatively new development in the work of protection and human rights organisations. Whilst conceptually this has been discussed and well developed, the training of field staff who actually carry out the work is an area that has been under resourced. This package attempts to fill this gap and provide standardised materials for training of field staff and coordinators.

The training will in particular respond to and address the actions outlined in UN Security Council Resolutions 1612, 1882 and 1998. The aim of the training is to provide staff from human rights and humanitarian agencies with the knowledge and skills required to monitor, report and respond to grave violations against children.

**Who is the training for?**

The training is aimed at a wide range of field staff including UN agency, UN mission, international, national and local NGOs. It is envisaged that these will be primarily protection or human rights personnel but the training may also be relevant for other programme staff working in situations where violations are being committed against children.

Material can also be used for providing orientation on grave violations against children and the UNSC Resolutions, to governments, programme staff in humanitarian organisations and civil society.

**Who can provide the training?**

To ensure that there is a standardised mechanism and that high levels of confidence can be placed on information, across not only organisations within the country but also internationally, the following standard should be maintained.

- Training for MRM specific aspects MUST be carried out by UN staff, directly training field staff from UN Missions, UN agencies or NGOs. This training manual is not a Training of Trainers programme qualifying participants to become trainers.
- Broader aspects of training could be provided by other organisations; for example that of international legislative foundations and basic child rights
- Additional training on the soft skills could be carried out by an appropriate NGO (e.g. interview skills, communicating with children)

**Use of the training toolkit**

The materials contained in the toolkit provide basic guidance but will need to be adapted for country specific needs and it is assumed that a trainer with child rights or child protection experience will lead on the training, with other specialists involved as appropriate and ideally include individuals with specific expertise on working on the issue of sexual violence.

Sample agendas are given for Orientation, MRM Staff and Coordinator training courses. The material for the suggested agendas is contained within the MRM Training Toolkit.
The module descriptions are all contained in the Facilitator Notes. The material required for each module is contained in the MRM Training Toolkit that can be found on CAACnet.

To ensure the integrity of the training we are providing for MRM staff, it is requested that the training materials are not distributed beyond those persons providing MRM training.

Structure of the training

Orientation

Some of the material can be used or adapted for use in orientating others to UNSC Resolutions and the issue of grave violations against children.

Governments: it is important that whilst governments are not involved directly in monitoring and reporting aspects of MRM, that the appropriate ministries or departments are aware of UNSC Resolutions and the MRM; and that the CTFMR has a working relationship with the relevant officials to ensure a response for children.

Programme staff: whilst protection or human rights staff within an organisation may be involved directly in MRM it is also important that other staff is aware of grave violations against children and know how to report and respond if they come into contact with victims/survivors or witnesses, or if they themselves witness a violation being committed.

Civic Society: it is also important that the wider humanitarian community and NGOs are aware of the UNSC Resolutions and how to report and respond to grave violations against children.

Children: as discussed in Module F: Child Participation it is also important that children receive appropriate information about their rights and protection of children in conflict.

MRM Staff Training

4-Day Training: it is strongly recommended that field staff participate in a minimum 3-day training (ideally 4-day) to ensure they fully understand the mechanism, their role in it and specifically are able to carry out monitoring and verification to the standards required to ensure high credibility of information reported, analysis of grave violations against children and to trigger appropriate responses.

Follow-up days: it is further recommended that staff participate in a follow-up day after one month and a second follow-up day after three months. Ideally MRM staff should thereafter have refresher days at periodic intervals (every 3 – 6 months).

MRM Coordinators

2 Day Training: for staff who have the responsibility for coordinating the MRM at the technical level, it is suggested that 2 days is the minimum required for appropriate training in the elements necessary to conduct this role.

Note: a pre-requisite for the coordinator training is either the MRM Staff Training or the staff member has previous experience in MRM.

Task-Force Members (CTFMR)

It is essential that all members of the CTFMR have a sound understanding of MRM including the Resolutions, the processes for reporting and responsibility of CTFMR members. On the Contents Page modules highlight are considered the most appropriate aspects to be covered.
Structure of the modules

It is recognised that staff in different contexts will have different needs and so the Toolkit is provided as a modular approach and relevant elements can be selected, utilised and adapted for the specific context and the audience for the training.

As a guide to use of the different modules, the contents page above indicates the level of use for each module. As can be seen, some modules are geared for more than one type of course whilst others are specific to either MRM staff or coordinator training.

A scenario in a fictitious country has been developed that is used in modules throughout the training. This scenario and accompanying map can be found at the end of this manual. Alternatively, exercises can be based upon the country in which you work but it is recognised that this is at times difficult and can be more sensitive to use a neutral context.

Access to materials

All the materials can be found in the MRM Training Materials Toolkit on the CD-Rom.

Modules

Within the Toolkit there is a separate folder for each module. The module folders contain three sub-folders (note: not all modules contain all three folders but is determined by the content as outlined in the module description).

- “Training Materials” contains all the resources required for the specific module. Trainers should be aware that for Power Point presentations additional information is provided in the Power Point “Notes” section.
- “Documents for Participants” contains additional material, which can be referred to and be provided to participants for future reference.
- “Lessons Learned” contains lessons from different countries on aspects covered within that module.

Other Documents

✔ The Sargasso Country Situation Sheet and Sargasso Map are utilised in a number of the modules.

More information on Children and Armed Conflict at the end of this manual should be provided to participants; this includes web links to relevant sites, which contain more information and background reading (note as this contains web-links it is suggested that this be supplied to participants electronically).
The following modules can be used as laid out in the sample agendas or used independently depending on the context and the training needs.

Additionally some content may require adapting for the country context.
## Introduction to the Workshop

### Objective:
- For participants to understand the overall objective of the workshop
- For the facilitator to have an awareness of the level of MRM knowledge in the group

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Presentation, plenary and groupwork session</td>
</tr>
<tr>
<td>Time Required</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Venue requirements</td>
<td>Main training room</td>
</tr>
<tr>
<td>Equipment</td>
<td>Flip charts and markers</td>
</tr>
<tr>
<td>Resource person(s)</td>
<td>1 person with knowledge of the overall MRM and of the workshop content</td>
</tr>
<tr>
<td>Training materials</td>
<td></td>
</tr>
</tbody>
</table>
| Documents for participants | ✓ Guidelines  
 ✓ MRM Field Manual |
| Access to materials | All the training material are included in Folder “Introduction to the Workshop” and the “Evaluation” Folder |
**Pre-session preparation**

Put the workshop objectives on a flip chart or onto the screen

**Session Sequence**

1. **Introduction and expectations**
   - Welcome and a short introduction to the facilitators
   - Quick introduction of each person – their name, who they work for and the experience they have so far with MRM (*really helps to get a sense of the standards in the group*)
   - Ask participants to write down their expectations (each one on a new piece of card) on cards placed on their tables.
   - Facilitator to group these and put onto the wall so later can participants can look and at end of the workshop can be reflected on if reached expectations.

2. **Organisation and ground rules**
   - Ask group to set ground rules and explain about the “parking lot”. (*Put one flip chart on wall as the parking lot*).
   - Put up sign up sheet for volunteers for daily evaluation. (At end of each day the volunteers will meet with the facilitators’ group to provide feedback on the course, facilitators will attempt to adjust in response to the feedback. Explain how this will work. Get two people committed for the first day.
   - Explain about the evaluation sheets – these can either be used for the whole day or individual sessions.
   - Provide details about meal arrangements, bathrooms etc

3. **What do you know about MRM and child rights?**

Provide participants with the pre-training questionnaires and ask them to complete. (At some point during the first day analyse the answers). *Completing the questionnaire should take a maximum of 10 minutes.*

4. **Objectives**

Outline the objectives of the workshop to the participants

1. To provide participants with a solid understanding of the background and purpose of the relevant UN Security Council Resolutions and MRM
2. To build skills and strengthen the capacity of participants to gather information and provide documentation on grave violations against children
3. For participants to have the knowledge and capacity to make appropriate response provision

5. **MRM Materials**

It is essential that all participants understand the difference between the documents and their respective uses. Hold up each of the two documents and explain their purpose and the uses.
1. **MRM Information and Guidelines:** This short document contains a summary and concise information on the background, the resolutions, an overview of implementation and reporting requirements. This document is useful for senior management to grasp the concept and requirements, who may not have time to read the Field Manual. It is also essential reading for technical staff on the broader and political aspects of MRM.

2. **The MRM Field Manual:** This document is the complement to the Information and Guidelines and provides the technical details on implementation, processes and reporting for MRM. It is suggested that this document is kept close at hand as a daily reference tool for those managing MRM and to provide guidance to field staff on requirements, methodology and minimum standards.
**MODULE 1: Steps to Establish MRM**

**Objective:**
- To ensure coordinators are fully aware of all the elements required for MRM
- To ensure that coordinators fully understand the technical aspects required for MRM and are able to advise CTFMR co-chairs and other task force members.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Plenary Discussion</td>
</tr>
<tr>
<td>Time Required</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Venue requirements</td>
<td>Main training room</td>
</tr>
<tr>
<td>Equipment</td>
<td>Flip chart</td>
</tr>
<tr>
<td>Resource person(s)</td>
<td>1 person with knowledge of the topic, who can be flexible and also able to think rapidly to develop the session as it evolves. Also the facilitator should be able to enrich the discussion by providing concrete examples and lessons based on own experience establishing an MRM mechanism</td>
</tr>
<tr>
<td>Training materials</td>
<td>✓ MRM Field Manual Section B</td>
</tr>
<tr>
<td>Documents for participants</td>
<td>✓ Terms of Reference – Country Task Force</td>
</tr>
<tr>
<td>Access to materials</td>
<td></td>
</tr>
</tbody>
</table>
Session Sequence

This module is designed to be flexible to meet the needs of the participants and reflect where they are in the process of establishing or managing MRM. Participants that have been doing this longer can be valuable in sharing their experiences with those who are either new to the MRM or from countries where the MRM is in the process of being established.

1. **Identification of areas for further discussion (15 minutes)**

   a. Ask participants to spend a few minutes reading section C. Steps to Establish MRM from the Field Manual.

   b. Participants to discuss in pairs, areas that they do not understand or that are different to how they perceive it or different to how MRM has been implemented in their country of work.

   c. **Brainstorming**: Following on from the discussion in pairs, now ask participants to identify any areas that are stumbling blocks or they feel require further discussion to ensure full clarity.

   **Tip**: Some potential areas that can be suggested if not forthcoming:
   - How to determine verification system
   - How to engage partners
   - How to ensure feedback at different levels
   - Where to get help?

2. **Plenary Discussion (45 minutes)**

   a. List the key areas for discussion from brainstorming – this may require grouping some elements that were highlighted under appropriate headings.

   b. Some of the aspects highlighted may simply require an explanation either by the facilitator or an experienced participant. Cover these ones first and tick off the list as you work through it.

   c. Facilitate discussion on the key aspects remaining – allocate a time limit based on the number of elements to be discussed. Encourage participants to share their own experiences and situations where they were confronted with challenges in establishing MRM.

   **Tip**: To allow time to organise the plenary discussion, you may find it advantageous to plan to have the break between parts 1 & 2 of this module.
**MODULE 2: Introduction to Child Rights**

This session is part of working towards child rights based approaches in ARC but provides a good introduction to child rights and the relationship with responsibilities. The exercise originally looked at human rights but has been adapted here to focus on child rights.

**Objective:**
To consider what the fundamental rights and entitlements of every child in any society are – not only in a conflict situation.

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff</th>
</tr>
</thead>
</table>
| Session      | 1. Participatory exercise on rights and responsibilities in a new society  
               2. Short debriefing |
| Time Required| 60 minutes for the basic module; 
               Plus additional time if want to look into more detail at UN CRC and national legislation |
| Venue requirements | Large space – can be the main training room, if it is possible to move tables to create a large space in the middle |
| Equipment    | ✓ Flipchart paper  
               ✓ Coloured paper or card – third size A4 sheets (at least two different colours) |
| Resource person(s) | 1 person with knowledge of the topic and with practical experience working in a field presence AND the person must be able to be assertive and take on the presence of Commander of the Space Ship |
| Training materials | ✓ Copies of the handout – The Scenario for exercise on child rights  
                   ✓ PPT slide – “Clustering Map”  
                   ✓ UN Convention of the Rights of the Child |
| Documents for participants | ✓ UN Convention on the Rights of the Child (UN CRC) |
| Access to materials | Training Materials can be found in Module Folder 2 Child Rights |
This is an awareness raising exercise, and can be used at the beginning of the workshop to establish basic rights for all children and not only in conflict situations. It provides for a good warm up and also an introduction to or reminder of the UN Convention on the Rights of the Child (UN CRC).

**Pre-session Preparations**
- Ensure you have cards (about 1/3 A4 size) and marker pens for each group. Place these in position for group use or handout when exercise starts.

**Session Sequence**

1. **Participatory exercise on child rights – part one (15 minutes)**
   - Provide participants with the handout – “The scenario for introduction to child rights”
   - Instruct them that you are the commander of the space ship that is currently transporting them to Planet Egalia and today we do not have much time and you expect them to work fast – very fast.
   - Divide the participants into four groups.
   - Instruct groups 1 & 2 that they have 15 minutes to agree within their own groups on the **10 child rights** that they wish for Planet Egalia.
   - Instruct groups 3 & 4 that they have 15 minutes to agree within their own groups on the **10 duties or responsibilities** that they wish adults to have for children on Planet Egalia.

2. **Participatory exercise on child rights – part two (5 minutes)**
   - Groups one and two should be joined together, and told that they have to now combine their lists and agree on **10 child rights**. And they should choose a captain.
   - At the same time
   - Groups three and four should be joined together, and told that they have to now combine their lists and agree on **10 duties or responsibilities for children**. These duties should be put onto cards. And they should choose a captain.

3. **Participatory exercise on child rights – part three (10 minutes)**
   - Return to plenary as one group
   - Put up the child rights flip chart sheet so all the groups can see.
   - Facilitate the two captains to discuss if the responsibilities match up with the rights of children.
   - Tell the captains to highlight differences and agree on child rights for Planet Egalia.
   - Inform the remainder of the participants that they can provide advice to the captains but that the captains can take the final decisions for their groups.
4. **Plenary discussion on child rights to follow-on from the exercise (20 minutes)**

- Would these rights and entitlements apply to all children on the planet?
- Would there be occasions when rights would need to be suspended? Who would decide this?
- Are there any rights that they would be prepared to sacrifice? Which, and under what circumstances?
- Which rights could be suspended in case of conflict? It is interesting to ask this question and after some discussion emphasise that UN CRC is non-derogable at any time – even during conflict.
- What might go wrong? How would they deal with someone who broke the rules?
- Can they identify any groupings of rights? Share the PowerPoint slide – Clustering Map
- Highlight when the country in which you are working ratified the UN CRC.

5. **Plenary discussion on UN CRC and national law (additional time as required)**

- Look at the UN CRC
- Match rights listed in the exercise with rights listed in UN CRC. What rights are missing and why did these get left out?

If there is time, divide the participants into small groups and ask them to discuss the following questions.

- Some child rights are more important or fundamental than others e.g. first, secure food and shelter, then freedom of expression, do you agree?
- Child rights are not the same everywhere, they depend on cultural traditions, do you agree?

In plenary, ask the participants to share the results of their discussions.

Ask participants if they are aware of national legislation on child rights – share information on appropriate legislation. Mention that in terms of their work many for people in the community references to the national legislation will have more relevance (Note this is covered in Module 4B: The Definitions and Legal Foundation).
MODULE 3: Impact of Armed Conflict on Children

This session was designed for conflict situations in general but where appropriate, should be amended for the country in which the training is located.

Objective:
- Understand the potential impact of conflict on children, families and communities.
- Participants to be introduced to the concept of grave violations against children committed by armed forces or armed groups.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Orientation</th>
<th>MRM Staff</th>
</tr>
</thead>
</table>
| Session      | 1. Participatory exercise on how children are affected  
              2. Short debriefing |
| Time Required| 60 minutes  |
| Venue requirements | Large space – can be the main training room, if it is possible to move tables to create a large space in the middle |
| Equipment    |             |
| Resource person(s) | 1 person with knowledge of the topic and with practical experience working in a field presence |
| Training materials | ✓ Role cards document “Impact of armed conflict child roles”  
                         – (to be prepared as described below) |
| Documents for participants | ✓ UN Convention 182 Worst Forms of Child Labour  
                                   ✓ Inter-agency guiding principles on unaccompanied and separated children  
                                   ✓ Paris commitments  
                                   ✓ Children and DDR  
                                   ✓ Youth and DDR  
                                   ✓ Impact of Armed Conflict on Children 1 & 2  
                                   ✓ Protecting Children during Armed Conflict  
                                   ✓ The Graça Machel Study – 10-year Review |
| Access to materials | The training materials and all documents for participants are included in Module Folder 3 Impact of Armed Conflict on Children. |
Preparations

1. Prepare role cards as described below – one per participant. **Each role card should be different and state child’s gender and age.** See the document “Impact of armed conflict child roles” in the training materials folder. These should be cut up one for each person.

Session Sequence

The following walks the facilitator through a participatory exercise followed by brainstorming and plenary discussion.

1. **Participatory exercise child protection in conflict situation (20 minutes)**

To identify risk and protective factors for children in an emergency; to highlight which children are likely to be particularly vulnerable in an emergency.

2. Describe the following scenario (note this can be changed to suit the context in which you work). *There has been increasing violence in the town where you live with unknown insurgent groups making daily attacks and the army increasing its presence as it responds to these groups. On the radio you hear that in many towns the situation is the same and the rebel group is getting stronger. There are armed men everywhere and sometimes in the area in which you live you have seen tanks.*

3. Ask the participants to stand up, and line up against one side of the room. Give each a role card, and ask them to think about how it feels to be this child in the situation described.

4. State that they will be read a statement, if they can answer yes, they should take a step forward. A large step means they can say yes easily, a small step means that the statement is somewhat true for them. If they cannot answer yes, they should remain where they are.

5. Read the following statements, one at a time, allowing time for the participants to consider the question and to move forward if they agree with the statement:

**Statements:**
- You are able to get food and water each day
- You have shelter
- You have some protection from recruitment into armed forces or groups
- You have some protection from sexual violence
- You are able to access health and education services
- You have time and a safe place to play
- You have someone to go to if you are worried or distressed
- You can make decisions about your life and what you do
- You are able to take part in community activities

5. Ask the participants who are at the front - what gave them protection? Ask those in middle and back - what were their principal protection issues? What made them vulnerable? What gave them protection?

6. Ask participants at the front, how did it feel that you were out in front?
7. Ask participants at the back, how did it feel that there were children who were in front of them?

2. **Plenary discussion** *(40 minutes)*

**Effects of children, families and communities**

*Brainstorming:*
1. What is armed conflict?
2. Consider the situation where you work. What are the possible effects of that conflict? On:
   a. Children
   b. Family
   c. Community

As the participants provide answers write up on a flip chart. The following are all possible answers but may include many more:

**Effects on children:**
- Loss of life or injury
- Torture
- Sexual violence
- Abduction
- Separation
- Domestic violence
- Exploitation (sexual, labour, trafficking)
- Displacement
- Psychosocial
- Normal routines lost
- Anxiety, fear, mistrust

**Effects on family**
- Parents may not be able to protect their children
- Domestic violence increases
- Economic problems
- Separation

**Effects on community**
- Education and health facilities are not functioning or inaccessible
- Tensions within the community
- Community values distorted
- Thousands of children suffer the consequences and communities cannot cope/support/respond

**Grave violations on children**

Inform the participants that this training is about monitoring and reporting and responding to grave violations against children committed by armed forces or armed groups.

Determine which of the effects listed above could count as a grave violation against children.

- Ask the participants to consider the list on the flip chart and which ones would fall into this category. If time discuss this in pairs for a few minutes.
- Ask participants to tell you which ones are not directly committed by armed forces or armed groups. If the plenary agrees, cross out that item.
Do the remaining ones fall into what could be classed as a grave violation against a child committed by an armed force or armed group?

Provide the list of the six violations for MRM. Do the effects listed on the flip chart(s) all fit here. If any are not included discuss the implications.

Does this relate to the situation in the context in which you work – discuss as appropriate.

**Tip:** Participants may ask the question, what constitutes an armed conflict or what is defined as an armed group; given that bandits and criminal gangs are armed groups. The below quote from the 2005 SG’s Annual Report may be useful.

Para 96. “In the context of preparing monitoring reports and lists, it should be emphasised that there is no universally applicable definition of “armed conflict” in general, and in particular that the mandate of my Special Representative does not contain a definition of the term. In the performance of his mandate, my Special Representative has adopted a pragmatic and cooperative approach to this issue, focusing on ensuring broad and effective protection for children exposed to situations of concern, rather than on the definition of the term “armed conflict”. The mention or discussion of any particular State or situation should not be construed as a legal determination that there exists a situation of armed conflict within the meaning of the Geneva Conventions and their Additional Protocols”.

*Children and Armed Conflict: Annual Global Report of the Secretary General. (February 2005)*
## MODULE 4A: Introduction to the Resolutions & MRM

**Objective:**
- Awareness of UNSC Resolutions 1612, 1882 and 1998
- Understand the objectives and basics of MRM
- Awareness of the role of SRSG CAAC, the UNSCWG and the Technical Reference Group

<table>
<thead>
<tr>
<th>Participants</th>
<th>Orientation (Simplify material to suit the audience)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MRM Staff</td>
</tr>
<tr>
<td>Session</td>
<td>1. Presentation</td>
</tr>
<tr>
<td></td>
<td>2. Q &amp; A</td>
</tr>
<tr>
<td></td>
<td>3. Follow-up quiz</td>
</tr>
<tr>
<td>Time Required</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td>Plus quiz (20 minutes) – not during the same session – see below</td>
</tr>
<tr>
<td>Venue requirements</td>
<td>Training Room</td>
</tr>
<tr>
<td>Equipment</td>
<td>✓ Laptop, Projector</td>
</tr>
<tr>
<td>Resource person(s)</td>
<td>1 person with a good knowledge of the resolutions and the both the global and local political context but also how it relates to staff in the field</td>
</tr>
<tr>
<td>Training materials</td>
<td>✓ PPT presentation on “Introduction of Resolutions and MRM”</td>
</tr>
<tr>
<td></td>
<td>✓ PPT presentation – “What do you know quiz”</td>
</tr>
<tr>
<td>Documents for participants</td>
<td>✓ Information and Guidelines: Monitoring and Reporting Mechanism (MRM)</td>
</tr>
<tr>
<td></td>
<td>✓ UNSC Resolution 1612</td>
</tr>
<tr>
<td></td>
<td>✓ UNSC Resolution 1882</td>
</tr>
<tr>
<td></td>
<td>✓ UNSC Resolution 1998</td>
</tr>
<tr>
<td></td>
<td>✓ SCWG Toolkit</td>
</tr>
<tr>
<td></td>
<td>✓ CAAC Report of the SG 2005</td>
</tr>
<tr>
<td></td>
<td>✓ Security Council Resolutions related to Gender-Based Violence and Protection</td>
</tr>
<tr>
<td>Access to materials</td>
<td>All the training materials are included in Folder Module 4A: Introduction to Resolutions and MRM</td>
</tr>
</tbody>
</table>
Pre-session Preparations

- Ensure that the slides are applicable to your country – there may be some specific slides that you would add or amend to fit with the country specific context. Note that Slide 5 illustrating a map of current countries implementing MRM was up to date in 2011 (update as appropriate).
- Ensure that you have understood the key points as detailed in the notes for presenter (on the PowerPoint)
- It will be useful to include one slide with some current statistics of children affected by armed conflict in the country in which you are working.
- On Slide 11 replace “XXXXXX” with the name of the respective country.
- Ensure that you are familiar with whole training programme/agenda. This session in particular may raise questions that will be addressed in upcoming sessions. It will help you facilitate and save time by letting participants know if some of their questions can be answered more in-depth in other training modules.

Session Sequence

1. Presentation with Q & A (75 minutes)

Start the session asking participants what they know about UNSC Resolutions relating to children and armed conflict. Keep this brief but it is a good idea to get participants thinking early in the session.

Then continue into the presentation.

*Tip:* Suggest that you allow questions for clarification only during the presentation and then other questions at the end; as some questions will be answered by the presentation itself and others may be involved and can demand discussion, but it is important that you do reach the end of the presentation.

The presentation will take approximately 75 minutes including time available for discussion.

*Attention:* Participants may ask many questions on the details which are covered in the content of other modules in depth – e.g. listing & de-listing; monitoring, reporting; action plans, responses etc. You will need to avoid getting into deep discussions on these topics.
Tip: For more experienced groups it is suggested that the above can be presented in a quiz type format or in a mixed approach of asking them questions and providing information.

2. Follow-up quiz (20 minutes)

The quiz is a fun way to check what participants have learnt and as a refresher for the areas forgotten.

Tip: It is suggested that you do not do this immediately but perhaps the follow day as a refresher. A good way to start the next day. Provide some chocolate for the winning table.

Instructions

1. Divide participants into groups – easiest to simply do at their tables.

2. The questions. Read out each question in turn with the groups noting their group answers. Read all ten questions then move onto the answers.

3. The answers. Read out first question asking one group for the answer. Ask others for any additions or differences. Provide the correct answer. Continue in same manner but varying the groups to whom you ask to provide the answers.

4. Ask groups to add up their own scores – you will need to guide them on point allocation for the questions that have more than one answer.
## MODULE 4B: MRM Definitions and The Legal Foundation

### Objective:
- Ensure clarity on the definitions of the violations
- Understand the basics of the legal foundation of MRM
- Provide information to strengthen advocacy with parties to the conflict

| Participants | MRM Staff  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coordinators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session</th>
<th>Participatory presentation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time Required</th>
<th>90 minutes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Venue requirements</th>
<th>Training room</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th>✓ Laptop, Projector</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resource person(s)</th>
<th>1 person with legal knowledge in the international arena and ideally with experience of its practical application in conflict situations</th>
</tr>
</thead>
</table>

| Training materials | ✓ PPT presentation on “MRM The Legal Foundation”  
|                   | ✓ Summary Table of IHL Provisions Specifically Applicable to Children (ICRC)  
|                   | ✓ MRM Field Manual. Section D |

| Documents for participants | ✓ The Six Grave Violations Against Children During Armed Conflict: The Legal Foundation (OSRSG)  
|                            | ✓ Annexe II of the MRM Field Manual: MRM Legal and international standards  
|                            | ✓ UN Convention on the Rights of the Child  
|                            | ✓ Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict  
|                            | ✓ What is IHL (ICRC)  
|                            | ✓ International Instruments & Standards (Taken from Child Protection Training for UN Peace Operations Personnel) |

<table>
<thead>
<tr>
<th>Access to materials</th>
<th>All the training material are included in Folder Module 4B: MRM Legal Instruments</th>
</tr>
</thead>
</table>

**Pre-session Preparations**

- Ensure you are familiar with the slides and the content – see below for suggested use.
- On the six slides showing applicable law under each of the definitions insert the relevant national legislation as appropriate to the country context.
- On the six slides providing examples of violations committed, exchange the provided examples with those relevant to the country context.
- The ICRC document, “Summary Table of IHL Provisions Specifically Applicable to Children” is useful to provide as it can aid provision of answers to questions that may arise: also useful for reference is Annexe II of the MRM Field Manual for specific application to MRM.

**Session Sequence**

It is likely that within any group looking at this subject there will be a wide range of experience from those who may have had legal training to others for whom this is a new area. This session is designed to make the best use of the experience in the room but at the same time ensuring that the whole group will have a grasp of the basic legal foundation of MRM at the end of the session.

Groups will work for this session in their table groups

**Tip:** Try to ensure that any individuals with a legal background or experience of IHL & IHRL are spread evenly amongst the groups. Ask key persons to move if necessary.
As questions arise seek answers from the participants

**Slide 2** lists the six violations. At the title ask the participants to list the six violations and then show the list. For information the six violations are as listed in paragraph 68 in Children and Armed Conflict: Annual Global Report of the Secretary General. (February 2005)

**Slide 3** asks a question and provides the answer(s).
- Show slide title and ask the question on what key legal instruments are applicable
- Ask table groups to discuss and make a list
- Ask one group to share the answer and others to add as appropriate
- Show the answer to the question
- Provide clarification and discuss as required – ensure to mention here that particularly relevant IHRL includes:
  - UN CRC and that this is non-derogable even in conflict
  - 2nd Optional Protocol to the UN CRC
  - UN Convention on Torture
- International Jurisprudence may require clarification; some examples that you could use to illustrate would be:
  - The case of Thomas Lubanga is specifically relevant as he has been charged with enlisting and conscripting children to participate in hostilities
  - Case-law of the International Criminal Tribunal for the former Yugoslavia,
- International Criminal Tribunal for Rwanda and the Special Court for Sierra Leone
- The Rome Statute and case-law of the International Criminal Court
- Case-law of the International Court of Justice

These are the key legal instruments as detailed in paragraph 70 of the Annual Global Report of the Secretary General. (February 2005)

**Slide 4** considers who is a child
- Show slide and encourage the participants to share the problems, which occur around acknowledgement of who is a child for this work.

**Slides 5 – 24** cover the six violations – 3 slides per definition: i) details of the definition; ii) applicable law; and iii) examples for discussion.
- Discuss the definition as needed – clarify as questions arise
- Ask the groups to identify which laws will apply and show the list
- Share the examples and ask the participants if each would be classified and reported as a grave violation against children
- Share the examples and ask the participants if each would be classified and reported as a grave violation against children
- Ask the participants to provide additional examples of violations committed, particularly where it was difficult to determine if it was a violation

**Note:** More detailed information is provided on the notes for some of these slides.

**Slide 25** highlights where to get further advice in determining if a violation occurred.
- **Ask participants to share examples of where it had been challenging to determine if a violation occurred, and what was the outcome.**
- Staff from the O/SRSG and UNICEF HQ could provide one or two key examples that have been challenging to determine
## MODULE 5: Processes and political aspects of MRM

### Objective:
- To become familiar with the different activities that can be undertaken at the national, regional, and global levels to support MRM work at the political level.

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Coordinators &amp; Task Force Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Guided discussion</td>
</tr>
<tr>
<td>Time Required</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Venue requirements</td>
<td>Training room</td>
</tr>
<tr>
<td>Equipment</td>
<td>Laptop, Projector</td>
</tr>
<tr>
<td>Resource person(s)</td>
<td>1 person with legal knowledge in the international arena and also with field experience OR 2 persons – one with international experience and the other with field level experience</td>
</tr>
<tr>
<td>Training materials</td>
<td>PPT presentation “Processes and Political Aspects of MRM”</td>
</tr>
<tr>
<td>Documents for participants</td>
<td>✓ SCWG Terms of Reference ✓ Toolkit ✓ Listing and de-listing criteria ✓ DKPO Child Protection Policy (in countries where a peace mission operates)</td>
</tr>
<tr>
<td>Access to materials</td>
<td>All the materials are included in Folder Module 5: Political Aspects of MRM</td>
</tr>
</tbody>
</table>
Pre-session Preparations

- Ensure you are familiar with the relevant political developments at each level – Global, Regional and National; contact (UNICEF HQ, O/SRSG or DPKO) for the latest developments globally.

Session Sequence

- The PowerPoint presentation provides an outline of areas to be discussed and the below provides some details on each aspect that should be covered during the session.
- It is suggested that as you work through the items that participants ask questions and discussion is enabled.
- Encourage participants to share examples where appropriate – ideally at least one at each different level.
- Use the PowerPoint presentation to aid the discussion – see under the Notes section for specifics to be discussed for each slide.

National level

1. Explain the role of co-chairs and give representatives of different organizations the opportunity to explain their respective mandate.

   **Tip:** This can be very time consuming and therefore it is suggested where possible cover different organisation roles as outlined in Module 16. Where doing this within this module more time will be required.

2. The co-chairs to engage on a regular basis with the government in order to share findings on the violations that have been identified, and to develop concrete ways to stop and prevent them, as well as developing accountability mechanisms in place for the perpetrators. (Give examples)

3. The co-chairs to engage on a regular basis with the parties to the conflict other than the government, in order to share findings on the violations that have been identified, and to develop concrete ways to stop and prevent them, as well as developing accountability mechanisms in place for the perpetrators. (Give examples)

4. The co-chairs to engage with any party to the conflict to develop Action Plans on the violations that they are listed for to stop and prevent them, and to seek commitments to prevent other grave violations.

5. To engage with the diplomatic community in order to seek their support for advocacy in pressuring the government (and perhaps parties to the conflict) to stop and prevent grave violations.

6. To engage the potential Donor community in order to secure funds for MRM and response activities.

Regional level
1. **To engage with Regional Bodies** (AU, EU, ASEAN, OAS, ECOWAS, etc) to influence their policies on CAAC.
2. **To engage with Regional bodies** to put pressure on parties to the conflict violating children rights.
3. **To work with cross-border partners** in order to develop strategies to improve monitoring, reporting and responding to grave violations (LRA, Myanmar-Thailand, Sudan, Chad, etc.)

**Global level**

1. Explain the **listing and de-listing** process
   a. Explain how parties are listed and included in the annexes to SG’s report
   b. Once listed all parties to conflict in that country may be reported on (the listed party is the focus but all reported on)
   c. Distinguish between those parties on the two annexes and “other situations of concern” which “volunteer” to implement MRM
2. Explain the work of the **SCWG CAAC**
   a. SCWG established by UN SC Res 1612
   b. Highlight the current members and chair of the group
   c. The Terms of Reference for the SCWG
   d. SCWG toolkit
   e. SC Annual Open Debate on CAAC
   f. UNSC Sanctions Committees
3. Explain the role of the **CAAC Task Force** (Global Level)
   a. Members at Head or Deputy level of relevant UN agencies
   b. Chaired by SRCG CAAC
   c. Discusses SG’s Annual Report, listing and de-listing of parties, and other key developments
4. Explain the role of the **MRM Technical Reference Group**
   a. Members from technical level UN Agency and NGOs with expertise on child protection in conflict
   b. Co-chaired by O/SRSG and UNICEF HQ
   c. Develop methodology and advises on implementation of MRM
   d. Develop guidelines, tools etc.
   e. Enhances inter-agency coordination
5. Explain the work of the **Friends of CAAC**
   a. Members from donor / diplomatic community of 30 member states
   b. Chaired by the Canadian Government in New York
   c. Are an asset for advocacy and to raise issues with member states and with parties to conflicts
6. Explain the work of the **SG Office**
7. Explain the work of the **SRSG CAAC**
8. Explain the work of **UNICEF** in influencing CAAC issues
9. Explain the work of **other global level stakeholders** in influencing CAAC issues
10. Introduce the developments with the work on **Sanctions** for persistent violators (covered in more detail in Module 12: Accountability)
Parties not on the SCWG work Plan

1. Explain how countries not on the SCWG Work Plan that are experiencing grave violations (conflict or not) can take steps to engage with the government and through prevention and programmatic response to stop the violations.
# MODULE 6: MRM Guiding Principles

**Objective:**
- Understand the basic principles of child rights monitoring (best interest of the child, impartiality, humanity, respect for the mandate, etc.), and be aware that – at a minimum – the action or inaction of staff must do no harm to anyone.
- Be aware of the rules and principles governing the conduct of humanitarian staff.
- Understand and be aware of some of the ethical challenges and other dilemmas that may arise in the conduct of human rights work.

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td></td>
</tr>
<tr>
<td>1. Brainstorming on basic principles of monitoring</td>
<td></td>
</tr>
<tr>
<td>2. Participatory exercise on dilemmas</td>
<td></td>
</tr>
<tr>
<td>Time Required</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Venue requirements</td>
<td>Large space – can be the main training room, if it is possible to move tables to create a large space in the middle</td>
</tr>
<tr>
<td>Equipment</td>
<td>✓ Laptop, Projector</td>
</tr>
<tr>
<td>✓ MRM Principles on Flip Chart</td>
<td></td>
</tr>
<tr>
<td>✓ Wide non-transparent tape</td>
<td></td>
</tr>
<tr>
<td>Resource person(s)</td>
<td>1 person with knowledge of the topic and with practical experience working in a field presence</td>
</tr>
<tr>
<td>Training materials</td>
<td>✓ PPT presentation on “Principles, Challenges and Dilemmas in Child Rights Monitoring”</td>
</tr>
<tr>
<td>✓ MRM Field Manual. Section E</td>
<td></td>
</tr>
<tr>
<td>Documents for participants</td>
<td>✓ Annexe VII of the MRM Field Manual: MRM Guiding Principles</td>
</tr>
<tr>
<td>✓ Copy of PPT (3 slides per page for note taking)</td>
<td></td>
</tr>
<tr>
<td>✓ Secretary-General Bulletin, Special measures for protection from sexual exploitation and abuse, ST/SGB/2003/13</td>
<td></td>
</tr>
<tr>
<td>✓ OHCHR Monitoring Manual (2001), chapter V</td>
<td></td>
</tr>
<tr>
<td>✓ Summary of Ethical and Safety Recommendations for Researching, Documenting and Monitoring Sexual Violence in Emergencies</td>
<td></td>
</tr>
<tr>
<td>✓ Dos &amp; Don’t: Reporting and Interpreting Data on Sexual Violence from Conflict-Affected Countries</td>
<td></td>
</tr>
<tr>
<td>Access to materials</td>
<td>All the training material are included in Folder Module 6: MRM Guiding Principles</td>
</tr>
</tbody>
</table>
Pre-session Preparations

- In the PowerPoint presentation, slides 4 - 12 have slides presenting dilemmas to be addressed; slides 13 – 17 have additional slides targeted towards coordinator training. Select the dilemma slides that are most appropriate for your context and the participants.
- Once you have selected appropriate slides, prioritise as you will probably not have time for them all and will need to judge the time allowed depending on the extent of discussion generated by each slide.
- Clear a space in the middle of the main training room, which fits all participants (standing) with a good view on the screen.
- Draw a visible line on the floor using the tape (of a colour/material contrasting with the floor) from the screen to the back of the room, so that the space is divided vertically when facing the screen.
- Project the slides on the screen and check if they are visible from the back of the room.
- Prepare a flipchart with the principles of human rights monitoring listed so you can refer to during the exercise – see slide 2.

Session Sequence

1. Introduction to the principles (15 minutes)

**Brainstorming:** Ask participants to name the principles and values that guide the work in monitoring and reporting

Slide 2 illustrates the key principles – discuss if there are any areas that participants are not clear on.

*Draw attention on and distribute a copy of the SG Bulletin on SEA highlight the main concepts (section 3) and that all staff have an obligation to report any concern or suspicions regarding sexual exploitation or sexual abuse of another UN staff.*

Slide 3 depicts additional principles and values for human rights work, deriving from:

a) General UN standards, principles and values
b) Basic principles of human rights monitoring

It is suggested that, there is no need (and time) to explain and clarify each item on the slide. You can perhaps pick 4 or 5 principles and ask participants to explain what they mean.

For example, you can ask them to explain the difference between the principles of “impartiality” and “objectivity”. Be aware that some participants regularly confuse “impartiality” with “neutrality”.

2. **Participatory exercise on dilemmas** *(45 minutes)*

**Instructions**

1. Ask participants to move in the cleared space in the middle of the room and then read the initial assumption of the dilemma exercise:

   “You are a humanitarian worker in a UN or NGO field office, in a country where a peace agreement putting an end to many years of conflict has just been signed…

   … how are you going to act in the following situations?”

2. Now ask all participants to stand on the line drawn on the floor (have at least one foot touching it), while you explain the instructions of the exercise.

3. Explain that you are going to present them a few dilemmas that may be faced by MRM staff in the field, for which there is no clear-cut answer, and for which they must take a decision.

4. Once a dilemma is presented, participants need to decide their action and move either to the right or the left of the line on the floor and position themselves in the room. Explain that these are fictitious scenarios and that in a real situation they would have more elements helping them to take a decision, but for this exercise they just have the information provided on the slides.

5. All participants need to move at the same time, so that they are not influenced by the decisions of their colleagues. **No participant is allowed to remain on the line.** The more they are convinced of their decision, the farther they should move away from the central line to the extremes of the room.

   **Tip:** Place on the wall a flipchart paper with the key principles of human rights monitoring and remind participants to think about which principles apply to the different dilemmas when they make their choice.

6. Once all participants are positioned away from the line, ask participants on one side of the line why they placed themselves there. Try to get a few opinions from different people in that group before giving the floor to participants on the other side of the line, who will have counter-arguments.

7. Allow about 10 minutes for discussions for each scenario. Normally participants would identify the main issues, but to stimulate discussions, you can also play the devil’s advocate and ask challenging questions on their selection to both groups.

8. Tell participants that there is no right or wrong answer to these questions. Highlight the main principles of monitoring that relate to the dilemma before moving on to the next one.

9. **Ask participants if they have had a similar dilemma how they resolved it.**

10. Ensure that all participants are back in the middle of the room with one foot on the line before reading aloud the next dilemma.

   **Tip:** If you are short of space this can be done at the tables where participants are seated and they can raise hands. However, it is good facilitation to get people moving as much as possible, thereby vary
the day and keep people engaged.

**Tip:** If you have not been able to present all your intended dilemmas during this session, you can use some of them in the next days as energisers. Leave the line on the floor and if you need to stimulate participants for example after lunch, you can ask them to stand up and go through one dilemma that was not used.
**MODULE 7: Child Participation**

**Objective:**

- To reach a common understanding of child participation and the child’s right to participate.
- Participants understand that in order to ensure good and appropriate child participation, a risk assessment MUST be carried out.
- Participants have explored appropriate forms of child participation for MRM

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Presentation, plenary and groupwork sessions</td>
</tr>
<tr>
<td>Time Required</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Venue requirements</td>
<td>Main training room, Breakout rooms</td>
</tr>
<tr>
<td>Equipment</td>
<td>Laptop, projector, Flip charts and markers</td>
</tr>
<tr>
<td>Resource person(s)</td>
<td>1 person with practical experience in child participation and ideally in relation to MRM</td>
</tr>
</tbody>
</table>
| Training materials | ✓ Child Participation Information Sheet  
✓ Groupwork exercise sheets  
✓ Implementing Child Participation – Annexe VIII of the MRM Field Manual  
✓ Sargasso Country Situation Sheet  
✓ Sargasso Map |
| Documents for participants | ✓ MRM Field Manual |
| Access to materials | All the training material are included in Folder Module 7: Child Participation |
Session Sequence

1. Child Participation Basics (45 minutes)

Presentation
Show the introductory presentation

Brainstorming: Ask participants to list different types of child participation they have been involved in or know of. Identify which of these might be applicable to MRM – do not worry about risks at this stage

Groupwork 1
In groups of 4 - 6:
- From the list of possible activities listed above: bearing in mind the sensitivities of the MRM, identify the risks that children, their families and communities might face if children participate in each of the activities. Highlight any particular challenges that may be faced by girls specifically according to the country context.
- Draw up a list of pros and cons for each.

Keep the results of the group work in hand for the next group work session below.

2. Risk Assessment (30 minutes)

Presentation
Present the PPT on risk assessment.

Groupwork 2
Same groups as above

Using the notes provided (P2 – 3 on the Child Participation Information Sheet) and information from the presentation carry out a risk assessment based on the scenario provided in exercise sheet.

When groups return to the plenary emphasise that for any child participation activity a risk assessment MUST be conducted first.

3. Good Practice of Child Participation within MRM (45 minutes)

Presentation
Introduce the level of engagement table and explain its use (as illustrated on the Information Sheet).

Groupwork 3
Same groups as above

Complete both sections of the following exercise

A. Based on the risk assessment completed in the previous session, answer the following questions in relation to the ongoing situation in Spey Province.
1. Discuss the appropriateness, relevancy and feasibility of each of these levels of engagement.
2. What are their advantages and disadvantages?
3. What can be done to make them safer for children/families/communities (including the very valid option of not doing it)?

B. Select one or two activities (use ideas from the earlier groupwork) that could be carried out in Spey Province based on the risk assessment carried out earlier.

1. Where would you put this on the level of engagement chart?

Plenary

Each group to share their activity and where this fits on the level of engagement chart.

Facilitate a general discussion on considerations raised.

Ask participants if they think that they could do something that would be child participation around the issues concerning MRM.
MODULE 8A: Introduction to Monitoring

Note: Monitoring is a complex process and the core element of the MRM; As there is a lot of information, it is presented as seven sub-modules. To cover all the modules take one full day in itself. The selection for the course content will depend largely on the context and experience of the participant group, and some aspects can be left to follow-up days. Due to the complexity of the material this is divided into 7 sub-modules. This first module is a very short session to set the scene for the following modules on monitoring.

Objective:

- For participants to be aware of the components of monitoring and that this is the core activity of the MRM.
- To understand the importance for appropriate approaches and to ensure accuracy, objectivity, timeliness and reliability.
- To provide an introduction to the monitoring sessions that will follow.

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Providing information and brief discussion</td>
</tr>
<tr>
<td>Time Required</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Venue require</td>
<td></td>
</tr>
</tbody>
</table>
ments | Main training room |
| Equipment    | Flipchart paper and markers |
| Resource person(s) | 1 person with knowledge of the topic and the monitoring component of the training |
| Training materials | ✔ MRM Field Manual Section F1 |
| Documents for participants | ✔ MRM Guidelines |
| Access to materials | Provided to all participants as core materials for the workshop |
Session Sequence

The Basics
Explain that monitoring is the core to the MRM and is complex and containing many elements. As such this module is the most complex module and will involve a number or sessions.

Begin to engage the participants on the area of monitoring by involving them from the start of this module.

Brainstorming: Ask participants what they think are the key components for monitoring

You are looking for the key aspects and some of the elements within those. You only need a simple list but it should include some of the following. Ensure that the key elements are included and if not add yourself.

- Data collection or gathering information
- Verification
- Documentation
- Information management

Ideally also elicit some of the elements within each component. Provide the chart (below & taken from the MRM Field Manual) illustrating the complexities of monitoring. Explain that we will be doing a number of modules that cover the different aspects (refer to the agenda)

Groupwork

Brainstorming: In table groups brainstorm for 5 minutes on each of the following – share the topics among the tables – i.e. only one topic per table.
1. Who is being monitored?
2. What is monitored?
3. Who does the monitoring?
4. Roles of different actors (UN Mission, UN agencies, NGOs)

Refer to the MRM manual for full information on the questions asked – trainers should ensure they are familiar with the answers and have considered the local context and implications.
An overview of Monitoring and its components. (Taken from the MRM Field Manual)
**MODULE 8B: Information Gathering – The Basics**

**Objective:**
- Understand the basic strategies of information gathering
- Understand the difference between fact-finding and criminal investigations and be aware that MRM staff do not gather information for criminal prosecution
- Understand the use of monitoring tools and information required for MRM

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Interactive Presentation</td>
</tr>
<tr>
<td>Time Required</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Venue requirements</td>
<td>Main training room</td>
</tr>
</tbody>
</table>
| Equipment | Laptop, LCD projector  
Flipchart paper and markers |
| Resource person(s) | 1 person with knowledge of the topic, able to enrich the presentation by providing concrete examples and lessons based on own experience |
| Training materials | ✓ PPT presentation on “Information Gathering” |
| Documents for participants | ✓ Handout of PPT presentation (3 slides per page with notes)  
✓ MRM Field Manual Sections F2 & F4  
✓ OHCHR Monitoring Manual (2001), chapter VII |
| Access to materials | All training materials are included in Folder Module 8B: “Information Gathering” |
Session Sequence

1. **Opening discussion (15 minutes)**

In order to make the presentation more interesting, you should complement it by sharing concrete examples and lessons based on your own experience to illustrate some of the concepts addressed in the presentation, and also to ask participants for their own experiences.

It is suggested that you ask one or two people to commence the session by sharing a particular challenge or lesson learnt when gathering information.

Do not get into lengthy discussions at this point but suggest that more discussion can ensue during the session.

2. **Interactive presentation (45 minutes)**

Now move on to the presentation; using the slides to guide the discussion will ensure all key points are covered. Some suggestions for use of slides:

**Slide 4:** Put up the titles “Primary Source” and “Secondary Source” and ask for examples prior to sharing the list. Ask if the media counts as a secondary source – discuss and show (next click) that perhaps in most cases the media would provide an alert rather than be counted as information gathered.

**Slide 5:** Use this slide to guide through the type of information that is required.
Note: some people include “Why” but this is a judgement call – only the perpetrator can say “why” he/she did it. Instead ask for the context in which the incident occurred and describe it – see suggestions on the slide.
Include and emphasise “what happens next”. Important to emphasise the need for a response if appropriate (more on this later in the training).

**Slide 6:** experience would show us that monitors are not always vigilant at explaining to the victims/survivors or sources. It is important that people understand who you are and what you are doing.

**Slide 9:** Put up the title “How can we ensure confidentiality?” Ask the question at each of the bullet points and discuss at each stage. See notes on the ppt for more specific suggestions under each line. **This slide is very important.**

**Slide 10:** Emphasise the need for good planning.

Highlight that not all persons taking information about grave violations against children will be involved in all of the stages. For example: programme staff may provide a report on an incident but may not be involved in full verification or will not be the person raising this with the relevant authorities.

**Slides 11 & 12:** This last part of the presentation is very important – see below.

**Attention:** Clarify the difference between a child rights monitoring/fact-finding activity and criminal investigations, to ensure there is no confusion in what MRM staff can or cannot do.

MRM staff undertaking monitoring and fact-finding activities regularly:
✓ Do not gather information for criminal prosecution - When confronted with it, MRM staff should alert those authorities who can be expected to investigate further and bring the matter to justice. Note that this can only happen with the consent of the victim, caregiver and primarily they should go direct to the authorities themselves.

✓ Do not undertake tasks such as medical examinations of victims/survivors, exhumations, removal of physical evidence, since they have neither the expertise nor authority to do so – but can be present while competent authorities perform such tasks.

✓ Do not hide their identities or use cover stories – this could put them or other people in danger

✓ Do not record witness statement – take testimonies voluntarily through interviews. Informed consent is needed prior to any action aimed at gathering information from victims/survivors and other persons.

✓ Do not gather physical evidence (e.g. clothes, personal effects, blood, weapons, bullets, fragments, knives, fingerprints, sketches, photos) or original documents – risk of breaking the chain of custody & interfering with ongoing investigations – take Photos instead or copies of documents where appropriate.

✓ Do not have the authority to undertake house searches and inquire about the private life of individuals
MODULE 8C: Documentation

Note: This module is appropriate in countries where reporting formats are used but will also need to be adapted in countries where there is no standard format to ensure consideration is made on how information is documented. The important thing is that at the end of this session participants are aware of the data that is required for MRM and how to document information.

Note: Where agencies have different formats, ask participants to try the one provided and comment on differences during the plenary discussion.

Objective:
- Understand the use of monitoring tools and documenting information for MRM

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff</th>
</tr>
</thead>
</table>

| Session | Part One – Using Reporting Formats (90 minutes)  
Part Two – Documenting Information Collected in the Field (90 minutes) |
|---------|------------------------------------------------|

<table>
<thead>
<tr>
<th>Time Required</th>
<th>3 hours</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Venue requirements</th>
<th>Main training room</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Flipchart paper and markers</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resource person(s)</th>
<th>1 person with knowledge of the topic, able to enrich the presentation by providing concrete examples and lessons based on own experience</th>
</tr>
</thead>
</table>

| Training materials | ✓ MRM Field Manual Section F.4.2  
✓ Reporting formats (as used in the relevant country)  
✓ Guidance notes on the report format (as used in the country)  
Alternatively use the global models as provided in the training folder |
|--------------------|----------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Documents for participants</th>
<th>✓ MRM Field Manual Sections F2 &amp; F4</th>
</tr>
</thead>
</table>

| Access to materials | The reporting format and guidance notes require to be provided by the country office as appropriate to the context.  
Or use the global model of the monitoring tools which can be found in Folder Module 8C: “Documentation” |
|----------------------|--------------------------------------------------------------------------------|

44
Pre-session Preparations

You will need sufficient forms for every participant to have two copies of each if doing both Part One and Part Two of this module. (Forms used for both modules)

Session Sequence

1. Part One – Using Reporting Formats (90 minutes)

Group exercise (60 minutes)

Provide participants with:

- The reporting format (As appropriate to your country context)
- The guidance notes to the reporting format (As appropriate to your country context)
- Alternatively use the global models as in the training folder

Also refer participants to MRM Field Manual Section F.4.2 which outlines the minimum information that is required to be collected.

Briefly explain the form and any areas that you believe need detailed explanation but the participants will discover for themselves as they do the exercise.

Participants will work in pairs for this exercise and have one hour to complete it.

- Explain that a witness has come into the field office to complain about an incident.
- One person should be the interviewer and the other person act as a witness to an incident they wish to report.
- The witness should think of an incident from their previous experience that they wish to report; this can be on any of the six violations.
- The interviewer will take information from the witness and as he gets the information complete the form.

30 minutes

- Change roles so that the other person gets an opportunity to become familiar with the form.

30 minutes

Plenary discussion (30 minutes)

Discuss the following:

- Clarification on any areas of the form not understood.
- Challenges of taking the information.
- Areas for amendments if the form is still in the development stages.

2. Part Two – Documenting Information Collected in the Field (90 minutes)

Note. It would be useful to do Part Two of this module after module 8D Interviewing Children and Witnesses
Group exercise *(60 minutes)*

Explain the exercise to participants.
- Each person takes a turn of being witness and that of interviewer.
- Explain that they will interview the victim/survivor or witness, asking them to tell their story and only ask questions for clarification or to get more details as the story emerges.
- Interviewer to listen to the witnesses story and take very brief notes in a notebook.
- Each person to get a chance to do this.

15 minutes per person

- Provide participants with forms
- The participants then get an opportunity to complete the forms without asking their partner any further questions. If necessary move interviewers a) and b) to different parts of the room.

20 minutes

- Participants to then hand their interview sheets to the victim/survivor or witness that they interviewed.
- Participants to read the completed form and note comments where errors occurred and share with their partner.

10 minutes

Plenary discussion *(30 minutes)*

Discuss the following:
- How did it feel not having the form?
- What information was forgotten to be asked or noted?
- What were some common areas where errors occurred?
- How can this be improved?
## MODULE 8D: Interviewing Children and Witnesses

### Objective:
- Understand the basic principles when interviewing
- Gain a greater awareness of approaches and skills when interviewing

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff</th>
</tr>
</thead>
</table>
| Session      | Introduction to interviewing (30 mins)  
               | Exercise (30 minutes)  
               | Participatory presentation (45 minutes) |
| Time Required| 1 hour and 45 minutes |
| Venue requirements | Main training room. |
| Equipment    | Laptop, LCD projector  
               | 2 flipchart stands, paper and markers |
| Resource person(s) | 1 person minimum and the presenter should have practical experience of interviewing children |
| Training materials | ✔ Instructions for Exercise  
                       | ✔ PPT presentation on “Interviewing Children and Witnesses” |
| Documents for participants | ✔ Handout of PPT presentation (3 slides per page with notes)  
                                | ✔ Handout “Brief Guide to Child Friendly Interviewing” |
| Access to materials | All training materials are included in Folder Module 8D: “Interviewing Children and Witnesses” |

### Pre-session Preparations
For the exercise you require to print the following
- 2 copies of each of the character information sheets (child, social worker & interviewer)
- 8 sets of each Group Information sheets (depending on size of the training session)
- Prior to the session select 3 persons who you think could provide a good role-play for the three characters in the scenario. Provide each person with the relevant information sheet. Discuss the scenario and ensure they understand and are comfortable with the requirements. Suggest that the 3 characters should meet briefly to discuss setting the scene and ensure they are prepared.

**Session Sequence**

1. **Introductory Session on Interviewing** *(30 minutes)*

Introduce the session as a follow-up to information gathering and explain that this is not a an interview training, as that is a longer course, but that it will provide an introduction to interviewing, and some reminders for those participants who currently carry out interviewing as part of their work.

Ask participants how many of them do interviewing as part of their work. And what are some of the challenges they face. Then move on to the brainstorming.

![Brainstorming](image)

*Brainstorming: Ask participants to list “Dos” and “Don’ts” when interviewing.*

As participants provide ideas, list “Do’s” on one flip chart and “Don’ts” on the other. Whilst the participants should be encouraged to provide the answers add others that are missing.

2. **Interview role play** *(30 minutes)*

As described in the pre-session preparation you would have briefed the 3 characters for the role-play prior to the exercise. Ideally move to a different setting where the role-play can be centre stage with other participants in a semi-circle around the scene. Alternatively this can be done at the front of the training room if there is not sufficient space in a different area.

If in a different room, the role-players can now leave the training room to prepare.

Brief participants that they will watch a child being interviewed; they will be asked to observe. Participants will be given one of four sheets with instructions for observation during the interview role-play. Ask them to take notes in respect of the questions posed.

Distribute the four Interviewing Group sheets evenly amongst the participants. Ensure that they understand what they are being asked to do.

Move to the area being used for the role-play.

Allow **10 minutes** for the role-play to be acted.

After the role-play ask each observation group in turn to provide feedback on the questions asked. Discuss briefly.

Return to the training room.

3. **Plenary discussion and Interactive presentation** *(45 minutes)*
This discussion with presentation is useful to do immediately after the exercise on conducting interviews.

In table groups ask each of the following questions – the slides provide answers to each and can aid discussion. (Also see speaker’s notes on the power point). It can make it more interesting to do this in the form of a quiz).

a. What are the key elements to consider before the interview?
b. What are the practical aspects to take into account when working with an interpreter?
c. When you first meet the person how do you start the interview?
d. List some key points to remember during the interview.
e. Give some examples of open, closed and leading questions.
f. How do you end an interview?
g. Next steps. What should happen after the interview?

Emphasise again that this is not a comprehensive training on interviewing but will provide some useful reminders.

On each of the slides use the opportunities where appropriate to ask participants to contribute prior to providing the answers.
**MODULE 8E: Information Gathering – Sargasso Simulation**

**Objective:**

- Put into practice some of the principles and skills learnt in Modules 8B & 8C
- Gain a greater awareness of approaches and skills when gathering information
- Gain an awareness of some of the challenges they may face when gathering information

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Participatory Activity</td>
</tr>
<tr>
<td>Time Required</td>
<td>3 hours 30 minutes</td>
</tr>
<tr>
<td></td>
<td>Introduction and interview planning – 45 minutes</td>
</tr>
<tr>
<td></td>
<td>Practical simulation exercise – 90 minutes</td>
</tr>
<tr>
<td></td>
<td>Group evaluations – 15 to 30 minutes</td>
</tr>
<tr>
<td></td>
<td>Plenary presentation and discussions – 45 minutes</td>
</tr>
<tr>
<td>Venue requirements</td>
<td>Main training room (furniture may need to be moved around)</td>
</tr>
<tr>
<td></td>
<td>Breakout rooms or quiet areas within the venue or its grounds</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
<tr>
<td>Resource person(s)</td>
<td>1 person to lead coordination plus one additional person to help with the groups as required</td>
</tr>
<tr>
<td>Training materials</td>
<td>✓ Scenario for Gathering Information (includes instructions)</td>
</tr>
<tr>
<td></td>
<td>✓ Sargasso Country Situation Sheet</td>
</tr>
<tr>
<td></td>
<td>✓ Characters briefings</td>
</tr>
<tr>
<td></td>
<td>✓ Planning of Interviews sheets</td>
</tr>
<tr>
<td></td>
<td>✓ Evaluations sheets</td>
</tr>
<tr>
<td>Documents for participants</td>
<td>None</td>
</tr>
<tr>
<td>Access to materials</td>
<td>All training materials are included in Folder Module 8E: “Information Gathering Sargasso Simulation”</td>
</tr>
</tbody>
</table>
**Preamble**

This exercise will expose the participants to different scenarios by challenging them on issues like communication with different characters, presenting their role, interviewing as well as solving unexpected challenges. The participants will face different characters with different instructions, trying to make the situation more realistic and challenging. The characters will, if approached correctly, provide valuable information.

The scenario should ideally be changed to that of the country in which you are working if that is appropriate. The participants playing the different characters in the simulation, are provided with the framework for their role, but with their knowledge of the Sargasso background they are encouraged to play the role to make this more realistic (if it is adapted for the country context the characters should be adapted for that society and culture).

The simulation exercise is in 4 sections:
1. Introduction and interview planning *(45 minutes)*
2. Interviews and preparing the report *(90 minutes)*
3. Group evaluations *(15 minutes)*
4. Plenary session *(45 minutes)*

**Pre-session Preparations**

During the session participants will need to receive:
- Scenario for Gathering Information (includes exercise briefing sheet)
- Sargasso Country Situation Sheet
- Sargasso Map
- Planning of Interviews sheets
- Evaluations sheets

**Characters**
- Prepare one copy of each character role play
- Identify six persons whom you think can play the roles well in the scenario or you can ask for volunteers
- Each character will need to receive their relevant role description

**Session Sequence**

1. **Introduction to the Simulation exercise** *(15 minutes)*

Introduce the session as a follow-up to the modules on Gathering Information and Interviewing Children & Witnesses

Explain the following:
- That there has been an incident in Sargasso.
- Provide the whole group the sheet “Scenario for Gathering Information” and discuss the exercise.
- Provide all participants the “Sargasso Country Situation Sheet” and the Sargasso map to ensure they understand the context.
- Ask for volunteers to play the six characters who will be based in the village.
- Divide the remaining participants into groups of four. Explain that they will be in small groups to go out as a team to gather information and determine what happened.
- Participants will now meet in their groups (the characters to also meet as one group).
2. **Interview planning session (30 minutes)**
   - Provide the interview groups with the sheet “Planning of interviews”
   - Explain that they now have time to plan for the visit to the village and how they will do the interviews. Remind them:
     - They will meet different people and need to consider this in their planning.
     - Take into account lessons you have learnt in previous sessions on gathering information and interviewing.
   - Emphasise that they need to allow time to prepare their report (15 minutes should do for this).
   - The participants should now meet in their groups.
   - Inform participants that on return to base they will be expected to provide a concise verbal report to the SRSG or the RC/HC or UNICEF Representative.
   - The facilitator should now meet with the character group:
     - Determine who will be which character.
     - Provide the appropriate character role-play sheet to each person (they should only get a copy of their own character).
     - Discuss where they should locate themselves and any furniture layout or props they require.
     - Explain that they should give information if they are assured and feel confident with the interviewers. Do not make it overly difficult.

   **Tip:** It may be a good idea to do this session before lunch or last session in the day so participants can take longer to prepare if they wish.

   **Attention:** With participants who are not fluent in the language of the course, you need to ensure that they understand their roles correctly; otherwise you may lose extra time during the interviews to provide additional clarifications.

3. **Interviews and report preparation (90 minutes)**
   - Remind the groups that there is a maximum of 15 minutes per interview (to ensure all groups get a chance to meet people)
   - They now have 90 minutes to carry out their interviews and prepare the report.
   - The facilitator should collect their reports at the end of the session or leave with them to read out later – as you prefer.

   **Tip:** Time may be a challenge for the programme. It can work out well to say that there will not be a formal break but coffee/tea and snacks can be collected as they are working, during this period. This is realistic to the pressure staff would be working under, in the aftermath of a major incident.
4. **Group Evaluations (15 minutes)**
   - Give half of the interview groups Evaluation sheet one and the other half Evaluation sheet two.
   - Give the Character group the Evaluation sheet for characters.
   - Request that they discuss and answer the questions provided, and chose one person to report back to the plenary.
   - Inform the groups that they have 15 minutes to discuss.

5. **Plenary Session (15 minutes)**
   Reporting to SRSG / RC / UNICEF Rep on the incident
   - Note: One of the facilitators should play the role of SRSG / RC / UNICEF Rep for the first part of the plenary. Participants to provide their verbal reports.
   - Consider if information is same for all groups.
   - If you are getting lots of superfluous information (e.g. he said, she said, perhaps this happened or possibly this ..). Be tough but encourage them to be succinct and accurate but definitive with their information.
   - Discuss as appropriate.

6. **Evaluation (45 minutes)**
   - Suggest that you go through the evaluation questions in turn rather than by each group. Interview group questions first. Discuss as appropriate.
   - The Character group to answer their questions. Discuss as appropriate.
   - Discuss overall evaluation questions about the exercise.
     - Is this exercise somewhat realistic and useful for you in your work?
     - What is useful?
     - What is not useful?
**MODULE 8F: Verification**

**Objective:**
- For participants to have a clear understanding of what is meant by verification for purposes of MRM
- For participants to have an understanding of the difference between verification and monitoring

| Participants | MRM Staff  
|--------------|-------------
|              | Coordinators |

<table>
<thead>
<tr>
<th>Session</th>
<th>Participatory Presentation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time Required</th>
<th>90 minutes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Venue requirements</th>
<th>Main training room</th>
</tr>
</thead>
</table>

| Equipment | Multi media projector, laptop  
|-----------|--------------------------------
|           | Flipchart paper and markers |

<table>
<thead>
<tr>
<th>Resource person(s)</th>
<th>1 person with field experience of leading on verification</th>
</tr>
</thead>
</table>

| Training materials | ✔ Power point presentation “Verification”  
|--------------------|-----------------------------------------
|                   | ✔ MRM Field Manual Section F3 |

<table>
<thead>
<tr>
<th>Documents for participants</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Access to materials</th>
<th>All training materials are included in Folder Module 8F: “Verification”</th>
</tr>
</thead>
</table>
**Session Sequence**

**Introduction** *(30 minutes)*
Provision of short examples from two or three participants or facilitators, on challenges of verification and ways to resolve.

Ask other participants to add their own areas of concern or lessons learnt on verification.

**Participatory Presentation** *(60 minutes)*

Use power point presentation “Verification”.

**Slide 2** is to emphasise the importance of the information we provide and therefore the need for high standards of verification.

**Slide 3** provides the minimum standard of verification as stated in the MRM Field Manual. Discuss each of these bullet points. Ensure that this slide is understood and discuss fully.

Final verification has to be done by a UN staff member but this does not mean they have to personally interview the source of information. NGO staff member can do the interview but the UN staff member will need to be confident of the source and the information provided. (See next slide).

**Slide 4** outlines some of the key considerations to be taken into account when weighing up information. Much of this should be done by the monitor but is ultimately the responsibility of the UN staff member of the CTFMR. See MRM Field Manual Section F5 for additional points as follows:

The credibility of MRM reports and the whole MRM mechanism relies on the quality and timeliness of information provided and recorded. Whilst the MRM Task Force has the ultimate responsibility to endorse information contained in reports, MRM reporting coordinators are key to ensuring that information is of a high standard and information gathering is carried out in a manner fitting with UN humanitarian principles.

**The MRM reporting coordinators must ensure that for every case the following aspects are considered and appropriate standards met.**

1. Who gathered the information and provided the report? Personnel trained in the MRM?
2. How were the victims interviewed?
3. Was consent asked for? How?
4. Ensure highest ethical standards including avoidance of multiple interviewing of victims.
5. Is there enough information to evidence the case?
6. Is the source of information credible?
7. Has documentation achieved a high level of confidentiality?
8. Has security been considered for staff member, victim and witnesses?
9. Has an appropriate response been offered to the child or a referral been made for service provision.

**Slide 5** – ask participants if they have suggestions for additional Primary and Secondary Sources that would be acceptable information.
Pose the following two questions:
1. Is it possible to have only secondary sources?
2. Is it possible to have minimum standards for when only secondary sources?

Ask for examples of when participants have had only secondary sources but have considered this acceptable?

One examples of when a compilation of secondary sources only might be acceptable:

- Eye witness sees the school being bombed but cannot state that a specific child was killed in the attack.
- Teacher confirms that a child was in the school at the time of the incident (but the teacher did not actually see the child injured).
- Hospital doctor confirms that cause of injuries and resulting death is attributable to that of explosions
- Accompanying medical report

No one saw this child actually being hit by a bomb but there is sufficient evidence for monitoring purposes

Note that given there are so many different contexts and standards of information it is very difficult to provide a minimum standard for secondary sources. If in doubt refer to the O/SRSG or UNICEF HQ.

Slide 6 – a reminder that we are accountable to ensure that information provided is accurate, objective, reliable and timely.
MODULE 8G: Accessing Sensitive Information

Due to limitations of time you may not achieve doing this module in the 4-day training but would be a valuable module to consider for the follow-up training.

Objective:
- To give consideration to the difficulties for gathering sensitive information in some contexts.
- To identify ways in which information can be obtained safely and not increase risks to staff, victims or witnesses.

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Groupwork &amp; Plenary</td>
</tr>
<tr>
<td>Time Required</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Venue requirements</td>
<td>Main training room and breakout rooms</td>
</tr>
<tr>
<td>Equipment</td>
<td>Flipchart paper and markers</td>
</tr>
<tr>
<td>Resource person(s)</td>
<td>The facilitator for this session must have the capacity to sense tensions and be able to appropriately manage what can potentially be challenging views expressed. (Experience has shown this can produce some surprising outcomes).</td>
</tr>
<tr>
<td>Training materials</td>
<td>Group work – questions for the exercise printed out for each group or put onto power point slide or flip chart.</td>
</tr>
<tr>
<td>Documents for participants</td>
<td></td>
</tr>
<tr>
<td>Access to materials</td>
<td></td>
</tr>
</tbody>
</table>
Pre-session Preparation
In some contexts participants may not feel safe discussing this subject in relation to their own country contexts. Hence the Sargasso Scenario has been used here but participants' own experience and in-country contexts will be valuable if participants feel comfortable to use these. And if the facilitator considers appropriate the exercise can be changed to focus on that of the country in which the participants work rather than Sargasso.

Print out or display the exercise questions for the group work.

Session Sequence
In the plenary ask the participants which of the six grave violations they consider to be the most difficult to access information in the Sargasso context. Identify the two most challenging.

Groupwork (45 minutes)
Explain that all the groups will consider one of the two below violations (*note that you may need to change this if the plenary identifies different violations as being the most challenging in your country context*):

- a. Children used by armed forces or armed groups
- b. Grave sexual violation

Divide into small groups. Ask participants to choose which violation group they wish to be in (note there can be more than one group discussing each violation).

Provide the group with the below instructions.

Chose ONE of the following questions to discuss and answer:

In Sargasso........

1. What prevents children from speaking to an adult about a violation committed against them?
2. What prevents adults from reporting about such violations against children?
3. What are the barriers to staff taking reports on serious violations committed by armed forces or armed groups?

*Note: the facilitator should if possible try to ensure that at least one group discusses each question.*

ALL groups answer question 4:

4. How could we improve information we get on children being used by armed forces or armed groups?

Plenary (45 minutes)
Ask each group to present on questions 1 - 3 in turn, with other groups who have answered the same question adding to that.

Ask participants if any groups came up with practical ideas in response to question 4. Share ideas and ask participants if any of these ideas would work in the context in which they work.
**MODULE 9A: The Basics of Information Management**

**Notes for facilitators:**
1. This session will need to be adapted for the specific context and how MRM information is managed within the country.
2. Security of information is covered in Module 10: Security

**Objective:**
- To ensure that participants understand what they should do with incidents reports
- For participants to be aware of the need for confidentiality and security of information
- For participants to know how information is managed and shared at different levels and who has responsibility

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MRM Coordinators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session</th>
<th>Plenary and groupwork</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time Required</th>
<th>105 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction and groupwork – 45 minutes</td>
</tr>
<tr>
<td></td>
<td>Plenary – 60 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Venue requirements</th>
<th>Main training room</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Flipcharts and marker pens</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resource person(s)</th>
<th>1 person with experience of managing information in a sensitive environment</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Training materials</th>
<th>Information Management Exercise</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Documents for participants</th>
<th>MRM Field Manual Section G</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Access to materials</th>
<th>All the training materials are included in Folder Module 9A: Information Management</th>
</tr>
</thead>
</table>
Session Sequence

1. Introduction to Information Management in Plenary (15 minutes)

   **Brainstorming:** Ask participants what is meant by information management. Ensure that all key areas are listed from below so that participants understand the range of elements in information management.

   Key aspects of information management:
   - Provision of incident reports
   - Transfer of information
   - Storage of information (could be database or a filing cabinet)
   - Physical management of information
   - Organisation / coordination of information
   - Analysis of information
   - Provision of reports
   - How we use information as an evidence base for advocacy
   - Confidentiality
   - Security and Accessibility of information
   - Institutional Memory, and Historical Record of Information
   - Providing feedback

2. Groupwork (30 minutes)

   Divide participants into District level groups (for Regional Trainings – country groups)

   Provide the exercise sheet and ask them to discuss the questions and based upon their answers, develop a chart to illustrate the flow of information AND who has responsibility at different levels.

   Tell the groups to put up their charts on the wall.

   **Tip:** It is useful if this session is before a break and the groups can put up the charts during the break, to save workshop time.

3. Plenary (60 minutes)

   **Part One**
   The first part of the plenary will be a walk around for each group to present on how information flow works in their situation and their understanding of it at the national level.

   **Part Two**
Discuss the differences and reach a consensus on how information does and should flow in different contexts. Whilst each individual is only responsible for their own work, it is useful for MRM staff to understand the complete picture.

**Brainstorming:** Lastly but importantly brainstorm on what we mean by confidentiality and how can we ensure information for MRM is kept confidential and yet be able to use for evidence-based advocacy.

Key aspects of confidentiality:
- Need to know basis
- Reporting agency holds the detailed personal information but the MRM information system or service providers need only have minimal information
- You cannot assure confidentiality if the interview is conducted with others present (e.g. in the village square)
- If a group provides information together you cannot assure confidentiality
- Sources of information should remain confidential
- No personal information to be shared with state armed forces or (non-state) armed groups except where specific advocacy has been requested and consent provided
- Use codes or reference numbers for cases and/or organisations (keep in a different location)

**Note:** Mention that confidentiality can only be broken when a person’s life is in immediate danger.

See MRM Field Manual for more details on all of the above.

**Tip:** It should not be necessary to go into great detail on confidentiality as should have been covered in Module 8B Information Gathering but it is so important that useful to stress this again.

**Part Three**
Open discussion on aspects of information as is useful to the group. The following may be areas for discussion:
- Use of databases. Note that the Annual SG’s Report of 2005 called for, “Under the coordination and management of UNICEF, a task force on monitoring and reporting should establish and maintain a monitoring and reporting information database at the country level, which feeds into the central monitoring and reporting information database at the Headquarters level”.
- Information sharing protocols.
- Provide an update on global or national developments on information management systems.
## MODULE 10: Security and Safety

**Objective:**
- For participants to gain awareness of the measures they need to take to prevent harm to victims/survivors, witnesses, sources, staff and other persons cooperating with MRM, and also to organisations.
- Participants will discuss the basics and be aware of some measures that can be taken to realistically reduce risks.

| Participants | MRM Staff  
|             | Coordinators  
|             | Task Force Members  
| Session | Participatory presentation and plenary discussion  
| Time Required | 60 minutes  
| Venue requirements | Main training room  
| Equipment | Laptop, LCD projector  
| Resource person(s) | 1 person with knowledge of the topic, able to enrich the presentation by providing concrete examples and lessons based on own experience  
| Training materials | ✓ PPT presentation on Security & Safety of victims/survivors, & witnesses  
| Documents for participants | ✓ Handout of PPT presentation (3 slides per page with notes)  
| Access to materials | All the training material are included in Folder Module 10: Security |
Session Sequence

1. Introduction (15 minutes)

Commence with short examples from two or three participants or facilitators, of specific security challenges and how this was or is managed.

It is suggested that at this stage you do not get into a deep discussion on the technical points as this will be covered in the remainder of the session and time is allowed for discussion therein – and again at the end of the presentation with more examples from participants.

Tip: It is suggested that at this stage you do not get into a deep discussion on the technical points as this will be covered in the remainder of the session and time is allowed for discussion therein.

2. Interactive presentation (45 minutes)

Refer to the PPT presentation and related speakers’ notes on each slide. Below are a couple of suggestions on how to introduce some of the slides, to avoid presenting the entire session with the “telling mode”.

**Slide 2: Who requires security?**

*Brainstorming:* Prior to showing the list ask participants whom they think requires protection

**Slide 3: Show the slide of the PowerPoint presentation on the MRM Sequence.**

*Brainstorming:* Ask participants to tell you where in the sequence does the protection of witnesses, victims/survivors and sources fit. After you get a few suggestions, answer: “throughout the sequence” and click on the slide so that a red frame will appear around the entire cycle.

Protection of witnesses and sources does not only refer to victims/survivors and witnesses of human rights violations who provide testimony, but to all persons who provide us with information and with whom we have contact in the monitoring process, and in some cases their family or associates.

**Slide 4:** At the title, ask participants who has the responsibility to provide security. See detailed notes on the ppt.

**Slide 5:** Discuss the importance of assessing security every time you go on a field trip. Detailed notes on the slide can be used as required.
Slide 6: You do not need to go through every bullet point but emphasise the need for flexibility – ask participants to share an experience when they had to change plans during a field visit.

Slide 7: Whilst we do tend to regularly review and discuss our security we are notoriously bad at how we protect information. You do not need to go through all the slides but more details are on the slide if required.

Ask participants (show of hands) how many of them:
- a Lock all hard copies in a filing cabinet?
- b Shred all hard copies once information is stored on a computer?
- c Password all documents pertaining to individuals or incidents?
- d Encrypt or at minimum password the database?
- e Include individual names or other personal details in e-mails?
- f Select encryption option during email transfers?

Emphasise this is an important area that most of us can improve on.

Slide 8: At the title slide ask participants if we can provide assurances.
- We can provide no guarantees but the things we do can mitigate the risks.
- Our presence can make a difference.
- Planning, assessing risks, providing confidentiality and securing information can all aid to mitigate the risks to individuals and organisations

In order to make the presentation more interesting, you should complement it by sharing concrete examples and lessons based on your own experience to illustrate some of the concepts addressed in the presentation.

3. Discussion with participants (15 minutes)

Leave the last 15 minutes for discussions with participants and encourage them to share their own experiences and situations where they were confronted with protection concerns or instances where they faced threats or risk of harm and how they dealt with it.

Tip: If within your target audience there are national staff, orient the discussion towards particular security concerns faced by national staff working in the field of protection and particularly MRM and enquire about available mechanisms for their protection provided by the UN or their own organisations.
MODULE 11: Reporting

Objective:
- For participants to look critically at report content and how to frame Annual Country Reports appropriately.
- For participants to look at information more analytically and see the bigger picture – beyond listing individual incidents.
- To ensure clarity on requirements for the main reports that go to SG & the UNSCWG (GHNs, Country Reports and Annual Global Report on CAAC).
- For participants to consider additional avenues for reporting.

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Briefing (15 minutes)</td>
</tr>
<tr>
<td></td>
<td>Homework (45 minutes)</td>
</tr>
<tr>
<td></td>
<td>Plenary Part One (120 minutes)</td>
</tr>
<tr>
<td></td>
<td>Plenary Part Two (30 minutes)</td>
</tr>
<tr>
<td>Time Required</td>
<td>2 hours 45 minutes</td>
</tr>
<tr>
<td></td>
<td>Plus homework (45 minutes)</td>
</tr>
<tr>
<td>Venue requirements</td>
<td>Main training room</td>
</tr>
<tr>
<td>Equipment</td>
<td>Flip charts and markers</td>
</tr>
<tr>
<td>Resource person(s)</td>
<td>1 person with knowledge of the reporting requirements within MRM</td>
</tr>
<tr>
<td></td>
<td>1 person or participants with knowledge of alternative avenues for reporting</td>
</tr>
<tr>
<td>Training materials</td>
<td>✓ Participant exercise sheets</td>
</tr>
<tr>
<td></td>
<td>✓ Sargasso Draft Annual Country Report</td>
</tr>
<tr>
<td></td>
<td>✓ Sargasso Country Situation Sheet</td>
</tr>
<tr>
<td></td>
<td>✓ Sargasso Map</td>
</tr>
<tr>
<td>Documents for participants</td>
<td>✓ MRM Field Manual Section H</td>
</tr>
<tr>
<td></td>
<td>✓ Annexe X of the MRM Field Manual “Reporting Formats”</td>
</tr>
<tr>
<td>Access to materials</td>
<td>All the training materials are included in Folder Module 11: Reporting</td>
</tr>
</tbody>
</table>
Pre-session preparation

For Plenary Part Two of the module, identify three or four people from within the group who have experience in reporting to additional avenues (to that of the normal MRM). Ask the individuals if they would brief the participants on aspects of the mechanisms and their experience (5 minutes); and then sit on a panel to answer questions.

Note: if such experience is unlikely to exist within the group, invite one or two persons from OHCHR and/or human rights organisations who could support you to provide this session.

Session Sequence

1. Briefing & Report Analysis (15 minutes)

Provide participants with the materials for the homework.

Instruct participants that the first draft of the Sargasso Annual Country Report has been prepared by the technical level group and now as the coordinator you have to decide if it is ready to go to the co-chairs of the CTFMR for approval. You are conscious of the need for not only accurate information but also analytical reporting.

Inform participants to read the Sargasso Annual Country Report and use the questions in the exercise sheet plus the Annual Country Report Format as a guide to analyse the report and note areas for improvement.

Tip: If possible provide this two or three nights before it is required to give participants ample time to complete the exercise.

2. Plenary part one (120 minutes)

The reporting exercise:
Go through the questions in numerical order with the participants responding. Allow others to add before moving onto the next question.

Tip: Focus on major key issues to be improved in the report, rather than going page by page, otherwise the exercise will become too long and boring.

Tip: Many participants will have identified the same or similar issues. Tell them to limit their intervention to one comment per person, to give an opportunity for other participants.

Field experiences:
Participants to provide two or three examples of challenges or lessons learnt on reporting. Other participants to add to this and in particular raising areas where greater guidance is required.

**Q & A on Annual Country Reports:**

An opportunity for participants to raise questions on reporting and to discuss solutions.

Some areas worth exploring:

- **Recommendations** – what should be included in this section of reports
  
  Note: Para 9 of Res 1882, “Requests the Secretary-General to include more systematically in his reports on children and armed conflict specific information regarding the implementation of the Working Group recommendations;”

- Ask participants for examples of where they find it difficult to determine the correct wording and need guidance. Discuss possible solutions with the facilitators and participants sharing ideas on how difficult issues can be phrased.

- What constitutes a trend or a pattern? For example participants should be encouraged to state the total number of verified incidents (or state the number reported but not verified) in the reporting period.

**Q & A on Other Reporting Requirements**

Provide information and answer questions on the other two reports that are required within the MRM structure.

1. Annual Global Report
2. Global Horizontal Notes

3. **Plenary part two – Additional Avenues for reporting (30 minutes)**

Mention that whilst information is in the manual that there are of course always questions to be asked and it would be useful to learn from experience. Tell participants that you have an expert panel today to answer your questions.

Firstly, commence with highlighting other reporting mechanisms:

**Brainstorming:** Ask participants to list the different reporting avenues that may be possible to utilise with the information that they have on grave violations against children.

The **three or four participants** (or invited presenter) whom you earlier identified form your panel. Ask each panel member to give a **brief synopsis (5 minutes)** of the mechanism used and a concrete example. Ideally covering the following areas.

- Special procedures
- Human Rights Treaty Bodies
- UPR
- Regional and sub-Regional organisations

Then open the floor for participants to ask questions of the panel on the use of these other avenues and opportunities therefore posed.
Note: If no “experts” are available use Annexe XI of the MRM Field Manual “Additional International and Regional Reporting Avenues” to facilitate a discussion.
MODULE 12: Accountability

Objective:
The aim of this module is to provide an overview of accountability, including justice mechanisms for crimes committed against children during armed conflict.

On completion of this module, participants will understand:
- The range of accountability mechanisms and processes to address crimes committed against children in situations of armed conflict or political violence.
- Key principles of children in justice processes, both as victims/survivors and witnesses, and as active members of the community
- Alternative accountability processes for children accused of crimes committed during conflict.
- The relationship between accountability and the MRM

| Participants | MRM Coordinators  
|             | MRM Task Force members  
|             | MRM staff (in follow-up sessions as appropriate) |

| Session     | Participatory Presentation (45 minutes)  
|             | Groupwork (30 minutes)  
|             | Plenary discussion (45 minutes) |

| Time Required | 120 Minutes |

| Venue requirements | Training Room  
|                    | Breakout rooms |

| Equipment | ✓ Laptop and PowerPoint slides  
|          | ✓ Projector and screen  
|          | ✓ Flipcharts |

| Resource person(s) | This module is best presented by an instructor with expertise and experience in justice for children, international law and child rights. |

| Training materials | ✓ PPT presentation on Accountability for MRM  
|                   | ✓ Justice Mechanisms Brief Note  
|                   | ✓ SCWG Toolkit |

| Documents for participants | ✓ MRM Field Manual Section J  
|                            | ✓ Justice Mechanisms Substantive Note  
|                            | ✓ Bibliography |

| Access to materials | All the training materials are included in Folder Module 12: Accountability |
Pre-session Preparations

- Pre-position key participants who can give an example at relevant points during the presentation – see suggestions below.
- Ensure you are familiar with the slides and the content and get further information for areas in which you are not familiar.
- The substantive note gives additional background to the information included below.

Session Sequence

1. Participatory Presentation (45 minutes)

Slide 1

**Brainstorming:** Ask participants what they think of as accountability in relation to the MRM

Slide 2
This slide highlights the key areas into which accountability falls and is covered in the presentation. All of the elements highlighted in the brainstorming will fit into one of the listed elements.

Slide 3
Outlines the key areas within the SG’s Reports and the SC Resolutions calling for accountability.

Slide 4
Provide a brief explanation of the need for maintaining dialogue with the Government and other parties, and elements that the MRM Task Force is required to address.

Slide 5, 6 & 7
Addresses Action Plans and gaining other commitments from government and other actors. Whilst the Action Plan templates are not yet finalised the key elements can be discussed.

This is a good place to include one or two specific examples from participants on developing Action Plans

Slide 8
This highlights the UNSC Toolkit and it is suggested that participants can ask for clarification on use of the toolkit as required.

An example from a country where there has been action by the UNSCWG will be valuable to include here.

Slide 9
Other UN Actions highlights other ways in which the UN can seek accountability – note that the reporting aspect is covered in Part 3 of the Reporting Module.

- UN Special Rapporteurs (e.g. Torture, Violence against Women)
- National implementation mechanisms of treaty obligations
- Special procedures
- CRC Committee and other treaty bodies
- Non-military sanctions

An example from a country where one of the above was instrumental will be valuable to include here.
Slide 10
Provides an overview of potential justice mechanisms.

It would really useful to include here one or two specific examples

Talking Points:
- ICC and international courts
- Truth commissions
- National justice for children (juvenile justice)
- Traditional processes

Slide 11
This slide provides a consideration for what is “our” role in relation to justice mechanisms.

Further Discussion if time allows (if not go straight to the groupwork)

Ask participants to turn to the handout – Justice Mechanisms Substantive Note; and to take a look at Section 1 Background Material

In the outcome document of the United Nations Special Session on Children, ‘A world fit for children’, adopted in May 2002 by the General Assembly, governments undertake to:

“Put an end to impunity, prosecute those responsible for genocide, crimes against humanity, and war crimes, and exclude, where feasible, these crimes from amnesty provisions and amnesty legislation, and ensure that whenever post-conflict truth and justice-seeking mechanisms are established, serious abuses involving children are addressed and that appropriate child-sensitive procedures are provided.”

Accountability mechanisms can take many forms
- International Criminal Court;
- Ad hoc tribunals: International Criminal Tribunal for the former Yugoslavia and International Criminal Tribunal for Rwanda;
- Special courts and tribunals: for example, the Special Court for Sierra Leone;
- Truth commissions;
- National courts;
- Traditional processes;
- Combinations of the above or further innovations.

Again, refer to the handout Justice Mechanisms Substantive Note and if time explore these areas in more depth:

- Principles for child protection and participation in justice mechanisms

Example: Child Participation in a) the South Africa and b) Sierra Leonean TRCs

An examination of the decisions taken by the TRCs in Sierra Leone and South Africa regarding child testimony and statement taking demonstrates how the assessment of the best interests principle can lead to different outcomes. See details in the Substantive Note.
example: children and criminal responsibility

Grave violations of children’s rights have figured prominently in cases before the Special Court for Sierra Leone (SCSL) and, more recently, the ICC. The SCSL was the first international or hybrid court to prosecute and convict persons for the crime of recruiting and using children in armed conflict. It also established precedent in a decision criminalizing child recruitment prior to the adoption of the Rome Statute, on the basis of customary international law. Crimes against children have gained centre stage in international investigations and prosecutions and the focus on children has helped build consensus and draw public attention. In these ongoing efforts and debates, no issue has attracted more attention than the recruitment and use of children to become instruments of war.

example: Dominic Ongwen case study

A dilemma related to evolving capacities that has provoked even more debate is children’s criminal responsibility when they are accused of committing crimes under international law. While it is understood that appropriate measures of accountability are in children’s best interests, what is actually appropriate is a matter of controversy. According to international child rights and juvenile justice standards, alternatives to judicial proceedings should be applied wherever appropriate. To date, only one child has been tried for crimes under international law.
2. **Groupwork (30 minutes)**

Break into country groups of maximum 6 persons. In reflecting on their own country contexts (or district if training is one specific country situation), participants are asked to discuss and propose application of the MRM for improved accountability.

Each group is asked to prepare one aspect to share with the plenary either related to a specific country or which they found was relevant for more than one country, for example:
- An example of how accountability could be applied to a specific context
- A challenge for implementation of one aspect of accountability and how that may be overcome
- What the MRM Task Force could do to enhance measures towards accountability

3. **Plenary (30 minutes)**

In plenary, groups to briefly present on one aspect discussed in their group (3 minutes per presentation). Plenary discussion on the various aspects raised and general discussion on accountability.

**Attention:** Accountability is an area that is still being reflected on, in the context of MRM and the role of Task Forces; hence there may be questions raised that have no clear answers. Do not be afraid to admit that this needs further discussion or you will look into it and get back to participants.

**MODULE 13: Engaging with Parties to the Conflict**

**Objective:**
- To consider the mechanism for achieving action plans and other commitments from the parties to the conflict; and how to overcome challenges faced.
- To gain understanding of the requirements for Action Plans and their contents

<table>
<thead>
<tr>
<th>Participants</th>
<th>Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session</th>
<th>Table groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plenary discussion</td>
</tr>
<tr>
<td></td>
<td>Guided discussion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Required</th>
<th>120 minutes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Venue requirements</th>
<th>Main training room</th>
</tr>
</thead>
</table>
Pre-session preparation
This session is a natural follow-on from Module 12: Accountability and in particular the aspect of Action Plans and other commitments.

For part two of this exercise it is necessary to look at an actual Action Plan and the trainer should access this beforehand – contact O/SRSG if you do not have a copy of a suitable action plan to utilise.

Additionally the Module 14C: Advocacy looks at advocating with the parties to the conflict and therefore this needs to be taken into account when planning your training so you do not repeat what is covered in other sessions.

Session Sequence
1. Introduction (15 minutes)

Provide the one-page handout and ask participants to read.

Highlight the references provided in this document and the strong request for the UN to engage with parties to the conflict no matter their political or judicial status.

Invite two participants to provide examples of how they have engaged parties to the conflict and either lessons learned or challenges experienced.

Tip: It would be useful to have one participant present on engaging with a State party one with a non-state actor.
2. **Guided discussion on Action Plans (60 minutes)**

Show on the screen a copy of an Action Plan that has been developed by one CTFMR with either a Government or a non-State actor.

Talk through the Action Plan highlighting different key aspects that are included. Also discuss challenges and answer questions as appropriate.

Ask for examples from participants of their experiences and challenges in developing Action Plans.

3. **Groupwork (15 minutes)**

Discuss the following in small groups of 4 or 5; if participants are already seated at small tables, they can discuss with others at their table:

- Identify approaches and challenges for engaging with **state parties** and how to achieve your objectives
- Identify approaches and challenges for engaging with **non-state parties** and how to achieve your objectives

**Tip:** For efficiency of time it may be useful for half the participants to discuss each of the above rather than both.

4. **Plenary discussion (30 minutes)**

Lead a discussion using the responses from the short group work to base the discussion.
MODULE 14A: Responses and Prevention: an introduction

This module provides a very brief introduction and can be used for orientation sessions.

**Objective:**
- To alert participants to the need for responses for children who have had grave violations committed against them.
- To identify the type of responses possible and the roles and responsibilities of relevant actors.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRM Staff (This module is to be used ONLY if there is not enough time for modules 14B and 14C which are specific programme and advocacy sessions)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session</th>
<th>Participatory presentation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time Required</th>
<th>30 minutes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Venue requirements</th>
<th>Main training room</th>
</tr>
</thead>
</table>

| Equipment | Flipchart paper and markers
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Laptop, LCD Projector</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource person(s)</th>
<th>The facilitator should have an understanding of programme responses in a multi-agency setting.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Training materials</th>
<th>PPT Presentation “Responses: an introduction”</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Documents for participants</th>
<th>✓ MRM Field Manual Section L</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Access to materials</th>
<th>In folder 14A – Responses Introduction</th>
</tr>
</thead>
</table>
**Session Sequence**

In the plenary introduce the subject of Response using the PPT “Responses and Prevention: an introduction”

**Slide 2:** At the title slide, ask the participants what we mean by responses and try to build up the picture of the different type of responses. Share the rest of the slide as you build up the picture of the areas included in Responses and Prevention. Ensure that participants understand the various components of response (note support for accountability: if a family wish to pursue a judicial route for accountability there should at a minimum be a referral to an appropriate agency who can support the family in the process). And lastly emphasise that these responses can lead towards prevention.

**Slide 3:** At the title slide assign each table group either –
- Individual responses
- Community responses
- Advocacy

Show the two questions and ask the groups to discuss for 5 minutes.

Ask the tables to feedback and encourage a discussion on who is responsible and how responses can be provided.

**Slide 4:** This slide emphasises the need for responses; not only does this help the individual(s) concerned but also builds trust in communities, confidence in the worth of MRM and may also enhance opportunities for monitoring.
**MODULE 14B: Programme response and prevention**

**Notes for facilitators:** This session will need to be adapted for the specific context as appropriate rather than using the Sargasso scenario.

**Objective:**
- To consider the requirements of ensuring a comprehensive response to and prevention of grave violations
- For participants to understand how a response strategy is developed and in particular the role of the CTF MR

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coordinators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session</th>
<th>Simulation exercise</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time Required</th>
<th>2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groupwork</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Plenary</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Country Examples</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Venue requirements</th>
<th>Main training room</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Breakout rooms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Flip chart and markers</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resource person(s)</th>
<th>1 person to facilitate – it might be useful to have an additional facilitator to aid coordination of groups if this becomes necessary.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Training materials</th>
<th>✓ Sargasso Country Situation Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Sargasso Map</td>
</tr>
<tr>
<td></td>
<td>✓ Copies of exercise instruction sheets for each group</td>
</tr>
<tr>
<td></td>
<td>✓ Group name cards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Documents for participants</th>
<th>✓ MRM Field Manual Section L2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Access to materials</th>
<th>All the training materials are included in Folder Module 14B: Programme Response</th>
</tr>
</thead>
</table>
Pre-session preparation

1. Ask two participants to be prepared to provide concrete examples of programme responses from their own experiences.
2. Ensure that you have sufficient copies of the instructions sheets – divided up for each group. Note that groups should only see the instruction sheet for their specific group.
3. Make four large name cards – one per group to ensure other groups can identify them easily. Or the groups themselves can do this, at the start of the groupwork.

Session Sequence

1. **Groupwork** *(60 minutes)*

Inform the group that some representatives from the Insh Indian community have informed the humanitarian community in Brook that the situation for women and children in Spey Province has been worse in recent weeks, with many children being injured and killed, and girls reportedly sexually abused. The UN lead Task Force on Monitoring and Reporting grave violations against children has confirmed this increase in violations. The Government refutes much of this and states it is internal fighting between the Sargasson Liberation Tigers (SLT) and the Insh Patriots.

Due to the conflict, health care in the east is minimal and often difficult to access.

There is an urgent need on humanitarian grounds for a programme response to be developed for immediate care of survivors and long-term prevention of further abuses.

The task is to *liaise with other bodies and develop* an initial strategy towards developing a programme, and to outline what the programme might consist of. The requirement is **ONE strategy** for the country NOT one per group. (It is up to them to resolve this).

Divide the participants into the following groups:

1. Government
2. CTFMR
3. Child Protection sub-cluster
4. Representatives group from the Insh Indian community

Provide the groups with their respective briefing sheets (Note that they are different for each group). **Emphasise the need to read them carefully.**

The groups have one hour to carry out the task. It is up to the groups to work out how to do this and the method for providing the SRSG or the RC or UNICEF Representative with an initial verbal briefing on outline strategy that was agreed.

---

**Tip**

It is difficult to judge how long will be taken for groupwork and will depend on participant skills. It might be advantageous to programme the groupwork before lunch or a break and the plenary after. This will allow for overspill and for them to have informal ad-hoc meetings.
Go round each group to ensure they understand the task assigned. The facilitator(s) may need to give assistance if the groups are not moving forward well with the exercise. For example it is up to the groups to initiate contact with each other, the groups need to determine who should take the lead and who should report back to the plenary.

2. **Plenary Session** *(45 minutes)*
   - When the groups return it is up to the participants to determine how they organise the reporting back to inform the SRSG, RC or UNICEF Rep and the whole plenary on the strategy and an outline of a proposed programme.
   - One of the facilitators takes on the role of the SRSG / RC /UNICEF Rep. and asks questions to clarify.
   - Once the strategy has been outlined give each group time to explain:
     - How they achieved the outcome,
     - The challenges for them
     - What it felt like to be in the position in which they found themselves.
   - Sample additional questions to ask:
     - How did it feel?
     - Did you communicate well?
     - Were you consulted?
   - Finish the session asking, what lessons could we learn from this?

3. **Country Examples** *(15 minutes)*
   Following on from the plenary, invite two or three participants to provide concrete examples of programme interventions that have been made in response to reports received on grave violations against children.
**MODULE 14C: Advocacy**

**Objective:**
- Identify benefits and risks of advocacy
- Understand the framework for advocacy
- Learn the principles of advocacy for MRM
- Learn components of advocacy strategy formulation

| Participants | MRM Staff  
| Coordinators |
| Session | Guided plenary discussion |
| Time Required | 90 minutes |
| Venue requirements | Main training room  
| Breakout rooms or quiet areas |
| Equipment | 2 – 3 Flip charts |
| Resource person(s) | 1 person with knowledge of the topic, able to enrich the presentation by providing concrete examples and lessons based on own experience |
| Training materials |  ✓ Advocacy Balance sheet  
| ✓ MRM Field Manual Section L3 |
| Documents for participants |
| Access to materials | All the training materials are included in Folder Module 14C: Advocacy |

**Pre-session preparation**
Prepare with three facilitators (or participants) advocacy at local, national and international – determine who will cover which level.
Pre-position 2 or 3 flipcharts at front of the plenary
Session Sequence

1. Introduction to Advocacy (15 minutes)

Three facilitators or participants each provide one concrete example of advocacy at the following levels
- Local
- National
- International

2. Guided Plenary Discussion (60 minutes)

Brainstorming introduction

Commence with a series of brainstorming questions and list answers on flip charts.

Following each brainstorming question, the facilitator should add any key aspects that are not included, and then provide an opportunity for discussion. Throughout the plenary discussion elicit examples from the participants to illustrate.

Brainstorm: List the issues we advocate on – related to MRM

- All six violations
- Specific issues related to different violations – e.g. recruitment, releases, medical aid for child victims
- Policy changes
- Legislative reform

Brainstorm: Who do we advocate with?

- Government
- Armed forces
- Armed groups
- UN peace-keepers
- Civilian forces (e.g. police)
- Our own organisations
- Protection and other humanitarian clusters
Brainstorm: List different types of advocacy

- Immediate results
- Long term goals
- Public advocacy
- Private advocacy
- Advocacy on policy development and change
- Advocacy on specific individual incidents
- Advocacy for humanitarian response
- Advocacy on behalf of an individual(s)
- Advocacy on MRM itself (e.g. within own organisations)
- Use of the media

Brainstorm: Who carries out the advocacy?

Global level:
- SRSG CAAC
- UNSCWG
- UN Agency Directors / Commissioners
- Regional Organisations

National level:
- SRSG or RC
- UN Agency Country Directors / Heads of Agencies
- Foreign Embassy representatives or visiting foreign Government Officials
- NGO Directors

Local level:
- Child Protection Advisors in UN Missions
- Head of UN Field Offices
- Protection Officers in UN agencies

Brainstorm: List potential risks associated with advocacy.

- Reduced access
- Threats to staff and programmes
– Threats to organisations – particularly local NGOs
– Threats to local population
– Threats to IDP population
– Loss of legitimacy and influence
– Distortion of messages
– Misunderstanding or conflict among partners or within organisations
– Resource intensive
– Could be used politically

**Guided discussion**

Some suggestions for developing a discussion to follow from the brainstorming:

1. Chose any two of the lists above and linking them ask for discussion on the challenges for carrying out advocacy.

   For example:
   – The issues and who we advocate with.
   – And then ask what methodology is appropriate?

   Or
   – Who we advocate with and the potential risks

2. Reflect on the different levels of advocacy and when each level might be appropriate

3. Ask for examples of achievements in advocacy efforts with which they have been involved.

4. Ask for examples of frustrations with advocacy with which they have been involved

**Advocacy Tools**

Share the Sargasso “Balance Sheet”. Note that this is a real example from one country but is anonymised as it is still in current use by the UN Country Team.

Discuss any other useful methods people have found to measure their advocacy impact.
MODULE 15: MRM phasing out

Objective:
- For participants to reflect on the needs of their own respective countries and the needs for phasing out in a manner that will continue to provide protection to children
- NOTE: if the training is occurring in a situation that is likely to be phasing out in the next 12 months this session should be extended and in greater detail than is suggested in the module.

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Plenary Discussion</td>
</tr>
<tr>
<td>Time Required</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Venue requirements</td>
<td>Main training room</td>
</tr>
<tr>
<td>Equipment</td>
<td>Flip charts and markers</td>
</tr>
<tr>
<td>Resource person(s)</td>
<td>1 person with knowledge of child protection in countries in transition</td>
</tr>
<tr>
<td>Training materials</td>
<td>✓ MRM Field Manual Section L3</td>
</tr>
<tr>
<td>Documents for participants</td>
<td>✓ MRM 15-page Guidelines</td>
</tr>
<tr>
<td>Access to materials</td>
<td>✓ All the training materials are included in Folder Module 15: MRM Phasing out</td>
</tr>
</tbody>
</table>
Pre-session preparation

Print out questions for participants to consider in Step One of the session.

Session Sequence

Step One: Participants to read Section M of the Field Manual. “MRM Phasing Out” and reflect on how this might apply to their country and in particular to consider the following:

a. Decision to terminate MRM
b. Continuation of monitoring of child rights:
   – Who has the capacity to do this?
   – Can monitoring grave violations be incorporated into existing systems or new mechanism developed
   – Will the Protection Cluster take on responsibility to support government or other institutional capacity building?
c. How will any further grave violations committed by armed forces or armed groups be responded to?
d. Can the CTFMR continue to monitor and report in the interim period?
e. When the CTFMR is finally terminated what happens to information (both paper and electronic) and equipment
f. How is information held in case it is required for judicial purpose at a later date?
g. When should you start planning for phasing out of MRM?

Step Two:

Brainstorming: List areas of concern that require discussion or clarification

Step Three: Group the points raised in the brainstorming, into areas that require clarification or for further discussion.

Ask key persons to provide answers where appropriate or enable participants an opportunity to explore the possibilities.

Tip: Timing will be crucial here if you are to cover a number of aspects on phasing out. Note that this is an area that is only just now evolving and possibly things will arise that have not been considered and will need to be addressed.
# MODULE 16: Roles and Responsibilities

## Objective:
- Understand how different agencies/organisations perceive their role in respect of MRM
- Enhance understanding between agencies/organisations
- Enhance agencies/organisations capacity for working together

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Interactive presentations and discussion</td>
</tr>
<tr>
<td>Time Required</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Venue requirements</td>
<td>Main training room</td>
</tr>
<tr>
<td>Equipment</td>
<td>Flipchart paper and markers</td>
</tr>
<tr>
<td>Resource person(s)</td>
<td>1 person to coordinate the session, with good facilitation and mediation skills.</td>
</tr>
<tr>
<td>Training materials</td>
<td>✓ DPKO Child Protection Policy (if in a country with an integrated UN Mission). ✓ Other agencies’/organisations’ policies if they exist</td>
</tr>
<tr>
<td>Documents for participants</td>
<td></td>
</tr>
<tr>
<td>Access to materials</td>
<td>Training materials are included in Folder Module 16: “Roles and responsibilities”</td>
</tr>
</tbody>
</table>
Pre-session Preparations
Identify one person from each of UN Mission, UN agency and NGO present at the training. Request them to prepare a 5-minute briefing to the plenary on their organisations role & responsibilities towards children and armed conflict and specifically with MRM.

Session Sequence

1. **Presentations and discussion (45 minutes)**

UN Mission / UN Agency / Organisation representatives (briefed previously) to provide a brief overview of the roles and responsibilities of their organisation; in terms of children and armed conflict in general, and with MRM in particular.

Each presenter to take some questions to clarify but not get into a detailed discussion.

2. **Plenary discussion (15 minutes)**

During the first part of the session the facilitator should note down on the flip chart key areas of responsibility.

Some possible areas for discussion include:

- Highlight areas of activity that overlap between organisations and ask if it works or are there any problems with the overlap.
- Can you spot any gaps in the implementation in terms of UN / NGO responsibility? How can we address these gaps?
- How do we ensure cohesive working and avoid ‘competition’?
- Is the in-country structure and leadership on MRM clear?
## MODULE 17: Caring for Staff

**Objective:**
- To raise awareness of the need to care for staff who work within MRM
- To identify ways in which as institutions we can improve the support provided to staff
- To provide an opportunity to share difficult issues and the impact this has on us as individuals

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff</th>
</tr>
</thead>
</table>
| Session      | Interactive presentation  
               Small group discussions |
| Time Required| 75 minutes (minimum but more time can be used if available) |
| Venue requirements | Main training room |
| Equipment     | Flipchart paper and markers |
| Resource person(s) | 1 person with experience of supporting field staff who work directly with victims, families, communities and/or witnesses. |
| Training materials | ✓ Caring for Staff ppt |
| Documents for participants | |
| Access to materials | Training materials are included in Folder Module 17: “Caring for Staff” |
**Session Sequence**

1. **Participatory Presentation** *(45 minutes)*

   This presentation should raise some of the issues on how working in MRM impacts on staff and begin to enable the participants to discuss what can at times be difficult things to voice.

   **Slide 2:** Ask participants to consider why they do this work? Why is it important to them? Discuss in pairs what they feel comfortable to share.

   After the discussion in pairs:

   ![Brainstorm: List different the different types of reasons we do this work](image)

   **Slides 3 - 6:** Highlights the need to have something to give and the different ways this impacts upon us.

   **Slide 7:** This poses the question on how we can ensure we have enough to give and how we re-energise.

   After the discussion in pairs:

   ![Brainstorm: List the different ways people find to care for themselves.](image)

   **Slides 8 - 10:** Look at the ways we can promote self-care. Slide 8 highlights that this falls into four main categories.

   **Slide 11:** At the title slide ask participants how they cope with workplace stress – what has helped them. Show the list of examples.

2. **Small Group discussion** *(15 minutes minimum)*

   Either in pairs on in small groups. For this exercise it may be advantageous to ask people to pair up with people whom they feel most comfortable but this will depend on the group.

   **Slide 12:** Show the first part of the slide and emphasise this is not about the theory but about what they actually feel; what they personally have to deal with in their work.

   Show the second part of the slide and ask them to discuss in pairs or in small groups (4 maximum).

3. **Plenary discussion** *(30 minutes minimum)*

   Based on the discussions we have had, ask the participants what can we do to enhance the care we give each other and enables us to sustain us in our work – in the difficult area of MRM.
Slide 13: The slide shows some suggestions if needed.

Tip: Some people may find this session difficult. It is a good idea to have a break after this module; and to ensure you are around for anyone who wants to talk to you. And try to be aware of anyone who struggled during this session.
**MODULE 18: Follow-up Training**

**Objective:**
- For participants to reflect on their practical experience and lessons learnt
- To explore ways to work more efficiently and to overcome challenges
- For participants to further their skills in relation to MRM

<table>
<thead>
<tr>
<th>Participants</th>
<th>MRM Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session</td>
<td>Groupwork</td>
</tr>
<tr>
<td></td>
<td>Plenary Discussion</td>
</tr>
<tr>
<td>Time Required</td>
<td>180 minutes</td>
</tr>
<tr>
<td>Venue requirements</td>
<td>Main training room</td>
</tr>
<tr>
<td></td>
<td>Breakout rooms</td>
</tr>
<tr>
<td>Equipment</td>
<td>Flip charts and markers</td>
</tr>
<tr>
<td>Resource person(s)</td>
<td>1 person with practical experience of implementing MRM</td>
</tr>
<tr>
<td>Training materials</td>
<td>✓ Exercise sheet: achievements and challenges</td>
</tr>
<tr>
<td></td>
<td>✓ MRM Field Manual</td>
</tr>
<tr>
<td>Documents for participants</td>
<td></td>
</tr>
<tr>
<td>Access to materials</td>
<td>✓ All the training materials are included in Folder Module 18: Follow-up Training</td>
</tr>
</tbody>
</table>
**Preamble**

It is impossible to include all the modules in this package into the recommended 3 days initial training, and therefore part of this follow-up day should include the most relevant modules for your context that were not included previously. Therefore, this module is limited to 3 hours, to ensure that time is allowed for one or more of the other modules to be included.

This is a difficult and sensitive area in which to work and it is strongly recommended that every attempt be made to have the same participants at the follow-up days as in the original training, as some level of trust would have been built. A level of comfort with their colleagues will enhance learning, and for the participants capacity to get involved quickly with the subject and learning for the day.

**Pre-session preparation**

Most participants should know each other from the previous training but it would be good to do a short ice-breaker to re-acquaint with colleagues and get to know any new persons.

**Session Sequence**

**Step One: Introduction to the day (15 minutes)**

Ask participants if they have had an opportunity to implement MRM since the training was provided. Maybe get a show of hands to see how many participants have actually been implementing MRM.

Explain that the workshop will be in two parts:

a. Morning: Looking at how participants have been able to implement MRM since the last training and,

b. Afternoon: Provide some further areas of learning in the skills required for MRM

**Step Two: Groupwork on Lessons Learnt and Challenges (60 minutes)**

Provide exercise sheet: Groupwork on lessons learnt and challenges

Participants to share their experiences; each participant to share:

a. One example of how monitoring or reporting went well

b. One example of what has been challenging or prevented them from implementing MRM

*Note: participants should only share what they feel comfortable in doing with their group.*

The group should then complete the following table. This should not detail specific examples but attempt to synthesise participants’ experiences.

By the end of the session the chart should be put onto the wall (or as designated). Use sticky notes or coloured card so that these can be clustered later in the module.

<table>
<thead>
<tr>
<th>Violation</th>
<th>Achievements in MRM</th>
<th>Lessons Learnt</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step Two: Identifying common areas of lessons learnt and challenges (30 minutes)

Part A
Brief participants to visit all of the charts and take a note of regular themes or key challenges that came out of the groupwork.

**Tip:** To economise on time this session could be combined with the coffee break. The facilitator will also need to have spent time looking at the charts to ensure key achievements, lessons learnt and challenges are noted.

Part B
Commence this part of the session by the facilitator reflecting on some of the achievements that have been made as illustrated on the charts.

Then move onto the brainstorming.

**Brainstorming:** List areas that have provided significant learning or challenges that require solutions.

Step Three: Plenary discussion on challenges faced in MRM (60 minutes)

The facilitator should lead a discussion as follows:

a. Reflect on the highlighted lessons learnt by some participants and if they could be applied to other people’s working environment.

b. Consider each challenge in turn and explore with the group how each might be overcome.

Step Four: Identify areas for further development (15 minutes)

This step can be included here or at end of the day but bear in mind at the end of the day participants are eager to get home.

**Brainstorming:** Reflecting upon challenges and areas for improvement and list specific skills required and areas the participants would like to see included in the second follow-up day.
SARGASSO COUNTRY SITUATION SHEET

Name of the Country: Sargasso, Capital: Atlantica (see map attached).

Geography:
Sargasso is a tropical country surrounded on three sides by ocean and to its east by the Insh Hills, a range of rugged mountains, which forms the border with the country of Rockall.

Population:
11.5 Million. The majority of the population speaks both Sargasson and English. The largest minority speak Tromie.
Sargasso has two major ethnic groups: The Sargasson ethnic group forms the majority of the population and has the majority in government. The Insh Indians live in the Insh Hills and speak Tromie. Another smaller ethnic group, the Gulf People live predominantly near the southern coast.
The population Atlantica is estimated to be 3 million, with most other people spread throughout the lowlands and coastal areas. 1.5 million Insh Indians were estimated to live in the Insh Hills but recent displacements have cut this figure. It is estimated that up to 500,000 people are displaced within the country.

Economy:
Agricultural, fishing and informal sectors employ 85% of the population.
Geological explorations in the Insh Hills have identified substantial deposits of platinum and tin. The Government maintains control of the tin mines with foreign investment; in recent years this has been a major cause of unrest within the Insh Indian community who receive no benefit from the mines but have lost land, and rivers have been polluted.

History, Politics and Social:
Sargasso gained independence from the British in 1967 and there has since been one party rule.
Since 1999 the Sargasson Liberation Tigers (SLT) predominantly of Insh Indian origin, have been asserting their rights for land and mining rights. Government forces have become aggressive in stopping uprisings and severely limited the group's ability to speak out. In an attempt to restore control the Government forces have been destroying villages, and arresting suspected activists. This has lead in the last 3 years to intense fighting between the Government and the SLT resulting in a significant number of deaths and injuries, plus many people being displaced. In 2008 there was disagreement within the SLT resulting in a splinter group, the Insh Patriots, which has became stronger in the past 12 months.
A group known loosely as the Gulf Army support the Government and are terrorising Dips, particularly women when they leave the camps.
In recent months there have been rumours of girls being abducted and incidents of rape by armed persons, but no cases have been reported, and it is difficult to substantiate this.
The army and navy draw personnel from all ethnic groups but the leading elite in the armed forces are exclusively from the main ethnic group, the Sargassons.
Whilst the Government remains in control of the country their hold on parts of the east is tenuous with Spey Province being in de facto control of the SLT. The Government are not supportive of the UN and NGOs working in areas that are out of their full control; this provides challenges for humanitarian aid.
There is little in the way of education or health facilities in the more remote parts of the country, and the Indian communities attempt to provide services but with few resources.
The UN has offices in Atlantica and Brook, and NGOs are throughout most of the country although access is difficult in the east.
Sample Agendas

Whilst every context will be different, provided in the following pages are samples of agendas for Orientation, MRM Staff Training and Coordinator Training to assist facilitators to develop the appropriate training for their respective context. This is not intended to be prescriptive but to provide a general guidance on content.

The following agendas are included:

- Orientation to UNSC Resolution 1612, 1882 and 1998 and MRM (e.g. Government, non-specialist staff, civil society)
- MRM 4-Day initial Training for MRM staff or others who monitor violations. This is the recommended minimum time required to provide staff training on MRM field monitoring.
- MRM Follow-up Training sessions for MRM staff or others who monitor violations. It is strongly recommended that two 1-day follow-up trainings are provided to encourage and motivate staff through providing support as they begin to face challenges and to further their skill level. It is suggested that this training should be 3 months and 6 months after the initial training. Thereafter there should be further reconvening of persons monitoring grave violations to provide ongoing support.
- MRM 2-Day Coordinator Training for UN staff who coordinate MRM at the technical level
- CTFMR – an agenda has not be included as there is so much variation in needs of different CTFMRs and it is likely that only short time periods will be available, so it is suggested that modules are covered as needs, time and priority dictates.
The audiences for orientation may vary greatly and whilst the above is a guide, the content and methodology used will need to be adapted to meet the requirements of the group to whom the orientation is provided.

For some audiences it may be appropriate to include Module 2: Introduction to Child Rights.
<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Description of Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 mins</td>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td>15 mins</td>
<td>Welcome</td>
<td>Senior Management, Protection Advisor or Protection Officer as appropriate</td>
</tr>
<tr>
<td>30 mins</td>
<td>☑ Introduction to the Workshop Program objectives and methodology</td>
<td>Introduction to the week and acquaint with the participants.</td>
</tr>
<tr>
<td></td>
<td>☑ Introduction of Participants</td>
<td>Objectives and Overview of the course</td>
</tr>
<tr>
<td></td>
<td>☑ Participants’ expectations</td>
<td></td>
</tr>
<tr>
<td>60 mins</td>
<td>Module 2: Introduction to child rights</td>
<td>A brief overview of child rights – Note that not all countries will require this but in some context is an appropriate introduction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some countries may find it useful to ensure that participants are aware of the appropriate local legislation and its implementation</td>
</tr>
<tr>
<td>30 mins</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>60 mins</td>
<td>Module 3: Affects on Children of Armed Conflict</td>
<td>An interactive way to ensure that persons involved in MRM have a sound understanding of the affects of armed conflict on children</td>
</tr>
<tr>
<td>75 mins</td>
<td>Module 4A: Introduction to UNSC Resolutions and the MRM</td>
<td>A session on the background of MRM, 1612, 1882 &amp; 1998 and appropriate relevant aspects</td>
</tr>
<tr>
<td>60 mins</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>75 mins</td>
<td>Module 4B: MRM Definitions and the Legal Foundation</td>
<td>An interactive presentation on definitions and the legal basis for MRM</td>
</tr>
<tr>
<td>30 mins</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>75 mins</td>
<td>Module 16 Roles and Responsibilities</td>
<td>An opportunity to increase understanding of other organisations’ roles and responsibilities in relation to MRM and to enhance how we work together.</td>
</tr>
<tr>
<td>15 mins</td>
<td>Wrap-up and evaluation</td>
<td>Comments on the day and reminder of requirements for the following day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask participants to complete evaluation sheet for the day (see sample at end of the Toolkit).</td>
</tr>
<tr>
<td>Time</td>
<td>Agenda Item</td>
<td>Description of Session</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>DAY 2:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 mins</td>
<td>Review from Day One and “What do you know” quiz</td>
<td>– A fun way to review learning from the previous day – this can be sourced in Module D Training Materials sub-folder</td>
</tr>
<tr>
<td>75 mins</td>
<td>Module 5: Political Aspects of MRM</td>
<td>– A brief look at roles and responsibilities at national and global levels</td>
</tr>
<tr>
<td>30 mins</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>60 mins</td>
<td>Module 6: Guiding Principles</td>
<td>– An interactive presentation and an activity to understand dilemmas faced in the implementation of monitoring function</td>
</tr>
<tr>
<td>30 mins</td>
<td>Module 8A: Introduction to Monitoring for MRM</td>
<td>– A short session that introduces the basics of monitoring – what, who, where etc.</td>
</tr>
<tr>
<td>60 mins</td>
<td>Module 8B: Information Gathering – The Basics Part One</td>
<td>– A participatory presentation to understand the principles of information gathering</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>90 mins</td>
<td>Module 8C: Documentation Part 1</td>
<td>– Understanding a reporting format – ideally the format that is used in the country context</td>
</tr>
<tr>
<td>30 mins</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>90 mins</td>
<td>Module 9: The Basics of Information Management</td>
<td>– Participatory exercise to provide an introduction to information management</td>
</tr>
<tr>
<td>15 mins</td>
<td>Wrap-up of Day Two</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Description of Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 3:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 mins</td>
<td>Review of Day Two</td>
<td></td>
</tr>
<tr>
<td>60 mins</td>
<td>Module 8F: Verification</td>
<td>– To ensure clarity on what we mean by verification of grave child rights violations in the context of the armed conflict</td>
</tr>
<tr>
<td>30 mins</td>
<td>Module 8D: Interviewing Children &amp; Witnesses – Part One</td>
<td>– A short introduction to interviewing children and witnesses</td>
</tr>
<tr>
<td>30 mins</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>60 mins</td>
<td>Module 8D: Interviewing Children &amp; Witnesses – Part Two</td>
<td>– Role play on interviewing children and witnesses</td>
</tr>
<tr>
<td>Time</td>
<td>Agenda Item</td>
<td>Description of Session</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>45 mins</td>
<td>Module 8D: Interviewing Children &amp; Witnesses – Part Three</td>
<td>Review key points on interviewing</td>
</tr>
<tr>
<td>60 mins</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>90 mins</td>
<td>Module 8C: Documentation Part 2</td>
<td>How well can participants interview and document when in the field</td>
</tr>
<tr>
<td>60 mins</td>
<td>Module 17 Caring for Staff</td>
<td>Importantly to consider how we care for ourselves and others in this difficult and often sensitive area of work</td>
</tr>
<tr>
<td>30 mins</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>60 mins</td>
<td>Module 10: Security</td>
<td>A participatory presentation on security and sharing of experiences related to security</td>
</tr>
</tbody>
</table>
| 30 mins | Module 8E: Information Gathering Scenario: briefing and interview planning | Module 8D consists of a large scale exercise involving all participants.  
<p>|         |                                                                            | This session provides the briefing and initial planning for the exercise                |
| 15 mins | Wrap-up and evaluation of the day                                          | You may chose to have this session prior to the previous to allow participants to spend as long as they wish on planning for tomorrow’s exercise |
| Time  | Agenda Item                                                                 | Description of Session                                                                 |
| DAY 4: | Quiz “What more do you know?”                                              | A fun way to review what has been learnt so far                                           |
| 30 mins | Module 8E: Information Gathering Scenario: Practical Information Gathering – Interviews &amp; Reporting | The major part of an activity that involves information gathering in a large scale exercise |
| 30 mins | Break                                                                      |                                                                                        |
| 30 mins | Module 8E: Information Gathering Scenario: Evaluation                      | Groupwork evaluations of the exercise and lessons learnt                                |
| 90 mins | Module 8E: Plenary Session                                                 | Plenary discussion on the exercise and lessons learnt                                  |
| 60 mins | Lunch                                                                      |                                                                                        |
| 90 mins | Module 14C: Advocacy Response                                              | This session will provide an introduction to advocacy                                  |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 mins</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>30 mins</td>
<td>Open Forum</td>
<td>– An opportunity to raise any outstanding questions or areas for discussion</td>
</tr>
<tr>
<td>15 mins</td>
<td>Wrap-up and closing of the training.</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Agenda Item</td>
<td>Description of Session</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 15 mins| Introduction to the Training                                      | – Introduction to the training  
– Objectives of the day – see under introduction to the day in Module P               |
| 60 mins| Module 16: Follow-up Training Step 1 Groupwork                    | – In groups participants identifying the achievements, lessons learnt and challenges that have experienced in relation to MRM |
| 30 mins| Break                                                             |                                                                                        |
| 30 mins| Module 16: Follow-up Training Step 2                              | – Identifying common lessons learnt and challenges that staff face                      |
| 60 mins| Module 16: Follow-up Training Step 3                              | – Plenary discussion on applying the lessons learnt and meeting the challenges facing staff |
| 15 mins| Module 16: Follow-up Training Step 4                              | – Identifying further training that will enhance staff capacity in relation to MRM     |
| 15 mins| Module 14B: Programme Response – Briefing                         | – Briefing on groupwork – groups can begin to plan during the lunch break if they wish |
| 60 mins| Lunch                                                             |                                                                                        |
| 60 mins| Module 14B: Programme Response – Groupwork                        | – Groupwork on programme responses and the challenges of ensuring a programme response to violations and the role of MRM |
| 45 mins| Module 14B: Programme Response – Plenary                          | – One presentation of the strategy and NOT one presentation per group followed by discussion on programme responses and prevention |
| 30 mins| Break                                                             |                                                                                        |
| 45 mins| Module 8F: Accessing Sensitive Information Introduction & Groupwork| – Discussion on the challenges of accessing information on some violations, and looking at how we could improve on this |
| 30 mins| Module 8F: Accessing Sensitive Information Plenary                 | – Plenary follow-up to group work and in particular how we can improve our information gathering |
| 30 mins| Open Forum                                                        | – An opportunity to raise any outstanding questions or areas for discussion            |
Note that the first day Follow-up Training agenda is very tightly packed and you may need to move some aspects to the second Follow-up Training day.

A specific agenda is not provided for the second day as it will be very context specific, and depend on the level of technical expertise in the staff group. The earlier trainings should provide guidance on what the staff needs are and these should be responded to.

Note that a module on Child Participation is included in the Toolkit and this can be included where relevant and provide useful discussion on where, when and what aspects may be appropriate for children to be involved.
MRM Coordinator Training  
Sample AGENDA

This agenda and the modules contained therein are aimed at persons who coordinate the implementation of MRM at the technical level. The below agenda assumes that the coordinators have experience with MRM or as a minimum have attended either the Country level of Regional Training.

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Description of Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>D</strong>AY <strong>1:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 15 mins | Introduction to the Training | – Introduction to the training  
– Objectives of the next 1.5 days |
<p>| 60 mins | Module 1: Steps to Establish MRM | – A participatory session to consider the steps required to establish a mechanism and chance to review if all appropriate aspects are currently being implemented in each country |
| 30 mins | Break |                        |
| 90 mins | Module 5: Political Aspects of MRM | – A brief look at the roles and responsibilities of the UNSCWG, the OSRSG, the TRG, sanctions and other political aspects |
| 60 mins | Lunch |                        |
| 90 mins | Module 8F Verification &amp; Quality Control | – Ensure there is clarity on understanding of verification and specifically look at the role of coordinator in quality control |
| 30 mins | Module 6: Guiding Principles for Coordinators | – An opportunity to look at some of the ethical challenges and other dilemmas that may face coordinators of MRM |
| 30 mins | Break |                        |
| 90 mins | Module 12: Accountability | – What do we mean by accountability? This session will address some of the issues that can be considered towards achieving accountability and the UN role |
| 15 mins | Modules 11: Part 1 Reporting Analysis | – Briefing for the Reporting Analysis Exercise – homework. Note this could be possibly sent out prior to the workshop for participants' preparation. |
| 15 mins | Wrap-up and evaluation of the day |                        |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Description of Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins</td>
<td>Review of Previous Day</td>
<td>- Brief review of previous day and introduction to the Day</td>
</tr>
<tr>
<td>120 mins</td>
<td>Module 11: Part 2</td>
<td>- Reporting Analysis feedback</td>
</tr>
<tr>
<td></td>
<td>Reporting Plenary</td>
<td>- Plenary discussion on reporting</td>
</tr>
<tr>
<td>30 mins</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>30 mins</td>
<td>Module 11. Part 3</td>
<td>- An “experts” panel to advise on using additional opportunities for reporting</td>
</tr>
<tr>
<td>60 mins</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>120 mins</td>
<td>Module 13: Engaging with Parties to the Conflict</td>
<td>- This session will look at how we engage with parties to the conflict in terms of action plans and other commitments. This module looks action plan content and also the mechanism by which we engage with parties.</td>
</tr>
<tr>
<td>30 mins</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>45 mins</td>
<td>Module 15: MRM Phasing Out</td>
<td>- This session will provide an opportunity to explore when and how Task Forces phase out of MRM</td>
</tr>
<tr>
<td>30 mins</td>
<td>Open Forum with Panel of Experts</td>
<td>- Q &amp; A on issues for Coordinators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- A chance for participants to raise issues that have not been covered and provide some guidance to coordinators</td>
</tr>
<tr>
<td>30 mins</td>
<td>Evaluation of the Coordinator Training</td>
<td>- General discussion to look at:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Was the coordinator training relevant for their needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. What needs to be added?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. What was not relevant and should not be included in future trainings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What ongoing support do participants require – if any</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Participants to complete the feedback / evaluation forms</td>
</tr>
</tbody>
</table>
MORE INFORMATION ON CHILDREN AND ARMED CONFLICT
This section is useful to provide participants electronically to enable ease of access to further information.

More information on children and armed conflict can be found on the following websites

Office of the Special Representative of the Secretary General on Children and Armed Conflict

UNICEF in emergencies: Children and armed conflict
http://www.unicef.org/emerg/index_childsoldiers.html

The Coalition to Stop the Use of Child Soldiers
http://www.child-soldiers.org/home

UN Reports on children and armed conflict

The Impact of Armed Conflict on Children: Graca Machel (1996)

Children and armed conflict: Grace Machel study 10-year strategic review (Nov 2007)

Children and Armed Conflict: Report of the Secretary General. (February 2005) This was the report that called for a monitoring and reporting mechanism on grave violations against children and led to the UNSC Resolutions and implementation of MRM.

The Security Council Cross Cutting Report on Children and Armed Conflict (April 09)

Children and Armed Conflict: Report of the Secretary General. (March 2009)

The following Reports evaluate and comment on the effectiveness of UNSC Resolution 1612

Full of Promise. How the UN’s Monitoring and Reporting Mechanism can better protect children (Sept 08)

Getting It Done and Doing It Right, A Global Study on the United Nations lead Monitoring and Reporting Mechanism on Children and Armed Conflict, Watchlist on Children and Armed Conflict (Jan 2008)

Strengthening Protection of Children Through Accountability by Gerard McHugh
http://www.cdint.org/Conflict_Dynamics-UNSC_Actions_CAC_Report_MASTER_March_2009_PR.pdf
The following reports provide analysis of work and the situation of children in armed conflict

http://www.essex.ac.uk/armedcon/story_id/000798.pdf

Child Soldiers Global Report 2008: The Coalition to Stop the Use of Child Soldiers  
http://www.child-soldiers.org/library/global-reports

The following documents specifically relate to children recruited and use by armed forces and armed groups

The Paris Commitments to protect children from unlawful recruitment or use by armed forces or armed groups (2007)  

Principles and Guidelines on Children Associated with Armed Forces or Armed Groups (February 2007)  


Miscellaneous documents pertaining to children and armed conflict

The following details all the reference materials that are included in the MRM Training Toolkit. The table below provides information on the materials and where to access the items.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DESCRIPTION</th>
<th>ACCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRM Information, Guidelines and Field Manual</td>
<td>This is the basic information for managing and implementation of MRM</td>
<td>Provided separately to all persons involved in implementing MRM</td>
</tr>
<tr>
<td>Legal Instruments and Conventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Legal Foundation and Standards</td>
<td>A matrix detailing the key legal instruments and conventions that are relevant to children in conflict and how they relate to the six grave violations</td>
<td>Annexe II of the MRM Field Manual</td>
</tr>
<tr>
<td>International Instruments &amp; Standards</td>
<td>Provides relevant normative standards; excerpt from Child Protection Training for UN Peace Operations Personal Module 4B</td>
<td></td>
</tr>
<tr>
<td>UN SC Resolution 1612</td>
<td>The Resolution that mandated UN in countries of conflict to establish MRM and provides the framework for its implementation (2005) (English, Arabic &amp; French)</td>
<td>Module 4A</td>
</tr>
<tr>
<td>UN SC Resolution 1882</td>
<td>The Resolution that enhances and builds upon 1612 (2009) (English, Arabic &amp; French)</td>
<td>Module 4A</td>
</tr>
<tr>
<td>UN SC Resolution 1998</td>
<td>The Resolution that enhances and builds upon 1612 (2011) (English, Arabic &amp; French)</td>
<td>Module 4A</td>
</tr>
<tr>
<td>UN Convention on the Rights of the Child</td>
<td>The complete convention on child rights</td>
<td>Modules 2 &amp; 4B</td>
</tr>
<tr>
<td>Optional Protocol on children in armed conflict</td>
<td>Optional Protocol to the UN CR</td>
<td>Module 4B</td>
</tr>
<tr>
<td>The Six Grave Violations Against Children During Armed Conflict- The Legal Foundation</td>
<td>Factsheet on the legal foundation pertaining to each of the six grave violations</td>
<td>Module 4B</td>
</tr>
<tr>
<td>What is IHL</td>
<td>A fact sheet on International Humanitarian Law</td>
<td>Module 4B</td>
</tr>
<tr>
<td>Summary Table of IHL applicable to children</td>
<td>A matrix detailing different elements of the Geneva Conventions and Protocols relates to children</td>
<td>Module 4B</td>
</tr>
<tr>
<td>C182 Child Labour Convention.doc</td>
<td>ILO Convention on the worst forms of child labour</td>
<td>Module 3</td>
</tr>
<tr>
<td>Security Council resolutions matrix WPS and GBV</td>
<td>A matrix detailing the different resolutions pertaining to gender based violence and architecture for effective protection and prevention.</td>
<td>Module 4A</td>
</tr>
<tr>
<td>Paris Commitments</td>
<td>The commitments made by Government signatories on children recruited or used by armed forces or armed groups</td>
<td>Module 3</td>
</tr>
</tbody>
</table>

Guidelines to Practice relating to children in situation of armed conflict

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children and DDR</td>
<td>Excerpt on children and DDR taken from the “Integrated Disarmament,</td>
<td>Module 3</td>
</tr>
<tr>
<td>Youth and DDC</td>
<td>Demobilization and Reintegration Standards*</td>
<td>Module 3</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Interagency guiding principles on unaccompanied sep children</td>
<td>Comprehensive guidelines when working with separated and unaccompanied children</td>
<td>Module 3</td>
</tr>
<tr>
<td>Protecting Children during Armed Conflict</td>
<td>Two page fact sheet on protecting children during conflict</td>
<td>Module 3</td>
</tr>
<tr>
<td>Impact of Armed Conflict - DPKO</td>
<td>Useful table detailing different experiences children have and the short and long term consequences</td>
<td>Module 3</td>
</tr>
</tbody>
</table>

**Documents pertaining to implementing MRM**

| SG's Annual Global Report 2005 | The UN SG’s report that outlines the framework for MRM and the six grave violations | Module 4A |
| CTFMR Terms of Reference | The outline ToR for Country Task Forces | Module 1 |
| Listing and Delisting Criteria | The criteria for parties to the conflict to be listed and de-listed | Module 5 |
| SCWG CAAC ToR | Security Council Working Group – CAAC Terms of Reference | Module 5 |
| SCWG Toolkit | Security Council Working Group Toolkit | Module 5 |
| Q&A on UN Res 1882 & 1998 | Questions and answers relating to killing & maiming and sexual violence | Module 4A |
| MRM Guiding Principles | Humanitarian Principles and how they particularly relate to MRM | Annexe VII of MRM Field Manual |
| MRM Documentation Formats | Draft global formats for documents information | Module 8C |
| Action Plan Templates | Templates and guidance on action plans | Module 13 |
| Accountability and Justice Substantive notes | Detailed notes on accountability to support the session and provide further reading | Module 12 |

**Working in the arena of child rights and human rights**

| OHCHR Monitoring Basic Principles | Principles when monitoring and reporting human rights | Module 6 |
| SG Guidelines Prevention Sexual Abuse | Special measures for protection from sexual exploitation and sexual abuse; in relation to humanitarian workers | Module 6 |
| Summary of WHO Guidelines | WHO recommendations for documenting and monitoring sexual violence in emergencies | Module 6 |
| Brief Guide to Child Friendly Interviewing | An introduction and key points when interviewing children | Module 8D |
| Security Checklist | PHCHR Checklist of things to consider when contacting a victim, witness or source | Module 10 |
| Selected bibliography - Children and accountability | A biography that provides further reading on children and accountability | Module 12 |
| Negotiating with parties to the conflict | Excerpt from “Humanitarian Negotiations with Armed Groups” and | Module 13 |
Evaluation of Training

It is important that training is evaluated both to enable the training to meet the needs of the participants of the workshop and to ensure improvements can be made for future training. In the MRM Training Toolkit is a folder entitled “Evaluations”. This folder contains three evaluation forms that can be used in different ways.

Daily Evaluation Sheet

This is a very simple sheet that enables participants to provide the trainer with simple feedback at the end of each day. Four sections:

- What did the participant particularly like about the day’s training.
- Areas that the participant would like to see changed or improved.
- Areas that the participant believes still require more information or training.
- Aspects of the training that for the participant were particularly illuminating.

Analysing the information provided by participants should enable the facilitators to improve the training for the following day.

It is important to provide participants feedback at the start of the next day based on the information received from the participants, and comment on how you are responding to the comments where appropriate.

Module Evaluation Form

This form provides an opportunity where appropriate for participants to provide detailed feedback on one specific module and suggest improvements.

It is suggested that participants are not expected to do this for every module but only those where they wish to do so.

Training Evaluation

This form provides an opportunity for participants to make comments on the overall training.

This form would need adapting to the individual training depending on what modules are included in the workshop.