

TRAINING FOR CHILD PROTECTION

Tool 3



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Introduction

All children have a right to be protected from harm and have their welfare promoted – whoever they are, and wherever they are. Anyone who works for an organisation that comes into contact with children has a responsibility to keep them safe and promote their welfare. It is only relatively recently that agencies working with children in developing countries have started to take full responsibility for Keeping Children Safe by developing formal policies and systems to better protect children.

Since 2001, a number of aid and development agencies based in Europe and Africa, along with the National Society for the Prevention of Cruelty to Children (NSPCC) and People in Aid, have been working together on these issues, in order to share experience and knowledge and to identify a common approach to child protection. These agencies make up the Keeping Children Safe Coalition.

This initiative has developed an approach based on agreed **standards** that offers very practical help to agencies in addressing the issues identified above.

The standards demand that staff and other agency representatives need an appropriate level of training, information and support to fulfil their roles and responsibilities to protect children.

ABOUT THIS TOOLKIT

Structure

The *Keeping Children Safe: A Toolkit for Child Protection* is a complete package for people working in child protection across the world. The Toolkit aims to support agencies at international, national and local levels put these standards into practice. It has five components:

- *Tool 1 – Keeping Children Safe: Standards for Child Protection*, a book which explains what the basic standards should be for all organisations working in child protection across the world. 
- *Tool 2 – Keeping Children Safe: How to Implement the Standards* – provides guidance and activities to help you and your organisation meet those standards. 
- *Tool 3 – Keeping Children Safe: Training for Child Protection* – a pack of flexible training exercises and materials to help you and your organisation train the staff to meet the standards. 
- *Tool 4 – Keeping Children Safe: Children's Participation in Child Protection* - a pack of flexible exercises and materials to use with children on child protection 
- *Tool 5 – A multi-language DVD* to support and help with training and the implementation of standards. The DVD contains all the training materials, trainer's notes, exercises, activities, sample forms and templates that will be really useful when you're implementing the standards in your organisation. It also has some sample training programmes and additional training workshops for you to amend and adapt.  **Tool 5**

KEY



Standards for Child Protection



How to Implement the Standards



Training for Child Protection



Children's Participation in Child Protection



Multi-language DVD



The pack you are reading now is **Tool 3, the Keeping Children Safe (Keeping Children Safe) Training for Child Protection Pack.**

ABOUT THE KEEPING CHILDREN SAFE TRAINING PACK

The Keeping Children Safe Training Pack is a comprehensive pack for use on its own or, ideally, with the accompanying DVD (Tool 5). It includes a variety of exercises that can be used as part of a training approach that will help organisations meet their child protection training needs. It also contains programmes and workshop materials that are targeted at staff with particular roles within the organisation. The Training Pack provides resources for any person in the organisation responsible for delivering child protection training, and for a variety of other participants and staff groups.

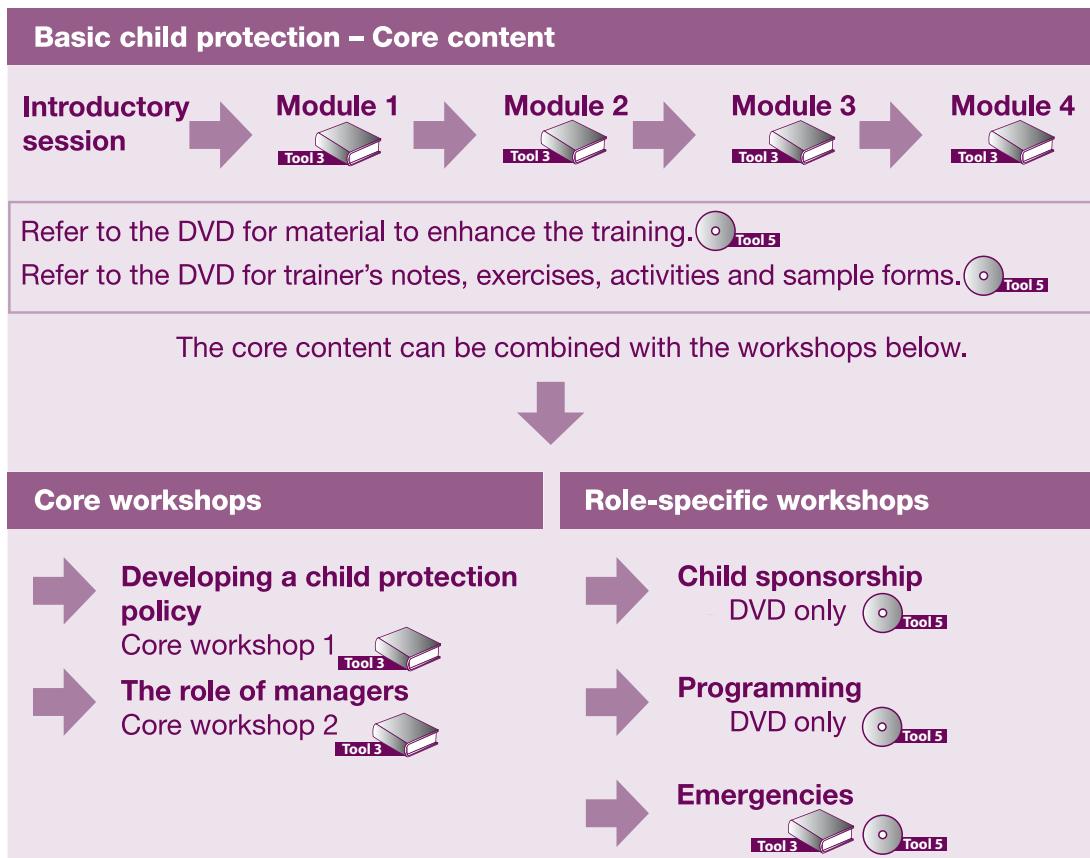


How to use the Training Pack

You will find it helpful to get to know the content and activities of the other parts of the Training Toolkit.

The Keeping Children Safe Training Pack centres around the delivery of core content (essential learning) on child protection. Four modules deliver what is considered to be the optimum level of training for staff in agencies that work with children in developing countries.

Introduction



Core Content

The core content is made up of an introductory session and five modules.

We recommend you do these modules in sequence, from 1-5, especially if you are providing training for groups who have not had a lot of child protection training before.

- **Introductory Session: Keeping Children Safe** is an essential part of the training as it establishes the aims, objectives, boundaries and relationships within the group.
- **Module 1: Children and Childhood** looks at how we see childhood, children and their experiences, and what you hope to learn about how to protect them.
- **Module 2: Understanding Child Abuse** – what do we mean by child abuse, in general and in your own country and organisation?
- **Module 3: Recognising and Responding to Child Abuse** looks at the signs that child abuse is happening or has happened, and how we can respond when we think, or someone tells us, that a child has been abused.
- **Module 4: Making Your Organisation Safe for Children** identifies the key steps that organisations need to take to protect children and keep them safe; why it is important to have child protection standards; focuses on your own organisation's strengths and weaknesses; and gives a basic awareness and understanding about the nature of sexual abuse and how people who may be a risk to children operate in organisations.
- **Module 5: Children's Participation and Child Protection:** a Guide for Training Adults is for trainers in organisations to help them prepare adult workings to encourage child participation.

Each module offers training exercises that provide a means to achieving the learning objectives for that module. Trainers can choose the exercises that best suit their audience, agency context or personal preference when it comes to delivering the training.

The DVD

The DVD complements the training modules and workshops by providing some alternative exercises and ways of communicating how to keep children safe. It can be used on its own or be built into the training modules. You will find guidance on when and how to use the DVD in each module. The DVD is split into seven Sections, each Section includes a 'Stop and Think' question. These are there to act as prompt for the group you are training to help facilitate discussion.

Section 1 – Introduction

Section 2 – What makes children feel safe?

Section 3 – What would make children feel safe in your organisation?

Section 4 – What are the consequences of getting it wrong?

Section 5 – What do we need to consider in order to make children feel safe?

Section 6 – How should you recognise and respond to child protection concerns?

Section 7 – What are the next steps?

On the DVD and in the Appendices there are several suggested training programmes that will help you organise which exercise to use for a specific audience. For example a suggested two day workshop for core content child protection training can be found as well as other sample training programmes for briefing organisations on child protection.



Core workshops

In addition to this core content, additional training workshops and materials are provided to cover specific roles. There are two core workshops in this pack:

- **WORKSHOP 1: Keeping Children Safe** – Developing a child protection policy and procedures for your agency. This will help you and your organisation put together policies and procedures for dealing with child abuse. It builds on the material on policy and procedures in Tool 2: Keeping Children Safe – How to Implement the Standards.
- **WORKSHOP 2: Keeping Children Safe** – The role of managers. This is essential for anyone who has responsibility for managing staff at an operational level. It will help identify where risks for children might exist in agencies and what the specific roles and responsibilities of managers are. It also provides some practical audit tools and checklists.

Introduction

Additional Workshops (Tool 3 and DVD)

Sample Workshop: Two day workshop on Keeping Children Safe in emergency contexts

This is essential for anyone working with children in an emergency context. It will help you understand the varying impacts of emergencies on children, the specific situations and risks of child exploitation and abuse in emergencies. It also provides practical information on how to incorporate child protection into a humanitarian response and looks how to avoid separation of children and provide psychosocial care to those affected.

On the DVD you will find two additional workshops on Keeping Children Safe in:

- child sponsorship
- programming

These specific workshops can be added to the core modules to provide specific, targeted, and relevant training.

Note: This additional content can also be delivered independently of the core modules, but it is important that participants have already undertaken basic child protection training previously.

The pack, therefore, allows for a good deal of flexibility in delivering tailored responses to meet a range of training needs.

GETTING STARTED

To prepare and deliver child protection training, your organisation should already have, or be developing:

- child protection policies and procedures
- at least one trainer with child protection experience
- a process for evaluating whether the training and the trainers have been effective.

The following steps describe the process for putting together child protection training to meet the needs of your organisation:

Step 1

Ideally, the agency will have done some analysis of its training needs around child protection. Tool 2 – The Keeping Children Safe – How to Guide on how to implement standards has, in Standard 8, an activity to help identify organisational training needs and be clear about what training is required. This is important background information in shaping the design of appropriate training programmes.

Step 2

Before you start the training, read the **Good Practice Guidance on Design and Delivery of Child Protection Training** (pages 10–17) which talks about how to plan, prepare for and deliver the training. This will help you get the most out of the training exercises that follow. It will be particularly helpful for anyone who has no previous experience of providing child protection training.

Step 3

Familiarise yourself with Tool 1 – Keeping Children Safe Standards for Child Protection, Tool 2 – the Keeping Children Safe How to Guide, and Tool 5 – the DVD.

Step 4

Put together a workshop using the materials available in this pack in order to design a training programme that is most relevant and appropriate based on the information you have from any training needs analysis, the preparatory work and planning suggested by the good practice guidance, and your knowledge of the audience.

Specific materials

All the course materials, trainer's notes, handouts and Power Point presentations are provided electronically on the accompanying DVD.

Trainer's notes

We have included notes for the trainer near the back of the pack. These give additional and background information on all aspects of the training, and child protection issues. These notes support the training and will be useful when you are preparing for it. You will find references to them in the pack.

Duration/Timings

The timings are there only as a guide and may vary depending on various factors such as composition of the group, use of interpreters, style of trainer, etc. It is important to consider this when planning your programme and allow more time if necessary.

Glossary

We have included a glossary in the Training Pack. If there are any words or phrases that you don't understand in the Toolkit, you can find meaning here.

Good Practice Guidance on Delivery of Child Protection Training

If you are the trainer, you need to think about the four stages of providing effective training. These are:

1. Planning
2. Preparation
3. Presentation
4. Evaluation

PLANNING

The subject

Child abuse is an emotive subject which may arouse strong feelings or memories in participants (either from their personal or professional lives). As the trainer, you need to acknowledge this at the beginning of the course. Develop a learning agreement/ground rules with the group to make sure that the training environment has the right atmosphere for learning.

The trainers

We strongly recommend that two people lead all the training programmes.

If you are the only trainer, someone with child protection responsibility within your organisation should support you – perhaps a manager, policy officer, or someone in the human resources team.

At least one trainer should have a strong working knowledge of child protection.

At least one trainer should have direct experience and knowledge of how NGOs work in the field (development or humanitarian). This trainer should be sensitive to the different stages of development that many less-developed countries face when dealing with child protection issues. Ideally, the trainer should already work in the organisation or know a lot about the organisation's approach to child protection.

As a trainer, it is important that you are sensitive about the explicit language you use to talk about sexual matters. You will need to be particularly sensitive if you are working in areas where sexual matters are not discussed openly, or where even the language for sexual matters and parts of the body is limited. You should consider the impact of being a male or female trainer on the group and discuss with your co-trainer how this will be managed.

Presentation skills

You should present information clearly and involve others – the training should be participatory i.e. include everyone and encourage involvement and comment from the learners. You may need to adapt the training material to your local context if English is not the participants' or your first language.

Exercises always take longer if the group do not share the same language.

Creating a participatory environment

If the people in the group can participate in the training, it will be more effective. People participate more if they are comfortable – as the trainer, you need to think about possible different learning styles, cultural practices and any specific learning needs of the participants, and adapt your training to the group to make sure it is appropriate. If you are not local to the area, speak with local staff and translators about what is and is not acceptable.

It is essential that you know about participants' hearing, visual or mobility impairments before a training event so that hearing loops, large print, and other arrangements or amendments can be made.

Listening and reflective skills

Encourage participants to reflect on what they are being taught. Remember, you are not expected to have all the answers or to be experts. You need to create learning environments which enable participants to discuss issues, gain understanding and build on experience and expertise.

This training pack contains a number of supporting handouts, trainer notes and exercise sheets to help trainers feel comfortable and knowledgeable about the subject.

Participants and adult learning

Think about the number of participants who are likely to attend the training. It is important to think about the balance and mix of participants in terms of identity, background and difference. Our childhood experiences of learning, and the way we prefer to learn, often affects and influences the way we can learn as adults. It may be helpful to find out what the common methods of learning and teaching are in the area you are training in, especially if you are not from that country. Experiential learning and group participation can be particularly effective in child protection training. Not everyone is familiar or comfortable with this style of learning. Where these methods of learning are unfamiliar, do take time to explain the training process and why you have chosen to use this method.

Time and venue

When choosing when and where you will facilitate the training, you should think about what is best for you, the participants and what you are teaching. Bear in mind possible childcare arrangements, cultural and/or religious festivals, holidays and working practices.

As you may be training people from a wide geographical area, you need to think about how long it might take people to travel to and from the venue.

Access

Make sure that the venue is accessible for everyone. If possible, make sure the venue is accessible for disabled people.

Good Practice Guidance on Delivery of Child Protection Training

PREPARATION

To make sure the training runs smoothly, spend some time making sure that you have everything you need before you start.

Equipment

Ideally you will need:

- this Training Pack
- a way to display information, either:
 - a computer or laptop to show the DVD
 - a data projector to use with Power Point (eg laptop computer)
- DVD player
- photocopies of exercise sheets, handouts, trainer notes and case scenarios for participants
- a flipchart and marker pens
- paper and pens

Note: All the exercises can be adapted to suit the environment and equipment you have. Even if you have almost none of the items listed above you should still be able to facilitate and promote discussion and debate.

Aims and objectives

Consider what your aims and objectives are before each training session and exercise.

- An aim sets out what you are trying to achieve.
- An objective explains how you are going to do it.

Whilst you can build in time for discussion and issues arising from the training, make sure that you don't get side-tracked – the aims and objectives will help you stay focused.

Key learning points

You'll find a list of key learning points in each module. These should help the trainer and participants focus on and understand the objectives of the exercises.

Before you lead the training, you will need time to:

- read through the training material and watch the DVD
- plan with your co-trainers
- brief translators and make sure they are comfortable with the material and understand it well enough to translate
- do additional reading and consultation to increase your familiarity with the local context, legislation, guidance and the organisation's child protection policy,

- procedures and implementation plan
- prepare yourself and decide how you would like to present the course material
 - acclimatise, if travelling long distances or from other parts of the world
 - obtain information on participants so that any changes can be made to the programme and building so that disabled participants can participate fully.

PRESENTATION

Before the training, think about the way you present yourself, and the information. The table below gives some suggestions.

| Presenting the information | Presenting yourself |
|--|--|
| Organise your notes and training material in the order you're going to use them. | Speak clearly. |
| Add notes to the material to help you remember key points. | Do not pretend to know it all; acknowledge the gaps in your knowledge. |
| Keep the information simple and clear. | Be honest with yourself if you are anxious about the training but try to move beyond it. |
| Keep comments relevant to the information and respect difference. | Be non-oppressive in your language, and the way you treat the group, particularly if you are coming from a white western perspective. Be aware of how your own ethnicity, gender and power might impact on the group, training and delivery. |
| Try to keep to your time schedule. | Listen actively. |
| Encourage participation. | Reflect back, reinforce learning points – So let's go over that again: 'what have we learned?' |

Inclusive presentation that reflects equality and diversity

Being inclusive means behaving and encouraging others to behave in a way that is respectful and non-discriminatory. By listening and respecting others you will gain insight and understanding.

We are all different and hold different views and beliefs. Some of these may be so deeply ingrained that we do not recognise them in our actions, nevertheless they affect how we respond to others. We all need to work at being inclusive. We will generate our own learning

Good Practice Guidance on Delivery of Child Protection Training

by being willing to try, and acknowledging our mistakes when someone challenges us. In practice, this means that we are willing to learn more about people who are different to us in terms of:

- ethnicity
- language
- disability
- status
- culture
- gender
- sexual orientation
- faith
- age
- class
- professional background
- power.

Inclusive presentation means that we consider people's individuality and particular circumstances when teaching, to make sure that everyone in the group is able to join in and feel comfortable and equal.

Working with a people from a variety of cultures and different gender

Delivering child protection training in cross-cultural contexts is particularly challenging. Part of your responsibility as a trainer is to challenge cultural practices that are harmful to children. You need to do this in a way that doesn't stereotype the whole social group and/or alienate the training group. It is important to identify and acknowledge in-country groups that are campaigning to change many practices such as child marriages, female circumcision, child labour and other practices discussed during the training.

Trainers also need to be sensitive to the gender of participants. If working in areas where it is not culturally acceptable for women to express their views in public or debate, make sure you provide opportunities for them to contribute by having same-gender/same-sex groups and pairs for exercises, or even single-sex training events of all men, or all women.

Translators

Good translators are an essential part of ensuring that participants get the most from the training, and are therefore part of your training team. As the trainer, it is important that you communicate with the translator beforehand to make sure that they are briefed properly and are familiar with the content of the course. This should also include an emotional-health warning because of the nature of the training and content which can be upsetting to anyone, especially those not used to working with child protection issues.

Co-working agreement

Co-working agreements can be useful. A co-working agreement should set out:

- what each person in the training team needs to work effectively
- what support they need

- how you will deal with any difficulties.

The agreement might also include discussion about confidentiality, to make sure that issues or views expressed during the training are not repeated outside/beyond the training without permission. The relationship between a translator and trainer has to be built on mutual trust.

Preparing with interpreters

As the trainer or facilitator you also need to prepare properly if delivering training through interpreters. The interpreter will need time before the training to amend material to take account of language difference and ensure that enough time is given to an exercise, as it always takes much longer than you think. If possible get materials to the interpreters well before the training date.



Good Practice Guidance on Delivery of Child Protection Training

Top Tips for working with a interpreter

- Learn proper protocols and forms of address, including greeting and social phrases.
- Introduce yourself to interpreters and ensure that both of you have a clear understanding about the working relationship.
- During the training, address remarks to the group and or person making the comment, not the interpreter.
- Always speak slowly and use simple and clear language.
- Check that the group can hear and understand you.
- Try and get the group to talk one at a time so you, as trainer, can also participate and follow group discussion.
- Make sure you and interpreters have enough breaks as it can be very tiring.

EVALUATION

Content

Evaluation is a means of getting feedback on how effective the course has been. The following will help you write an evaluation form for your training event.

Essentially, you want to know:

- how participants felt about the training
- what went well
- what could have been done differently or better
- if the information was clear
- if the training was useful
- if the training achieved its aims and objectives
- how effective the trainers were
- what participants learned
- if the training material was relevant to participants and their work
- if any further training need has been identified
- if the training succeeded in being inclusive
- if the environment and facilities were satisfactory (venue, refreshments, comfort).

Template evaluation forms

Sample evaluation forms are provided on the DVD for you to adapt to your training event.

Process

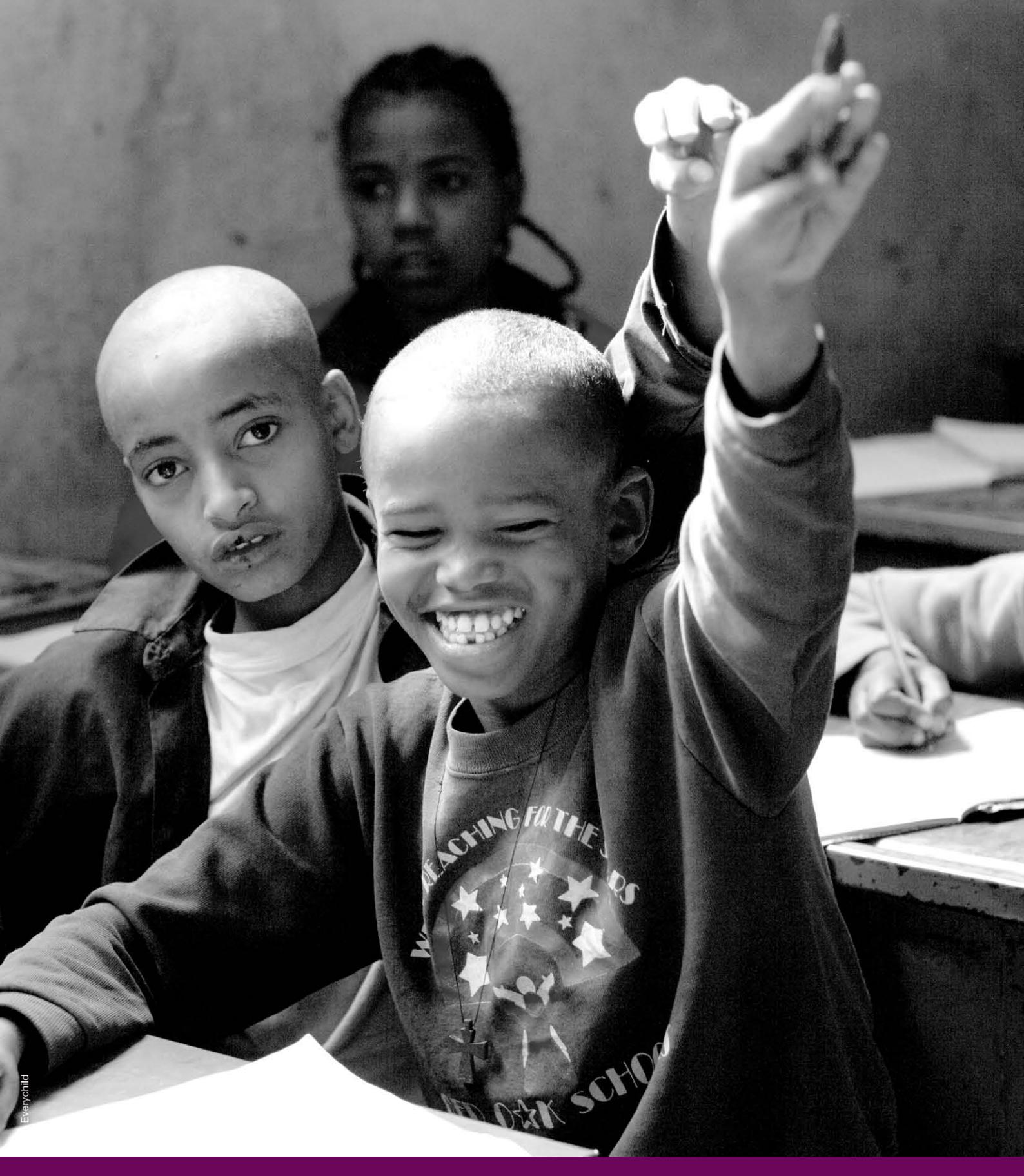
The evaluation process requires the following:

- individual participants and trainers completing the evaluation forms immediately after the training
- collation of all the feedback from all the courses to get an organisational picture of the training initiative
- mechanism for responding to any identified issues relating to course content, trainer delivery and the organisation's policy/procedures or implementation plan (ie, whether gaps, changes or discrepancies are identified)
- arrangements for responding to staff concerns – there may be an increase in referrals or concerns after a training event, as staff with an increased awareness of issues will want to refer them on.

Now that you have considered all the different parts of the training process you are ready to move on and run your own child protection training event.



Core Child Protection Training



Introductory Session: Keeping Children Safe

WELCOME/INTRODUCTIONS

Aim

To outline the course content and introduce the group to each other.

Objective

To gather more information about the participants and their own learning objectives and expectations.

Duration

1 hour 30 minutes

Equipment

For this session, you will need:

- a flipchart and marker pens
- notes on your introductory talk on the Keeping Children Safe standards (see Trainer's notes, page 194)
- notes on a Learning Agreement
- sticky tape or pins to stick paper to wall
- a copy of Tool 1 – Keeping Children Safe: Standards for child protection
- the DVD and player.  Tool 5

The session will take about an hour and a half. It is an essential part of the training as it establishes the aims, objectives, boundaries and relationships within the group. The introductory session:

- provides a formal beginning to the training
- helps the participants to focus on why they are doing the training
- helps the participants focus on what they want and need to learn
- gives them an opportunity to get to know you
- gives an opportunity for the participants to make a learning agreement – to respect, support and listen to each other and the trainer
- helps to make everyone in the group to meet, get to know, and feel more comfortable with each other.

It may be the first time that some of the participants have done any training of this kind – it is important that you make sure that everyone feels that they can contribute and ask questions.

Before you lead this session, you should:

- prepare your introductory talk
- fill in the **Trainer's plan** (DVD)  **Tool 5**
- prepare the Learning Agreement and photocopy it onto a piece of flipchart paper and/or onto handouts.

What is the Trainer's plan?

The **Trainer's plan** is provided on the DVD to help you prepare for the training. It is a blank template form that you will find in the copiable materials. The form asks you to note down the time and equipment needed for each exercise, and to state which trainer is responsible for leading it. It may help you prepare for the training, and is particularly useful if you are working as part of a training team.  **Tool 5**

What is the Learning Agreement?

The **Learning Agreement** is a contract agreed by you and the participants. It sets out principles for how you will work together. You must agree these principles with the participants so that you have an effective learning environment. Child protection training can be very emotive – this learning agreement will help you to set boundaries and rules for the group work, and make sure everyone in the group is treated with respect.

As the trainer, you need to think about who the participants are and what principles are going to be critical to establishing a positive and effective learning environment. For example:

- if there are managers and supervisees, discuss how issues raised on the course will impact or effect working relationships after the course
- if people have different first languages, discuss how to manage this
- If there is a mix of gender and ethnic groups.

Remember, it is a small world within humanitarian aid and the group need to consider confidentiality.

You will find a sample **Learning Agreement** in the Trainer's notes for the **Introductory Session**. Use this as a starting point and make changes to it so that it is appropriate for your group.

The learning agreement should make clear that no-one will have to do or say anything that exposes them or their experiences. However, you should recognise that as a group there may be individuals who have both experienced or perpetrated abuse in some form. Give permission for people to take time out and leave the room if they want to.

Process

Introductions

1. Welcome participants. Thank them for coming, and acknowledge individuals' commitment to attending the course. Introduce the training team – yourself, and any co-trainers or interpreter. You may want to give a brief summary of your role, or experience.
2. Ask each person in turn to tell the group their name, role, and the organisation they work for.

As an ice breaker (first exercise) you can extend the introductions to ask them to say one positive thing that has happened to them in the past few days.

Introductory Session: Keeping Children Safe

Domestic arrangements

Give clear information about where the toilets, fire exits etc are; when and where lunch and breaks will be and so on. Ask participants to switch off their mobile phones.

INTRODUCTORY EXERCISE: HOPES AND FEARS

Aim

To have realistic expectations of the course.

Objectives

To help participants consider their hopes for the training.

To help participants consider any fears or worries they have about the training.

Duration

30 minutes

Equipment

For this exercise you will need:

- flipchart paper and marker pens
 - sticky tape or pins to stick flipchart paper onto the wall
 - Tool 5: The DVD and player  **Tool 5**
1. Ask participants to get into pairs
 2. If the DVD is available play **Section 1: The introduction**. This will help focus the participants on the course and subject matter
 3. Ask each pair to share with each other what they hope to learn/get from the training – do they have any fears about the training, or about being here? Explain they have a few minutes to discuss this together, and then you will ask for general feedback from the whole group – participants will only have to share what they want to.
 4. Allow about 5 minutes for people to discuss in their pairs. Meanwhile, divide a piece of flipchart paper into two columns – hopes and fears.
 5. Bring the participants back together in the whole group in front of the flipchart.
 6. Ask for feedback, and list hopes and fears on the flipchart as they are being called out.
 7. At the end of the feedback, talk through each ‘hope’ on the list. Identify which hopes are realistic and can be achieved through this training, and which hopes you need to look at later.
 8. Now consider the fears. Try to suggest solutions or find answers to the worries, if possible.
 9. At the end of this discussion, display the flipchart list on the wall, so that you can refer back to it later in the course.

Outlining the training programme

Introductory talk

Introductory exercise: Hopes and fears will help you to introduce your outline of the training programme.

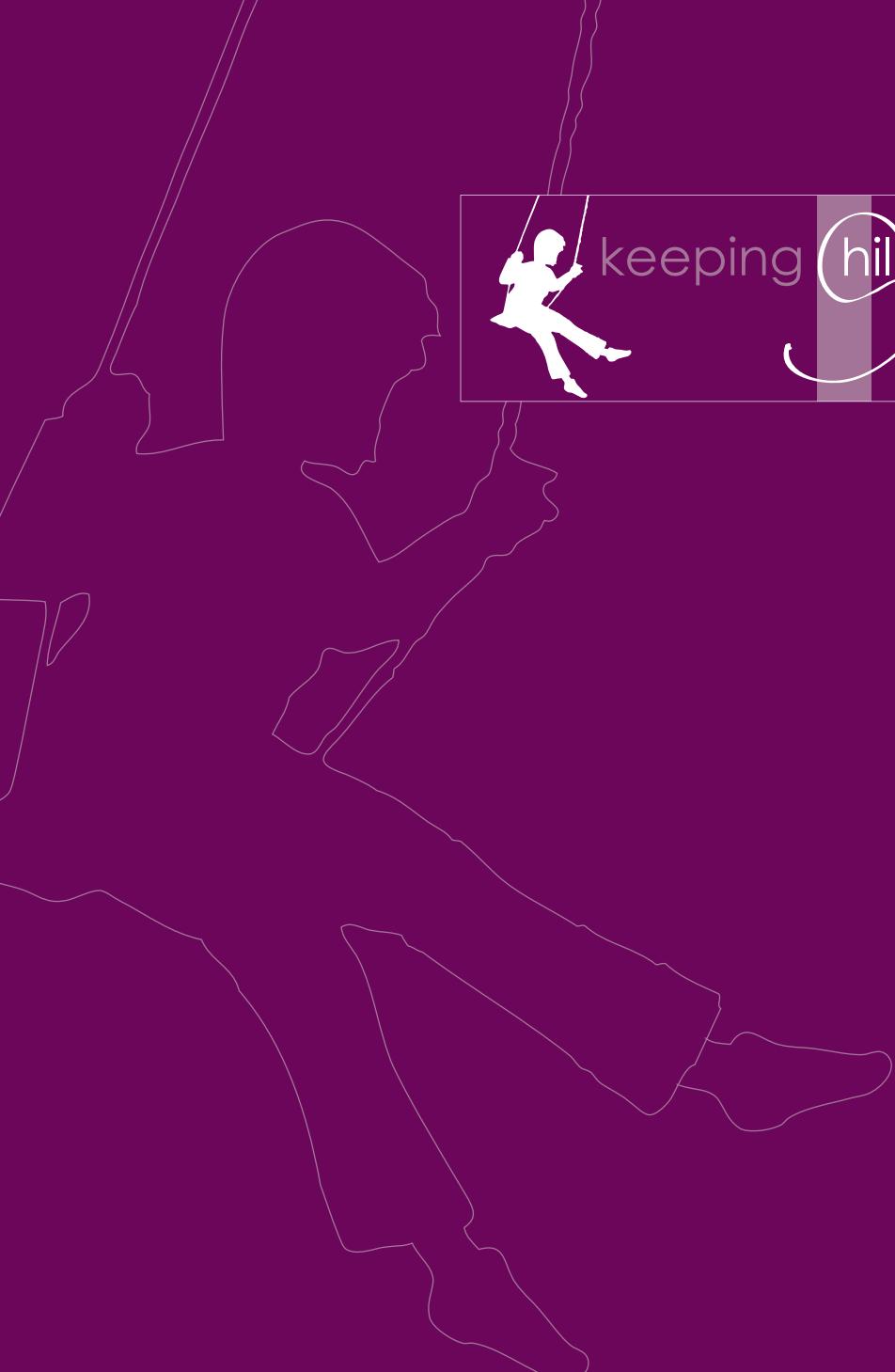
You need to set the scene and tone for the training, and explain the purpose of each session and the training in general.

Learning Agreement

1. Start by acknowledging that the subjects and issues you will be discussing on the training programme can be very difficult and provoke strong emotions and memories. Because of this, it is important that everyone agrees rules and boundaries for the training so that everyone in the group feels safe and supported, and can learn effectively.
2. Explain that you are going to ask participants to make a 'learning agreement' with you and the other participants.
3. Display or distribute the **Learning Agreement** you are proposing. Talk through all the points of the learning agreement with participants to make sure that they understand:
 - why you have a learning agreement
 - how each point relates to them
 - the language they can use
 - that their privacy will be respected
 - they can leave the room or take time out if they feel they need to.
4. Make any amendments to the learning agreement that are suggested and agreed by participants. Ask all participants to sign the agreement.
5. Display the agreed learning agreement on the wall for the duration of the course. You might also find it useful to give everyone a copy to keep with them and refer to.

Child protection

Advise the group of any mandatory child protection responsibility. Explain that if participants share any information during the training that suggests children may be at risk of harm because of unreported concerns or poor practice then you have a responsibility to work with them and their organisation to make sure those concerns are reported appropriately.



Module One to Five



Module One: Children and Childhood

INTRODUCTION

This module is designed to make participants think about children and childhood. The exercises in this session are structured to help participants to be more child-focused and to raise awareness of child abuse and child protection. Each exercise focuses on a different issue/theme related to child protection.

Note for the trainer

All the exercises in this session require participants to reflect on their own childhood, or about childhood and children in general. Some people may find this a painful process. It is important to be sensitive to this and allow people to opt out if they wish. *If you are working in a country where there has been conflict or extreme violence it is especially important that you handle all these exercises carefully and sensitively.*

You must do Introductory Session: Keeping Children Safe before you do any other training exercises.

Aim of the module

To help participants focus on children and begin to examine their own attitudes and values about children and childhood.

Objectives of the module

- To help the group get to know each other and feel comfortable sharing experiences.
- To acknowledge the participants' different attitudes to children and childhood.
- To see the connection between our own attitudes and values about children and how that contributes to, or stops, children being safe.

Preparation

There are six exercises in Session 2 – don't do all of them. Choose which exercises are most useful and suitable to your group.

When you have chosen which exercise(s) you want to do, read carefully through the process.

Watch **Session 2 of the DVD: What makes children feel safe?** Decide if you are going to use it. This part of the DVD can be played as an introduction to any of the following exercises. It will help set the context and remind us about what children feel and think about keeping safe.



Make sure you have all the equipment – including photocopies, balloons, sticky tape etc that you need. You will find a sample timetable for a half day training course on the next page.

Suggested timetable

| | |
|---|------------|
| Introductory Session: Including DVD Section 1: The introduction. | 60 minutes |
| Break | 15 minutes |
| DVD Section 2: What makes children feel safe? Exercise 1.3 A child's experience. | 40 minutes |
| Exercise 1.5 Perceptions of children and childhood. | 30 minutes |
| Lunch | 60 minutes |

To extend the training into a whole day's course select some exercises from Module 2.

EXERCISE 1.1: IMAGES OF CHILDREN

Aim

To demonstrate how significant our own views about children are.

Objective

To enable the group to share ideas and feelings about children.

Key learning points

- Our perceptions about children, childhood, and harm are influenced by our own personal experiences of being children, being parents, work, culture, religion and current social issues.
- It is important to remember children are individuals in their own right.
- All children need shelter, food and warmth but they also need love and respect.
- Children can be vulnerable but also have strength/resilience.

Duration

30 minutes

Equipment

For this exercise you will need:

- postcards, pictures, photographs of children in a variety of different situations

Make sure the pictures:

- reflect the society and culture of your training group
- reflect the range of concepts that you want to draw out.

Module One: Children and Childhood

Preparation

Before you choose the pictures, read through the key learning points. The key learning points are given at the beginning of the exercise. Try to find a wide range of pictures, showing children in different situations and groups.

Before the participants come in, lay out the photos/postcards on a table or on the floor.

Process

1. Ask the participants to choose one picture that appeals to/interests them in some way. Tell them not to think too much about the choosing but to let the picture choose them.
2. Ask participants to think about the picture they have chosen for a few moments and ask themselves:

What are my thoughts and feelings about the picture?
Do I like the picture? Why? Why not?

3. Ask participants to find a partner and talk about the picture.
 - What made you choose the picture?
 - What did it make you think/feel?
 - What did you like/dislike about it?
 - How does the picture portray children?
 - Does the picture suggest abuse to a child?
 - Why do you think this?
4. Tell participants that they can discuss this for about 5-10 minutes, and then you will feed back in group discussion. You will discuss/take feedback under three headings when they have finished:
 - children
 - child abuse
 - sources of beliefs.

Participants can make notes of their discussion if they wish.

EXERCISE 1.2: LOOKING AT YOUR OWN CHILDHOOD

Aim

To show how significant childhood memories can be.

Objectives

- To help the group feel comfortable sharing a childhood memory.
- To encourage the group to listen to and engage with each other.

Key learning points

- Whatever made us choose this poem/story/song, it is important to us because it left a lasting memory of childhood.
- Our memories and experience can influence the way we might view children and childhood.
- Our memories remind us of happy times as well as unhappy times. For example, the stories can be about fun, excitement as well as harm and danger.

Duration

30 minutes

Equipment

For this exercise you will need:

- flipchart paper and marker pens
- a copy/OHP of a favourite poem/story/poem from your childhood.

Preparation

Read through the key learning points for this exercise, to focus your training. Think about a favourite song, poem or story that you remember from your childhood. Think about the feelings you have about that memory. What does the song/story mean to you and why? Does it make you think about a significant event? Do you connect it with a particular person in your life? Make sure you feel comfortable sharing and do not choose something that is too painful or difficult for you.

You will begin the session by introducing this to your group.

Process

1. Introduce the session by displaying a favourite song/poem/story from your childhood. Talk briefly about why you liked it, and what associations it has – does it bring back memories etc? What are they – bad, good, exciting, comforting, etc?
2. Ask participants to think of a favourite childhood song, poem, or story from their childhood. Give them a minute or two to think, if necessary. Again ask them only to share something they feel comfortable with.
3. Divide participants into pairs/two's. Ask them to share with their partner:
 - What made you think of this poem/story/song?
 - Why is this poem/story/song important to you?
 - What memories do you have about it?
 - Do you associate it with a particular person/time/event?
 - What thoughts and feelings does it make you remember?
 - Why is this important when thinking about your role in Keeping Children Safe?
4. Bring everyone back into the large group. Lead a discussion, by inviting each pair to share what they talked about.

Module One: Children and Childhood

EXERCISE 1.3: A CHILD'S EXPERIENCE

Aim

To identify the different images of childhood.

Objective

To encourage the group to share how they feel about children in their country.

Key learning points

- Children have a range of experiences as they grow and develop.
- Children are very resilient even when faced with the most difficult circumstances. It is important to focus on this, and not only on children's vulnerability. For many children, these experiences will not be harmful, but for others they could be abusive and have a bad impact on them.
- A child's happiness and security are very fragile at times.

Duration

30 minutes

Equipment

For this exercise you will need:

- balloons (flat, if possible different sizes, without air inside)
- marker pens.

Preparation

You might want to prepare by inflating and drawing on a balloon yourself, to show participants what they have to do.

Process

1. Give each participant a balloon and ask them to inflate it.
2. Ask participants to draw a face, symbol or a sign on the balloon that they think communicates something about children's experiences. For example:
 - a happy face communicates happiness and fun, which every child should experience.
 - a sad face may represent the difficult situations children live in and how hard their lives can be.
3. Invite participants to share the image on their balloon, saying what it signifies to them. They can do this in pairs, small groups, or in the large group, depending on numbers.
4. Lead a discussion to draw out any themes emerging from the feedback and connect to the theme of Keeping Children Safe.
5. Use the key learning points to give your summary about what the themes are for this exercise.

6. Burst a balloon to show how vulnerable children are, and how quickly they can have their childhood destroyed by abuse.
7. If available, show the DVD Section 2 on what makes children feel safe. Use the **stop and think** prompt on the screen to start a discussion on what the participants think makes children feel safe.

EXERCISE 1.4: WORKING WITH CHILDREN

Note for the trainer

This exercise uses arts and crafts materials; it encourages people to relax and work together in a different, creative way.

It works well with participants who work together for the same organisation. If you have a large group, you should ask them to get into smaller groups of three or four people who all work for the same, or similar, organisations. Each small group can then make a separate collage.

It may also be helpful to use this exercise with a group of people who are from different settings and have different languages and cultures. It encourages the group to think positively about their work/organisation and to focus their minds on children through play.

Aim

To help the group become child-focused.



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Module One: Children and Childhood

Objectives

- To draw out the reasons why people choose to work with children.
- To encourage participants to share good practice.
- To highlight difficulties and concerns people have about Keeping Children Safe in their organisation.

Key learning points

- Our perceptions about children, childhood and harm are influenced by our own values, attitudes, and experiences.
- Children live in a variety of different situations and cultures and can be very dependent on agencies or NGOs for their care and safety.
- Children accessing services can be vulnerable to harm from people who care from them.
- Many organisations do excellent work with children.

Duration

50 minutes

Equipment

For this exercise you will need:

- arts and craft material – pens, chalk, stickers, coloured paper, scissors, glue etc – enough for all participants
- large (poster-sized) pieces of paper or card to use as the base for the collage(s) (a collage is a large picture made up of different pictures, materials and images)

Preparation

Make sure that you have plenty of materials for everyone – gather as many magazines, newspapers, pictures, pens, paper and other stationery as you can, so that people can create something satisfying.

Read through the process notes before the training so that you feel confident about leading the exercise.

Process

1. Introduce this exercise by acknowledging participants' own experience of working with children. Say that this exercise is an opportunity to think about the work they do with children and why it is important.
2. If you have a large group, it might be easier to divide participants into small groups of three or four people. Put people who work for the same organisation together.
3. Ask participants to work together as a group to make a collage on a large piece of paper. Explain you will display these collages when they are finished.
4. Ask participants to use the materials to create an image or images that represents:
 - how they see the children they work with
 - what they or their organisation do that keeps children safe
 - how they stay child-focused (keep children in mind).

- Explain that the picture they make can be based on real events, a story, one example or many.
5. Allow around 20 minutes for participants to complete the collage.
 6. After 10 minutes go and check everyone is getting on with the task. If they are okay, let them continue. If anyone is stuck or reluctant, offer encouragement and suggest ideas. As a last resort, tell them they can use words.
 7. After 20 minutes give participants an option – to continue or take 15 minutes' break.
 8. Finally, display the collage(s) on the wall.

Discussion

1. After a short break, bring the group together to look at the collage(s).
2. Ask participants to talk about how they felt when doing the exercise. Was it an easy/difficult exercise? Was it helpful?
3. Ask a person from each group to describe the collage, what it represents etc. Invite the participants to ask each other questions about what they have made.
4. Lead a brief discussion about the themes from the collage. For example you might ask participants:
 - What influences the way you see the children you work with?
 - How does the wider community see the children you work with?
 - What are the strengths of children in the community, and what helps make children you work with vulnerable to abuse?

End the exercise by summarising the key learning points. Leave the collages on the walls if there is room as they can help everyone stay child-focused as the training progresses.

EXERCISE 1.5: PERCEPTIONS OF CHILDREN AND CHILDHOOD

(Adapted from an exercise by World Vision)

Aims

- To help participants describe how their society views childhood in their cultural contexts.
- To describe the different celebrations and rites of passage for children.

Objectives

- To think about how different cultures perceive childhood.
- To acknowledge the difference and diversity in cultural practices in how children are raised.

Note for the trainer

There are two variations of this exercise, this one and Exercise 1.6 – although not the same, they have similar aims and objectives. Choose the one that feels the most comfortable for your group. The second option may not be appropriate if you are working in a region that has suffered conflict or distress. If you do use it make sure the exercise is handled carefully and sensitively.

Module One: Children and Childhood

Key learning points

- Understanding children and childhood is crucial in setting child abuse in context.
- The traditions and rituals of our communities have an impact on how children are valued and cared for. Not all children have the same experiences.
- Our own values, beliefs and attitudes towards children will influence our ability to act to protect children.

Duration

30 minutes

Equipment

For this exercise you will need:

- flipchart paper and coloured pens
- coloured cards (5 different colours)
- sticky tape or pins to attach cards to the wall.

Preparation

1. Spend some time reading through the key learning points, and think about how you will introduce and lead the exercise.
2. Take three pieces of flipchart paper. Write a different heading on each one:
 - Children in community today
 - Celebrations of childhood and adolescence
 - Transition from childhood to adulthoodPut the pieces of paper on three separate walls.
3. Prepare **Question Cards** for each group, so that each group has the same set of questions. Each question card should say:
 - In the community you work or live in, what words do adults use to talk about children?
 - What stages of childhood are celebrated in the community you work in? How are they celebrated?
 - When do children become adults? Legally? Culturally? (i.e. When does the community expect a child to behave like an adult?)
 - Are there any ceremonies associated with this change (or transition) from child to adult? What are they?

Process

1. Introduce the exercise by saying that we are going to take a close look at the cultural context of children's lives. Explain that we all come from different cultures; every culture is different and affects our experiences, and how we react to those experiences. This exercise is designed to bring out key cultural issues which we will consider in later modules.
2. Divide participants into small groups of three or four people. If everyone is from the same country then the groups can be mixed. If working across borders or different cultural/faith contexts it may be helpful to have similar participant groupings.
3. Depending on time and your group composition give each group the **Question Cards** that you have made. Ask them to discuss each of the questions and agree 5 answers to put under each of the flip chart headings.

Allow 20 minutes for this part of the exercise.

4. Show participants the flipchart paper on the walls. Ask each group to add their answers under the relevant/appropriate heading:
 - Children in community today
 - Celebrations of childhood and adolescence
 - The age when children are considered to be adults

Discussion

Lead a brief discussion using the following questions:

- What do you notice about the words under each heading? Do they reflect negative/positive images? What might this suggest about the community/culture's beliefs about children?
- How do the words emphasise the different experiences for children, perhaps because of their gender or faith?
- Why is it important to consider these differences when thinking about child protection?



Module One: Children and Childhood

EXERCISE 1.6: CHILDHOOD – PAST AND PRESENT

(Adapted from an exercise by World Vision)

Aim

To explore the changing ways children are seen by society.

Objective

To look at the different practices, celebrations and traditions of child rearing in the past and how that has changed over time.

Key learning points

- Perceptions about children and childhood change from one generation to the next, but some things remain the same.
- A community's perception about children and childhood is influenced by powerful groups and ideas at particular times.

Duration

45 minutes

Equipment

For this exercise you will need:

- flipchart paper and marker pens
- copies of **Exercise sheet 1.6: Perspectives on childhood**, one for each small group (page 37)

Preparation

Photocopy **Exercise sheet 1.6: Perspectives on childhood** – one for each small group, and one for you.

On a flipchart, copy out the table on the exercise sheet, leaving space to make notes during the discussion.

Process

1. Explain that this exercise will help us think about how childhood is changing in our society and culture. What does each generation think about childhood? Think about childhood from three different perspectives:
 - our parents'/elders' perspective
 - our own perspective
 - the perspective of children today.
2. Divide participants into small groups of three or four people. Give each group a copy of **Exercise sheet 1.6: Perspectives on childhood**. Ask them to complete the table. What

- words does each of these groups use to describe childhood? Allow around 20 minutes for this.
3. Bring the group back together. Ask participants about how they felt and what they thought when they were doing this exercise.
 4. Ask them to feedback what they had written, and make notes on the flipchart.

Discussion

Lead a discussion about the differences they see between the lives of children today compared with their own childhood and that of their parents/or carers.What influenced the changes?

Module One: Exercise sheet 1.6 - Perspectives on childhood

How do you think each group describes childhood?

What words does each generation use to describe childhood?

How does each generation see childhood? What do we expect from it, or understand by it?

| Our parents/ elders childhood | Our childhood | Being a child today |
|----------------------------------|---------------|---------------------|
| Girl | | |
| Boy | | |

Module One: Summary learning points

- Understanding children and childhood in a cultural context is crucial when working with child abuse.
- We all have different experiences.
- Our own values, beliefs and attitudes towards children will influence our ability to act to protect children.

The completion of this module should enable the group to move onto **Module Two: Understanding Child Abuse**. The next set of modules provides participants with the Core Knowledge needed to begin the implementation of the Child Protection Standards.

Module Two: Understanding Child Abuse

Introduction

This module focuses on child abuse – what do we understand by the term child abuse? What does it mean in our own country? How do local cultural practices, traditions and faith influence how children are protected?

In this module, you will find a selection of different exercises to help you meet the objectives of the module (see below). You can use each exercise on its own, or in sequence with the others, depending on how much time you have, and the level of knowledge and awareness within the group.

Aim of the module

To think about what we understand by the term child abuse, particularly in our own country context.

Objectives of the module

- To explore personal attitudes, values and beliefs about child abuse.
- To define child abuse, locally and internationally.
- To examine the influence of local cultural practices, traditions and faith on the welfare of children.
- To identify the ways organisations and communities protect children.
- To identify the things that put children at risk.
- To explain the difference in the way an organisation might respond to a child who is at risk of harm in the community rather than in the organisation.

Preparation

The exercises in this session could be run in one day, or divided over two half-day training sessions.

Look through the exercises carefully. Decide which exercises will be useful to the people you are training. You will need to read the relevant **Trainer's notes** for **Module 2** and prepare and use handouts and other materials in some of the exercises – to lead them properly it is important that you are familiar with them, and the materials. Get to know the learning points for each exercise, and think about how you can use them to focus the training.

Also look at the DVD **Section 5: What do we need to consider in order to make children feel safe? and What does child abuse mean in your local context?** There are some interviews with NGO workers talking about their own understanding of child abuse. These can be used for generating discussion in the group and can be used as an introduction to the exercises you choose.  **Tool 5**

A sample selection of exercises for a one-day course might include the following:

Suggested timetable

| | |
|---|-----------------------|
| Optional DVD: Introduction section on what makes children feels safe followed by <i>Exercise 2.1: Child abuse-attitudes and values.</i> | 55 minutes |
| Break | 15 minutes |
| Optional DVD Section 5 followed by <i>Exercise 2.2: What is child abuse?</i> | 3 hours 10 minutes |
| Lunch | 60 minutes |
| <i>Exercise 2.3: How religious systems keep children safe.</i> | 30 minutes |
| Break | 15 minutes |
| <i>Exercise 2.6: Alternatives to corporal punishment plus DVD Section 6</i> | 60 minutes |

EXERCISE 2.1: CHILD ABUSE – ATTITUDES AND VALUES

Note for the trainer

This exercise can be done in two ways, either:

- by using the DVD audio resource – **Option A**
- by using the questionnaire and statements – **Option B**

Aims

- To help participants to explore their own views, values and beliefs about child abuse.
- To establish some common areas of agreement about child abuse.

Objective

To encourage the group to share different views about what is and is not child abuse.

Key learning points

- Child abuse is a complex subject. It challenges some of our basic beliefs about the world, for example, that a parent, or someone working for a faith based organisation, would never harm a child. We might assume that people who work with charities have humanitarian beliefs – they want to help people – surely they would never harm a child/young person accessing a service!? It is hard for us to accept that any of these people might abuse a child because it would be so terrible if they did.

Module Two: Understanding Child Abuse

- Opinions about abuse are subjective – what might be abusive in one person's view may not be seen that way by another.
- We all use our own personal experiences, values and attitudes when making judgements about abusive behaviour.

Duration

45 minutes

Equipment

For this exercise you will need:

- Tool 5: The DVD (for **Option A**)  Tool 5
- A DVD player

or

- For **Option B** copies of **Exercise sheet 2.1: Questionnaire, one for each participant** (page 42)

Preparation

Option A: Check the DVD is working, and find the right place – **Section 3**  Tool 5

Option B: You'll need to copies of **Exercise sheet 2.1: Questionnaire**

Process

Option A

1. Show Section 3 of the DVD, the short clips of Liana and Benjamin talking are useful, or in Section 4 Mai's experience.  Tool 5
2. Divide participants into small groups of three or four people. Ask them to share their responses to the statements and discuss whether they think it was abuse.
3. Bring the group back together and highlight the issues the discussion raised.

Option B

1. Distribute copies of Exercise sheet 2.1: Questionnaire, one to each participant. Ask them to quickly complete the questionnaire, on their own.

Explain that they need to read the statements and decide whether they:

- strongly agree
 - agree
 - disagree
 - strongly disagree
- with the statements.

2. Divide participants into small groups of three or four people. Ask them to share their responses to the statements – why did they give those answers?

Discussion

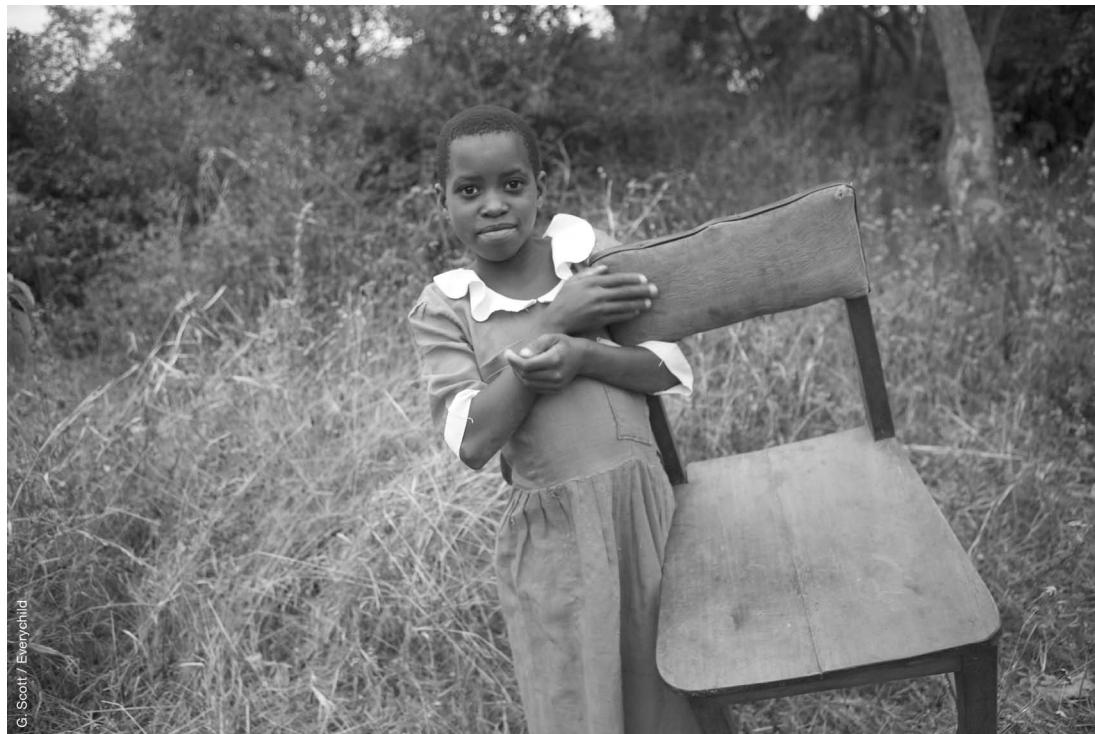
3. Bring the group back together. Discuss which questions caused the most discussion and why.

Note

This exercise is likely to generate a lot of discussion and you may find people disagree completely. When leading the discussion at the end of the exercise, ask people to focus on:

- Where does your belief about this statement come from? Why do they believe this?
- What does it mean for you to hold on to that belief?
- How might this belief influence or affect how you respond to a child you are concerned about?

Look ahead to the next exercise by saying that we need to try and agree about what constitutes abuse.



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Module Two: Understanding Child Abuse

Exercise sheet 2.1: Questionnaire

Read the following statements. Tick the box that best describes your feelings – strong agree, agree, disagree, strongly disagree.

| | Strongly Agree | Agree | Strongly Disagree | Disagree |
|--|----------------|-------|-------------------|----------|
| 1. Hitting children is always wrong and is a form of child abuse. | | | | |
| 2. Sexual abuse of children is not a problem in this country. | | | | |
| 3. Using a stick as a way of disciplining children in school is ok. | | | | |
| 4. Reporting abuse is likely to make things worse for the child so it is better not to do or say anything. | | | | |
| 5. Disabled children are more at risk of being abused than other children | | | | |
| 6. There is no proper legal system for reporting abuse cases, so it is not worth reporting anything. | | | | |
| 7. I would not trust the police enough to report child abuse. | | | | |
| 8. Staff employed to work with children are unlikely to abuse them. | | | | |
| 9. Children often make up stories about being abused. | | | | |
| 10. Boys are less likely to be sexually abused than girls. | | | | |
| 11. A faith leader would never abuse a child. | | | | |
| 12. Only men abuse children, women are safer. | | | | |

EXERCISE 2.2: WHAT IS CHILD ABUSE?

Aim

To ensure that there is a shared understanding about what the term child abuse means.

Objectives

- To give a brief description of different types of child abuse.
- To identify the main types of abuse in participants' local areas.

Key learning points

- Children may experience many different types of abuse.
- Some kinds of child abuse are a result of cultural practices that are harmful.
- It is important to agree what is and is not a harmful cultural practice and to understand how communities maintain the use of these practices.
- Often there are no appropriate legal systems or structures to go to for help when concerns about the abuse of children arise.

Duration

3 hours

Equipment

For this exercise you will need:

- DVD Section 5  **Tool 5**
- **Trainer's notes: Definitions of abuse** (page 197)
- **Exercise sheet 2.2: Local practices that may cause harm** (page 45) and pens
- Power Point presentation for **Module Two**.

Preparation

Before you start you will need to prepare all the photocopies you will need for the exercise.

- Make copies of Trainer's notes: Definitions of abuse – one copy for each participant, and for you.
- Make copies of Exercise sheet 2.2: Local practices that may cause harm – one for each small group. If it is not possible to make copies, ask each group to draw the table onto a large piece of flipchart paper.
- Watch the DVD section 5 – what do we need to consider in order to make children feel safe, in particular, the NGO workers talking about their understanding of child abuse.  **Tool 5**

Module Two: Understanding Child Abuse

Process

1. Use **Trainer's notes: Definitions of abuse** to talk to the group about why it is important to understand what we mean by the terms child abuse and child protection. Point out that it is very easy to become confused by what we mean. Knowing what constitutes abuse helps us to identify concerns and take action. Although the WHO (World Health Organization) has defined some aspects of child abuse we need to understand what these mean in our own country context. The next session helps to clarify definitions and ensure that they reflect both local and global contexts.
2. Explain that you are going to begin by identifying what behaviours towards children constitute abuse in the local context. (Show Section 5 DVD to introduce the topic).
3. Now distribute copies of **Exercise sheet 2.2: Local practices that may cause harm**. Divide participants into small groups of three or four people. Ask them to work together to complete the table.
4. You should also have it on a piece of flipchart paper.



Discussion

5. After about 20 minutes ask each group to attach the flipchart paper to the wall. Take feedback from each group, asking one group to go quickly through a column and the other groups to add any additional points that have been missed.
6. Discuss with the group what this information tells them about attitudes to children in their country.
 - What aspects help protect children and which put them at risk of abuse? What maintains the practices?
 - Are all the abuses of children external to organisations, or does some of it happen as a consequence or as a failure of the organisation to protect children? This is really important as trying to define what we mean by child protection can become very complicated.

The next group of exercises examine how culture, tradition and faith play a key part in Keeping Children Safe. They also look at how some practices can be abusive and harmful to children. Select the ones that are appropriate to the group and country you are working in.

Module Two: Exercise sheet 2.2: Local practices that may cause harm

| What kinds of abuse/ behavior are seen locally that cause harm for children? | Who abuses the harm? | Are there any common practices, or traditions that could harm children? | How does it affect children? | Are there any laws that exist to protect children? |
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Module Two: Understanding Child Abuse

EXERCISE 2.3: HOW RELIGIOUS SYSTEMS KEEP CHILDREN SAFE

(Adapted from exercise from NSPCC)

Aim and Objective

To explore how factors in faith and religious systems contribute to Keeping Children Safe.

Key learning points

- Faith and religious systems play a significant role in Keeping Children Safe.
- Child abuse can and does happen even in faith-based organisations and communities.
- The biggest risk is to deny that anyone who has a strong faith could abuse a child.
- Never let your own assumptions about religious people put children at risk.

Duration

60-90 minutes, including a short break.

Equipment

For this exercise, you will need:

- copies of any religious texts/readings that are relevant to your country context
- flipchart paper and marker pens
- four tables (if not possible, use the walls!)
- sticky tape to fix paper to tables/walls.

Preparation

1. Think about how to introduce this session. You may want to use some of the DVD to begin the session (Section 6 has Juan talking about a situation in his faith group). 
2. Get four tables (or a floor or four walls) and four large pieces of flipchart paper ready, to use in the training.
3. Prepare four large pieces of flipchart paper – write one question on each sheet:
 - In what ways do religious/faith community act to protect children?
 - What assumptions are made about the people who work or volunteer with children in faith settings?
 - What assumptions are made about religious/faith leaders in relation to children?
 - What religious beliefs and practices potentially put children at risk?

Make sure any equipment you want to use is set up and working properly. If it isn't, plan around it.

Process

1. Give a brief introduction using the ideas in the notes above and making them relevant to your country context or group.
2. Put the large pieces of flipchart paper one on each of the four tables – one per table. (If there are no tables put paper on floor or walls)

3. Divide participants in to four groups. Tell each group to spend 5 minutes at each table, and make notes on the question in front of them. Tell them they cannot erase other people's comments, but they can write contrary messages if you do not agree with what they have written. Not everyone in the group has to agree, everyone should have a chance to express their views.
4. When each group has been to each table, bring the group back together. Put the flipchart paper on the walls.
5. Look together at the comments on each paper and facilitate a discussion about what is written. What messages does it give about the positive aspects of religion and the more negative aspects and how these impact on Keeping Children Safe?

EXERCISE 2.4: CULTURAL PRACTICES, TRADITIONS, FAITH AND CHILD ABUSE

Aim

To explore how and when cultural practices can become harmful to children.

Objective

To think about the differences between local practices, traditions, faith and how these impact upon a child's well-being – either positively or negatively.

Key learning points for Exercises 2.4, 2.5 and 2.6

- Most cultural practices, traditions and faith provide protection to children and help keep them safe.
- Faith cannot be separated out from cultural beliefs and tradition. Faith influences many aspects of community life.
- There are some cultural practices that are harmful and abusive to children. They continue because individual beliefs and prejudices continue to maintain them and block the development of policies and procedures.
- **Child protection:** In its widest sense child protection describes the actions that individuals, organisations, countries and communities take to protect children from intentional and unintentional harm. For example, domestic violence, child labour, commercial and sexual exploitation and abuse, HIV, physical violence, to name but a few.
- **Child protection** can also be used to describe the work that organisations do in particular communities or environments that protect children from the risk of harm. In the context of Keeping Children Safe this relates to the responsibility that an organisation has to protect children it comes into contact with, whether or not the harm is taking place inside or outside the organisation.

Duration

40 minutes

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Equipment

For this exercise you will need:

- **Exercise sheet 2.4: Case scenarios** (page 49)
- flipchart paper and marker pens.

Preparation

Prepare copies of the exercise sheet of case scenarios you will need to lead this exercise. Read through the key learning points before you start, so that you can focus the training.

Exercise sheet 2.4: Case scenarios – this is provided here, and also on the DVD. You can use the DVD to adapt the scenarios provided here to make them more relevant to your area, or add or create others which reflect particular issues in the country or area you are working in.



Process

Introduction: 15 minutes

1. Use the text below as a guide to help you introduce the exercise:

There are many different customs and practices in the raising and caring of children throughout the world. Most of these are based on faith and tradition and contribute positively to the child's welfare, and their understanding of their history. They can help the child to feel a sense of belonging to the communities they come from. However, some traditions and customs can be harmful or abusive to children and infringe their rights. Maintaining the balance between respecting local custom and the rights of a child to protection can be a sensitive issue.

It is important for agencies not to judge traditional practices without understanding them for their history. The following exercise aims to help you with this issue.

2. If you have not done Exercise 2.3 ask the group to think about the strengths and positive aspects of traditional or faith-based child rearing practices, or rituals that benefit children. It is essential that you ask people to focus on the positives before focusing on more negative practice. (Refer back to the work done in Exercise 1.5: Perceptions of children and childhood in Module 1 if the group completed this.)
3. Note them down on a piece of flipchart paper.
4. Explain that you will look at some case scenarios about how some children are treated, and what the reason is for this.

Case scenarios: 30 minutes

1. Divide participants into small groups of three or four people and give each group a copy of **Exercise sheet 2.4: Case scenarios**.
2. Ask participants to think about each scenario and decide whether the child/children are being abused. If so, why? If not, why? Does the group agree? What sort of differences in attitudes and values come out?
3. Bring the group back together and ask participants to feed back their responses to the exercise.

Explain that, in the next exercise, you will look together at some of the beliefs that underpin these harmful practices. This will help you to examine what is and isn't abusive.

Exercise sheet 2.4: Case scenarios

| | |
|-----|--|
| 1. | Children are seen during a visit to a child care programme of a partner agency to have swollen hands and marks on their bodies. The children looked as though they had been beaten. The director of the programme says that the Bible says: 'spare the rod and spoil the child'. |
| 2. | Children with learning difficulties are left to be cared for by the village, they are not given access to any sort of education or independent living skills. |
| 3. | Disabled children are given up by parents at birth when very young to be a cared for by state institutions, it is not expected that families should have to carry the burden of caring for these children. |
| 4. | When boys reach puberty they are circumcised. |
| 5. | Girls in many regions continue to be circumcised (Female genital mutilation) even though the country law forbids it. |
| 6. | If a young girl is raped then the traditional remedy for this is for her to marry her perpetrator. |
| 7. | It is acceptable for a girl of 14 to be married if the male partner is working and able to provide for her. |
| 8. | It is ok for children in this area to work as domestic servants instead of going to school; members of their family are dependant on them for food. |
| 9. | In order to support the extreme poverty in the region, girls as young as 12 are sent to the city from rural areas to earn money through prostitution. |
| 10. | Children are taken to the village priest to remove the evil spirit. Parents believe that this will stop the bad behaviour. Women have been known to leave a baby/child to die if it is thought to possess evil spirits. |

EXERCISE 2.5: KEEPING CHILDREN SAFE IN THEIR COMMUNITIES – CULTURAL PRACTICES, BELIEFS AND FAITH

Adapted from exercises by Save the Children UK

Aim

To explore practical ways of addressing any conflict that may exist between cultural practices, beliefs and faith and the protection of children.

Objectives

- To acknowledge the wide range of beneficial cultural child-rearing practices.
- To identify unacceptable harmful practices that continues under the excuse of culture or faith.

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Key learning points

See the key learning points for Exercise 2.4.

Duration

Part One: 40 minutes

Part Two: 50 minutes

Equipment

For this exercise, you will need:

- **Exercise sheet 2.5a: Practice, belief and the impact on the child** (page 53)
- **Exercise sheet 2.5b: Practice, belief and the impact on the child – table** (page 53)
- flipchart and marker pens
- DVD and player.  **Tool 5**

Preparation

This exercise is in two parts:

- In **Part One: Cultural practices, underpinning beliefs and their impact on children**, you will look at cultural practices, the beliefs that underpin them, and the impact they have on children.
- In **Part Two: Working with the community**, you will look at ways of working with the community to amend or stop harmful practices, address areas of faith which may lead to harm for children and how to avoid conflict.

Look carefully at Exercise sheets 2.5a and 2.5b. Think about how you want to use these – this will depend on the number, and level of knowledge of the group.

Either:

Draw a blank table on a piece of flipchart paper and ask the whole group to describe a practice such as those in the exercise sheet. And then describe what the underpinning belief is that supports the practice?

Or:

Draw the table several times and give one or two examples to smaller groups and ask them to discuss it and fill out the beliefs that support the practice themselves.

DVD Option

If you have access to the DVD, you could achieve the same aims and objectives by playing **Section 5: find the section with the NGO workers talking or look at Section 6: Sarah talking** – watch it through before you lead the session so that you are familiar with it.  **Tool 5**

Process

Part One: Cultural practices, underpinning beliefs and their impact on children: 40 minutes

1. Introduce the exercise by asking participants to think again about the statements in **Exercise sheet 2.5a**.
2. Display or distribute copies of **Exercise sheet 2.5a: Practice, belief and the impact on the child**. Look together at the examples of cultural practices, and the underpinning belief that maintains them, and means that they keep happening. Talk through the examples with the group.
3. Now either:
 - a) distribute copies of the table **Exercise sheet 2.5b**
 - b) give selected examples from the table to each small group.

Ask participants to look at the examples, and for each one, decide what the underpinning belief is, and what its impact might be on a child. Ask each group to feedback the key points before moving onto Part Two.

DVD Option

If you are using the DVD, play either **Section 6 Sarah** talking about the way disabled children are treated or **Section 5** where the NGO worker **Hilary** is talking about the practice of FGM. Ask participants to think about:  **Tool 5**

- the underpinning belief that supports the practice
- the possible impact it has on children.

Part Two: Working with the community: 50 minutes

4. In small groups, ask participants to think about one or two local practices or customs based on cultural beliefs or faith affecting children that local people would not like you to criticise or question. Ask participants to think about the following questions:
 - What would be the biggest fear in the community if this practice/custom were stopped?
 - What can we do to address these fears?
 - How can we work with the community?
 - How can we empower children to say no?
5. Bring the large group back together. Ask each group to feed back on what they discussed together. For each group:
 - Write down the practice/custom they have chosen on the flipchart.
 - Below this, make two columns. In one column, write: Cause of tension (something that causes conflict or disagreement); in the other column, write: Work with community.
6. Ask the whole group:
 - Is the practice/custom abusive? Neglectful? Does it exploit children?
 - Why would it cause tension to talk about this with the community?
 - How could you work with the local community to ease the tension and change the practice?

Make notes on the flipchart. The examples below may help you in leading the discussion.

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Example 1

Female Genital Mutilation (FGM) also known as FG Cutting.

Cause of tension

1. Traditional practice that some in community want to maintain.
2. Ensures women are able to participate fully in community life.
3. Makes young women seen as more acceptable to be married.

Work with community

- Work with community to raise awareness of risks and infringement of children's rights.
- Help young women and girls understand their rights not to have circumcision and empower them to say no.
- Make clear that female circumcision has serious health risks.

The DVD has in Section 5 an NGO worker Hilary, talking about FGM, to extend discussion play that part of the DVD.

Example 2

Practice: Corporal punishment

Cause of tension

1. Source of power and control which people who do it want to keep/maintain.
2. A practice deeply rooted in the society's social, political and economic culture.
3. Corporal punishment is accepted as the norm in that society.
4. Practice believed to be done out of care for the child to make sure they behave properly.
5. Religious teaching of eg Spare the rod, spoil the child.

Work with community

- Work with the community to break some of the negative myths – e.g. children will only respect you if you have physical power over them and understand the religious teaching in its wider context.
- Help children understand their rights not to be physically abused.
- Make clear that discipline does not mean hit and that there are other more effective methods of disciplining.
- Empower children to say no.
- Work with community on developing alternative methods of discipline.

We will look at this particular issue in more detail in the next exercise.

Exercise 2.5a: Practice, belief and the impact on the child

Look at the following table which shows some practices that affect children, and the underpinning belief that makes them possible.

| Practice | Underpinning belief |
|----------------------------|--|
| Early marriage | Maturity determined by the development of physical features. |
| Children as bread winners | Children considered as financial assets. |
| Corporal punishment | Spare the rod and spoil the child. |
| Male initiation ceremonies | The rite of passage of a boy into a man. |

Now look at the following table. Working with the other people in your group, try to complete the table, filling in the empty boxes.

Module 2: Exercise sheet 2.5b - Practice, belief and the impact on the child – table

| Practice | Underpinning belief maintaining the practice | Impact on children |
|--|--|--------------------|
| Corporal punishment | | |
| Disabled children left unattended/given up at birth | | |
| Adolescent boys circumcised | | |
| Girls circumcised (FGM) | | |
| Young female rape victim asked to marry the perpetrator | | |
| Child marriage approved because male partner can provide for her | | |
| Children sent to work rather than attending school | | |
| Children living on the streets | | |

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EXERCISE 2.6: ALTERNATIVES TO CORPORAL PUNISHMENT

Aim

To enable participants to identify alternatives to physical punishment.

Objectives

- To think about the arguments for and against corporal punishment.
- To develop alternatives to corporal punishment.

Key learning points

- The use of corporal punishment is always controversial and challenges our own experiences, attitudes and values.
- It is difficult to say exactly at what point corporal punishment becomes physical abuse because so many factors are involved (eg child's age, situation, strength of adult and hit etc). The best way to prevent crossing this line into physical abuse is not to use corporal punishment at all.
- The use of corporal punishment does not give the same rights to children as adults. All countries have laws that protect adults from the use of physical force. Children deserve the same rights.
- Corporal punishment is not effective as a long-term solution to difficult or challenging behaviour.
- Corporal punishment is associated with increases in children's aggressive behaviours as they are growing and in adult life.
- There can be alternative ways of disciplining children which do not include corporal punishment.
- If working in communities, institutions where corporal punishment is widely used, involve everyone including children in discussions about it. It is no good just condemning it without alternatives.
- Start with small changes rather than trying to ban it immediately.

Duration

Part One: 60 minutes

Part Two: 20 minutes

Equipment

For this exercise, you will need:

- flipchart paper and marker pens
- blu-tac/sticky tape
- Power Point presentation Module 1-4, see Module 2 on corporal punishment.
- **DVD: Section 4** – Mai speaking of how corporal punishment is used in schools
- **DVD: Section 6** – Sarah talking about the issues it raises for staff
- DVD player.

Preparation

This exercise is in two parts:

- Part one is a debate about corporal punishment which should take around 40 minutes.
- Part two looks at finding alternatives to corporal punishment.

Read through the exercise notes and the key learning points to focus your training. Think about your own feelings about, and experience of, corporal punishment.

You will need to be familiar with views about corporal punishment and the beliefs that support these in the country where you are training. For example, many people cite the Bible to legitimise the use of corporal punishment, however, the quote most often used – ‘spare the rod and spoil the child’ – is often taken out of context. This is a quote from the Old Testament, whose teachings are often at odds from those of Christ in the New Testament. People using this quote usually fail to cite several other quotes in the Bible that clearly do not sanction the use of corporal punishment. It would be helpful if you are familiar with quotes that do not support the use of physical punishment.

You will find useful material on the Internet. Useful websites include:

www.childadvocate.org
www.endcorporalpunishment.org
www.neverhitachild.org



Alexander Stock

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Process

If using the DVD, show **Section 6** Sarah speaking about the treatment of the children she works with, or Harjinder in Section 3. This will help introduce the subject and issues that arise.



If working with a group where the idea of a debate is not culturally acceptable or a familiar concept, just use the DVD to prompt small-group discussion.

Part One: Debate - 60 minutes

1. Use the following statement to introduce this exercise (it is not a real quote but has been developed for this exercise):

Corporal punishment of children happens all over the world. It is common practice in many countries, both in developed and developing countries. Debates about what constitutes corporal punishment, what is reasonable chastisement/punishment and whether it should be allowed at all have been taking place in many countries for a number of years.

The importance of respecting children's rights is increasingly being recognised, and children's legislation in many countries reflects this. For this exercise we are defining corporal punishment as the 'use of physical force with the intention of causing a child to experience pain but not injury for the purposes of correction or control of the child's behaviour'.

We are going to have a debate that allows us to hear arguments for and against corporal punishment.

2. Write the following heading on the flipchart or blackboard:

Corporal punishment is the best way to teach children right from wrong.

3. Invite three participants to form a panel of judges.
Divide the rest of the group into two:
 - Group 1 will identify arguments that support – that are for – the statement
 - Group 2 will identify arguments that oppose – that are against – the statement.Each group must identify a spokesperson. Allow participants 15 minutes to prepare their presentation. Explain that they will have 10 minutes to state their case each, and then will take questions from the other group.
4. Begin the debate with **Group 1**. They have 10 minutes to state their case. Tell Group 2 to make notes during this presentation.
5. Ask **Group 2** to give their presentation. Group 1 should make notes.
6. When each group has finished their presentation, allow 5 minutes per group to address any points made by each team.

The panel of judges should take notes on the arguments that are presented during the debate. Ask the panel to make a note of points that are supported by facts and evidence – rather than emotion – for each team. At the end of the presentations ask the judges to declare the winner. If the pro corporal punishment group wins, you will need to spend some time thinking through what the impact on children of being punished in this way might be. Ask the group to think about the long-term consequences. Research has shown that children who have had prolonged physical punishment can be:

- emotionally damaged

- more likely to be violent to women and children in adulthood.

The websites given at the end of this exercise provide lots of resources and research to support the need to end corporal punishment of children debate.

Part Two: Alternatives to corporal punishment 20 minutes

7. Ask participants:
 - So what are the alternatives to corporal punishment?Explain that you want to look at this on three levels:
 - individual
 - institutional
 - community.
8. Divide participants into three groups. Give each group one of the categories listed above.

Ask each group to suggest alternatives to physical punishment for their category and brainstorm some ideas about how they might try to change the practice – What arguments would they use? Who would they need to speak to or persuade?

For example, the group looking at the community level may suggest a programme of community education. Allow 15 minutes and invite feedback.

9. Summarise what you have discussed and learned, using the Power Point presentation slides.

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EXERCISE 2.7: BARRIERS TO CHANGE

Aims

- To enable participants to anticipate and prepare for possible barriers to change in the community they work in.
- To work with the community to keep children safe.

Objective

To think about who and what might resist change to abusive practices, and why.

Key learning points

See the key learning points listed for Exercise 2.3.

Duration

25 minutes

Equipment

For this exercise, you will need:

- flipchart paper and marker pens/blackboard and chalk (optional)
- bits of paper or cards
- pens
- sticky tape/blu-tac.

Preparation

Read through the exercise notes before leading the training.

Process

1. Refer participants to the work they have done earlier in the module, in **Exercises 2.2, 2.3 and 2.4** about cultural practices, underpinning beliefs, faith and the impact of some practices on children. Ask participants to suggest why it might be difficult to change these practices? (You are looking for things like sensitivity to local culture, upsetting/offending people, important part of religious belief/practice etc.)
2. Lead a discussion about possible barriers to change. Ask participants:
 - What are the barriers to change?
 - Who has the power to maintain the practices?
 - Who has the responsibility to bring about change by making sure the voices of the victims are heard?
 - Why is it important to work with the community?
3. Next, give each member a piece of paper or card and ask them to write out the **blocks/barriers that get in the way of protecting children**. Invite each participant to take their

card and stick it as though they were bricks in a wall. If necessary, ask the group to work in pairs or same-gender groups to enable everyone to participate and express their views.

This will make a powerful illustration of how many obstacles have to be overcome to protect children from harm. The list below gives examples of those obstacles – add cards including these obstacles if participants do not.

Barriers to protecting children

- Harmful cultural practices are normalised.
- Discrimination and prejudice.
- Distance–children living in isolated communities with little support from outside agencies.
- Poverty.
- No alternatives to custom/practice.
- Ignorance.
- Lack of information.
- Poorly equipped hospitals/health facilities.
- Lack of infrastructure/systems for child protection.
- Lack of commitment to implement the law.
- Lack of policies/procedures and systems to support child protection legislation.
- Civil unrest and conflict.
- Lack of places for children's voices to be heard.

Once this module is completed you are now ready to move onto the next section. This will examine further how to recognise and respond to child abuse.



Module Three: Recognising and Responding to Child Abuse Concerns

Introduction

This module focuses on recognising the signs that a child is being abused and knowing how to respond to what they tell you.

The module builds on the earlier work on values, attitudes, cultural practice, tradition and faith.

Aim of the module

To help participants build skills and confidence in recognising situations that may put children at risk, and responding appropriately.

Objectives of the module

- To raise awareness of local legislation and procedures for protecting children.
- To think about how different experiences, values and attitudes can influence how we recognise and respond to child abuse concerns.
- To identify the signs, indicators or clues children give us that someone is hurting or abusing them.
- To recognise the things that stop us responding to those signs.
- To recognise the many things that stop children telling when they are being abused.
- To identify the need for organisations to have written procedures to be followed when child abuse concerns are raised.

Preparation

Before you start the training, read through the exercises carefully and decide which ones you want to use, which will be the most helpful to the participants. Make copies of the materials that you will use in the training. Other supporting material is included in *Tool 2: Keeping Children Safe How to Implement Standards*, look at Phase One and Standards 1 and 2.



The DVD also has material that you may want to use to support exercises or use as an alternative to promote discussion. **Section 6: How should you recognise and respond to child protection concerns** is the most relevant.



A sample selection of exercises for a half to one day course might include:

Suggested timetable

| | |
|--|------------|
| Optional DVD: Section 6 – How should you recognise and respond to child protection concerns? | 15 minutes |
| Exercise 3.1: Child protection and the law | 30 minutes |
| Exercise 3.2: Is this a child protection concern? | 50 minutes |
| Break | 15 minutes |
| Exercise 3.4: Indicators of abuse or DVD Section 6 | 40 minutes |
| Exercise 3.5: Barriers to reporting for children and adults | 30 minutes |
| Lunch | 60 minutes |
| Exercise 3.6: Identifying internal and external concerns | 45 minutes |
| Exercise 3.3 Responding to a child protection concern in a faith setting | 60 minutes |

EXERCISE 3.1: CHILD PROTECTION AND THE LAW

Aim

To raise awareness on local legislation and procedures for protecting children.

Objectives

- To share what local laws and customs influence the protection of children.
- To identify how these laws and customs can either help protect children or, potentially put them at more risk.

Key learning points

- Every country has different laws and systems that may or may not help protect children.
- Some countries are beginning to develop new protective systems.
- In some countries it may be more dangerous to children and other witnesses if child abuse concerns are reported to the national authorities.
- It is important to start somewhere and understanding the local laws and customs is very important.

Duration

30 minutes

Module Three: Recognising and Responding to Child Abuse Concerns

Equipment

For this exercise you will need:

- information about the laws on protecting children, and procedures in the country you are working in
- a copy of ***Trainer's notes/handout: The UNCRC Articles on the Rights of Children*** (page 203)
- a copy of ***Trainer's notes/Handout: The Legal Framework for Child Protection*** (page 206)
- Module 3 Power Point on the law and legislation and UNCRC
- DVD (optional)  **Tool 5**

Preparation

You may need to consult an expert to lead this exercise. Gather information about child protection legislation and procedures. Try to find a summary of the law as it stands that can be understood easily by participants.

Prepare a brief presentation on the information you gather. In many countries, child protection legislation may not be fully developed. In other countries, child protection legislation exists but there may not be effective systems to implement it, so it is effectively no use.

Find out where information on legal issues is available – are there any websites, printed material or local advice centres?

You may find it useful to use the **DVD Section 4** to start a discussion about what is and is not legal and how certain countries may respond to these situations.  **Tool 5**

Process

1. Ask the group to name some criminal/illegal offences against children. For example, what is their country law on rape, incest, sexual or physical assault, neglect, cruelty, underage sex, the age of consent, and the legal age of a child? If you identified some of this in Exercise 2.2 refer back to what was written up on the flipcharts earlier in the day or previous sessions.
2. If using the DVD, play **Section 4** with some of the workers talking. Use them to start a discussion about what is and is not legal and how certain countries may respond to these situations.  **Tool 5**
3. If it is available, present information about the legislation, policy and procedures on child protection in the country you are in.

EXERCISE 3.2: IS THIS A CHILD PROTECTION CONCERN?

Note for the trainer

This exercise links to Exercise 3.4: Identifying internal and external concerns. If you are planning to do that exercise, you will need to keep a copy of the exercise sheets that participants complete during this exercise, to use later. This exercise:

- promotes discussion
- illustrates the need for guidance and procedure
- establishes differences
- determines that there are no right/wrong answers
- identifies what needs immediate action
- identifies process for prioritising.

Aim

To demonstrate how the decisions and judgements we make about a situation can influence how a child is protected.

Objectives

- Explore how difficult it is to define child abuse.
- Identify how important it is to have written procedures on how to respond when concerns about a child abuse are reported.

Key learning points

- Assessing child protection concerns is a complex area with a lot of tensions and uncertainties.
- There will always be differences of opinion on how severe the abuse is, however clear cut a situation appears. This is because everyone has different experiences, knowledge and skills. The best approach comes from being able to discuss all the issues which allow you to think through the possibilities for victims, witnesses, subjects of complaints, and staff.
- Our own views and opinions influence our judgments about what constitutes abuse.
- There are many barriers to reporting abuse.
- Without clear child protection policy and reporting procedures, we may respond differently to similar situations and potentially put children at greater risk.
- Child protection policies can only deal with some aspects of the abuse of children.

Duration

50 minutes

Module Three: Recognising and Responding to Child Abuse Concerns

Equipment

For this exercise you will need:

- **Exercise sheet 3.2: Case scenarios** (page 66)
- Power Point presentation for Module Three
- Tool 2, the How to Guide
- flipchart paper and marker pens 
- **Trainer's notes: Definitions of abuse** (page 197)
- DVD (Optional)  **Tool 5**

Preparation

Watch **Section 6 of the DVD**. You may want to use this as an introduction or alternative to this exercise.

Make photocopies of **Exercise sheet 3.2: Case scenarios**, one for each small group.

Prepare to record the feedback at the end of the exercise by drawing the following grid onto the flipchart. Leave enough room to make notes in the grid.

| Group | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------|---|---|---|---|---|---|---|---|
| A | | | | | | | | |
| B | | | | | | | | |
| C | | | | | | | | |
| D | | | | | | | | |

You may want to use **Trainer's notes: Definitions of abuse** at the end of the exercise to remind participants about the definitions of abuse; if so, make copies for participants to help them in the exercise, or have the Power Point to hand that cover definitions of abuse if you have not done this already in Modules 1 and 2.

Process

1. Divide participants into four small groups. Name the groups A, B, C and D. Ask each group to nominate one person in each group to read out the scenario(s).
2. Give a copy of **Exercise sheet 3.2: Case scenarios** to each group, and ask them to work their way through the scenarios and related questions.
Encourage people to say what they think in their small group and not to worry about being wrong. Say that we are identifying what causes us concern. We do not have to be certain that it is abuse.
3. After some discussion, ask each group to rank each scenario, from the least worrying (1) to the most worrying (8). Don't worry if there is some resistance to this, some people may say it is not possible to do this but just ask them to try.

Allow 30 minutes for this part of the exercise.

Discussion

4. Bring the large group back together. Ask each group to feed back their number ranking for each of the scenarios, and explain why they have given the scores/ranks they have. On the pre-prepared table add in each group's score from 1 to 7.
5. Refer back to the key learning points. Emphasise that there will always be differences of opinion but that it is really important that we discuss these differences openly so that we can make the best possible decisions together to keep children safe. Written guidance on what to do when a possible child abuse concern is raised will really help with the decision-making process.
6. You may find it useful to remind participants of the various definitions of abuse. Use ***Trainer's notes: Definitions of abuse*** to remind them if you want. Alternatively, have the Power Point to hand that cover definitions of abuse if you have not done this already in Modules 1 and 2.
7. Summarise the session by suggesting that it is always important to consider the context in which any abusive behaviour takes place. Again, you can use the Power Point presentation to help you summarise.

Alternative Exercise

A similar exercise can be done using the **DVD Section 6:**  **Tool 5**

Play through each of the characters, Lois, Sarah and Juan. If the group is large break into three groups and ask each group to listen carefully to one character. Ask the group to consider whether they think what they are describing is child abuse or not. Either in small groups or as a large group, ask participants to consider what each character could do next.

Take feedback on the key points from each group and ask them if a similar situation arose in their organisations would people know what to do?

Exercise sheet 3.2: Case scenarios

Is this a cause for concern?

Read and think about each of the scenarios below. In your small groups use the questions to help you decide how seriously you would rank each situation, where:

1 = least worrying
8 = most worrying.

Put them in order of seriousness, from 1 to 8.

For each of the scenarios below, ask yourselves the following questions:

- Is this a cultural or a child protection concern?
- What is the cause for concern?
- Who is the potential victim?
- Can anything be done? How? What? Why?
- Who are you worried about? Why are you worried about them?
- Do you need to follow procedures for internal or external concerns?

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| Scenario | Rating 1-8 |
|---|------------|
| Scenario 1 Mr Baker is one of your most generous and oldest sponsors. He has visited several of the children he has supported over the years. You hear that he has been questioned by police in the UK about possession of pornographic images of children. He recently paid for a child he supported, who is now an adult, to visit him. | |
| Scenario 2 Two children who are HIV positive are living with members of their extended family. It has come to your attention that they are treated like servants and not allowed to go to school. Neighbours have seen these children being beaten. | |
| Scenario 3 You are the programme manager of a project. On one of your visits to a project, a teenage boy complains that the director has been touching him and other boys inappropriately. When you broach the subject with the director he gets very angry and demands to know who told you this. He names the boy he thinks has told you and warns you he is always making up stories, as he is very disturbed. | |
| Scenario 4 A male member of the local staff asks for a few days off to get married. You congratulate him. Afterwards, it becomes clear that the bride is 14 years old. | |
| Scenario 5 You are moved to a new camp. A female colleague tells you something that worries you. She says that 'if you want to survive here you need to make sure you are willing to have sex with the camp manager. He tries out all the new arrivals. It's either that or he will make your life very difficult.' | |
| Scenario 6 In a water aid project your staff tell you that there is a local family whose child is chained up outside their hut. It is said that the child is possessed and that there is no other way to control him. The staff have known about this for months and although they are upset they don't think there is anything they can or should do to interfere. | |
| Scenario 7 A man comes to confide in you that he is worried about the village priest. It is rumoured that the priest takes photos of very small children and sells them to tourists and visitors to the church. The priest has asked this man to bring his sons to the church for a private blessing. | |
| Scenario 8 You are working for an NGO in a city. There are rumours that the street children are encouraged to sell sex to tourists. A few times you have seen men taking the children off to local bars for drinks and ice cream. | |

EXERCISE 3.3: RESPONDING TO CHILD PROTECTION CONCERN IN A FAITH SETTING

Aim and Objective

To demonstrate the ways a child protection concern might arise in a faith setting and how to respond to them.

Duration

60 minutes

Equipment

To run this exercise you will need:

- **Exercise 3.3: Case scenarios for faith settings** (page 68)  **Tool 5**
- DVD Section 6 Juan talking
- Optional: Alternative case scenarios from the Appendices on the DVD.  **Tool 5**

Preparation

Before you lead the session, decide which case scenarios you are going to use. Remember you can adapt them so that they are really relevant to your group.

The DVD also has a number of case scenarios that you could use to prompt discussion. Section 6, Juan is a good one to generate discussion. Think about extending the exercise using the role-play option – details are given at the end of the Process notes.

You may find it useful to write out the questions that relate to the case scenarios on a piece of flipchart paper/blackboard before you lead the exercise. This will help focus participants as they read the scenarios. The questions are:

- What action should they take, if any?
- Is there a clear child protection policy and procedure in their organisation for them to follow?
- Who should they tell?
- What issues or difficulties might arise?
- What might stop them doing anything?

Process

1. Ask the group to identify some ways they think child protection concerns might arise at work. List these and ask them to share any real examples.
2. Divide the group into smaller groups, and give each one or more case scenarios from Exercise 3.3: Case scenarios for faith settings. Ask them to consider the scenarios and answer the following related questions:
 - What action should they take, if any?
 - Is there a clear child protection policy and procedure in their organisation for them to follow?
 - Who should they tell?

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- What issues or difficulties might arise?
 - What might stop them doing anything?
3. Ask each group to summarise the key points from these scenarios. Make sure that all participants are clear about:
- What documents guide their action and responses
 - Who should they contact internally and externally
 - What local legislation and legal processes exist
 - Where should child protection concerns be recorded
 - What aspects of any religious belief might stop action being taken and how would they manage this
4. Make sure that you emphasise and think about the following key points:
- Prevention and preparation is the key. If child protection policy and procedures are in place and communicated then all are clear on what is and isn't acceptable. It makes dealing with these situations easier as there are guidelines to follow.
 - Always consult with others about what to do or how to handle a situation. If your organisation has a designated/named person for child protection, seek their advice.
 - Never let your own or others' religious beliefs prevent a child being protected from harm.

Note: If any participants come from an organisation which does not have a written child protection policy, refer them to the materials in **Core workshop 1** (page 212) and the How to Guide (Tool 2) which have a variety of activities to help.



There are two useful handouts on the DVD – **Trainer's notes/Handout: What to do if a child tells you they have been abused** (also included in this pack, see page 212-213) and a blank **Child protection reporting procedure form**, which can be found in Module 5.

Tool 5

Role-play option

The session could be lengthened by choosing one or more of the case scenarios and asking each group to role-play how they would discuss the situation with either another colleague, their manager or the individual themselves. Each group should spend 15 minutes preparing a short role-play, and then perform it to the rest of the group.

Summary

Identify some key learning points from the session and make sure that each participant identifies at least three actions needed as a result of the workshop and is clear how and when they will address them and who with. The final Power Point slide is useful and you may want to add a section from the DVD to end with.

Tool 5

Exercise 3.3 Case scenarios for faith settings

1. Private prayer

A local faith leader regularly comes to talk to the youth group that you have been working with for some time. At the end there is a time of prayer and counselling for the young people. The leader often takes a specially chosen young boy off to another room for prayer on their

own with him. They have done this many times before and no-one has challenged it but you feel uncomfortable about it and think it is inappropriate.

2. Youth speaker

At your faith community's request you invite a well-known and respected youth speaker to talk to your youth group. The meeting goes well and at the end there are many young people wanting to talk to the speaker and requesting prayer. The youth speaker happily obliges and conducts the prayer appropriately in public. At the end of the meeting someone sees the speaker talking and laughing with a couple of teenage girls; he then leaves the building with them and offers them a lift in his car outside.

3. Bad ancestors

A young girl has come to the village to stay with her aunty. The child is very quiet and seems neglected. The aunt has been saying the child is possessed by spirits of bad ancestors (*kindoko*) and that physical punishment and lack of food will rid her of the demons. You are increasingly worried that child is being seriously abused and will eventually die if no-one takes action.

4. Corporal punishment or assault?

The local Imam is the teacher in the mosque. He has always used a stick to beat children and make them listen to him but has never hurt anyone with it. This week a parent brought her child to you to show you the severe bruising on his back and legs where they say the Iman hit him. This is not just physical chastisement but a serious assault.

5. A new start?

There has been a serious complaint of sexual abuse made against a preacher/ religious leader in the next town. It is alleged that he has been asking young girls to touch his private parts and perform oral sex. There has been no formal investigation but you have been told that the man, who is well respected, will be changing jobs for a while and coming to your local religious community to make a new start. He will also be a running the boys' youth group funded by your organisation.



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EXERCISE 3.4: INDICATORS OF ABUSE

Note for the trainer

This exercise links to **Exercise 2.2: What is child abuse?** You will need to do Exercise 2.2 before doing this exercise. If you have already completed it refer back to the flipcharts with the kinds of abuse behaviour that are seen locally that cause harm to children.

Aim

To recognise the clues (signs/indicators) that children who are suffering abuse at home, in an organisation or in the community may give us that someone is abusing them.

Objective

To outline the changes in behaviour, emotions, and physical symptoms that children can show when someone is harming them.

Key learning points

- Obviously most indicators are not in themselves proof of abuse. But they should alert participants to the possibility and help them to consider what the next steps are in trying to support or investigate concerns about a particular child.
- Research from adults who experienced abuse as children shows that many children do try and tell or show they are being harmed but often they are not listened to, believed, or have no one they can trust to turn to – so the clues they give are very important.
- Children often display behaviours to communicate their distress about what is happening to them. Often this behaviour would be defined as ‘challenging’. Workers need to be able to recognise changes in behaviour and not punish the child.

Duration

40 minutes

Equipment

For this exercise you will need:

- flipchart paper and marker pens
- sticky tape or pins to attach paper to the wall.

Preparation

Prepare for the training by thinking about what you covered in **Exercise 2.2**, and on what you hope the participants will learn from this exercise.

Process

1. Refer back to **Exercise 2.2** and remind participants what you covered in that exercise.
2. Explain that when we find out a child has been abused, sometimes we can look back and identify signs that the abuse was going on. It is important that we are open to those signs/clues. Give an example – you might find the following one useful:

A teenage boy was being sexually abused by his priest. He could not tell anyone about it. He brought attention to what was happening by stealing. He stopped going to church, feeling that he was a bad person. He was severely beaten over several months as no-one had associated the change in his behaviour with unhappiness about abuse. The sign that this child was experiencing abuse was that he had begun to steal – something that was very out of character for him.

3. Ask participants to describe any situations from their experience where they have discovered that a child they knew or worked with was being abused by someone the child trusted. Maybe the child was harmed by a relative, a faith or youth leader, or another child. What sorts of abuse did they identify? Do the situations reflect any of the kinds of abuse listed below:
 - Sexual abuse
 - Sexual exploitation
 - Physical abuse
 - Neglect
 - Emotional harm
 - Fear of physical harm
 - Fear of abandonment
 - Bullying
 - Spiritual abuse

Write each type of abuse on a different sheet of flipchart paper.

4. Divide participants into small groups of three or four and give each group a piece of flipchart paper, with a different kind of abuse named on it. Ask them to write down what sort of behaviour a child might give as a sign that someone is abusing them in this way.
5. The groups should work on this for about 10 minutes.
6. Bring the groups back together. Display each piece of paper around the room and ask the participants to walk around and read them. Tell them they can add some if they think any have been missed.

DVD alternative

Section 6 has an example of how a child may give clues when things are going wrong for them. Show one of the clips a couple of times and then get the group to discuss what other clues children might give.  **Tool 5**

Discussion

7. Take feedback as a whole group on any learning points. The trainers can add any additional comments or observations.

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EXERCISE 3.5: BARRIERS TO REPORTING FOR CHILDREN AND ADULTS

Aim

To identify what stops children from telling and adults from reporting abuse.

Objectives

- To identify the many things that stop both children and adults from speaking about abuse.
- To acknowledge the fears and risks to reporting.

Key learning points

- Children and adults may have to overcome many barriers for child abuse concerns to receive an appropriate response.
- Many children have no-one to speak to about the abuse they are suffering.
- Often if children do tell they are either not believed or the person they tell is not willing or able to take action to protect them or seek help.

Duration

30 minutes

Equipment

For this exercise you will need:

- Power Point slides for Module Three that highlight the barriers that adults and children face
- Power Point presentation for Module Two on disabled children and abuse
- flipchart paper and marker pens
- Sticky post-its/cards/sticky tape
- **Trainer's notes/handout: What to do if someone tells you they have been abused**
(see page 212)

Preparation

If you are doing a Power Point presentation, make sure that all your equipment is working. It's a good idea to have the slides copied onto paper or onto OHTs to use just in case.

Read through the exercise process and decide whether you will divide participants into two or four groups – this will depend on how many people are taking part. The groups need to be small enough to work together effectively, with everyone contributing. You will have two/four groups.

On a piece of flipchart paper, write:

Group A: What stops children telling about their abuse?

On another piece write:

Group B: What stops adults (or the people they tell) responding?

Each group should have one of these questions, so if you have four groups, you will need two pieces of flipchart paper for each question.

Read through ***Trainer's notes/handout:*** What to do if someone tells you they have been abused (see page 212) to inform the training.

Process

1. Introduce this exercise by saying that so far in this module we have looked at:
 - adult behaviour that concerns us
 - signs and indicators in children that alert us to possible abuse.
2. Go on to explain that most of the time we find out about abuse because we have more information and more skill in recognising the signs that abuse is happening. However, children have to overcome many barriers before they can tell anyone. Once they do, the people they tell also have to overcome barriers before taking appropriate action.
3. Divide participants into two or four small groups, depending on numbers. Give one/two group(s) flipchart paper with the following question:

A: What stops children telling about their abuse?

Give the other one/two group(s) flipchart paper with the following question:

B: What stops adults responding?

Ask participants to write short notes to answer the question on their flipchart paper, either using 'sticky post-it notes, cards' or writing directly onto the paper.

Allow 10 minutes for this.

4. Bring the whole group back together. Take feedback from groups looking at 'What stops children telling about their abuse?'
 - (Ask one of the Group As to start and the other group with the same question to add anything that has not been said.)
 - If you had two groups looking at one question, put the pieces of paper on top of each other.
5. Next, take feedback from the group(s) B looking at: 'What stops the people they tell responding?'
6. Keep their flipchart on top of the other group's.
7. When you have taken all the feedback, show the layers of barriers that have to be overcome before taking an appropriate response to protect children.
8. Emphasise how difficult it can be for a disabled child to speak about abuse, and also to be believed. There are additional slides in the **Power Point presentation for Module Two on disabled children and abuse** that can help get this point across.
9. Finish with **Power Point slides from Module Three** that explain the barriers that stop adults and children telling.

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EXERCISE CONCERN 3.6: IDENTIFYING INTERNAL AND EXTERNAL

Note for the trainer

This exercise is linked to **Exercise 3.2: Is this a child protection concern?** We advise you to do that exercise before this one.

Aim

To identify the different processes that might be required when responding to child abuse concerns.

Objectives

- To help plan the best response when a child protection concern is identified.
- To make a distinction between action that requires an internal response from an organisation, from those requiring a community response.

Key learning points

- Children suffer many forms of abuse and it is important to have written policy, procedures or guidance to help staff/volunteers know how to respond.
- It will not always be appropriate to refer a child abuse concern to the national authorities. Sometimes it can put children and alleged abusers at great risk.
- Some child protection concerns need to be managed internally by the organisation, whilst others need a broader community response.
- Everyone needs to seek help and advice from an appropriate person to help decide on a plan of action.

Duration

45 minutes

Equipment

For this exercise you will need:

- a ball of string
 - chalk
 - completed copies of Exercise sheet 3.2: Case scenarios (page 66)
- OR
- Exercise sheet 3.2: Case scenarios (page 66) enlarged to poster size for group display

Preparation

Read through the exercise notes so that you are confident about leading the exercise. You may want to write some additional case scenarios that fit the context you are training in better.

It is important that you have a good idea about what local legislation exists about child abuse and child protection. Gather information before you lead the exercise. You should know, for example, the country's law on:

- rape, incest, and sexual assault
- physical assault and threat
- neglect/cruelty
- under aged sex
- the age of consent.

Process

1. Explain to the group that you are going to split the room into two halves. One side is for **internal concerns about child abuse** and the other is for **external concerns about child abuse** – i.e. those concerns about child abuse that should be dealt with by the community. You could draw a chalk line, or put a long piece of string down the room to illustrate this.
2. Read out each of the case scenarios you have selected to the whole group. For each scenario get the group to move into the side of the room they think would be the most appropriate way of responding.
3. Take brief feedback from a couple of participants after each scenario to see if there is group agreement. If they do not agree, ask questions to see why they have chosen one side of the room as opposed to the other.
4. Once all the scenarios have been read out, ask the group to sit down.
5. Ask participants to identify any laws or Acts that exist in the country that may help protect children. If you have done **Exercise 3.1: Child protection and the law**, refer back to this or complete this exercise now.
6. Summarise the key learning points. If there are a lot of issues, record these on flipchart paper for discussion later.

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EXERCISE 3.7: WHERE DOES CHILD ABUSE HAPPEN?

(Adapted from an original exercise from the Islamic Relief training pack)
(This exercise links to **Exercise 2.1: Child abuse – values and attitudes.**)

Aim

To identify the difference between child abuse concerns that take place:

- within an organisation, and need a response via a child protection policy
- outside the organisation and need a broader community response.

Objective

- To explore with participants the potential for children to be abused within any organisation.
- To illustrate how important it is for organisations to have clear child protection policies and procedures when concerns are identified.

Key learning points

- Children can be abused in the community as well as in any organisation.
- It is hard to acknowledge the possibility or existence of abusive practices in your own organisation.
- All organisations need to develop a policy and procedures to manage child protection concerns

Duration

1 hour

Equipment

For this exercise you will need;

- a ball of string and scissors
- flipchart paper, marker pens, sticky tape or pins to attach paper to the wall
- cards made from template **Exercise sheet 3.7: Abusive practices** (template) (page 79)
- a copy of Tool 1 – Keeping Children Safe: Standards for child protection
- Optional: DVD Section 5
- DVD player

Preparation

- This exercise asks participants to think about the possibility of abuse in the organisation they work for (as a paid employee or as a volunteer), so it may make some people quite uncomfortable, or even threatened. Participants may have developed close relationships and strong friendships based on trust. Being part of an organisation committed to working with children is likely to make them reluctant to contemplate abuse occurring within their organisation. This might be particularly so in faith-based organisations where the expectations, particularly of those in leadership, is of exemplary behaviour in

accordance with particular holy laws in addition to the country's laws. It might be hard to face the realities that an imam, pastor, priest, monk, member of the faith community or staff, might be tempted to or actually abuse children.

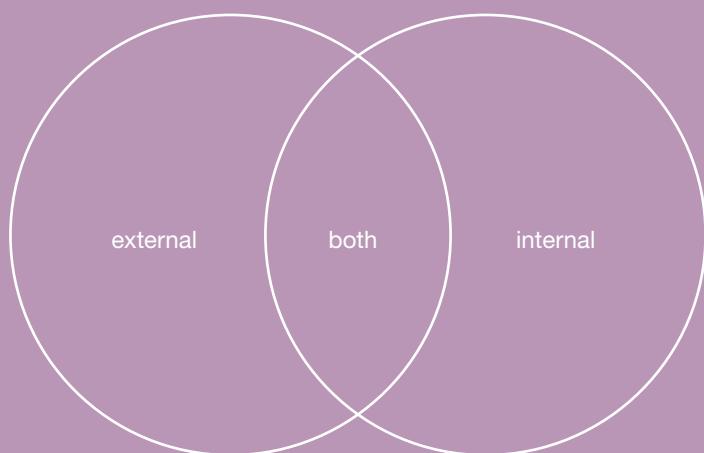
- Be sensitive in your approach, and make it clear that you are not making accusations – encourage participants to make their own observations. The notes at the end of this exercise (**under Issues and dilemmas**) and the key learning points will help you focus and approach the training in the right, least threatening and most constructive way.
- Copy **Exercise sheet 3.7: Abusive practices (template)** onto card. Cut around the lines to make cards that you can use in the training.

The idea is to use the string to make two overlapping circles on the floor and ask participants to place cards in the different parts of the circles. Alternatively, you could draw the overlapping circles on a large piece of paper and put it on the wall. You can then ask participants to stick their cards onto the paper.

Note: If the organisation you are working with is faith based you may want to include some cards dealing with practices specific to faith based organisations (FBOs) eg help/assistance is provided to a child only if he or she is part of, or takes on, the religion of the FBO.

Process

1. Introduce the exercise by saying that so far we have been looking at abusive practices without identifying where they might happen. Say that we are going to look together at the kinds of abuse that can occur:
 - inside an organisation (internal)
 - outside, in the community (external)
 - in either place (both).
2. Using the string, create two large circles on the floor, overlapping in the centre (as shown). (Alternatively, you can use a poster-sized representation, stuck on the wall.)
3. Explain there are three parts to this circle – each one represents where abuse can take place.



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4. Distribute the **Abusive practices cards** amongst the group.
5. Ask participants to read out the information on their cards and place them in the part of the circle(s) they feel it is most likely to occur. Explain there are some blank cards and ask participants to write an example of a practice they want to explore further in the context of the different areas of the circle.
6. Initiate discussion on each identified abusive practice with ‘what if?’ to help people think realistically about the possibility of abuse occurring within an organisation. For example, *‘What if someone shouted at a child in your organisation?’*
7. Remind participants of the work they did in **Exercise 2.1** on values and attitudes.

Organisations will inevitably employ people who bring their personal values and attitudes into the work place.

8. Make observations about where participants put their cards – which circle has the most cards? This will help you assess the level of resistance to accepting the possibility of abuse in either context – internal to the organisation and external – in the community.

Issues and dilemmas

- The exercise may draw out concerns about a member of staff’s professional practice or behaviour regarding child protection. Emphasise that these will first be checked out with the participant who raised the concern to ensure that the facilitator has understood correctly; if they still have concerns the matter will be referred to an appropriate person in their organisation such as senior manager/designated child protection officer.
- It is important to raise the issue of child protection within an organisation without creating suspicion and alarm. Explain that the process is intended to focus on risks to children and preventative measures and not about distrusting each other.
- This exercise may also draw out the helplessness that participants feel when they contemplate abuse in the community. Reassure participants that you will look together at ways to address this in later sessions.

If there is confusion about what is and is not child protection refer to the following definitions to help:

- **Child protection:** In its widest sense child protection describes the actions that individuals, organisations, countries and communities take to protect children from intentional and unintentional harm. For example, domestic violence, child labour, commercial and sexual exploitation and abuse, HIV, physical violence to name but a few.
- **Child protection** can also be used to describe the work that organisations do in particular communities or environments that protect children from the risk of harm. In the context of the Keeping Children Safe Standards, this relates to the responsibility that an organisation has to protect children they come into contact with, whether or not the harm is taking place inside or outside the organisation.
- As an additional or alternative training tool you can use the supporting DVD. Various parts of **Section 5** highlight many of the issues brought out by this exercise. Use the **DVD** to facilitate further group discussion or sharing of experiences in the field.

Exercise sheet 3.7: Abusive practices cards (template)

| | |
|------------------------------|---------------------------------|
| Shouting at a child | Unfairly criticising a child |
| Treating child with contempt | Hitting to discipline |
| Expecting sexual favours | Ignoring a child |
| Making child stand on bench | Sending sponsored child to work |
| Not sending girls to school | Abandoning child for marriage |
| Leaving a child unsupervised | Sexually abusing a child |
| Ignoring a disabled child | Marrying a child |
| Sending children to beg | Sending children to work |

EXERCISE 3.8: DEVELOPING A COMMUNITY RESPONSE**Aim**

To map out what community resources are available in the local context.

Objective

To identify the possible options on how to respond when a child abuse concern is identified in the community.

Key learning points

- It is important to map out what local resources already exist that might help protect children.
- All children need a place where they can find help and advice.
- Many communities already have advocacy groups or resources available.
- Agencies need to work together on planning responses when issues of abuse of children arise.

Duration

50 minutes

Equipment

For this exercise you will need local information on resources and agencies that help and support children and families. **Exercise sheet 3.2: Case scenarios** may also be useful.

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Preparation

- Try and obtain information the local area and what facilities or community resources exist if you are not local to the area you're training in.
- Either choose one of the case scenarios from **Exercise sheet 3.2** or ask participants to describe a child abuse situation that is relevant to their context – try to keep it simple and anonymous.
- Write the headings below on separate pieces of flipchart paper – one heading per piece of paper. (Under the headings below are some examples of the kind of information you are looking to draw out from the group.) This exercise will help map community and other resources:

Statutory Child Protection – Government Ministries etc¹

Details of any government bodies or agencies with statutory authority for the protection of children.

Summary of legislation governing welfare/protection of children. Identify international conventions to which the country is a signatory or has ratified (e.g. UN Convention on Rights of the Child).

Brief analysis of implementation/enforcement of legislation as far as this is known

Criminal Investigation/Prosecution – Police and Judiciary

Local police position on investigation of criminal assault against children and likelihood of prosecution of such offences

Legal age of consent in country and legislation covering this.

Other Agencies – Health Services, NGOs, Interagency Forums

Details of health and other services that may be accessed as part of victim response

Details of NGOs, other agencies, other relevant bodies and professional networks, including any local joint arrangements for dealing with child protection issues.

Community

Details of informal/community-based justice and protection mechanisms and how these function.

¹ Mapping format contributed by Lorraine Wilson, independent consultant

Process

1. Divide participants into small groups of three or four people. Give each group one case scenario from Exercise sheet 3.2 that identifies a child abuse concern that is external/outside the organisation.
The one below might be a good one to work with.

There are rumours in the city where you are working for an NGO that the street children are encouraged to sell sex to tourists. You have seen men taking children to local bars for drinks and ice cream. When you have raised this at work the other staff have agreed it is an issue but don't seem able to do anything to stop it.

Alternatively:

If the group have raised previous examples of external concerns of child abuse, then use one of their own scenarios.

2. Give each group one or two of the headed pieces of flipchart paper that you made in your **Preparation**. Ask them to discuss the scenario briefly and then use the headings you gave them to map out what resources there are in their local areas and how they could be used to protect children.
3. Give the group about 30 minutes to discuss this, and then put all the flipchart papers on the wall.
4. Ask the group for their views on what they have mapped out. Are there any surprises? Could more be done to work across organisations? How well do people communicate with each other? Are they clear how some situations may just need a much longer term, broader community response?
5. Use the summary points below to end the exercise. Also acknowledge that it is important to recognise how hopeless some situations seem, but not to be overcome by them. Sometimes by mapping out what actually exists, it is possible to plan responses to community child abuse and work towards better protection and development of systems and structures that help.

Summary

Modules 1-3 should have provided participants with an opportunity to explore:

- their own attitudes to child abuse
- their own values about child abuse and protection
- how child abuse is defined locally
- how cultural practice, tradition and faith can influence our understanding.

It will also have helped explain the difference in response when a child protection concern is identified within an organisation and outside it.

Module Four begins to explore in more detail what makes an organisation safe for children.

Module Four: Making Your Organisation Safe for Children

Introduction

This module is most effective if the DVD and supporting exercise are used, although the exercises will work well on their own.

Aim of the module

To identify the key steps organisations need to take to protect children it comes into contact with, and keep them safe.

Objectives of the module

- To outline the benefit of having child protection standards.
- To identify key areas of strength and risk in organisations.
- To build awareness and understanding about the nature of sexual abusers and how they operate within an organisational context.
- To identify the steps organisations can take to reduce the risk of sexual abusers accessing children through their organisation.

Duration

Half day – one day, if you do the whole Module

Preparation

Before you start the training, read through the Trainer's notes, copiable handouts and exercises and decide how you are going to run the session.

The training could be divided into two parts:

Part One: looking at the Keeping Children Safe Standards, and then the strengths and risks in an organisation

Part Two: focusing on sex abusers. You may be able to find someone with expertise on sex abusers to lead this. If not then really make sure you are familiar with the material.

The DVD

Watch the DVD and decide if and how you are going to use it. The following sections will be particularly useful:  **Tool 5**

- **Section 5** on Keeping Children Safe Standards
- **Section 3:** Would children feel safe in your organisation? and the scenario of Christopher
- **Section 4:** What are the consequences of getting it wrong?

Read through the **Trainer's notes: Introduction to the Keeping Children Safe Standards** (page 194)

TRAINER'S PRESENTATION OF THE CHILD PROTECTION STANDARDS

Note for the trainer

Make sure that you have explained the purpose and benefits and theory behind the Keeping Children Safe Standards before you do Modules 4.

Aim

To introduce the Keeping Children Safe Standards for child protection.

Duration

30 minutes

Equipment

To give this presentation you will need:

- Copies of the Keeping Children Safe-Standards for child protection
- Power Point presentation on the Standards
- ***Trainer's notes: Introduction to the Keeping Children Safe Standards*** (page 194)
- ***Trainer's notes: Organisational abuse and risk*** (page 213)

Note: Supporting material can also be found in *Tool 2 – Keeping Children Safe: How to implement the Standards*.



If using the DVD play **Section 5, the part on why child protection standards are so important.**



Preparation and Process

This section is intended to provide an opportunity for you to make a formal presentation of Keeping Children Safe: Standards for child protection, if you have not done so already. In your presentation you should describe:

- why the standards were developed and by whom
- the benefits to agencies/organisations of implementing the standards
- the steps that should be taken to implement the standards.

With or without the DVD, the presentation should last about 30 minutes.



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EXERCISE 4.1: MAPPING-OUT EXERCISE

Note for the trainer

This exercise can also be found in *Tool 2 – Keeping Children Safe: How to Implement the Standards in Phase One, Activity 1.1.*



Aim

To map out the amount of contact your organisation has with children.

Objective

To identify the different ways in which an organisation comes into contact with children.

Key learning points

- Sometimes we do not realise how much contact an organisation has with children, particularly when children are not its primary purpose. For example, a water aid project has a lot of contact with children.
- Contact with children can be made via the internet, through letters, and by phone, it does not always involve personal contact.

Duration

20 minutes

Equipment

For this exercise you will need:
flipchart paper and marker pens.

Preparation

This exercise will begin to identify who and in what ways, people in the organisation have contact with, or access to, children.

Process

1. Invite participants to think about the key activities/services that their organisation provides for children, or that bring them into contact with children. Ask:
 - In a normal day, how many children does your organisation meet, talk with, or see because of its activities/services?
2. Use the flipchart to record as much information as possible. It may help to draw a child on the flipchart and write and draw information around him/her. Encourage participants to make notes if it helps them focus.

Gather as much information as you can to give a full picture, including:

- How old are these children?
 - Are they with other children?
 - Are they with other adults?
 - Are they living in an institution?
 - Are they in education?
 - Are they living with their families?
 - How often does the organisation have contact with the child(ren)?
3. Ask participants to call out as much information about the kind of child their organisation comes into contact with, what kind of contact it is, how often, and in what circumstances.
 4. Now ask participants to think about:
 - Are there other ways people at the organisation may have contact with children – by letter, phone, email?
 - Are you surprised to realise how much, or how little contact you and your organisation has with children?
 5. Close the exercise by referring back to the key learning points.



Benno Neeleman / SOS Kinderdorf

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EXERCISE 4.2: RISK ASSESSMENT

Note for the trainer

Tool 2 – Keeping Children Safe: How to implement the Standards, Activity 1.4: Risk assessment is useful if the participants are familiar with the concept of risk assessment and analysis in an organisational context.



(See also *Activity 3: Risk assessment and risk management*.)

Alternatively, lead an exercise that identifies and analyses strengths, weaknesses, opportunities and threats. This is known as a SWOT analysis.

Aim

To provide a tool for organisations to assess how well they keep children safe.

Objective

To identify the things that your organisation does well in relation to the protection of children and recognise any gaps or possible risks that exist.

Key learning points

- Most organisations do everything they can to protect children and keep them safe.
- Most staff/volunteers are very committed to the work they do with children and bring enormous experience and expertise to their job.
- Sometimes risks exist but are not recognised by organisations.
- It is always dangerous to think ‘it can’t happen here’, that your organisation is immune.

Duration

60 minutes

Equipment

For this exercise you will need:

- flipchart paper and marker pens (enough for each small group)
- DVD Section 5
- your presentation on the Keeping Children Safe Standards **Tool 5**
- Power Point chart of 11 steps.

For alternative exercise:

- DVD Section 3. **Tool 5**

Preparation

In this exercise you need to think about where participants work before you break them into small groups – are they from one organisation, or different teams/projects? It is best if those with similar work roles or from the same projects work together.

Read through the **Process** notes before you start so that you can lead the exercise confidently.

Process

1. Refer to the presentation that you gave at the start of Module 4. If you did not do a presentation on the standards before, do it now. Read through the trainer's notes on the, Introduction to the Keeping Children Safe Standards to help you.
2. Divide participants into small groups of three to five people (see **Preparation**). Give them each some flipchart paper and pens. Explain that you are going to ask them to do a SWOT analysis of their organisation – to think about its Strengths, Weaknesses, Opportunities and Threats, in relation to building or making it a safe place for children. Ask the groups to think about:
 - What do they do positively that protects children?
 - What does their organisation need to do better?
3. Point out some of the key things that the standards are based on that help build safe organisations, including:
 - recruitment and induction of staff
 - good practice when working with children
 - effective management and supervision
 - having a child protection policy and procedures for reporting and responding to concerns
 - staff awareness and access to training
 - systems for monitoring and review.
4. For each area ask participants to discuss what their own experience has been. For example:
 - How were they recruited to their current post? Were any reference checks carried out?
 - Did they get any induction into their role or responsibility for children?
 - Were they told about child protection or good practice when working with children about, for example, what is and is not acceptable behaviour? Or whether it was okay to discipline the children by hitting them?
5. Use flipchart paper to map out the strengths and possible weaknesses of their current practice. If they can identify any weaknesses, can they see how it may increase the risk to children, themselves and their organisation and why?

SWOT Analysis

| | |
|---------------|----------|
| Strengths | Weakness |
| Opportunities | Threats |

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- Once participants have mapped the SWOT, summarise the key strengths and risks that have been discussed.

Taking steps forward

- Next, explain that we can use the weaknesses and opportunities we have identified to plan how to move forward, and make the organisation we work for a safer place for children. For example, if a weakness is that their organisation has no child protection policy or procedure, perhaps that is the first step they need to take? What about a behaviour code for staff, or guidance on recruitment and selection?
- Ask the groups to identify and prioritise the key areas they think they need to address first. What should be done first and why?
- Work through one or two examples from each group's SWOT analysis and ask participants to share what action they will take to address the identified priority area.
- Bring the group back together. Use the Power Point presentation on the Standards and the chart of 11 key steps needed to build a safer organisation to help summarise points.

Alternative exercise

The DVD is particularly useful here. Do a brief presentation that acknowledges the positive things that organisations working with children do but also the need for improvement. Play **Section 3**. After it finishes (about 10 minutes) divide the group into three and ask them to address each question:

 Tool 5

- When it comes to Keeping Children Safe what do you think your organisation/s would say they are good at?
- What are they not so good at?
- What steps do you think the organisation could take to make children feel even safer?

Take brief feedback from each group and use key learning points to end the session.

Once you have done this section, you are ready to move onto building safer organisations – understanding a bit about how people behave that want to sexually harm children and how they access them through organisations.

Note for the trainer

The following exercise on understanding child sex abusers is really important. Make sure you build in enough time to do it properly and have read up on the subject enough to present material well, if you are not familiar with it. The **DVD** can be used to strengthen the material in the session. There are several relevant parts. **Section 3** has two scenarios, a sex abuser Christopher who was put off because of the steps the organisation had taken to keep children safe and Robert, a child abuser who is targeting a child. Use the **DVD Stop and Think** section to draw out discussion from the group.

 Tool 5

EXERCISE 4.3: CHILD SEX ABUSERS

Aim

To provide information and an opportunity for participants to think about why and what makes someone sexually abuse a child.

Objectives

- To describe the cycle of abuse.
- To identify myths and risks in relation to abusers.
- To describe what sort of measures can help to keep children safe and reduce risk of abuse of children in organisations.

Key learning points

People who sexually abuse children may:

- be from any culture, faith, religion, race, age, sexuality and gender, and be married
- be skilled at gaining the trust of adults and children
- seek work in agencies that come into contact with children
- be skilled at identifying the children who are less resilient and more vulnerable
- use their professional position to exploit the dependency of women and children by providing food or financial reward.

Duration

75 minutes

Equipment

For this exercise you will need:

- DVD Section 3  **Tool 5**
- **Trainer's notes and handout on Child sex abusers** (page 216)
- flipchart paper and marker pens
- Power Point presentation on child sex abusers, in Module 4
- a copy of your **Learning agreement** (optional, for reference only).

Preparation

Before you start, work out how you are going to run this difficult session. Read through the key learning points and the **Trainer's notes** carefully and familiarise yourself with the process. You need to think carefully about what you will say and how you will involve participants.

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You may want to use other information that you have researched about child sex abusers, the model/cycle of abuse, and common myths about child sex abusers. Try to think about the most appropriate and useful way to discuss this difficult subject with your participants that reflects their culture, practice, experience and level of awareness.

Watch **DVD Section 3** and identify which parts to use.



Process

1. Introduce the session by acknowledging that child sex abuse is a difficult subject for everyone to think and talk about, whether or not they, or people they know, have had previous difficult experiences associated with sexual abuse. You may like to go back to your **Learning Agreement** at this point to make sure that everyone is comfortable about proceeding.
If the group includes men and women, acknowledge the impact this session may have on everyone including male participants. It is a fact that most sexual abusers are male (although women can and do abuse) and this can be uncomfortable for men to hear. The trainers need to make sure men do not feel victimised or responsible for others' behaviour. However, it is also possible that people in the room may be sexual abusers. Do not presume that everyone is safe.
2. If using the DVD, play some parts of **Section 3**.
3. If you have enough time, you may want to run the following brief exercise before showing the Power Point slides and handout.

Optional exercise

You can do this exercise as a whole group, or divide participants into two or three smaller groups. Using the flipchart, ask participants to offer words or draw images that they associate with a sex abuser, and to give examples of some of their characteristics. Allow around 5-10 minutes for this, and then ask each group to feed back their views or artwork.

Talk through what they have written down and drawn:

Are there any myths around what they have said?

What assumptions have they made about gender, nationality, professions etc?

4. Using **Trainer's notes** and the Power Point slides give a presentation on child sex abusers. Use any further information, literature or experience to help you present this.
5. Discuss the slides on child sexual abusers to challenge myths about abusers. You may need to make the information simpler, depending on the experience of the participants.
6. Try and involve the participants as much as possible; encourage everyone to join in and contribute.
For example, if you are discussing sexual offending, ask participants to think about what some of the **external inhibitors** (things that might stop someone sexually harming a child) might be?
Ask them to call out ideas, which you write onto the flipchart.

This can be a very important realisation for people in recognising that safeguards can be effective in preventing abuse.

7. Now go on to talk about the concept of **grooming** – how someone who wants to sexually harm a child prepares the child and those around him or her.
8. Ask the group to share examples from their knowledge or experience of how abusers might behave in these stages. Do they apply in the country local context they are working in? How might they be different?
Include information on those who look for sexually abusive images of children on the internet, and how digital camera, and mobile phones have become easy ways to access children.
Also acknowledge particular situations relevant to the country you are from or in. For example, if child sex tourism is an issue.
9. Use the key learning points on the handout, and/or the summary of the module below, to close the session. Make sure everyone is OK and allow a good break before you move onto another session.

Summary of the module

This module should have helped identify the main steps that help build a safer organisation, and what strengths and gaps each organisation/programme/project has. It should also have given an insight into how a sex offender behaves, how they can build trust to groom or entrap both children and adults in order that they can sexually abuse.

The DVD **Session 7:** What are the next steps, is a good way to summarise this module and asks the viewers some challenging questions.  **Tool 5**

Core Workshop 1 builds on the organisational strengths identified and helps fill in the gaps particularly focusing on the development or amendment of organisational child protection policy and procedures.

Module Five: Children's Participation and Child Protection - a Guide for Training Adults

Introduction

This module is for **trainers** in organisations to help them prepare adult workers to encourage Child Participation in Child Protection work.

Aim of the module

- To help trainers design a workshop for adult workers who will then work directly with children on Child Participation in Child Protection to learn about keeping themselves and others safe. The adults attending the workshops may come from a wide variety of backgrounds with different levels of knowledge and experience (e.g. teachers, community leaders, youth workers...)
- **Module Five does not include basic training in child protection and assumes that adults working with the children will have had basic child protection awareness training BEFORE delivering this training.**
- It is also assumed that adults working with children have a basic understanding of and training in children's rights.

Preparation

Organising training in child participation and child protection

The training of adult workers in child participation is recommended in two parts: the first part following the exercises set out in this module and the second part learning a selection of exercises to use with children on child protection (as set out in Toolkit 4) and then practising them with children. This can be done in a training workshop. To do this the training will take approximately five days. Training is more effective if adult participants have an on-going working relationship with groups of children. Training is more effective when there is a system set up for trainees to share on-going successes and challenges with their actual practice. Buddy systems can work well if they are managed and include accountability mechanisms.

Working with children in the workshop

It is best if adult workers have the chance to try out new skills and activities with children within the workshop setting. As the children will be working on child protection issues, a careful risk assessment needs to be done prior to running the workshop with children to ensure the safety and well being of both children and adults and to minimise potential distress. Tool 2 page 17 - 20 can help with this. Although running sessions with children requires additional planning, they are always powerful and transformative for both trainees and children.

Training workshop on child participation in child protection

| Part one | Part two |
|--|--|
| Training using exercises 5.1 to 5.6 from Tool 3 Module 5 | Training using the exercises 1.1 - 3.3 in Toolkit 4 Practising the exercises for children |

Each exercise needs to be adapted to suit the needs, knowledge, skills and time available of the specific participants in the training sessions.

When preparing for the workshop it is useful to obtain a baseline by asking participants who they are and what experience they have. Ask participants to provide a profile of their skills and experience (including previous training attended with regards to working with children), their needs and expectations (refer to questions below). This information helps the trainer to adjust the agenda to meet the majority needs of the group. In some cases, this information may lead to certain sessions being omitted or added. Trainers must always be prepared to make adjustments to the workshop while it is underway, spending time at the end of each day reflecting on the day and planning the next. It is useful to have a mechanism to get feedback from trainees at the end of each day to help with this. Using a scoring system adds a fun element although it's the comments that are most useful.

This is standard good practice anyway but is particularly important with a topic as sensitive and important as child protection.

If it is not possible to get information from trainees before the training, ask them to fill in a questionnaire at the outset. Some of the questions you might ask include:

- What is your position in the organisation?
- How long have you had this role and what are your main duties?
- Briefly describe the work you do directly with children.
- Describe the child protection training you have had. Include the length of the training and who it was conducted by.
- Have you conducted any participatory work with children? If so, briefly describe this work.
- What are your expectations of this workshop?
- Do you have any fears about this workshop? Briefly describe these.
- What support do you think you will need to work with children on child participation in child protection after the workshop?
- Do you think your gender has an impact on the child participation in child protection work you will do? If so, what and why?

Because of the sensitive nature of the topics discussed, it is important to begin any workshop on child protection with clear agreements and ground rules between trainer and participants. The Core Child Protection Training in this Tool can help you think through how to do this by using the Learning Agreement (page 23).

Module Five: Children's Participation and Child Protection - a Guide for Training Adults

Checklist for trainers working with adult workers on child participation in child protection:

| No. | Things to remember when preparing for child participation workshop | Reference in Keeping Children Safe Toolkit |
|-----|--|--|
| 1 | Do you feel that you have had adequate, up to date child protection training? For example training using the Keeping Children Safe toolkit? | |
| 2 | How confident do you feel to deal with any issues which may arise, including disclosures of abuse among adult trainees? | Module Three: Recognising and Responding to Child Abuse Concerns (Page 60) |
| 3 | What are your plans to set up a learning agreement with trainees? E.g. conduct a 'ground rules' session at the beginning? | Introductory session: Keeping Children Safe (Page 23) |
| 4 | What information do you have about the participant's professional backgrounds? Do you have enough to assess majority needs and adjust the agenda for the group? | Good Practice Guidance on Delivery of Child Protection Training (Page 10) |
| 5 | Have you sufficient icebreakers and energisers to lift the mood of the training sessions where necessary? Remember that you can ask participants to lead these too | |
| 6 | What measures have you taken to ensure there will be time and flexibility to respond to ongoing needs of the trainees? E.g. an evaluation and feedback mechanism and flexibility in the agenda | |
| 7 | Where children are to be involved in the workshop, has a risk assessment been undertaken and has sufficient time been allowed for trainees to prepare to facilitate the sessions with children | Getting a picture of your organisation (Page 83) |

EXERCISE 5.1: CHILDREN'S PARTICIPATION

Aim

To reach a common understanding among the group about what is meant by 'children's participation'.

Key learning points

- To be able to define children's participation.
- To know three models for structuring participatory activities.
- To understand that there are different levels of participation.

Preparation

- Prepare brief presentations on children's participation and the levels of adult-child dynamics using the worksheets.
- Make copies of Worksheets 5.1.1, 5.1.2 and 5.1.3
- On flipchart paper write up a definition of children's participation you feel comfortable with (an example is given below).

Children's Participation

(sample definition)

A process in which children and young people become actively involved in identifying and solving problems they find in their living environment to improve the health and wellbeing of themselves and others.

Process

Activity one

1. In groups of two or three, ask participants to create a definition of children's participation and to give examples.
2. In small group, participants share their definitions and examples.
3. Give a brief presentation on children's participation covering key points using Exercise 5.1 Worksheet 1.1. Give out the worksheet (or your version of it) (Page 97)
4. Allow questions and comments from the participants.

Activity two

5. Divide participants into three groups. Ask each group to look at one of the three of participation on worksheet 5.1.2. The Six steps, Five Phases and Four Wheels (page 98 – 100)
6. Ask the groups to discuss two questions:
 - How does the model fit with an understanding-action-reflection learning cycle, understanding, action, reflection
 - What are your experiences of children's participation?

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Case study ¹

Here are examples from a training workshop conducted in Malawi

1. Children in a child rights club realise that some children have dropped out of school. They make a decision to talk to them about coming back to school.
2. Children are not learning because the school does not have enough teachers. They march to the Primary Education Advisor (PEA) to present a petition. The PEA forwards the petition to the District Education Manager and additional teachers are sent to school.

1 Derek Luhanga from EveryChild, Malawi

7. Share each group’s reflections in the whole group.

Activity three

8. Give a brief presentation on three levels of adult–child dynamics referring to Worksheet 5.1.3
9. In the same groups as above, ask trainees to discuss examples from their own work with children in one or more of these ways:
 - Working **together**
 - Working **with**
 - Working **for**
10. Share each group’s reflections with the whole group. Encourage participants to challenge each other with questions, for example ‘Should children work on their own on child protection issues?’
11. **Conclude the session** with a circle reflection about what participants have learnt about child participation. (Use two circles if there are more than fifteen participants).

Worksheet 5.1.1: Principles of Children's Participation

1. Children's participation is about enabling ALL children to have the chance to participate regardless of gender, age and ability.
2. Children have **the right to participate** in matters that affect their lives. Participation is one of the four key principles in the United Nations Convention on the Rights of the Child (UNCRC): survival, development, protection and participation. Article 12 is the most significant for participation. In order for participation to be effective, children should be given opportunities to participate and express their views in a format they choose; adults have a responsibility to listen to and consider children's views when decisions are being made that affect them
3. Like many processes designed to change and develop people, there are four key elements to successful participation:
 - All adults and children involved need relevant knowledge
 - All adults and children need relevant skills
 - All adults and children need to feel motivated and inspired
 - A positive learning environment which enables participation

Knowledge + skills + inspiration + positive learning environment = successful participation.

4. Factors that make up the positive learning environment include a **respect** for children, **opportunities** for children to participate and active **support** for them to do so.¹
5. To participate and develop new knowledge and skills, children benefit from the guidance of an adult worker with skills and experience in **active listening, asking open questions and knowing how to work with children in groups.**
6. There are different levels of children's participation defined by different **levels of adult and child involvement**. It's important to work at a level that suits the cultural context, the topic(s) being explored, the age or developmental stage and skills of the children and adults involved.
7. Children's participation works best when activities have modest aims and objectives and grows as the knowledge and skills of all involved develop.
8. **Consulting with children** is one type of involvement of children which enables them to participate. Consulting with children must be done cautiously and carefully. It involves inviting children to enter the adult domain and take on an unfamiliar role for which they may not be well prepared. Children can easily under-perform and be over-praised for their work as consultants both of which can make them feel uncomfortable. It is therefore important to fully explain and prepare children for consultations.

There are a number of ways participatory activities with children can be structured. In this section we outline **three models** to adapt or adopt:

- The **Six Steps**
- Five **phases** of the *Design for Change* process
- The **Four Wheels** of the Bus.

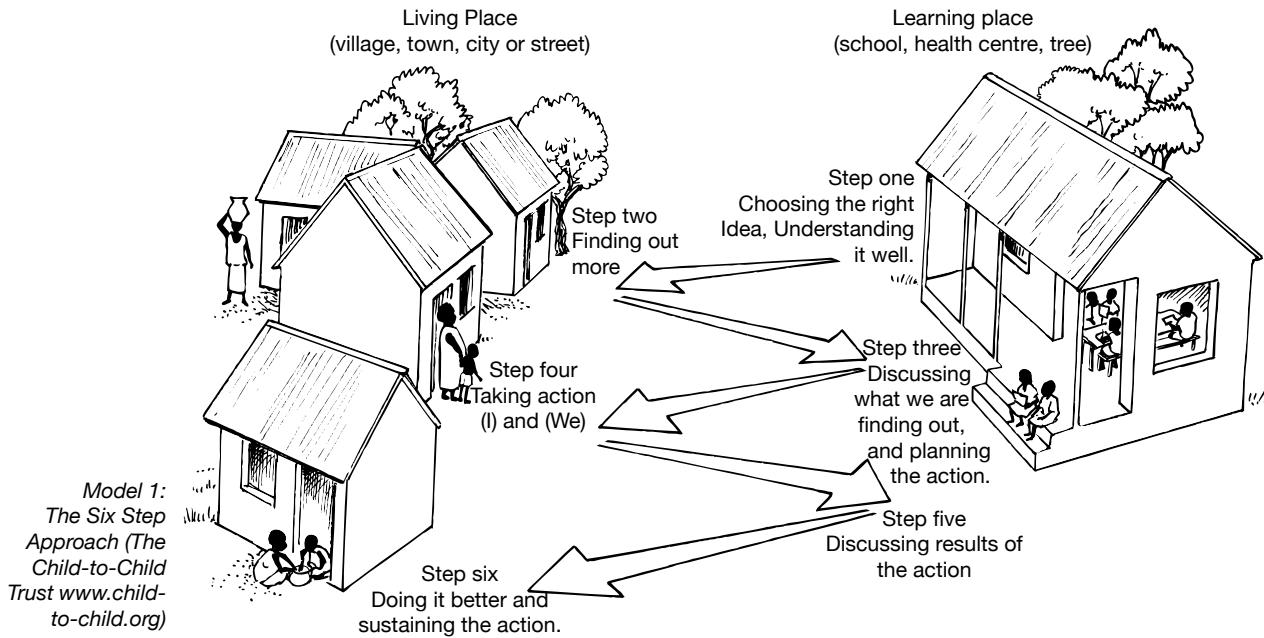
Each of these structures has an understanding-action-reflection cycle.

¹ Tearfund

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Worksheet 5.1.2: Children's Participation

1. The Six Steps



In the six step approach, children's activities take place in two places and/or at two distinct times: where they live and where they learn.

The learning place might be a school, someone's house, or in an open space. The learning activities take place at a distinct time. A topic, such as Making School a Safer Place to Be, is selected at the first step either by adults or by adults and children using a tool such as *the Opportunities Chart*.

At the beginning of the six step approach, it is important that children understand as much as they can about the topic. This can be done in lots of ways

- By the adult worker 'teaching' children about the topic;
- by outsiders sharing their expertise or experiences with children;
- By doing practical activities;
- By using role play and games;
- By making up or telling stories that link to the topic; or by drawing or discussing relevant pictures.

There are lots of fun and imaginative ways to explore topics in this first step. This is the main step which is managed by the adult worker.

In step two the children find out about local needs among other children or at home or in the community based on what the children have understood about the topic in step one. The rest of the steps then flow from what the children find out from their homes or communities. They discuss their findings and plan appropriate action. The actions they take can be practical and change or develop the way children and others do things in their schools or families.

Alternatively, the activities may be about raising awareness at family or community level. Adults need to support children with the planning stage to ensure that the activities are safe and appropriate for the children's age and experience.

As the six step approach is a powerful process, it is VERY important to include step 5, the evaluation step, as part of the process. This step teaches children how to reflect and the final step 6 builds on the results on what they have done and is an opportunity to undo any mistakes they might have made.

2. Five Phases of Design for Change Process

This model shares many of the features of the six step approach.²

Summary: 1-feel, 2-imagine, 3-do, 4-share, 5-continue

1. **Feel the change:** What would you most like to create or change in your community? Do you have an idea that could touch or affect the lives of many? An idea that YOU can make happen
2. **Imagine the change:** Talk together about how you can create this change. Get others in your community involved. Plan how and when you will make this Act of Change happen
3. **Do the change:** Gather the resources that you will need. Go out and make it happen. Record what you do, the impact you have and how it makes you feel
4. **Share the change:** Celebrate your Act of Change with your community. Document your story and how you have shared it.
5. **Continue the change:** Reflect back on your Act of Change and what worked well. Do you feel the story has only just begun? What are you going to do next?

2

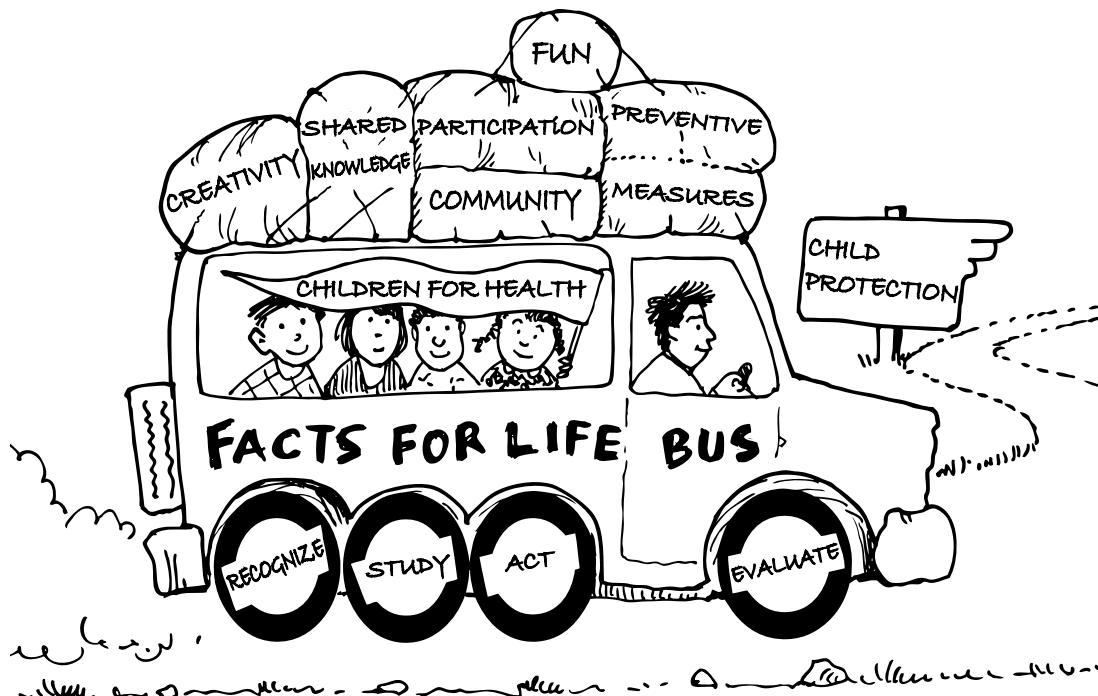
Model 2: Design for Change (This model is adapted from Design For Change <http://www.designforchangecontest.com/>)

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3. The Four Wheels of the Bus

The Four Wheels of the Bus follows a similar methodology to the six step approach. The bus shown here is heading towards child protection. The wheels ask children to recognise an issue, study the issue further, act on the issue and then evaluate the action. Children can take any topic with them on the bus and use the wheels to address that topic.

Model 3: Four Wheels of the Bus
(This model was developed by an organisation called CISAS in Nicaragua. Read more here http://www.child-to-child.org/ctcwORLDWIDE/nicaragua_project1.htm and contact them here www.cisas.org.ni)



Worksheet 5.1.3: Levels of Participation

Promoting children's participation in child protection is best done gradually, developing your own and the children's confidence as you do so. This is especially relevant if working within the constraints of existing programmes. Many adults are used to using formal teaching methods with children and may lack confidence in using an approach such as the Six Step approach. If a new approach is implemented too quickly and mistakes are made, there is a risk of a loss of confidence in the approach or a diluting of the approach into something that is not effective. Phasing-in a participatory approach can help to promote quality and sustainability. And do not worry if mistakes are made – they help adult workers discover how to adapt approaches to best suit them and the groups of children they work with.

This table shows three levels of the adult-child relationship. The third level is a useful place to begin and as confidence develops, building participation up to level one is ideal.

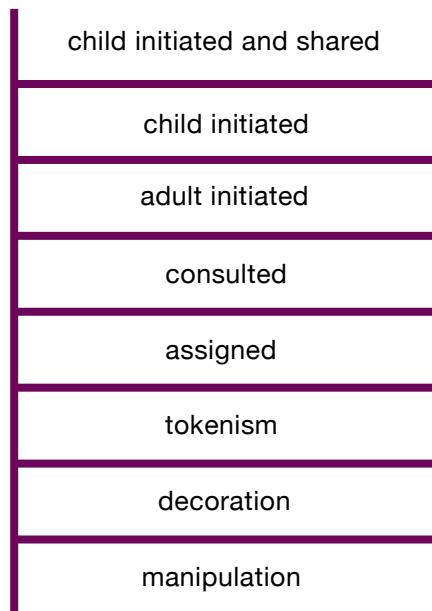
| Three levels of adult-child relationships | |
|--|--|
| 1. Adults and children working and learning together in partnership | Adults and children develop a partnership which they jointly initiate and direct. This includes partnership over the idea, process and outcome. They may play different roles, based on mutual consent. This relationship is possible only when the adults and children are empowered and able to pool their respective strengths to achieve a common objective |
| 2. Adults lead and work with children | Adults initiate a project and share the decision making with children and young people. It is a joint project where they make a joint effort. Children and adults may take on different roles agreed by mutual consent. |
| 3. Adults work for children and take their views seriously | Adults believe in consulting children and young people and keeping them involved. The adults take the lead, inform children about the situation and seek their opinions. They give children and young people a sense of ownership over some aspects of the process under adult supervision. The adults are in control of the process but keep it flexible to incorporate the suggestions and concerns of the children. |

The most widely known metaphor of children's participation is that of the eight rungs of the ladder which climb from 'tokenism' to 'child initiated projects'. This metaphor is borrowed from Sherry Arnstein (1969) and the categories of adult-child relationship are from Roger Hart.³ This ladder metaphor works well as it shows that the ladder only needs to be climbed up to the point where it's useful for a project. It should not be seen as a sequence with the gold standard at the top! In practice, each context in which participation is used has its own opportunities and challenges with a careful balance between the adult and child activities needing to be maintained. It is those involved in working on a particular project with a particular group of young people who are best placed to make the judgements. It is also interesting for educators to leave their comfort zone from time to time!

³ Roger Hart, Children's Participation, from tokenism to citizenship, Innocenti Essays No 4. 1979.
<http://ideas.repec.org/p/ucf/inness/inness92-6.html>

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Ladder of Participation



Be cautious when using the ladder metaphor as it may not be appropriate in some activities for the 'top' of the ladder to be the goal.



EXERCISE 5.2: CHILDREN TAKING ACTION ON CHILD PROTECTION

Note for the trainer

Adults are ultimately responsible for protecting children. Children can take action in many ways to help keep themselves and others safe. See Worksheet 5.2.1. The specific actions children can take to raise awareness and prevent child abuse depends upon their age, context and level of support they get from adults. Children usually know more and can do more than adults think they can, so it's important to find creative ways of finding this out. When facilitating exercise two in the adult workshop draw ideas from the participants and emphasise that their role is to do the same with the children in the children's workshops by using a tool like the opportunities chart and by practising active listening and open questions and by using group work in creative, fun ways.

Aim

To become aware of when and how individual children and groups of children can help to protect other children and support those who have been harmed.

Key learning points

- To learn or remember the many ways in which children can do to keep themselves and others safe
- To learn how to use a tool to generate locally relevant child protection topics and ideas for children's action
- To understand how one or more specific and locally relevant child protection topics can be developed using one of the step-model for facilitating children's participation.

Preparation

- Read through and copy Worksheet 5.2.1 (page 109)
- Read through and reflect this reference list of what children can do to take action on as individuals or in a group to help themselves and others and to support organisations and projects.

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Process

The dynamics of children's participation

1. Copy the opportunites chart onto a peice of flip chart paper (use two pieces if necessary)
2. In pairs ask participants to read through and exchange ideas about the dynamics of participation on Worksheet 5.2.2 (page 110)
3. Allow participants to ask questions and make comments
4. Ask the pairs to look at the example and then create three new examples based on their work in child protection. Remind the participants that children can help to support organisations and projects
5. Participants list their examples under two headings:
 - what children can do as individuals or in a group
 - what children can do for schools, projects or organisationsThis can be done using coloured pieces of paper

Case study Dynamics of Participation ¹

Here are some of the ideas generated by child protection field workers and managers when they did this exercise:

1. To address the problem of family members acting violently to children not their own:
 - community dramas
 - positive discipline
 - parenting classes
 - video diaries to show the effect of the person's actions on the child
 - poster competitions
2. Children share ideas about simple routines they use to keep themselves safer: routes to school or to the market, not leaving a friend alone in certain places, supporting each other if an adult is violent towards them even if this adult is a teacher or a loved one
3. Children present a video to staff to show the risks they face to their health and well-being both on the street and in the centre to improve services
4. Children share experiences and/or fears of local traditional practices
5. Children develop a staff code of conduct for a local project.

¹ Keeping Children Safe, October 2010

Opportunities chart

6. Ask the participants to copy the opportunities chart on a piece of flipchart paper (page 106)
7. In groups of five to ten, participants identify three to five topics related to child protection that are specific and relevant to where they live or work. These can include children not being aware of their rights, verbal bullying, beatings by teachers, neglect by parents or abuse among peers at school
8. The groups discuss how serious each problem is and how common. Some discussion may need to take place to come to a consensus about what is meant by 'serious' and what is meant by 'common'. It is important that participants in each of the groups reach that common understanding before scoring
9. The groups score each problem using a points system. For example the chart below uses 5/5 = most serious/most common and 1/1 = least serious/least common
10. In the next column score the extent to which the group can take action on each of the issues
11. Total the points awarded against each problem and discuss the outcome
12. In addition, brainstorm what children need from adults to take action on these ideas. List these in the box below the chart. Remind participants of the four key factors for successful participation (an enabling environment + knowledge + skills + inspiration). If you have extra time, consider creating a new chart from all the groups.⁴

⁴ Thank you to Asmerom Mekonen Gettu, Forum on Sustainable Child Empowerment (FSCE) Adama Program Office, Ethiopia for his reflections on this.

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The Opportunities Chart

(Add in a section for general information here if you wish for example: date, place, time of the session, plus details of participants as relevant.)

Question

| Ideas/issues | How Serious | How Common | How much can children do to protect themselves and each other + examples | How important is this topic |
|--------------|-------------|------------|--|-----------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

What support do children need from adults with these activities?

The Opportunities Chart can help as a benchmark to monitor our interventions and improves the confidence of children. One child told me that it lets them take part in coming up with solutions that will protect them from abuse.

Developing a child protection topic using the Six Step approach

13. Ask participants to select one of the topics and discuss how this topic could be developed using the six step approach. Remind the adults that they are building a narrative not writing a project plan. This is because children need to play a part in driving the process forward from step one.
14. Ask participants to write down the activities at each step on slips of paper with no indication or heading to show which step it is. Here is an example on early marriage:
15. If there is time, participants can then circulate in pairs or groups playing a game to sort suggested activities into the correct sequence
16. Conclude the session by asking participants to say what they have learnt about children's participation from the exercise.



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Case Study ¹

Step 1: Identify a topic and understand it better

- We identified early marriage as an issue we wanted to explore
- Using the opportunities chart, we discussed how a child might be affected by an early marriage
- We set up and had a debate with two teams – one team speaking for and the other against early marriage
- Older children designed their own survey using open-ended questions to find out more from parents and elders in the community about the practice of early marriage: its history, links to the culture, and reasons for it and people's feelings about it now.

Step 2: Find out more

- Using their surveys, children found out more about the practice and attitudes towards early marriage from adults and children in the community.

Step 3: Discuss what was found out and plan action

- Children discussed the results of the survey
- Children looked again at the opportunities chart, comparing what they found out with what they thought the issues were
- Children planned their actions

Step 4: Take action

- Child representatives spoke to community leaders about early marriage and its affect on children
- Children performed a drama about attitudes to early marriage based on what was found out in the survey
- Children developed a comic strip and magazine with articles, pictures and games that focused on child rights
- Children raised awareness within their own families and to other children through discussions, debates, drama and song.

Step 5: Evaluate

- Children repeated all or some of the survey and found out what had changed or developed because of their actions
- They developed and did a questionnaire for children and adults that asked questions about attitudes to early marriage and if people think the methods that were used to raise awareness were effective.

Step 6: Do it better

- As a result of the surveys and evaluation, children planned to raise awareness with other groups that would help to prevent early marriage (schools, school inspectors, religious leaders)
- Children planned ways to reach people more widely through the media (TV and radio).

¹ Keeping Children Safe, October 2010

Worksheet 5.2.1: Children's action**Children's action in child protection****At individual and group levels:**

- Child can understand different types of abuse
- Children can spot possible signs of when a child may be being abused
- Children can tell a trusted adult if they are being abused or at risk of abuse. Children may not just vocalise their concerns but express themselves through drawings, song, role play or other creative methods
- Children can tell a trusted adult if they suspect a child they know is being abused or at risk of abuse
- Children can support other children and help them to tell a trusted adult if they are being abused or fear abuse
- Children can spot a risky situation and have ideas about how to get out of the situation
- Children can know what to do, say or scream if they are being harmed
- Children can ask for a 'safe space' to go if they need help. This is especially important after an emergency (e.g. natural disaster) when all the usual community structures and support networks may be in a state of flux
- Children feel that it is important they know about child participation in child protection and have the skills to protect themselves and others.

Children's ability to take action depends upon their age, understanding and experience. To enable children to take action, they require information in a child- friendly format. In many cases, information is conveyed by word of mouth. Those involved in giving the information need to think carefully about what and how they speak about sensitive topics. Children need to know where to get information and whom to speak to. Also, children need confidence and skills to talk about their feelings and deal with them appropriately.

At an organisational level:

- Children can help to create policies for organisations, communities or children's clubs;
- Children can help to evaluate child protection policies and codes of conduct in organisations and clubs
- Children can monitor how well child protection policies are working in practice
- Children can feel that this is an important and useful role for them to play.

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Worksheet 5.2.2

When children and young people participate in projects, they do so in a variety of ways. Here is a table that summarises this:

| Dynamics of children's participation | | | |
|--------------------------------------|-----------------------|-----------------------|--|
| Who? | Is doing what? | To/For whom? | For what purpose? |
| Individual children | Share knowledge about | Themselves Friends | To develop skills and attitudes To improve personal and social development outcomes |
| Pairs of children | Present | Other peers | To raise awareness |
| Small groups of children | Research | Siblings | To improve relationships |
| Demonstrate | Other family members | | To strengthen policies for children |
| Large groups of children | Work with | Local community | To improve feelings of well-being and the skills to strengthen these |
| | Teach skills to | Broader community | To monitor and evaluate products or services for children |
| | Advocate with/for | Groups of adults | To help deliver better services at family or community level |
| | Monitor or evaluate | | To improve health or education of others |
| | Plan | | To develop self-awareness and responsibility for themselves and others |

Here's an example:

| Dynamics of children's participation in child protection | | | |
|--|--|---|--|
| Who? | Doing what? | To/For whom? | For what purpose? |
| Large groups | Develop an anti-bullying policy. Make leaflets and get all the children in the school to read and to sign it | Themselves, other children and the school staff | To raise awareness and to prevent and deal with bullying in the school |

| Your example | | | |
|--------------|-------------|--------------|-------------------|
| Who? | Doing what? | To/For whom? | For what purpose? |
| | | | |
| | | | |
| | | | |

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Worksheet 5.2.3

| The Opportunities Chart | | | | |
|--|-------------|------------|--|-----------------------------|
| Violence and abuse against children | | | | |
| Problem | How Serious | How Common | How much can children do to protect themselves and each other + examples | How important is this topic |
| Children being abused | 5 | 2 | 4 Children can learn about their right to be protected from harm. They can learn that if they are being abused or feel afraid of abuse, they need to speak out. They can help others do the same | 11 |
| Parents and teachers using harsh punishments such as beating and humiliation | 5 | 5 | 3 Children can raise awareness about their right to be protected from harm. They can learn about and promote positive discipline methods such as praising good behaviour. With other children, they can advocate that teachers 'throw away their sticks' | 13 |
| Children don't know that they have rights to protection | 3 | 5 | 5 Children can find out what people in their schools and communities know about children's rights. They can form a club and run a campaign. | 13 |

Worksheet 5.2.4

Developing a starter session on child rights using a Six Step approach

| | |
|--|---|
| 1. Children choose what topic to learn about | Children select which child rights issue is most important to them or, using the opportunities chart, decide what they need most protection from |
| 2. They are helped to understand more about the topic | Adults work with children to help them understand more about their rights and child protection |
| 3. Children find out more from others about the topic (like people in their family) | Using a simple survey, children find out what older children, their families and neighbours know about children's rights. Older children can find out what key leaders and professional groups such as community leaders, doctors, police, lawyers and journalists know |
| 4. They talk about what was found out and plan what to do by themselves or with others | Children bring the results from their surveys together and plan how to raise awareness in their families, schools and communities. Older children think about what they can do to raise awareness amongst professional groups and leaders |
| 5. Children take action | Through the medium of songs, poster competitions, film-making, radio, marches, article writing and meeting professional groups to tell their stories, children raise awareness about their rights. Children set up a child rights club to keep their actions going ¹ |
| 6. They think about what they did and if it worked. They carry out an evaluation activity and plan new actions. | Children think about each action they did. They decide if it worked well or not. They decide to repeat the surveys at Step two to measure if their action had any impact. They discuss how to improve the actions and add new activities. |

¹ These ideas are not created, they are based on actual actions children have taken in different countries

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EXERCISE 5.3: OVERCOMING BARRIERS AGAINST EFFECTIVE CHILDREN'S PARTICIPATION

Notes

Consult the checklist on page 118 before conducting this training session. Ensure the level of discussion goes into depth on real issues faced by the participants. Ask open questions to explore what might be behind the barriers and encourage the participants to do the same.

There are four elements to the successful participation of children:

1. Children fully understand what they are being invited to participate in through **clear information**;
2. **Children are given skills** such as active listening, asking open thought-provoking questions and relating well to each other to enable them participate;
3. Children feel **motivated** to participate
4. An **enabling environment**. This means that children are respected by adults and they are given the support and opportunities they need to participate. There is also a safe space to do so and the involvement of people they trust.

The lack of motivation **is** sometimes not thought about as a barrier but motivation really helps children to learn. It is important to consider what motivates children (it can just be that having someone they like listening to them). Motivation is not about prizes and material rewards. It could be argued that this type of motivation is close to manipulation! If trainees are not sure about what motivates children to take action – ask them to reflect upon what motivates them.

Working with children in a participatory way may feel unfamiliar to some adult workers and not everyone finds it easy. There are important skills and attitudes needed to enable children to realise that they have something worth saying.

Participatory projects happen at a personal, professional or organisational level.

It is at EACH level that all the four elements listed above need to be present. If one is not, then the project may be less successful. Use this 'Barrier Tape' session as a 'diagnostic' tool to help trainees consider how to overcome barriers they might have in their project

BARRIER TAPE

Aim

To understand the barriers to effective participation and explore how these can be challenged.

Key learning points

- To understand the extent and nature of barriers that might prevent effective participation
- To begin to assess the reasons for these barriers and how they might be overcome.

Equipment

- Barrier tape or strips of paper coloured with red and white stripes
- A pair of scissors.
- Worksheet 5.3.1

Preparation

- Prepare a brief (one minute) presentation on barriers to children's participation in child protection using your own experience, the notes above and Worksheet 5.3.1
- Read through and make copies of Worksheet 5.3.1 for the participants
- Prepare the barrier tape.

Process

1. In pairs, participants discuss the barriers to children's participation. If there is enough time, set up a mini debate where half the participants debate for and half against children's participation.
2. Ask participants to then think about solutions to those barriers. Remind people to think about what the knowledge, skills and qualities they already have to contribute to the solution
3. Get feedback from the whole group
4. Make your brief presentation on barriers to effective children's participation
5. To present the barriers and solutions, two participants hold the barrier tape, one presents a barrier and the other cuts it with scissors as s/he presents the solution.
6. **Conclude the session** with a group discussion. Ensure that if a solution like 'training', or 'raising awareness' is proposed, that sufficient time is spent understanding the specifics of what this means.

Note: The barriers and solutions make a dramatic, eye-catching display if glued to pieces of newsprint with the solutions written up under (or behind) the two pieces of cut tape. This activity can be a useful part of project planning.

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| Case Study ¹ | | |
|--------------------------------------|---|---|
| Barriers to children's participation | | |
| | Individual or cultural barriers | Organisational barriers |
| Environmental factors | Lack of opportunity for children's decisions to count when preparing a budget Giving more chances to one group of children over others | Lack of resources |
| Knowledge | Lack of knowledge about who to report to when there is a problem Lack of imparting knowledge to children due to prejudice | Lack of knowledge about children's participation Inadequate knowledge of child rights & responsibilities |
| Skills | Lack of listening skills Lack of reporting skills Lack of skills in decision-making | Inadequate skills in children's groups to promote participation |

Further activities to include or add to this session

The Fishbowl Game (This game can be used with children to explore ideas. They are set out for use with children in Tool 4, Module 4 on page 77)

Half the participants make an inner circle and face outwards; the other half make a bigger outer circle and face inwards; each person on the inner circle is facing someone on the outer circle.

1. Those in the inner circle think of a problem, and ask their partner in the outer circle to suggest advice. The partner makes a suggestion
2. After a few minutes, all the adults in the outside circle move one place to the right. The adults on the inner circle ask the same question to their new partner in the outer circle
3. Ask the participants to turn to the person to their left and compare the two pieces of advice they have been given for the same problem. How is it different? How is it the same?
4. Next, the participants in the outer circle think of a problem and the inner circle suggests advice. After a few minutes everyone in the inner circle move one place to the right
5. Again ask the adults to turn to their left and compare the advice given
As a group, ask everyone to discuss why getting two views on the same problem can be

helpful.

The Chair Game (this is an additional or alternative way to conclude the session and can also be used to explore ideas).

1. Divide the group of participants into two and ask them to sit in two rows facing each other
2. Place a chair in the centre of the two rows
3. Explain that the chair is facing in the direction of progress
4. Invite participants to come up to the chair and either move it forward or back. If the participant is expressing a solution or an opportunity they move the chair forward and if



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discussing a barrier they move it back

Worksheet 5.3.1

Barriers to Children's Participation

The sensitivity of child protection as a topic

Children's participation in child protection is a particularly sensitive topic. Asking children to become involved in this may present unique problems but also unique opportunities. It is worth remembering for example, that children themselves can be a barrier to participation if they adopt unreasonable strict hierarchies or if they are allowed to inflict rules and punishments on each other. However when participation works effectively results are significant for example many projects involved in HIV/AIDS prevention and sexual health have been very successful in using participatory methodology to deal with deep-seated attitudes and behaviours.

It is best to work with children in their own settings rather than bringing them in to an unfamiliar environment. Those facilitating participatory work should ideally be those with direct experience of working with the children and trusting relationships should already exist, enabling more in-depth discussions that lead to actual action.

Organisational management and culture

It is hard for organisations to carry out effective participation without support from management. Staff support is needed to create a positive learning environment. This is one of the four key factors to successful participation.

A lack of energy, knowledge or skills

Other barriers include adults who are willing to facilitate children's participation but at some level lack the knowledge, skills or attitudes to do so effectively. Facilitating children's participation is high energy work and needs people who know how to listen actively, ask open questions and manage groups of children. Poor quality facilitation can lead to both adults and children blaming 'participation', concluding that children's participation 'does not work', or 'is boring' when this outcome has only to do with HOW it was facilitated

Adult workers need to be honest with themselves about their own cultural assumptions around the ability of young people to participate fully. This is because effective children's participation challenges many commonly held ideas about adult-child relationships. Changing systems and mind-sets is where the real challenge often lies. Openness and honesty around these issues can go a long way towards ensuring that children's participation is meaningful and not tokenistic.

Risks to children

Children's participation requires building more in-depth, trusting relationships between adult workers, children and their families, communities and schools, which can make children more at risk of abuse or threats of abuse. People who abuse children are often in positions of authority such as family members, teachers or community leaders. They can also be other children. Here are some questions to ask about the participatory activities before they begin:

- Has the adult worker had up-to-date child protection training?
- Does the adult worker feel confident in leading the session, including handling any disclosures children might make?
- Does the session have a clear purpose which has been clearly communicated to all adult and child participants and that all children will benefit from?
- What will happen after the session has finished? How will the adult worker feedback to

the children?

- What are the rules on confidentiality?
- How will the best interests and safety of children be protected?
- What kind of informed consent is needed from children and their parents/guardians to participate in the session.



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For participation to be successful, adult workers have to ensure that children have the knowledge and skills to participate and the motivation to do so. You may need support from other people in order to create an enabling environment. Here are some of the barriers identified at a workshop on children's participation in child protection.⁵

| Barriers to effective child participation | | |
|---|---|--|
| | At an individual and cultural level | At an organisational level |
| Environmental factors | Culturally the concept of participation is new and challenging There is tension between the theory of participation and the ability to practice it Children with experience of poor facilitation are reluctant to get involved again Adult workers are fearful that this sensitive topic might lead to children becoming upset or feel they are unable to handle the topic | Adult workers are not allocated adequate time for preparation of the sessions The organisation has inadequate resources for training There is a lack of interest in developing policies and processes with the support of children The organisation blocks or do not enable opportunities for participation The organisation fears it will be open to criticism by families, communities and the children themselves |
| Knowledge | There is a lack of knowledge or misunderstanding what participation is e.g. telling children what to say when they participate | |
| Skills | Adult workers lack skills in active listening, asking open questions and working with children in groups Adult workers manipulate children to voice an adult agenda A lack of skill makes children reluctant to participate next time | The organisation lacks skills in assessing and creating a vision of meaningful participation The lack of skills leads to creating exclusive groups of children to be used as consultants or advocates which disempowers other children and leads to cynicism about participation |

⁵ Keeping Children Safe Coalition, A meeting of Child Protection Focal Point Officers across Africa to discuss, Child Protection and Children's Participation, and Freetown, Sierra Leone June 15-19th 2010.

| | | |
|-------------------|--|--|
| Motivation | <p>Adult workers actively resist or fail to recognise the importance of children's participation in decision-making</p> <p>Adult workers consider participation a burden</p> <p>They have no personal experience of it</p> | <p>The organisation is not prepared to invest funding to learn about participation</p> <p>Children's participation is considered an optional extra</p> |
|-------------------|--|--|

EXERCISE 5.4: WORKING WITH GROUPS OF CHILDREN

Aim

To equip participants with an awareness of the opportunities and challenges of working in groups of children.

Key learning points

- That working in a variety of different groups is an essential way of promoting children's participation

Preparation

- Make separate copies of Worksheets 5.4.1 and 5.4.2.
- Pre-select some exercises or an activity from Tool 4 for participants to analyse at step 2.

Process

Group exercise on working in groups

1. Ask participants to read through Worksheet 5.4.1.
2. In groups of three or four people, ask participants to share their ideas and experiences of working with groups of children.
3. Individually or in pairs, ask participants to select one of the exercises from Tool 4 and analyse how the group work is structured in Tool 4. Here is an example of an analysis of Activity 4a on page 30.

Analysis of the structure of the group work

| | Individual/group work | What they are doing |
|---|-----------------------|------------------------|
| 1 | Individual work | Drawing |
| 2 | Individual work | Shading |
| 3 | Pair work | Showing and discussing |
| 4 | Whole group | Discussion |

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| | | |
|---|-------------------------|-------------------------------------|
| 5 | Individual work | Making a finger puppet |
| 6 | Individual or pair work | Making dialogue for the puppet |
| 7 | Pair work | Showing and performing a dialogue |
| 8 | Whole group work | Showing and discussing the dialogue |

4. Ask participants to work in pairs and to fill in the following table thinking about how they have worked with children.

| Variables in working with groups of children | | |
|--|--|--|
| 1 | Composition of groups | |
| 2 | Settings for group work | |
| 3 | Physical layout of groups | |
| 4 | Size of groups | |
| 5 | Types of activities | |
| 6 | Dynamics of activities | |
| 7 | Topics being discussed | |
| 8 | Any risks associated with group activities (eg. adult:child ratio) | |

5. Ask participants to share their ideas and reflections with another pair and exchange methods they might use to engage children who are quiet or less confident.

6. Give out worksheet 4.2 and ask participants to read it through and make comments. Ask questions in the whole group.
7. Select and describe two energisers you might use with a group of children. For ideas, see Tool 4, Module 4: A Toolkit of Activities.
8. **Conclude the session** by sharing success stories and challenges faced by participants in managing groups of children. Draw attention to the key points on positive discipline and dealing with the difficult behaviour which can be found in Tool 4, page 70.

Worksheet 5.4.1

When preparing to work with groups of children, the most important starting points are:

- Identify what it is about the group(s) you cannot change e.g. the numbers, the time you meet, the length of the sessions and the space.
- Make it clear to children what the purpose of the session is.
- Understand the purpose of each specific activity. Remember that in one session you may have several activities, each with a different purpose and each may benefit from the group being differently arranged. Don't be afraid to use your knowledge and skills to prepare for and then manage the groups.

When using participatory methods with children in child protection work, be prepared for children to speak about their experiences of abuse. Disclosures are an important part of this work so ensure you know what to do if a child discloses abuse.

Ensure all children are also clear about what to do if a child makes a disclosure, especially if older children are working with younger ones: they must know to bring the child to a trusted adult. It is important to talk to a child privately where they feel comfortable.

It is always best to have two adults present in participatory sessions on child protection. One facilitates and the other is there to observe and provide extra support to any children who need it.

Develop your skills by remembering to ask for feedback from children after each session on what they liked, what they wanted more of and what they would change.

By its nature, participatory work is unpredictable and adult workers are not in control of the outcomes but they ARE in control of how it happens. It is exciting, fun and can make adults who are used to being in control, anxious at first. Experienced teachers can find it hard to switch to a more open style of relationship with children.

Sometimes your plans will not work. Be flexible, change methods and activities to best suit the group. If the energy and enjoyment level in the group is low, raise it with an energiser before continuing with the work to ensure a good outcome for the group. Don't be persuaded by a few loud, persuasive voices: check first that others agree.

Working with children who are members of a club (like a child rights club) can be more straightforward as the group will already have an identity, ground rules and ways of working.⁶

6 Asmeron Mekonen, Program Officer, FSCE Adama Program Office, Ethiopia

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Worksheet 5.4.2

Below is a table to show some of the variables in group work with children. Add ideas from your experience.

| Variables in working with groups of children | | |
|--|---------------------------|---|
| 1 | Composition of groups | Girls/boys; narrow/wide age range; narrow/wide social/economic differences school attended; neighbourhoods; friendship groups/'gangs'; shy/outgoing; articulate/quiet; knowledgeable of activity or not Add ideas... |
| 2 | Settings for group work | Community space (e.g. hall, outside space, religious centre); school; neutral venue; organisation's office Add ideas... |
| 3 | Physical layout of groups | With/without tables, paper, pens; in rows in front of the facilitator; in groups; in a circle; in a horseshoe; standing/sitting; break-out rooms; outside/inside; private/public; comfortable/uncomfortable; noisy/quiet; hot/cold Add ideas... |
| 4 | Size of groups | From small (under eight people) to large (over 50); subgroups of no more than five people; pairs; teams Add ideas... |
| 5 | Types of activities | Discussion; role plays; drawing; writing; storytelling; music; energetic; icebreakers and energisers Add ideas... |
| 6 | Dynamics of activities | Individual written work and reflection; pair work; brainstorming; small group discussions; whole group discussions; subgroup/ whole group Add ideas... |
| 7 | Topics being discussed | Key topics in child protection include talking about child abuse, feelings, friendships, relationships and conflicts, bullying and harassment. These are highly sensitive topics and the process used to explore the topics needs to be prepared carefully. Add ideas... |

EXERCISE 5.5: ACTIVE LISTENING

Aim

To equip participants with the awareness and skills to listen well. This is fundamental to an adult worker's toolkit.

Key learning points

- To understand there are different listening styles
- To practice different listening styles
- To understand that active listening is needed to promote participation.

Preparation

- Adapt and prepare sets of listening instructions such as these below

Listen well and then interrupt the speaker

Listen for a short while and then interrupt the speaker's story with a better one of your own

Listen for a while and then lean over and start whispering to the observer

Listen and then start to laugh or be amused for no reason

Listen and then examine the contents of your pocket

Listen then make a comment about what the speaker is saying such as 'That was stupid', or 'You really did that?'

Listen, make a comment and then change the subject to something unrelated to what the speaker is talking about

Listen then look bored, yawn, and look around room

Listen then politely disagree or make an argument with the speaker each time s/he says something.

- Practice facilitating the listening exercise below.
- Copy Worksheet 5.5.1

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Process

1. Divide participants into groups of three by giving each group member a number – either one, two or three
2. Explain that the number ones are speakers, the twos are listeners and the number threes are observers
3. Instruct the speakers to talk about something that really matters to them for two minutes
4. Give the listeners an instruction card with ONE instruction on it from the nine instructions above. If your group is smaller than nine people, select the ones you think will work best with the group
5. Tell the observers that they should observe closely what happens and try to guess the instruction that the listener has been given:
6. The speaker starts speaking; the listener follows the instruction given and the observer tries to guess the instruction
7. After the two minutes is up, stop the group work. Ask the observers to tell the pairs what they observed. Is the observer able to guess what was on the card? The speaker shares with the group what it felt like to be listened to in this way. As if this type of listening is common! The listener shows the others what the instruction was and describes what that type of listening felt like
8. If time, do this twice more giving each person an opportunity to play each role
9. Have a whole group discussion in which people reflect on their own experiences in life of both listening, being listened to and not being listened to
10. Ask the participants to form pairs with one standing behind the other. The person standing at the back looks straight ahead as if through the other person's eyes. Tell these participants to take a moment to see what the person in front of them is seeing and that they are in the role of listener for the next step of the session.
11. Give each listener an instructions card. This time the instruction is the same for each listener

Listen to their point of view. Remember what it felt like to see through their eyes. Listen with your own mouth closed. Listen to the emotion of what they are saying. Try to visualise what they are 'seeing' in their mind's eye as they speak to you. Let silence happen. If appropriate, make encouraging sounds or gestures. Reflect back what they are saying using their own words.

12. Ask the speakers to again talk about something that matters to them as the listener follows the instructions on the card
13. Using the experience of this, in the whole group discuss:
 - The qualities of good listeners
 - If listening deeply and from someone else's point of view is easy or difficult. If it is hard work or relaxing.
 - The need for good listening in participatory work with children
 - If listening skills should be taught to children and why?

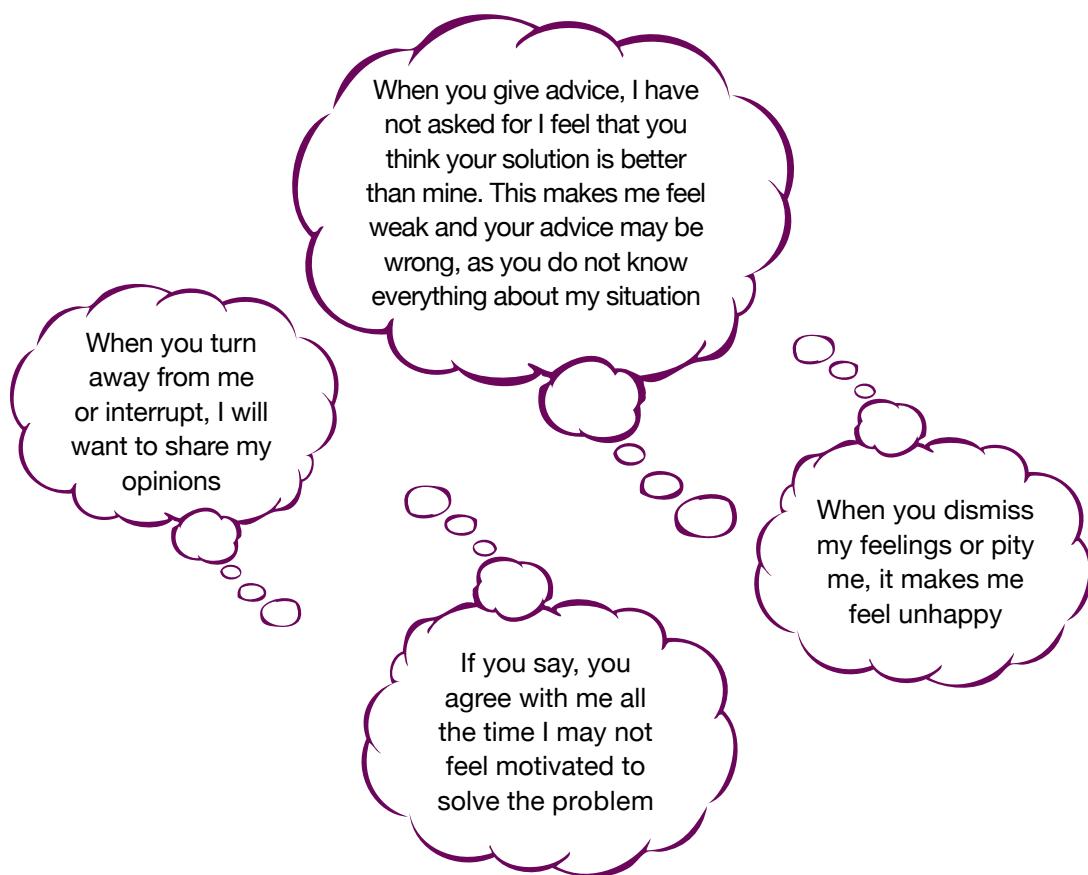
Additional activity ¹

The participants are instructed to make a circle. As each participant throws a ball to another participant, they each mention one quality of a good listener. The exercise continues until all participants cite at least one quality

¹ Sara Mbiri, Everychild, Kenya

14. Give the exercise sheet to all participants. Individually and then in pairs, invite participants to fill in the box on the qualities of good listening
15. **Conclude the session** by asking participants to share one insight they have learnt about active listening and why it's useful to use with children. For example:
 - Active listening is when your listening is open, attentive and sincere.
 - It is as if you are 'seeing' and 'feeling' what is being said.
 - It is a way of listening that supports children and helps them work out their problems.
 - Active listening is a skill to help children handle difficulty, stress, anger and conflict.
 - Active listening encourages children to exchange their ideas, share, and address problems.

Then invite participants to share barriers to active listening. Here are some thoughts that have been adapted from things children have said.⁷



⁷

Adapted from See Us- Hear Us, schools working with sexually abused young people. The voices of young survivors. A VIP (violence is preventable) publication. 2008

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Follow up work

It is useful to get participants to make promises about how they will develop their active listening skills even over the duration of the workshop. If they are willing, ask participants to pair up and plan when they can discuss their experiences of active listening and whether there are different responses from those being listened to. Part of the participants' 'homework' can be to practice active listening with their family members or friends.

Case study on listening¹

The case study illustrates how important it is to listen to children, even when it is hard:

1 Thank you to one of the field workers who helped develop this tool for this story. We wish to keep the source of this story confidential.

A boy approached me and asked to have sex with me. I ran away and went to tell my mother about it. Instead of listening to me, she beat me up because she thought I had provoked the boy and I was promiscuous. It is now very difficult for me to tell my mother anything because I am afraid of being beaten again.

I now choose to remain quiet.

Case study on listening 2¹

The trainer asked the participants ,when you were talking how did your partner listen? What was your experience?

- The listener gave me enough time to talk and express my feelings
- The listener supported me when I felt like crying by not interrupting me and giving me space to talk
- The listener encouraged me to continue talking by saying ,mmm' and nodding
- The listener was patient with me
- The listener was friendly and non-judgmental
- The listener supported me to come up with a solution to my problem.

How did this feel?

- Safe, accepted, wanted, helped, listened to and cared for
- Encouraged to keep talking
- I felt connected to the listener
- I felt confident and respected
- I felt well attended to and trusted the listener.

The facilitator asked the group what they thought in general about listening as if listening from someone else's point of view as if you could 'see' what they were saying?

The listeners said:

- A strong bond developed between me and the speaker.
- It is time consuming
- I had to struggle to refrain from interrupting the speaker

Conclusions

In a group discussion led by the facilitator, the participants listed the benefits of active listening as:

- It helps the speaker take responsibility and solve the problem
- It reduces defensiveness of the speaker
- It helps the speaker to talk through their thoughts and feelings
- It make the speaker feels affirmed, safe, accepted and understood and able to share their world with the listener
- It creates a base of knowledge. When the listener actively listens, the speaker provides more information which helps in making initial assessments and subsequent support
- It creates rapport.

When asked how this relates to their work with children the participants concluded that the most effective way of listening to children is listening FROM their point of view i.e. the deep and active listening. Although time-consuming, it has a far-reaching positive effect on child participation. Participants also concluded that good listening rare; it needs practicing in order to internalize it, but only by demonstrating active listening are we good role models to children.

¹ Sara Mbira, Everychild, Kenya

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Worksheet 5.5.1

List the qualities of good listening in the box below

Listen to the other person's point of view. Listen with your mouth closed. Listen to the emotion of what they are saying. Try to visualise what they are seeing as they speak to you. Let silences happen. Make encouraging sounds or gestures. Check what they are saying using their own words.

Other comments/notes about active listening

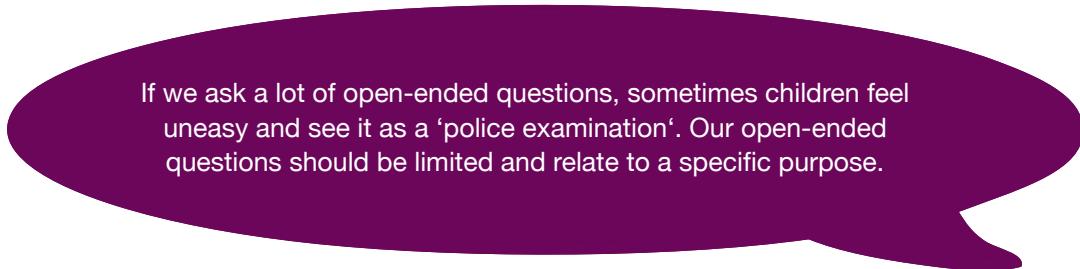
EXERCISE 5.6: ASKING OPEN QUESTIONS

Aim

To equip participants with the skills to construct and ask thought-provoking, open questions as part of their participation toolkit.

Notes

Ensure you have read the trainer's checklist on page 94. This activity can be adapted and used with children. Note too that it is not just the type of question itself that is important in encouraging participation but that a question needs to be asked at the right time, in the right place, in the right way and by the right person. A series of questions asked when the circumstances are not right may make children feel uneasy.⁸



If we ask a lot of open-ended questions, sometimes children feel uneasy and see it as a 'police examination'. Our open-ended questions should be limited and relate to a specific purpose.

Key learning points

- To know the difference between open and closed questions
- To feel confident to construct and use open questions
- To consider how to use open questions with children

Equipment

Pieces of paper (enough for one per person) each with an open question starter word (see 'preparation' for details).

Preparation

- Make sets of open question cards. Each card has one of the following six words: What, Where, When, Who, How, Why. Make enough cards so that each participant has one
- Practice the dialogue section of the session to ensure a smooth narrative conversation. Copy the dialogue section onto crib cards if this helps.

Process

1. Ask participants ,when we are facilitating children's participation, are some of the things we do are similar to that of a teacher?' In pairs list what they think the roles of a teacher includes. Share these ideas and write them up on a flipchart under the heading, 'Roles of

⁸ Geremew Yerega, SOS Children's Villages, Ethiopia

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a Teacher'. Ideas might include telling, informing, clarifying understanding, giving knowledge, sharing ideas, giving feedback, providing answers and suggestions, giving hints and tips, setting goals and targets.

2. Next, ask, What do we do differently or what do we do more of when we facilitate session where we want children to come up with their own original ideas. In pairs list their ideas then share them with the group.
3. Write the ideas under the heading, 'Role of a Facilitator'. Responses might include we ask more questions; we give the children more space and time to think and find their own solutions; we organise the space, time and activities for them to think. Emphasise that good teacher also facilitates!

| What is the role of a teacher? | What is the role of a person facilitating participatory sessions with children? |
|---|---|
| To tell, inform, clarify understanding, give knowledge, share ideas, challenge, give feedback, provide answers and suggestions, give hints and tips, set goals and targets. | To ask, guide, encourage, support, challenge, organise, allow space and time for thinking, receive ideas, be a partner in learning. |

4. In pairs, participants brainstorm questions they might ask children about what the children know, understand, or feel they can do about raising awareness of and respond to child protection (look at the list in the trainer's notes in Exercise 2, page 104 for ideas). Participants write their answers on pieces of paper. Here are two examples:
 - Where do you feel safe and unsafe in our community?
 - What do you think you can do to make sure your friends feel safe in school and in the community?
5. In the group, organise the questions into lists of open and closed questions. Identify the 'start words' of most of the closed questions and the 'start words' of the open questions.

| Start words of open and closed questions | |
|--|-----------|
| Open | Closed |
| What | How many |
| When | Is |
| Where | Do you |
| Why | Will |
| Who | Do |
| How | Could |
| | Would |
| | Should... |

6. Warn participants about asking the ‘why’ question. Ask participants what the potential effects are of asking ‘why did you do that?’ Highlight that ‘why’ questions can make children feel they have done something wrong
7. Explain that the most thought-provoking questions start with the word ‘what’. Give examples:
 - What do you want to achieve?
 - What might you do next?
 - What do you want to focus on?
 - What do you think about that?
8. **Card game**
Divide participants into groups of four or five. Give each group five pieces of paper each with the start word (what, when, where, who, how) of an open question. Ask the groups to put the pieces of paper face down on the table and in turn, each participant picks one of the words and then constructs an open question starting with this word. Encourage participants to help each other.
Here are some examples:
 - Where do you think are the safest places for children to be?
 - Where are the least safe places for children to be in your community?
 - What do you think about child participation?
 - What do you feel about a child disclosing abuse to you?
 - How do children get out of situations they feel are unsafe or frightening?
 - What else can you think of?
 - When is the best age for children to work on child protection issues?
9. **Conclude the session** in the whole group by discussing:
 - Are asking open questions something you can teach children?
 - What would be the benefits of doing this?

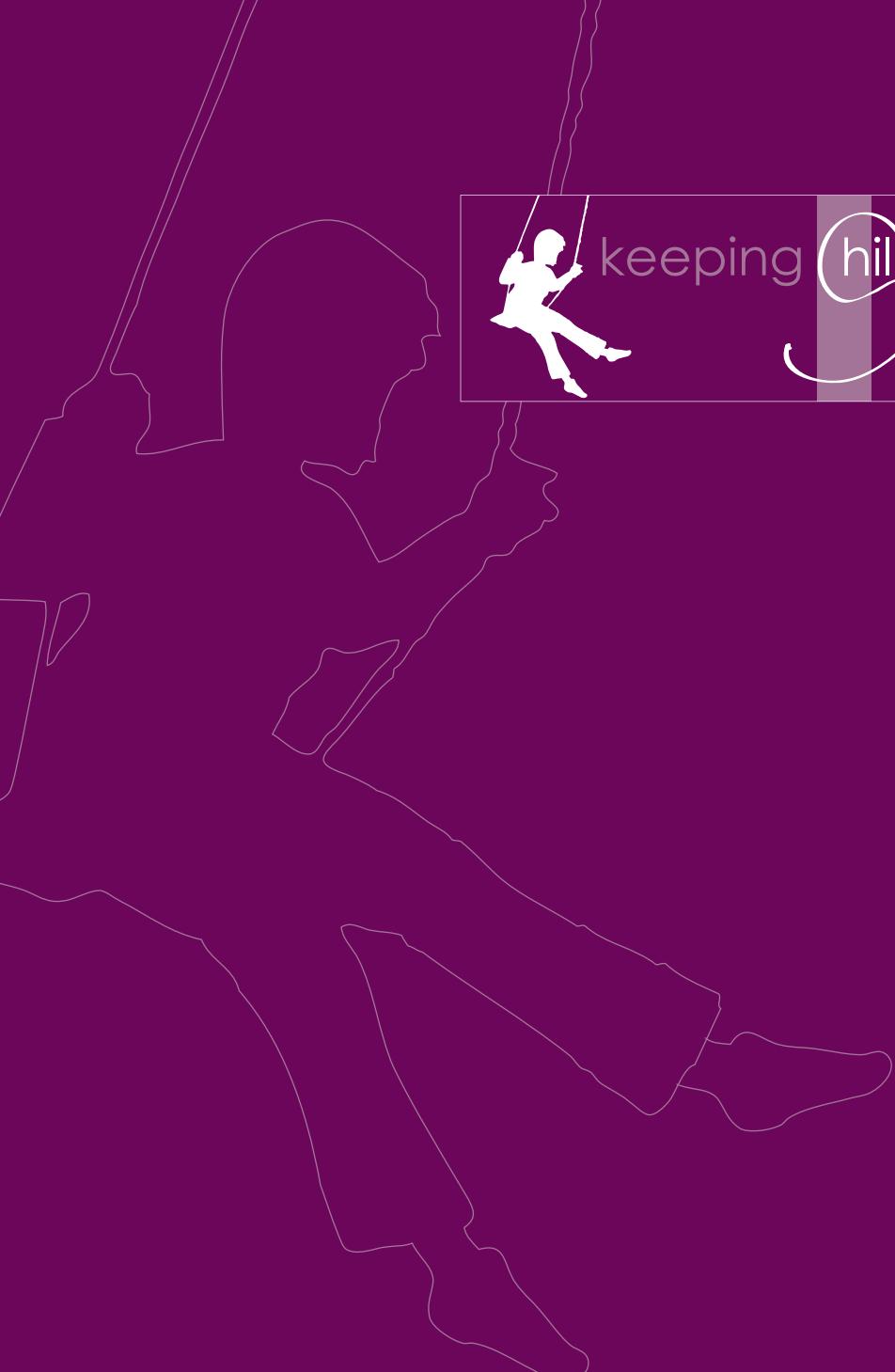
Case study ¹

After a field worker’s training in asking open questions, he reported on the open questions he used with children in his community:

Children Without Parental Care, Consultation Checklist

1. Which groups of children are considered to be without parental care in your community?
2. What is adequate care for children?
3. What does adequate care for children without parental care mean to you?
4. What are some reasons why children are separated from their parents in your community?
5. Who do children without parental care live with in your community?
6. What are the general living conditions for children without parental care in this community? (How do they live?)
7. Which children would you say are at risk of losing parental care in your community?

¹ Derek Luhanga



Specific Core Training Workshops



Core Workshop 1

KEEPING CHILDREN SAFE – DEVELOPING A CHILD PROTECTION POLICY AND PROCEDURES FOR YOUR AGENCY

Introduction

Modules 1-4 contain a selection of exercises for you to choose from and use with participants. This core workshop is slightly different. It offers a complete workshop that you can use to put together a child protection policy and procedures for your organisation. It builds on the material on policy and procedures in *Tool 2 – Keeping Children Safe: How to Implement the Standards*.



The workshop may be particularly useful for training partner agencies on the importance of having a child protection policy and helping them develop their own policies. You could also use the workshop with managers and senior managers.

Participants must have some basic child-protection awareness-training (such as the **Introductory Session** and **Modules 1-3** of this Training Pack) before doing this workshop.

Aim of the workshop

To provide guidance on how to develop a child protection policy and procedures.

Objectives of the workshop

- Highlight the standards that organisations need to meet in order to make them safe for children.
- Develop a child protection policy and procedures that fits your or your partner organisations, work and situation.
- Use the Keeping Children Safe Audit Tool to measure how well your agency is doing.
- Establish agreement on acceptable behaviour towards children.

Duration

This workshop could be adapted to run for a half day or one day. See the suggested timetable.

Preparation

- You will need to spend some time in advance making sure you are familiar with every stage of the workshop. This will help you to lead the training in an organised and confident way.
- Make sure your equipment is working, and that you have got your Power Point presentation ready to use. If you do not have access to a computer, you can either:
 - enlarge the Power Point slides and display them on the wall/flipchart
 - make paper copies to give to participants.

Make sure that your DVD is working as you want it to. If it is not, plan another way of doing things.  **Tool 5**

- Make copies of all the materials you are planning to use, and organise them in the order you will use them.
- Think about how you are going to introduce the workshop, and what you need to tell participants so that they focus on the learning and activities.
- If you are using the DVD, decide in advance which Sections to show.  **Tool 5**

Suggested timetable

| | |
|---|------------|
| Introduction: Why do you need a child protection policy? DVD: show Section 5: What do we need to consider in order to make children feel safe? The part where NGO workers talk about why child protection standards are important is useful. Give introductory talk. | 30 minutes |
| Stage 1: Self-audit – what do you need to do? | 50 minutes |
| Break | 15 minutes |
| Stage 2: Developing organisational ownership – making sure everyone is involved. | 40 minutes |
| Stage 3: Designing the reporting procedure. | 30 minutes |
| Lunch | 60 minutes |
| Stage 4: The first draft. | 60 minutes |
| Stage 5: Implementation strategy. | 50 minutes |

INTRODUCTION: WHY DO YOU NEED A CHILD PROTECTION POLICY?

Aim

To outline the key benefits to an organisation of having a written child protection policy.

Key learning points

- Many organisations are committed to improving the lives of children by promoting children's rights.
- Most organisations have some informal and unwritten procedures for how concerns about child abuse are managed.
- However, if you don't have clear written policies and procedures on child protection it is hard to respond appropriately and consistently when concerns are raised.
- All staff need clear guidance on what to do and who to tell when they have a concern about a child.
- Managers in all organisations need to recognise their responsibility to support the development of written policies and procedures to keep children safe.

Core Workshop 1

Duration

20 minutes

Equipment

To run this session you will need:

- **Trainer's notes: Keeping Children Safe – Developing a child protection policy and procedures for your agency** (page 222)
- Power Point presentation for Core Workshop 1
- Power Point presentation on *Keeping Children Safe-Standards for child protection*. If no screen available have some slides copied onto paper for group display or handouts
- Additional Power Point presentation for managers Core workshop 2, if adapting the workshop for them
- DVD player and DVD  **Tool 5**
- **DVD Section 4: What are the consequences of getting it wrong? Watch the section on how the Keeping Children Safe standards can prevent and reduce the risk of things going wrong.**  **Tool 5**

Preparation

Prepare presentation and equipment. If you are using the DVD make sure it is all working and that it is set at the right section.

Process

1. Use the Power Point presentation for Core Workshop 1 to give a brief presentation to the group which outlines the benefits of having a child protection policy and procedure. If you have not already run through the Keeping Children Safe Standards for Child Protection Power Point use this to set the scene of why standards are important before going onto the policy development. Use the **Trainer's notes** for this session to guide your presentation.
2. If using the DVD play some of **Section 4.**  **Tool 5**
3. Allow a few minutes at the end of this session for questions from participants. Use the **Stop and Think** pauses on the DVD to generate discussion.  **Tool 5**

STAGE 1: SELF-AUDIT – WHAT DO YOU NEED TO DO?

Aim

To audit/review what and how well you, or your partner organisation, is doing to keep children safe.

Key learning points

- All organisations do some things well.
- Sometimes the experience and wisdom of staff about Keeping Children Safe is shared by only a few and it is hard for others to learn from them as nothing is written down.
- Some organisations place too much responsibility with one or two people.
- Often organisations do not recognise where the gaps are or know how to what to do about those gaps.

Duration

60 minutes

Equipment

- **Workshop sheet 1a: Self-audit tool** – (page 141) enough copies for each participant or small group
- **Workshop sheet 1b: Self-audit web** – (page 142) enough copies for each participant or small group
- felt-tip or marker pens in three colours – a set for each small group

(This self-audit tool and web also appears on pages 33 - 38 of *Keeping Children Safe Standards for Child Protection, Tool 1*.)

Preparation

Make copies of **Workshop sheet 1a: Self-audit tool** and **Workshop sheet 1b: Self-audit web**, enough for each participant/small group. Read through the tool and make sure that you understand the language so that you can take questions from participants and explain clearly what it all means.

Process

1. First you need to think about how you divide participants. If you have several people from several organisations, divide participants into small groups, with people from the same organisation working together. Alternatively, each participant can do this exercise on their own.
2. Hand out copies of **Workshop sheet 1a: Self-audit tool** to each participant/small group. Explain that this self-audit tool is an ideal way to measure how far (or near!) your organisation is from meeting the standards on making children safe, and where you need to improve.

Core Workshop 1

3. Explain that the self-audit tool asks participants to think about six different areas of their organisation:

- philosophy and practice
- policies and procedures
- good practice and prevention
- implementation and training
- information and communication
- monitoring and review.

There are six statements/standards within each area. Participants should decide whether each statement is:

A: in place

B: partially done

C: not in place.

4. Make sure that everyone is clear what they have to do, and encourage people to ask questions if they are not sure of language or what to do.
5. Allow about 20 minutes for this part of the exercise.
6. Now hand out copies of Workshop sheet 1b: Self-audit web and give each group a set of three different coloured pens. Ask participants to transfer their answers to the diagram – the web illustrates what stage the organisation has reached in making children safe, and where they need to take further action.
7. Allow another 10-15 minutes for this.
8. Bring the participants back together and ask them to feed back what it has demonstrated to them about their organisation, and how they feel about it. Has it shown the gaps? What are they?
9. Close the session by saying that we are going to move on to think about how they can fill in those gaps.

WORKSHOP SHEET 1A AND 1B: SELF-AUDIT TOOL

The self-audit tool

This self-audit tool is an ideal way to measure how far (or near!) your organisation is from meeting the standards on making children safe, and where you need to improve.

The approach is based on the work of George Varnava with the former Forum on Children and Violence, NCB (National Children's Bureau). With permission from the authors, the NSPCC has adapted the material for use as an audit tool for child protection.

Using Checkpoints

The checkpoint questions below are designed to draw out the minimum requirements (criteria) that all agencies committed to protecting children should be striving to meet. However, depending on the nature of your organisation's work with children and the context, environment and conditions you work in, some of the checkpoints may seem more relevant than others. This self-audit tool will be a useful guide and you may wish to delete or add criteria to ensure relevance to your particular activity (the self-audit web allows for additional criteria).

Before you start, take a copy of the questionnaire, date the copy and then follow the steps outlined below. You can then keep a record in order to review your progress at a later date.

The self-audit tool asks you to think about six different areas of your organisation:

1. children and the organisation
2. policies and procedures
3. preventing harm to children
4. implementation and training
5. information and communication
6. monitoring and review.

There are six statements/standards within each area. Read each statement and decide whether each statement is:

- A: in place
B: partially done
C: not in place

Tick the A, B or C box as appropriate.

Core Workshop 1

| Children and the organisation | A | B | C |
|---|---|---|---|
| 1. The agency is very clear about its responsibility to protect children and makes this known to all who come into contact with it. | | | |
| 2. The way staff and other representatives behave towards children suggests that they are committed to protecting children from abuse. | | | |
| 3. There is good awareness of the UN Convention of the Rights of the Child (UNCRC) or other children's rights instruments and this is seen as a basis for child protection in the organisation. | | | |
| 4. Managers and senior staff ensure that children are listened to and consulted and that their rights are met. | | | |
| 5. The agency makes it clear that all children have equal rights to protection. | | | |
| 6. The agency manages children's behaviour in ways which are non-violent and do not degrade or humiliate children. | | | |

| Policies and procedures that help keep children safe | A | B | C |
|--|---|---|---|
| 1. The agency has a written child protection policy or has some clear arrangements to make sure that children are kept safe from harm. | | | |
| 2. The policy or arrangements are approved and endorsed by the relevant management body (eg, senior management board, executive, committee). | | | |
| 3. The policy or arrangements have to be followed by everyone. | | | |
| 4. There are clear child protection procedures in place that provide step-by-step guidance on what action to take if there are concerns about a child's safety or welfare. | | | |
| 5. There is a named child protection person/s with clearly defined role and responsibilities. | | | |
| 6. The child protection procedures also take account of local circumstances. | | | |

| Preventing harm to children | | A | B | C |
|-----------------------------|--|---|---|---|
| 1. | There are policies and procedures or agreed ways of recruiting representatives and for assessing their suitability to work with children, including where possible police and reference checks. | | | |
| 2. | There are written guidelines for behaviour or some way of describing to staff and other representatives what behaviour is acceptable and unacceptable especially when it comes to contact with children. | | | |
| 3. | The consequences of breaking the guidelines on behaviour are clear and linked to organisational disciplinary procedures. | | | |
| 4. | Guidance exists on appropriate use of information technology such as the internet, websites, digital cameras etc to ensure that children are not put at risk. | | | |
| 5. | Where there is direct responsibility for running/ providing activities, including residential care, children are adequately supervised and protected at all times. | | | |
| 6. | There are well-publicised ways in which staff/ representatives can raise concerns, confidentially if necessary, about unacceptable behaviour by other staff or representatives. | | | |

| Implementation and training | | A | B | C |
|-----------------------------|--|---|---|---|
| 1. | There is clear guidance to staff, partners and other organisations (including funding organisations) on how children will be kept safe. | | | |
| 2. | Child protection must be applied in ways that are culturally sensitive but without condoning acts that are harmful to children. | | | |
| 3. | There is a written plan showing what steps will be taken to keep children safe. | | | |
| 4. | All members of staff and volunteers have training on child protection when they join the organisation which includes an introduction to the organisation's child protection policy and procedures where these exist. | | | |
| 5. | All members of staff and other representatives are provided with opportunities to learn about how to recognise and respond to concerns about child abuse. | | | |
| 6. | Work has been undertaken with all partners to agree good practice expectations based on these standards. | | | |

Core Workshop 1

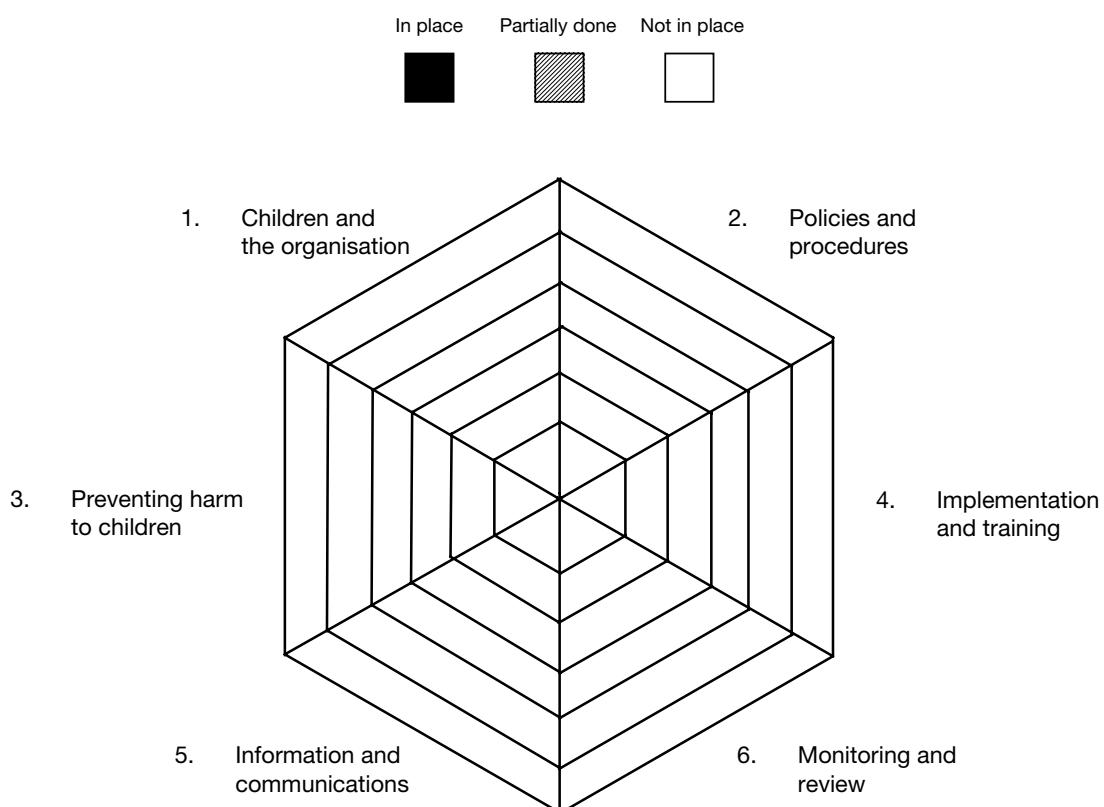
| Information and communication | A | B | C |
|--|---|---|---|
| 1. Children are made aware of their right to be safe from abuse. | | | |
| 2. Everyone in the organisation knows which named staff member has special responsibilities for keeping children safe and how to contact them. | | | |
| 3. Contact details are readily available for local child protection resources, safe places, national authorities and emergency medical help. | | | |
| 4. Children are provided with information on where to go to for help and advice in relation to abuse, harassment and bullying. | | | |
| 5. Contacts are established at a national and/or local level with the relevant child protection/welfare agencies as appropriate. | | | |
| 6. Staff members with special responsibilities for keeping children safe have access to specialist advice, support and information. | | | |

| Monitoring and review | A | B | C |
|--|---|---|---|
| 1. Arrangements are in place to monitor compliance with child protection measures put in place by the organisation. | | | |
| 2. Steps are taken to regularly ask children and parents/carers their views on policies and practices aimed at keeping children safe and the effectiveness of these. | | | |
| 3. The organisation uses the experience of operating child protection systems to influence policy and practice development. | | | |
| 4. All incidents, allegations of abuse and complaints are recorded and monitored. | | | |
| 5. Policies and practices are reviewed at regular intervals, ideally at least every three years. | | | |
| 6. Children and parents/carers are consulted as part of a review of safeguarding policies and practices. | | | |

The self-audit web

When you have finished the self-audit tool, transfer your answers to the web using different coloured pens or three different kinds of shading. The self-audit web lets you make a diagram of your organisation, showing how well your organisation is doing in making children safe, and where you need to take further action. Use a different colour, or different kind of shading for A, B and C.

Please note that this web reflects the Keeping Children Safe standards. They have been grouped into six categories to make it easier. The aim of this exercise is to map out any gaps in each of the six sections. Once the key criteria above have been read and ticked as either: **in place, partially done or not in place**, transfer the results to the web using the shading key below. The web illustrates visually the stage reached by the organisation in safeguarding children and highlights where further action needs to be taken. Please note that there is no intended hierarchical progression from 1 – 6, the aim of this exercise is to reveal any gaps.



Core Workshop 1

STAGE 2: DEVELOPING ORGANISATIONAL OWNERSHIP – MAKING SURE EVERYONE IS INVOLVED

Aim

To think about who inside and outside the organisation should be consulted in developing child protection policy and procedures.

Key learning points

- It is important to consult with people inside and outside the organisation about the development of a child protection policy and procedure.
- Often there is expertise and resources in the community that people may not be aware of.

Preparation

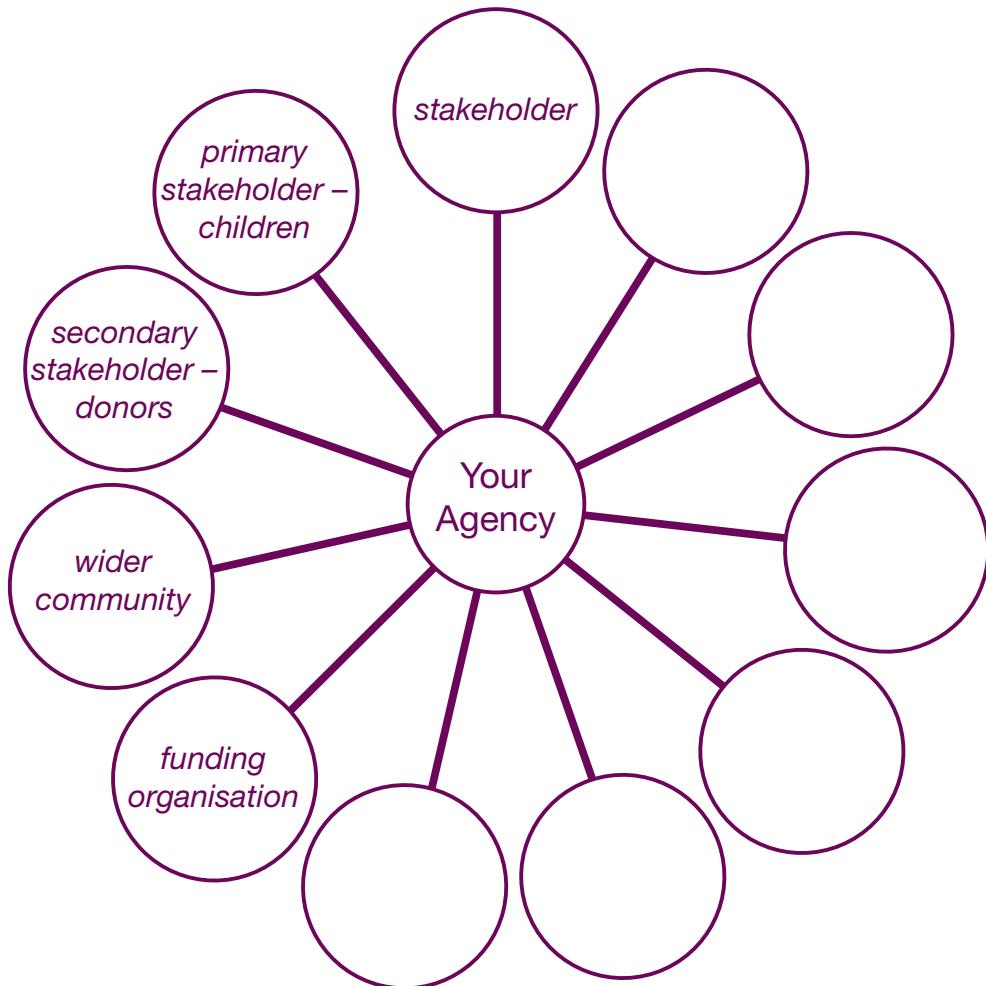
Draw the diagram on the next page – Stakeholders in developing a child protection policy – onto a piece of flipchart paper or OHT for group display.

Process

1. First, explain briefly that a stakeholder in an organisation is a person or organisations who has an important interest in the project or organisation. Point out some important stakeholders in organisations that come into contact with children – include children, staff, parents and even society – it is in all our interests to develop organisations that are safe for children.
2. Explain that one of the most important things in developing a child protection policy and procedures is to make sure that you consult with key stakeholders in the organisation – ask everyone who should be involved to give their ideas, suggestions and agreement.
3. Give each participant a blank piece of flipchart paper. Ask them to draw a diagram showing the different parts of the organisation and to write down the key stakeholders – who should they consult about developing a child protection policy? Ask them to think about external contacts as well that they might need to consult with, eg, partner agencies, faith or community leaders.

Use the following diagram as an example of how they could do this. A copy of this is on the DVD.  Tool 5

Stakeholders in developing a child protection policy



4. Use the following questions to help participants to think about what needs to be in the diagram.
 - Have you got any resources, human or financial to support the work? If not what and how much might you need? Producing a clear policy does not have to cost a lot, but there may be costs in relation to publication and implementation training.
 - Have you researched what else is out there, what other similar organisations/projects are doing? Who might be able to help you or share expertise?
5. Allow about 15 minutes for this and then bring the group back together and take feedback
 - write notes on the flipchart diagram.

Core Workshop 1

STAGE 3: DESIGNING THE REPORTING PROCEDURE

Aim

To design a written organisational reporting procedure for responding to concerns about child abuse.

Key learning points

- All staff need to know what to do and who to tell when they are worried about the safety of a child.
- The clearer the procedure, the more likely that it will be followed.
- Procedures must include how to respond to internal concerns about child abuse as well as external ones.

Duration

60 minutes

Equipment

To run this session you will need:

- flipchart paper and marker pens
- **Workshop sheet 1c: Case scenarios** (page 150)
- **Workshop sheet 1d: Drawing up a policy** (page 151)
- **Workshop sheet 1e: Blank flow chart** (page 152)
- flipchart paper Power point explaining ‘The role of DCPOs’ (see Preparation)

Preparation

This stage is in two parts.

Part One: Case scenarios

Make copies of the scenarios on **Workshop sheet 1c: Case scenarios** – think about which scenarios you will use with participants.

If these scenarios are not typical of the particular organisation/project represented in the group then write some more accurate ones.

Part Two: The designated child protection officer (DCPO)

- Make copies of **Workshop sheet 1d: Drawing up a policy** – one for each small group/pair.
- Make copies of **Workshop sheet 1e: Blank flow chart**, one for each small group/pair or individual.

On a piece of flipchart paper or OHT, write the following text which you will use with participants:

The role of the DCPO or named person is to:

- act as a focal point to receive information
- access the information and make a prompt response making clear more information as appropriate
- seek guidance from senior management
- assess risk
- consult with local agencies
- make a formal referral if appropriate
- ensure that all information is recorded on incident record of concern form.

Read through the exercises carefully before you lead the session to make sure that you can lead them confidently, and that you have all the information you need to hand.

Part One: Case scenarios***Objective***

To identify what currently happens in your organisation/project when a concern arises.

Process

1. This is a good time to recap on what you've already considered so far in the workshop. Lead a brief discussion with participants, asking them:
 - What happens now – how does a concern regarding possible abuse of a child get reported?
 - How are concerns dealt with and who has responsibility for managing the process?
 - What is missing, and what works well? It may be that you look at other disciplinary processes or ways of dealing with, e.g. sexual harassment complaints that might give some ideas on how to approach it. Do you have a designated/named person responsible for receiving complaints?Use the following activity to help participants to think about these questions.
2. Divide participants into pairs or small groups of three or four people. Give each small group/pair one or two case scenarios from **Workshop sheet 1c: Case scenarios**.
3. Give each small group a piece of flipchart paper and pen. Ask participants to discuss to discuss some of the scenario/s and make notes on the issues they raise. Who would or could they tell? How would it currently be managed and what is missing?
4. After about 15 minutes, bring the groups back together and take feedback, discussing each situation. You will probably find that there is some confusion and lack of consistency about the actual procedure of what to do in these sorts of situations. Some people will feel more confident than others about what to do, but experience teaches us that a policy and procedure that is clear and accessible will help ensure that these situations are handled properly.
5. Summarise the points made particularly where it would seem there is confusion. Make a list of things that would help when designing or improving a written policy and procedure.

Core Workshop 1

Core Workshop 1

Workshop sheet 1c - Case scenarios

| | |
|----|--|
| 1. | A member of staff (or volunteer) sees a project worker who is employed by your agency hitting a child. They are using a stick to beat the child who has stolen food from the store cupboard. |
| 2. | A member of staff/volunteer hears a rumour that a new member of staff, who has been appointed as a consultant, left his previous job under suspicious circumstances. The rumours are about inappropriate behaviour with underage boys in the village where he was based. |
| 3. | On a routine visit to a family home you see a father beating his young child with a leather belt. The child is clearly distressed and is bleeding across their back and legs. |
| 4. | Some of the young girls in the camp are hanging round the supplies area; you suspect that they may be offering sexual favours to NGO staff for additional food. |
| 5. | On a visit to a residential home for disabled children that your organisation supports you notice that some of the children are in very dirty clothes and look unwashed. One child in a wheelchair is sitting in soiled and wet trousers. |
| 6. | A new NGO worker is taking pictures of young boys with a phone camera. He is offering the boys sweets and cigarettes to pose for shots. Although the children are dressed there is something that makes other staff uneasy about his behaviour. |

Part Two: The designated child protection officer (DCPO) or named person

Objective

To provide a named person within an organisation who can act as a focal point for receiving concerns about child abuse.

Process

1. Write on the flipchart: DCPO. Explain to participants that this stands for Designated Child Protection Officer. Explain what a DCPO is, using the notes below:

A DCPO is a named person in an organisation who is responsible for hearing any child-abuse concerns in an organisation, and then dealing with those concerns.

It is good practice for an organisation or project to identify people who can act as DCPOs. Other people in the organisation can then go to them if they have concerns about child protection or abuse. It is often helpful if the DCPOs are not senior managers but someone with experience and confidence in handling similar issues or access to training and support so they can develop the role. Everyone should know how to contact them. In larger organisations there should be a structure of a number of DCPOs across the different regions/activities.

2. Use the flipchart or overhead projector to describe the role of the DCPO – use the text you prepared beforehand.
The role of the DCPO or named person is to:
 - act as a focal point to receive information
 - access the information and make a prompt response making clear more information as appropriate
 - seek guidance from senior management
 - consult with local agencies
 - make a formal referral if appropriate
 - assess risks
 - ensure that all information is recorded on incident record of concern form.
3. Give participants copies of Workshop sheet 1d: Drawing up a policy. Ask them to go back into the groups they have been working in for Part One and use the two scenarios from the list that they have just been discussing. Using the workshop sheet ask them to design a procedure that would improve how they might respond if this situation arose. Allow 15 minutes for this.
4. While they are doing the exercise, ask participants to think about who the DCPO(s) or focal person might be if they were identifying an individual who could hold this role in their organisation.
5. Bring the group back together and make notes on the key points and steps that will help with the design of an appropriate procedure.
6. Give each organisational group or individual (if working on their own) a copy of Workshop sheet 1e: Blank flow chart. Ask them to use it to begin to design the procedure for reporting a concern.
7. Don't forget to say that whatever they do must be used to consult with others in the organisation to make sure that they agree and that it is a realistic procedure that all can understand and follow.

Core Workshop 1

Workshop sheet 1d: Drawing up a policy

| Steps to consider | Issues raised |
|--|---------------|
| What would happen? | |
| Who would be told and when? Who will be your designated/named person? | |
| Who will be responsible for managing the process? | |
| How will it be recorded? | |
| How will it be passed on and to whom? | |

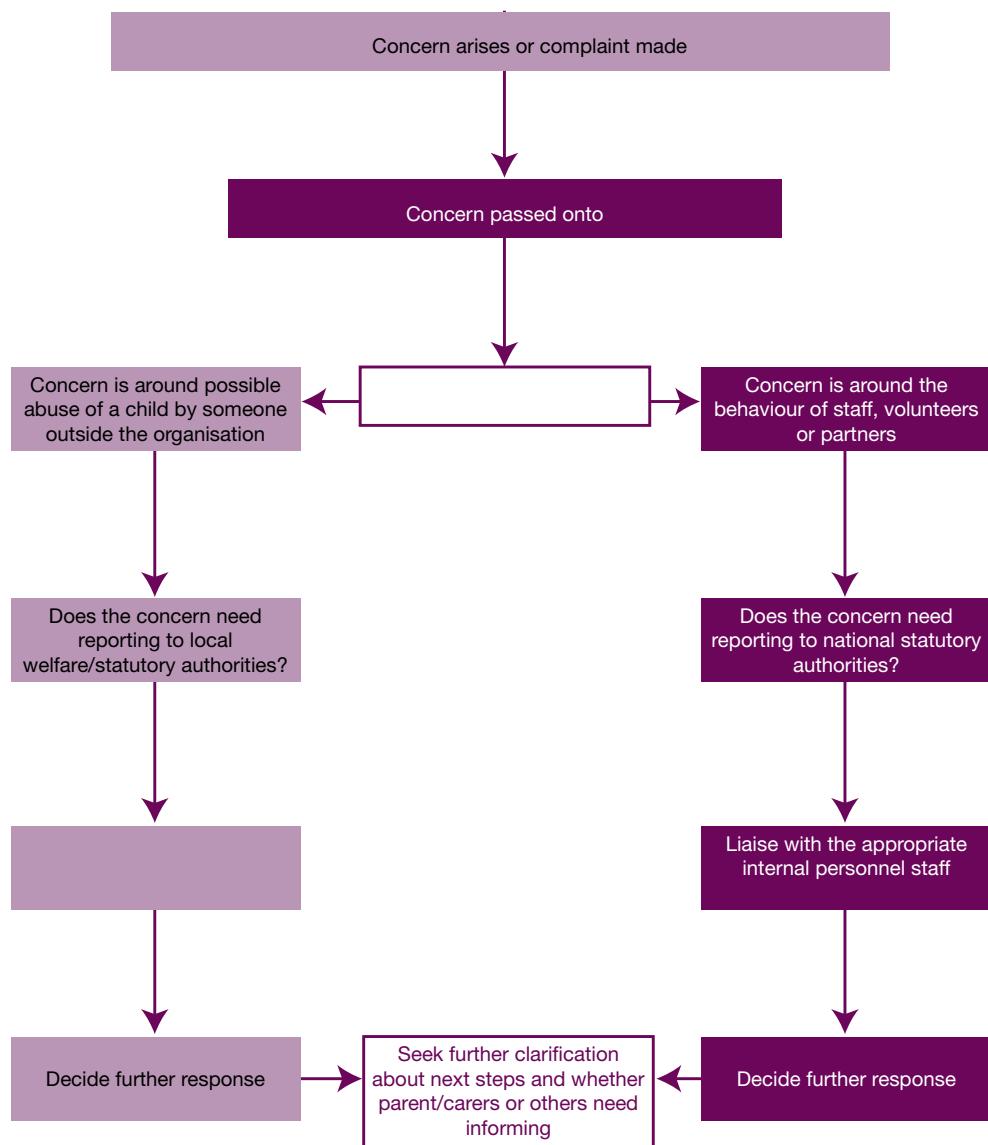
Core Workshop 1

Core Workshop 1

Workshop sheet 1e: Flow chart

Sample Child Protection Reporting Procedure

Use the chart to fill out the gaps and decide on your organisation's process. The procedure for responding to reports of concern is as follows:



STAGE 4: THE FIRST DRAFT

Aim

To design the first draft of a written child protection procedure.

Key learning points

- The exercises that have been done previously have already highlighted the many ways children can be abused and how complex the issues are. Few reports or complaints are ever made if staff are not given guidance about who to tell and how to do it.
- The child protection policy provides guidelines for dealing with issues of child abuse but whatever policy is developed it must fit in with the specific cultural context and legal requirements of the country's law.

Duration

60 minutes

Equipment

To do this exercise, you will need:

- copies of **Workshop sheet 1f and 1g: Writing a policy statement** (pages 156)
- Power Point slides – Revisit the Standards presentation
- computer, display screen (or slides copied onto paper)
- flipchart paper and marker pens
- additional note paper for participants.



Core Workshop 1

Preparation

Make copies of **Workshop sheet 1f** and **1g: Writing a policy statement** – one for each participant.

Make sure you have the Power Point presentation ready or – if you don't have a computer – paper copies of the slides to hand out.

Process

1. Explain that it is good practice, and helpful, to have a child protection policy statement that underpins the policy and procedures you will develop. This is similar to a 'mission statement', in which you make clear what the organisation believes about the importance of making children safe, and protecting them from abuse. This statement is based on fundamental principles about childhood and children's rights.
2. Hand out copies of Workshop sheet 1f: Writing a policy statement and read through the text with participants – this sheet gives information about what a policy needs to include, and the principles it is based on.
3. Then read through the sample policy statements included on the workshop sheet, so that participants have a clear idea of what they are trying to do. Explain that they should be aiming to write around 250-300 words. Make clear that it doesn't have to be perfectly written – the content is more important than the style.
4. Now divide participants into pairs, and hand out Workshop sheet 1g. Say that you'll give them around 20 minutes to write a simple child protection policy-statement for their organisation or project.
5. Bring the group back together and take feedback:
 - How did they get on?
 - Did they come up with anything?
 - What difficulties did they have?If it is appropriate, ask participants to share what they have written – explain that this is a really good way to exchange ideas.
6. Point out to participants that in this session, they have now got an initial draft on child protection policy statement, and procedures. They have also identified some of the core principles upon which the child protection policy will be based.
7. Using the Power Point slides, revisit the standards describe how the Standards can help build a child-safe organisation.
8. The exercises that have been done previously have already highlighted that there are many ways children can be abused and how complex the issues are. Few reports or complaints are ever made if staff are not made aware or guided as to who to tell and how to do it.
9. The child protection policy provides guidelines for dealing with issues of child abuse but whatever policy is developed it must fit in with the specific cultural context and legal requirements of the country law.

Core Workshop 1

Workshop sheet 1f: Writing a policy statement

A child protection policy should include:

- what the organisation wishes to convey regarding child protection
- why the organisation is undertaking the action
- how, in broad terms, it is going to fulfil this responsibility – how it's going to do it
- who the policy applies to (all staff and volunteers, what about partners?) and its status (mandatory?)
- a definition of a child (use the UN Convention on the Rights of the Child as guidance ie, any child under 18)
- an organisational definition of child abuse
- application of the policy to other policies and procedures that promote child welfare
- review and monitoring requirements.

The policy should be based on the following principles:

- The rights of the child to protection from harm, abuse and exploitation as set out in the UN Convention on the Rights of the Child.
- The Welfare of the child should be safeguarded and promoted.
- When there is a conflict of interest the needs of the child are always paramount.
- Recognition of the importance of parents, families and other carers in children's lives.
- Recognition of the importance of working in partnership with other partner agencies in the protection of children.
- Recognition of the rights of staff and volunteers to training and support.

Sample child protection policy statements

The following are fictional examples of child protection policy statements.

Being Kind to Children Charity

'The guiding principle is that the Being Kind to Children Charity believes that it is always unacceptable for a child to experience abuse of any kind. Being Kind to Children recognises its responsibility to safeguard the welfare of all young people by protecting them from abuse. The policy has been written to ensure that Being Kind to Children takes every possible measure to prevent abuse. It aims to ensure that none of its staff, volunteers or partners engages in behaviour that could allow abuse to occur or actions that could be misinterpreted by children, their families or other adults as constituting, or leading to abuse.'

Happy Children

'All children have a right to protection from abuse, violence and exploitation. Happy Children works to create a safe environment for children who benefit from Happy Children programmes etc.'

Core Workshop 1

Core Workshop 1

Workshop sheet 1g: Writing a policy statement

Notes on writing a policy statement

- Design a simple policy statement that expresses the philosophy of your organisation. A child protection policy statement should set out what the organisation wishes to communicate about children.
- Cite international/national policy, legislation or guidance which underpins the policy. Link it to the rights of children to be protected from abuse and exploitation (UNCRC).
- Set out in broad but practical objectives the rationale for the procedures and guidance that flows from it (as in Standard 2).
- Recognise the needs of all children to be protected including those who are disabled, from minority ethnic/faith groups, and regardless of gender, sexuality, culture.
- Provide clear statements regarding terminology (staff, volunteer, partner, consultant) and who the policy applies to.
- Clarify status of the document, for example is it mandatory? Has the board or committee approved it?

STAGE 5: IMPLEMENTATION STRATEGY

Aim

To develop an action plan to make sure the child protection policy and procedures are disseminated across the organisation.

Key learning points

- A child protection policy is only as good as the people who follow it. A piece of paper will not protect children.
- If you do not have a clear plan of action about how to implement the child protection policy, it will not help keep children safe.
- All staff must be made aware of the policy, receive training on it and understand how it applies to them.

Note for the trainer

If the participants are from the same organisation you may want to do this exercise in the large group.

Equipment

For this exercise, you will need:

- **Workshop sheet 1h: Implementing a policy** (page 158) – a copy for each participant
- DVD player and **DVD Section 7: What are the next steps?**



Preparation

- Make copies of **Workshop sheet 1h: Implementing a policy**.
- Have DVD ready at the right section.

Process

1. If using the DVD play Section 7.
2. Whether you use the DVD or not, ask participants to think about what the essential elements of an implementation strategy might be. What do they need to do to make sure that the policy is effective, and is used by the organisation?
3. Explain to participants that you are going to help them to develop a detailed action plan of how they will disseminate the child protection policy- ie put it into practice, make sure everyone knows about the policy and procedures, and understands how they work.

Explain that one of the keys to success is to be clear about how to implement the policy and what might block you doing it successfully. It is often helpful to think about other policy changes there have been and how these have been introduced by your organisation.

- What worked well? If so, why?
 - How was it presented?
 - What did it look like?
 - How are things communicated across the organisation?
4. Divide participants as you think appropriate – into pairs, small groups, or to work on their own. Give them each a copy of **Workshop sheet 1h: Implementing a policy**. The text follows:

On your own, or in small groups, start to make a plan of how you will disseminate the policy -ie make sure that everyone in the organisation is aware of the child protection policy and procedures and understands them. At each stage in the process, think about and state:

- when, how, and who will be involved
- the relevant people/post(s) involved and their responsibilities
- possible blocks to successful implementation, and what you could do to overcome the barriers
- how the implementation policy will be monitored in the future, identifying:
 - what can be measured, and by whom, how and when
 - how you will measure success.

As a follow up support participants/organisations could be offered an opportunity to send draft policy and procedures to the trainer/facilitators at a later date to ensure some post training support.

Core Workshop 1

The DVD has a sample Implementation Action Planning Tool



It may be helpful to use the following exercise to identify some of the blocks to implementing a policy.

Core Workshop 1

Workshop sheet 1h: Implementing a policy

On your own, or in small groups, start to make a plan of how you will ‘disseminate the policy’ – i.e. make sure that everyone in the organisation is aware of the child protection policy and procedures and understands them. At each stage in the process, think about and state:

- when, how, and who will be involved
- the relevant people/post(s) involved and their responsibilities
- possible blocks to successful implementation, and what you could do to overcome the barriers
- how the implementation policy will be monitored in the future, identifying:
 - what can be measured, and by whom, how and when
 - how you will measure success.

OPTIONAL EXERCISE: BARRIERS TO IMPLEMENTING POLICY AND PROCEDURES

Aim

To identify the things that might prevent a child protection policy from being implemented across an organisation and with partner agencies.

Objective

To encourage participants think about some of the possible barriers to implementing the organisation’s procedures.

Key learning points

- A written child protection policy and procedure will not, on its own, keep children safe. Its success relies on the commitment and understanding of the people who use it.
- All organisations need to develop a communication/implementation strategy.
- By identifying the things that might stop effective implementation possible ideas or solutions can be developed.

Duration

30 minutes

Equipment

To do this exercise, you will need sheets of flipchart paper and marker pens, enough for each small group or individual.

Preparation

To prepare for this exercise, it may be a good idea to do it yourself – think about the possible barriers to implementing a child protection policy and procedures in an organisation. Ask yourself about possible solutions and action that you could take to overcome the barriers. This will help you to lead the discussion in an informed and considered way.

Process

1. Introduce the aim of the exercise – to identify possible barriers and difficulties that participants might face in implementing the policy and procedures.
2. Divide the participants into small groups of four or five people, and ask them to think of a brick wall as a way of considering blocks/barriers to implementing the procedures. Ask them to draw a wall on their paper and identify different ‘bricks’ that may be component parts of that wall. You can show them what you mean on the flipchart – each brick can be labelled to show a different difficulty. For example:

| | | | |
|------------------------------|---------------------------------------|--|--|
| What if I make things worse? | Confidentiality | Previous bad experience when making a complaint | |
| | Fear of things not being managed well | People won't trust us if we need to have a policy | |
| | | It's too complicated to do this here as we have so many other problems | |

Examples of barriers to implementing the policy

Allow the groups about 15 minutes to do this.

3. Bring the groups back together into the large group. Ask each small group to share their walls. Display them around the room. Allow about 5 minutes for this.
4. Lead a discussion about possible solutions to the blocks – ask participants to contribute their opinions based on their experience and skills.

Core Workshop 2

KEEPING CHILDREN SAFE – THE ROLE OF MANAGERS

Aims of this workshop

To make sure managers are familiar with the key elements of keeping children safe in order to support them in carrying out their specific responsibilities for child protection.

Objectives of the workshop

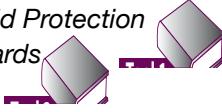
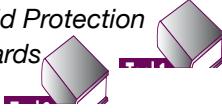
- To familiarise managers with the Keeping Children Safe – Standards for child protection.
- To consider the specific responsibilities of managers in keeping children safe.
- To enable managers to take appropriate action when child protection concerns arise.

Duration

This workshop provides one half-day's training (or a full day if delivered in addition to introductory core training content from Modules 1-4).

Equipment

For this workshop you will need:

- Power Point presentation on Keeping Children Safe the role of Managers
- DVD  Tool 5
- copies of *Tool 1 – Keeping Children Safe: Standards for Child Protection* 
- *Tool 2 Keeping Children Safe: How to Implement the Standards* 
- paper copies of the **Self-Audit Tool** (see page 141)
- **Trainer's notes** on:
 - **Keeping Children Safe Standards for Child Protection** (page 194)
 - **Definitions of abuse** (page 201)
 - **Keeping Children Safe in Management** (page 223)
 - **Organisational abuse and risk** (page 213)
- Any additional material that relates to your particular organisation such as existing child protection policies.
- Sample child protection investigation protocols.

Introduction

All participants should have done some basic child protection awareness training before undertaking this workshop.

This management workshop has been designed to be flexible so that you can adapt it to fit in with the needs of your organisation. If the agency or organisation has not got written child protection policies in place then integrate this workshop into *Core Workshop 1 – developing a child protection policy and procedures for your organisation*.

Key learning points

- Clear guidance is needed about the organisation's child protection policy and should be available to all staff, volunteers, partners, donors and other relevant parties.
- A common agreement must be established about what constitutes child abuse in specific local contexts.
- All staff/partners etc should have an induction on organisational procedures and expectations about behaviour.
- Child protection awareness training must be available and reflect local contexts.
- Any agency should have a written process for managing child protection concerns that are both internal and external.
- An agency should have a clear process and system in place to recruit, manage and supervise staff.

STAGE 1: AN INTRODUCTION TO KEEPING CHILDREN SAFE IN ORGANISATIONS

Aims

- To introduce the Keeping Children Safe Standards for Child Protection
- To begin to explore what your organisation does well in Keeping Children Safe and where the gaps/risks are

Duration

90 minutes (including a break)



Everychild

Core Workshop 2

Equipment

For this session, you will need:

- Power Point presentation: Keeping Children Safe The role of managers
- Power Point presentation: Keeping Children Safe standards for child protection
- **Trainer's notes: Keeping Children Safe Standards for Child Protection**
- copies of the **Self-Audit Tool** (page 141)
- flipchart paper and marker pens
- DVD and player (optional)  **Tool 5**
- copies of the **Child protection checklist for managers** (page 167)

Preparation

Think about your introductory talk for this session – read through the **Trainer's notes** to help you.

DVD: You may want to use some of the DVD to begin the session, there are several relevant sections. Look at 1-3. You could play it through (lasts about 10 minutes) and then get the group to address when it comes to Keeping Children Safe what does your organisation do or say they are good at?  **Tool 5**

Process

1. Begin by setting out the Keeping Children Safe standards for child protection and their aims – use the supporting Power Point and Trainer's notes and/or DVD to help you.
2. Not all organisations will be able to meet the standards – some of them will be more of a priority than others. Lead a discussion about them and – if the Self-Audit Tool has not been used before, ask the group to carry out a mini-audit, and use the Standards to think about gaps in their protection measures.
Note: The instructions for this are in Core workshop 1 and also at the back of *Keeping Children Safe: Standards for Child Protection*.
3. Discuss with the group what it thinks the organisation does well and where the risks or gaps are. List some of the specific common management issues identified by the group you may want to use these later on in the workshop.

You may want to extend the session to include a risk assessment and SWOT analysis (see **Module 4 Exercise 4.2**). There are also more activities in Phase 1 of Tool 2: How to Guide which could be adapted to be used here, though this would extend the workshop beyond half a day.

STAGE 2: THE ROLE OF MANAGERS IN RESPONDING TO CHILD PROTECTION CONCERNs

Aim

To demonstrate ways child protection concerns might arise at work and how to respond to them.

Duration

60 minutes

Equipment

For this session you will need:

- **DVD**
- **Handout: Case scenarios**
- *Keeping Children Safe – Role of Managers Power Point slides 7-11*

Preparation

Before you lead the session, read through the Process notes below

DVD: Prepare the case study exercise using the examples provided. Or develop your own alternative ones which may be more appropriate to your organisation. The DVD also includes workers talking about concerns for children and what the consequences are of getting it wrong. Listen to Mai and Jill talking and use the excerpts to generate discussion in the group.



Tool 2 Keeping Children Safe: How to Guide – Phase 1 and Standard 11 has some activities that you could adapt to use with the group.



Process

1. Ask the group to identify some ways in which they think child protection concerns might arise at work. List them on the flipchart or board. Ask participants to share any real examples.
2. Use the Keeping Children Safe Role of Managers **Point slides 7-10** to set the context. Divide the group into pairs or small groups. Give each group one or two examples, and ask them to consider the case examples and answer the following questions:
 - What action should you take, if any?
 - Is there a clear child protection policy and procedure in your organisation to follow?
 - Who should you/they tell?
 - What are the specific management responsibilities?
 - What issues or difficulties might arise?
 - What might stop you/them doing anything?

Core Workshop 2

3. Ask each group to summarise the key learning points. Make sure that all participants are clear about:
 - what documents guide their action and responses
 - who they should contact internally and externally
 - whose policy they should adhere to if they are working in partnership with another agency
 - what local legislation and legal processes exist
 - where child protection concerns should be recorded
 - What is missing or needs developing.
4. Use **Power Point slide 11** to finish the session.

Handout: Case scenarios

Imagine you are a manager in each of these scenarios – what do you see as your role and responsibility, and what action do you think should be taken?

Scenario 1

SONYA is a new employee. She has been in post in the region for less than six months and has found it hard to settle. Her post is funded by a partner agency that is supporting the work you are doing in education. She demands quite a lot of support from her manager and can be quite difficult. However, recently you think she has begun to take more responsibility and cope better.

Sonya has been working in a school assisting with teaching. The classes are very large at times and the lack of facilities, cramped conditions and few staff make it hard. Children often attend for part of the day as families want the children to work. Sonya has formed a friendship with a teenage boy who is very bright. She has been trying to encourage the boy to stay at school for a whole day. The parent has come to the school today accusing Sonya of having a sexual relationship with their son.

Scenario 2

ALAN is an experienced emergency-relief co-ordinator who has worked in many of the recent disasters, heading rapid-response teams and co-ordinating work in very difficult and challenging conditions. He is a strong character and can be difficult to manage and work with. He has been accused in the past of bullying staff and locals to get what he wants. But he is well-respected in the field. There has been a rumour that Alan was spotted in a local bar with a girl who appeared to be no more than 12 years old. The bar is well known as a place where young sex workers target NGO staff.

Scenario 3

ELIAS has been working for more than two years for your organisation. He is based at the country office co-ordinating child protection work in a number of refugee camps. On a recent visit to the camp he was seen to hit a child with a stick who was pestering him for food; another member of staff has complained about him to you today but does not want to be named or make a formal complaint about his behaviour.

Scenario 4

SANJIT is the computer expert in your organisation; he works in IT and everyone goes to him to ask for help. He has recently been on a field visit to see the teenage children he sponsors and has photos of them on his wall in the office. The police have contacted you to say they believe he has been involved in accessing abusive images of children through a paid Internet website and they are coming to the office to investigate in two days.

G. Scott / Everyone

Core Workshop 2

STAGE 3: MANAGEMENT ROLES AND RESPONSIBILITIES

Aim

To identify specific management issues in Keeping Children Safe when managing a programme/project/region.

Duration

30 minutes

Equipment

For this session you will need:

- Power Point slides on the role of managers
- **Handout: Child protection checklist for managers** (also included in the DVD)  **Tool 5**

Preparation

Before leading the session, read through the **Process** notes. Make sure you have enough copies of the **Handout: Child protection checklist for managers** adapt it to fit in with your organisation's requirements if necessary.

Process

1. Ask the group to list the things they think they currently do or are responsible for to check that child protection measures are carried out. For example, how do they induct new staff on child protection policy and procedures?
2. Distribute copies of the Handout: Child protection checklist for managers.
3. Use the management checklist as the basis of a discussion.
 - What else needs to be on the list?
 - How many of the things listed are currently done by the managers in the workshop?

Refer participants to Tool 1 – *Keeping Children Safe: Standards for Child Protection and ask them to identify the standards that include specific management responsibilities.* 

Summary

Identify some key learning points from the session. Make sure that each participant identifies at least three actions needed as a result of the workshop and is clear how and when they will address them and who with.

The final **Power Point slide 7** is useful to revisit and summarise the key management responsibilities. You may want to view a section from the DVD to end with.

Handout: Child protection checklist for managers

(adapted from Save the Children UK)

| Statement | Yes | No |
|---|-----|----|
| Risk assessment carried out on each job that involves contact with children either directly or indirectly. | | |
| All staff assessed to establish the level of contact they have with children in particular projects/settings. | | |
| All staff made aware of any organisation child-protection policy/procedures. | | |
| All staff made aware of expected codes of behaviour when working with children or in the community. | | |
| All staff aware of their responsibility to keep children safe and to report concerns including any concerns about other staff behaviour. | | |
| Partnership agreements reflect how children will be kept safe and what are the agreed child-protection reporting procedures. | | |
| Staff are made aware who else they can go to if they have a child-protection concern that they do not feel able to talk to the manager about. | | |
| Clear guidance is given as to how to ensure that any risk to staff or others is considered once a child-protection concern is identified. | | |



Sample Workshops



Sample Workshops

SAMPLE ONE DAY TRAINING WORKSHOP

The following workshop format provides an example of how the exercises contained in the training pack can be assembled to provide a general introduction to keeping children safe in your organisation.

WHO IS IT FOR?

A mixed group of staff that need general introduction to keeping children safe. This workshop could be a follow up to induction. It offers some more information for participants and an opportunity to discuss the agency's child protection policy.

WHAT WILL IT DELIVER?

This workshop will increase knowledge and awareness of the situation of children, the problem of child abuse, the protection responsibilities of agencies and their staff, and what the child protection policy means in practice.

Keeping Children Safe

| | |
|--|------------|
| Introductory Session: Keeping Children Safe (page 20) Including DVD Section 1: The introduction | 60 minutes |
| Exercise 1.1: Images of children | 30 minutes |
| Break | 15 minutes |
| Exercise 1.5: Perceptions of children and childhood | 30 minutes |
| Optional DVD Section 5 followed by Exercise 2.2: What is child abuse? DVD Section 3 and brief discussion on nature of child sex abusers | 60 minutes |
| Lunch | 60 minutes |
| Exercise 3.2: Is this a child protection concern? Section 6 of DVD | 50 minutes |
| Break | 15 minutes |
| Exercise 4.2: Risk Assessment | 60 minutes |
| Evaluation and reflection, action plans | 30 minutes |

SAMPLE TWO DAY WORKSHOP

The following workshop format provides an example of how the exercises contained in the training pack can be assembled to provide a comprehensive introduction to keeping children safe in your organisation.

Who is it for?

Could be run for a mixed group of managers and senior programme staff.

What will it deliver?

This workshop will increase knowledge and awareness of the situation of children, the problem of child abuse, the protection responsibilities of agencies and their staff, and will support the agency to develop or implement a policy.



Odile Meylan / Terre des Hommes

Sample Workshops

Day 1

Keeping Children Safe

| | |
|--|------------|
| Introductory Session: Keeping Children Safe Including DVD Section 1: The introduction | 60 minutes |
| Exercise 1.3: A child's experience | 30 minutes |
| Exercise 1.5: Perceptions of children and childhood | 30 minutes |
| Break | 15 minutes |
| Optional DVD: Introduction section on what makes children feel safe followed by Exercise 2.1: Child abuse-attitudes and values | 55 minutes |
| Optional DVD Section 5 followed by Exercise 2.2: What is child abuse? | 50 minutes |
| Lunch | 60 minutes |
| Optional DVD Section 3 followed by Exercise 4.3: Child Sex Abusers | 75 minutes |
| Break | 15 minutes |
| Exercise 3.2: Is this a child protection concern | 60 minutes |
| DVD Section 6.3 followed by Exercise 3.3: Responding to child protection concerns in a faith setting | 60 minutes |

Day 2

Making Your Organisation Safe for Children

| | |
|--|------------|
| Introduction: DVD Section 5: Why are child protection standards important? Give introductory talk | 30 minutes |
| Stage 1: Self-audit – what do you need to do? | 50 minutes |
| Break | 15 minutes |
| Stage 2: Developing organisational ownership – making sure everyone is involved | 25 minutes |
| Stage 3: Designing the reporting procedure | 60 minutes |
| Lunch | 60 minutes |
| Stage 4: The first draft | 60 minutes |
| Break | 15 minutes |
| Stage 5: Implementation strategy | 50 minutes |
| Wrap up session inc. review of 2 days, summary of action points/next steps, and evaluation | 20 minutes |



Odile Meylan / Terre des Hommes

Two day workshop on Keeping children safe in Emergency contexts

INTRODUCTION

Before this workshop, it should be ensured that all participants have already had general training in child protection.

Aims of this workshop

- To help participants understand the particular vulnerabilities, resources and coping mechanisms of children during emergencies, and the varying impacts of emergencies on different groups of children.
- To help participants recognise the different forms and key causes of the abuse and exploitation that affects children during emergencies.
- To alert participants to the fact that children in emergencies are vulnerable to abuse and exploitation by those with a remit to protect them such as humanitarian workers, and provide tools for addressing this.

Duration

This workshop provides two day's training.

Day 1 features:

- Introductory session
- Session 1: The varying impacts of emergencies on children¹
- Session 2: Incorporating child protection into a humanitarian response
- Session 3: Exploitation and abuse in emergency contexts

Day 2 features:

- Session 4: Avoiding separation and caring for separated children²
- Session 5: Psychosocial care

Equipment

You will need different equipment and resources for different exercises in the training. A list of what you need is included at the beginning of each exercise.

Introduction

For the purposes of this training, attention will be given to:

- introducing the need to protect children in emergencies
- tools for determining child protection risks in emergencies
- highlighting the potential abuse and exploitation of children that can take place during emergencies
- the importance of keeping children with family or care-givers
- the need for psychosocial care interventions.

¹ Taken from Save the Children UK Protecting children during emergencies in Nigeria: A toolkit for trainers
² Taken from Save the Children UK Protecting children during emergencies in Nigeria: A toolkit for trainers

Note for the trainer

Some participants in this workshop may already have experience of working in emergency contexts. Some of the exercises may bring back difficult and painful memories. It is important to be sensitive to this and to allow people space for reflection on these and the opportunity to opt out if they wish.

Additional handouts for trainers that can help you plan your training can be found on the DVD.

Tool 5

Key learning points

- Emergencies cover a wide range of different events, including natural disasters, such as floods or droughts, and conflicts between religious and ethnic groups. Emergencies can be relatively short-lived, or have long-lasting impacts that affect populations for years.
- Children are particularly vulnerable in times of emergency. All types of emergency are likely to have a disproportionate impact on boys and girls, as compared to adults. However, children's needs vary between different emergency situations.
- Children are not a homogenous group. Responses to emergencies must consider the varying needs of girls and boys, older and younger children, children with and without disabilities, children from different religious groups etc. Efforts must be made to fulfil the rights of all groups of children.
- The child protection risks should be identified at the start of any emergency.
- Child protection in emergencies simply means working to minimise the negative effects of emergencies on children.

Two day workshop on Keeping children safe in Emergency contexts

INTRODUCTORY SESSION

Aims

- To introduce participants to the need to protect children during emergencies
- To highlight that not all children have the same protection needs during an emergency.
- To provide practical tools for assessing risks to child protection at the start of an emergency.

Duration

3 hours

Preparation

Prepare a suitable introductory talk for the group. You could use the sample below, or your own material if you feel it is more appropriate to the training group.

Process

Begin the session with a brief introduction to the topic. The text below could be used or adapted.

Increasingly, most organisations, whatever their size, have to respond to emergencies whether these are a result of natural disasters or man-made conflicts. Although there are exceptions, like natural disasters such as the tsunami at the end of 2004 and the Pakistan earthquake in 2005, most emergency situations are in some way predictable.

Relief organisations know that every year, monsoons, droughts and flooding regularly devastate different parts of the world at certain times, as do unstable governments and political situations. However, there is no doubt that child protection is low on the agenda in most emergency situations despite the fact that in emergencies all children are vulnerable, particularly those without their parents or close family members.

Save the Children has identified seven critical types of protection that children require in disaster areas and war zones:

1. Protection from physical harm.
2. Protection from exploitation and gender-based violence.
3. Protection from psychosocial distress.
4. Protection from recruitment into armed groups.
5. Protection from family separation.
6. Protection from abuses related to forced displacement.
7. Protection from denial of children's access to quality education.

We will not have time in this training to address all of these so will focus here on:

- introducing the need to protect children in emergencies
- tools for determining child protection risks in emergencies
- highlighting the potential abuse and exploitation of children that can take place

- during emergencies
- the importance of keeping children with their family or care-givers
- the need for psychosocial care interventions.

SESSION 1: THE VARYING IMPACTS OF EMERGENCIES ON CHILDREN

Aim

- To consider how emergencies affect children.
- To understand the varying impacts of emergencies on different groups of children.

Duration

1 hour 30 minutes

Equipment

- flipchart paper and marker pens
- photographs of individual children – each should represent a different group, eg, disabled child, teenage working child, young mother, school child etc.

Preparation

- Prepare the flipchart by attaching a picture of a child in the centre of one piece. You will need several of these – one for each small group – each with a different picture representing a different child.
- Think about the photographs yourself before you lead the session – run through the exercise in your head to think about what you might say for each child.

Use the information provided at the end of the session to help you lead the closing discussion.

Process

1. Explain that in this session you are going to explore the effects of emergencies on children, including the varying impacts of emergencies on different groups of children.
2. Split participants into small groups. Give each group a piece of flipchart paper with a photo of a child in the centre.
3. Give the groups 30 minutes to explore the possible impact of emergencies on the child in the picture, writing their answers around the photo on the flipchart. Ask them to draw on any experiences of working in an emergency context to help them.

Ask participants to think about a wide range of impacts including issues such as food, shelter, exploitation, abuse, family separation, and access to school. Ask them to identify short and long-term impacts, and to consider the varying experiences of different groups of children.

4. Bring the groups back together to discuss their work. Ask the groups to present their flipcharts to the rest of the participants.
5. Use the following information to guide and inform the discussion.

Two day workshop on Keeping children safe in Emergency contexts

The major needs of different children during emergencies

All children need food, shelter and health care. In addition, the particular needs of specific groups include:

- Very young children: immunisations; special baby foods, and warm clothing.
- Adolescent boys: protection from abuse and exploitation, especially physically hazardous/demanding forms of work and recruitment into the armed forces; education or skills training, and recreation facilities.
- Adolescent girls: protection from abuse and exploitation, especially sexual abuse and exploitation; education or skills training; adequate sanitation, including safe and private toilet facilities and sanitary towels, and recreation facilities.
- Children with disabilities: artificial appliances such as hearing aids or crutches; occupational or physical therapy; help meeting specific nutritional requirements, and assistance safely moving between locations and within camps.
- Separated children: documentation and tracing for rapid reunification;
- places in interim care centres and support overcoming traumas that may have led to separation (see also the needs of very young children and adolescents above).
- Children made vulnerable by HIV/AIDS: additional medical care and anti-retroviral drugs as appropriate; support to families or communities caring for the sick; extra support to overcome the loss of a worker/person earning money in the household; help meeting specific nutritional requirements.



Bartog Neleman / SOS Kinderdorf

SESSION 2: INCORPORATING CHILD PROTECTION INTO A HUMANITARIAN RESPONSE

Aim

- To equip participants with some practical tools to incorporate child protection into a humanitarian response.
- To understand the varying impacts of emergencies on different groups of children.

Duration

1 hour 30 minutes

Equipment

For this workshop you will need:

- flipchart paper and marker pens
- **Handouts: Sample documents** can be found On the DVD.



Preparation

Prepare copies of the one-page handouts before the session. You will need to have enough to give two or three to each small group.

Process

1. Begin by explaining that after the first Gulf War, UNICEF, the International Rescue Committee, Save the Children Alliance, and World Vision International came together to create the Child Protection Working Group for Iraq. As part of this group they developed a number of one-page documents on different aspects of a humanitarian response to an emergency and the child protection considerations that need to be considered in these.
2. Split participants into small groups of two or three people. Give each group two or three samples of these one-page documents.
3. Ask each group to discuss the points on these sheets and prepare a 5 minute presentation on what they have discussed.
4. Allow around 45 minutes for them to prepare their work and then ask them to present it to the rest of the participants.
5. Explain that you will examine some of these issues in more depth throughout the training.

Two day workshop on Keeping children safe in Emergency contexts

SESSION 3: EXPLOITATION AND ABUSE IN EMERGENCY CONTEXTS

Aim

- To help participants understand the concept of child abuse and exploitation, and have identified some of the main forms of abuse and exploitation that occur in emergencies.
- To help participants appreciate the main causes of abuse and exploitation and some of the ways in which to prevent this abuse of children's rights from taking place.
- To help participants acknowledge the varying vulnerabilities to abuse and exploitation between different groups of children.

Duration

4 hours

Note: Session 3 is divided into three:

- Session 3a: Problem trees on abuse and exploitation
- Session 3b: Guidelines to address abuse and exploitation by those with a duty to protect
- Session 3c: Case studies of abuse and exploitation by humanitarian workers

Key learning points

- Children have the right to be free from exploitation and abuse. Exploitation and abuse can have a devastating impact on children's lives. It can cause physical harm, emotional trauma and social rejection, and disrupt schooling. Many of these effects have long-term implications for child and community well being.
- Children often become increasingly vulnerable to abuse and exploitation during and after emergencies. For example, emergencies can separate children from their parents, denying them proper care and protection. Emergencies can also lead to reductions in household incomes, disrupt schooling, and damage community mechanisms that may have protected children in the past..
- Children are vulnerable to abuse and exploitation by those with a remit to protect them in emergencies, such as humanitarian workers, peace-keepers and teachers.
- Governments, NGOs and UN agencies have a responsibility to take measures to protect children from abuse and exploitation during emergencies.
- Children's vulnerability to abuse and exploitation will vary with factors such as age, gender, and levels of disability.

SESSION 3A: PROBLEM TREES ON ABUSE AND EXPLOITATION

Duration

1 hour 15 minutes

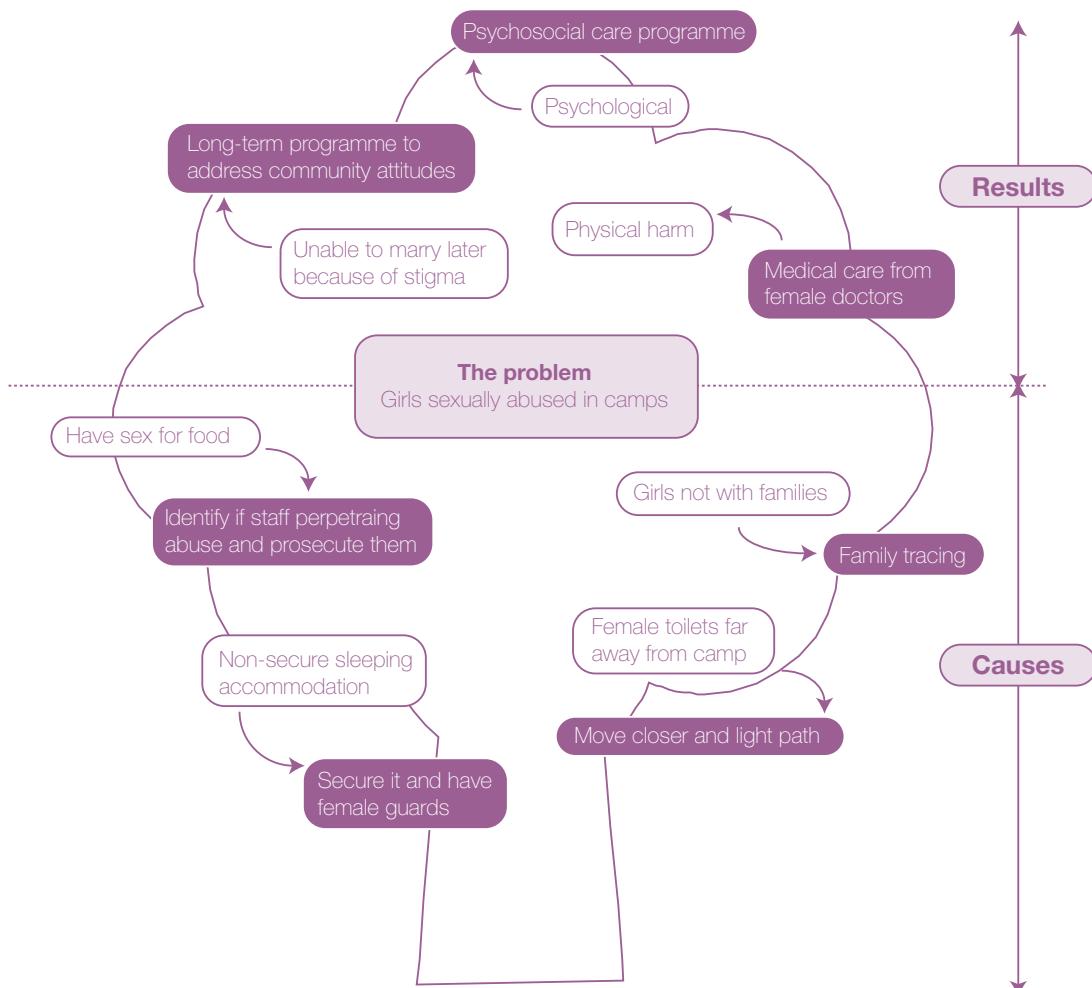
Equipment

For this exercise you will need:

- flipchart and pens
- **Handouts: Sample Problem Tree**
- **Handouts: Checklist of key issues**

Preparation

Look at the diagram of the problem tree below. You may want to reproduce this onto a blackboard or poster so that it is easy to use for group display. Alternatively, you can copy it onto handouts.



Two day workshop on Keeping children safe in Emergency contexts

Process

1. Explain that child exploitation is understood as using power over children to gain some benefit for yourself. Abuse may be sexual, physical or emotional.
2. Ask participants to identify several different forms of abuse and exploitation that children are likely to suffer during emergencies. These may include: child labour, child trafficking, child soldiers, commercial sexual exploitation, sexual abuse within the family, and sexual abuse by those with a remit to protect children.
3. Introduce an example of a problem tree to participants and explain that the purpose of this exercise is for them to develop problem trees on abuse and exploitation in emergencies. Talk through the sample problem tree to make sure participants are clear about what it represents – the causes, effects, and what can be done to prevent or reduce the risk of exploitation or abuse in emergency situations.
4. Divide participants into small groups and ask each group to select one form of exploitation or abuse. Give participants 45 minutes to develop problem trees examining the causes and effects of the form of abuse/exploitation they have chosen. Participants should think specifically about emergency situations and also examine solutions to either prevent abuse from occurring or mitigate its negative impacts.
5. Bring the groups back together, and ask each small group to present their problem trees.
6. Discuss why abuse and exploitation may increase during emergencies.
7. Develop a summary list of preventative strategies and of ways to help children who have been abused and exploited.
8. Use the checklist in the box below. (hand out also on the DVD)  **Tool 5**
9. Ask participants to reflect on how groups of children may experience abuse and exploitation in different ways. For example:
 - Which forms of abuse and exploitation are most likely to affect girls?
 - Which forms are more likely to affect boys?
 - How do the impacts of abuse and exploitation vary by sex and age?
 - Why might disabled children be especially vulnerable to abuse and exploitation during emergencies?

Checklist of key issues on abuse and exploitation in emergencies

Abuse and exploitation may increase during emergencies because:

- children can become separated from their families and be more vulnerable as a result
- household poverty often increases, forcing families to send children out to work
- conflict and displacement can erode the values that may have provided a degree of protection from abuse and exploitation during normal times
- education is often disrupted and children are sent out to work to avoid idleness
- families are under pressure and use violence against children as a way of alleviating their frustration
- children do not have safe shelter, and are vulnerable to sexual abuse as a result
- adults want to use children to perpetrate acts of violence because children are less likely to disobey orders than adults

Key effects of abuse and exploitation include

- physical harm from dangerous working conditions or sexual or physical abuse
- emotional trauma
- social rejection from involvement in stigmatised activities such as commercial sex work
- sexually transmitted diseases, including HIV/AIDS
- disruption to schooling
- long-term implications for child and community well-being (e.g. an uneducated workforce, children unable to marry as adults because of the stigma associated with their work or sexual abuse).

Two day workshop on Keeping children safe in Emergency contexts

SESSION 3B: GUIDELINES TO ADDRESS ABUSE AND EXPLOITATION BY THOSE WITH A DUTY TO PROTECT

Aim

- To make participants aware that those with a duty to protect children during emergencies can also be guilty of their abuse and exploitation.
- To introduce participants to guidelines that should inform how humanitarian workers work with children in emergencies and ensure that they have a clear understanding of what is expected of them as humanitarian workers.

Duration

1 hour

Equipment

For this exercise you will need:

- copies of **Handout: Standards of Accountability**
- copies of **Handout: Standards from the Secretary General's Bulletin**



Preparation

Prepare copies of both the handouts for participants.

Process

1. Distribute copies of **Handout: Standards of accountability**. Explain these are the existing standards in place for humanitarian workers in Sierra Leone and for the UN on protection of communities, including children, in emergency programmes.
2. Distribute **Handout: Standards from the Secretary General's Bulletin**. Explain that this is in force for all UN staff, volunteers and consultants worldwide. And that in many cases adherence to this will be written into the funding contracts that NGOs enter into with UN agencies. Be clear that this bulletin covers all types of work and workers – not just the humanitarian sphere.
3. Ask the participants to split into smaller groups and read both the documents. Ask them to think about the implications for their organisation in adopting one or other of these sets of standards. In particular ask them to answer the following questions:
 - What would be the most difficult part of the standards to apply within your organisation?
 - What additional standard would you like to add?

SESSION 3C: CASE STUDIES OF ABUSE AND EXPLOITATION BY HUMANITARIAN WORKERS

Aim

To help participants apply guidelines in emergency settings in order to prevent abuse and exploitation of children by humanitarian workers

Duration

1 hour 45 minutes

Equipment

For this exercise, you will need:

- copies of **Handout: Sexual exploitation and abuse scenarios**
- a flipchart and pen



Tool 5

Preparation

Before you lead the exercise, read through the case scenarios in the handout, and the possible comments given on each one included at the end of this exercise.

Prepare copies of the handout for the group. You will need to give each group two or three scenarios from the handout

Process

1. Divide participants into small groups. Give each group two or three scenarios from Handout: Sexual exploitation and abuse scenarios. Ask them to discuss each scenario and identify which of the standards from the handouts in Exercise 2 they have just looked at have been breached. It is possible to have more than one possible answer for many of the scenarios. Participants will often arrive at other answers for the scenarios.
2. Consider participants' responses for each scenario. What is important in this exercise is that each participant understands that a breach has occurred and that the behaviour portrayed is not acceptable.
3. Write the answers on a flipchart.
4. Bring the group back together and ask each small group to share their scenarios and answers. Ask the rest of the group if they have any additions to the group's responses.
5. Ask participants whether they want to add any other guidelines to those they have developed, or currently exist within the organisation, as a result of this exercise.

Two day workshop on Keeping children safe in Emergency contexts

SESSION 4: AVOIDING SEPARATION AND CARING FOR SEPARATED CHILDREN

Aim

- To appreciate the importance of avoiding separation. .
- To understand some of the key causes of separation during emergencies, and ways to prevent children from being separated.

Duration

3 hours

Equipment

For this session you will need:

- copies of **Handout/Trainer's notes: A checklist of key issues relating to family separation**  Tool 5
- flipchart paper and pens

Key learning points

- Separated children may be defined as: 'Children who are separated from their parents or usual carers'
- Separation has a range of negative impacts on children's lives. Separated children are highly vulnerable to inadequate care and protection, abuse and exploitation. They will often be denied their basic survival and development rights and may feel lonely and isolated.
- Emergencies increase the risk of separation. Children may be orphaned by the death of their parents or lose contact with their usual carers as they flee to escape violence. Some boys and girls are captured by armed forces or groups, or abandoned by parents unable to meet the needs of all of the children in the family.
- Agencies working to help populations affected by emergencies can inadvertently increase the risk of separation. For example, they may fail to provide child care when giving medical help to parents or carers, or may offer care for children which far exceeds that provided by communities, encouraging parents to abandon their children.
- Efforts to prevent separation include: providing families with information about ways to avoid separation, such as not allowing children to carry heavy loads; teaching children their names and addresses so that they can be quickly reunited with their families, and putting proper mechanisms in place to ensure that children are cared for when their parents are medically treated.
- If children have been separated from their parents or usual carers, residential care should be used as a last resort only. Residential care leaves children vulnerable to abuse and exploitation, can stunt children's emotional development, threaten their health and nutrition, and perpetuate discrimination.
- Although alternatives to residential care should be encouraged where possible, there may be instances where residential care is the only or best option, for example, where usual mechanisms for caring for separated children in the extended family or community have temporarily broken down due to disruption caused by conflict. Efforts must be made to ensure that children in residential care are properly cared for and protected.

Preparation

You may like to make copies of the checklist handout to give participants at the end of the session. Read the Process notes before leading the session so that you can lead the role plays with confidence. Watch the timings – when people are doing role plays it's easy to lose track of the time.

Process

1. Introduce a definition of separated children:
'Children who are separated from their parents or usual carers.'
2. Divide participants into small groups and give them 15 minutes to explore the impact of separation on children.
3. Bring the large group back together and ask each group to give one impact (reminding groups not to repeat answers already given). Use ***Handout/Trainer notes: A checklist of key issues relating to family separation*** to ensure that participants have covered key issues.

Role-play

4. Divide participants into their small groups again. Ask each group to act out a scenario where children get separated from their parents or usual carers during an emergency. Give participants 15 minutes to prepare their role-plays.
5. Ask each group to perform their role-play. After each role-play, ask the other participants to list the key causes of separation. Use the checklist in the handout to ensure that participants have covered all of the key issues.
6. Ask participants to go back to the scenarios they developed in their role-plays, and this time to prepare role-plays showing how separation could have been prevented. Give participants 15 minutes to prepare their role-plays.
7. Once participants have performed the role-plays, develop a list of key strategies to prevent separation. Use the checklist in the handout to make sure that participants have covered all of the key issues.

Two day workshop on Keeping children safe in Emergency contexts

SESSION 5: PSYCHOSOCIAL CARE

Aim

- To help participants understand the particular vulnerabilities, resources and coping mechanisms of children during emergencies.
- To highlight to the importance of psychosocial interventions in emergency contexts.
- To introduce the concept of child-friendly spaces.
- To help participants think through how to establish a child-friendly space and what would be needed.

Duration

3 hours

Note: This session is divided into two parts:

- **Session 5a: Children's resilience**
- **Session 5b: Child-friendly spaces**

Equipment

For this exercise, you will need:

- copies of **Handout: Sexual exploitation and abuse scenarios**  Tool 5
- a flipchart and pen

Key learning points

- Though in emergencies children are affected in many ways – including through loss of life (their own or families' and friends'), displacement, destruction of basic services (health, education, social care) and loss of their parents' economic livelihood – they also demonstrate great resilience in adversity.
- In emergencies, children have psychosocial, spiritual and physical needs. These can be addressed in a broader and deeper way through establishing child-friendly spaces (CFSs).
- A CFS is a structured and safe place where children and young people meet other children to play, learn competencies to deal with the risks they face, be involved in some educational activities and relax in a safe place. It gives the children the sense of safety, structure and continuity that provides support amidst overwhelming experiences.
- The use of CFSs is a pragmatic approach as it reaches a large number of children and allows for the integration of local social and cultural practices.
- It aims at building capacities for coping with the grief and loss. It focuses on wellness rather than on ill health. It is important to involve community and religious leaders and local service providers being careful not to romanticise local practices and keeping a critical attitude that promotes the best interests of the child.

SESSION 5A: CHILDREN'S RESILIENCE

Aim

To help participants understand the particular vulnerabilities, resources and coping mechanisms of children during emergencies.

Duration

1 hour

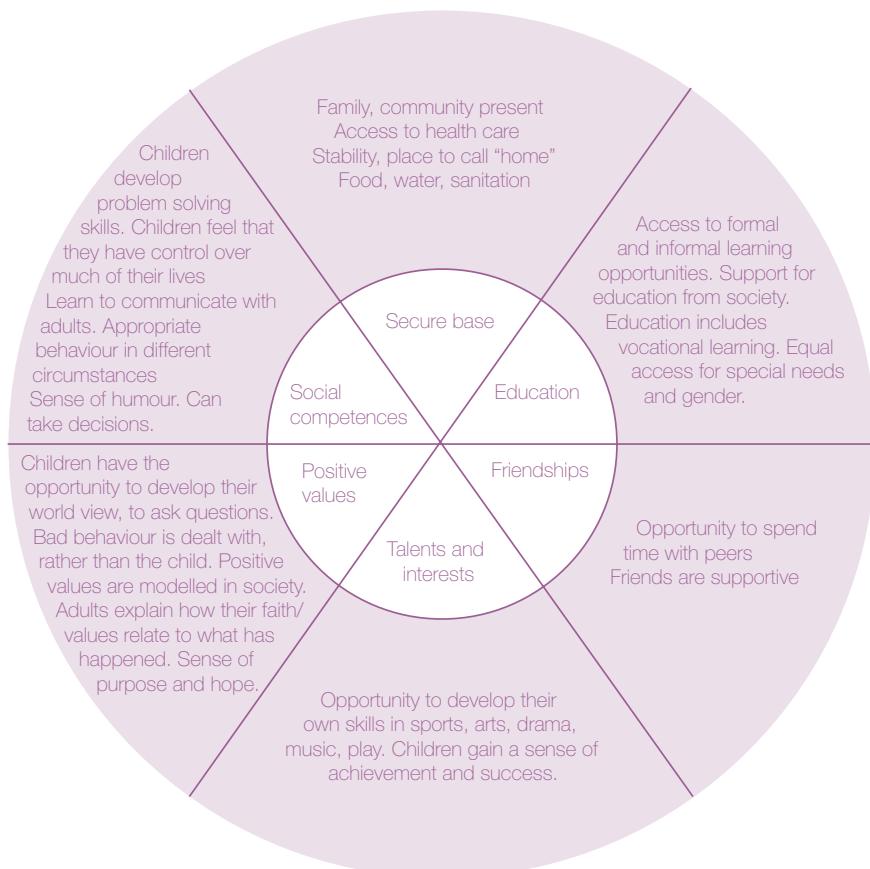
Equipment

For this session, you will need:

- a large piece of paper and marker pens
- copies of Handout: Domains of resilience  **Tool 5**

Preparation

- Draw the following diagram below on a large piece of paper.



- Make enough copies of Handout: Domains of resilience  **Tool 5**

Two day workshop on Keeping children safe in Emergency contexts

Process

1. Provide a brief presentation on resilience using the notes below:

Although in emergencies children are affected in many ways including through loss of life (their own or families' and friends'), displacement, destruction of basic services (health, education, social care) and loss of their parents' economic livelihood, they also demonstrate great resilience in adversity.

Daniel and Wassell (2002) note that there are six domains of resilience for children:

1. Positive values
 2. Friendships
 3. Talents/ interests
 4. Education
 5. Secure base
 6. Social competence
2. Divide the group into 6 and ask each group to take one of the domains of resilience and discuss how responses in emergency situations can help build on this resilience. Provide copies of **Handout: Domains of resilience** to help.
 3. At the end of the session, ask participants to feed back what they have discussed to each other.

SESSION 5B: CHILD-FRIENDLY SPACES

Aim

- To highlight to the importance of psychosocial interventions in emergency contexts.
- To introduce the concept of child-friendly spaces.
- To help participants think through how to establish a child-friendly space and what would be needed.

Duration

2 hours

Equipment

For this session, you will need:

- **Handout/Trainer's notes: Child-Friendly Spaces (CFS) in crisis situations** 
- flipchart paper and pens

Preparation

Use **Handout/Trainer's Notes: Child-Friendly Spaces (CFS) in crisis situations** to help you prepare a 20-minute presentation for participants on the concept of psychosocial care and child-friendly spaces. You need to make sure that you use the right level of language and amend the presentation to suit your participants' work and context.

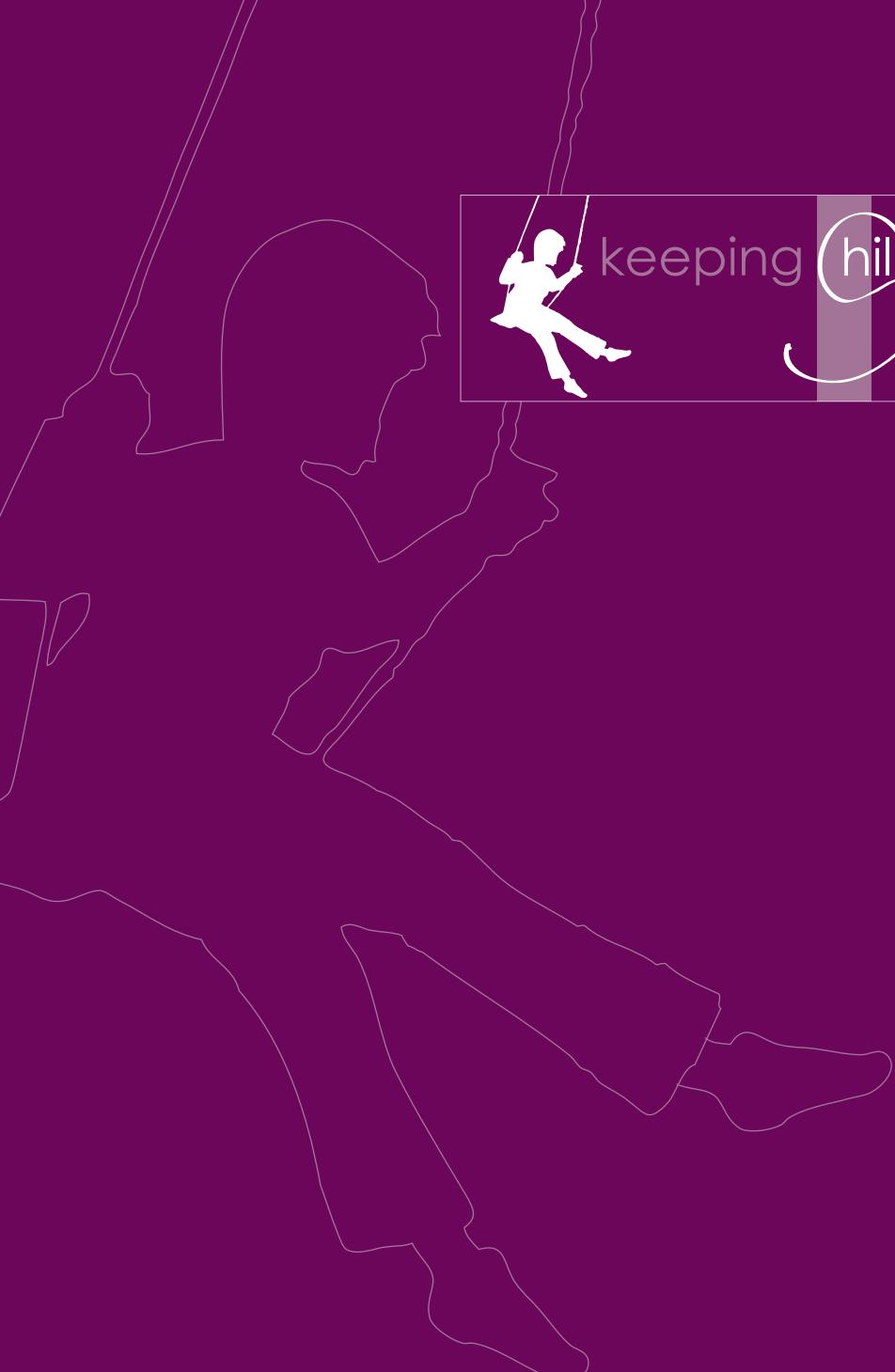
Process

1. Begin the session by giving your presentation on the concept of psychosocial care and child-friendly spaces.
2. According to the context, suggest an emergency situation that the participants would be able to imagine, eg, flood, earthquake, outbreak of fighting etc.
3. Ask the participants to imagine that they are from a children's organisation (they may really be of course!) and they are going to establish a child-friendly space.
4. Divide participants into two groups. Call one group, Group One, the other Group Two. Allow 30 minutes for each group to consider and do the following:
 - Group One: What equipment and materials would be needed to establish a child-friendly space? What sort of activities would you have? Make a list on flipchart paper.
 - Group Two: What skills would be needed by the people running the centre? Make a list on flipchart paper.
5. When the participants have had 30 minutes, put the lists they have made on the wall. Bring the whole group back together and ask them to consider and discuss:
 - How practical is this plan in an emergency?
 - What are the alternatives?
 - How could we be prepared to implement these plans?
 - Could we incorporate the development of these skills into existing training programmes?
6. Explain to participants that as well as focusing on the particular needs of vulnerable groups during emergencies, it is also important to recognise strengths within populations affected by emergencies which can be drawn on to protect children (see below for suggestions).

The resources available within populations affected by emergencies

 - Individuals, eg, teachers, nurses, traditional birth attendants, builders, carpenters.
 - Groups and organisations, eg, drama groups, football clubs, children's groups, community-based organisations, faith-based groups.
 - Leadership mechanisms, eg, community leaders, religious leaders, local councils.





Trainers Notes



Trainers Notes

Introductory Talk

Module 4

Core Workshop 1 and 2

Introduction to the Keeping Children Safe Standards

KEEPING CHILDREN SAFE – STANDARDS FOR CHILD PROTECTION

Introduction

Everyone involved in working with children has a fundamental duty of care towards them. We must all recognise the risks to children of abuse and exploitation and our responsibilities to keep them safe, during humanitarian emergencies and as part of longer-term development efforts. In building safe environments for children where their rights are respected and they are protected from harm, staff and other representatives of aid and development agencies have an important part to play. This means making sure that they are aware of their protection roles and responsibilities, and that they behave with the utmost professionalism and integrity at all times. For this to happen consistently, we need to have a systematic approach to child protection.

However, many agencies are still not sufficiently aware of the importance of building protection measures into their work. Even agencies that have taken steps to address this are discovering the real challenges of making their agencies child safe. All are looking for practical guidance, tools and support materials to assist them in overcoming a host of obstacles that confront them in tackling child protection issues in their work.

The standards contained in this document provide the basis for agencies to develop effective ways of Keeping Children Safe. The standards ensure that through awareness, good practice and robust systems and procedures, staff and other representatives are able to keep children safe from harm.

Children, especially the most vulnerable deserve the very highest standards of care and protection. This document will help aid and development agencies deliver them.

For aid and development agencies that have contact with children, some of the key issues and challenges include the fact that:

- Protection systems in many countries are often weak, and leave agencies and staff facing complex child protection dilemmas.
- Although children are very resilient, some children in emergencies are especially vulnerable to abuse and exploitation.
- There is little common understanding across agencies of child protection issues, standards of practice, or the organisational implications of these.
- There are huge difficulties in operating child protection policies in the many different legal, social and cultural contexts in which agencies work.
- Children may be at risk of abuse and exploitation, not only from individuals in the communities where they live, but also from agency staff, volunteers or other representatives.

For these agencies, and for the sector as a whole, there is a need to develop a common understanding of child protection issues, develop good practice across the diverse and

complex areas in which they operate and thereby increase accountability in this crucial aspect of their work. There are simple policies and procedures which if put in place will significantly strengthen child protection. The standards below describe the steps agencies can take to become effective in Keeping Children Safe.

Background

Since 2001, a number of aid and development agencies based in the UK and Switzerland, along with the National Society for the Prevention of Cruelty to Children (NSPCC) have been working together on these issues, in order to share experience and knowledge and to identify a common approach to child protection. These agencies make up the Keeping Children Safe Coalition.

This initiative has developed an approach based on agreed standards that offers very practical help to agencies in addressing the issues identified above. Developing ways of Keeping Children Safe is a crucial part of operating ethically and making sure that children are protected. It also ensures that staff and other representatives are protected. This aspect of good governance is also critical in maintaining the reputation and credibility of individual agencies and of the sector as a whole.

The following standards will help any agency to meet their duty to protect children. *The Keeping Children Safe Toolkit* that accompanies this standards document will also assist in making them a practical reality for staff, volunteers and partners by supporting training and guidance on implementation.

Who are the standards for?

The standards are aimed at:

International NGOs, with or without a specific child focus, International Organisations, the NGO partners of INGOs and other NGOs (national and local), government partners and any other agencies that require child protection measures to be in place.

Some key questions

- How can something written in Europe be relevant in developing countries?

There is recognition of the diverse local contexts we work in and the challenges each pose. The standards will have to be adapted to fit local needs with the understanding that individual contexts will mean that procedures adapt and change but the underpinning principles of the standards do not.

- What are the principles underpinning the standards?

The UN Convention on the Rights of the Child provides the basis for the standards, our charter and mandate, national and international law and so on.

Trainers Notes

Advantages of implementing child protection standards

1. Children are protected
No standards can offer complete protection for children, but following these standards minimises the risk to children of abuse and exploitation.
2. Agency representatives are protected
By implementing these standards all representatives will be clear about how they are expected to behave with children and what to do if there are concerns about the safety of a child.
3. The organisation is protected

By implementing these standards organisations are making clear their commitment to keep children safe. The standards will help them to move towards best practice in this area and deter potential abusers from joining the organisation.

Overview of Standards

| Overview of the standards | |
|---------------------------|--|
| Standard 1 | A written policy on keeping children safe |
| Standard 2 | Putting the policy into practice |
| Standard 3 | Preventing harm to children |
| Standard 4 | Written guidelines on behaviour towards children |
| Standard 5 | Meeting the standards in different locations |
| Standard 6 | Equal rights of all children to protection |
| Standard 7 | Communicating the keep children safe message |
| Standard 8 | Education and training for keeping children safe |
| Standard 9 | Access to advice and support |
| Standard 10 | Implementing and monitoring of the standards |
| Standard 11 | Working with partners to meet the standards |

Summary

These standards can ensure that all agencies develop practice which keeps children safe from abuse and exploitation. They offer guidance, provide a basis for determining local standards and how these will be measured and achieved.

These standards (*Tool 1*) are supported by the other parts of the Toolkit. The standards describe what agencies need to do to keep children safe, the *How to Implement the Standards Guide* (*Tool 2*) describes how agencies can go about putting these child protection measures in place, and the training pack (*Tool 3*) supports agencies to raise the skills, knowledge and

awareness of staff and other representatives so they can meet their protection responsibilities. The DVD (*Tool 5*) provide supporting material.

Children, especially the most vulnerable – those affected by conflict, disaster, sheer poverty and ill health – deserve the very highest standards of care and protection. This document will help aid and development agencies deliver just that.

Introductory Session

SAMPLE LEARNING AGREEMENT

A learning agreement sets out the principles for how you will work together. You must agree these principles with the participants so that you have an effective learning environment. Child protection training can be very emotive – this learning agreement will help you to set boundaries and rules for the group work, and make sure everyone in the group is treated with respect. It also provides a basis for challenge if someone in the group breaks these principles.

- To respect and listen to what other people have to say.
- To help each other to learn.
- To be able to ask questions and talk about differences.
- To recognise the emotional nature of child protection and the effect this may have on people.

Module 2 – Exercise 2.2

Module 3 – Exercise 3.2

Core Workshop 2

DEFINITIONS OF ABUSE

Introduction

‘Child abuse is a global problem that is deeply rooted in cultural, economic and social practices’
(WHO 2002)

It exists in all countries, communities and is expressed in personal values, beliefs and practices and also through wider societal, cultural and institutional systems and processes that mean children are abused and denied their right to a safe, secure happy and healthy childhood. Statistics for children globally include:

- 13 million children are orphaned as a result of AIDS
- 1 million children worldwide live in detention
- 180 million children are engaged in the worst forms of child labour
- 1.2 million children are trafficked every year

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- 2 million children are exploited via prostitution and pornography
- 2 million children are estimated to have died as a direct result of armed conflict since 1990
- 300,000 child soldiers at any one time.

(State of World's Children UNICEF 2004)

Non government organisations (NGOs) and other agencies play a key role in working at a local level to support and protect children. To what extent they too are able to define and recognise child abuse and have appropriate processes for responding may depend on the local and country definitions of child abuse and protection.

These organisations inevitably work in some of the most at-risk countries directly or indirectly with excluded and vulnerable children; therefore staff will encounter issues of abuse and exploitation. These may mainly be external to the organisation but some may relate to internal issues too.

Definitions of abuse

Trying to define child abuse as a world phenomenon is difficult because of the vast cultural, religious, social/political, legal and economic differences that children experience. What may seem to be abusive in one country may be acceptable in another. Most research on child abuse has been carried out in economically developed countries and it is not clear of its relevance to those children whose lives are very different. So, it seems impossible to agree on one, universal definition. But in order that child protection approaches make sense it is crucial that a common understanding is reached by organisations as to what the definition of child abuse is and in what circumstances their policy and procedures apply.

Any definition of child abuse and neglect assumes a definition of the child. According to the UNCRC a child is 'every human being below the age of 18 years'. However, some countries state that children reach adulthood younger than 18.

'Child abuse and neglect, sometimes also referred to as child maltreatment, is defined in the World Report on Violence and Health as all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust, or power.'

(WHO, 1999 & 2002)

Many children living throughout the world can therefore easily be described as being abused in a very general sense because they are denied basic human rights and live in circumstances that are extremely difficult. However, any definition of abuse needs to be carefully thought through as no child protection policy can address all abuse of children and would be ineffective if it were used in this way.

Child abuse is a general term used to describe where the child may experience harm, usually as a result of failure on the part of a parent/carer or organisation/community to ensure a reasonable standard of care and protection or by the deliberate harmful acts. Research studies and inquiry reports have widened our awareness to the abuse of children by peers, siblings and those employed or entrusted with their care in both community and residential settings. The report into allegations that aid workers were sexually exploiting women and children has highlighted concern about child protection issues in developing countries and placed a duty

of care to beneficiaries on humanitarian and other non-government organisations (UN IASC Task Force, 2002).

Child protection in its widest sense it is a term used to describe the actions that individuals, organisations, countries and communities take to protect children from acts of maltreatment (abuse) and exploitation e.g. domestic violence, child labour, commercial and sexual exploitation and abuse, HIV, physical violence to name but a few. It can also be used as a broad term to describe the work that organisations undertake in particular communities, environments or programmes that protect children from the risk of harm due to the situation in which they are living.

In the context of Keeping Children Safe – standards for child protection, child protection relates to the responsibility and duty of care that an organisation has to protect children with whom they come into contact with. It is important to remember that child protection concerns may be more likely in emergency situations, in situations where children are displaced and separated from families, or where the family is under extreme stress. It is therefore important to distinguish between children in need of protection and specific incidents of maltreatment (abuse) that may be physical, sexual, and emotional or caused through neglect.

Within the broad definition of child maltreatment, five subtypes are distinguished – these are:

- physical abuse
- sexual abuse
- emotional abuse
- neglect and negligent treatment
- sexual and commercial exploitation.

These sub-categories of child maltreatment and their definitions were devised following an extensive review of different countries' definitions of child maltreatment and a 1999 WHO consultation on child abuse prevention.

Physical abuse of a child is the actual or potential physical harm from an interaction or lack of interaction, which is reasonably within the control of a parent or person in a position of responsibility, power, or trust. There may be single or repeated incidents (WHO, 1999).

Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society. Child sexual abuse is evidenced by an activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person. This may include but is not limited to the inducement or coercion of a child to engage in any unlawful sexual activity; the exploitative use of a child in prostitution or other unlawful sexual practices; the exploitative use of children in pornographic performances, internet pictures and materials (WHO, 1999). The recent use of technology such as the internet by adults to entice children to meet or participate in virtual sex is also an abuse.

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Neglect and negligent treatment is the inattention or omission on the part of the caregiver to provide for the development of the child in: health, education, emotional development, nutrition, shelter and safe living conditions, in the context of resources reasonably available to the family or caretakers and which causes, or has a high probability of causing, harm to the child's health or physical, mental, spiritual, moral or social development. This includes the failure to properly supervise and protect children from harm as much as is feasible (WHO, 1999).

Emotional abuse includes the failure to provide a developmentally appropriate, supportive environment, including the availability of a primary attachment figure, so that the child can reach their full potential in the context of the society in which the child lives. There may also be acts toward the child that cause or have a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. These acts must be reasonably within the control of the parent or person in a relationship of responsibility, trust or power. Acts include restriction of movement, degrading, humiliating, scape-goating, threatening, scaring, discriminating, ridiculing, or other non-physical forms of hostile or rejecting treatment (WHO, 1999).

Sexual exploitation is the abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the exploitation of another. Child prostitution and trafficking of children for sexual abuse and exploitation being one example of this.

Commercial or other exploitation of a child refers to the use of the child in work or other activities for the benefit of others. This includes, but is not limited to, child labour. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development (WHO, 1999). Children being recruited in to the army would also come under this category.

Disabled children and abuse Disability in children can make them more vulnerable to child abuse. What might be considered harmful or abusive treatment of a non-disabled child is sometimes seen as OK for a disabled child, this can be for many reasons. In discussing safeguarding of disabled children it is essential to consider not only personal attitudes and values but also the social context that children are living in, what are the community attitudes towards disability? Awareness of how society treats disabled children is critical for two reasons:

- So individuals do not reinforce abusive attitudes or behaviour in their own practice.
- So that staff can promote the rights of disabled children to be protected.

It is helpful to think of abuse in two ways. One being abuse with a small 'a' which would include the abuse of a child's human rights to Abuse with a big 'A' which meets the previous definitions of abuse described earlier.

Experience and research demonstrates that addressing the every day abuses of the rights of disabled children, abuse (small a), can play a significant role in reducing vulnerability to harm from Abuse (big A).

There are many things people might believe about disabled children that will effect whether they think they are at risk of abuse.

The truth is that disabled children are MORE at risk of abuse and this is known through international research and experience. Humanitarian aid workers have probably encountered many examples of disabled children being wrongly treated and abused.

Indicators of abuse give us important clues to what might be happening to a child or young person; they should not usually be seen in isolation from the rest of the child's life and experience.

For disabled children indicators of abuse may be masked or confused by their disability. People might say:

- injuries are self inflicted
- behaviour is symptomatic of the disability
- a disabled child's allegation is false because they do not know what they are talking about
- they have to treat the child in that way for their own good e.g. tying or chaining up, not feeding, locking up, not dressing etc.

It is therefore important to recognise that disabled children can be abused and harmed, and the effects of abuse may be more dangerous e.g. not feeding a child who cannot feed themselves will ultimately lead to their death. The protection of disabled children may need extra thought and attention especially when a community or society does not recognise the human rights of disabled children.

OTHER FORMS OF ABUSE

Internet abuse and abusive images of children

Abusive images of children (commonly known as child pornography) is defined as any representation, by whatever means of a child engaged in real or simulated explicit sexual activities or any representation of the sexual parts of a child for sexual purposes. Technology has also meant that children are now subject to additional abuse through the internet. There is a trade in the transmittal of abusive images of children. Digital and phone cameras have made it possible for some children images to be distributed across the internet without their knowledge. Children may also be at risk of coming into contact with people who want to harm them through their use of the internet. More information is available on the section in **Module Four** of the Training Pack on child sex offenders and in the *How to Guide in Standard 3 on Prevention*.

Additional information on internet safety advice for parents, carers and children and young people can be found on: www.ceop.gov.uk and www.thinkuknow.co.uk

Abuse linked to belief in 'possession', 'witchcraft' or related to spiritual or religious belief

Abuse linked to the belief in 'spirit possession', 'witchcraft' or other spiritual beliefs can occur when communities or individuals believe that a child or an adult is in possession of evil spirits and action needs to be taken to 'punish' the alleged possessed person, or free him or her of the spirit.

Trainers Notes

Child abuse linked to accusations of ‘possession’ or ‘witchcraft’ generally occurs when the child is being viewed as ‘different’ (the child could be disobedient, ill or disabled) and the accuser (often small groups of people somehow related to the child) think they need to exorcise him or her. These beliefs can result in extremely cruel practices to children e.g. severe beating, burning, starvation, isolation, cutting or stabbing and can even cause death of the child. Ritualistic ceremonies or other practices to hurt children can also be part of this harmful practice.

The belief in ‘possession’ and ‘witchcraft’ is widespread. It is not confined to particular countries, cultures or religions. (www.everychildmatters.gov.uk)

Spiritual abuse occurs when a spiritual leader or someone in a position of spiritual power or authority (whether organisation, institution, church or family) misuses their power or authority, and the trust placed in them, with the intention of controlling, coercing, manipulating or dominating a child. Spiritual abuse is always about the misuse of power within a framework of spiritual belief or practice, in order to meet the needs of the abuser (or enhance his or her position) at the expense of the needs of the child. Spiritual abuse results in spiritual harm to a child and can be linked to other abuse such as physical, sexual and emotional abuse.
[Note: This definition applies to a Christian setting and should be adapted to the specific issues relevant to other faith settings.]

Abuse of trust A relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. An abuse of trust could be committed by, for example, a teacher, humanitarian or development worker, sports coach, scout leader, faith leader. It is important those in a position of trust have a clear understanding of the responsibilities this carries and clear guidance to ensure they do not abuse their position or put themselves in a position where allegations of abuse, whether justified or unfounded, could be made. The relationship may be distorted by fear or favour. It is vital for all those in such positions of trust to understand the power this gives them over those they care for and the responsibility they must exercise as a consequence. This is particularly important in the context of humanitarian aid, when those in positions of power also control aid and resources.

Cultural values Whilst there are some common factors such as poor economic status, violence within the home, drug and alcohol abuse which increase the likelihood of children being abused, some of the most powerful are specific to the culture and society in which a child lives. It is vital to determine what are the culturally accepted child rearing practices and attitudes to faith, gender, disability, sexual orientation in different countries and regions. This is not to lower the level of concern, or condone abuse but more to understand the environment in which it occurs and the community attitude to it.

Additional factors

Research studies have increased awareness of the potential harmful impact on the emotional development of young people who live in families where domestic violence, mental health problems, drug or alcohol abuse may be present. Children who act as carers for disabled parents may also have additional support needs.

Bullying is now recognised as increasingly harmful to children and young people. This could take the form of physical intimidation, verbal intimidation – including racist and sexist remarks

– or emotional intimidation – for example isolating or excluding someone. It is difficult to define but always involves a less powerful person experiencing deliberate hostility.

These notes have been prepared using a variety of sources and original material. Further resource information can be found on the www.nspcc.org.uk website and www.who.int

Additional materials for professionals working with children can be downloaded from: www.nspcc.org.uk/freshstart. Fresh Start facilitates a multi-disciplinary community of practice in relation to child sexual abuse and acts as a conduit for learning from best practice.

TRAINER'S NOTES/HANDOUT

Module 3 – Exercise 3.1

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

This is a simplified version of the UNCRC. The convention has 54 articles in all and a few of them have been left out because they deal with the technical nature of implementing the Convention.

Articles 2, 3 and 12 underpin all the rights in the UNCRC.

This is not an official text but simplified for purpose of raising awareness amongst children and young people.



Trainers Notes

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| Article 1 Everyone has all these rights | Article 10 If you and your parents are living in separate countries, you have the right to get back together and live in the same place. |
| Article 2 You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor. | Article 11 You should not be kidnapped. |
| Article 3 All adults should always do what is best for you | Article 12 You have the right to an opinion and for it to be listened to and taken seriously. |
| Article 6 You have the right to life. | Article 13 You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others. |
| Article 7 You have the right to a name and a nationality. | Article 14 You have the right to think what you like and be whatever religion you want to be, with your parents guidance. |
| Article 8 You have the right to an identity. | Article 15 You have the right to be with friends and join or set up clubs, unless this breaks the rights of others. |
| Article 9 You have the right to live with your parents unless it is bad for you. | Article 16 You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see. |
| Article 18 You have the right to be brought up by your parents, if possible. | Article 17 You have the right to collect information from the media – radio, newspaper, television, etc – from all around the world. You should also be protected from information that could harm you. |
| Article 19 You have the right to be protected from being hurt or badly treated. | Article 27 You have the right to a good enough standard of living. This means you should have food, clothes and a place to live. |

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| Article 20 You have the right to special protection and help if you can't live with your parents. | Article 28 You have the right to education. |
| Article 21 You have the right to have the best care for you if you are adopted or fostered or living in care. | Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourage you to respect other people's rights and values and to respect the environment. |
| Article 22 You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there. | Article 30 If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practice your own religion, and use your own language |
| Article 23 If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life. | Article 31 You have the right to play and relax by doing things like sports, music and drama. |
| Article 24 You have a right to the best health possible and to medical care and to information that will help you to stay well. | Article 32 You have the right to protection from work that is bad for your health or education. |
| Article 38 You have the right to protection in times of war. If you are under 15, you should never have to be in an army or take part in a battle. | Article 33 You have the right to be protected from dangerous drugs. |
| Article 39 You have the right to help if you have been hurt, neglected, or badly treated. | Article 34 You have the right to be protected from sexual abuse. |
| Article 40 You have the right to help in defending yourself if you are accused of breaking the law. | Article 35 No-one is allowed to kidnap you or sell you. |
| Article 42 All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too. | Article 37 You have the right not to be punished in a cruel or hurtful way. |

Trainers Notes

Trainer's Notes/Handout Module 3 – Exercise 3.1

THE LEGAL FRAMEWORK FOR CHILD PROTECTION

Introduction

Children share protected universal human rights with all other persons but, in addition, because of their dependence, vulnerability and developmental needs, they also have certain additional rights. This handout outlines the legal foundations for the protection of refugee and displaced children, taking as its starting point the State's primary responsibility for protecting the rights of all persons within its territory. The protection of refugee and displaced children has its roots in international human rights, refugee and humanitarian law. These sources provide the framework for a set of basic minimum standards for children; a legal framework which can assist those who work on behalf of refugee and displaced children.

Care must be taken to ensure that the special needs and rights of refugee children and adolescents are perceived, understood and attended to by those who seek to protect and assist them.

Key Concepts

1. The legal basis for prioritised action on behalf of children, are well established in international law.
2. The Convention on the Rights of the Child (CRC) provides a comprehensive code of rights which offers the highest standards of protection and assistance for children of any international instrument.
3. The issue of legal status of children is particularly important and has very important implications for ensuring birth registration.
4. As a matter of principle, children should not be detained and there are a number of special measures to protect children from unlawful or arbitrary detention.
5. Refugee and displaced children are particularly at risk from many different types of abuse and exploitation, including child labour and sexual exploitation. Their rights to protection are established through the CRC and other international instruments.
6. The maintenance of family unity and the reunification of families has been established as a priority in international law.
7. Education is recognised as a universal human right which is established through a wide range of international and regional instruments.
8. The CRC establishes the right to the highest attainable standard of health for children.
9. The civil rights and freedoms established under the CRC apply equally to all children, who should be provided with opportunities to express their views in any matter affecting them and encouraged to participate in the activities of the community.
10. The CRC and other instruments provide the right to specific protection for children in situations of armed conflict.

The importance of the CRC and other instruments

All but two countries (Somalia and the USA are the exceptions) are parties to the Convention on the Rights of the Child (CRC). As such it can be treated as almost universally applicable. It is legally binding on every government which is a party to it and applies to all children within the jurisdiction of each State, not only to those who are nationals of that state. Indeed, the principle of non-discrimination is stated strongly in Article 2(1) and certainly covers refugee and displaced children including adolescents.

The CRC defines a 'child' as everyone under 18 years of age ,unless, under the law applicable to the child, majority is attained earlier' (Article 1). For normal purposes this means that it can be applied to everyone up to 18, unless it is demonstrated that they are an adult under the applicable national law for all purposes or for this specific purpose. In any case, the 'scheme' of the CRC suggests that this exception should be interpreted as an empowering one, in other words that under-18s can claim the benefits of adulthood if granted by national law while still being able to claim the protection of the CRC.

Key learning points

- The legal basis for prioritised action on behalf of children is well established in international law.
- International refugee, human rights and humanitarian law, together with regional and national law, constitute the broad framework for the protection of refugee and displaced children.
- Humanitarian workers should rely on this framework in their day-to-day work of protecting refugee and displaced children including adolescents.

A fundamental element of child protection is the recognition that States have the primary responsibility of protecting the human rights of all persons within their territories. Children share protected universal human rights with all other persons but, in addition, because of their dependence, vulnerability and developmental needs, they also have certain additional rights.

The legal basis for prioritised action on behalf of children, including refugee and displaced children, are well established in international law.

Familiarity with international law is important because it outlines the obligations of a country in protecting refugee and displaced children. It also provides the framework within which those who work on behalf of refugee and displaced children should operate.

International Law

As a starting point it would be useful to consider the nature of a country's international obligations to protect refugees and displaced persons. Generally, they arise from customary international law, treaties, non-binding instruments and regional instruments.

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Customary international law

Basically, customary international law arises out of universal acceptance and consistent practice by countries with respect to a rule of law. Some of the guarantees and protection found in international instruments have become part of customary international law. This means that such rules can be invoked to protect refugees and displaced persons in a country regardless of whether it has ratified a treaty that contains that specific right or guarantee. For example, all children are protected against slavery and the slave trade, torture or other cruel, inhuman or degrading treatment or punishment, and racial discrimination and prolonged arbitrary detention.

In addition, the provisions relating to children in Protocol I and Protocol II of the Fourth Geneva Convention relative to the Protection of Civilian Persons in Time of War of 12 August 1949, have gained wide acceptance. It has been argued that they have acquired the status of customary international law, binding even dissident groups in cases of non-international conflicts.

Treaty law

A treaty is legally binding on those States that have consented to be bound by its provisions – in other words, States that have ratified and become party to the treaty. Treaties are also commonly referred to as Conventions, Covenants and Protocols.

Three bodies of treaty law, international human rights, refugee and humanitarian law, form the basis of protection for refugee and displaced children, and should be considered as complementary to each other. An analogy is to consider them as three rooms in one house: three distinct components but integral to the overall structure. All address different challenges but seek to arrive at the same goal of protection for refugees and displaced persons. The differences are found not so much in the content or the substance of the bodies of law, but rather in the implementation mechanisms, international supervision, and promotion and dissemination.

Human rights law applies to all human beings without discrimination, in other words to nationals, refugees and displaced persons alike. Refugee law addresses specific refugee concerns, but does not address all of the basic and fundamental human rights of individuals that need to be protected. Human rights law in this sense, can be used to supplement existing refugee law. Equally, humanitarian law may be able to provide for the protection of refugee or displaced persons in circumstances where the others are not applicable.

In refugee law, Article 5 of the 1951 Convention, clearly allows for the application of other instruments granting ‘rights and benefits’ to refugees. These other instruments include international human rights and humanitarian law.

Regional instruments

Often it may be easier for States to agree on and implement regional instruments because they provide a common approach to certain issues and deal with problems specific to the region/countries concerned. Regional instruments are usually adopted in the framework of a regional organisation. There are various regional human rights systems in Africa, Europe, the Americas and the Islamic and Arab States. Regional instruments can sometimes provide higher standards of protection than an international treaty. For example, the African Charter on the Rights and Welfare of the Child prohibits all forms of military recruitment of children under the age of 18, whereas the Optional Protocol to the Convention on the Rights of the Child permits the voluntary recruitment of children under 18 by States in some instances.

National Law

National law contains the practical provisions for protecting refugee children including the provision of concrete implementation measures and mechanisms. In some States, the Constitution guarantees some of the standards contained in international instruments. In some cases international treaties are self-executing, meaning that they can be directly invoked before the courts, while in others only when the provisions have first been incorporated into the national legislation.

Often the fact that a law exists to protect certain rights is not enough if these laws do not also provide for all of the legal powers and institutions necessary to ensure their effective realisation. Staff working in a country should always refer to the national law of the State and the various mechanisms for their implementation.

Non-binding instruments

Principles and practices of international law are often stated in declarations, resolutions, principles or guidelines. While they have no binding effect on States they nevertheless represent a broad consensus on the part of the international community. Sometimes they may be more detailed than treaties and can complement them.

An example is the United Nations Guiding Principles on Internal Displacement, that identifies the rights and guarantees relevant to the protection of the internally displaced in all phases of displacement. They provide protection against arbitrary displacement, offer a basis for protection and assistance during displacement, and set forth guarantees for safe return, resettlement and reintegration. Although they do not constitute a binding instrument, these Principles reflect and are consistent with international human rights and humanitarian law and analogous refugee law.

THE LEGAL FRAMEWORK FOR REFUGEE AND DISPLACED CHILDREN

Human rights law

Human rights are inherent entitlements which come to every person as a consequence of being human. Treaties and other sources of law generally serve to formally protect individuals and groups against actions which interfere with fundamental freedoms and human dignity. Examples of international human rights treaties include, the Convention on the Rights of the Child, the International Covenant on Civil and Political Rights, and the Convention Against Torture.

The following are some of the most important characteristics of human rights:

- Human rights are founded on respect for the dignity and worth of each person.
- Human rights are universal, meaning that they are applied equally and without discrimination to all people.
- Human rights are inalienable, in that no one can have his or her human rights taken away other than in specific exceptional situations – for example, during times of war freedom of movement may be restricted.
- Human rights are indivisible, interrelated and interdependent, for the reason that it is insufficient to respect some human rights and not others.

Trainers Notes

Unlike refugee law, some international human rights treaties have provision for bodies to monitor implementation by States. These 'treaty bodies' review reports on the implementation of human rights submitted by States. They can also issue opinions on the content and scope of particular rights. Examples of treaty bodies and the Conventions they monitor are: the Committee on the Rights of the Child (CRC); the Committee Against Torture (CAT); the Human Rights Committee (ICCPR); the Committee on the Elimination of Discrimination Against Women (CEDAW); the Committee on Economic, Social and Cultural Rights (ICESCR); and the Committee on the Elimination of Racial Discrimination (CERD).

Refugee law

The legal framework for protecting refugees is composed of the 1951 Convention Relating to the Status of Refugees and its 1967 Protocol, and regional refugee instruments, as well as UNHCR EXCOM conclusions, policies and guidelines.

Implementation of refugee law is primarily up to States, although UNHCR has a task of supervising the application of the 1951 Convention and States are required to co-operate with UNHCR under article 35.

The 1951 Convention and its 1967 Protocol are applicable to all persons who are refugees as defined in the instruments. 'All persons' clearly includes children and adolescents. Age is taken for granted with respect to the non-discriminatory application of the Articles in the Convention, and as the Convention defines a refugee regardless of age, no special provisions for the status of refugee children exist.

Children thus have a right to seek asylum and obtain protection under the refugee instruments, based on their own claims. In addition, when accompanied by one or both of their parents or guardians, they may be accorded derivative refugee status as dependants, and thus benefit from the needed protection. Although derivative status is not required under any article of the refugee treaties, States nevertheless grant status in order to promote family unity.

As a result of having been granted the status of refugee, refugee children benefit from the rights afforded to all refugees as outlined in refugee law, and national laws. These rights include, for example:

- the right not to be returned to territories where the life or freedom of the child would be threatened on account of his/her race, religion, nationality, membership in a particular social group or political opinion.
- the right to the same treatment as accorded to nationals with respect to elementary education.

UNHCR issued a Policy on Refugee Children in 1993, and Refugee Children: Guidelines on Protection and Care in 1994. UNHCR's Executive Committee has also adopted a number of conclusions on refugee children and adolescents in 1987 (Conclusion Number 47), in 1989 (Conclusion Number 59) and in 1997 (Conclusion Number 84), recommending policies and measures to be adopted by States to enhance the protection of refugee children.

Humanitarian law

The main treaties of international humanitarian law are the four Geneva Conventions of 1949 and the two protocols of 1977. The fourth convention deals specifically with the protection of civilians and is therefore of the most relevance and importance to refugee and displaced populations.

The primary focus of the four conventions is situations of international armed conflict, although a common article 3 obliges all parties to a ‘non-international’ armed conflict, including dissident armed factions, to respect certain minimum humanitarian rules with regard to persons who are not, or are no longer, taking part in hostilities. Children are included as any other civilian under Article 3.

In times of conflict, international humanitarian law aims to protect persons who do not, or no longer, take part in the hostilities (i.e. are not bearing arms), and aims to regulate or restrict the methods and means of warfare. It develops the concept of humane treatment.

International humanitarian law, is applicable not only in conflicts between two or more States (international armed conflicts), but also when the conflict is occurring on the territory of a single State, usually between government and dissident forces (internal conflicts). To develop the protection measures available to civilian populations in armed conflict two protocols were adopted in 1977: Protocol II expanding the common article 3 of the Geneva Conventions.

- (Protocol I) relating to the Protection of Victims of International Armed Conflicts.
- (Protocol II) relating to the Protection of Victims of Non-International Armed Conflicts.

Between the Fourth Geneva Convention, Protocol I and Protocol II, there are more than 20 provisions that give special protection to children affected by armed conflict.

Under international humanitarian law, both during international and internal armed conflicts, children benefit from protection on two levels: first, as members of the civilian population in general, and second, as a vulnerable category deserving specific protection. Article 38 paragraph 5 of the Geneva Convention IV states that, while protected civilians should in principle receive the same treatment as aliens in time of peace, children under 15 years are to benefit from any preferential treatment accorded to the corresponding categories of the native population.

Additionally, in terms of general principles, Article 77 paragraph 1 of Protocol I states that ‘children are to be the object of special respect and shall be protected against any form of indecent assault. The Parties to the conflict are to provide them with the care and aid they require.’ This protection is understood to be applicable for all children, without exception, who are victims of international armed conflict. Note that the same protection is accorded by Article 4.3 of Protocol II relating to the Protection of Victims of Non-International Armed Conflicts.

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Trainers Notes

Trainer's Notes/Handout

Module 3

WHAT TO DO IF SOMEONE TELLS YOU THEY HAVE BEEN ABUSED

The guiding principle in responding to any concerns around child protection is that the safety and welfare of the child should always come first. No child should be put at more risk by any action you take.

If a young person informs you that s/he is concerned about someone's behaviour to them or makes a direct allegation you should:

- react calmly
- reassure them that they were right to tell but do not promise confidentiality
- take what they say seriously, even if it involves someone you feel sure would not harm them. We know from experience that we must listen to what we are told even if it is difficult to believe
- avoid leading questions (say 'Then what happened', don't say, 'Did he touch your leg?'). Try to get a clear understanding of what the person is saying to you
- ensure the safety of the child or young person. If they need urgent medical attention make sure doctors or hospital staff know that this is a child protection issue
- only contact parents and carers once you have advice and guidance from the organisation's designated child protection staff, manager or external agencies.

Recording information

- The use of a standard reporting form is a sensible way of making sure that you gather all the relevant and important information (see Sample form on the DVD).
- Any concerns, allegations or disclosures should be written down as soon as possible. Records should be signed and dated. It is very important that staff and others never promise confidentiality either to a child disclosing abuse or to an adult disclosing concern about another adult or information about their own behaviour. Staff and others must make it clear that they are obliged to follow this policy and explain the possible outcomes that will result from information being given to them.
- Records should be detailed and precise. They should focus on what you and the other person said, what was observed, who was present and what happened. Speculation and interpretation should be clearly distinguished from reporting.
- Any concern, disclosure or allegation is alleged rather than proven at this point.
- All such records should be treated as confidential. They should be passed only to the persons specified in the reporting model above. It is the responsibility of each individual in possession of the information to maintain confidentiality. In certain instances, there will be the obligation for staff and others to report concerns to the appropriate external bodies. This will usually occur as a consequence of the reporting procedure, however if urgent action is required in order to protect children then it may be prior to the reporting procedure.

Allegation concerning possible abuse or exploitation of child by a member of staff

There are particular issues and procedures to consider if the complaint concerns possible exploitation/abuse of a child by a staff member. The DVD contains some specific guidance and sample investigation planning tool for organisations to adapt in these situations. Additional resource material can be found on the ICVA website www.icva.ch under the Building Safer Organisations project and a copy of the Model Reporting protocols can be downloaded. In addition if a staff member is suspected or found with pornographic images of children on a computer or suspected of an internet crime, this should be reported to the police. The Internet Watch Foundation www.iwf.org.uk and Virtual Global Taskforce www.virtualglobaltaskforce.com (which is an international alliance of law enforcement agencies working together to make the internet safe) can be contacted for further advice in this area.

Module 2 – Definitions of abuse

Module 4 – Sex offenders

Core Workshop 1

ORGANISATIONAL ABUSE AND RISK

These notes provide additional material and build on any presentation on the Standards to keep children safe, definitions of abuse and sex abusers.

Introduction

In thinking about the problem of child abuse and the risks for international/national agencies, it is important to consider a range of possibilities that might include or suggest the potential for abuse.

- It is important to see child abuse in a wider context – whilst it may be helpful to differentiate types of abusers, the difference between them may simply be one of degree and it is important to recognise that a range of individuals could pose a risk to children.
- Equally, all children should be seen as vulnerable to abuse, not just those in high risk situations. Although some children may be more resilient and able to protect themselves.
- Some children may be more at risk than others, disabled children, children caught up in emergencies and conflict; unaccompanied children may be especially vulnerable.
- Children may be abused opportunistically and it is important for organisations to recognise that some staff may abuse on the basis of the circumstances they find themselves in, rather than as a result of premeditated predatory paedophile activity.
- Women sometimes abuse.

It is essential that agencies address the possibility that a member of staff or some other representative of the organisation may harm or abuse a child, and do all they can to prevent that happening or to deal with such an occurrence. It is also important to develop a broader protection focus that considers how a range of protection issues and incidents might arise in their organisations.

Trainers Notes

Poor practice

Staff and others who are in a formal relationship to beneficiaries are in a position of trust and need to maintain professional boundaries. The professional relationship automatically gives individuals power and status and this must be recognised. This awareness is important so as to avoid factors impinging on the relationship in a way that adversely affects what is meant to be a helping relationship.

Poor practice can be a precursor to abuse. For example, staff that use physical punishment to ‘control’ children they are working with may go on to physically abuse if it is not made clear to them that this is unacceptable. Equally, staff that flirt with children or initiate games that have sexual overtones may also be more likely to go on and sexually abuse the children in their care. (Such behaviour may in fact be part of a grooming process in which children are tested out and manipulated with a view to them being subsequently abused).

People who sexually harm children

A major concern for any agencies that has children as beneficiaries are that it may be targeted by and subsequently employ someone who is a danger to children. It is possible that an individual may be employed to work directly with children and go on to abuse the children, either alone or with other adults, due to a predisposition to sexual activity with children. There is a suggestion that the risk of this has increased since legislative and other restrictions placed on sex offenders may have limited their opportunity or inclination to abuse in the west or more developed countries, although the true scale of the problem is not known.

In addition, a child sex abuser may work internationally with an NGO and not work directly with children, but is attracted to the fact that the job provides him or her with access to children locally in the host country. Children, families and communities may be less aware of the problem of sexual abuse, legal and child protection measures may be weak or absent, and the cloak of respectability provided by working for an NGO can all combine to provide the individual intent on abusing children with much greater access, opportunity and decreased chance of detection.

Corrupt systems and abuse of power

Although the prospect of employing someone who may sexually harm a child may be most concerning to all agencies, in terms of risk it may be more of an issue that existing employees could sexually abuse or exploit children opportunistically. The situation of abuse and exploitation described in the West Africa assessment report arose from systemic, corrupt practices that were a feature of the operations in those countries and across a whole range of different agencies and actors. A culture of abuse had developed in which it was seen as ‘normal’ and to some extent acceptable for those in positions of trust and authority to exploit those positions. The same underpinnings and dynamics of corrupt systems and abuse of power operated in West Africa’s refugee camps just as much as they did in inquiries into child abuse in institutions in Europe.

Equally, it is possible in many parts of the world that staff may simply find themselves in positions of relative status, wealth and power in communities in which they work and live, and find that this position opens up the possibility of relationships or activities that are essentially unacceptable and ultimately abusive. Being able to manipulate or control children (and possibly also their adult carers) could prompt a staff member to abuse.

Risks external to the organisation

It should also be recognised that agencies may well be working or in contact with children that are being abused or are at risk of abuse by individuals external to the organisation, such as family, other adults or peers in their communities, peace keepers, faith leaders for example. Staff may suspect a child is being abused, or the child may confide in a member of staff. Organisations need to recognise this fact, consider their duty of care to these children, and develop policy and guidance on responses that provide clarity for staff on their role and responsibilities if confronted by such situations.

The internet and other technology such as digital cameras and mobile phones makes some children very vulnerable to abuse and exploitation from adults who want to obtain child abuse images. All organisations need to be aware both of the risks of adults gaining employment in order to access children but also of the possible vulnerability of children they work with to this type of abuse.

The risks for agencies involve staff engaging in inappropriate and unacceptable behaviour on a continuum of misconduct ranging from poor practice through to the most serious criminal breaches.

On a positive note, most people who work with children will not abuse them. However, there will always be those who seek to abuse children through the contact they have with them in a professional capacity, and this will always be difficult to defend against. So what can agencies do to try and prevent such occurrences? The following examples are some of the safeguarding measures and mechanisms that organisations can develop in order to address the risks identified above. The 11 core standards are built around them.

Protecting children from abuse – What we have learnt about creating safer organisations

1. Start with leadership – without the commitment of managers nothing changes.
2. Have a clear protection policy and procedures for dealing with a concern about a child, or a member of staff's behaviour with children or other vulnerable adults. The protection policy needs to reflect your local situation and legal and social welfare systems.
3. Recognise that adopting standards/policy and developing safeguards involves organisational change and development, even at a cultural level.
4. Develop training opportunities to ensure that all staff have a chance to discuss and build understanding about protection issues and what to do if they have a concern or a complaint to make.
5. Build protection into all management systems to make sure it is embedded in all parts and phases of a project and/or organisation.
6. Develop clear recruitment systems to ensure that all staff are recruited properly.
7. Develop codes of practice in regard to behaviour with children, women and vulnerable adults.
8. Create an environment where children are valued and respected and their self-esteem and identity promoted.
9. Develop focal points, where children can have access to a trusted adult where they will be listened to if they want to make a complaint.
10. Make sure all staff are supervised and supported.
11. Work together with others and share expertise.

Trainers Notes

Module 4 – Exercise 4.3

CHILD SEX ABUSERS

Aim

To assist trainers to prepare a presentation and discussion on child sex abusers

The material in this paper has been developed from a variety of sources including the NCIS website www.ncis.co.uk and the NSPCC www.nspcc.org.uk

What is child sexual abuse?

Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or that violate the laws or social taboos of society.

Child sexual abuse covers a range of sexual behaviour including:

- vaginal or anal intercourse
- sexual touching
- masturbation
- oral sex
- use of a child in pornographic filming, internet pictures and other materials
- exploitative use of a child in prostitution
- grooming of a child online to entice a child to meet or participate in virtual sex.

The profile of a child sex abuser

A child sex abuser is a generic term to denote someone who has a sexual interest in children. Some child sex abusers have an attraction for children and will actively seek out and target organisations and agencies where they can gain access to children, particularly through gaining positions of trust. Other people may be living in circumstances where they find themselves in a culture where sex with under aged girls is commonplace and not condemned by the community. They may not see themselves as child abusers and may not have anticipated that they would behave in that way if living in other contexts, or have taken the risk.

Child sex abusers do not fit a standard profile. Some are obsessive collectors and keep detailed diaries and pictures of children and catalogue their activities and fantasies. Some abusers have a preference for children of a particular age, sex or appearance, while others will target any child. Many convicted offenders report that they became aware of a sexual attraction towards children before the age of 18.

Although women make up only a small percentage of abusers, a larger number knowingly or otherwise facilitate child sex offences by providing access to their children or overlooking abuse. This usually occurs when the woman herself is vulnerable, either economically or emotionally.

What kind of people sexually abuse children?

It is impossible to describe a typical child sex abuser. They come from all social and ethnic backgrounds and can be found in all professions at all levels of society and sometimes hold respected and powerful positions in the community including religious ones. They can come from any racial or religious background, be married, well known and trusted. Some may abuse their own children, step children or other children in their own families. Some may also have sexual relationships with adults, be heterosexual, bisexual or homosexual. A number of abusers will sexually exploit children for financial gain – through pornography or by offering them to other adults for sexual purposes.

How do child sex abusers operate in local communities?

Child sex abusers may act alone or organise themselves into groups which may operate within a local community, organisation, nationally or internationally. They will set up networks of communication to plan, abuse and sometimes abduct children. In such groups, children and child pornography are often passed between members.

Child sex abusers can be extremely plausible and those who employ them, work with them or just know them may be convinced that the interest they are showing in a child is totally innocent. They will go to great lengths to get close to children and are often well organised, manipulative and sophisticated in the ways they attach themselves to organisations, communities and families.

They may often befriend hard-pressed parents, or carers who are facing difficulties by offering emotional support, help with money or with child care. They may start a relationship with the parent or carer which could lead to them moving into the home. In organisations the potential sexual offender may make themselves indispensable to an organisation. They may offer to go places no one else wants to, work long hours with little support, and be willing to cover for others.

Grooming

Child sex abusers, especially those with good social skills, often prime and prepare, and control their victims through a process known as grooming, which can occur over a short period or over a number of years. Grooming has the dual purpose of securing the co-operation of the victim, and sometimes that of the victim's family, and of reducing the risk of discovery or disclosure by creating an atmosphere of normality and acceptance. The latter can pose difficulties once offences come to light, with victims refusing to cooperate with an investigation, believing that the abuser has done nothing wrong. Some abusers are known to show children images of child abuse and adult pornography to make their victims more susceptible to abuse. Victims have also been groomed to introduce further victims to the process of grooming and abuse.

Most child sex abusers look to control their victims through the giving or withholding of rewards, whether in the form of gifts or attention. Some use actual violence or psychological threats to ensure cooperation.

Trainers Notes

Abusers may groom a child by:

- forming a friendly relationship with the child and his/her parents or carers
- taking a strong interest in the child or his/her activities
- offering the child gifts, money or favours such as food, sweets, clothes, games, day trips and holidays. Illicit gifts may also be offered, including alcohol, cigarettes or drugs
- telling the child that what is happening is not wrong
- using threats or violence to the child or a member of their family
- withholding supplies or aid.

Grooming through the internet

Some child sex abusers use internet chatrooms (or ICQ/instant messaging) to target and groom children, looking to encourage the child to supply indecent images of themselves, or text of a sexual nature, or ultimately to meet up. A number of offenders have shown themselves adept at manipulating the children they contact, winning their trust by pretending to understand and share their interests and feelings. The anonymity of the internet allows adult abusers to misrepresent themselves as young children or more often teenagers, making it easier for them to establish a bond. In some cases, children have been duped into meeting up with abusers, who have then attempted to abuse them sexually, sometimes successfully.

Images of child abuse

Some experts believe that viewing images of child abuse allows abusers to normalise their sexual feelings and break down any barriers of guilt and fear which prevent them from physically offending. Whatever the precise link between viewing images and committing child sex acts, possessing the images is in many countries, a criminal offence. Moreover, the demand for new images encourages producers to find new victims or to repeat the abuse of existing victims. Production of images usually involves abuse of a child, although some images of adults are altered through a process known as morphing. The internet has enabled a rapid growth in the publication of computer-based images of child abuse and their global distribution. Computer-based images of child abuse have now largely replaced printed material.

Sex tourism (or people who travel to have sex with children)

Some child sex offenders travel in order to abuse children. Some may take victims with them, some are known to prearrange access to victims, usually via the internet, but most seek out places where they will have easy access to children, including child prostitutes. In doing so, they are, of course, hoping to escape detection by their home country.

The attraction of particular countries relates to a number of factors, including a low age of consent or tolerance of sex with children, inadequate legislation or poorly resourced law enforcement and an established sex industry. Poverty is also an important factor and countries where natural or economic disaster has created large numbers of vulnerable children are likely to attract child sex abusers. Some child sex abusers deliberately target countries where children are less physically developed for their age.

What is sexual offending?

Much sexual offending is behaviour that is planned and deliberate. These responses are very much based around distorted perceptions relating to power and to control which then become sexualised. The behaviour happens in cycles of repeated and compulsive behaviour. There are several theories or models that are in use and mostly share common themes relating to the sequence of behaviour

The abuser may have past experiences or personality characteristics that lead to sexual fantasies involving children. This may be because the child meets some important emotional need or other sources of sexual gratification not as available or perceived as satisfying. These are known as **dysfunctional responses**. Something may then trigger the need to act on the fantasy and the intended victim/child will be targeted.

Following an abusive act the abuser may feel genuine remorse or guilt although their distorted thinking will quickly help them rationalise their actions as being ‘provoked by the child’, ‘conducted under the influence of drink’ or that it uncharacteristically ‘just came over me’, or denial that it is even abuse.

As the feelings of guilt or responsibility fade, so do the desires to repeat the behaviour increase – and thus the cycle of abuse continues.

Professional perpetrators

Professional perpetrators are people who gain access to children through a professional job in order to abuse. This raises questions about the potential motivation of professional perpetrators:

- Are they seeking this employment simply to generate opportunities to sexually abuse children or are they corrupted by the position of power?
- Is the sexual manipulation of children one of a variety of abuses perpetrated within an organisational situation?

It is evident from investigations into abuse institutions that abusers use their environment to facilitate abuse and prevent disclosure.

In a study in the UK:

- 90% of ‘professional perpetrators’ were aware of their interest in children by the age of 21.
- About two-thirds had committed a sexual offence against a child by age 21.
- Over half said their choice of career was wholly or partly motivated by gaining access to children.

Further study of professional perpetrators is needed to better understand their motivation to sexually abuse children with in the work setting.

Reference: Sullivan, J and Beech, A (2003) *Professional Perpetrators: Sex Offenders Who Use Their Employment To Target And Sexually Abuse The Children With Whom They Work: Child Abuse Review; Vol 11, Issue 3 153-167.J.Wiley and Son Ltd.*

Trainers Notes

Responding to child sexual abuse – investigating

Many instances of sexual abuse go unreported, with some estimates putting this as high as 95 per cent. Underreporting occurs for a number of reasons. Young victims are less likely to report abuse, independent witnesses are rare, and victims can be intimidated or have misplaced feelings of guilt or embarrassment. The fact that victims often report abuse historically, once they have reached adulthood, means that a sex offender may be active over a long period of time before coming to the attention of the authorities. This allows the abusers to commit multiple offences against more than one victim before authorities become aware of them.

For professionals working in the area of child sexual abuse it is important to understand the dynamics of sexual abuse. If you understand this, you will be more effective when you respond to abuse. For example, if you are investigating a complaint of child sexual abuse, not understanding the process can have significant consequences – you need to be very sensitive when you are speaking to the child, not accidentally bully or overpower, and recreate the abuse dynamics in the approach that you take. Children may respond with silence. You must also be very careful not to give the child words or ideas – ask open questions.

For example:

‘What happened next?’

Make sure you do not ask closed questions.

For example:

‘Did he touch your leg?’

as you could damage evidence in this way.

This is particularly important in the context of humanitarian aid/development situations as it is more likely that concerns will be investigated internally. If the investigation and the evidence are reliable, then disciplinary proceedings and other measures aimed at keeping children safe can be implemented.

Handout
Module 4 – Exercise 4.3

CHILD SEX ABUSERS

- People who sexually abuse children are commonly known as paedophiles. Though it is better to say, people who sexually abuse children.
- People who sexually abuse children are often very skilled at gaining trusted positions in the community and may hold positions of authority. They operate in many ways – some act alone, others work in organised groups, some use the internet and other technology to access children. He, or less commonly she, could be a parent and have an adult heterosexual relationship so it is important not to let myths and prejudices stop you acting if you suspect that someone is abusing a child.
- People who want to sexually abuse children can get to them in a variety of ways. They will often involve themselves in activities or organisations which bring them directly into contact with children. They may seek work with agencies working in developing countries, or they may come from developing countries and migrate to or visit developed countries.
- People who sexually abuse children often befriend adults and children who need emotional support and are facing difficulties. They are very skilled at identifying children who may be particularly vulnerable. They may choose a child who is disabled or unable to communicate well, already a victim of abuse, lonely or lacking in confidence, too trusting or just eager to please and succeed at a particular activity. The child could also be outgoing, a risk-taker, prepared to do things outside the peer group. What we do know is that people who sexually abuse will carefully groom (manipulate or prepare) a child into a sexually abusive relationship using a progression of activities and rewards.
- They will make sure that the child does not tell about the abuse. Some ways they do this include threatening violence and intimidation to them or others they are close to, making a child feel it's their fault, or forcing the child to abuse other children.
- Some people who sexually abuse children will also use their professional position or authority to „trap“ both women and children. In the context of humanitarian work, offenders may exploit the dependency of those in an emergency situation by providing food or financial reward in return for sexual favours in return. Survival may depend on it.
- A number of individuals will sexually abuse or exploit children because the situation that they work in condones it and the normal standards of behaviour that they would conform to do not apply.
- What we do know is that by putting a number of safeguarding measures in place, the risk of children, in organisations of any setting and size, being abused can be reduced. The measures include:
 - clear recruitment and selection procedures including the taking up of references and police checks
 - a comprehensive child protection policy and reporting procedures
 - child protection awareness training for all staff
 - a whistle blowing policy to report concerns about another member of staff or volunteer
 - codes of behaviour in caring for children and consequences when behaviour breaches these codes.

Trainers Notes

Core Workshop 1

KEEPING CHILDREN SAFE – DEVELOPING A CHILD PROTECTION POLICY AND PROCEDURES FOR YOUR AGENCY

Use the following notes to structure your presentation.

- Many organisations are committed to improving the situation of children especially through the promotion of their rights as set out in the UN Convention for the Rights of the Child (CRC)/ African Charter or other national laws and guidance. These documents demonstrate a commitment to preventing abuse and exploitation of children.
- However, if organisations do not have clear systems, policies and procedures, they will find it hard to respond appropriately when rights are abused or concerns about behaviour towards children are raised.
- All organisations have a duty of care to the children it comes into contact with. They have a duty to make sure that all staff are aware of:
 - the existence of, and problems caused by, child abuse
 - the risks child abuse poses to children
 - how to respond appropriately when concerns arise.
- So what does a child protection policy do? It should minimise the risks of child abuse taking place. The child protection policy also defines responsibilities and what to do if concerns develop.
- The training exercises you have already done highlighted the many ways children can be abused and how complex the issues are. Few reports or complaints are ever made if staff do not know who to tell and how to process the complaint.
- The child protection policy provides guidelines for dealing with issues of child abuse; the workshop aims to make sure that the policy you develop is relevant and effective in the cultural context and legal requirements of the country you work in.
- Often, the responsibility for development is placed with one person. This is a fundamental mistake. In order to create an organisational child protection policy and procedures, it is essential to engage the right people in the process of development. Without agency ownership, mandate, human and financial resources or adequate seniority it is extremely difficult to make progress.
- Let's look at the various stages you need to go through to develop or improve a child protection policy and procedure. The five stages are:
 - Stage 1: Self-audit
 - Stage 2: Developing organisational ownership – making sure key people in the organisation are in agreement
 - Stage 3: Designing the reporting procedure
 - Stage 4: The first draft
 - Stage 5: Implementation

Core Workshop 2: Keeping Children Safe

KEEPING CHILDREN SAFE IN MANAGEMENT

Key learning points

- Clear guidance is needed about the organisations child protection policy and should be available to all staff, volunteers, partners and donors.
- A common agreement must exist about what constitutes child abuse in specific local contexts.
- All staff/partners etc should have an induction about organisational procedures and expectations about behaviour.
- Child protection awareness-training must be available and reflect local contexts.
- An organisation should have a consistent process for managing child protection concerns internal and external.
- An organisation should have a common approach to recruitment, management and supervision of staff.

Glossary

This glossary explains some of the words and phrases that are often used in this training package and in other documents. It should be a good reference if you have difficulty with the language used.

The words are listed as nouns, adjectives or verbs.

| Word | Meaning/definition |
|--|--|
| Address (verb) | To focus on, discuss, prepares for e.g. make sure your policy addresses what will happen in an emergency situation. |
| Address (noun) | Exact details of where a person lives. |
| Admit (verb) | <ol style="list-style-type: none">1. Confess, accept, acknowledge e.g. he admitted that mistakes had been made.2. Allow entrance to e.g. admit candidates into the room one by one. |
| Admission (noun) | <ol style="list-style-type: none">1. Confession, acknowledgement.2. Entrance e.g. other organisations were only allowed admission late in the day. |
| Agency | An organisation, charity, NGO or service. |
| Audio resource | DVD to listen to and use e.g. in training. |
| Audit (noun) | Inspection, examination, assessment, review. |
| Beneficiary | A person who benefits or gains from something; an organisation or individual who has a right to receive something e.g. someone who receives help as part of emergency relief or development aid is a beneficiary. |
| Child | According to the UNCRC: any individual under the age of 18; this is the definition even if local country definitions of when a child reaches adulthood are different. |
| Child abuse/ child maltreatment | General terms to describe harm to a child – physically, emotionally, sexually or by neglect. The harm happens because a parent, carer or organisation fails to ensure a reasonable standard of care and protection. Defined in the World Report on Violence and Health as: 'all forms of physical and/or emotional ill-treatment' sexual abuse, neglect or negligent treatment or commercial or other exploitation resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust, or power. (WHO, 1999 & 2002) |

| | |
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| Child-focused (adjective) | Focused on the child or children. |
| Child protection | Whatever individuals, organisations, countries and communities do to protect children from abuse and exploitation. This abuse might include domestic violence, child labour, commercial and sexual exploitation and abuse, HIV/Aids, and physical violence. |
| | Child protection also describes what an organisation does to protect children from the harm. In Keeping Children Safe child protection focuses on an organisation's responsibility to protect children they come into contact with, whether the harm is taking place inside or outside the organisation. |
| Code of Conduct/Code of Behaviour | A written document that states an organisation's commitment to keep safe the children it works with, or comes into contact with – a policy explains how an organisation approaches child protection, their attitudes and basic principles. |
| Child protection procedure | Clear advice and guidelines on what individuals and the organisation should do if a concern about a child or someone's behaviour is raised. |
| Child protection policy/ Code of behavior | A clear, concise guide for staff about what is, and what is not, acceptable behaviour or practice when working with children. |
| Collate (verb) | Bring together, collect e.g. he collated all the information into a folder. |
| Collation (noun) | Collection, act of collating e.g. she oversaw the collation of all complaints. |
| Complement (verb) | Complete, go with, work together e.g. the DVD complements the Training Pack and How to Guide. |
| Compliment (verb) | To say something nice about someone. |
| Core (adjective) | Basic, fundamental, central, minimum e.g. he explained the organisation's core principles. |
| Core (noun) | The heart or centre e.g. the standards are at the core of our child protection policy. |
| Corporal punishment (noun) | Physical punishment e.g. hitting a child with a stick to punish them for bad behaviour. Do not confuse with 'capital punishment' – to kill |

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someone for their crime.

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| Criteria (noun) | The standards, measures, or expectations used to evaluate someone or something e.g. I gave him the selection criteria for the job – information about what skills and experience we were looking for in an employee. |
| Cross-cultural communication | Communication, or other interaction that happens across different cultures, from one culture to another, or between different cultures e.g. the cross-cultural policy was designed to be relevant to everyone in the region. |
| Designate | Choose, to give responsibility to. |
| Designated child protection worker | Chosen, named responsible e.g. he was the designated child protection worker – the person to speak to if you had concerns about possible child abuse in the organisation or community. |
| Discriminate (verb) | To treat a person or group unfairly because of a personal prejudice or assumption e.g. he refused to donate funds as he believed that Thai people were not good at managing budgets – he discriminated against them on the basis of their nationality. |
| Discrimination (noun) | Unfair treatment of a person or group. |
| Distribute (verb) | Hand out; give to each person e.g. the organisation distributed aid to every family who had been affected by the earthquake. |
| Display (verb) | 1. Show publically – e.g. a sign or picture etc, on the wall or on a screen. 2. Demonstrate or show e.g. he displayed a great empathy for the people he was working with. |
| A „duty of care“ | A duty to care e.g. all organisations that come into contact with children have a duty of care to those children – it is not a choice – they have a responsibility to take care. |
| Emotive (adjective) | Something which causes an emotional response, arouses emotions e.g. child poverty is a very emotive subject – people obviously get very upset about it. |
| Employee (noun) | Any person – paid or unpaid – who works for, or represents, an organisation. |

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| Empower (verb) | To give the power to; or enable someone to have power or control, or express their feelings and opinions – e.g. how can we empower children to speak out if they have been abused? How can we give children the confidence and self-belief to speak out? |
| Facilitate (verb) | Lead, make happen e.g. the trainer facilitates the course. |
| Familiar (adjective) | Something that you know well. |
| Familiarise (verb) | To get to know well. |
| Feed back (verb) | To make comments on something that you have thought about/done, e.g. when you have finished the exercise and discussed the results with your colleagues, feed back on what you have learned. |
| Feedback (noun) | Comments, what you say about something that you have done or experienced, your judgement or ideas, your report, impressions – e.g. he read me the report and I gave my feedback (I told him what I thought about it). |
| Gauge (verb) | To measure or estimate e.g. you should gauge the level of support you have in the community. |
| Gender (noun) | Whether someone is male or female. e.g. mixed-gender participants = men and women participants. |
| Hand out (verb) | To give or distribute something e.g. they handed out a bag of flour to each family. |
| Handout (noun) | 1. Anything which is given for free e.g. he had to rely on handouts to live. 2. (In training) A piece of paper containing information that the trainer hands out/distributes to each participant. |
| Infringe (verb) | To restrict, break or violate, deny e.g. the new law infringed on people's basic right to shelter. |
| Infringement (noun) | A restriction, break or violation e.g. denying him access to his family is an infringement of his basic human rights. Temporary, time between two things e.g. after a natural disaster, we must help communities to rebuild their hospitals. In the interim, it is vital that we provide emergency medical treatment for as long as it is needed. |

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| In place | Happening, present, exist e.g. it is very important to have your policy and procedures in place before an emergency takes place. |
| Implement (verb) | To put in place, to make happen e.g. he implemented the policy – they had a policy and he made it happen in reality, put it into practice. |
| Implementation (noun) | e.g. the implementation of the policy took around three months as many changes were needed. |
| | When and where you work with children; your work. |
| Judicial (adjective) | 1. Done by a court or according to law e.g. a judicial review found that the organisation was guilty of bad management. 2. Impartial, unbiased, just, fair |
| Justice (noun) | Fairness, according to law, authority. |
| Injustice | Unfairness, something that is not right or just. |
| Just | 1. Morally right or fair e.g. he received just punishment for his crimes. 2. Barely, quite, simply He was just trying to help; He was just 9 years old when he lost his parents. |
| Unjust | Not fair, not right. |
| Justify (verb) | To defend, to show why something is right e.g. the organisation was justified in its actions – there were good reasons for what they did; He justified his actions with clear arguments and information. |
| Justified (adjective) | Reasonable, with good reason e.g. his actions were entirely justified – why should he trust the organisation when they had let him down in the past? |
| Juvenile (noun) | A young person, someone under 18, a child. |
| Juvenile (adjective) | Like a child, naive e.g. his comments are quite juvenile – he shows no real understanding of the situation. |
| Let down (verb) | To disappoint, fail e.g. they had promised action but it never happened – they let them down when they most needed support. |
| Let down (adjective) | Feeling disappointed by someone else, that someone has failed or lied to you e.g. they had hoped for more from the package; they felt very let down. |

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| Mandatory (adjective) | Something that everyone in an organisation has to do or agree to, compulsory. |
| Mapping (noun/verb) | Assessing something in a visual way, making a map of e.g. your organisation, so that you can see where you need to make changes. |
| | A plan or assessment or overview. |
| Material needs | Basic physical needs e.g. shelter, food, access to medical treatment, money etc. |
| Measures (noun) | Steps, action plans, notes on procedures e.g. we should take all the necessary measures to keep children safe. |
| OHP | Overhead projector. |
| OHT | Overhead transparency (to use for display on the overhead projector) – a clear plastic sheet you can write on. |
| One-off (adjective/noun) | Once, for one event or time only. e.g. the fun-day was a one-off event and we asked for lots of volunteers who don't usually work with us. |
| | He had many special talents and was uniquely qualified for this job – he was a one-off – you don't find people like that very often. |
| Oppress (verb) | To treat with injustice, to treat badly e.g. the people were oppressed by a tyrannical government. |
| Oppressive (adjective) | Unfair, restrictive, harsh e.g. the laws were very oppressive. |
| Oppression (noun) | The act of oppressing or treating unfairly e.g. the oppression of the people in the North of the country had continued for 15 years. |
| Opt out | Choose not to participate. |
| Participation (noun) | Involvement. |
| Participatory (adjective) | Involving, inclusive. |
| Post (noun) | Job, position in an organisation. |
| Post (verb) | 1. To display e.g. a notice. 2. To mail or send a letter. |

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| Pre (prefix) | Before e.g. pre-judge = to make judgements before you have seen something; pre-nuptial = something that happens before nuptials/marriage; pre-empt = anticipate, expect before it happens; preconceived = designed, thought of before. |
| Prejudice (noun) | A judgement made before proper information or experience, usually negative. e.g. disabled people talked about the prejudice they experience every day from people who expect them to be unable to do anything for themselves, or think that all disabled people think the same. |
| Prejudiced (adjective) | Having unfair, unfounded beliefs assumptions about something e.g. he was prejudiced against Asian people; 'The jury was prejudiced' and always believed that Christians spoke the truth. |
| Primary care-giver | The person who gives most care, or has most responsibility e.g. as his mother and father had died, his aunt was now his primary care-giver. |
| Proactive (adjective) | Positive, encourages action before a problem or action, takes initiative. e.g. the organisation took a proactive approach to healthcare, giving advice and information about nutrition, prevention of illness and healthy lifestyles. |
| | Action which responds to something that has happened, happening after something has happened. |
| Probationary (adjective) | Trial e.g. employ new staff for a probationary period of three months to see if they are suitable for the job, before giving them a longer contract. |
| Promote (verb) | 1. To make known, to make popular and important. e.g. the organisation promoted healthcare and education for children in the region; 'They promoted the charity through advertisements and leaflets' 2. To give a senior role/job to someone e.g. after 10 years of service in the field, they promoted him to chief executive. |

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| React (verb) | Take actions as a result of something happening. e.g. when the teachers walked out, the government reacted by closing the schools altogether. |
| Reflect (verb) | 1. Think about e.g. reflect on your feelings' 2. Show or demonstrate e.g. choose a picture that reflects the child's culture. |
| | People who have been separated coming back together. e.g. in an emergency, the aim of services for children should be to reunite them with their family. All services must aim at reunification, and their actions should be consistent with that aim. |
| Role-specific (adjective) | Something that is especially connected to your job. |
| Safeguard (verb) | To keep safe. |
| Safeguard (noun) | A measure or practice or rule that helps to make sure something happens/does not happen. e.g. one of our new safeguards is that all potential employees must provide at least two character references, so that we can be confident of their character, and behaviour with children. In this context, safeguarding is the process of doing everything possible to minimise the risk of harm to children and young people. |
| Screen (noun) | 1. A computer, cinema or TV display. 2. An obstacle that prevents something from being seen e.g. there was a screen in the doctor's surgery which people went behind to change in private. |
| Screen (verb) | 3. Check |
| Screening (noun) | Checking thoroughly – can be used in several contexts: e.g. medical: She was screened for cancer; Cancer screening is free. e.g. a company must have strict screening procedures in place when recruiting new staff; All new employees were screened. |
| Screening procedures | A way of checking for something – previous experience; disease etc. |

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| Situation-specific | Something that only happens/has meaning in a particular situation. |
| Stakeholder (noun) | Everyone who has a role in or responsibility for, or will be affected by, a particular programme, policy, event etc. e.g. the organisation held a meeting for all stakeholders to decide what the goals should be for the coming year. |
| Standard | Basic, bottom line, fundamental. In the context of this toolkit, a standard is a benchmark or measure by which an organisation can judge how well it is meeting a minimum level that will keep children safe. |
| Testimony (noun) | Evidence, statement. |
| Tracing | The process of searching for family members or primary legal or customary care-givers. |
| Training environment | Where you learn (including the atmosphere). |
| Undertake (verb) | To start, do, attempt, take responsibility for. |
| Vet (verb) | To check someone's personal details by looking at official sources, current and previous employers and qualification bodies to make sure that the information we have is accurate and true. |
| Vetting (noun) | The process of checking someone's personal details. |
| Welfare | Safety, security, contentment, wellbeing. |



Bonny Neeleman / SOS Kinderdorf

Website resources

ARC Action for Rights of Children

A child rights based training and capacity building initiative. www.savethechildren.net/arc

Child protection policies and procedures

E, Jackson and M, Wernham (2005) Child Protection policies and procedures toolkit- how to create a child safe organisation: Child Hope UK www.childhope.org.uk

Child Exploitation and Online Protection Centre

The Child Exploitation and Online Protection (CEOP) Centre works across the UK and maximises international links to tackle child sex abuse wherever and whenever it happens. Part of the strategy for achieving this is by providing internet safety advice for parents and carers and children and young people themselves (www.thinkuknow.co.uk).

www.ceop.gov.uk

Child Wise ECPAT Australia

Child Wise is a charity working to prevent and reduce the sexual abuse and exploitation of children in Australia and overseas. Child Wise is the Australian representative of ECPAT International which is a global campaign existing in over 70 countries committed to ending the commercial sexual exploitation of children (CSEC).

www.childwise.net

Child Protection in Sport Unit

Has lots of information about protecting children from abuse in sport and leisure.

www.thecpsu.org.uk

Child Rights Information Network

www.crin.org

Department for Children, Schools and Families

This website of the UK Department for Children, Schools and Families contains lots of information on child protection. Though written for a UK based audience, many of its resources are relevant to those outside of Europe too.

www.dcsf.gov.uk

EduCare

A series of online child protection distance learning awareness training courses are available and have been developed in partnership with the NSPCC.

www.debrus-educare.co.uk

ECPAT

A network of organisations and individuals working together for the elimination of child prostitution, child pornography and trafficking of children.

www.ecpat.net

The Football Association

The English Football Association has a useful website for any agency involved in sport. Look for the learning web site (Goal child protection section) which has some useful advice on child protection and children in sport.

www.thefa.com

The Humanitarian Accountability Partnership (HAP)

HAP is the humanitarian sector's first international self-regulatory body. HAP's mission is to make humanitarian action accountable to its intended beneficiaries through self-regulation, compliance verification and quality assurance certification. In addition HAP champions beneficiaries access to give complain and feedback to humanitarian organisations. In April 2007, the Building Safer Organisations Project moved from the International Council of Voluntary Agencies (ICVA) to HAP. The Building Safer Organisations (BSO) project assists humanitarian agencies to develop the capacity to investigate allegations of abuse or exploitation of persons of concern by members of staff. The project provides training, support and advice on receiving complaints and conducting investigations. The BSO project brings humanitarian organisations around the world together with the goal of making humanitarian organisations safer for beneficiaries. Information on the Building Safer Organisations Project and the training events and materials can be found on www.hapinternational.org or www.icva.ch or by contacting bsoworkshop@hapinternational.org

International Red Cross Code

The international code of conduct can be found on the web site.
www.ifrc.org

International society for the prevention of child abuse and neglect

www.ispcan.org

Internet Watch Foundation

A useful website for advice and guidance on internet child abuse crimes www.iwf.org.uk

National Society for Prevention of Cruelty to Children (NSPCC)

Largest UK charity working for the ending of child cruelty. Has many child protection training and resources.
www.nspcc.org.uk

Office of the United Nations High Commissioner for Human Rights

www.ohchr.org

People In Aid

You can download a copy of the Role of HR in Child Protection from the People in Aid website
www.peopleinaid.org

UNICEF

The website has a range of resources and information about the protection of children.
www.unicef.org

United Nations IASC (Inter-Agency Standing Committee)

Task Force Core Principles and Code of Conduct
www.humanitarianinfo.org/iasc

United Nations Secretary General's Study on Violence Against Children

www.violencestudy.org

Website resources

Virtual Global Task Force

An international alliance of law enforcement agencies working together to make the internet safe, can be contacted for further advice in this area.

www.virtualglobaltaskforce.com

Viva

Exists to connect and unite Christians working with children at risk. Viva helps projects work together, they form ‘networks’, where knowledge, skills and experience are shared. This means that individual project workers are able to more fully realise their potential, their projects increase their capacity, and ultimately more children benefit.

www.viva.org

World Health Organization (WHO)

Has information on injuries and violence prevention and definitions of child abuse.

www.who.int/en/

A list with suggested internet resources and publications on child participation in child protection can be found on the DVD.

Additional information on child protection can be found on the web sites of the members of the Keeping Children Safe Coalition.

Catholic Agency for Overseas Development (CAFOD) – www.cafod.org.uk

Childhope – www.childhope.org

Consortium of Street Children – www.streetchildren.org.uk

EveryChild – www.everychild.org.uk

International Federation Terre des hommes – www.terredeshommes.org

NSPCC (National Society for Prevention of Cruelty to Children) – www.nspcc.org.uk

Oxfam – www.oxfam.org.uk

People In Aid – www.peopleinaid.org

Plan International – www.plan-international.org

Save the Children UK – www.savethechildren.org.uk

SOS Children’s Villages – www.soschildrensvillages.org

Tearfund – www.tearfund.org

Viva – www.viva.org

World Vision UK – www.worldvision.org.uk

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For further copies of the toolkit please contact info@keepingchildrensafe or visit
www.keepingchildrensafe.org.uk

