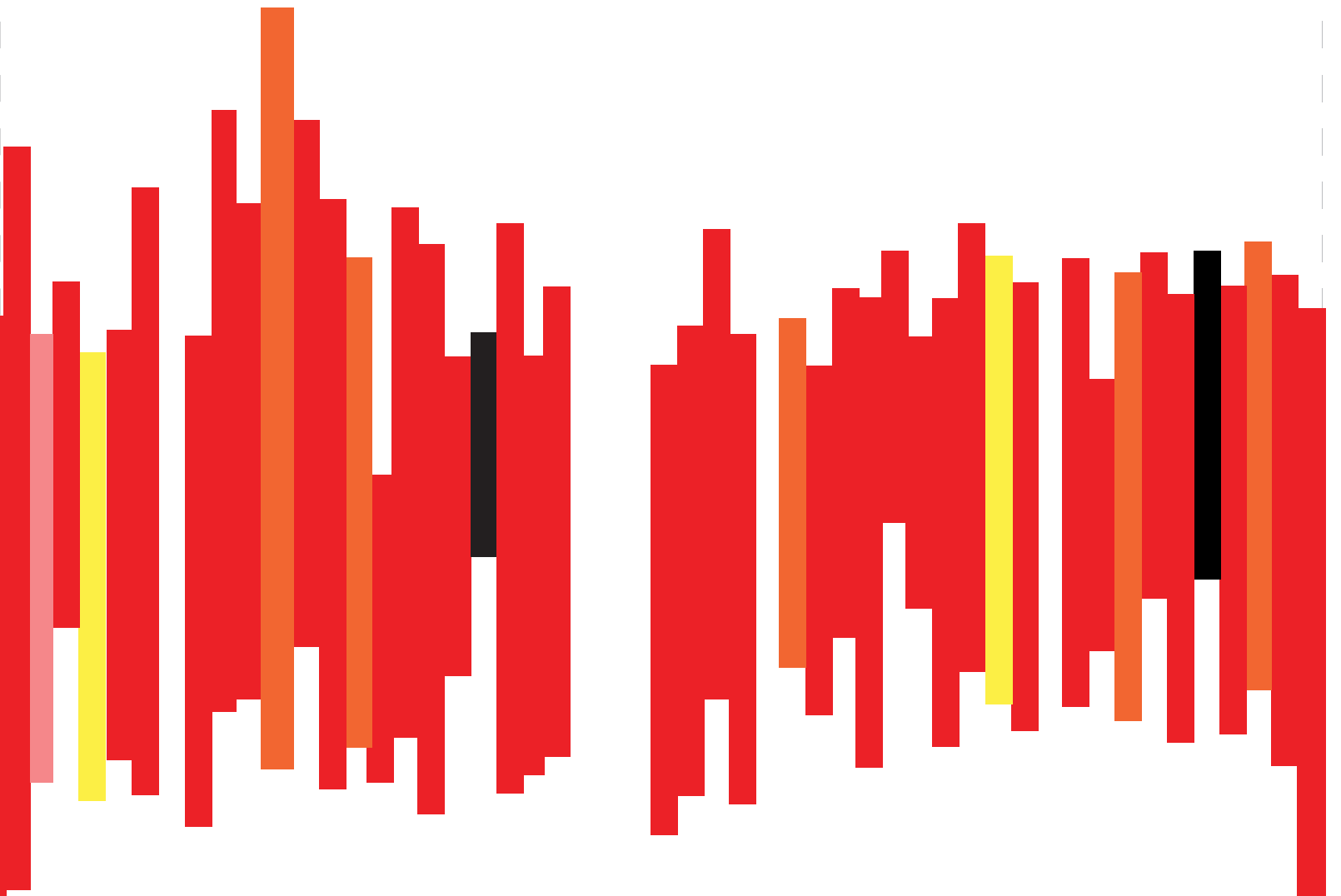


CHILD-SAFE ORGANISATIONS

TRAINING TOOLKIT



A practical child protection
resource for grassroots
organisations

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In addition, the hard work of several other groups is recognised in the use of child protection materials: ChildHope, Tearfund, the NSPCC and the Viva Network in the United Kingdom, Save the Children UK and Sweden, UNICEF, Child Wise (ECPAT in Australia), and Stairway Foundation in the Philippines, which have provided much information and inspiration for this toolkit. The child protection policies of several international NGOs have also helped to guide the training, including the policies of Save the Children, ChildHope, ECPAT International, World Vision International, Plan International and the United Nations Inter-Agency Standing Committee Task Force on Protection from Sexual Exploitation and Abuse in Humanitarian Crises.

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Preface

The emergency response to the earthquake and tsunami that devastated countries around the Indian Ocean in December 2004 has seen an explosion of non-government organisations, community-based organisations, private and public foundations and local community structures working on children's issues in the affected provinces of Thailand. Most of these organisations have direct contact with children either through the provision of services such as day care, formal or informal schooling, outreach and youth work (including sports and cultural activities, life skills training or psychosocial work). Some of these organisations are newly formed to meet immediate needs, by concerned and good-willed individuals. Others are long established, well-funded national organisations which may have been working on children's issues in Thailand for up to 20 years. Save the Children UK has experience of working with many of these partner agencies since it began its operation in Thailand in 1986.

Save the Children has found that very few Thai NGOs and newly formed international NGOs are fully aware of the child protection needs within an organisation (that is, around recruitment, management and supervision, behaviour of staff and children, and the physical environment of facilities) and that few will have any sort of internal child protection measures or systems in place. This is particularly worrying within an emergency response setting where children are especially vulnerable to abuses, neglect and exploitation.

In part, the lack of focus on child protection procedures within organisations may be because:

- Despite Thailand's Child Protection Act (2003), the understanding and implementation of this law at a local level is still very weak. Agencies and staff already face difficult child protection dilemmas which are often made more complex by cultural and local sensitivities.
- Child abuse within organisations is often viewed more as a 'western' problem than a South-East Asian one.

- Even in fairly well-established organisations, good practice management and human resources procedures are often lacking, which weakens an NGO's position in relation to child protection.
- There is little common understanding across agencies of child protection issues, standards of practice or the organisational implications of these.
- Local organisations often rely on the use of volunteers where supervision or knowledge of an individual's background is limited. In the case of the tsunami-affected provinces, some organisations are struggling with the management difficulties of both national and foreign volunteers.

Save the Children UK, with technical support from ECPAT International and funding from UNICEF, has prioritised the need for as many local organisations working with children as possible to develop effective safeguards that protect children, and to make these standards a practical reality for staff, volunteers and partners alike. This aspect of good governance is also important to maintain the reputation and credibility of individual agencies and of the sector as a whole. The Child-Safe Organisations Project which has developed this training programme and toolkit aims to support the development of a standards-based approach that offers very practical assistance to agencies in addressing these issues.

The training has been tried and tested, and revised and retested, with more than 30 local organisations working with children in Thailand, with youth volunteers from six countries in the Mekong region and in abridged form with ECPAT member organisations in East Africa and Europe. The feedback from the organisations that have participated in the trainings since December 2005 indicates already a shift in attitudes and a new recognition and willingness to take responsibility within their own organisations to ensure children receive the best protection possible. Comments from the trainings include the following.

“I have learnt more that child abuse can happen anywhere, anytime, and we cannot know in advance.”

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“ I will apply everything that I have learnt today to our field work, as well as present it to our target group. I will hold a meeting to teach community members to protect children, and will also train child protection volunteers and our core youth group. ”

If all participants and organisations can do this much, we will be a step closer to assuring all children of their right to protection.



Tsunami Programme Response Director
Save the Children UK (Thailand)

Introduction

The Child-Safe Organisations training programme and toolkit provides a framework for the development and practical application of child protection policies within local organisations that work with and for children. The training especially targets grassroots and local organisations which may not have the benefit of policy departments and in-house child protection specialists. The training set forth in the three modules in this toolkit has been tested and revised with more than 30 local organisations working with children in Thailand.

The specific aim of the training is to encourage organisations to look within their own organisations and to assess for themselves what they can do to ensure their organisations uphold best practice in child protection. In the course of doing this, organisations will also be protecting their reputations. This is not a child protection procedures manual. It is about minimising and eliminating harm against children, rather than about providing training on children's rights. Child protection is a right, but it is also a need - an essential and urgent one. The violations from which children require protection are multiple - physical and emotional punishments, bullying and humiliation, neglect, sexual abuse and exploitation. All are harmful to children and are unacceptable.

“The most important thing I learnt is the definition of abuse. Before, I thought there was only sexual abuse.”

How to use this toolkit

The training and toolkit are designed to be easily accessible and do not require huge resources to be put into use. The materials are drawn from a wide range of sources and countries to emphasise the global nature of the need for child protection within organisations. The materials can be readily adapted to suit a range of organisational types and cultural contexts. Organisations adopting the training are advised to choose examples from the toolkit that are most likely to elicit positive responses in their locations.

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“Techniques used in this training are a good combination of theories, participation and case studies which are relevant to the content. This helped me to understand the issues clearly.”

The Child-Safe Organisations Training Toolkit can be used for the following:

- Self-briefing.
- Staff assessment and recruitment.
- Staff induction.
- Departmental or whole organisational training.
- Organisational self-assessment and development of organisational procedures.
- Awareness-raising in local communities.
- As a framework for donors to assess organisations.
- To help large organisations train smaller ones and award locally based certification.

The toolkit contains three modules and a self-study guide. Module 1 looks at Raising Awareness About Child Protection. Module 2 assesses Your Organisation’s Contact with Children - How Well You Deal with Child Protection Issues. Module 3 provides specific guidance on What Organisations Can Do to Improve Their Child Protection Status. The Self-Study Guide presents information according to the structure of the training modules. It does not however cover the whole of the third module as this module targets an organisation developing its own policies and guidelines. It does help staff to examine the status of their own organisation with regard to child protection policies, procedures and personnel.

“The easy step-by-step process is good. It does not overwhelm those who have little understanding of child protection issues.”

The kit’s modular structure allows the three trainings to be conducted separately across a period of time or in an intensive three to five-day programme. It is anticipated that each

module requires a one-day training workshop, with Module 3 needing follow-up time to be allocated. The training may be conducted with a group of organisations or within just one organisation. The materials are written and presented in a way that allows an organisation and trainer to select certain elements to be included in the training or to run through the whole process. It is up to organisations to determine their needs and purpose and to select accordingly, allocating time appropriate to the choices they make.

Before even beginning this process however, organisations need to consider what they will do with information arising through the course of the training. That is, what will an organisation do if the process results in identification of a person whose practice is dangerous to children or whose views are organisationally unacceptable?

Organisations also need to be mindful that the training and follow-up is part of a process and it will probably take some time - and individual personal development - to bring all staff to the desired level of understanding and competency regarding child protection.

“ I have learnt what I did not expect before, that there are risks in our organisation’s practice which might cause damage to both children and staff. ”

The training and trainer

The trainer - whether in-house or external - needs to be very familiar with the materials and issues related to child protection and child abuse, and well-prepared for potential contentious and difficult issues. The trainer’s notes are intended to assist the trainer in this regard. An external facilitator would need to be briefed on where the organisation ‘is at’ and what it wants to achieve and is willing to do.

The trainer needs also to be clear on confidentiality issues during the training, and deal with this at the outset in establishing the ground rules for group work. The training requires a learning environment of trust while allowing for follow-up on any disclosure indicating the potential or actual abuse of a child. The training should therefore operate within qualified confidentiality and an organisation’s whistle-blowing policy should still apply.

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Ground rules on confidentiality and disclosure also need to be well articulated because the content of the training can have an emotional impact on participants. For some individuals, the training content may trigger memories and responses to negative experiences in their own backgrounds. The training forum is not a good place for disclosure or therapy. It is advised therefore that a section be included in the ground rules about appropriate means of disclosing confidential information and accessing support and guidance.

On reviewing the materials, the trainer may need to make minor modifications to suit the needs and local context of an organisation. The trainer will have to do her or his own work on setting the context, ground rules, introductions, icebreakers and energisers. Translations into local languages may be required.

The trainer has the discretion to determine how to use the slide presentations provided in the toolkit. The trainer is advised to choose the slides that are most applicable to the organisations involved and the context of the training. These materials are intended to support discussions and information-sharing rather than to be read out one by one. For example, the definitions of abuse provided in the slides in Module 1 may be presented on a screen as background material while the group discusses related issues and cases. In this part of the training in Module 1, note that the order of the material is a strategy intended to move the participants from large and incontestable cases of abuse against children towards issues and points around which there may be less consensus (such as emotional abuse and smacking).

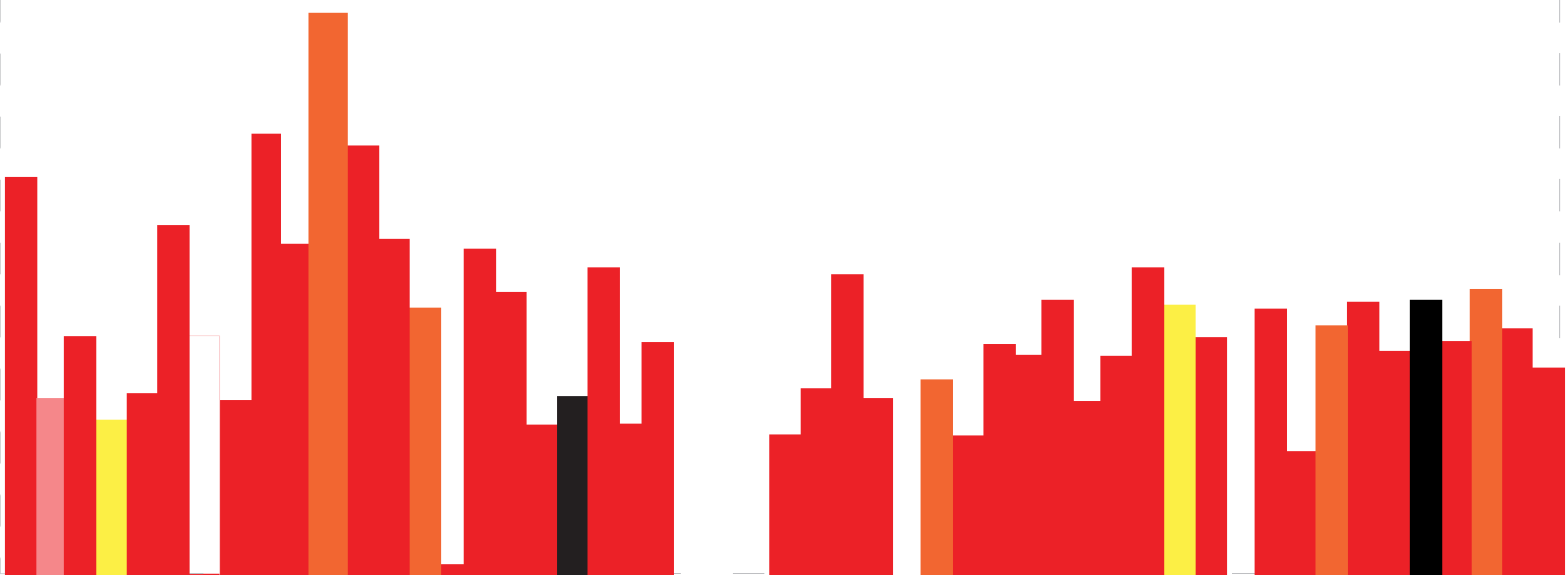
Finally, much of the material in the toolkit is derived from publicly available sources. References are supplied where possible and a resource list is included in the toolkit. If however an acknowledgement has been overlooked, please contact the publisher and future editions will be updated to reflect this.

MODULE 1

TRAINING
TOOLKIT

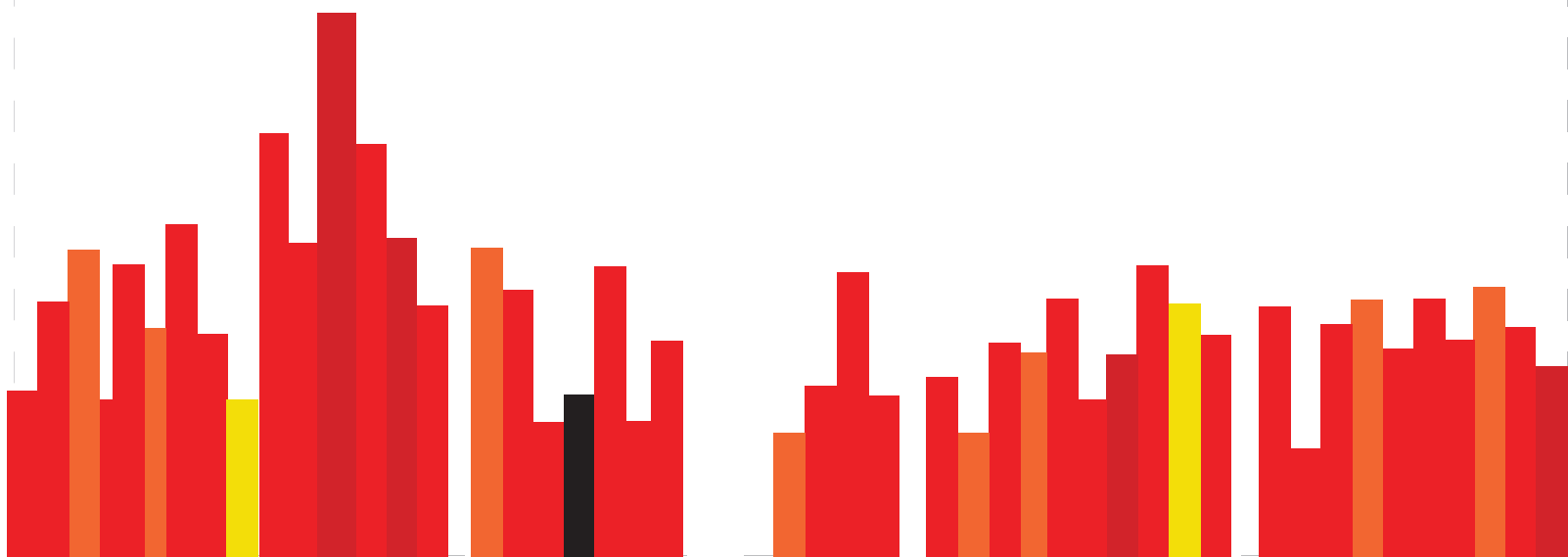
Raising Awareness About Child Protection

- ◀ **Training Notes**
- ◀ **Exercises**
 - ◀ **Additional Training Notes**
 - ◀ **Evaluation Form**
 - ◀ **Slide Show Handouts**



TRAINING BOOKLET

Training Notes



MODULE 1

Raising Awareness About Child Protection

Purpose

- For participants to recognise the definition and different types of child abuse and neglect.
- For participants to be aware that child abuse could happen within their own organisations or communities, and that it can often be prevented.
- For participants to be aware that, as workers in a child-focused organisation, they have a duty of care and responsibility to protect children.

Resources / materials

See Module 1 Exercises, Additional Training Notes and Slide Show Handouts included in this toolkit.

Flipchart papers, pieces of paper or stickers, markers and pens.

Time

1 day

Timing	Workshop instructions	Notes for trainers
25 min.	Step 1. Icebreaker/introduction Slide 1	A suggestion is to ask the participants to form a line/circle based on specific information (such as those who live nearest to the venue to those who live farthest, or according to birthdays from January to December, or being born on a Monday through to Sunday etc). Preferably use non-observable information so that people start to communicate with one another. Ask the participants to

Timing	Workshop instructions	Notes for trainers
		<p>introduce themselves. The trainer must not coordinate but rather encourage the participants to talk with people other than those they already know.</p> <p>Only a short introduction is needed for each person, such as name, organisation and field base. An organisation's representative can present more information about their organisation (background, projects etc).</p> <p>A brief introduction about the organisation running the workshop or the trainer's organisation may be added.</p> <p>Introduce the trainer / facilitators.</p>
5 min.	<p>Step 2. Objectives</p> <p>Ask the participants to reflect on:</p> <ul style="list-style-type: none"> • What do you hope to learn from this workshop? 	<p>Objective: To clarify the objectives for the workshop and to assess the understanding of the participants.</p> <p>Personal reflection, not group activity.</p> <p>Participants can reassess these questions at the end of</p>

Timing	Workshop instructions	Notes for trainers
	<ul style="list-style-type: none"> • What brings you here today? <p>Ask for volunteers to respond. Make sure everyone has the same understanding about the aims of the workshop and then introduce the topics to be covered in Module 1.</p> <p>Slide 2</p> <p>Before the workshop, the trainer should set up a 'parking lot' - a box or flipchart paper where the participants can note their questions, comments or concerns during the training.</p> <p>Tell participants about this outlet. Facilitators may choose to answer these questions at the end of the workshop. Note: feedback will be useful to improve future trainings.</p>	<p>the workshop to see if their expectations have been met.</p> <p>In order to provide better protection for children, we need to know first what children need to be protected against. Knowledge about the definition of abuse and different types of abuse will help us to identify child abuse when it happens. It is important also to remind the participants that this is an awareness-raising workshop. It is <i>not</i> child protection training. They cannot expect to learn everything about child abuse and child protection in a one-day workshop. If they expect this they will be disappointed.</p>

Timing	Workshop instructions	Notes for trainers
	<p>The trainer asks the participants to suggest ground rules or agreements for working together during the session.</p>	<p>Suggestions include maintaining punctuality, listening to other people and accepting differences of opinion, turning mobile phones off or onto silent mode, answering phones outside the plenary.</p> <p>Clarify the issue of confidentiality in the ground rules. The training requires a trusting environment but must also allow for follow-up on any disclosure indicating potential or actual harm to a child. (See Introduction to this toolkit.)</p>
45 min.	<p>Step 3. The Alligator River Story (Exercise 1)</p> <p><i>Prepare handout sheets and pens.</i></p> <p>Slide 3</p>	<p>The exercise aims to make participants aware of their own perceptions about child abuse.</p> <p><i>Note: Change the story title to 'crocodile' if it is more appropriate to the local context. Also change the characters' names to local ones.</i></p>

Timing	Workshop instructions	Notes for trainers
	<p>Divide the participants into small groups of 4 to 6. Allow 15 minutes for the participants to read the story and to discuss it with their group.</p> <p>Ask for feedback from each group.</p>	<p>The story and discussion may provoke strong feelings among participants. If the trainer is not sure that she/he can manage the discussion, they should not use the story. Instead, go to Slide 5 in order to make the point regarding child abuse.</p> <p>See Additional Training Notes for points for debate.</p> <p>The story is controversial and so discussion tends to carry on after the time allocated. The trainer should make sure everyone is quiet and listens as others give feedback.</p> <p>Any answer is permissible as this encourages debate. Ranking is not as important as the reasons why character(s) should or should not be blamed. The key message is that Raem's character should not be blamed. Guide discussion to this conclusion.</p>

Timing	Workshop instructions	Notes for trainers
	<p>Discussion: Ask the participants if they would be surprised to learn that Raem is a 12-year-old girl? Would that change anyone's view about who is the most to blame?</p>	<p>People's attitudes will not change in one day. The trainer can only try to show the participants the moral of the story, and hopefully they will become more aware about children's rights as a result. Keep in mind that the participants' views are very personal to them, and they are likely to become defensive if strong disapproval of their opinions is shown. One technique is not to tell them what is right or wrong but to facilitate the discussion so that the participants reach an appropriate conclusion themselves. To help in this, the trainer could allow a participant whose view is more oriented to children's rights to persuade others to reconsider their views.</p> <p>The trainer should be alert for comments that imply approval of inappropriate behaviour or violence, such as 'it is okay to have sex with children', or 'she gets what she deserves because she asked for it'. If this occurs, explore why this is said and encourage others to challenge these views.</p>

Timing	Workshop instructions	Notes for trainers
	<p>The trainer then makes the point regarding child abuse.</p> <p>Slides 4 and 5</p>	<p>Emphasise:</p> <ol style="list-style-type: none"> 1. Abuse happens in situations where power between people is unequal. 2. Abuse is never a child's fault even if she or he acts inappropriately (further abuse could be prevented by teaching protective behaviour). 3. An adult has the main responsibility to protect a child because children do not have the same level of life experience or ability to make decisions as an adult does. Abuse can often be prevented if adults take a child's complaint seriously and intervene. <p>This could also be a useful exercise for organisations to use to identify their staff's suitability to work with children. A designated officer, such as a child protection focal point, should follow up with anyone who criticises Raem's character harshly or expresses inappropriate comments as described above.</p>

Timing	Workshop instructions	Notes for trainers
15 min.	Morning break	
	<p>Transition: The trainer tells the participants it is usual for there to be differences in answers and views. Perceptions of child abuse vary from place to place. We need to recognise differences of opinion. This issue will be explored further during the workshop.</p>	
50 min.	<p>Step 4. Always, Sometimes, Never (Exercise 2)</p> <p><i>Prepare three separate labels titled: Always, Sometimes and Never.</i></p> <p><i>Also write the Exercise 2 statements on child abuse and child protection on pieces of paper and put them in a bag or a box.</i></p> <p>Designate 3 separate spaces (3 corners of a room or 3 signs posted in a room in accordance with the labels noted above). The spaces should be as far from each other as possible</p>	<p>Objective: To highlight differences in opinion about child abuse and to encourage people to think about their own behaviours and how they may be considered abusive.</p> <p>See Additional Training Notes for points to support the trainer during the discussion.</p>

Timing	Workshop instructions	Notes for trainers
	<p>because the distance creates excitement about running around the room.</p> <p>Slide 6</p> <p>Explain to the participants that they will be asked individually to draw one of the papers out of a bag or a box, and then to read the statement written on it to the group. On hearing the statement about child abuse and child protection, the other participants are to go to the space - Always, Sometimes or Never - to which they think the statement applies.</p> <p>After each statement, the trainer asks some of the participants why they have chosen Always, Sometimes or Never.</p>	<p>If possible, have a support person who can help to keep groups quiet and attentive when people are spread out in different parts of the room.</p> <p>If the participants choose ‘Sometimes’ it can lead to a lively discussion. Do not get stuck however in debating details about these statements. The trainer should just ask the participants for quick comments about the choice and the context. For example, if they think it is okay to hit children sometimes, ask under what circumstances this would apply. Ask others who disagree to present their views briefly too.</p>

Timing	Workshop instructions	Notes for trainers
		<p>The main goal is to explore differences in opinion. But the trainer must address immediately any answers that imply approval of child abuse by any standard or culture. For example, letting a boy under 18 view a pornographic film is never acceptable. Spend some time to facilitate the group to come to appropriate conclusions themselves as to why such a scenario is considered abuse.</p>
10 min.	<p>Step 5. Definitions of Abuse and Neglect</p> <p>Although we may have different views, there are some agreed standards as to what constitutes child abuse and neglect. The trainer explains the group will look at some definitions of child abuse and neglect taken from international organisations and the law in Thailand. (The definitions are presented in the slides.)</p> <p>Slides 7-13</p>	<p>Objective: To familiarise the participants with an understanding of what constitutes abuse and neglect.</p> <p><i>Replace the reference to Thailand's law with the</i></p>

Timing	Workshop instructions	Notes for trainers
	<p>The trainer shows the slides and briefly explains the definitions.</p>	<p><i>relevant law in the country where the training is being conducted (Slides 9-10).</i></p> <p><i>Note: Slide 13 requires information to be inserted that is relevant to the country where the training is being conducted. (Optional.)</i></p> <p>The trainer may choose to address some of the issues that participants discussed in the Always, Sometimes, Never exercise. Use these widely accepted standards to show why some scenarios included in the exercise are considered child abuse. For example, letting a 13-year-old boy view pornographic films is abusive because the materials are not appropriate for his age and will harm his personal development.</p>
	<p>Transition: Now that the group has explored what constitutes abuse of a child, it will consider some common beliefs surrounding this issue, and see whether they are true or not.</p>	

Timing	Workshop instructions	Notes for trainers
10 min.	<p>Step 6. Agree or Disagree (Exercise 3)</p> <p><i>Prepare handouts for Exercise 3</i></p> <p>Give the participants the worksheet for Exercise 3, to be completed individually.</p> <p>Ask volunteers to give feedback on whether they agree or disagree with the statements, and why.</p>	<p>Objective: To address myths and assumptions regarding child abuse.</p> <p>A good approach is to go quickly through the statements on the worksheet with the whole group. At the end, ask participants who answered differently from the rest of the group to share their thoughts.</p>
20 min.	<p>Step 7. True or False? Common beliefs surrounding child abuse (Exercise 4)</p> <p>Discuss some of the statements taken from Exercises 2 and 4. Explain the facts that contradict myths and assumptions by using information included in Exercise 3 and some of the slides offered in the toolkit.</p>	<p>Objective: To address myths and assumptions regarding child abuse.</p> <p>See Exercise 4 notes on managing the information to be reviewed.</p>

Timing	Workshop instructions	Notes for trainers
	<p>Slides 14-34</p> <p>Closing point.</p>	<p><i>Note: The slide show has been prepared using ‘custom animation’. The slides for ‘true or false’ use this function to allow brief lapses before all the text appears on screen.</i></p> <p>The main point is to say that we cannot predict how child abuse will happen. This is why an organisation must take actions to try to prevent it. In the afternoon, different types of abuse will be discussed, and what organisations can do to address child abuse issues.</p>
1 hour	Lunch break	
10 min.	Energiser (optional)	
20 min.	<p>Step 8. Types of Abuse (Exercise 4a)</p> <p><i>Prepare flipcharts with headings, stickers or small pieces of paper, and pens</i></p> <p>Slide 35</p> <p>Set up 5 flipchart papers, each with one of the following headings: Physical Abuse, Sexual Abuse, Emotional</p>	<p>Objective: To give an overview of different types and forms of child abuse.</p> <p>Note that verbal abuse is a sub-category of emotional abuse.</p> <p>Note that exploitation can cover</p>

Timing	Workshop instructions	Notes for trainers
	<p>Abuse (including Verbal Abuse), Neglect, Social Abuse (poverty, conflict and/ or discrimination). Post them around the room.</p> <p>The trainer asks the participants to write on small pieces of paper examples of abuse, for example punching or beating. Ask the participants to do this individually. Then seek agreement from the whole group about each example. Write the examples on a sticker and ask the participants to place these on the flipchart under the heading to which they think the abuse applies.</p> <p>In discussion, the trainer is to link the similar examples of abuse and neglect. Ask for 5</p>	<p>a range of abuses. The key point is that it is about making a gain or profit from the abuse by using a position of power to 'bargain' for something (such as sex). See the example from West Africa in the Exercises.</p> <p>Also note that 'social abuse' is not considered to be a formal category of abuse but is included here to allow for discussion of issues which are invariably raised during the training.</p> <p>Facilitators should go around the room and prompt participants to think about</p>

Timing	Workshop instructions	Notes for trainers
	<p>volunteers to summarise each chart, and then ask them if they think any of the examples should move to a different category. Discuss forms of abuse not mentioned by participants.</p> <p>Tell the participants that the next session will look at case studies that illustrate different types of abuse and neglect.</p> <p>Leave the flipcharts out because they will be relevant in the afternoon session.</p>	<p>examples. Or a trainer may choose to prepare some answers that people may not consider, and put them up for discussion.</p> <p>Note that some forms of abuse fit in more than one category.</p> <p>According to international standards, some cultural practices violate children’s rights and/or cause harm to their development. Some people in the training may therefore view certain abusive practices as normal or acceptable. The trainer should be mindful when discussing these issues, and maintain balance between child protection standards and respect for cultural beliefs. They should however remain firm that the rights of a child are fundamental.</p>

Timing	Workshop instructions	Notes for trainers
<p>1 hour, 45 min.</p>	<p>Step 9. Case Studies of Abuse (Exercise 4b)</p> <p><i>Prepare handouts</i></p> <p>Distribute the case studies. Organise the whole group into smaller groups.</p> <p>Explain to the participants that each group will be assigned a different case study to report on. The groups are to try to identify the type(s) of abuse presented in their case studies and then report back to the plenary. If time permits, the groups should be asked to read all the case studies.</p> <p>Each group then presents a summary of its findings and discussions.</p> <p>The trainer asks other groups to say if they think otherwise or have additional comments. Then present the information in the slides.</p>	<p>Objective: To provide technical knowledge about child abuse, neglect and exploitation issues.</p> <p>See notes with Exercise 4b on managing information to be reviewed.</p> <p>Address questions that the participants may have by using the definitions presented in Exercise 4a. Use this information also to help categorise a type of abuse and to clarify whether a behaviour is abuse or not.</p>

Timing	Workshop instructions	Notes for trainers
	<p>Slides 36-66</p> <p>If time permits, the trainer may ask the participants if they are uncertain about how to categorise an abuse. Lead the group as a whole to find an answer or respond directly with an explanation.</p>	<p><i>Note: The slide show has been prepared using ‘custom animation’. The slides for case studies use this function to allow brief lapses before all the text appears on screen.</i></p> <p>The trainer should be selective and use slides that are most applicable to the organisations involved and the context of the training. For example, the definitions of abuse may be on a screen in the background as the trainer leads discussion about issues and cases. More time will be needed if all slides in this section are covered.</p> <p>The trainer must be well prepared to answer unexpected questions. The trainer may choose to spend more or less time on each of the case studies, depending on participants’ interest and level of understanding. For example, more time may be needed to explain social abuse than physical abuse. Keep in mind that sexual abuse is only one form of child abuse.</p> <p>Categories are just guidelines. The most important thing is to</p>

Timing	Workshop instructions	Notes for trainers
	<p>Closing point before break.</p>	<p>be aware of different aspects of child abuse. What we cannot sometimes see - for example, emotional and verbal abuse - can be just as harmful as more obvious types of abuse.</p> <p>All the abuse categories except for social abuse will be looked at later as the workshop focuses on what organisations can do to prevent abuse. Social abuse will not be dealt with further because it is more difficult for organisations to control.</p>
15 min.	Afternoon break	
10 min.	<p>Step 10. Can You Tell?</p> <p><i>Prepare pieces of paper to be written on.</i></p> <p>Ask participants to write down one thing about themselves that their colleagues or other participants do not know. They should each fold their paper and pass them to the trainer.</p>	<p>This is an energising activity. It is related to the next activity, which will serve as a transition for participants to start thinking about child abuse within their own organisation or community.</p>

Timing	Workshop instructions	Notes for trainers
	<p>Explain before the exercise that the trainer or some designated participants will randomly select some of the papers and read them out. The participants will be asked to guess who wrote this. The person whom the group chooses need say only whether it is true or not. Even if it is true, they are not obliged to say so. There is no need to reveal who has written the comment.</p> <p>The trainer makes the point that people keep some things to themselves and we cannot know everything about people. Explain that this activity will help the participants to understand the next activity better.</p>	<p>The trainer should allow time for this activity because the guessing process can be fun for the participants. Sometimes they guess correctly, but the trainer can make the point that perhaps they would guess correctly only 1 time in 10.</p>
	<p>Transition: The group now knows that child abuse and neglect happen on a large scale in society. But what about within our own organisation or community?</p>	

Timing	Workshop instructions	Notes for trainers
15 min.	<p>Step 11. Types of Abuse and Neglect Revisited</p> <p><i>The flipcharts from Exercise 4a (types of abuse) should still be posted on the walls.</i></p> <p>Slide 67</p> <p>Ask the participants which of these forms of abuse they think could happen within their own organisation or community.</p> <p>The trainer explains to the participants that there is no way to know with certainty if, when and how child abuse may happen within an organisation. As humanitarian workers however, we need to be</p>	<p>Objective: To raise awareness about the duty of care and the importance of having a child protection mechanism. This is a priority objective of the workshop.</p> <p><i>Note: Slide 67 uses ‘custom animation’.</i></p> <p>If a participant says none or only a few such abuses would occur, the trainer should ask if they can be certain. Point out that the previous activity showed it was impossible for people to know everything about everyone. Even if you work with someone for a long time, you cannot know all about them. If someone is an abuser of children, would they make this information public?</p>

Timing	Workshop instructions	Notes for trainers
	<p>committed to creating as safe an environment for children as possible and to ensure all the rights of all children in our care are met.</p> <p>Slide 68</p> <p>Protecting children from all possible harm and unforeseen situations is a part of an organisation's duty of care towards children. The trainer discusses the definition of duty of care and organisational responsibilities (as outlined in the slides).</p> <p>Slides 69-74</p> <p>The trainer notes that organisations can provide better protection for children when a protection system is in place. Such a system includes policies and procedures that are transparent to all staff. Definitions are discussed here (outlined in slides 76-77).</p>	<p>The trainer should be familiar with the UN Convention on the Rights of the Child and national laws of the country where they are working (for example, Thailand's Child Protection Act 2003). They should be able to explain the Convention and local laws to the participants in plain language. Remember to emphasise the sources and key messages.</p> <p><i>Substitute Slide 74 with data relevant to the country where the training is being conducted, or do not use it.</i></p> <p>The trainer should understand the difference between policies and procedures. A policy is a 'mission statement' of an organisation. Procedures are included in codes of conduct for staff to help an organisation achieve its policy goal. For example, a policy is 'We value</p>

Timing	Workshop instructions	Notes for trainers
	<p data-bbox="316 875 512 909">Slides 75-77</p> <p data-bbox="316 981 783 1653">The trainer makes the point that a child protection system will protect children and also an organisation and its staff. Setting good child protection standards helps an organisation establish its accountability and credibility. A properly implemented system will also guide an organisation to deal with any false allegations or difficult and unexpected situations.</p> <p data-bbox="316 1724 448 1758">Slide 78</p>	<p data-bbox="828 237 1302 801">every child's opinion'. The procedure that reflects this policy is 'Take a child's words seriously when he or she reports abuse'. Emphasise that a child protection policy is <i>not</i> child protection programming but provides a good framework and helps staff to work on their programming in an accountable and child-safe way.</p>
	<p data-bbox="316 1832 783 2078">Transition: The next activity will help participants to understand why child protection systems are important for child-focused organisations.</p>	

Timing	Workshop instructions	Notes for trainers
10 min.	<p>Step 12. The System</p> <p>The trainer asks for 7 volunteers. One will act as a child (a boy or a girl) who is being cared for by an organisation. Two people will represent abusers. The other 4 people will represent NGO staff (the main players in an organisation's child protection system). Do not yet explain the roles to the whole group.</p> <p>The trainer asks the participant who will represent a child to stay in the middle of the room (without explaining to them yet who they represent).</p> <p>A support person takes those who represent the abusers aside. They are told their role and instructed to try to persuade the 'child' to leave the centre of the room with them. They may try to</p>	<p>Objective: To illustrate the importance of a formalised child protection system within an organisation.</p> <p>It would be useful for the trainer to have someone to support them to brief and manage one of the groups.</p> <p>People representing the abusers should ideally not be much taller or stronger than the protectors. This is so that the other participants have a sense that they can protect children and are not powerless. For</p>

Timing	Workshop instructions	Notes for trainers
	<p>persuade the 'child' using words or they may gently pull the 'child' away. The 'abusers' may not hear the trainer's instructions to the rest of the group, so make sure they know which person is representing a 'child'.</p> <p>The trainer explains to the 4 people designated as protectors either that they have certain roles in an organisation or simply that they work for a children's organisation. Let them place themselves around the room or the trainer can place them. At least one should be placed near the 'child'.</p> <p>Inform the rest of the participants that the 5 volunteers represent a child and NGO workers. Do not yet explain about the 'abusers'.</p> <p>The support person then advises the 'abusers' to rejoin the group and to try to get the 'child' to go with them. They may be advised to make comments such as 'getting to a child is so easy because no one is watching him/her'. This comment will give the</p>	<p>example, if there are two big people among the volunteers, the trainer may designate one as a protector and one as an abuser.</p>

Timing	Workshop instructions	Notes for trainers
	<p>observers a clue about what is going on (and who the ‘abuser’ participants represent). Do not instruct the protectors to block the ‘abusers’. The intention is to reveal to the participants how vulnerable a child can be when NGOs are not aware of a problem and do not have a protection system in place.</p> <p>The trainer then lets the protectors know their roles and asks them to do their best to block the ‘abusers’. Suggest they form a barrier around the ‘child’ and try to intervene when the ‘abusers’ come close.</p> <p>Ask the ‘abusers’ to approach the ‘child’ again. This time, the ‘abusers’ should find it more difficult because the protectors know how to do their job.</p> <p>The trainer points out that the ‘child’ is better protected when the protectors work as a team. Lead discussion about how working together and knowing what to do reduces the potential for a child to be abused within an organisation.</p>	<p>If the protectors get the idea immediately and block the ‘abusers’, there is no need to go to the second part of this activity.</p> <p>Sometimes the ‘abusers’ may reach the ‘child’. Explain to the participants that child protection systems cannot completely block harm, but they do limit the potential for harm and assist to minimise damage (against a child, an organisation and staff).</p>

Timing	Workshop instructions	Notes for trainers
	<p>The trainer explains that the exercise shows there is no way to know for sure if, when and how child abuse may happen. Social assumptions can be wrong. The activity 'Can You Tell' shows that even though we work with our colleagues every day, we do not always know them well. For this reason, it is important for organisations to create a solid child protection system to minimise the severity and possibility of abuse occurring within an organisation. When staff are aware of the issue and work together they can often prevent abuses of children.</p> <p>Slide 79</p>	<p>Note that the exercise implied sexual abuse, but it could also have been a situation of verbal and psychological abuse or another kind of lack of proper care.</p> <p><i>Note: Slide 79 uses 'custom animation'.</i></p>
	<p>Transition: A story will be told that shows why preventing something bad from happening is a better idea than trying to fix it after it has happened.</p>	
15 min.	<p>Step 13. Babies in the River (Exercise 5)</p>	<p>Objective: To prepare to close the workshop by reinforcing the idea that a child protection system is an effective and necessary tool for preventing abuse of children.</p>

Timing	Workshop instructions	Notes for trainers
	<p>The trainer tells the story (Exercise 5) and explains that it shows prevention is the best approach. A child protection system in place is an effective prevention tool that will significantly reduce the likelihood of children being abused.</p> <p>Organisations can take the next steps to create their own child protection system. The trainer briefly introduces the next 2 training modules.</p> <p>Slides 80-81</p>	<p>See Additional Training Notes for points for debate.</p> <p>The work done in this workshop is just the first part of three training modules. It aimed to raise awareness about abuses against children and to show why a child protection system is necessary within organisations.</p> <p>The training in Module 2 will assist organisations to assess how well they deal with child protection issues and to identify their good practices.</p> <p>Module 3 provides guidance to help organisations assess their practices and develop appropriate policies and procedures. Organisations that already have mechanisms in place can assess how to improve their child protection standards. An optional element is for organisations to look at sample policies from other</p>

Timing	Workshop instructions	Notes for trainers
		<p>organisations to determine whether to include any of the content in their own policies.</p> <p>Organisations may contact an NGO that already has a child protection policy in place to assist them in organisational assessment, consultation and evaluation. Additionally, local NGOs may consider setting up a coordinating body to monitor the implementation of a child protection policy across NGOs. The coordinating body may grant certificates to organisations that participate in the trainings and those that set up and implement child protection systems.</p> <p>If such a coordinating body already exists, it may award certificates for participation in workshops and provide information on future trainings and consultations.</p>
10 min.	<p>Step 14. Closure</p> <p>Slide 82</p> <p>If time permits, the trainer may address issues raised in the ‘parking lot’ or lead questions</p>	

Timing	Workshop instructions	Notes for trainers
	<p>and answers. Otherwise, move straight to the evaluation.</p> <p>Distribute evaluation forms or run a verbal feedback session (responses to be noted for workshop report and learning).</p> <p>Formal closure and settlement of any reimbursements.</p>	<p>An evaluation form is included in this toolkit. Alternatively, the trainer may simply ask the participants to recall their personal reflections at the beginning of the workshop and assess whether their expectations have been met. Another method is to ask the participants to form a circle. Play some music and ask the participants to pass pens along to the person next to them. When the music stops, those who have a pen are asked to complete a sentence that gives feedback on the training. For example:</p> <ol style="list-style-type: none"> 1. One thing I learnt today is ... 2. One comment for today's training is ... 3. A case study I remember the most is ... 4. A case study that surprised me the most is ... 5. The type of abuse that has the most severe impact is ...

Exercises



Module 1: Exercise 1

The Alligator River Story

Once upon a time, Raem was in love with a guy called Kwan. Kwan lived on the shore of the river. Raem lived on the opposite shore of the river. The river which separated them was teeming with hungry alligators. Raem wanted to cross the river to be with Kwan. Unfortunately, the bridge had been washed out. So she went to ask Daeng, a river boat captain, to take her across.

Raem was wearing a tight skirt and a low-cut blouse because she wanted to look sexy for Kwan. Daeng said he would take her across. But the look in his eyes frightened Raem. So she went to her friend Yai and explained her plight to him. Yai did not want to be involved at all in the situation. Raem was begging but he still said no, he couldn't help her. She felt that her only option was to take the ferry even though she did not trust Daeng.

After leaving the river shore, Daeng told Raem that he couldn't control himself and had to have sex with her. When Raem refused, he threatened to throw her overboard. He said that if she complied he would deliver her safely to the other side. Raem was afraid of being eaten by the alligators and couldn't see an alternative for herself. So she did not physically resist Daeng. Daeng later delivered her to the shore where Kwan lived.

When Raem told Kwan about what happened to her, he said she had asked for it because of the way she was dressed. He saw her as unclean and cast her aside with disdain. Heartsick and rejected, Raem turned to a friend Singha, who was a black belt in karate. Singha felt anger for Kwan and compassion for Raem. He sought out Kwan and beat him brutally. Raem was overjoyed at the sight of Kwan getting his due.

As the sun set over the horizon, Raem can be heard laughing at Kwan.

Questions

Who among the following characters is the most at fault for what happened to Raem? Why? (There could be more than one answer.)

1. Kwan
2. Yai
3. Raem
4. Singha
5. Daeng

Module 1: Exercise 2

Always, Sometimes, Never

Do you think the following statement/behaviour is okay or not? Why?

Why is it okay sometimes and in what context?

	Always	Sometimes	Never
Smacking does no serious harm and works well as a punishment.			
Children often make up stories about being sexually abused to get your attention.			
A 13-year-old boy is very mature and likes to spend time with his 22-year-old brother and friends. A few times they have watched pornographic films together. There has not been any sexual activity or suggestion of it by the older brother or his friends.			
A 14-year-old boy takes his younger sister into a room and masturbates in front of her. He does not touch or have sexual activity with her. The girl is more curious and excited than frightened. She is 8 years old.			

	Always	Sometimes	Never
A child asks a volunteer teacher for help with his homework. The teacher says she will do it but the child has to mow the lawn for her in return.			
A teacher says he will give a student a high mark for an exam if she agrees to have sex with him.			
The aunt of a 10-year-old girl makes her sell flowers to tourists in the bar areas of a resort town alone from early evening to midnight each night, but it is okay because she is helping her family to earn money.			
A father asks his 10-year-old daughter to help clean out the garage every week.			
'Doing without' makes a child appreciate the value of things.			
If a child is cold and hungry because his/her parents are too poor, then it is child abuse.			

	Always	Sometimes	Never
A little girl has dark skin and crooked teeth. In the class, a teacher teases her that she needs to get plastic surgery or no one will marry her.			
A foreign volunteer working in the community buys beer for a 15-year-old boy when the boy asks for it.			
A journalist interviews an orphan at a temporary shelter. The next day, the boy's picture is on the front page of a newspaper with the words 'devastated and home wrecked, both parents killed instantly by the tsunami'. When the boy sees the newspaper he is very upset.			
Reporting abuse is likely to humiliate a child even more, so it is better to be quiet about it and let it go.			
There is no proper legal system here, so why report anything.			
I would not trust the police to do anything about reported cases of child abuse.			

Module 1: Exercise 3

Agree or disagree?

Do you agree or disagree with the following statements? Why?

	Agree	Disagree
1. Children with disabilities should be kept separate from other children so they do not inflict their bad luck on others.		
2. 'Difficult' children should be punished severely.		
3. Disabled children are asexual. Therefore they are less likely to be abused.		
4. Child abuse is not a problem in my community. It happens somewhere else.		
5. Teachers and parents have the right to beat children who they feel are not behaving well enough.		
6. Most abuses are unintentional and happen on the spur of the moment.		
7. Abusers were abused as children. Therefore they cannot control themselves.		

	Agree	Disagree
8. Abusers come from a lower class, uneducated family.		
9. Sometimes victims are the most to blame because they bring it on themselves.		
10. Boys are not really at risk of being sexually abused.		
11. Child sexual abusers are always dirty old men.		
12. Women never sexually abuse children.		
13. Strangers are the biggest threat to children.		
14. Teachers would never abuse children.		
15. You can always tell who is safe with children.		
16. Staff employed to work with children are unlikely to abuse them.		

Module 1: Exercise 4

True or False: Common Beliefs Surrounding Child Abuse

44
MODULE 1
These notes provide information for the trainer to assist in facilitating the group discussion. Slide numbers are followed by the relevant statement from Exercise 3. There is then some explanatory material and examples to be used as necessary to clarify points with the participants. The trainer is advised not to read out all this information.

Slides 15-16

Disabled children are asexual and they are less likely to be abused (No. 1).

False

Disabled children are almost four times more likely to be sexually, physically and emotionally abused and neglected than non-disabled children, according to a report from the UK by NSPCC and the National Working Group on Child Protection and Disability. Yet the report says it is commonly believed that disabled children are not abused. It also stresses that disabled children often lack the necessary skills to report abuse. Most people fail to consult with disabled children about their experiences and feelings. Child protection systems and practices do not take account of the particular circumstances and needs of disabled children who are abused.¹

¹ See NSPCC. 2003. *It doesn't happen to disabled children: Child protection and disabled children*. London, UK: NSPCC and National Working Group on Child Protection and Disability.

Slides 17-18

Strangers are the biggest threat to children (No. 13).

False

In 501 cases of sexual abuse reported to the Philippines police and the Department of Social Welfare and Development in 2000, the four main groups of abusers were: acquaintances (22 per cent), neighbours (21 per cent), fathers (19 per cent) and uncles (11 per cent). Five per cent of sexual abusers were strangers. (The statistics are in Slide 18.)

Slides 19-20

You can always tell who is safe with children (No. 15).

False

Ask the participants if they know which person among the three pictured in the slides is an abuser of children. Encourage the guessing and ask for reasons for the participants' responses. Do not tell participants the answer but say other statements will be assessed first and they reveal the answer. (All three are abusers.) (No. 15.)

Slide 21

Women never sexually abuse children. Child sexual abusers are 'dirty old men' (Nos. 11-12).

False

Slide 22

Myra Hindley and Ian Brady murdered four children in 1963 and 1964 and buried their bodies near Manchester, in northern England. The victims - Lesley Ann Downey, 10, John Kilbride, 12, Keith Bennett, 12, and Pauline Reade, 16 - were sexually assaulted before they were murdered.

Hindley and Brady were arrested after they killed Edward Evans, 17, at their home in the presence of Hindley's brother-in-law, who reported the murder to police. He told police he had heard Brady talk of other murders and burying bodies, but he had not believed it.

Hindley and Brady pleaded not guilty at their trial in 1966. Evidence was presented to the court of a recording made by Hindley and Brady of one of their victim's last moments as they tortured and sexually assaulted her before strangling her.

Both were convicted of murdering Lesley Ann Downey and Edward Evans, while Brady was also convicted of murdering John Kilbride. They were jailed for life. The bodies of Keith Bennett and Pauline Reade had not been found at the time of the trial, but in the 1980s Hindley and Brady admitted to the murders.²

² See BBC News. 2000. 'The Moors murders'. UK: BBC. 28 February.

Slide 23

Mary Kay LeTourneau, a teacher, was convicted in Seattle, the US, in 1997 of raping one her students. She was 35 and the boy was 13 at the time. She pleaded guilty and received a jail sentence which was suspended on condition she receive counselling, not contact the boy and adhere to legal requirements for sex offenders.

In 1998, LeTourneau was re-sentenced after violating the terms of her probation by continuing to see the boy, who was then 14. She was given a prison sentence of more than seven years.

At the time of her arrest, LeTourneau was pregnant with the boy's child. She was also married with four children

LeTourneau first met the boy when he was a student in her second grade. The boy and LeTourneau developed a friendship that continued. She was also his teacher in the sixth grade. The relationship reportedly became sexual when the boy was in the seventh grade in 1996.

Suspicious were initiated by LeTourneau's husband, who discovered love letters written by his wife to the boy when he was 13 and told relatives, who contacted local child protection services. LeTourneau's husband divorced her and moved with their children to another state. The school where Letourneau worked suspended her from her job without pay.

The boy's mother now cares for the baby of her son and LeTourneau. At the sentencing hearing she said LeTourneau should receive mercy from the court. She is reported as saying, 'LeTourneau is a human being who made one horrible mistake'.

The boy has said in interviews that his relationship with LeTourneau was 'real love' and he does not consider himself a victim in any way.³

Conclusion

The crimes of Hindley and LeTourneau - who in photographs look like perfectly normal women - show that women are also capable of sexually abusing children. Offenders may not be 'dirty old men'.

Slide 24

Most abuses are unintentional and happen on the spur of the moment (No. 6).

Boys are not really at risk of being sexually abused (No. 10).

False

Hindley repeatedly tortured several children. LeTourneau abused her student on more than one occasion. Boys were victims of both women. The following is an example of an abuser sexually abusing boys many times.

³ See CourtTV.com. 1998. 'Washington v. LeTourneau: Original Sentencing from November 14, 1997'. Courtroom Television Network. 18 March.

Credit: Photos of Mary Kay LeTourneau supplied by Court TV and Cable News Network (CNN).

Slide 25

The first person prosecuted and convicted under a new law aimed at discouraging US citizens from travelling abroad to have sex with children was sentenced in Seattle in June 2004 to just over eight years in prison.

Michael Lewis Clark, a 70-year-old retired Army sergeant who had lived in Cambodia off and on for seven years, was arrested in Phnom Penh in 2003. He pleaded guilty in a US court to having sex with two Cambodian boys aged 10 and 13. According to court documents, Clark told investigators he had probably had sex with as many as 50 boys aged between 10 and 18, paying them about US\$2 each time. US District Court Judge Robert Lasnik said the children exploited by Clark were at extreme risk due to their poverty.

Clark was the first person in the US to be convicted under a law passed in 2003. The law, more widely known as an anti-child-pornography measure, allows the prosecution of Americans who travel to foreign countries seeking sex with children. The law is part of an increased effort worldwide among governments, NGOs and child-welfare organisations to address the sexual exploitation of children in poor countries.

As of June 2004, six men had been indicted under the new law, including Gary Evans Jackson, 56, who pleaded guilty to sexual acts with three Cambodian boys aged 10, 14 and 15.

In entering their guilty pleas, Clark and Jackson reserved the right to challenge the constitutionality of the law. Clark's lawyer said the law overstepped the reach of the US Government.

US lawyers said the relatively harsh sentence against Clark would put would-be child predators on notice.⁴

Conclusion

Two types of child sex offenders are known as situational and preferential offenders. Situational offenders do not have an exclusive sexual inclination for children but take advantage of a situation where they abuse a child. They may intend to do this only once. Sometimes, they will then prefer to have sex with a child and repeat such abuse. Preferential sex offenders have an active sexual preference for children. Many people with such a preference will go to great lengths to have sex with children, including planning to meet children and travelling some distance to solicit children (they often go to countries or towns other than where they usually live). Their sexual desire for children is compulsive.

Although most sexually abused children are girls, boys are victims too. Boys may receive less sympathy than girls and it can be sometimes more difficult for a boy to disclose sexual abuse – by a man or a woman. A boy who is sexually abused by a woman may not report the abuse because he is confronted with ideas – promoted in many cultures – that sexual experiences are a way of proving manhood and that males will always accept sex. The boy may not admit even to himself that he has experienced abuse. If a boy is sexually abused by a male, he may fear facing social stigmas about homosexuality, which is a taboo subject in some cultures.⁵

⁴ See Clarridge, C. 2004. '8-year term levied in 1st prosecution under new child-sex law'. The Seattle Times. 26 June.

Credit: Photo of Michael Clarke courtesy of US Immigration and Customs Enforcement (ICE).

⁵ UNICEF. 2001. *Profiting from Abuse*. Geneva: UNICEF.

Slide 26

Child abuse is not a problem in my community. It happens somewhere else (No. 4).

False

Slide 27

Insert country-specific data as necessary.

Commercial sexual exploitation in Thailand

A large number of children in Thailand are at risk of being sexually abused and exploited. Child sexual abuse does not just happen in Western countries but is also a local issue that everyone needs to be aware of.

Each year, a large number of sex tourists travel to countries in South-East Asia to sexually abuse children. Cities in Thailand such as Bangkok, Pattaya, Phuket and Chiang Mai are among the main destinations for foreign abusers in Thailand.⁶

Sexual abusers may also be people in the community and people from elsewhere in the country.

⁶ Ibid..

Slide 28

Reinforce the idea that child sexual abuse may be closer to home than the participants realise. As well, note that non-contact forms of sexual abuse can be just as abusive as physically abusing a child.

Child pornography websites in Thailand

Thailand is among a number of countries to which most free websites with child pornography have been traced, according to an ECPAT International report, *Violence against Children in Cyberspace*.

Russia and former Soviet States, the US, Spain, Japan and South Korea are the countries where most free websites are offered. Half of the images of child sexual abuse sold online are generated from the US, and another quarter come from Russia, says ECPAT. The US and Russia are also the leading hosts of commercial child pornography websites, followed by Spain and Sweden.

Most child pornography is exchanged for free online, but it has also generated an underground business worth billions of dollars that circulates millions of images of child sexual abuse, the report says. It warns that new technologies are outpacing law enforcement's ability to stop online child pornographers.

ECPAT called for tougher national laws and coordinated industry action to protect children from abuse through new information technologies. Even poor countries in Africa and Asia, where Internet access is limited, have seen a surge in pornographers using camera phones to record

child sexual abuse and transmit pictures around the world. Instant messaging services have also become a forum for sex offenders to meet children.

Such abuse 'is pervasive, causes deep and lasting physical and psychological damage to the child victims, and is outstripping the resources of law enforcement agencies', says ECPAT, which conducted the study as a part of the United Nations global Study on Violence against Children.

The report highlights 'the ease with which people who are intent on harming children move between the physical and virtual worlds in order to exploit a child'.⁷

Slide 29

Some participants may feel that child sexual abuse happens only in Western cultures. The case of Waralongkorn Janehat, of Thailand, proves this assumption to be wrong. Child sexual abuse is a worldwide phenomenon and offenders can be any of nationality.

In August 2005, a provincial court in Udon Thani, Thailand, sentenced Waralongkorn Janehat (Kru Nong), a former secretary of a Thai foundation, to 48 years in prison for sexually abusing children under his care. His lawyer planned to appeal.

⁷ Adapted from Agence-Press France. 2005. 'Thailand 'is among nations with the most free websites'. Bangkok, Thailand: The Bangkok Post. 12 November.

See also Muir, D. 2005. *Violence against Children in Cyberspace*. Bangkok, Thailand: ECPAT International.

TRAINING TOOLKIT

Kru Nong, 38, ran a street children's home. He was charged with sexually abusing children aged under 15 (with or without the children's consent), sexually abusing children aged over 15 without their consent, and using physical force with children under his care.

Police laid the charges after investigating complaints to the Social Development and Human Security Ministry's provincial office that children from the home were involved in inappropriate behaviours, running away, petty theft and fighting. The investigation found that Kru Nong sexually abused two children while they stayed at the children's home. The abuse happened several times until the children ran away. The children gave evidence that many other children had also been sexually abused.

Six children aged 14 to 17 were abused before escaping to other government or NGO homes. They said they were sexually abused four to six times at different times and locations.

After an arrest warrant was issued for Kru Nong in February 2004, the foundation committee closed the foundation. Kru Nong was at that time still in charge of the children's home, although he was supposed to have no children under his care.⁸

⁸ Manager On Line. 2005. '48 Years Sentencing for Kru Nong, Sexually Abused Baan Saeng Tawan Children, Udon Thani'. 5 August.

Slide 30

Staff employed to work with children are unlikely to abuse them (No. 16).

False

Waralongkorn Janehat (Kru Nong) used his superior position in a home meant to protect children to exploit children. Mary Kay LeTourneau was a teacher whom children should have been able to trust. But she abused her position to take advantage of a boy who was too young yet to understand that he had been abused.

Relationships between a child and a caregiver or other humanitarian worker should be discouraged because the power dynamics between them are unequal. Aid workers, for example, are in a superior position because they have the resources that comprise aid. People with abusive intentions may use their ability to provide support as a bargaining tool to their own advantage. Consider the Alligator River story, where Daeng had power over Raem (symbolised by a boat) that he then misused to hurt Raem.

Slide 31

Refugee children sexually exploited by aid workers

The need to protect refugee and displaced children from humanitarian workers did not receive much attention until the release in 2002 of findings from the joint UNHCR and Save the Children UK report, *Sexual Violence and Exploitation: The Experience of Refugee Children in Guinea, Liberia and Sierra Leone*.

Based largely on children's testimonies collected during a 40-day mission to the region in October and November 2001, the team reported evidence of 'extensive' sexual exploitation of refugee children in Liberia, Guinea and Sierra Leone, much of it allegedly perpetrated by workers locally employed by national and international NGOs as well as by UN agencies, including UNHCR.

In all three countries, workers reportedly used "the very humanitarian aid and services intended to benefit the refugee population as a tool of exploitation", the team said.

A Note for Implementing and Operational Partners on sexual violence and exploitation of refugee children in West Africa says most of the alleged exploiters were male national staff who traded humanitarian commodities (such as biscuits, soap, medicines and tarpaulin) and services for sex with girls under 18. It says the practice appeared particularly pronounced in places with significant and established aid programmes, and in refugee camps in Guinea and Liberia.

“ When ma asked me to go to the stream to wash plates, a peacekeeper asked me to take my clothes off so that he can take a picture. When I asked him to give me money he told me, no money for children, only biscuit. ”

In addition to aid workers, the paper also cites allegations of sexual exploitation against children by international peacekeepers and community leaders. In all, more than 40 agencies and organisations and nearly 70 individuals were mentioned in various testimonies.

After the report was released, the UN Inter-Agency Standing Committee established a Task Force on Protection from Sexual Exploitation and Abuse in Humanitarian Crises. The task force's June 2002 report sets out the core principles of a code of conduct for humanitarian workers. Some of these include the prohibition of sexual relations with beneficiaries aged under 18; prohibition of exchange of goods, services or assistance for sex; and a requirement for the staff to report their concerns and suspicions. The task force also made several recommendations regarding the issues of camp governance and delivery of humanitarian assistance such as increasing the number of female staff; more frequent site visits by supervisory staff; and developing confidential complaints procedures.⁹

Slide 32

The trainer should be able to give a few examples taken from the core principles of a code of conduct for humanitarian workers (resulting from the report on West Africa). For example, the prohibition of sexual relations between aid workers with beneficiaries aged under 18, or the staff's obligation to report concerns and suspicions regarding sexual abuse by fellow workers.

This case shows that even humanitarian workers may abuse and exploit children. This is not to say that all humanitarian staff/caregivers will abuse children. In some rare cases it may happen, however, so policies in writing are needed so aid agencies may refer to them.

⁹ Adapted from Naik, A. 2002. 'Protecting Children from the Protectors: Lessons from West Africa'. In *Forced Migration Review*, Oxford, UK. No. 15. October. pp.16-19.

See also UNHCR and Save the Children UK. 2002. *Sexual Violence and Exploitation: The Experience of Refugee Children in Guinea, Liberia and Sierra Leone*. UNHCR and Save the Children UK.

Sexual violence in schools

In schools across South Africa, thousands of girls of every race and economic group are encountering sexual violence and harassment that impede their access to education, according to a Human Rights Watch report, *Scared at School: Sexual Violence against Girls in South African Schools*.

School authorities rarely challenge the perpetrators, and many girls interrupt their education or leave school altogether because they feel vulnerable to sexual assault. Erika George, author of the report, said: "South African officials say they're committed to educational equality. If they mean it, they must address the problem of sexual violence in schools, without delay."

The report - based on interviews with victims, their parents, teachers and school administrators - documents how girls are raped, sexually abused, sexually harassed, and assaulted at school by their male classmates and even by their teachers. Teachers may misuse their authority to sexually abuse girls, sometimes reinforcing sexual demands with threats of corporal punishment or promises of better grades or money.

The report tells the story of PC, 15, who was thinking about dropping out of school when she was interviewed in March 2000. PC had been struggling to perform academically after she was sexually assaulted by her teacher at a Johannesburg school.

She told how her trust in her teacher was shattered when instead of helping her with homework, he asked her to start a 'dating relationship' and propositioned her for sex. "He asked me to take off my shirt," she said.

The teacher sexually assaulted her before her parents arrived to pick her up from school. "I told him to stop. I told him it was time for my parents to come get me. My parents came 10 minutes later ... I didn't go back to school for one month after ... everything reminds me of what happened."

Although PC's teacher was on leave from the school at the time of the report's release, pending his criminal trial for the statutory rape of another student, PC remained fearful and still did not feel comfortable at her school.

“I don't want to be there. I just don't care anymore. I thought about changing schools, but why? If it can happen here it can happen any place. I didn't want to go back to any school.”

It is mandatory to report child sexual abuse in South Africa, but girls who do report sexual abuse generally receive hostile or indifferent responses from school authorities. According to the report, schools often promise to handle matters internally, and urge girls' families not to alert police or draw publicity to problems.

Human Rights Watch urged the Government to adopt and disseminate a set of standard procedural guidelines governing how schools are to address allegations of sexual violence and explaining how schools should treat victims, and perpetrators, of violence.¹⁰

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Slide 34

The point to be made in conclusion is that we can never predict how child abuse in its various forms may happen. This is why organisations should have a system in place to prevent it.

¹⁰ Adapted from Human Rights Watch. 2001. 'South Africa: Sexual Violence Rampant in Schools'. Johannesburg, South Africa: HRW. 27 March.

See also Human Rights Watch. 2001. *Scared at School: Sexual Violence Against Girls in South African Schools*. HRW.

Module 1: Exercise 4a

Types of abuse, exploitation and neglect

Abuse includes but is not limited to the following.

1. Physical	2. Emotional
<ul style="list-style-type: none">• Punishing a child excessively• Smacking, punching, beating, shaking, kicking, burning, shoving, grabbing• Hitting a child with an object• Leaving a child in an uncomfortable and/or undignified posture for an extended period of time or in a poor environment• Forcing a child to work in poor working conditions, or in work that is inappropriate for a child's age, over a long period of time• Gang violence• Harmful initiation ceremonies• Bullying• Threatening to harm someone	<ul style="list-style-type: none">• Isolating or excluding a child• Stigmatising a child• Treating a child who is a victim as a suspect (repeated questioning and investigation)• Failing to provide a supportive environment• Failing to give a child an appropriate sense of self (for example, criticising weight)• Main caregiver(s) does not respond to a child's emotional needs• Exploiting a child• Treating or looking at a child with disdain, disrespect, denigration• Patterns of belittling, denigrating, blaming, scaring, discriminating or ridiculing• Spreading rumours• Blackmailing a child

	<ul style="list-style-type: none"> • Institutionalising a child without exploring other options • Cyber bullying and sexual solicitation
<p>3. Sexual</p> <p>Involvement of a child in a sexual activity that s/he does not fully comprehend, is unable to give informed consent to, or is not developmentally prepared for, such as:</p>	
<p>Contact</p> <ul style="list-style-type: none"> • Kissing or holding in a sexual manner • Touching and fondling genital areas • Forcing a child to touch another person's genital areas • Forcing a child to perform oral sex • Vaginal or anal intercourse and other sexual activity • Biting a child's genital area • Incest • Sex with animals • Sexual exploitation, where sexual abuse of a child involves some kind of commercial transaction (monetary or in-kind) • Child sex tourism, where abusers 	<p>Non-contact</p> <ul style="list-style-type: none"> • Obscene calls or obscene remarks on a computer or a phone or in written notes • Virtual sex • Online sexual solicitation and grooming • Voyeurism • Exhibitionism • Exposed to pornography or used to make pornography • Sexually intrusive questions or comments • Forced to self-masturbate or watch others masturbate • Sexual exploitation and child sex tourism also may be abusive without physical contact (for

travel to a place other than their home and there have sex with a child

example, a tour operator or taxi driver who arranges tours and/or children for sex tourists is an exploiter of children as well).

Note that physical abuse, neglect and sexual abuse are also emotional abuse.

4. Neglect

Neglect also harms children although it is more about being inactive and not doing something than the previous forms of abuse, which are more active.

Neglect may include:

- Inattention/omission of care
- Failing to supervise and protect from harm
- Leaving a child at home for a long period without supervision
- Sending a child away without ensuring they will be safe and happy at the place to which they are sent
- Failing to ensure suitable nutrition for a child (a parent may give a child money for food but not monitor to ensure they eat healthily; a parent may deliberately withhold food from a child)
- Failing to ensure a child attends school (parent and/or teacher)
- Failing to follow up or report repeated bruising or burns (for example, a community health worker)
- Giving in to a child's every wish because it is an easy option – despite knowing this choice is not in the best interest of the child's development
- Failing to take time to reasonably monitor children's activities and thus potentially exposing them to risks
- Failing to ensure a safe environment (leaving dangerous things within reach of a child, such as medication, guns, knives, pornography etc.)

5. Social (Poverty)

This is not strictly a form of abuse but it is included here to help differentiate between abuse and neglect and social circumstances, all of which can result in harm to a child.

- Homeless / stateless
- Displaced by war / natural disaster
- Forced into being a child soldier
- Political uncertainty
- Lack of economic options
- No or limited access to basic social services
- Being denied basic rights through the law (for example, where an offender aged under 18 is tried in court as though they were an adult)
- Practices such as early marriage, male and female genital mutilation, prenatal sex selection and female infanticide
- Attitudes that promote ideas of children as the property of adults (parents and husbands) and beliefs that girls are property and inferior to boys
- The view of children as half an adult with half of adult rights
- High prevalence of violence in mainstream mass media
- Political campaigns that encourage round-ups of children living on the street

Exercise 4b

Case studies on types of abuse and neglect

Discussion notes follow the five case study handouts below.

Case Study 1

Teenage victim of phone bullies dies clutching mobile

A British schoolgirl who had complained of being bullied died with a mobile phone in her hand after taking painkillers with alcohol, an inquest heard. Danielle Goss, 15, left two notes to her family which appeared to have been written after she took an overdose. One read: 'If I live, I'm sorry. I love you all. I love you very much. Hope I live. Love Dani.' She died later the same night, at the flat of her grandmother.

Danielle's mother, Diane Goss, 38, told the hearing: "At one stage, one girl chased her and called her a mummy's girl. They also used to bother her by ringing her up and then putting the phone down." She added that Danielle's tormentors had 'hounded' her over the telephone. She said: "I think she did what she did in an attempt to frighten them off. I've looked at the telephone records and they show several calls from mobiles and from a kiosk on the night she died. My daughter had everything to live for but those calls pushed her over the edge. She even died with her phone in her hand."

Mrs Goss, who has two other children, added: "I think it was a cry for help, I just didn't hear it." She said her daughter's death was a warning to parents. "When your child is upset and tries to put you off, I think you have to get to the bottom of it."

“Danielle did speak to me, we could talk quite openly about most things, but I didn’t realise the real extent of the misery she was feeling and how these people were getting to her. I didn’t see the warning signs. I looked for them but I didn’t see them. Sometimes youngsters hide the way they feel. They don’t like to open up about the way they are being treated.”

Friends of Danielle told the inquest that she had been bullied on several occasions and threatened over a small amount of money which she was accused of owing an older girl. The head teacher described her as ‘a lovely, quiet, sensitive girl,’ and told the hearing: “Looking through her records I found nothing but good comments.”

The inquest heard that Danielle had taken a fatal level of painkillers and enough alcohol to put her slightly over the drink-drive limit. The coroner said he believed she had taken the action as a plea for help. “In my view the notes showed how upset she was,” he added. “She had written the notes after taking the drugs to express how she felt. She had no intention of taking her own life.”

Verdict: accident.

Source: Stokes, P. 2000. ‘Teenage victim of phone bullies died clutching mobile’. UK: The Telegraph. August 19.

Case Study 2

A necessary evil?

Corporal punishment has been banned in Thai schools for more than five years, but that's not to say it doesn't happen. In fact, it seems to be regarded as a necessary evil by many.

“Over the past three years, I've seen a lot of students getting the cane,” said one teacher, who asked not to be named. “One lady was so notorious for using it that her leaving M6 students presented her with a new stick as a present, saying that she'd worn her old one out.”

The teacher in question is not alone, although nobody interviewed for this article would admit to having used corporal punishment. Many did, however, justify its use.

“Given the fact that teachers have such huge numbers of students in a classroom, they do not have time to humour and cajole. They either keep order or they do not,” said another teacher.

“For the safety of everyone, and so there is something of a learning environment, the teachers will give a good swat to those who are unruly. To ignore their bad behaviour simply allows them to become obnoxious adults, which I think is child neglect.”

Of course, no one would advocate ignoring bad behaviour, but there are other punishment options open to teachers. These include verbal reprimands, assigning extracurricular activities, the use of probation and, ultimately, suspension and expulsion.

But the rub seems to be that in Thai schools, it is simply not possible for time-strapped teachers to use alternative forms of punishment. Huge class sizes and the mob behaviour of students make implementing more creative solutions impractical.

“The other day, having had a whole class not show up and seeing them scattered around the school trying to avoid me, I contacted one of the discipline teachers,” said an anonymous teacher.

“[He] promptly rounded up the students (all 55 of them) and, outside in a recreation area in front of hundreds of other students, produced a very big stick, and proceeded to whack all of them.”

“I certainly feel that this Matayom 2 class won’t be skipping my classes again.”

Source: Leppard, M. 2006. ‘Spare the rod ... spoil the child? Corporal punishment in Thailand and beyond’. Bangkok, Thailand: The Bangkok Post, Learning Post. 2-10 April.

See also: Bunnag, S. 2000. ‘Teachers find caning ban a bruise to their egos’. Bangkok, Thailand: The Bangkok Post. 13 September.

Case Study 3

Sex tourist jailed

A British sex tourist has been jailed for at least six years after preying on deprived children in Africa. Alexander Kilpatrick, 56, repeatedly went to Africa to prey on poverty-stricken children while visiting one of his sons, a ‘highly respected’ aid worker in Ghana.

The judge told the grey-haired Kilpatrick: ‘You travelled to Ghana and there you systematically abused two children, both of them 13 to 15 years of age. They were vulnerable because of their age and because of their circumstances. This is an element of sex tourism which is of particular abhorrence. You took advantage of the abject poverty and the circumstances in which children in Africa and other countries find themselves. You plied them with meals, treats and alcohol and then you sexually abused them in the most appalling ways.’ Kilpatrick’s ‘abhorrent’ reign of perversion came to an end when a French holidaymaker spotted him in Ghana handing out toys to children. He was arrested on his return to Britain where customs officials found 4000 photographs and video clips on his laptop computer containing images of child sexual abuse (child pornography). The father of two is the first person to be jailed under new legislation allowing authorities to ‘reach out across the world’ to bring British child sex abusers to justice.

In Britain at the time of his arrest, Kilpatrick had also been grooming a boy in England for abuse. If he had not been arrested “the boy would have been further groomed with a view to sexual abuse”, the London court was told.

The court heard how the boy narrowly escaped being abused. The boy and his single mother used to know Kilpatrick and when he visited them they

unsuspectingly welcomed him. Because of the trust he enjoyed, Kilpatrick was allowed to take the boy for a ride in his van, which had been converted to include a bed, kitchen and toilet. But during the ride the child was plied with considerable amounts of alcohol and became ill. His mother was furious.

Kilpatrick's arrest prevented any further contact with the boy.

Kilpatrick, who will have to register as a sex offender for life, was banned from ever working with children or being in their company unless authorised, and banned from Africa, Thailand and a string of other sex tourist destinations.

Source: News and Star. 2006. 'Perverted sex tourist jailed'. UK: News and Star. 7 January

Case Study 4

Parents charged over death of girl, 7

Seven-year-old Jessica was found by the police who responded to a call by her mother. Soon after the girl's body was taken away, police put the parents in jail, as prosecutors began piecing together their case.

Jessica's parents told police that she had been vomiting, and then fell into a coma after crawling into bed with her father. An autopsy later revealed she had choked on her own vomit, likely induced by an intestinal obstruction caused by a lack of food.

Police later said the parents had kept the girl in a darkened room, with no heating and no access to water or a toilet. A report in a German magazine said investigators had revealed that the father had tried to set a trap to electrocute the young girl.

Psychiatrists have since speculated that the parents, who apparently had alcohol problems, suffer from extreme personality problems rooted in their own traumatic experiences as children. The parents denied having had a hand in their daughter's death, and told investigators she was a difficult child.

Jessica apparently had no friends, having never attended any sort of kindergarten or school. Neighbours said they saw very little of the girl, and only saw her parents go in and out of the apartment.

In Jessica's case, Hamburg school authorities came under attack for not doing more after sending someone to the apartment to find out what was wrong. Although authorities sent the parents a notice to pay a penalty for not enrolling

their child in school, they failed to notify the relevant child protection agency. The couple face up to 15 years in prison if convicted.

Source: Deutsche Welle. 2005. 'Trial of Parents in Child Neglect Case Begins'.

Germany: Deutsche Welle. 24 August.

Case Study 5

Children of Mae Yao, Chiang Rai

Just like other hill tribes in Thailand, the children of Mae Yao face a challenging situation regarding their social status. About 50 per cent of all tribal people in Thailand do not have citizenship. Immediate Thai citizenship is awarded only if both a child and his or her parents were born in Thailand, and it is only considered if one has been resident in the country for more than three years.

Those without citizenship are denied access to any government welfare benefits. The school certificate awarded at age 15 is stamped non-citizen, meaning that all further education must come at the individual's expense, far beyond the budget of an average hill tribe family. Thai citizens are charged a standard flat rate of 30 baht for every treatment received at government hospitals, but people living in Thailand without proof of Thai citizenship are obliged to pay the full price. Without citizenship it is impossible to vote, buy land, travel outside your district, work legally or even own a vehicle. A non-citizen is literally a non-existing person.

Over the years, Thailand's policy on the school system has been changed to include minorities. This generation of hill tribe children is the first that has the opportunity to go to school and gain a different perspective on the world, a fantastic opportunity to gain skills useful in the modern world. The catch is that many hill tribe children are unable to pay the bills necessary to attend higher education without citizenship, and leave school at the age of 15. Moreover, some Thai teachers may belittle a tribal child's ethnic identity, thus many children become ashamed of their home and culture, which they come to view as primitive. Instead of going home, they travel to the cities in search of employment, stepping directly into the cycle of exploitation.

Once going to the cities, hill tribe people are vulnerable to being exploited by employers who take advantage of the villagers' lack of citizenship. Even hill tribe people with Thai citizenship are exploited due to the lack of knowledge about their rights and Thai law enforcement system. Sexual abuse, financial exploitation, child labour, prostitution or often a combination of all four are common problems for the minorities in the city of Chiang Rai.

Until the citizenship issue has been solved, the safety and total well-being of hill tribe children will always remain uncertain.

Source: The Mirror Art Group. 'Peoples of Mae Yao – Hilltribe Issues'.

Thailand: The Mirror Art Group.

Exercise 4b

Case studies on types of abuse and neglect: Discussion notes

Slide 36

Guideline question for group discussions: What type or types of abuse and neglect occur in these case studies?

Slides 37-41

Case Study 1 (verbal / emotional abuse)

This case shows how verbal abuse can easily turn into emotional abuse, and can have a far more severe impact on the victim.

Emphasise the three factors that would turn verbal abuse into emotional abuse (Slide 40). Also give the participants examples. Example: If your close friend and a stranger humiliate you, which person would make you feel more hurt? Example: Which would upset you more - a friend mocking you once or a friend mocking you persistently many times a day?

Refer to the example of a girl with crooked teeth in Always, Sometimes, Never (Exercise 2). Where do you draw the line between friendly teasing and humiliating a child? Children have different coping mechanisms. The shy ones may not express their embarrassment. We need always to be conscious of our own words and actions so as not to cause any psychological damage to children.

This case study is an example of how new technologies can be used in ways that cause harm. Participants should be aware of these new forms of abuse and try their best to prevent it from happening within their organisation or the community where they work. For example, knowing that a mobile phone can be used to take children's pictures, organisations should consider adding communications guidelines such as prohibiting visitors from using mobile phones to take pictures, as well as cameras.

Slides 42-49

Case Study 2 (physical abuse)

The plenary discussion is based on the picture (Slide 42) showing children's drawings of corporal punishment.

The graph on Slide 43 shows research findings from Mongolia on the number of children who have been subjected to any form of punishment.¹¹ A total of 595 children participated in the survey. Most had experienced corporal punishment. This example and the Thai example in Slide 44 may be substituted with information from the country where the training is being conducted.

Emphasise that physical abuse may result in actual or potential harm. It involves conscious actions, which may be spontaneously enacted or which may involve some forethought. Physical abuse would usually be an aggressive action such as hitting a child, placing a child in a physically painful position or environment for a long time, or pushing a child in front of a car.

¹¹ Save the Children UK, 2005. *Corporal Punishment of Children: Views of Children in Some Schools, Kindergartens and Institutions*. Ulaan Baatar, Mongolia: Save the Children UK.

The subject of corporal punishment could turn into a debate among the participants. Do not be too argumentative or expect participants to change their minds in one day. Point out the difference between punishment and discipline. Discipline directs attention to a behaviour, not at the child. A child should always receive an explanation about why they are disciplined. We should discipline children *not* punish them. Suggest that participants consider positive reinforcement instead of physical punishment (Slide 48). Reward a child when they do something good. Remove what they like or use a ‘time-out’ method when they have done something bad. (The period for time-out must be appropriate for their age and always explain why the action is occurring.) Two quotations reflect the psychological impact that physical punishment has on a child (Slides 49-50).¹² Children who experience corporal punishment comply because they are in fear of being hurt, not necessarily because they understand why it is good for them to listen to adults.¹³

Slides 50-59

Case Study 3 (sexual abuse)

Sexual abuse was considered initially to be a form of physical abuse. The nature of abuse however is now understood to be more complex. New technologies are used to abuse and exploit children in ways where sexual abuse may occur although there is no physical contact (for example, through the use of the Internet to make and spread images of child sexual abuse, or the use of a

¹² Save the Children. 2005. *Ending Physical and Humiliating Punishment of Children: Making It Happen*. Save the Children.

¹³ Ahmed, S., Bwana, J., Guga, E., Kitunga, D., Mgulambwa, A., Mtambalike, P., Mtunguja, L. and Mwandayi, E. 1998. *Children in Need of Special Protection Measures: A Tanzanian Study: Fieldwork Protocol, Phase II*. Dar es Salaam: UNICEF.

phone camera to take an abusive picture of a child, etc). Thus, sexual abuse is a distinct category of harm that involves contact and non-contact abuses. A quotation on Slide 59 shows that non-contact abuse can cause as severe an impact on a child as physical sexual abuse because the abuse is more about the betrayal of trust than physical acts alone.¹⁴

Dedicated abusers are known to take advantage quickly of situations where children have been made especially vulnerable, for example in underdeveloped or developing countries and in emergency situations. Often times these children are the target groups with whom NGOs work. For this reason, knowledge about how child sex tourists and other abusers operate can be applied to many areas of NGO work. When human resources staff are alert to the problem, they are better prepared to deter abusers through the recruitment process or are better able to identify abuse if it occurs. Field staff who are alert to the strategies of sexual abusers can intervene early to prevent abuse occurring.

Grooming is a process of seducing or soliciting a child for sex. The cycle of abuse may continue because abusers use tactics such as promises, threats or coercion to keep a child silent about their abuse. It is also difficult for a child to report abuse because their abuser may be seen by others as a good-hearted person and therefore the child fears they will not be believed.¹⁵

¹⁴ Engelbrecht, L., Ray, M., Calingacion, B. and Jorgensen, L. 2003. *Daughter; A Story of Incest*. Oriental Mindoro, Philippines: Stairway Foundation Inc.

¹⁵ Finkelhor, D. 1984. *Child Sexual Abuse: New Theory and Research*. New York: Free Press.

Case Study 4 (neglect)

Neglect is about not providing for a child's proper development: care, love, attention, guidance, shelter, nutrition, education etc. A child can be provided with wealth, luxury and material possessions yet may still be neglected if they are deprived of care, love, encouragement and attention. The failure to provide basic non-material essentials constitutes neglect regardless of how much is given to a child in material terms. For example, parents may pamper a child with luxuries but spend no time caring for the child themselves. The failure to provide the care a child needs is neglect because this failure impedes a child's social development.

Neglect also includes failing to act to ensure a child's environment is safe and suitable, as when a carer is inattentive (wilfully or mistakenly) and neglects a child's safety. For example, a carer may perhaps be under the influence of drugs or alcohol and their child may meanwhile be harmed by burning him or herself on a stove, wandering onto a dangerous road, or not receiving medical attention when needed.

The issue of neglect is often contentious, especially regarding the role played by intention – is something deliberate or it was a mistake? The facilitator is advised not to get tied up in this debate but to focus on the outcome, which is that a child is or may be harmed.

Case Study 5 (social abuse)

Note clearly that social abuse is not usually regarded as a formal category of abuse but is included here to aid understanding of social contexts and to provide a place for issues raised by participants.

Explain the concept of social abuse by emphasising the idea of society rather than individuals as the source of harm. Examples include children who have been made vulnerable by a natural disaster, limited local resources, political conflict, economic crisis etc. In the scenarios presented here, the lack of formal identity is the factor that makes children vulnerable. Without birth registration and citizenship, children are denied access to basic social services such as education, health care and protection.

In some sessions, participants may externalise abuses by blaming them on society. For example, participants in a pilot training for this toolkit told a story of an adult using a child to buy drugs because a child risked only half the jail sentence of an adult. This was categorised by some participants as social abuse because of the reference to the law. However, this is not the case; an adult's responsibility should not be excused or minimised. The legal system in this case was designed to take into account a child's inexperience, while an adult decided to use the law as an excuse for exploiting a child. The adult made an individual choice, not the social structure. It is important to facilitate the discussions so that participants focus more on their responsibility to address and prevent abuse and neglect (through systematic child protection within their organisation) rather than refer to every problem as the fault of society.

Module 1: Exercise 5

Babies in the river

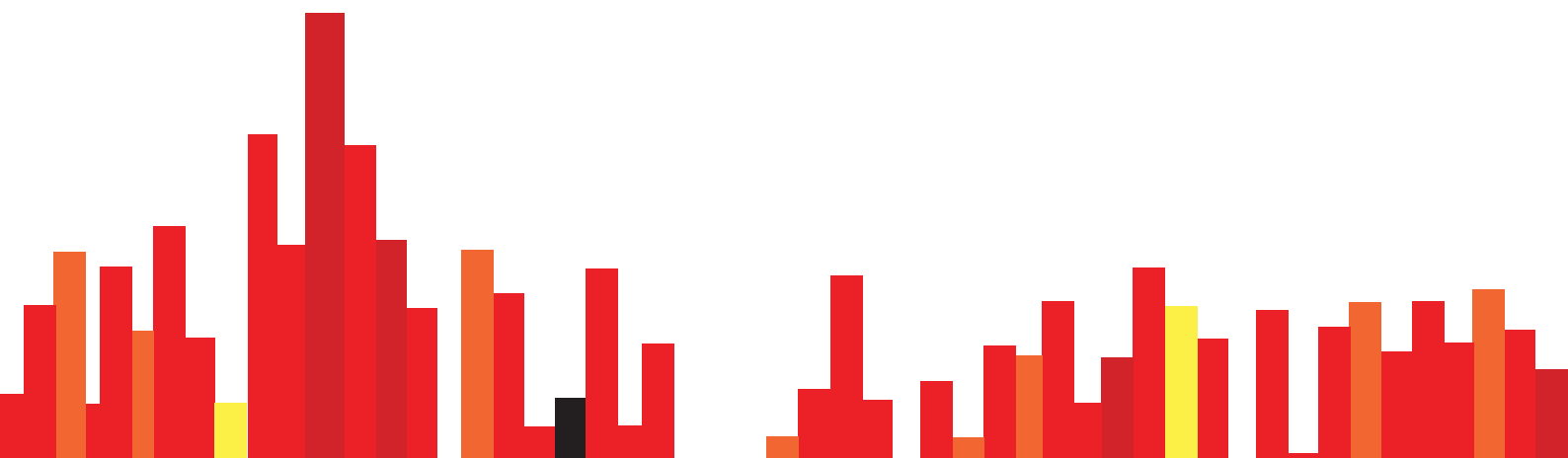
Once upon a time villagers found babies floating in the river. Every morning when they went to collect water, they would find babies floating down along the river stream. Day after day, they would pick up the babies and bring them back to the village. Villagers took care of any wounds and fed the babies until they were healthy.

One day the villagers could not put up with this any longer. They went up the hill to find out who was throwing babies in the water, and persuaded them to stop doing it.

Since then, they no longer have to pick up and nurse sick babies. All of the babies are perfectly healthy and dry!



Additional Training Notes



The trainer may review these additional notes to better familiarise themselves with child protection issues and to prepare for possible arguments and statements that participants may raise during the course of the training.

The Alligator River Story

Exercise 1 / Step 3 in Training Notes

Points considered	Possible arguments and statements from the group	Appropriate responses
<p>Raem's ability to make an appropriate judgment for herself, or to avoid the risks.</p>	<p>Raem was aware of the risks and should not have gone with Daeng.</p> <p>Raem made her own decision to get into the boat, Daeng did not force her.</p> <p>We should not overprotect a child. Raem should have taken more responsibility to protect herself.</p>	<p>Children (as represented by Raem) do not have the same level of life experience or the ability to make decisions as do adults. Thus in the legal system, they are not allowed to drink alcohol, drive or vote until they are considered to have reached a certain level of maturity.</p> <p>Children may be aware that there are risks, but they may not fully understand the extent of those risks. We cannot apply to children the standards used to judge adults. For this</p>

Points considered	Possible arguments and statements from the group	Appropriate responses
Raem's behaviour as the factor that contributed to the abuse.	<p>Raem is the most to blame because she brought it on herself.</p> <p>It is Raem's fault because she dressed seductively.</p> <p>It is Raem's fault because a girl/woman is not supposed to initiate a meeting or date with a boy/man.</p>	<p>reason, it is the responsibility of adults to protect children and prepare them so that they will have the ability to protect themselves in the future (by teaching them life skills etc).</p>
		<p>The way Raem behaves is not an excuse for an offender to violate her rights (but can be prevented by teaching a child appropriate behaviour).</p>

Points considered	Possible arguments and statements from the group	Appropriate responses
<p>The application of the story to reflect child abuse situations in real life.</p>	<p>The story is just a tale, not a true story.</p> <p>Raem cannot be 12 years old because a child that young should not be in love yet.</p>	<p>It is not about Raem being in love, but more about a situation where a child does something that is not appropriate for her age in order to please people that she loves or respects (parents, teachers etc).</p> <p>Characters in the story also symbolise people with different roles in a real life situation (Daeng as an abuser and Raem as his victim). The purpose of this story is more to explore participants' subconscious thinking about abuse of a child, not for them to perceive it literally.</p>

Always, Sometimes, Never

Exercise 2 / Step 4 in Training Notes

Scenarios / points considered	Possible arguments and statements from the group	Appropriate responses
<p>Smacking does no serious harm and works well as a punishment.</p>	<p>I was smacked as a child and turned out fine.</p> <p>Gentle smacking is okay.</p>	<p>If you smacked an adult, you could be arrested. In Sweden, you would be arrested for hitting a child. Children are more vulnerable than adults and often cannot stand up for themselves as an adult can. The psychological aspect of physical punishment will have a long-term effect on a child. You can discipline a child in ways that are not violent and emotionally abusive.</p> <p>Who decides whether the smack is harsh or gentle? Your 'gentle smack' might be painful for the child. More importantly, it is the emotional impact of physical punishment that does more damage to children, not the degree of pain.</p>

Scenarios / points considered	Possible arguments and statements from the group	Appropriate responses
	Smacking is an effective way to discipline children.	There is a difference between discipline and punishment (smacking). Discipline directs the punishment at the behaviour, not the child. After being punished, a child behaves as required by a parent because she or he is scared, not because they understand the parents' reasoning.
Children make up stories about being sexually abused to get attention.	It is true because some children crave attention, for example, street children.	When a child is sexually abused, she or he would have to reveal a lot of details involved in the commission of the crime. Children would not usually go to great lengths to make up such details. Disclosure can be very embarrassing for a child.

Scenarios / points considered	Possible arguments and statements from the group	Appropriate responses
	<p>We can decide whether or not to believe a child or take further action based on his or her personality or behaviour in the past. (If a girl has a nice personality, it means that she does not lie.)</p>	<p>As NGO workers, we must take a child's words seriously and report to relevant people/agencies for further investigation. It is not our job to make judgments on children.</p>
<p>A 13-year-old boy has watched pornography films with an older brother. There is no sexual activity or suggestion of it.</p>	<p>This is not considered an abuse because sexual activity does not actually happen.</p> <p>It is sex education.</p> <p>It is better for the child to watch with a family member than with someone else (because the older brother means well).</p>	<p>This is a non-contact form of abuse. The boy is exposed to pornographic materials that are not suitable for his age.</p> <p>Pornography does not reflect healthy sexual relationships but is generally a depiction of casual as well as unprotected sexual activities that are removed from real-world experiences. International police note that online pornography is increasingly more explicitly violent. Pornography does not</p>

Scenarios / points considered	Possible arguments and statements from the group	Appropriate responses
	<p>This is the only way that parents make contact with their child. They may consider themselves ‘cool’ parents by letting a child view pornography.</p>	<p>provide children with good guidance for mature relationships.</p>
<p>A 14-year-old boy masturbated in front of his younger sister. She was not frightened.</p>	<p>This is not considered an abuse because sexual activity does not actually happen.</p> <p>I thought only adults can abuse children.</p>	<p>This is a non-contact form of abuse. The brother’s indecent exposure is not appropriate for the girl’s age.</p> <p>If this behaviour is found to be acceptable, there is a likelihood that it could lead to further, more extreme behaviour.</p> <p>Abusers can be minors themselves too.</p>

Scenarios / points considered	Possible arguments and statements from the group	Appropriate responses
<p>A volunteer teacher would help a local child with his homework. In exchange, the boy has to mow the lawn for her.</p>	<p>Children should learn to work hard to earn something, or else they would not appreciate the value of things in life</p> <p>A 'volunteer' teacher does not get paid, that is the least she should get in return.</p>	<p>Children have the right to education. They should not have to work to earn it. Also the teacher is an adult who has chosen to volunteer while the child has no choice and should not be penalised for wanting to learn. At most, service in return for extra tuition should be school based, not personal.</p> <p>'Abuse of (superior position or) power'. It is the teacher's job to teach and not expect a favour in return from students.</p> <p>Mowing the lawn in return this time, but what if the teacher asks for sex in return next time? Does that mean it is okay?</p>

Scenarios / points considered	Possible arguments and statements from the group	Appropriate responses
<p>A teacher offers good grades in exchange for sex.</p>	<p>The student may have 'led on' the teacher.</p>	<p>The teacher's behaviour is never acceptable.</p> <p>Children have the right to education with no strings attached.</p> <p>An adult should never have sexual relationships with children.</p> <p>A teacher is in 'loco parentis' so should have a duty to protect children not to exploit them</p>
<p>An aunt makes a girl sell flowers in bar areas of a resort town every night.</p>	<p>She has to help earn money for her family.</p> <p>Making children work will help them to be stronger and more independent.</p>	<p>It is not an appropriate place or time for a child. It may expose the child to nudity or sexual activities inappropriate for her age (non-contact form of sexual abuse). It puts the child at risk from adult abusers frequenting the bars.</p>

Scenarios / points considered	Possible arguments and statements from the group	Appropriate responses
	<p>Children helping their parents work is common in our community.</p>	<p>Take into account the sensitivity of child labour issues in some cultures. For example, in rural areas of Thailand, children help their parents work after school to earn income. This is a tradition and considered normal. If participants insist that the girl must sell flowers to help out the family, ask them if there are other ways to earn income. If it is absolutely the only option, the child must be accompanied by an adult at all times.</p>
<p>A father asks his daughter to help clean out the garage every week.</p>		<p>This could be an activity that helps family members bond, and is okay as long as it is not exploitative or interferes with the child's rest, play and study time.</p>

Scenarios / points considered	Possible arguments and statements from the group	Appropriate responses
<p>Doing without makes children appreciate the value of things.</p>	<p>Children need to have discipline and should learn to work hard to earn something.</p>	<p>Children need to have discipline, however there are minimum standards. Children should not be made to do without basic needs such as food, health care etc.</p>
<p>If a child is cold and hungry because his or her parents are too poor, then it is child abuse.</p>	<p>It is the parents' fault.</p>	<p>It is not the parents' decision to starve a child but has to do with them not being able to provide basic needs (social abuse).</p> <p>This statement is very subjective. It is not necessary that the participants reach the same conclusion.</p>
<p>A teacher tells a little girl with dark skin and crooked teeth that she needs to get surgery.</p>	<p>The teacher was only teasing.</p>	<p>This is cruelty and humiliation – emotional abuse.</p>

Scenarios / points considered	Possible arguments and statements from the group	Appropriate responses
		<p>A teacher should have higher professional standards that motivate children and set good examples rather than damage them and set bad examples.</p>
<p>A foreign volunteer buys beer for a 15-year-old child.</p>	<p>It is just a beer and besides, the boy asked for it.</p> <p>It is better that the boy drinks with a volunteer (who we can trust) than with a stranger.</p>	<p>Adults should know better than to give alcohol to a child even if he asks for it. It is illegal and certainly an abdication of responsibility by the adult.</p> <p>It could lead to further problems for the child and the adult would then be responsible for this too.</p> <p>Same responses as above apply.</p> <p>Can a volunteer always be trusted without</p>

Scenarios / points considered	Possible arguments and statements from the group	Appropriate responses
<p>A journalist interviewed an orphan for a feature article. The boy was very upset when he saw it.</p>	<p>The journalist's action is okay as a channel for fundraising, or to raise the public's awareness of the problem.</p> <p>Being in the news will help the child learn to stand on his own and move on.</p>	<p>question? The information in this training module regarding humanitarian workers who sexually exploited children proves this to be wrong. We cannot tell if someone has bad intentions towards children.</p>
		<p>This is not worth it when the cost is emotional damage to the child.</p> <p>Would it be okay if you were raped and your picture was on the front page of the newspaper? If it is a way to show reality, the child's identity should be shielded and his privacy respected.</p>

Scenarios / points considered	Possible arguments and statements from the group	Appropriate responses
<p>Reporting abuse will humiliate a child so it is better to keep quiet.</p> <p>There is no proper legal system here, so why report anything.</p> <p>I would not trust the police to do anything about reported cases of child abuse.</p>		<p>If you keep quiet then an offender will not be punished, and a child will not be helped.</p> <p>There are usually a variety of routes for reporting – local NGOs, more senior police or social welfare people, and human rights groups.</p>

Agree or Disagree?

Exercise 3 / Step 6 in Training Notes

Statements / points considered	Possible arguments and statements from the group	Appropriate responses
<p>1. Most abuses are unintentional, and happen on the spur of the moment. (Statement No. 6)</p>		<p>This is not an excuse. Adults must control themselves.</p>
<p>2. Abusers were abused as children, therefore they cannot control themselves. (Statement No. 7)</p>		<p>Abusers may sometimes have been abused as a child, but that is not an excuse for them to violate another person's rights. The abuse they experienced was not their choice, but now they can make their own decisions not to abuse someone else. Adults must take responsibility for themselves.</p>

Case Studies of Abuse

Exercise 4b / Step 9 in Training Notes

Statements / points considered	Possible arguments and statements from the group	Appropriate responses
<p>Is neglect considered to be a type of abuse?</p>	<p>Neglect is not an abuse because it is about doing nothing rather than aggressively harming someone.</p>	<p>Neglect is not categorised as abuse. It is a separate category because it harms children by omitting appropriate care and support. Abuse is linked with the notion of aggressiveness and violation, while neglect is more passive and is about not acting. Nevertheless neglect is an act that violates a child's rights. It means a child's rights to protection are not fulfilled. For example, when a caregiver is negligent and leaves dangerous things within reach of a child (such as a knife, medication or pornography etc), she or he violates the child's right to protection.</p>

Scenarios / points considered	Possible arguments and statements from the group	Appropriate responses
<p>The notion of rights and responsibilities.</p>	<p>Does having rights mean that children can do anything they want?</p>	<p>No. What children want may not necessarily be the most appropriate things for their age and development. Children do not have enough life experience or maturity to make the right decision always about what they want or need. Adults have a responsibility to decide what is best for them, though this should be done in consultation with children so they understand and may agree. Rights and responsibilities should always be discussed in the same context. Children have rights but at the same time they must be responsible to ensure their own actions do not violate other people's rights.</p>

Babies in the river (child protection systems)

Exercise 5 / Step 13 in Training Notes

Points considered	Possible arguments and statements from the group	Appropriate responses
<p>The need for organisational child protection systems.</p> <p>The effectiveness of external referral systems.</p>	<p>We already do good work for children (such as helping abused victims or running a children's centre). We do not need to have a child protection policy.</p> <p>A policy is just a document. It is not practical in field work.</p> <p>We do not need child protection standards because all our staff members have good intentions.</p>	<p>Can you be absolutely certain? In the activity 'Can you tell', you did not know everything about your colleagues even if you had worked with them for a long time.</p> <p>Most NGO workers have good intentions, but in an emergency or crisis they may not be thinking clearly. Maybe your current staff members do have good intentions, but can you be sure this will remain the case in the future?</p> <p>Establishing formal written guidelines will help to preserve knowledge and good practice</p>

Points considered	Possible arguments and statements from the group	Appropriate responses
	<p>Why should we have an organisational policy when external referral systems are not going to change (they are still corrupt and ineffective)?</p>	<p>within an organisation. With documents to refer to, future staff will know exactly how to respond in different situations.</p> <p>A child protection policy also helps to protect staff members from false allegations. An organisation is also better protected from media damage or scrutiny and as a consequence will be able to work for children more effectively.</p> <p>Setting up child protection standards within an organisation is a good start and a good way to advocate for others to do the same. If many organisations act in this way, they can push together for the wider society to change attitudes and practices that harm children.</p>



Evaluation Form

Training Evaluation

Raising Awareness About Child Protection (Module 1)

Please help us to improve the quality of the training we provide by taking a few moments to complete this form. You do not need to state your name, but if you do it will help us if we want to follow up any of your suggestions. Please use another sheet of paper if you need more space for your answers.

Date of Course:

Names of Trainer(s):

Your name/organisation (optional):

.....

1. Before participating in this course, how much did you know about child protection / child abuse? Please mark on the scale below (0 = nothing, 10 = expert knowledge).

0 1 2 3 4 5 6 7 8 9 10

2. Since attending the course, how much do you think you now know about child protection / child abuse? Please mark on the scale below.

0 1 2 3 4 5 6 7 8 9 10

3. How would you rate this training?

Excellent Good Fair Poor

4. How would you rate the trainer(s)?

Excellent Good Fair Poor

5. What were the most important things you learnt in the training?

6. What can be improved in the training to make it better in the future?

7. What one word would you use to describe the training?

8. Additional comments

Thank you !

Slide Show Handouts



SLIDE: 1



**Raising Awareness
About Child Protection**

Child-Safe Organisations



SLIDE: 2



Today we will talk about ...

- What child abuse means
- Different types of child abuse
- Our duty of care and responsibility to protect children



SLIDE: 3




The Alligator River Story

Who do you think is the most at fault for what happened to Raem?




SLIDE: 4



The story reflects a situation of child sexual abuse

- Raem represents a child victim
- Kwan is someone whom a child is trying to please (boyfriend, mother, father)
- Daeng is an abuser (he has power because he has the boat)
- Yai is a trusted adult
- Singha is someone in the community or family who does not help but makes things worse



SLIDE: 5



Remember...

- Abuse happens when power is unequal
- It is never a child's fault
- Most importantly - you can help to prevent it



SLIDE: 6



Always, Sometimes, Never

- Do you think the following statement or behaviour is okay or not? Why?
- Why is it okay sometimes and in what context?



Although we all have different views,
there are some agreed standards as
to what constitutes child abuse

Let's look at some definitions



'Child abuse' or 'maltreatment' constitutes 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

- World Health Organisation



Abuse means any commission or omission of acts which cause the deprivation of freedom of, or mental or physical harm to, a child; sexual abuses committed against a child; inducement of a child to act or behave in a manner which is likely to be mentally or physically harmful to the child, unlawful or immoral, regardless of the child's consent.

- Thailand's Child Protection Act 2003



Neglect means failure to care for, nurture or develop a child in accordance with the minimum standards as stipulated in ministerial regulations, to such an extent that it appears likely to be harmful to the child's physical and mental well-being.

- Thailand's Child Protection Act 2003



Child abuse is a global problem
that is deeply rooted in cultural,
economic and social practices



Children are at risk globally

- 13 million children have lost one or both parents to HIV/AIDS
- 1 million children live in detention
- 180 million children have faced worst forms of child labour
- 1.2 million children are trafficked every year
- 2 million children are exploited through prostitution and pornography
- 2 million children are estimated to have died as a direct result of armed conflict since 1990
- 300,000 children are soldiers at any one time

- World Report on Violence and Health,
World Health Organisation, 2002



SLIDE: 13

Add title here . . .

- Insert local situation and statistics here (optional)



SLIDE: 14

True or False?
Common beliefs surrounding
child abuse and neglect



SLIDE: 15

Disabled children are asexual and
so they are less likely to be
sexually abused

False



SLIDE: 16

- Disabled children are almost four times more likely to be abused and neglected than non-disabled children
- They often lack communication skills to report abuse
- They are not consulted about their feelings

- NSPCC, 2003



SLIDE: 17

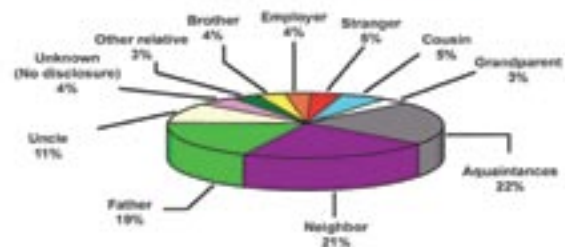
Strangers are the biggest threat to
children

False



SLIDE: 18

Perpetrators of sexual abuse



Of 501 cases, 13 children were abused by multiple people and 18.5 per cent of abusers were under 18

- Child Protection Unit, Philippines, 2000 (in Engelbrecht et al, 2003)

You can always tell who is safe
with children



Which of these people is an abuser?



Women never sexually abuse children

Child abusers are 'dirty old men'

False



Myra Hindley



- Britain's most notorious female murderer
- Active participant in the Moors Murders
- Abducted, tortured and murdered four children in 1963 and 1964. Buried their bodies at Saddleworth Moor, northern England
- Found guilty and served more than 30 years in prison



Mary Kay Letourneau



- Most publicised case of a woman raping a child in the US
- Schoolteacher was charged with rape for initiating a sexual relationship with a 13-year-old student
- Resumed the relationship with the boy while on parole
- Re-sentenced to serve seven and a half years in prison



Most abuses are unintentional and
happen on the spur of the moment

Boys are not really at risk of being
abused

False



SLIDE: 25

Michael Lewis Clark



- In 2003, Clark was arrested in Cambodia accused of sexual activity with two boys, 10 and 13
- Confessed to having sex with up to 50 boys aged 10 to 18 while in Cambodia since 1998
- Paid less than US\$2 for each sexual encounter
- Sentenced to just over 8 years in prison



SLIDE: 26

Child abuse is not a problem in my community. It happens somewhere else.

False



SLIDE: 27

Each year, about 200,000 children in Thailand are subjected to commercial sexual exploitation

- *Profiting From Abuse, UNICEF, 2001*



SLIDE: 28

- Thailand is among nations with the most free child pornography websites
- Most child pornography (images of child sexual abuse) is exchanged for free online but it also a global business worth billions of dollars
- Millions of images of child sexual abuse are circulated
- Pictures of child sexual abuse are recorded and transmitted through phone cameras
- Online chats and instant messengers are also used by abuse-intent people to meet children online

- *Violence against Children in Cyberspace, ECPAT International, 2005*



SLIDE 29

Waralongkorn Janehat 'Kru Nong'



- Former secretary of a Thai foundation
- Sexually abused at least 8 children under his care, aged 14-17
- Guilty of sexually abusing children under 15 and use of physical force
- Sentenced to 48 years in prison



SLIDE: 30

Staff employed to work with children are unlikely to abuse them

Not always true



Exploitation of refugee children

- Information gathered from 1500 children and adults in Guinea, Liberia and Sierra Leone (all in West Africa) through group discussions and individual interviews
- Allegations against 40 aid agencies and 67 individuals
- Locally recruited humanitarian workers in refugee camps extorted sex from children in exchange for desperately needed aid supplies; sometimes aid was withheld until sex was proffered

-UNHCR and Save the Children, 2002



- In response to the West Africa report, the Inter-Agency Standing Committee established a Task Force on Protection from Sexual Exploitation and Abuse in Humanitarian Crises
- The task force set out the core principles of a code of conduct for humanitarian workers, which later became important guidelines for many INGOs



Violence against girls at school

- Report on sexual violence in South African schools, based on interviews with child victims, parents, teachers and school administrators
- Teachers may misuse their authority to sexually abuse girls - sometimes they threaten them, or promise better grades or money
- PC, 15, was raped by her teacher, and she now avoids school and her academic performance has become poor

- Human Rights Watch, 2001



Children everywhere are vulnerable to abuse and exploitation by those in positions of power and trust

- *Setting the Standard*



Different types of child abuse and neglect

- Physical
- Sexual
- Emotional
- Verbal (emotional)
- Neglect
- Social



Case Studies: Types of Abuse and Neglect

What type or types of abuse and neglect occur in these case studies?

Case study: Girl traumatised by phone bullying

Danielle Goss, 15, was victimised by peers via mobile phone. In crying for help, the girl overdosed on painkillers and alcohol

- **Emotional:** Attack on a child's self-esteem, traumatising
- **Verbal:** Name calling, hounding
- **Social:** The need to be accepted by peers



Emotional abuse

A chronic attack on a child's self-esteem intentionally causing psychological pain

The failure to provide a developmentally appropriate and supportive environment so that a child can develop his/her potential, emotional and social competencies



Verbal abuse

A direct, deliberate use of words to discriminate, humiliate, degrade or scare a person

Excessive shouting, scolding, bickering or swearing at a person

Persistent teasing, name calling



Whether verbal abuse turns into emotional abuse depends on . . .



- **Quality of relationship:** Who the perpetrator is?
- **Persistence:** How long?
- **Frequency:** How often?



Cyberbullying

Using information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others

These technologies include phone text messages and phone-cam images, emails, online discussion groups and web pages dedicated to the victimisation of a peer



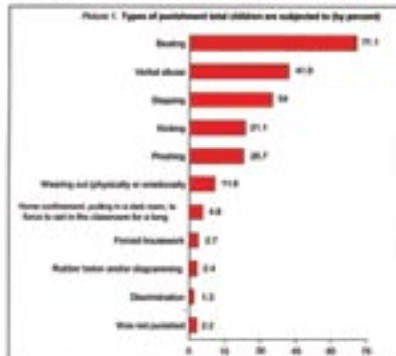
Case Study: Corporal punishment in Tanzania



Drawings of corporal punishments made by children in Mwanza, Tanzania - Ahmed et al, 1998

Case Study: Corporal punishment in Mongolia

Only 12 out of the 333 children who participated in the survey responded that they have not been subjected to any form of punishment.



Case Study: Corporal punishment in Thailand

- Corporal punishment was banned in Thai schools in November 2000
- But the practice continues because Thais believe this form of punishment keeps children in line (as the Thai proverb says, *Tie your oxen and hit your children if you love them*)
- Many teachers opposed the new law, saying it would allow students to be more aggressive
 - Alternative discipline options include verbal reprimands or explanations, assigning extracurricular activities or chores, reducing the number of award days, probation, suspension and expulsion



Physical abuse

- Results in actual or potential physical harm
- May be an interaction e.g. slap a child
- May be single or repeated incidents



Corporal punishment

Is the use of physical force and/or humiliation causing some degree of pain or discomfort, intended for the purpose of discipline, correction, control, changing behaviour or in the belief of educating / bringing up a child

It can cause both physical and psychological harms to children



Alternative

Promote positive reinforcement rather than corporal punishment



'The teacher says I am a slow learner, therefore he hits me. It hurts inside.'

- Brazilian girl, aged 12



SLIDES: 49

'Even light physical and humiliating punishment does not help children learn. Teachers tell students that beating will make them learn and do well in exams. With me, I just wait with fear in the classroom – so I cannot even communicate. I just have fear when the teacher is teaching. I am worrying that he will beat me. I cannot learn that way.'

- Kenyan boy, aged 17



SLIDES: 50

Case study: Tourist jailed

- Alexander Kilpatrick travelled to Africa repeatedly to sexually abuse and exploit poverty-stricken children
- Found to possess more than 4000 images of child sexual abuse (child pornography) when arrested in UK
- Had been grooming a 14-year-old boy for abuse



SLIDES: 51

Forms of abuse in this case

- Physical: Administering a substance (alcohol) with intent to cause harm
- Sexual (contact): Child sex tourism
- Sexual (non-contact): Possession of child sexual abuse images (pornography) and 'grooming'
- Emotional: Sexual activities not appropriate for children's age, consequently harming their development; abuse of trusting relationship
- Social: Poverty of children



SLIDES: 52

Child sexual abuse

The involvement of a child in a sexual activity that s/he does not fully comprehend, is unable to give informed consent to, or is not developmentally prepared for

Can be contact (having physical sexual interaction with a child) or non-contact (possession of child pornography)



SLIDES: 53

Child sex tourism

Involves an individual travelling from one place to another (either another country or another town) and having sex with children there



SLIDES: 54

A potential abuser must overcome 4 preconditions in order for sexual abuse to occur

- Have the motivation to sexually abuse (fulfil emotional needs, gratify sexual impulses, alternative sources of sexual gratification unavailable / unsatisfying)
 - Overcome internal inhibitors ('It is okay to have sex with children')
 - Overcome external inhibitors (family members, peers and neighbours)
- Overcome the resistance of the child

- Finkelhor, 1984



In targeting a child, a sexual abuser commonly uses 'grooming' techniques to overcome a child's resistance

Grooming refers to a process through which an abuser will manipulate people and situations in order to gain and maintain access to their victim(s)



How a sexual abuser operates ...

The abuser knows how to **target** the more vulnerable children (isolated from the group, socially marginalised, often times in the care of aid or social welfare agencies)

Builds **trust** in children by sharing their interests, offering them gifts, being their friends – this is the beginning of the grooming process



Starts having **secrets** with children in order to isolate them from others; makes sure they won't tell by using promises, threats or coercions

Escalates the sexualisation of the relationship; refers to sexual matters and has sexual materials around so that children become 'desensitised'

Executes the abusive actions



Cycle of child sexual abuse



'Sexual abuse is not about individual touching acts, but about relationships. Sexual offences begin far before the touching. They begin in the mind of the sex offender'

- Stairway Foundation



Case study: Parents charged

- Neglected by her parents, 7-year-old Jessica was locked in a dark room with no heating and no access to water or a toilet
- The girl had no friends and had not attended kindergarten or school
- School authorities knew about her absence from school but did not inform child protection agencies



SLIDE: 61

Neglect

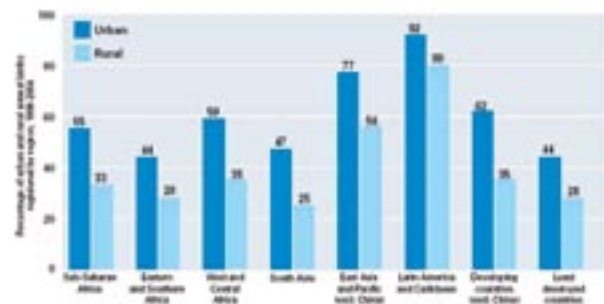
Is the failure (intentionally or otherwise) to provide children with the basic necessities for their development, such as care, support, education, security, food, clothing, shelter, and attention, to the extent that a child's health and development are placed at risk



SLIDE: 62

Case study: Birth registration

Figure 3.1: Birth registration* in the developing world



SLIDE: 63

Excluded and Invisible

- The graph shows the percentage of children under 5 whose birth was registered at the time of the survey, compared between rural and urban areas in developing countries
- According to the latest UNICEF estimates, 55 per cent of births in the developing world (excluding China) each year go unregistered

- UNICEF, 2006



SLIDE: 64

Case study: Children of Mae Yao, Chiang Rai

About 50 per cent of all tribal people in Thailand do not have citizenship

These 'stateless people' are denied access to government welfare benefits and do not have the right to vote, to buy land, to travel outside their district, to work legally or even to own a vehicle



SLIDE: 65

In both cases, the lack of formal identity (birth registration, citizenship) is considered social abuse as the right to identity is denied

The consequence is that children often are denied the right to protection and are excluded from access to social services such as education, health care and social security



SLIDE: 66

Social abuse

Society as the 'abuser'

Caused by social structures, politics, laws, religions, traditional beliefs and values rather than by individuals' deliberate actions

Not formally categorised as an 'abuse'



Types of abuse and neglect revisited

- Which types of abuse and neglect do you think could happen in your organisation or community?
- Can you be absolutely certain?
- Part of our duty of care is to protect children from all possible harm and unforeseen situations



Child-focused organisations have a responsibility to create an environment that ensures children's safety, and that their rights to protection from abuse, neglect and exploitation are met



Duty of care

Our duty of care is our responsibility to take whatever steps are reasonable and practical to protect the well-being of those people we are responsible for. Duty of care in some countries is bound by law.

But regardless of whether or not laws exist to reflect duty of care, it is a concept based on our moral or ethical responsibility to keep people in our communities safe. Duty of care acknowledges the shared sense of responsibility that exists when groups of people provide care for each other.

- Child Wise Australia, 2005



The UN Convention on the Rights of the Child (CRC)

Article 2: 'States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members'



Article 3: 'States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures'



'States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child'



SLIDE: 73

Article 19: 'Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement'



SLIDE: 74

Thailand's Child Protection Act 2003

'Guardians must take care, exhort and develop a child under their guardianship in manners appropriate to local traditions, customs and culture but which in any case must not be below the minimum standards as stipulated in the ministerial regulations. They shall also safeguard the child under care against potentially harmful circumstances, whether physical or mental'



SLIDE: 75

A child protection system includes policies & procedures



SLIDE: 76

A Child Protection Policy

Is 'a statement of intent that demonstrates a commitment to safeguard children from harm and makes clear to all what is required in relation to the protection of children and staff.

It helps to create a safe and positive environment for children and staff, as well as to show that the organisation is taking its duty and responsibility of care seriously'



SLIDE: 77

Procedures

Is your policy in action!
Procedures provide clear step-by-step guidance on what to do in different circumstances



SLIDE: 78

Any NGO should have a child protection policy if its direct or indirect beneficiaries include individuals under the age of 18

A strong policy will guide you in dealing with difficult situations. When there is a crisis it may be harder to think clearly. If you have a reliable policy you can react in an informed way and avoid accusations of a biased response in any participant's favour or disadvantage.

- Child Hope UK, 2005

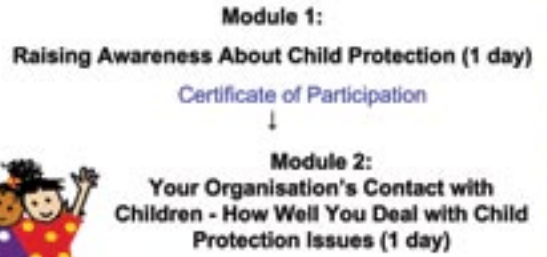


Recap

- You can never tell when, where and how child abuse will happen
- Organisations have a responsibility to care for and to protect children
- They need to create child protection systems - a 'buffer' to reduce the possibility of child abuse happening within an organisation or community



**Three Modules:
Child Protection Policy
Development Training**



Thank You!

For more information on Child-Safe Organisations,
contact the host organisation

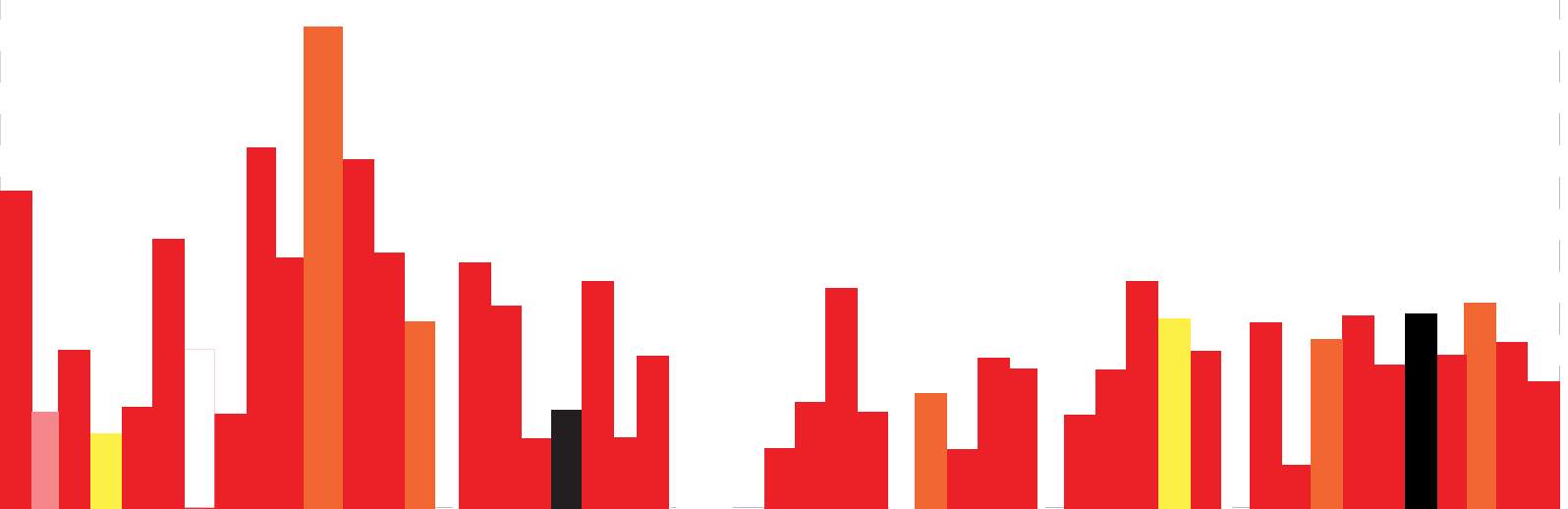


TRAINING TOOLKIT

MODULE 2

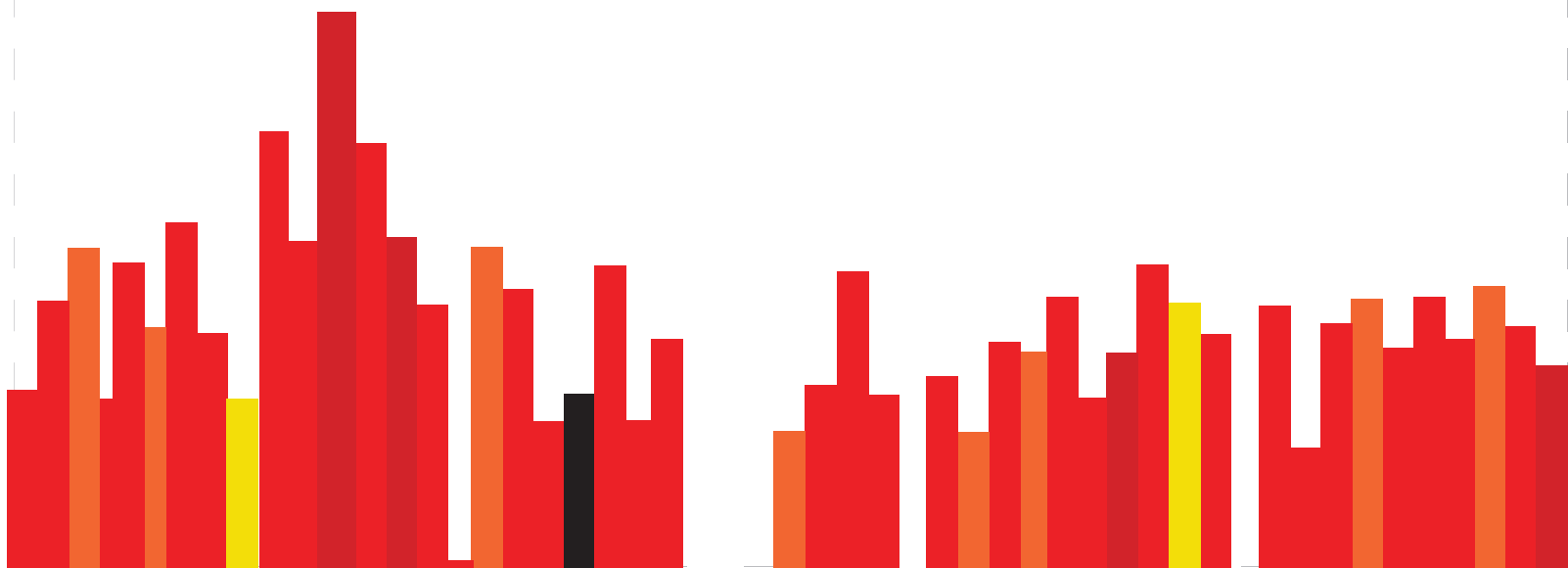
Your Organisation's Contact with Children - How Well You Deal with Child Protection Issues

- ◀ Training Notes
- ◀ Exercises
- ◀ Evaluation Form
- ◀ Slide Show Handouts



TRAINING
TOOLKIT

Training Notes



MODULE 2

Your Organisation's Contact with Children - How Well You Deal with Child Protection Issues

Purpose

- For participants to assess the nature of contacts between their organisational staff and children.
- For participants to understand the risks of child abuse (or false allegations) happening within their organisation.
- For participants to think of mechanisms that they already have in place to address risks, and to identify appropriate responses to child protection issues.
- For participants to articulate their organisation's good practices regarding child protection.

Resources / materials

See Module 2 Exercises and Slide Show Handouts included in this training toolkit.

Flipchart papers, stickers, markers, pens.

Time

1 day

Timing	Workshop instructions	Notes for trainers
20 min.	<p>Step 1. Basic introduction</p> <p>Slides 1-2</p> <p>The trainer invites each organisation represented to describe its work and then asks individual participants to say who they are and their role in their organisation.</p>	

Establish ground rules.

Clarify the issue of confidentiality in the ground rules. The training requires a trusting environment but must also allow for follow-up on any disclosure indicating potential or actual harm to a child. (See Introduction to this toolkit.)

It is important to establish a proper training environment at an early stage. Otherwise organisations and their staff may be defensive about gaps in their own child protection practices. The trainer must emphasise that the participants are not expected to know, or have, all of the child protection criteria that will be discussed in this session. As the group learns together through the training, the participants will become more aware of child protection issues and the reasons why they should be addressed. It is important to recognise that no organisation is perfect, so it will not be a surprise that people realise there are areas which could be improved in their organisations. In joint organisational sessions, no organisation is expected to share publicly its areas for

Timing	Workshop instructions	Notes for trainers
	<p>Revisit Module 1 or skip this part if the participants have undertaken the first training recently and the content is still fresh in their memories.</p> <p>Slide 3</p> <p>Expectations: Considering what was learnt in the first training, what do the participants hope to learn from Module 2?</p> <p>Transition from Module 1 to 2. Note the purposes of Module 2.</p> <p>Slide 4</p> <p>The trainer explains: In Module 1's training, we became more aware that various forms of child abuse can happen within our organisations and that it is our responsibility to prevent it and address it. In this module, we will look at the possibility of child abuse as</p>	<p>improvement unless it wishes to do so. For this reason it is important that people be seated with their organisational colleagues.</p> <p>Although some organisations choose to skip Module 1, key messages from the training are summarised here.</p>

well as other child protection risks happening in our work. As organisations, we will begin to assess how well we deal with child protection issues, and how we can improve our practices to ensure that children, staff and the organisation are safe.

Transition: First, staff members need to understand why they all have a responsibility to protect children. The following exercise will show the different levels of involvement that staff have with children and potential impacts that could follow.

30 min.

Step 2. Exercise 1: The Circle of Interactions

Prepare flipchart papers with 6 circles drawn on them as in Slide 5, and stickers

Objective: To highlight differences in the nature of contact between organisational staff and children. (Although staff members may not work directly with children, their work will still have an impact on children in one way or another. Staff in this context includes volunteers.)

Timing	Workshop instructions	Notes for trainers
	<p><i>(or colour pens) for each organisation represented by the participants.</i></p> <p>Slide 5</p> <p>The trainer divides participants into small groups according to their organisation. The trainer sets up the flipchart papers with the Circle of Interactions image from Slide 5, one sheet for each organisation. The trainer distributes stickers or colour pens to the participants. Each member in the same group should receive a different colour if possible.</p> <p>The trainer asks the participants to think about or describe a routine day in the field or office. What are their main roles and responsibilities? The trainer explains that the participants will be asked to use a sticker or colour pen to identify their roles and contact with children in accordance with a series of questions to follow.</p>	<p>Each person can put a sticker or mark beside more than one type of contact.</p>

Ask the participants to put a sticker on circle 1 if they work directly with children.

Ask the participants to put a sticker on circle 2 if they work with a group of children.

Ask the participants to put a sticker on circle 3 if they work directly in a community or communities where children are present.

This shows the participants' direct contact with children at the most personal level. Positions may include teachers, counsellors, caregivers.

This also signifies direct contact with children. Positions may include field staff who run a children's centre, facilitators for youth camps or other activities. Some people may have this type of contact only occasionally. For example, researchers (during data collection) or national-level staff (during monitoring trips).

This highlights contacts where children are secondary beneficiaries. For example, some organisations work with a community as a whole and children may not be a primary target group. Yet the work has an impact on children as they are community members. Staff may come into direct contact with children while working in the field. For example, they may be working on a water sanitation system while children in the community are around.

Timing	Workshop instructions	Notes for trainers
	<p>Ask the participants to put a sticker on circle 4 if they do not work full-time in the field but occasionally go there (for example, on a monitoring trip), or never visit a project but have access to children’s personal information (names, ages, photos, locations etc) that they may obtain directly from field staff or children or via other communication channels such as a database, phone, email.</p> <p>Ask the participants to put a sticker on circle 5 if they make decisions that affect children (in terms of policy, practices, funding etc).</p> <p>Ask the participants to put a sticker on circle 6 if their work functions do not affect children directly.</p>	<p>This highlights an organisation’s indirect contact with children. National-level staff may not physically spend time with children, but they are in a position that may expose children to vulnerabilities. For example, giving out a child’s confidential information without his or her consent.</p> <p>This aims to point out that although management-level staff may not have direct contact with children, they still make decisions that have an impact on children. People in this group may include executives, finance and operations managers. Some organisations do not work directly with children but provide funding to ones that do, thus they are obliged also to make child protection a priority when making decisions.</p> <p>Some staff’s work may not have a direct impact on children (such as accountants, drivers or cleaners). But children may</p>

Ask if anyone has not put a sticker on the flipcharts at all.

The trainer asks each organisational group to look at their chart. Are there any surprises?

be familiar with their presence and trust them as adults in the organisation. Moreover, a community may have a high level of trust in them because they work for a child-focused organisation. Child protection standards should be applied to these staff in the same way as to other staff who have direct contact with children.

This should not occur. All members of child-focused (or community development) organisations should have contact with children at one or more levels.

In some sessions, there might be a concentration of participants who work in one area (only management, only field staff etc). In this case, the trainer may ask the participants to put up sticker(s) for other staff and volunteers in their organisation who are not present in the workshop (a driver, an accountant, etc).

The participants should now be aware that their work has wide-ranging potential impacts on children. For example, if they

Timing	Workshop instructions	Notes for trainers
	<p>The trainer makes the point that everyone needs to be involved in organisational child protection systems because humanitarian workers all interact with children at some point in their work - some with multiple layers of interaction and responsibility. The trainer summarises each type of interaction and its potential impact on children (as outlined on Slide 7 and exemplified by the circles produced).</p>	<p>identify the focus of their work as community development, they may be surprised at the variety of types of contact that people in their organisation have with children.</p> <p>If there is more than one organisation in the session, the trainer may ask the groups to visit other groups' circles and seek feedback. Questions may be: What are the nature/ activities of your project? Has anyone put their name in more than one circle? If you work with a group of children, how many do you work with at a time and how often?</p> <p>Some staff, especially those in the outer layer of the circle, may feel that they do not need to learn about child protection. In addition, when talking about child protection, most people think first of extreme scenarios such as rescuing children from sexual exploitation or providing rehabilitation for abused victims. The point with organisational child protection is that there are different levels of child protection within an organisation, and</p>

Slides 6-7

not everyone has the same roles and responsibilities. The responsibilities of staff in the circle's outer layer are more about knowing how to behave appropriately around children or where to report abuse if it comes to their attention. These responsibilities are as important as those of staff with a proactive programmatic role.

Staff who do not work directly with children are nevertheless part of an organisation. They need to know about child protection so that they can help to uphold an organisation's good reputation. Think, for example, of a shop assistant who is rude to you. When you tell other people about the rude employee, you will be more likely to say where he or she works than to say the name of the employee. The same applies when staff of an NGO behave inappropriately.

Transition: The trainer explains to the participants that some organisations may have found that their staff have a high frequency of direct interactions with children

Timing	Workshop instructions	Notes for trainers
	<p>whereas others have little. This does not reflect higher or lower risk levels. If staff members of one organisation have infrequent direct contacts with children, it does not mean that the organisation has less child protection risks than organisations with regular contacts. Many factors are involved in determining potential harm to children or - in some cases - may cause damage to an organisation and/or its staff. These factors will be looked at in the next exercise.</p>	
25 min.	<p>Step 3. Risk Factors (Exercise 2)</p> <p><i>Prepare Exercise 2 handouts and pens.</i></p> <p>Slides 8-9</p> <p>Distribute the sheet included in Exercise 2 for individual completion. (Alternatively,</p>	<p>Objective: To assess as individuals or an organisation the risks in their practices and thus increase awareness of factors that may contribute to increased child protection risks within the participants' own organisations.</p>

this exercise could be completed and shared within the participants' own organisations.)

The trainer asks the participants to think of the activities noted in the handouts within their own workplace, and then circle the most accurate answer for each of them. For example, a teacher at a school may hold a dance practice with another staff member supervising, in the school's recreational centre after school hours. The participants are to be encouraged to add other activities or situations that occur within their organisation if they are not mentioned in the handout.

Management, national office staff and those whose functions do not affect children directly should pair up with field staff. The trainer should ensure that field staff are not intimidated by the presence of managers. The trainer explains that this exercise is intended to identify gaps in practices so as to improve practices. Managers should be open-minded and acknowledge risks that may be revealed.

The trainer may ask for volunteers to give feedback to the plenary. Be aware that the exercise might create discomfort among participants about their own practices. For this reason, they may be likely to talk more openly if the answers are shared within an organisational group. The trainer may still ask for general feedback about whether the participants are surprised or not at what they find out.

Timing	Workshop instructions	Notes for trainers
	<p>The trainer explains that answers that fall in the first 3 lines on the handout sheet (shaded in pink in Slide 9) are considered relatively low risk. An organisation should be concerned if many of their answers fall into the next three lines (shaded red in Slide 9). This reflects a high level or tendency for child protection risks in an organisation's practice.</p> <p>The trainer summarises the factors that may contribute to increased child protection risks. These include supervision, time, location, and the nature of an activity.</p> <p>Slide 10</p>	<p>Note that although the photocopied handouts for the exercise will be in black and white, Slide 9 presents the questions in a coloured grid, where red indicates a high risk and pink a lower risk.</p> <p>The answers are not clear-cut. For example, practising sports at the weekend may be fine if there is another staff member (or more) also in attendance. Providing private tuition during the day is not safer than at night if the tutor is alone with a child behind closed doors. The bottom line is that all the factors need to be weighed first before the risk level of an activity can be assessed.</p> <p>Supervision: Humanitarian workers should always work in pairs or as a group to avoid false accusations or the chance that harmful behaviours towards children go unnoticed. In the absence of a working</p>

partner, it is advised that adults in the community be around when an organisational staff member conducts activities with children. Community members are closer to children than people from outside the community and will perhaps be more alert to protecting their children and reporting abuse. While acknowledging that risk to a child is more likely to come from members of their own community (see Module 1), the absence of background checks for volunteers and supervision of visitors can present risks.

Time and location: The context of meeting a child outside of work is different than dealing with a child within a clear work context. This can present a risk. The risk is even higher when NGO staff spend out-of-work time with a child or children overnight. There is room for misinterpretation, even where staff have the best intentions.

Nature of contact: The nature of some activities may increase the level of risk, such as one-on-one activities or those that

Timing	Workshop instructions	Notes for trainers
	<p>The trainer should emphasise that the main point is that an organisation should have an ‘open and aware culture’. It should always let other people know or see what is happening when staff conduct activities with children. Individuals should also always be aware of their own conduct. Humanitarian workers’ actions must leave no room for misinterpretation or for risks to arise. Later in the workshop, child protection</p>	<p>require physical closeness. Risks are likely to increase when working with vulnerable, physically challenged or victimised individuals because they require more care and attention than other children. In addition, children are more vulnerable when their personal information could be exposed. This is the case when collecting research data, accessing a database or interviewing children. Children’s vulnerabilities also increase when they are out of their element, such as in emergency situations or when they are otherwise displaced.</p> <p>Activities with children should always involve at least two staff members or, if this is not possible, one staff member and one community member (even if one is not participating directly). This includes when transporting a child. Providing a child with comfort or counselling requires a private place, but this should be done in a way that still allows others to see (for example, by leaving the door to a room open or interacting with a</p>

case studies will be looked at to identify gaps in practice and how organisations can improve their practices.

Slide 11

child in a public place just far enough from others so that the conversation cannot be heard). If possible, choose office hours or weekdays to conduct activities. If you run into a child from your project after work, immediately inform your colleagues the next day.

Visitors such as sponsors or media representatives should never be left alone with children. They also should not visit children at home because that puts them in touch directly with children. They may consequently go to see children later without notifying an organisation, in which case no supervision by the organisation is possible.

15 min.

Morning break

Transition: The previous exercise helped to identify danger points where risks to children (or an organisation) may increase. Now we will think more about what risk means.

Timing	Workshop instructions	Notes for trainers
15 min.	<p>Step 4. Discussion: Risk, Risk Assessment and Risk Management (The Triangle of Consequences)</p> <p>The trainer may ask for volunteers to give feedback first on what they think these terms - risk, risk assessment and risk management - mean. The definition of risk is discussed here. Risk refers to the possibility that undesirable things will happen.</p> <p>Slide 12</p> <p>To prevent unwanted situations, we need to be able to identify the risks involved and take action to stop or minimise them. The definition of risk assessment and risk management is discussed here.</p> <p>Slides 13-14</p> <p>Risk assessment and risk management are simple concepts that everyone uses in everyday life without realising</p>	<p>Objective: To increase recognition of the need to assess potential risks for children and for organisations and to use that understanding to act in advance to minimise risks.</p>

it. The trainer explains that two examples will be used as a visual aid to help the participants gain a better understanding of the concepts.

Example 1: Weather forecast

Slide 15

Example 2: Child in a house

Slide 16

Using Slide 16, the trainer asks participants what they think could cause harm to the child, how serious the harm might be and how could they prevent it happening.

The trainer makes a point that this is how to assess and manage risks. See how simple it can be? Anyone can do it.

The trainer explains a situation where someone listens to a weather forecast and hears there is a chance that it will rain that day. (This identifies risk.) They hear it will be heavy rain. (This analyses the scope of the problem.) They therefore carry an umbrella when they go outside. (This manages the risk, to reduce the severity of the problem of getting wet.)

The concept may be difficult for some groups. In such a case, the trainer should allow more time for discussion. Ask

Timing	Workshop instructions	Notes for trainers
	<p>The trainer notes that there are risks in different aspects of our lives. This training</p>	<p>the participants to take a few minutes to think of risks in their daily lives and how they deal with them. Then ask for volunteers to give feedback to the plenary. In this process, the trainer must be able to give the participants examples that are easy to understand or related to their daily lives. One scenario might be to think of someone who rides a motorcycle. The risks may include the vehicle breaking down at night and an accident occurring. The rider deals in advance with these risks by checking the engine before taking off, does not travel at night, and/or wears a helmet. Another scenario is crossing a road. You check if cars are passing (identify the risk) and if there are, you assess how many and their speed and proximity (analyse the risk). Then you reduce the risk depending on the level of severity, such as not crossing the road at all or stopping halfway on a traffic island etc.</p>

looks only at risks related to child protection issues. The trainer may ask the participants what they think the child protection risks are within an organisation, and then present the answers included on the next slide.

Slide 17

The concept of risk assessment and management is particularly useful when creating a child-safe organisation. In considering the consequence of any risk, it is important that all the factors in play are considered.

Slides 18-21

The emphasis is not on the shape of the triangle (Triangle of Consequences, Slide 18) but rather on the idea that corners of the triangle would be pulled in different directions if all the factors noted were not in equal proportion (Slides 19-20).

Transition: The next exercise will discuss child protection scenarios, and see how the concepts to assess and manage child protection risks apply in our work.

Timing	Workshop instructions	Notes for trainers
<p>1 hour, 15 min.</p>	<p>Step 5. Child Protection Scenarios (Exercise 3)</p> <p><i>Prepare Exercise 3a handouts and pens</i></p> <p>Slides 22-25</p> <p>The trainer distributes the case studies in Exercise 3a to the participants. The trainer explains they are to work in groups (organisational, as previously) in assessing the scenarios presented in the case studies. They are to try to answer the questions included in Slide 22. Each group will be given different cases to present to the plenary. A grid is provided with each scenario to facilitate the discussions. Slides 23 and 24 give examples of how to fill out the grid.</p>	<p>Objectives: To help organisations to be able to</p> <ol style="list-style-type: none"> 1) identify child protection risks in their work; 2) assess the scope of the problem and prioritise interventions; 3) assess how well they deal with child protection issues and identify appropriate responses for different scenarios; and 4) share their good practices with others. <p>Alternatively, groups may include participants from different organisations to encourage the sharing of good practices. Ideally, each group should have about 5 people.</p>

Among their group, the participants are to identify the risks in a scenario (where they think things can go wrong etc) and write them down in the grid. They should also give reason(s) why they think this.

They are also asked to identify the scope of a problem in terms of its seriousness and likelihood of happening within their organisation, and the reason(s) why.

The groups are also to suggest appropriate responses for child protection issues that they have identified. This may include mechanisms that their organisation has in place to address such a problem although the response may not be formalised in writing (as in policies, guidelines, rules, common practices).

These two questions about identification and scope will help the participants to assess the risks and prioritise their interventions accordingly. That is, they will need first to decide to give most attention and resources to the problems most likely to happen.

The question about responses will serve as a foundation for the process of documenting good practices later in the workshop. The participants can revisit this section later when they fill out the Grid of Good Practices (Exercise 4) to see if they could develop policies and procedures from what they already have in place. For organisations that already have policies and guidelines, this exercise may help them to identify gaps to be filled (areas not addressed in their policies).

Timing	Workshop instructions	Notes for trainers
	<p>Explain to the participants that the exercise will continue in the afternoon session.</p>	<p>Scenarios 1 to 6 are mandatory. The trainer should have scenarios 7 to 11 available to give to groups that do the exercise quickly and have extra time. The participants should go through at least 4 case studies between the whole group before the lunch break.</p>
1 hour.	Lunch break	
15 min.	Energiser (optional)	
30 min.	<p>Step 6. Discussion of Cases and the Triangle of Consequences</p> <p><i>Return to Slides 18-21</i></p> <p>The trainer explains that organisations need to prioritise their interventions based on the combination of severity and frequency of potential risk. If the groups have time, they should address all child</p>	<p>Objective: To conduct assessments of risk by prioritising the most likely and severe risks.</p> <p>Show the slides quickly merely as a reminder of the Triangle of Consequences concept.</p> <p>For example, two scenarios may be equally severe but one is likely to arise more often. The group should deal with the problem that may occur more often before addressing the next problem.</p>

protection issues. If time is limited, begin with priorities.

The trainer notes that organisations may have a different focus depending on the nature of their work and the gaps to be addressed. It is therefore not necessary for an organisation to emphasise equally all 6 organisational child protection areas in the short term.

For example, an organisation might identify that the risks in recruiting volunteers is a low priority because it does not have volunteer workers. It may regard child sponsorship as a priority because it is the main fundraising activity. It is reasonable then for the organisation to focus on dealing with access by outsiders (sponsors) and the media rather than volunteering. The focus would be different for volunteer-based organisations.

1 hour,
15 min.

Step 7. Plenary Discussion

Prepare handouts of the Exercise 3b notes for the trainer (Child Protection Scenarios), but only give them to the participants when the exercise is finished.

Objective: To refine analysis of risk further by reference to specific organisational areas that cover child protection.

See Exercise 3b notes for the trainer on managing the information in the case studies.

Timing	Workshop instructions	Notes for trainers
	<p>The trainer asks each group to present their assigned case studies. (Group work in Step 6, Exercise 3.) The other participants are encouraged to comment on the findings.</p> <p>For each case scenario, use the 6 child protection areas provided in Slide 25 as a guide. The trainer asks the plenary into which area they think the child protection issues discussed fall.</p> <p>Slide 25</p>	
15 min.	Afternoon break	
15 min.	<p>Step 8. Whisper Down the Lane</p> <p><i>Prepare flipchart papers, colour pens.</i></p> <p>Slide 26</p> <p>Ask the participants to divide into large groups (if possible groups should be more than 10 people). Each group is to form a line (or a circle). The</p>	<p>Objective: To use this energiser to make a transition to emphasise the value of having policies and guidelines formalised in writing.</p>

trainer whispers - once only
- a sentence to the first person
in the line.

The sentence should be relatively long and contain alliteration, rhymes and lots of details. It should not be a common saying or riddle already familiar to the participants. An example is: Mr Wellington Wales who wore a white shirt with well-worn jeans was walking towards the warehouse in the valley which belongs to Mrs Valerie Wong.

If possible, have a support person to whisper the same sentence to another group.

Upon the trainer's signal, the first person in each group will whisper the sentence to the next person, and then that person tells the next one and so on until the last person receives the message. Explain that each person is to whisper the sentence only once. The last person in each row will write the sentence down, and then invite the first person to reveal the initial message to see if the initial and final messages are

Timing	Workshop instructions	Notes for trainers
	<p>the same. The trainer may also ask each participant to repeat the sentence that they whispered to the next person, to see how long it took before the message was distorted. The trainer asks the participants if they think they would make fewer mistakes by just reading the sentence to the person next to them instead of memorising it.</p> <p>Slide 27</p> <p>The trainer makes the point that the exercise shows it is easy for people to forget or misinterpret things that are not put in writing. Organisations may have good practices, but in emergency and crisis situations the thinking may not be clear. With written documents as a reference, organisational staff can respond in an informed way to minimise risks and avoid making mistakes.</p> <p>The next exercise helps organisations to start the process of developing their own child protection policies and guidelines.</p>	

40 min.

Step 9. The Grid of Good Practices (Exercise 4)*Prepare handouts, pens.***Slide 28**

The participants are to be in their organisational group. The trainer explains that they are first to answer questions in the grid individually, and then compare their answers with colleagues. The participants are encouraged to revisit previous exercises (Risk Factors and Child Protection Scenarios) to assess whether their organisation has good practices that may be added to the 6 child protection areas noted in the grid.

Objective: For participants to articulate their current strategies for dealing with child protection risks (which may not be formalised in writing) and to identify areas that can be improved.

Apart from answering yes or no, the participants may answer that they do not know or the question is not applicable. This will highlight differences in people's recognition of the organisation's policy and consequently emphasise the importance of education and training.

Sensitivity: The trainer tells the participants it is important that managers not be critical if the staff's answers are not what they expect. For example, a director may say the organisation has a child protection policy while a field worker may say that - to his or her knowledge - it does not. Note that this is an opportunity

Timing	Workshop instructions	Notes for trainers
	<p>The trainer asks for volunteers to give feedback. Questions might include: Do you have good practices that you would like to share in the plenary? Are the answers from managers different than those given by other staff? Are the answers different among staff members? How, and is this a surprise?</p> <p>Wrap-up: The trainer makes the point that most organisations have good practices. If however they are not formalised in writing, there is a risk that the knowledge and awareness will be lost when people leave the organisation. For this reason, it is important that organisations develop their own child protection policies and procedures. The next phase of this process (Module 3: What Organisations Can Do to Improve Their Child Protection Status) will help organisations to achieve this.</p>	<p>for managers and staff to learn more about their organisation's situation, and how they can put policy into practice.</p> <p>Module 3 is a system to help organisations develop child protection policies and implement them. Organisations create a working group and take the initiative in writing their own policies and good practice documents as well as setting up implementation plans. Organisational staff should have an opportunity to comment on the policy, noting whether it is practically applicable. Module 3 includes sample policies from international NGOs. Organisations may review them and decide if there is</p>

The trainer asks for a copy of the completed Grid of Good Practices from each organisational group. The trainer explains that this document will be a foundation for the development of child protection policies during the Module 3 training. The

anything else they would like to include in their own policy and practice.

At this stage, participating organisations should identify a focal point to coordinate a child protection policy working group for their organisation. This person should have the authority to decide who will be a part of the working group, and should have influence among senior managers to be involved in the process.

Organisations may also contact another NGO that already has a child protection policy in place to help them develop their own. Other NGOs may be able to support them in terms of consultation and providing resource materials.

Timing	Workshop instructions	Notes for trainers
	<p>staff should agree within their organisation on an approximate timeline for moving the process of policy formulation forward. The focal point person should follow up with key participants from their organisation and check their availability to attend the Module 3 training.</p> <p>Slides 29-30</p> <p>The trainer shows the participants the version of the Grid of Good Practices included in Slide 29. Explain that each organisation is to fill out this version of the grid before (or if time is factored in, at the beginning of) the Module 3 training. The trainer summarises the essential elements of child protection policies and procedures, included in Slide 30.</p> <p>Slide 31</p> <p>The trainer emphasises important factors to consider when organisations develop policies and guidelines.</p>	<p>The best interest of children: Note that what is best for children must always be a priority when an organisation creates child protection</p>

standards. It is important that children's rights are respected in accordance with the UN Convention on the Rights of the Child and national laws. Basic rights include the right to protection from harm, the right to a safe and appropriate environment, and the right to be listened to and valued.

Policy as a harm-minimisation strategy: Having a policy does not mean that something bad will never happen; rather it shows that organisations are proactive and have put measures in place in advance to try to prevent harm (and to deal with it as well as possible if it does occur).

Responsibility and ownership: Staff at all levels should be involved in the whole process so that they feel a sense of responsibility and ownership. An organisational policy will be more likely to be recognised and followed if all staff are involved.

Timing	Workshop instructions	Notes for trainers
5 min.	<p data-bbox="475 235 858 324">Step 10. The Office Plant (Exercise 5)</p> <p data-bbox="475 555 608 589">Slide 32</p> <p data-bbox="475 663 943 1122">The trainer tells the story included in Exercise 5. In conclusion, make the point that a policy is like the plant in this story - in order for it to survive, everyone in the organisation has to take care of it from the beginning so that they feel responsibility for its care.</p> <p data-bbox="475 1193 608 1227">Slide 33</p> <p data-bbox="475 1301 927 1384">Formal closure and evaluation forms distributed.</p>	<p data-bbox="979 235 1422 483">Objective: To illustrate the importance of organisational involvement in the process of developing child protection policies.</p> <p data-bbox="979 1301 1433 1384">An evaluation form is included in the toolkit.</p>

Exercises



Module 2: Exercise 2

Risk Factors

Who (else is around?)	When?	Where?
With two or more workers	Morning	Workplace / office
With another worker	Lunchtime	Private space but other people can still see
With community members around	Afternoon	Public places / planned
With volunteers or visitors around	Evening	Public places / unplanned
Alone with a group of children	Late night / overnight	Your or a child's place
Alone with a child	Not usual office hours / weekends	Private and secluded space

Copy this grid and complete it for the activities on the next page (or choose activities and add others relevant to your work and complete the grid for them).

1. Teach a subject / organise and conduct recreational activities
2. Private tuition / extra help with homework / school detention
3. Look after children (in children's centre, foster home, nursery, hospital)
4. Accompany children to planned public events (children's camp, field trip)
5. Accompany a child somewhere (to emergency room, hospital, court) for his/her personal matters
6. Accompany a child (home etc) unexpectedly or at short notice
7. Comfort a child when s/he is upset and comes to you
8. Give counselling, give physical treatment and/or medication
9. A child has bruises on his/her legs and you have to examine the wounds
10. Bathe a disabled child
11. A donor comes to visit a child whom s/he sponsors
12. Volunteer doing activities (teaching, playing games) with children
13. Collect research data (focus group discussion, questionnaire, drawing)
14. Volunteer doing community service (bridge construction, school renovation) in an area where children are present
15. Conduct an interview (for monitoring trips, evaluation, to collect information from a victim or a high-risk individual)
16. A media representative wants to interview a child for a media report

Module 2: Exercise 3a

Child protection scenarios

Handouts for group discussions.

Case Study 1

A foreigner shows up at your office. He plans to stay for two years in the country and would like to volunteer as an English teacher in a community where you work. He has travelled extensively, working in each of the countries he visited. In his previous job, he worked for six months in Cambodia. There was a two-year gap between that position and his previous employment. He did not specify a referee in his resume (he explains this is due to his frequent relocations).

Child protection risks are: Why?	
How serious? Why?	
How likely to happen? Why?	
What should be done? Why?	

Case Study 2

You are the coordinator of many children's projects in one community. One day, a child at a children's centre comes and tells you he does not feel comfortable around his stepfather. He says the stepfather often comes into his room uninvited, especially when the boy is taking a shower and is undressed. He is left at home alone with the stepfather a lot because his mother works long hours. The boy feels that something bad might happen and asks for your mobile number.

Child protection risks: Why?	
How serious? Why?	
How likely to happen? Why?	
What should be done? Why?	

Case Study 3

You are visiting one of your project sites (shelter, drop-in centre etc). During the visit, as a form of discipline, you witness a staff member shouting at and making fun of one boy in front of a group of other children who are being encouraged to laugh at him.

Child protection risks: Why?	
How serious? Why?	
How likely to happen? Why?	
What should be done? Why?	

Case Study 4

A girl in your class is well behaved and to your knowledge never lies. Lately she has not been herself, seeming distracted and isolated. After class one day, you sit her down and ask what is wrong. She says the principal, your boss, has touched her private parts on several occasions. She does not feel comfortable with it at all. However she asks you not to tell anyone about this.

Child protection risks: Why?	
How serious? Why?	
How likely to happen? Why?	
What should be done? Why?	

Case Study 5

Your project site can be accessed through both main and back roads. The main entrance has a sign for visitors to report to your NGO's main office before entering the community, but there is no sign on the back road. One day you find a few strangers talking to children. Later, the children tell you that the people asked them a lot of personal questions, such as where they live and go to school, where they play.

Child protection risks: Why?	
How serious? Why?	
How likely to happen? Why?	
What should be done? Why?	

Case Study 6

You escort a child from a village to receive treatment at a big hospital in town. It is late at night by the time you set out to take her back home. A storm has washed out the bridge to her village. Both of you stay in the same bungalow as it is the only one available. The next morning you return the child to her parents. You have not touched the girl at all. A few days later, the parents file a complaint against you for statutory rape.

Child protection risks: Why?	
How serious? Why?	
How likely to happen? Why?	
What should be done? Why?	

Case Study 7

A donor visits your project site. She has been sponsoring a child for five years and would like to visit him at home to see how he and his family are doing. She would also like to see if the family has received the money she sent and used it to buy what they need, such as work equipment, household supplies, school uniforms etc.

The same donor has heard about and wants to sponsor a girl as well. Both of the girl's parents died of HIV/AIDS. The girl also has HIV but will be able to live for a long time if she receives appropriate care and treatment. First, the donor requests the girl's personal information - including name, address, pictures etc - before she can make a decision.

Child protection risks: Why?	
How serious? Why?	
How likely to happen? Why?	
What should be done? Why?	

Case Study 8

Your partner organisation has complained about a photo in your annual report of five clearly identifiable girls wearing only their underwear, with a photo caption that reads: ‘Charity rescues five child sex workers from inner-city brothel.’

Child protection risks: Why?	
How serious? Why?	
How likely to happen? Why?	
What should be done? Why?	

Case Study 9

You work at a children's centre and are particularly close to one of the children. You often give him friendly hugs and comfort him whenever he has troubles at home. One day the child comes to you and says he is attracted to you.

Child protection risks are: Why?	
How serious? Why?	
How likely to happen? Why?	
What should be done? Why?	

Case Study 10

You accompany a member of staff from a visiting NGO on a visit to one of your projects. The person asks the children informally what they think of the project. One child says that he doesn't like a particular member of staff. The others nod their heads in agreement, but they refuse to say anything further. Witnessing this, you think that something is wrong.

Child protection risks are: Why?	
How serious? Why?	
How likely to happen? Why?	
What should be done? Why?	

Case Study 11

You have been working with a fishing community for years and you are well respected there. One day a village chief comes to you and says that villagers want help to set up a home-stay scheme for tourists in order to earn income outside the fishing season. He asks for your advice.

Child protection risks are: Why?	
How serious? Why?	
How likely to happen? Why?	
What should be done? Why?	

Module 2: Exercise 3b

Child protection scenarios

Use these notes for reference during the training, and give the participants a copy to keep after the exercise has been completed.

Case Study 1

Child protection risks (Area: Recruitment, employment and volunteering)

- No referees specified and no background check: It is important to find out whether the job applicant or volunteer has court convictions that indicate violent or abusive or inappropriate behaviour.
- Frequent relocation: Paedophiles and other child sex abusers commonly relocate for fear that people might find out about their crimes. Sometimes they choose to stay in countries where child protection laws are weak. Frequent travelling is not however a deciding factor in determining whether a person is potentially dangerous or not.
- Gap in employment history: If no reasonable and provable explanation is offered, this may be due to time in custody or suspicious activity. Check it carefully.
- In emergencies, time constraints sometimes prevent immediate reference checks - so there is a need for strong monitoring systems, and no unaccompanied or unsupervised work.

What should be done?

- Do not recruit someone who does not specify a referee in their curriculum vitae. Ask for at least two referees who are not family members. One

should be a manager from the previous job. Ask the referee if they think the applicant is suitable to work with children.

- Ask the applicant to undergo a police check where applicable, or to bring one from his or her country if it is available.
- In an emergency situation, an organisation may argue it is necessary to hire people quickly, including someone who is qualified and much needed but has no reference. In such an extreme situation, hire him or her but do not permit them to be alone with children without staff supervision. This practice should be a last resort and avoided wherever possible.
- Include guidelines for recruitment in the human resources manual. HR staff should be trained to identify possible child abusers (for example, to note suspicious behaviour, to ask questions about gaps in an applicant's employment history or frequent relocations) or a child protection officer should be on the interview panel.

Case Study 2

Child protection risks (Area: Education and training)

- All staff should be informed about the organisation's code of conduct.
- The code of conduct should include a prohibition on personal relationships between a worker and a child. Giving someone a personal phone number is very personal. It is risky for a child to become over-dependent on one staff member; unintentionally, psychological damage may be caused to a child if the staff member leaves the organisation. Giving out a personal phone number also means that the staff member has a full-time obligation (nights, holidays and weekends) to support the child. This violates staff member's personal boundaries and may affect his or her ability to continue working in this field in the long run.

Child protection risks (Area: Reporting mechanism for concerns/cases and referral)

- NGO workers have a responsibility to report suspicions and concerns to the organisation's child protection focal point or relevant referral agency, so that possible abuse can be addressed.

What should be done?

- Provide information to staff regarding the organisation's child protection policy and procedures. The education can be done through staff orientation, a manual, and refresher courses.
- Set up an effective system within the organisation for children to report abuse. One option is a 'duty phone' system, where staff members are available during a designated time to answer such calls. A child will then feel that he or she gets support from organisational staff with whom they may be familiar without creating too personal, dependent relationship with one staff member, and staff still have their private time.
- Organisations should have clear guidelines on reporting procedures, which specify to whom staff should report suspicions or cases of abuse, what happens next and what the staff can do (e.g. remove children from the environment or give them a strategy to deal with the risk).

Case Study 3

Child protection risks (Area: Professional code of conduct)

- Humiliating a child is emotionally abusive. Humanitarian workers should set an example for the community and behavior like this is never acceptable.

- Bad behavior might continue if there are no proper disciplinary procedures.

Child protection risks (Area: Reporting mechanism for concerns/cases and referral)

- There is a risk if the staff witnesses do not report their concern, or there is no proper internal system for dealing with complaints.

What should be done?

- Provide information regarding the code of conduct for the staff through staff orientation, information and education materials and refresher courses in child protection.
- Clear guidelines on disciplinary procedures.
- Clear guidelines on reporting procedures.
- Educate children and the community so that they can identify abuses and report suspicions and cases.

Case Study 4

Child protection risks (Area: Reporting mechanism for concerns/cases and referral)

- If the suspicion is proved true, the girl is at risk of being sexually abused even more severely or for a longer period of time.
- If the suspicion is proved not true, the principal is wrongly accused. The reputation of the principal and the organisation may be damaged.

What should be done?

- In both cases, the confidentiality of the child should be breached because the child's safety is at stake. An internal investigation is required before any external reporting.
- Explain to the child that her complaint must be reported, and why. Explain to her what will happen next.
- Report the suspicion to the child protection focal point and complete a complaint form. The person who initially received the complaint should not conduct the investigation. The principal should be suspended from work or having contact with children until the investigation is complete.
- Follow up with the child. This might include interventions such as counselling, ensuring the child's well-being at school and in her studies, and supporting the child to deal with any legal consequences.
- Remember that the accused person is presumed innocent until evidence shows that the allegation is true. If it is true, the staff member should be removed from the organisation.
- If the allegation is false, the principal needs to be fully exonerated and supported by the organisation to deal with what has happened.
- Investigate the reasons for the false allegation. If the child has lied, she will need to understand why she must apologise to the principal. She will also need counselling (to address the false accusation and to assess whether she has perhaps been abused by someone else).
- If it is found that the child was encouraged to make the accusation by someone outside the organisation, that person should be required to apologise to the principal and the organisation. If the encouragement came from a staff member, the staff member should be removed from the organisation and required to apologise to the principal.

Case Study 5

Child protection risks (Area: Access by external visitors and communications issues)

- Besides the main entrance, there is no way of controlling visitors' access to the community with whom you work.
- There is no way of knowing how the visitors may use the children's information. They may use the information in a way that stigmatises them or exposes them to harm.

What should be done?

- Block the back road or set up an entrance system by installing a sign for visitors to report to the NGO office before they enter the community.
- Educate children and the community on how to deal with unexpected visits (for example, do not give out personal information to strangers, report to NGO staff if there are suspicious visitors) through trainings and educational materials.

Case Study 6

Child protection risks (Area: Policy and procedures)

- The child protection policy should include prohibition on staff travelling alone with children, particularly at night time.
- Child protection procedures should be made available to all staff in simple language.

What should be done?

- Always have at least two workers accompanying children or have a child's parent or relative accompany the worker and the child.
- No night travel.
- If there is an unexpected situation where a worker must stay overnight with a child, if possible call the manager/child protection focal point and the child's parents to inform them about the situation in advance.

Case Study 7

Child protection risks (Area: Access by external visitors and communications issues)

- Visitors such as donors or visiting NGOs should not be permitted to visit a child at his or her home because that puts them directly in touch with the child. They might go back to see the child without supervision, which could be an opportunity for those with bad intentions to exploit the child.
- If an organisation insists contacts between visitors and children are essential to its operation, the organisation must consider how it will ensure child protection.
- NGOs should never release children's information to outsiders because there is no way of knowing how they may use the information (stigmatising the child or exposing him or her to vulnerabilities).

What should be done?

- Arrange for the donor to meet the child at the office or a public place. The staff must supervise these meetings at all times.

- Include procedures for sponsor visits in a staff manual.
- Visitors should be informed about and sign to acknowledge the organisation's child protection policy.
- Inform the potential donor that the girl's information is confidential. Staff could give information to the donor about how the funding will be used, for example, which treatments, over what period and expected outcomes.
- Include guidelines in a staff manual on releasing information.

Case Study 8

Child protection risks (Area: Access by external visitors and communications issues)

- Children's information was used in a way that stigmatises them (they were not properly clothed, were identified as victims of sexual abuse and exploitation and it is unlikely they gave their consent to the publication of the photo).
- The organisation risks losing respect from partners and being scrutinised more closely.

What should be done?

- The organisation should apologise to the girls (and their families) for making their situation public. They should be warned it is possible that people such as media representatives may look for them for follow-up reports. If that occurs, the girls/families should be advised to notify immediately a local referral agency or the organisation's child protection focal point.

- Include guidelines on releasing information in the staff manual. Roles and responsibilities of each function should be clearly identified (for example, children's identities should be obscured by a field officer before such material is sent to a communications section).

Case Study 9

Child protection risks (Areas: Policy and procedures, professional code of conduct and education and training)

- The organisation's policy should include the prohibition of personal relationships between a worker and a child.
- There is a danger when a child becomes over-dependent on one staff member; unintentionally, psychological damage may be caused to a child if the staff member leaves the organisation.

What should be done?

- The staff member should explain to the child that they cannot have a personal relationship, and apologise for perhaps misleading the child by being too friendly.
- The staff member needs to modify their behaviour (while staying friendly) so the child recognises that a personal relationship is not possible.
- The staff member should try never to be alone with the child.
- Information about the organisation's policy should be provided to all the staff in simple language.

Case Study 10

Child protection risks (Area: Reporting mechanism for concerns/cases and referral)

- The staff member might be using bad behaviour towards children and this may continue if other staff do not report it, or if the organisation does not have a proper reporting and responding system.
- Children at the centre may be abused or psychologically damaged if bad behaviour is not stopped.

What should be done?

- After the visitor leaves, return and ask children why they do not like that staff member. Let them know the conversation will be confidential and what will happen next (investigation, possible staff replacement etc).
- Report any suspicions to the child protection focal point for further investigation and action. Fill out a complaint form.
- Clear reporting procedures developed and shared with staff.
- Educate children and the community so that they can identify abuses and report suspicions and cases confidently.

Case Study 11

Child protection risks (Area: Access by external visitors and communications issues)

- A home-stay will put visitors directly in touch with children in the community. It might open up an opportunity for those with bad intentions to abuse/exploit children.

What should be done?

- Advise the community about the risks. People may think again about setting up a home-stay.
- If community members still want to go ahead as planned, suggest that they put measures in place to deal with child protection risks. For example, have designated houses for tourists separated from households with children; do not permit tourists to take children's pictures, go into villagers' houses or go into a residential area at night (this also gives villagers private time and space); ensure tourists are made aware of and encouraged to respect local culture via information brochures or even signed 'contracts' about the home-stay visit; educate children and community members about interactions with tourists, and to know to whom to report if there is suspicious behaviour or activity.
- Explain to children not to go into the tourists' houses or to go anywhere alone with a tourist.

Module 2: Exercise 4

The Grid of Good Practices

Name of organisation:

1. Recruitment / Employment / Volunteering		
	(1) Do you have?	(2) Is it in writing?
Advertisements for job vacancies refer to the organisation's child protection policy and screening process.		
Guidelines for HR staff to identify suspicious behaviours, suspicious activities, gaps in employment history.		
One member of the recruitment panel has undergone training or is familiar with issues of child protection.		
Reference checks (by phone, email, fax).		

1. Recruitment / Employment / Volunteering

	(1) Do you have?	(2) Is it in writing?
A job applicant signs a personal declaration that they have no criminal convictions (or provides a police check where available).		
Successful candidate / volunteer signs a statement of commitment to the organisation's child protection policy.		
Personal file contains employee's photo identification and contact details are kept up to date.		
A recording system is in place for internal disciplinary processes, investigation and outcomes.		

2. Education and Training

	(1) Do you have?	(2) Is it in writing?
Awareness-raising in child protection training as a part of staff orientation (within 3 months of hiring).		
An induction on child protection policies and procedures for staff in clear and simple language (ideally, within 2 weeks of hiring).		
A refresher course on child protection for all staff every 6-12 months.		
Staff members who know what to do in different circumstances in relation to child protection issues.		
A resource person and/or resource materials always available for staff to refer to if they have questions in relation to child protection.		

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2. Education and Training

	(1) Do you have?	(2) Is it in writing?
An update of training and education materials every 6-12 months.		
An information pack for the general public and visitors about the organisation's child protection policy and procedures.		
Volunteers and part-timers undergo basic training in child protection.		
Orientation given to children on children's rights, how to protect themselves, and where and how to report abuse.		
Information on training materials and process shared with other organisations.		

3. Professional Code of Conduct

	(1) Do you have?	(2) Is it in writing?
Code of conduct towards children that reflects the Convention on the Rights of the Child as well as organisational ethics (such as no physical/humiliating punishment, no shouting at children, behaviour management, guidance on physical contact etc).		
Organisational disciplinary procedures in case the code of conduct is breached.		
Appropriate adult supervision during children's activities.		
Prohibition of personal relationships between a worker and a child.		
Prohibition of hiring a child as a domestic worker.		
Guidelines on escorting children (including no travelling alone with children, no travelling at night).		

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TOOLKIT

3. Professional Code of Conduct

	(1) Do you have?	(2) Is it in writing?
Requirement for staff to be always responsible for their actions (even though a child may behave seductively).		
Guidelines on appropriate behaviour of children towards other children.		

4. Reporting Mechanism (for Concerns and Cases) and Referral

	(1) Do you have?	(2) Is it in writing?
An organisational culture in which you feel that you can talk openly about child abuse concerns.		
Requirement for staff to report child abuse concerns and cases.		
A focal point to whom the staff can report concerns and cases.		
Guidelines in dealing with allegations (steps to be taken, standardised reporting form).		
Management flow-chart for reporting suspected abuse (who is responsible for what actions).		
Tracking system (folder, book, database etc) to follow up cases (which may reveal common trends).		
Arrangements to provide supervision and support to those affected during and following an allegation.		

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4. Reporting Mechanism (for Concerns and Cases) and Referral

	(1) Do you have?	(2) Is it in writing?
A process for follow-up with a child, her/his family about a complaint.		
Appropriate agencies to which a child protection focal point can pass on information (and up-to-date contact details).		
Other NGOs with which you have a proactive working relationship (support network).		

5. Access by External Visitors (Donors, Media, Other NGOs) & Communications

	(1) Do you have?	(2) Is it in writing?
Communication with the staff (such as between national and field offices) before visitors arrive at a project site.		
Communication with the community and children before visitors arrive at a project site.		
Briefing session in which the community and children are informed of the purpose(s) of a visit or interview.		
A way to control visitors' movement (fences, specific points of entry, signs).		
Screening of correspondence between a child and outsider (such as a agreed sponsor) to prevent the exchange of home addresses or inappropriate language.		

5. Access by External Visitors (Donors, Media, Other NGOs) & Communications

	(1) Do you have?	(2) Is it in writing?
Guidelines on releasing information, internally and externally (such as disclosure of children's personal information limited to those who need to know), to deal with requests for information from donors or visitors.		
Guidelines on media use of children's information - interviews, photographs, voice or video recordings (such as obtaining a consent form, ensuring children are appropriately clothed and accurately portrayed).		

6. Policy and Procedures

	(1) Do you have?	(2) Is it in writing?
A child protection policy that incorporates all the other areas.		
A child protection policy that clearly describes the organisation's understanding and definitions of abuse.		
A child protection policy that is applied in ways that are culturally sensitive but without condoning acts of maltreatment that are universally described as abusive.		
Procedures that reflect the policy.		
Minimum standards in child protection as requirements for partners with whom you work.		
An organisational culture that ensures children are listened to and respected as individuals.		

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6. Policy and Procedures

	(1) Do you have?	(2) Is it in writing?
Management understands the importance of having a child protection policy.		
A working group for overall responsibility to ensure implementation of a child protection policy.		
Staff members who understand why an organisation should have a child protection policy.		
The intention and commitment to develop your own child protection policy and procedures (if you do not have them yet).		
Other organisation(s) that can provide technical support to help you to set up your own child protection system.		
Planning to have a consultation with children when developing policy and procedures.		

Module 2: Exercise 5

The Office Plant

There was a worker in an office who had the most beautiful plant by his desk. He had been taking good care of it until one day the man took a new job and had to leave the office. He left the plant as a gift to his office colleagues, so they too could enjoy its beauty.

But no one in the office knew much about taking care of plants and anyway, they thought they did not have the time to take care of it. No one thought it was their responsibility. Slowly, the leaves of the beautiful plant began to wither and the plant eventually died. The office staff were sad that the beautiful plant was gone.

Evaluation Form



Training Evaluation

Your Organisation's Contact with Children and How Well

You Deal with Child Protection Issues (Module 2)

Please help us to improve the quality of the training we provide by taking a few moments to complete this form. You do not need to state your name, but if you do it will help us if we want to follow up any of your suggestions. Please use another sheet of paper if you need more space for your answers.

Date of Course:

Names of Trainer(s):

Your name/organisation (optional):

.....

1. Before participating in this course, how much did you know about child protection policy and procedures? Please mark on the scale below (0 = nothing, 10 = expert knowledge).

0 1 2 3 4 5 6 7 8 9 10

2. Since attending the course, how much do you think you now know about child protection policy and procedures? Please mark on the scale below.

0 1 2 3 4 5 6 7 8 9 10

3. How would you rate this training?

Excellent Good Fair Poor

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4. How would you rate the trainer(s)?

Excellent

Good

Fair

Poor

5. What were the most important things you learnt in the training?

6. What can be improved in the training to make it better in the future?

7. What one word would you use to describe the training?

8. Additional comments.

Thank you !

Slide Show Handouts



Your Organisation's Contact with Children and How Well You Deal with Child Protection Issues

Child-Safe Organisations
(Date)
(Place)

"I can tell you now, that many organisations – especially those that do not work directly with children – do not believe the [child protection] standards are relevant to them because of many factors. I disagree, and believe that every organisation (whether they work directly or indirectly with children, whether they are funding or being funded) must take responsibility for child protection."

- *Setting the Standard*

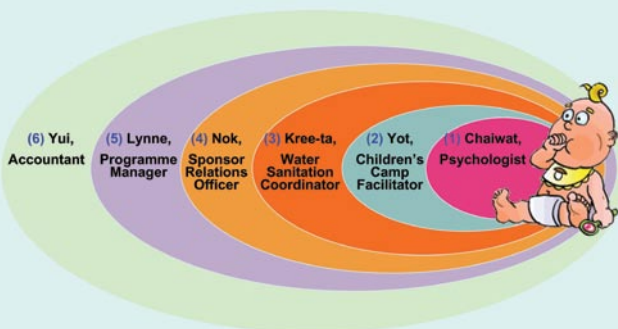
Revisit Module 1

- You can never tell where, when and how child abuse will happen
- Organisations have a responsibility to care for and to protect children
- Therefore, there is a need to create a child protection system – a 'buffer' to reduce the possibility of child abuse happening within an organisation or community

In Module 2, we will ...

- Assess the nature of contacts between organisational staff and children
- Identify the risks of child abuse (or false allegations) happening within our own organisations
- Think about our responsibility to deal with risks, the child protection mechanisms we have in place and how we can improve them, and what we already do well – the first step in creating a child protection system

The Circle of Interactions



Humanitarian workers interact with children in many different ways, all of which have wide-ranging potential impacts on children

Different types of contact include:

One-on-one:	Direct contact, most personal
A group of children:	Direct
Work with community:	Indirect, children as secondary beneficiaries
Occasionally visit project site and/or have access to children's information:	Indirect, may expose children to vulnerabilities
Make decisions that affect children:	Indirect
Have function that does not affect children directly:	Indirect, may exploit position (abuse of power)

Risk Factors

Goal: For organisations to assess possible child protection risks in their practice

Activity: Taking care of a child or children in a children's centre

Who (else is around?)	When?	Where?
With two or more workers	Morning	Workplace/office
With another worker	Lunchtime	Private space but other people can still see
With community members around	Afternoon	Public places / planned
With volunteers or visitors around	Evening	Public places / unplanned
Alone with a group of children	Late night / overnight	Your place or a child's place
Alone with a child	Not usual office hours / weekends	Private and secluded space

Risk Factors

When determining potential harm, the following factors should be taken into account:

- Who else is around? (supervision)
- When? (time)
- Where? (location)
- How? (nature of contact)

Bottom Line! Open and Aware Culture

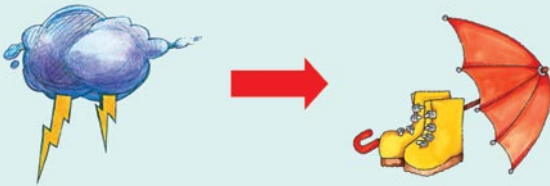
Be open and communicate with other people about what you do. Always be conscious of your own actions, and avoid putting yourself in a situation that can be misunderstood or leave room for risks to occur.

Risk means the potential for something to go wrong

A risk assessment is a means of identifying the potential for something to happen that will have an impact on children, your staff, organisational objectives and reputation

Risk management means identifying the potential for an accident or incident to occur and taking steps to reduce the possibility of it occurring

Weather Forecast



Child in a House



What are child protection risks within an organisation?

Staff with bad intentions can exploit or abuse children

Staff with good intentions may face false allegations

An organisation may face:

- Prosecution or lawsuit
- False accusation
- Media damage
- Loss of respect from the public
- Increasing scrutiny by donors and partners



Nature of risks = light shower in raining season



Likelihood = often

Severity = mild

Nature of risks = snow storm in winter



Likelihood = quite often

Severity = severe

In considering the consequences, it is important that you consider all the factors that are in play. This also helps us to prioritise our interventions.

Child Protection Scenarios

- What are the child protection risks in this scenario? Why?
- How serious? Why?
- How likely is it to happen (in your organisation)? Why?
- What should be done? Why?

Scenario: You listen to the weather forecast on the radio just before you go out for an appointment

Risk: There could be heavy rain

How serious? And why?	Serious (You could get really wet)
How likely is it to happen? And why?	Most likely Most times the weather forecast is accurate
What should be done?	Take an umbrella and wear shoes for the rain

Scenario: The door is open while a baby is left unattended

Risk: The baby may crawl out of the house and get hurt

How serious? And why?	Extremely serious (a baby cannot protect him or herself)
How likely is it to happen? And why?	Very likely (the baby does not know it is dangerous outside)
What should be done?	Close the door and have an adult mind the child

6 Organisational Child Protection Areas

- Recruitment, employment and volunteers
- Education and training
- Professional code of conduct
- Reporting mechanism (for concerns / cases) and referral
- Access by external visitors and communications
- Policy and procedures

Whisper Down the Lane



“It is important to distinguish what is understood as general practice and what is written down as guidelines, policies or procedures. Where procedures are not written down there is a danger that practice will be inconsistent, non-transparent and subject to misinterpretation. The organisation is also at risk of losing knowledge and expertise when people leave the organisation.”

- Child Hope UK

The Grid of Good Practices

Professional Code of Conduct		
	(1) Do you have?	(2) In writing?
Appropriate adult supervision during children's activities	√	x

The Grid of Good Practices (full version)

Recruitment / Employment / Volunteer					
	(1) Do you have?	(2) In writing?	(3) Shared with staff?	(4) Is it put into practice?	(5) How can it be improved?
Reference check	√	x	√	Don't know	Include in HR manual

It is essential that policy and procedures are:

- In writing (formalisation)
- Shared with staff
- Put into practice

Most importantly, please consider:

- The best interests of children
- Policy as a harm-minimisation strategy
- Responsibility (ownership)

The Office Plant



**For more information on
Child-Safe Organisations,
please contact:**

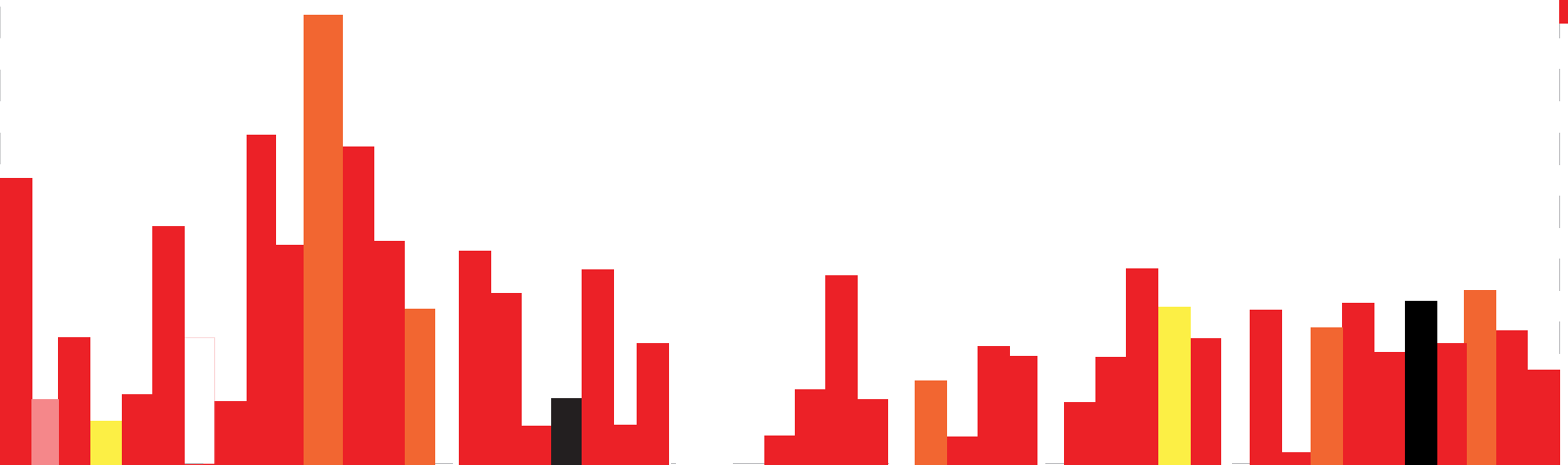
Host organisation

MODULE 3

What Organisations Can Do To Improve Their Child Protection Status

- ◀ **Training Notes**
- ◀ **Supplementary Documents**
- ◀ **Evaluation Form**

TRAINING
TOOLKIT



Training Notes



TRAINING
TOOLKIT

MODULE 3

What Organisations Can Do To Improve Their Child Protection Status

Purpose

- For organisations to start developing their child protection policies and procedures.
- For organisations to start discussing the implementation plan for their policies and procedures.

Resources / materials

See Module 3 Supplementary Documents included in this training toolkit.

Flipchart papers, colour pens, colour papers, adhesive tape, pieces of paper or stickers.

Time

2-3 days: 1 day for a facilitator to work with the organisation and at least 1 more day, preferably 2, for a working group to draft the policies.

Timing	Workshop instructions	Notes for trainers
	<p>Step 1. Invitation</p> <p>See Module 3 Supplementary Document 1 (Grid of Good Practices) and 2 (Sample Invitation Letter).</p> <p>At least one week before the consultation, the facilitator is to send out an invitation letter to the organisation(s)</p>	<p>Ideally, the facilitator should be the same person who trained the organisation's staff in Modules 1 and 2. If</p>

Timing**Workshop instructions****Notes for trainers**

involved. Also send the full version of the Grid of Good Practices for working group members to fill out. Ask that the completed grid be returned to the facilitator before the consultation, if possible.

not, she or he should have a good understanding about organisational child protection.

Note that the organisation(s) should have established an in-house working group as a result of the training in Module 2.

Day 1: Consultation

15 min.

Step 2. Introduction

Prepare copies of the Grid of Good Practices already completed by the organisation.

The facilitator gives a copy of the completed Grid of Good Practices to all the participants. Explain that the grid will be used as a reference throughout Module 3.

The facilitator explains the process for Module 3 to the participants.

Module 3 includes a one-day consultation with a facilitator, plus a minimum of one more day (preferably two) for the

Timing	Workshop instructions	Notes for trainers
		<p>in-house working group to work on the draft of their organisation's child protection policy. During the consultation, the facilitator leads the working group through each of the first 5 organisational child protection areas addressed in the Grid of Good Practices. The participants are then expected to work on their own to draft an organisational child protection policy (putting area 6 into practice).</p> <p>A focal point person was to have been designated at the end of the Module 2 training to coordinate compilation of a draft policy. If this was not done, the group is asked now to select such a person. The focal point's role is to solicit input and feedback from all levels of staff (management to practitioners), compile a draft policy, revise a final version, and coordinate with staff to put the policy into practice.</p>

Timing**Workshop instructions****Notes for trainers**

35 min.

Step 3. The Grid of Good Practices

The facilitator asks a participant to present the organisation's responses in the completed Grid of Good Practices (hereafter referred to as the grid). Ask for feedback at the end of the presentation. Do all the participants agree or not with the responses? Why?

For some organisations, just one person may have completed the grid. This session is intended to make sure that all the participants have the same understanding of their organisational practice.

25 min.

Step 4. Setting Priorities

Prepare 5 labels using the headings noted in Supplementary Document 3. Adhesive tape is also needed.

Supplementary Document 3

Objective: To prioritise child protection strategies for organisations.

See the 'priority diamond' example in Supplementary Document 3. Note: benefit of the diamond shape is that it works visually to allow quick identification of areas deemed most and least important.

Timing	Workshop instructions	Notes for trainers
	<p>(15 minutes) The facilitator distributes among the participants the 5 labels referring to organisational child protection areas (excluding area 6). The participants are asked to work together as an organisation to determine each area's priority for their organisation to work on. The main priority area is to be posted at the top (use a wall or a flip chart or the floor). The area deemed to be the lowest priority should be placed at the bottom. The middle three priority areas should be placed in a horizontal line between the top and bottom labels. The result is that the labels are placed in the shape of a diamond.</p> <p>(10 minutes) The facilitator asks the participants to comment on why they decided to prioritise areas in a certain way.</p>	<p>The facilitator moderates the discussion by asking the participants to consider the nature of their organisation's activities. Is the organisation volunteer-based? Is it a child-sponsorship organisation? And so on. The participants are advised to look at gaps to be improved. For example, the participants may identify Area 1 (recruitment / employment / volunteering) as a low priority because even though the organisation does use volunteers, it already has mechanisms in place to address child protection issues in this area (such as written guidelines for human resources staff, reference checks, etc).</p>

Morning break

45 min.

Step 5. Examining Our Own Practice

Supplementary Document 4

The facilitator selects the main priority area identified by the group and explains that the group will assess this priority closely. The facilitator guides the group through the requirements stated in the grid for the area selected. (Alternatively, the facilitator may choose to begin with an area that appears most positive for the organisation, so as to build confidence among the participants).

Objectives: 1) To produce foundational notes that can be used as the basis for producing a draft child protection policy; 2) to gather together an organisation's existing relevant documents; and 3) to identify gaps to be addressed.

Timing	Workshop instructions	Notes for trainers
	<p>The participants are asked to provide support documents or evidence for any mechanisms said to be already in place in the area to be assessed.</p> <p>Where the participants identify that mechanisms are not in place, the group is asked to discuss strategies to help resolve this.</p> <p>Through this process, the group will identify the requirements noted in the grid that do not apply to their organisation.</p> <p>The facilitator explains to the participants that they will be asked to draft a child protection policy for the area using the information they have gathered from the discussion.</p> <p>The process of determining</p>	<p>Note that the invitation to the consultation requested the participants to bring relevant documentation with them.</p> <p>For example, a police check on applicants may not be possible because such a system does not exist in the country concerned. In such a case, an organisation should not include that requirement in their grid (and ultimately in their policy) but they should devise an acceptable alternative.</p>

requirements for the policy will be repeated in the next exercises to address each of the areas in the grid.

45 min

Step 6. Policy Development

Objectives: 1) To produce a draft policy covering the main prioritised child protection area and 2) to produce foundational notes for developing policies and procedures for 4 other areas of child protection.

Prepare handouts of Supplementary Document 5 (child protection policies and case studies). Also prepare flipchart papers, colour pens and adhesive tape.

Supplementary Document 5

The facilitator asks the participants to divide into 3 groups. Two groups are asked to repeat the process used in the previous exercise to analyse the 4 priority areas not yet discussed in detail.

Timing	Workshop instructions	Notes for trainers
	<p>Ask them to prepare to discuss in the afternoon their analysis of their organisation's child protection practices and requirements in these areas (as worked on in the Examining Our Own Practice exercise).</p> <p>One group is asked to work on drafting a policy for the area that was analysed by all the participants in the previous exercise. Provide the group's participants with the Supplementary Document 5 examples and case studies. Advise the group to create a one-page, well-spaced, easy-to-understand document. The group should prepare the draft policy on flipchart paper to present to the whole group in the afternoon. Alternatively, the group may prepare the draft so it can be printed or photocopied and distributed to all the other participants. Advise the group also to be</p>	

Timing**Workshop instructions****Notes for trainers**

prepared to offer analysis of their organisation's child protection practices in the presentation of the draft policy.

1 hour**Lunch break**

1 hour,
30 min.

Step 7. Policy Development and Implementation

Objectives: 1) To refine a draft policy for the main priority area; 2) to draft policies for the second and third priority areas; and 3) to outline a draft strategy for implementing the high priority policy.

Prepare handouts of Supplementary Documents 5 and 6 (examples of implementation procedures).

Supplementary Documents 5-6

The facilitator distributes Supplementary Document 5 examples and case studies to the participants in the 2 groups that did not receive them earlier.

Timing	Workshop instructions	Notes for trainers
	<p>The facilitator asks these 2 groups each to draft a child protection policy covering the areas deemed in the morning to be the second and third priority areas (2 of the 3 priorities placed in the middle layer of the diamond). The groups are to write their draft policies on flip chart paper or type them up for presentation to the plenary in the next session, along with their analysis in the morning of their organisation's requirements in different areas.</p> <p>The group that has worked already on developing a policy for the first priority area will continue to work on the draft. Distribute Supplementary Document 6 to the group's members and advise them that they are also to consider a draft strategy of practical steps to implement the policy. The strategy's main points should be written up on flipchart</p>	<p>Advise the group that the strategy for implementation requires a timeline, identification of staff roles for implementation actions (who will do what to set the strategy in motion) and specific steps to be taken. See Supplementary Document 6 for some examples regarding each area.</p>

Timing**Workshop instructions****Notes for trainers**

paper, along with the draft policy as requested earlier.

15 min.

Afternoon break

1 hour,
30 min.**Step 8. Presentations**

Prepare small pieces of paper and adhesive tape, or stickers. Ask each group to post their draft policies around the room.

Supplementary Documents 5-6

(1 hour) Each group presents their draft policies, and offers analysis of their organisation's child protection practices. The facilitator asks the other participants for comments on whether or not they agree with the policies and analysis.

Objectives: 1) To produce agreed draft policies covering prioritised child protection areas and 2) to set in motion actions for implementation.

Timing	Workshop instructions	Notes for trainers
	<p>(30 minutes) After the 3 presentations, the facilitator asks the participants to look more closely at the written draft policies posted around the room. Ask them to write their comments and suggestions on pieces of paper (or stickers) and stick them under or around the draft policies. If there is time, the facilitator asks the participants to use different coloured paper to post up suggestions for implementation.</p> <p>The groups will revise their drafts using this feedback the following day.</p>	<p>Timing and focus is at the discretion of the facilitator. If possible, it would be beneficial at this point to encourage all the participants to consider steps for implementation while they assess the policies, in preparation for their work on Day 2. If so, ensure all participants now have Supplementary Documents 5-6.</p>
15 min.	<p>Step 9. Forward Planning and Closure</p>	
	<p><i>Prepare handouts of Supplementary Document 7.</i></p> <p><i>Supplementary Document 7</i></p>	

Timing**Workshop instructions****Notes for trainers**

The facilitator distributes the handouts, which provide guidance for organisations to continue drafting their child protection policies and implementation strategies on Days 2 and 3.

The facilitator agrees with the participants on a date to follow up with the organisation on the finalised version of its child protection policy and strategy for implementation. This should not be longer than 2 weeks after the consultation.

Formal closure and evaluation forms distributed for completion at the end of the 2 or 3-day process.

The process of finalising the policies should include compiling the relevant documents and soliciting comments and input from staff in the organisation regarding policies and their implementation.

An evaluation form is included in the toolkit.



Supplementary Documents



Supplementary Document 1

The Grid of Good Practices

Name of organisation:.....

Area 1. Recruitment / Employment / Volunteering				
Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
Advertisements for job vacancies refer to the organisation's child protection policy and screening process.				

Area 1. Recruitment / Employment / Volunteering

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
<p>Guidelines for human resources staff to identify suspicious behaviours and activities and gaps in employment history.</p>					
<p>One member of the recruitment panel has undergone training or is familiar with issues of child protection.</p>					
<p>Reference checks (by phone, email, fax).</p>					

TRAINING TOOLKIT

Area 1. Recruitment / Employment / Volunteering

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
<p>A job applicant signs a personal declaration that they have no criminal convictions (or provides a police check where available).</p>					
<p>Successful candidate / volunteer signs a statement of commitment to the organisation's child protection policy.</p>					
<p>Personal file containing employee's photo identification and contact details are kept up to date.</p>					

Area 1. Recruitment / Employment / Volunteering

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
<p>A recording system in place for internal disciplinary processes, investigation and outcomes.</p>					

Is there anything else your organisation already does well in relation to a professional code of conduct?

Area 2. Education and Training

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
Awareness-raising in child protection training as a part of staff orientation (within 3 months of hiring).					
An induction on child protection policies and procedures for staff in clear and simple language (ideally within 2 weeks of hiring).					
A refresher course on child protection for all the staff annually.					

Area 2. Education and Training

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
<p>Staff members who know what to do in different circumstances in relation to child protection issues.</p>					
<p>A resource person and/or resource materials always available for staff to refer to if they have questions in relation to child protection.</p>					
<p>An update of training and education materials every 6-12 months.</p>					

TRAINING TOOLKIT

Area 2. Education and Training

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
An information pack for the general public and visitors about the organisation's child protection policy and procedures.					
Volunteers and part-timers undergo basic training in child protection.					
Orientation given to children on children's rights, how to protect themselves, and where and how to report abuse.					

Area 2. Education and Training

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
Orientation given to community members on child abuse and how to report abuse.					
Information on training materials and process shared with other organisations.					
Is there anything else your organisation already does well in relation to education / training?					

TRAINING TOOLKIT

3. Professional Code of Conduct

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
Code of conduct that reflects the Convention on the Rights of the Child as well as organisational ethics (such as no physical/humiliating punishment, no shouting at children, behaviour management, guidance on physical contact etc).					
Organisational disciplinary procedures in case the code of conduct is breached.					

3. Professional Code of Conduct

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
Appropriate adult supervision during children's activities.					
Prohibition of personal relationships between a worker and a child.					
Prohibition on hiring a child as a domestic worker.					
Guidelines on accompanying children (including no travelling alone with children and no travelling at night).					

TRAINING TOOLKIT

3. Professional Code of Conduct

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
Requirement for staff to be always responsible for their actions (even though a child may behave seductively).					
Guidelines on appropriate behaviour of children towards other children.					
Is there anything else your organisation already does well in relation to a professional code of conduct?					

4. Reporting Mechanisms (for Concerns and Cases) and Referral

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
An organisational culture in which you feel that you can talk openly about child abuse concerns.					
Requirement for staff to report child abuse concerns and cases.					
A focal point to whom the staff can report concern and cases.					
Guidelines for dealing with allegations (steps to be taken, standardised reporting form).					

TRAINING TOOLKIT

4. Reporting Mechanisms (for Concerns and Cases) and Referral

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
Flow-chart for reporting suspected abuse (who is responsible for what actions).					
Tracking system (folder, book, database etc) to follow up cases (which may reveal common trends).					
Arrangements to provide supervision and support to those affected during and following an allegation.					
A process for follow-up with a child/family about a complaint.					

4. Reporting Mechanisms (for Concerns and Cases) and Referral

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
<p>Appropriate agencies to which a child protection focal point can pass on information (and up-to-date contact details).</p>					
<p>Other NGOs with which you have a proactive working relationship (support network).</p>					
<p>Is there anything else your organisation already does well in relation to reporting mechanisms (for concerns / cases) and referral?</p>					

TRAINING TOOLKIT

5. Access by External Visitors (Donors, Media, Other NGOs) and Communications

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
Communication with the staff (such as between national and field offices) before visitors arrive at a project site.					
Communication with the community and children before visitors arrive at a project site.					
Briefing session in which the community and children are informed of the purpose(s) of a visit or interview.					

5. Access by External Visitors (Donors, Media, Other NGOs) and Communications

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
A way to control visitors' movements (fences, specific points of entry, signs).					
Screening of correspondence between a child and outsider (such as a sponsor) to prevent the exchange of home addresses or inappropriate language.					

TRAINING TOOLKIT

5. Access by External Visitors (Donors, Media, Other NGOs) and Communications

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
<p>Guidelines on releasing information, internally and externally (such as disclosure of children's personal information limited to those who need to know), to deal with requests for information from donors or visitors.</p>					
<p>Guidelines on media use of information - interviews, photographs, recordings (such as obtaining a consent form, ensuring children are appropriately clothed and accurately portrayed).</p>					

Is there anything else your organisation already does well in relation to reporting mechanisms (for concern / cases) and referral?

TRAINING
TOOLKIT

6. Policy and Procedures

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
A child protection policy which incorporates all of the above.					
A child protection policy which clearly describes the organisation's understanding and definitions of abuse.					
A child protection policy which is applied in ways that are culturally sensitive but without condoning acts of maltreatment that are universally described as abusive.					

6. Policy and Procedures

Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
Procedures that reflect the policy.				
Minimum standards in child protection as requirements for partners with whom you work.				
An organisational culture that ensures children are listened to and respected.				
Management that understands the importance of having a child protection policy.				

TRAINING TOOLKIT

6. Policy and Procedures

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
A working group for overall responsibility to ensure implementation of a child protection policy.					
Staff members who understand why an organisation should have a child protection policy.					
The intention and commitment to develop your own child protection policy and procedures (if you do not have them yet).					

6. Policy and Procedures

	Do you have?	Is it in writing?	Is it shared with staff?	Is it put into practice?	How can it be improved?
Other organisation(s) that can provide technical support to help you to set up your own child protection system.					
Planning to have a consultation with children when developing policy and procedures.					
Is there anything else your organisation already does well in relation to policy and procedures?					

Sample invitation letter

Adapt this letter according to whether the training is to be conducted in-house or by an external organisation that is inviting others to join the training. The letter may be prepared and signed by a host organisation or an appointed facilitator, or distributed by a senior manager as an internal memo. The facilitator may be hired externally and preferably would have conducted the training for Modules 1 and 2. Include the Grid of Good Practices (Supplementary Document 1) and the reply form that follows this letter. Also note the suggested agenda for Days 2 and 3 at the end of this module (Supplementary Document 7).

[Date]

Dear Colleague(s),

[Name] appreciates your participation in the first two parts of the training for organisations to develop their own child protection policies and processes. The first part of the training in Module 1 aimed to raise awareness among staff members on child abuse issues and to show them that child protection systems are effective tools to prevent child abuse. In Module 2, organisations worked together to assess the risks that may arise in their work. They also discussed several child protection scenarios which may have a potential impact on children, staff and an organisation itself. Organisations also began to examine more closely their own child protection practices and the gaps to be addressed.

We are now about to take the third step, using Module 3. This module, What Organisations Can Do To Improve Their Child Protection Status, involves a

consultation session with [name of facilitator] who will assist organisations to consolidate or establish a policy working group and provide guidance for participants to draft a child protection policy and guidelines for their organisation(s). The working group also starts to look at strategies for implementing the policy.

The process requires at least two days, though three days is preferable. [Name of facilitator] will work with the participants on the first day to facilitate discussion of issues and assessment of sample policies from other organisations. On the second and third days, organisational staff are expected to work on their own to develop a child protection policy and procedures for implementation. Staff with different roles should have an opportunity to contribute to the draft policy before it is finalised and, most importantly, put into practice.

A working group should include six to 12 members representing different levels of authority and functions within the organisation. If your organisation has fewer than six people, more time will be needed to develop a policy. At least one senior manager is to attend (a director or assistant director or operations manager). Personnel responsible for implementing activities relating to the six child protection areas listed in the accompanying Grid of Good Practices also should be in this working group. Such staff may include the human resources manager, a field coordinator, a communications manager, and so on. The participants need to attend all of the two or three-day consultation.

In preparation for the consultation, a working group is requested to complete the Grid of Good Practices. If staff do not have time to meet before the consultation, they are advised to liaise together by email or other means.

All participants are requested to bring to the consultation any organisational

documents regarding internal child protection procedures, including recruitment and induction policies or guides.

[Name] will cover reasonable travel costs for the consultation. [Name of facilitator] will prepare a schedule to suit staff availability.

Please complete the reply form and return to [Name] by [reply date].

A strong determination to improve child protection within organisations will undoubtedly contribute to better protection of children in the wider community. We look forward to working with you all to achieve this goal.

Yours Sincerely,

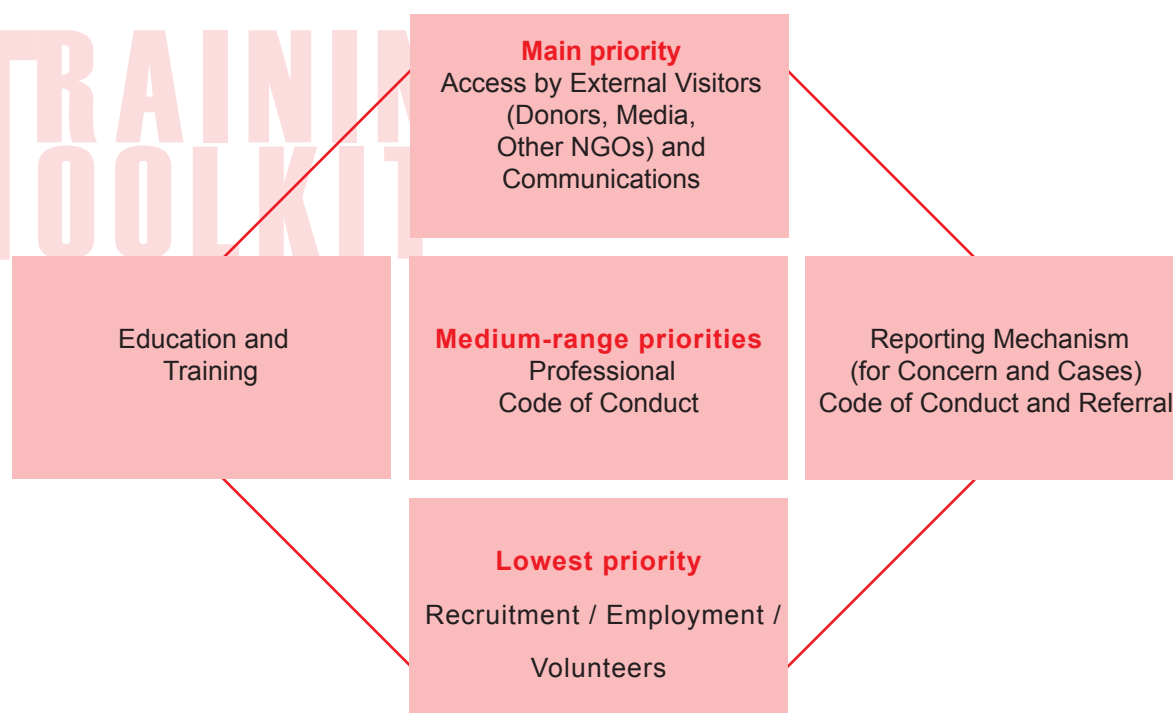
Setting priorities

Headings for exercise (from the Grid of Good Practices)

1. Recruitment / Employment / Volunteering
2. Education and Training
3. Professional Code of Conduct
4. Reporting Mechanism (for Concerns and Cases) and Referral
5. Access by External Visitors (Donors, Media, Other NGOs) & Communications

Below is an example of a priority diamond

Organisation X is a child-sponsorship organisation. It produces a lot of fundraising materials, does not recruit volunteers, the staff have worked with the organisation for a long time, and the organisation rarely hires new people. The organisation may prioritise its child protection areas accordingly.



Examining our own practice

Revisit the questions posed for each area of concern in the Grid of Good Practices to help facilitate the discussions in the session.

1. Do you have?

2. Is it in writing?

- If the organisation has a child protection practice in this area, is it in writing. Do you have the document with you?
- If the organisation has this practice and it is in writing but needs to be improved, can you agree on what needs to be improved and write it down?
- If the organisation has this practice and it is not in writing, how do you know that it is a practice of the organisation? Is it a common practice? How is it implemented? Do all staff know about it?
- If the organisation has this practice but it is not in writing, can you agree on what the practice is and write it down?
- If the organisation does not have this practice, can you agree on what the practice should be and write it down?

3. Is it shared with staff?

- How is the practice or strategy shared with the staff? (Information brochures, the staff manual, through emails, staff orientation, meetings, and so on.) Do you have the relevant documents with you?

4. Is it put into practice?

- How do you know the strategy is being put into practice? Give an example or scenario and explain how it is dealt with in the organisation.
- Is there a mechanism in place to monitor the strategy's implementation and whether it is always put into practice? For example, how does the strategy work when a team goes to the field occasionally to monitor a project, or how does it apply in practice when a site manager is monitoring at the field level?

Sample policies: Excerpts

The following are excerpts from the child protection policies of several international NGOs and agencies (ECPAT International, Plan International, Save the Children, World Vision International and the UN Inter-Agency Standing Committee Task Force on Protection from Sexual Exploitation and Abuse in Humanitarian Crises). Note that organisations have different policies depending on the nature of their work. The accompanying boxes present scenarios to which the policy would apply.

Area 1: Recruitment / Employment / Volunteers

[The organisation] must ensure that job specifications / volunteer assignments / terms of reference, etc, clearly outline generic and specific child protection responsibilities.

Basic screening of applicants for employment includes a written application, personal interviews and reference checks. During the interview process, applicants should be asked about previous work with children.

Area 1 Case Example

A foreigner shows up at your office. He plans to stay in the country for two years and would like to volunteer as an English teacher in a community where you work. He has travelled extensively, working in each of the countries he visited. In his previous job, he worked for only six months in Cambodia, and there was a two-year gap between that position and the one before. He does not specify any reference in his resume, and explains that this is due to his frequent relocations.

Area 2: Education and Training

- [The organisation] believes in awareness-raising providing education for staff, board members and volunteers in the definition of exploitation and abuse and neglect, including indicators of paedophilia (defined as a preference for sexual activity with a child) and sexual abuse in the local context.
- All staff, board/advisory council members and other personnel are required to acknowledge in writing receipt and understanding of [the organisation's] Child Protection Policies and Required Standards. They are to be kept informed of policy changes as they arise.
- All staff, volunteers and other representatives of [the organisation] must be familiar with the policy and be aware of the problem of abuse and the risks to children.
- It is important for all staff and others in contact with children to be aware of situations which may present risks and manage these.
- Managers are accountable for ensuring that all work is risk assessed and steps taken as necessary to minimise risks to children.
- Managers are accountable for ensuring that measures for raising awareness and identifying training needs are put in place, and identified needs are met, e.g. via supervision, performance management.
- Programme plans promote the prevention of child abuse, exploitation and neglect by exploring the causes and implementing responses to support family and community responsibility for the well-being of children.

Area 2 Case Example

You are the coordinator of many children's projects in a community. One day, a child at a children's centre comes to you and tells you he does not feel comfortable around his stepfather. He says his stepfather often comes into his room unannounced, especially when the boy is taking a shower and is undressed. He is often left at home alone with the stepfather because his mother works long hours. The boy feels that something bad might happen and asks for your mobile number.

- It is important for all staff and others in contact with children to talk to children about their contact with staff or others and encourage them to raise any concerns.
- It is important for all staff and others in contact with children to empower children - discuss with them their rights, what is acceptable and unacceptable, and what they can do if there is a problem.
- Staff should contribute to an environment where children are able to recognise unacceptable behaviour and feel able to discuss their rights and concerns.
- Children are considered active participants whose hopes and aspirations are respected, whose welfare is of paramount importance. They are involved in programmes designed to protect them through mechanisms that give them a voice and provide them with skills for protecting themselves. However, the responsibility for protection of children lies with adults. Children should not be expected to make adult decisions.
- For effective implementation, a policy needs to be understood accurately by all staff. [The organisation] will conduct a series of briefings for staff

members, board members, partners, volunteers, interns, consultants and other representatives. [The organisation] will make all people associated with it aware of the child protection policy through training, induction and briefing.

Area 3: Professional Code of Conduct

- Sexual relationships between humanitarian workers and beneficiaries are strongly discouraged since they are based on inherently unequal power dynamics. Such relationships undermine the credibility and integrity of humanitarian aid work.
- Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defence.
- [The organisation's] personnel need to be aware that they may work with children who, because of the circumstances and abuses they have experienced, may use a relationship to obtain 'special attention'. The adult is always considered responsible even if a child behaves seductively. Adults should avoid being placed in a compromising or vulnerable position.
- [The organisation's] personnel must not fondle, hold, kiss, hug or touch minors in an inappropriate or culturally insensitive way. To avoid misunderstanding, it is recommended that a child be asked for permission before touching or holding hands.
- In general, it is inappropriate to spend excessive time alone with children away from others.

- Where possible and practical, the ‘two-adult’ rule, wherein two or more adults supervise all activities where minors or children are involved and are present at all times, should be followed. If this is not possible, staff members are encouraged to look for alternatives such as being accompanied by community members on visits to children.
- Staff and others *must* avoid actions or behaviour that could be construed as poor practice or potentially abusive. For example, they should never behave physically in a manner which is inappropriate or sexually provocative.
- Staff of [the organisation] must be concerned about perception and appearance in their language, actions and relationships with minors/ children.
- Staff should never sleep in the same room or bed as a child with whom they are working.
- Staff should never do things for children of a personal nature that they can do for themselves.
- Staff should never act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse.
- Staff should never discriminate against, show differential treatment towards, or favour particular children to the exclusion of others.
- Personnel should not hire minors as ‘house help’ or provide shelter for minors in their homes. Even though providing employment for a minor may be culturally acceptable and provide benefits not otherwise available to the child, this may lead to misunderstandings and is inconsistent with [the organisation’s] efforts to ban exploitative child labour.

- Exploitation and abuse by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment.
- An alleged perpetrator of child abuse will normally be suspended from their normal relationship with [the organisation] during investigation of allegations. [The organisation] will sever all relations with any [organisation] Associate who is proven to have committed child abuse.

Area 3 Case Examples

1. You are visiting one of your project sites (a shelter, drop-in centre etc). During the visit, as a form of discipline, you witness a staff member shouting at and making fun of one boy in front of a group of other children who are being encouraged to laugh at him.
2. You work at a children's centre and are particularly close to one of the children. You often give him friendly hugs and comfort him whenever he has troubles at home. One day the child comes to you and says he is attracted to you.

Area 4: Reporting Mechanism (for Concerns and Cases) and Referral

- Where a humanitarian worker develops concerns or suspicions regarding abuse or exploitation by a fellow worker, whether in the same agency or not, s/he must report such concerns via established agency reporting mechanisms.
- It is important for all staff and others in contact with children to ensure that a culture of openness exists to enable any issues or concerns to be raised or discussed.

- [The organisation] will ensure that it takes seriously any concerns raised.
- [The organisation] will ensure that it listens to and takes seriously the views and wishes of children.
- [The organisation] will ensure that it supports children, staff or other adults who raise concerns or who are the subject of concerns.
- On being informed of an incident, the national/country director or regional vice-president immediately informs the Partnership Child Protection Coordinator (with a copy to the Partnership Legal Department). The Child Protection Coordinator confidentially monitors and reviews the response and outcome for the purpose of revising and refining child protection measures.
- If you have any suspicions or concerns regarding possible child abuse, or if there is anything with which you feel uncomfortable, you should raise these with your line manager or your main contact within [the organisation]. If this is not possible, seek out a senior manager.
- Managers are accountable for ensuring that procedures are in place for reporting and responding to concerns, including clear links to external sources of support where available.
- Staff should raise concerns about any case of suspected abuse in accordance with applicable local procedures.
- The welfare of a child is of prime importance to [the organisation]. If sexual abuse is proven or suspected, every effort is made to assist the child in coping with any trauma or guilt he or she may be experiencing. This may

include psychological counselling or another form of assistance deemed necessary and appropriate.

- The employee should be informed that charges have been made against him or her and given an opportunity to respond. As a result of these charges, [the organisation] has an obligation to initiate an internal investigation. The employee is encouraged to participate in the investigation by providing information and the names of witnesses to be interviewed. At the conclusion of the investigation, the employee should be informed of the results of the investigation and what corrective action, if any, will be taken.
- All information concerning the incident and investigation is documented in writing. A copy of the confidential report of the investigation and conclusion should be provided to the Child Protection Coordinator.
- A reporting plan should include a plan for dealing with media inquiries that includes a designated spokesperson.
- If an employee raises a legitimate concern about suspected child abuse, which proves to be unfounded, no action will be taken against the employee. Any employee who makes false and malicious accusations, however, will face disciplinary action. [The organisation] will take appropriate legal or other action against other [organisation] associates who make false and malicious accusations of child abuse.
- An allegation of child abuse is a serious issue. It is essential that all parties maintain confidentiality. Sharing of information that could identify a child or an alleged perpetrator should be on a 'need to know' basis. Unless abuse is proved to have occurred, one must always refer to 'alleged abuse'.

Area 4 Case Examples

1. A girl in your class is well-behaved and to your knowledge never lies. Lately she has not been herself, seeming distracted and isolated. After class one day, you sit her down and ask what is wrong. She says the principal, your boss, has touched her private parts on several occasions. She does not feel comfortable with it at all. However, she asks you not to tell anyone about this.
2. You accompany a representative from a visiting NGO on a visit to one of your projects. The representative asks the children informally what they think of the project. One child says that he doesn't like a particular staff member of your organisation. The others nod their heads in agreement but they refuse to say anything further. Witnessing this, you think that something is wrong.

Area 5: Access by External Visitors (Donors, Media, Other NGOs) and Communications

- A sponsored child's history, picture folders and photographs of children are stored in locked and secure facilities to which a limited number of people have access.
- All sponsor correspondence with a sponsored child is reviewed for inappropriate or suggestive comments, requests or obscenities. In the event of inappropriate correspondence being discovered, [the organisation] reserves the right to decline sponsorship or sever the relationship.
- At the time of sponsorship, sponsors should be advised that [the organisation's] policy prohibits unannounced visits. Sponsors should be asked to sign a statement that they have received and understood [the organisation's] visit policy.

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- Communities and families participating in sponsorship programmes are advised of [the organisation's] procedures regarding sponsor visits. They are encouraged to report immediately any visit that has not been arranged by [the organisation 's] staff or any request from a sponsor that encourages withholding information from [the organisation's] staff or other members of the community.
- A sponsor and his or her sponsored child should not exchange home addresses.
- Visits to sponsored children must be observed. This may require that a sponsor meet with a child in a central location such as an NGO office.
- A staff member must accompany all visitors to project sites.
- Staff must not disclose information that identifies sponsored families or children to unauthorised persons or make it available to the general public without the informed consent of the family and, when appropriate, the child.
- Communications about children should use pictures that are decent and respectful, not presenting them as victims. Children should be adequately clothed and poses that could be interpreted as sexually suggestive should be avoided. Avoid language that implies a relationship of power.
- [The organisation's] websites should not use images of children without formal permission of the [the organisation's] office responsible for the project and the parent(s)/guardian(s) of the child. This permission should be in writing and may be part of the packet of documents signed by the child's parent(s)/guardian(s) when the child joins the sponsorship programme.

Area 5 Case Examples

1. Your project site can be accessed through both main and back roads. The main entrance has a sign for visitors to report to your NGO's main office before entering the community, but there is no sign on the back road. One day you find a few strangers talking to children. Later the children tell you that the people asked them a lot of personal questions, such as where they live and go to school, where they play.
2. A donor visits your project site. She has been sponsoring a child for five years and would like to visit him at home. In addition, she would like to see if the family has received the money she sent and used it to buy what they need, such as work equipment, household supplies, the boy's uniforms etc. The same donor has heard about and wants to sponsor a girl as well. Both of the girl's parents died of HIV/AIDS. The girl has HIV but will be able to live for a long time with appropriate care and treatment. First, the donor requests the girl's personal information - including name, address, pictures - before she can make a decision.
3. Your partner organisation has complained about a photo in your annual report of identifiable girls wearing only their underwear. The photo caption says, 'Charity rescues five child sex workers from brothel'.
4. You have been working with a fishing community for years, and are well respected. One day a village chief comes to you and says the villagers want help to set up a home-stay scheme for tourists in order to earn income outside the fishing season. He asks for your advice.

- Child personal and physical information that could be used to identify the location of a child within a country should not be used on [the organisation's] websites or in any other form of communication about a child.

- Faxing of information is discouraged unless absolutely necessary. Titles on email messages should be innocuous and flagged as confidential.

Area 6: Policy and Procedures

- [The organisation] believes that the abuse of children is an abuse of their rights as set out in the UN Convention on the Rights of the Child.
- *A child* means every human being below the age of 18 years.
- *Child abuse* means sexual abuse or other physical or mental harm deliberately caused to a child.
- *Sexual exploitation* is any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially, or politically from the sexual exploitation of another.
- Exchange of money, employment, goods, or services for sex, including sexual favours or other forms of humiliation, degradation or exploitation is prohibited. This includes exchange of assistance that is due to beneficiaries.
- The policy recognises that, on occasions, staff and others engaged by [the organisation] or its partners to work with children may pose a risk to children and abuse their position of trust.
- The policy demands the highest standards of professional practice in work with children and describes the values and principles that must underpin our approach to children.

- Managers at all levels have particular responsibilities to support and develop systems which maintain an environment which prevents exploitation and abuse and promotes the implementation of their code of conduct.
- Managers are accountable for ensuring that all staff, partners and relevant others have access to the child protection policy, are aware of its contents and clear about the responsibilities it places on them.
- Managers are accountable for ensuring that an open and responsive management culture is developed so that staff and others are able to discuss the issue of child abuse and be confident of a positive response to any concerns that may arise.
- [The organisation] will ensure that the child protection policy is referenced in all contracts, grant/partnership agreements etc.
- [The organisation] will ensure that child protection systems are subject to periodic monitoring and review and that issues and processes are fully documented so that appropriate action can be taken and lessons from experience drawn together at local and corporate levels.
- [The organisation] also recognises that it has a moral and legal responsibility to ensure that children are protected from exploitation, abuse, violence and neglect from its staff members, board members, partners, volunteers, interns, consultants and other representatives, within and outside the programmes - directly or indirectly.
- Our understanding of child abuse and exploitation includes, but is not limited to:

Child Sexual Abuse: Sexual abuse of children can be defined as contacts or interactions between a child and an older or more knowledgeable child or adult (a stranger, sibling or person in a position of authority, such as a parent or caregiver) when the child is being used as an object of sexual gratification by an older child or adult. These contacts or interactions are carried out against the child using force, trickery, bribes, threats or pressure. Sexual abuse can be physical, verbal or emotional.

Emotional Abuse: The persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only so far as they meet the needs of another person. It may involve age or developmentally inappropriate expectations being imposed on a child. It may involve causing a child frequently to feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur independently as well.

Area 6 Case Example

You escort a child from a village to receive treatment at a big hospital in town. It is late at night by the time you set out to take her back home. A storm has washed out the bridge to her village. Both of you stay in the same bungalow as it is the only one available. The next morning you return the child to her parents. You have not touched the girl at all. A few days later, the parents file a complaint against you for statutory rape.

Implementation procedures

The following pages contain examples of policy implementation procedures used by various international NGOs which may offer guidance to other organisations in developing their own implementation strategies. Note that organisations have different strategies for implementing child protection policies depending on the nature of their work. A summary is below before the actual policies are presented from page 268 onwards.

Area 1: Recruitment / Employment / Volunteers

Advertisements for job vacancies refer to an organisation's child protection policy and screening process. (See policy example 1: Save the Children UK's vacancy announcement.)

Guidelines for human resources staff assist to identify suspicious behaviours, suspicious activities, gaps in employment history. (See policy example 2: ChildHope guidelines for interviewing.)

Area 2: Education and Training

Orientation is given to children on children's rights, how to protect themselves, and where and how to report abuse. (See policy example 3: World Vision International's rights information poster.)

Orientation is given to community members on how to report child abuse, how to manage visitors and how staff are expected to behave (See policy example 3: World Vision International's poster.)

Children's orientation may include education on 'touching rules' regarding safe, unsafe and confusing contacts with adults. (See policy example 4: Stairway Foundation's children's workshop manual.)

Area 3: Professional Code of Conduct

In-house induction programmes include training for staff on the organisational code of conduct. (See policy example 5: Save the Children's Staff Code of Conduct.)

Area 4: Reporting Mechanisms and Communications

Standardised reporting form. (See policy examples 6 and 7: ECPAT International and ChildHope.)

Management flow-chart for reporting suspected abuse. (See policy examples 8 and 9: Plan Thailand and ChildHope.)

Area 5: External Visitors (Donors, Media, Other NGOs) & Communications

Children's consent form to be used in all interviews by media with children. (See policy example 10: Save the Children consent form.)

All staff to be made aware of guidelines for the conduct of media interviews with staff, children and the making and use of photographs and films of children. (See policy examples 11 and 12: ECPAT International and Save the Children UK.)

Area 6: Policy and Procedures

Partner organisations required to adhere to minimum standards in child protection. (See policy example 13: Save the Children UK sample contract.)

Policy example 1: Job advertisement

This example is provided by Save the Children UK.

Save the Children is an international non-government organisation working to achieve lasting benefits for children. The Save the Children Alliance improves children's lives in 115 countries worldwide. Save the Children is expanding its operations and is seeking the following positions.

Main Responsibilities

- Advocate for NGOs in tsunami-affected Thailand who work with children to participate in the SCUUK 'Ensuring Child Safe Organisations' programme.
- Assist in assessing child protection policy/system needs of the local NGO community assisting with the tsunami response.
- Assist NGOs to develop their internal child protection structures and procedures.
- Contribute to refining SCUUK Thailand specific 'toolkit' of training materials and resources that can be used to support any agency (including government partners) working to address child protection.
- Serve as part of a team to support NGOs and organisations caring/responsible for children so they are best able to set up procedures and reporting mechanisms for dealing with child protection issues.
- Facilitate a network of local organisations working on child protection for sharing of lessons learnt and experiences on developing a child safe organization.
- Assist in monitoring implementation and impact of the Child Protection systems in all our work in the tsunami-affected area.

Please note, positions require:

- Thai nationals only (12 months contract with possibility of extension)
- Degree in a relevant subject
- Excellent computer skills
- Ability to speak and written English is an advantage
- Excellent interpersonal skills, and communication skills and sensitivity in dealing with local partners
- Willingness to travel extensively, especially in Southern Thailand
- To be based in Bangkok, Thailand
- Understanding of and commitment to child rights are essential
- Experience of working in an NGO
- Good training and facilitation skills
- Ability to drive is desirable

Recruitment and selection procedures and checks reflect our commitment to the protection of children from abuse.

Curriculum vitae and covering letter should be emailed to scfuk@seapro.or.th.

Only shortlisted candidates will be notified. Closing date: 18 August 2005.

Full job description will be available only to shortlisted candidates.

Policy example 2: Job interviews

This example is provided by ChildHope.

1. The interview should be seen as an opportunity to assess candidates' suitability in relation to child protection. The Child Protection Officer should remind the interview panel of some basics in relation to child abuse, e.g. that abusers look completely 'normal,' are often very skilled at deception, salesmanship and 'grooming' (of organisations as well as individual children).
2. Therefore, bearing in mind the principles of an equal opportunities interview (i.e. everyone should be asked the same questions without discrimination), the interview panel should pay attention to:
 - Gaps in employment history;
 - Frequent changes of employment or address;
 - Reasons for leaving employment (especially if this appears sudden);
 - It's also good practice to get clarification on any duties or accomplishments that come across as 'vague' in a CV in relation to work with children;
 - Keep an eye out for body language and evasion, contradiction and discrepancies in answers given (although this must be interpreted in context and in a spirit of common sense).
3. It is important in the interview that the issue of child abuse is openly discussed and that the interview panel reinforces that the organisation has a comprehensive child protection policy and procedures in place. Transparency is an important part of abuse prevention: an abuser may decide that there are not enough opportunities to offend in an open and aware culture.

4. Applicants, especially for positions directly involved with child protection issues, should have read the policy already prior to interview (and preferably have signed a commitment to it). The interview panel could use this as an opportunity to see if the candidate has read the policy properly and whether they have understood it. The interview panel can ask them their opinion of it/ask specific questions about it. This reminds the candidate that the organisation takes the policy seriously.

5. Direct and challenging questions encourage self-selection (i.e. candidates withdrawing themselves from the process). The exact questions should be adapted to suit the job description or level of seniority of the position being applied for:
 - a. Have you ever worked anywhere where a colleague abused a child? What happened and how was it handled? What did you think of the way it was handled? Would you have handled it differently yourself?
 - b. Are you aware of our child protection policy? What do you think of it?
 - c. When might it be appropriate and inappropriate to be alone with a child (on, say, a project visit)?
 - d. How and when might it be appropriate to comfort a child?
 - e. What sort of things might make a photograph of a street child inappropriate for publication in our organisation's annual report? (The interview panel should be looking for things like: inappropriate clothing; if their names have not been changed; the photo taken and used without the child's permission.)
 - f. If a child was raped because she was not careful and dressed seductively, do you think what happened is partly a child's fault?

6. Warning signs include (but are not limited to):

- Overly smooth presentation or keenness to please;
- Poor listening or rapport or communication skills;
- Strange or inappropriate questions/statements about children;
- Expresses an interest in spending time alone with children/in working with children of a particular age or gender;
- Excessive interest in child photography;
- Background of regular overseas travel to destinations where child sex tourism is prevalent.

7. However it may be none of these. Signs might not be clear. “The skilled paedophile may not be detected by gut feelings or obvious warning signs. They may simulate the very person you had in mind for this job.” But don’t give up – remain alert: “Remember, listen to your gut reaction but harness it with good practice!”

8. Despite these questions, the interview should be sure to end on a positive note

Source: Jackson, E. and Wernham, M. 2005. Child Protection Policies and Procedures Toolkit. London: ChildHope. pp.144-145.

Policy example 3: Educating children and communities

This example is provided by World Vision International.

The text below appears on posters that are part of World Vision's child protection toolkit, which has been used in several temporary shelters in tsunami-affected areas of Thailand. The purpose is to ensure that children and communities are aware of their rights and know what to do if staff, volunteers or visitors do not follow the code of conduct. The toolkit also includes: 1) A child protection policy (to be acknowledged and signed by all staff, volunteers and visitors); 2) a risk assessment survey (to find out the vulnerabilities of children in communities); and 3) text for a signboard, which is intended to assist staff to control the movement of visitors in temporary shelters and to make it easier to provide visitors with a child protection policy to sign.

Information for Children

You have a right to:

- Be safe
- Be listened to and believed
- Be respected
- Privacy
- Be protected from abuse
- To ask for help

World Vision takes children seriously:

- Your safety and happiness are important to us.
- We want you to be safe when you are with World Vision staff, in a World Vision building, or taking part in activities with World Vision.

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- When you receive food, blankets, tents or other things from World Vision and other agencies you should not have to give anything in return.

What you can do if you do not feel safe or comfortable:

- Say 'no' to taking part in an activity.
- Try not to be on your own with someone who makes you feel uncomfortable.
- Talk to someone you trust - perhaps someone in your family, your teacher, or a member of World Vision's staff. If you want you can talk to _____ who is based in _____

What we will do if you talk to us about not feeling safe:

- We will listen to you and take you seriously.
- We will act in your best interests.
- We will do our best to help you to feel safe.

What we will not do:

- Tell you it is your fault.
- Tell lots of people how you feel or what happened.

Information for Communities

All staff of World Vision and all volunteers and visitors to your community have agreed to follow a code of behaviour. This poster gives you information about this code. It also tells you about your rights and what you can do if you are concerned about any behaviour by staff or visitors to yourself, your children, or others.

- World vision staff and visitors are guests of the community. People in the community, including children, must be treated with respect and dignity.
- All visitors must be accompanied by World Vision staff at all times.
- Visitors must not take pictures of children or play with children without parents' permission.
- Staff and volunteers must not be alone with a child without parental consent. Visitors and visitor volunteers must never be alone with children.
- Staff, volunteers and visitors must not have sexual relations with members of the community.
- When you receive food, blankets or any other thing from World Vision you do not have to give anything in return.
- Children must not be touched or cuddled in a way that makes them or their parents feel uncomfortable.
- Touching the sexual areas of children is illegal, and if you see this happening report it immediately.
- You have a right to cultural and religious freedom.
- No staff member, including teachers in child friendly spaces, may slap or hit a child.

What to do if you are worried about abuse by staff or visitors:

- Try not to be on your own with someone who makes you feel uncomfortable.

- Talk to someone you trust – a member of World Vision staff, or the member of another NGO staff, a teacher, or a community leader.

What World Vision will do to help you:

- We will listen to you and take you seriously.
- We will take immediate action to address the problem and then discuss with you what we have done.
- We will not tell any other people how you feel or what happened unless you want us to.
- We will not tell you it is your fault or that you are wrong.

Policy example 4: Educating children

This example is provided by the Stairway Foundation.

It is important to teach children skills so that they are able to recognise and report cases of abuse. The following activities are part of a children's workshop conducted by the Stairway Foundation in the Philippines. In the workshop, children are taught about their rights and how they should be treated by adults. They learn that they do not have to tolerate behaviours or situations that they are not comfortable with. Note that these are not stand-alone activities; they need to be adapted and put into the context of children's rights training.

Activity 1: Discussions about safety/touching rules

The goal is for children to love and respect their body, and to teach them about touching rules

➔ Touching Rule 1

It is never all right for someone older or more powerful than you to touch your private body parts, or to ask you to touch his/her private body parts, or to take pictures of private body parts (give examples and ask children for examples).

➔ Touching Rule 2

If someone tries to touch your private body parts or asks you to touch his/her private body parts or wants to take a picture, say "NO!". Run away to someone safe and tell that person what has happened (give examples and ask children for examples).

➤ Touching Rule 3

It is never the child's fault if she/he is touched on her/his private body parts (give examples and ask children for examples).

➤ Touching Rule 4

Never keep secrets about breaking a Touching Rule (give examples and ask children for examples).

Training points:

- Tell the young people they are all special and every part of the human body is sacred and must be respected.
- Your body belongs only to you and nobody has the right to touch you in a way that you don't like or understand.
- Understanding and respecting your bodies can help you keep yourselves safe.
- You have the right to be protected from all forms of abuse and exploitation.
- You also have the right to express your views and opinions.

Activity 2: Recognising What's Always OK and What's Never OK

The goal is for children to learn the Touch Continuum.

You need:

- Touch Continuum (Safe/Unsafe/Confusing Touch); index cards with descriptions of a variety of situations involving different examples of touching (one situation per card). Some situations need to depict inappropriate touching; others need to depict appropriate touching; or ambiguous. Incorporate opposite sex and same-sex situations as well as a mixture of children and adults.

How to do this:

- Post the Touch Continuum on the board/wall.
- Elicit from the young people examples of the varieties of safe, unsafe and confusing touch.
 - ♦ **Safe Touch** (appropriate touching) - a mother hugging a child
 - ♦ **Unsafe Touch** (inappropriate touching) - punching so hard that a bruise is left
 - ♦ **Confusing Touch** (ambiguous touching) – an uncle rubs the breasts of his niece.
- Next, give each participant a card (or form groups) and ask each to take turns reading the situations aloud.
- After each is read, ask the group to decide together whether the touching described is always OK, sometimes OK (depending on the circumstances), or never OK.

What to do next:

- Explain that many situations involve a grey area - the behaviour may be OK in some circumstances but not in others.

Training points:

- Children/young people need to be able to recognise potentially dangerous situations early.
- One way for them to do this is for them to recognize uncomfortable emotions and then act on them. *CHILDREN MUST REPORT ON UNSAFE AND CONFUSING TOUCH.*

Activity 3: Discussion about passive, aggressive, assertive behaviours

The goal is for children to learn the differences between passive, assertive and aggressive behaviours.

You need:

The definitions of passive, aggressive and assertive behaviours:

Passive - when others get their needs met by violating your rights.

Aggressive – when your needs are met by violating other’s rights.

Assertive – when your needs are met and you don’t violate your’s or others’ rights.

How to do this:

- Post the definitions of “passive,” “aggressive,” and “assertive.”
- Tell the group there are different ways of how we respond to situations.
- Discuss each definition, giving specific examples, and ask for examples from the group.
- Demonstrate the definitions through role playing by the group.
- Have the young people form small groups of 3-4 and discuss/practice which behaviour they will role play, or you can give assignments to each group.
- Have each group role play their behaviour in front of the others. The others should try and guess what kind of behaviour is being acted out.

What to do next:

- After each role playing, ask the group to share whether they thought the person who wanted something or tried to protect herself used passive, aggressive, or assertive behaviour. If time permits, repeat the role playing that illustrated passive/aggressive behaviour; however, this time, use an assertive approach instead.

Sample role-playing:

- A younger child is playing basketball with his friends. An older child comes and takes the basketball away from him and pushes him on the ground.

- One teenager sees a second teenager bothering his girlfriend and approaches him about it.
- A child has repeatedly asked a math teacher for some extra help; the teacher always promises to get back to the child but never does.

Training points:

- When you want to be assertive, you say:
 - ♦ “I think” (state what the facts are).
 - ♦ “I feel” (state how the facts affect you emotionally).
 - ♦ “I want” (ask for a change).
- An assertive statement deals with one thing at a time and is specific and focused.
- Being assertive to an offender or a potential offender can prevent an abuse from happening.

Activity 4: Practising ways of responding to abusive situations (“What if”)

The goal is for children to practise responses to abusive behaviours.

How to do this:

- Practise “What if” with the group, with specific examples for touch and assertiveness.
 - ♦ What if at school your teacher asks you to stay after class and says that you are special and should get special grades, and puts his/her arms around you too tightly and says he/she wants to be your special, secret friend. (Responses could include: no; push away and run out of the room; say you will tell your parents... always with conviction, eye contact, and body language.)
 - ♦ What if your uncle gave you a kiss on the mouth and told you not to tell anyone?

What to do next:

- Tell the group that if someone attempts to approach or abuse you, you can do the following things:
 - ♦ Get away.
 - ♦ Yell “Fire!”
 - ♦ Say no.
 - ♦ Tell the person you will tell.
 - ♦ Find an adult immediately and ask for help; if the first adult does not respond, find another.
 - ♦ Pay attention to how the person looks in case you are asked questions later.

Training points:

- Learning assertiveness helps you to stand up for your rights without violating your rights or the rights of others.
- If someone attempts to approach or abuse you, remember to say “No.” Run and tell a trusted adult.
- The more knowledge and practice with personal safety, the better prepared you are to cope with potential problems - especially abuse.

Source: Stairway Foundation. ‘Animation for the Prevention of Child Sexual Abuse’. Oriental Mindoro, Philippines: Stairway Foundation Inc. (Unpublished training manual.)

Policy example 5: Codes of conduct

This example is provided by Save the Children, where all new staff are requested to sign a code of conduct. The following is a condensed version.

Staff Code of Conduct - What Does it Mean for Me?

As an employee or representative of Save the Children, I will promote its values and principles and protect its reputation by:

- Respecting the basic rights of others by acting fairly, honestly and tactfully, and by treating people with dignity and respect, and respecting the national law and local culture, traditions, customs and practices that are in line with UN conventions.
- Working actively to protect children by complying with Save the Children's child protection policy and procedures.
- Maintaining high standards of personal and professional conduct.
- Protecting the safety and well-being of myself and others.
- Protecting the organisation's assets and resources.
- Reporting any matter that breaks the standards contained in this Code of Conduct.

Maintaining high standards of personal and professional conduct means I will not behave in a way that breaches the code of conduct, undermines my ability to do my job or is likely to bring Save the Children into disrepute.

For example, **I will not:**

- Engage in sexual relations with anyone under the age of 18, or abuse or exploit a child in any way.
- Exchange money, employment, goods or services for sexual favours.
- Drink alcohol or use any other substances in a way that adversely affects my ability to do my job or affects the reputation of the organisation.
- Be in possession of, nor profit from the sale of, illegal goods or substances.
- Accept bribes or significant gifts (except small tokens of appreciation) from governments, beneficiaries, donors, suppliers or others, which have been offered as a result of my employment.
- Undertake business for the supply of goods or services to Save the Children with family, friends or personal contacts or use Save the Children assets for personal benefit.
- Behave in a way which threatens the security of myself or others.
- Use the organisation's computer or other equipment to view, download, create or distribute inappropriate material, such as pornography.

Policy example 6: Recording and monitoring form

This example is provided by ECPAT International.

REPORTING FORM FOR SEXUAL OFFENCES AGAINST CHILDREN	
<p>Name and Details of Child (including identity papers and numbers):</p>	<p>Name of person and organisation completing report form & who spoke with the child about the incidence:</p> <p>Date of Report:</p> <p>Case Number:</p>
<p>Where does the child stay, and who is responsible for them?</p> <p>Is this safe? (If not, alternative living arrangements need to be organised.)</p>	<p>Who is the abuser/abusers? (Record as much information as possible – where names are not known include descriptions.)</p>
<p>What happened?</p>	

REPORTING FORM FOR SEXUAL OFFENCES AGAINST CHILDREN

What were the circumstances? (i.e. place time etc).

Who else was there?

Who else knows about the incident? (Full details, including names and other agencies involved.

What would the child like to happen next?

What services does the child need? (such as medical and support) who should provide these?

Who will follow up the case, and what is the timescale?

What action needs to be taken? (Specify by who and when.)

REPORTING FORM CONTINUED

Case Number:

Record of Follow Up, Subsequent Action and Information:

Date:	Action/Information	Record made by:

Policy example 7: Reporting suspected or observed abuse

This example is provided by ChildHope.

If you have knowledge that a child's safety might be in danger, please complete this form to the best of your knowledge. Please note that child protection concerns must be reported directly to the designated child protection officer immediately (preferably within the same working day). For confidentiality reasons, the report should be written and signed solely by you. It should be sent only to the designated child protection officer. It will be held in a safe and secure place and treated in the strictest confidence.

1. About you

Your name

Your job title

Workplace

Your relationship to the child

Contact details

2. About the child

Child's name

Child's gender

Child's age

Child's address

Child's guardian(s)

3. About your concern

Was the abuse observed or suspected?

Is this concern based on first-hand information or information divulged to you by someone else? (If so who?)

Did the child disclose abuse to you?

Date of the alleged incident

Time of the alleged incident

Location of the alleged incident

Name of alleged perpetrator

Job title

Nature of the allegation

Your personal observations (visible injuries, child's emotional state, etc).

(N.B. Make a clear distinction between what is fact and what is opinion or hearsay.)

Exactly what the child or other source said to you (if relevant) and how you responded to him or her. (Do not lead the child. Record actual details.)

Any other information not previously covered.

Were there any other children/people involved in the alleged incident (other abused victim(s) or witnesses)?

Action taken.

Signed

Date

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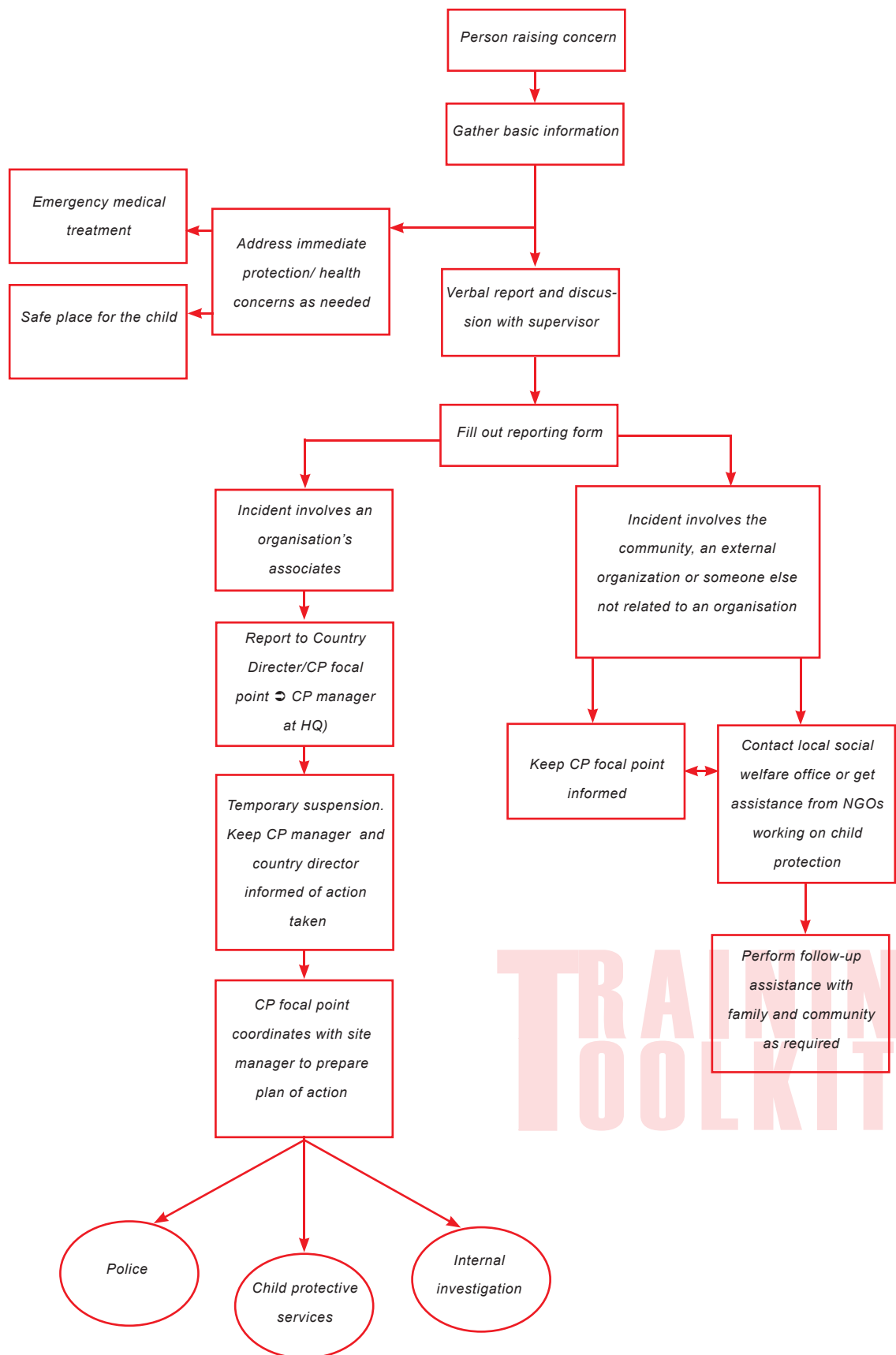
MODULE 3

Source: Child Jackson, E. and Wernham, M. 2005. Child Protection Policies and Procedures Toolkit. London: ChildHope. pp.152-153.

Policy example 8: Reporting procedures

This example is provided by Plan Thailand.

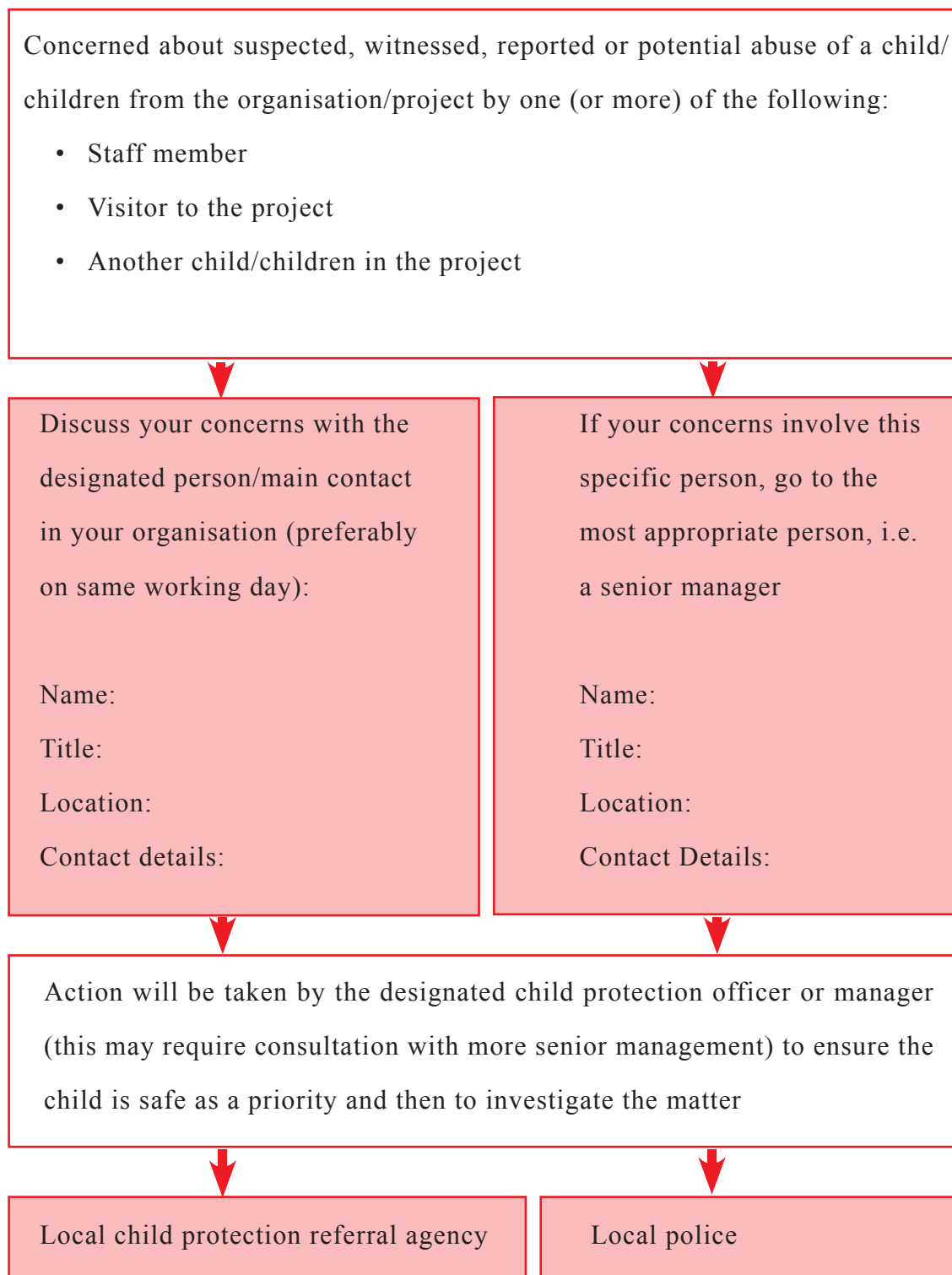
This flow-chart shows the reporting process for a large organisation (operating in more than one location, with a national office and possibly a headquarters in another country) that may also be dealing with community cases on a regular basis. Actions to be taken are different depending on whether the accused person is a staff or a community member. If the accused person is external, an organisation cannot be fully involved in the investigation or prosecution but be more like a referral NGO or witness. If the case is involved with an associate (for example, employees, consultants, sponsors, volunteers, contract partners, partner organisations or representatives, and juristic contract partners), then an organisation should have more control over the case such as determining what are the steps to be taken. This is to protect the accused individual as well as an organisation's reputation.



Source: Plan Thailand. 2006. Child Protection Handbook.

Policy example 9: Reporting procedures

This example, provided by ChildHope, outlines a reporting process for a smaller organisation (or an organisation that does not normally deal with community cases).



Source: ChildHope. 2005. Child Protection Policies and Procedures Toolkit.







Policy example 10: Children's consent

This example is provided by Save the Children UK.

Informed consent form for child interviewees under 12 years of age

My name is _____.

There is a visitor/ visitors from Save the Children to talk with me, I feel	☺ ☹	to talk with them.
They will ask me about my life and my ideas, I feel	☺ ☹	to tell them about things.
They will spend as much as two to three hours talking with me, I feel	☺ ☹	to spend time talking with them.
If it is too long for me, I might ask to go playing with friends or have a rest. I feel	☺ ☹	that I can take a break.
They will record my conversation on a tape recorder and cameras, I feel	☺ ☹	to have my face on books and television.
But if I do not want others to know my name, I can say do not tell my name. I feel	☺ ☹	that my name can be hidden.

They will also talk with my parents/guardian, teachers and friends, I feel	 	about that.
They said they already asked permission from my parents/guardian to talk with me, I feel	 	that they have done that.
They promise to let me have copies of any book and film that has my face on, I feel	 	about that.

This is my signature: _____

Date:

Place:

Policy example 11: Use of photos

This example is provided by ECPAT International.

No photograph or image of an identifiable child may be used in any ECPAT International publication to illustrate any aspect of the commercial sexual exploitation of children. Nor may an image of an identifiable child be used in any ECPAT International publication if it might reasonably lead the viewer to believe that the child is a victim of commercial sexual exploitation. This prohibition stands regardless of consent given by either the child, any adult legally responsible for their care, or any agency which may own the photograph.

The only exception is when the child in the image, having reached the age of 18, gives fully informed consent for himself or herself to be identified as a victim of commercial sexual exploitation in an ECPAT publication. A mechanism must be in place for that individual to withdraw consent at any time, and for the image to be removed as soon as possible from publication.

The purpose of this policy is to protect the privacy and reputation of child victims of commercial sexual exploitation and to prevent any additional harm to them through the publication of their image. It also seeks to protect other children from being wrongly perceived as victims of commercial sexual exploitation.

In this context, an identifiable child is a child whose identity is likely to be revealed by showing all or part of their face or their body, or particular surroundings. A publication may include any materials stored or transmitted in hard-copy, film, electronic or digital formats. Informed consent means the individual understands the circumstances in which the image will be used and any possible repercussions from its publication or distribution or circulation.

In ECPAT International publications where the images are clearly not portraying aspects of commercial sexual exploitation (for example, child and youth participation activities, non-formal education projects), the image of an identifiable child may be used if fully informed consent has been obtained from both the child and their parent or legal guardian. When informed consent of both the child and parent/legal guardian has not been obtained, for whatever reason, the photograph may not be used in any way that identifies the child.

CHILD SEX ABUSE IMAGES

ECPAT opposes the use of child pornography for educational purposes as an unnecessary violation of the child victim's privacy.

On certain occasions, law enforcement agencies may deem it essential to release to the public photographs of child victims of pornography, also known as child abuse images, to enable the immediate location and rescue of the child. ECPAT believes such public release should occur only when the law enforcement agency has good reason to believe the immediate danger to the child is greater than any danger posed by publication. In such cases, the image released should not be a child sex abuse image, the safety of the child should be paramount, and law enforcement agencies should make every effort to consult other professionals on the best interests of the child before releasing any such image.

It is against ECPAT policy for its staff or members to be in possession of child pornography, unless this is done with the specific permission and cooperation of the local police and in a strictly controlled environment such as a hotline or a similar monitoring, reporting or tracking operation which also involves law enforcement.

Policy example 12: Use of photos

This example is provided by Save the Children.

Every picture tells a story

The power of photographs is indisputable. They play a vital role in illustrating who we are, our values and our work with children.

The images we use should show the situations children are living in, the circumstances that make them vulnerable, and the work we are doing to help bring about real and lasting change in their lives.

Our use of images should be consistent and an accurate reflection of both our work and brand, and should avoid damaging stereotypes and clichés.

So that our audiences can get a sense of what life is like for the children we work with, photographs should give the impression that there is no camera present, and should avoid looking staged.

It is the responsibility of everyone using or taking photographs for Save the Children to exercise some judgement within the framework of these guidelines. Contact the Picture Editor pictureeditor@savethechildren.org.uk for additional support.

I. Vulnerability and dignity. We work with some of the world's most vulnerable children. We need to show this vulnerability, without robbing children of their dignity.



Do not show children as helpless victims – eg, closely cropped pictures of children with sad eyes looking up to the camera. We should be truthful not sentimental.



Do show the circumstances that make children vulnerable. Show them as active and resourceful when they are able to be. Where relevant, include families, parents or carers.

2. Reality and context. Our images should show the reality of children's lives, and the environments in which they live.



Do not use pictures where the child could be anywhere in the world, in any situation. Avoid pictures where the child is posing, or smiling at the camera.



Do use images that tell a story and that the audience can engage with. Show the circumstances and environments in which children and their families live. Show children getting on with their lives rather than engaging with the camera.



Do not use stylised photography that accentuates angles and distorts perspective (eg, looking up to or down on the child).



Do use pictures that have a 'fly on the wall' style, taken at the level of the child or children, and where they appear to be unaware of the camera.



Do not use black and white photography, as it does not show the world as we see it – in colour.



Do use colour photography – it is more realistic.

Remember to always make sure the images you use are:

- from our current photo library and not any other collections
- correctly captioned and credited – this information is provided in the library
- the appropriate resolution and format for your publishing purpose.

3. What we do. Save the Children fights to bring about meaningful and lasting solutions to the problems children face. We need to show that we are an active organisation that gets results.



Do not only use photographs that illustrate children's vulnerability – include images that show Save the Children at work.



Do show how Save the Children's work is having an impact and helping to change children's lives. Show our staff working with children and children working with each other – eg, peer educators.



Do not, as far as possible, show pictures of white, expatriate aid workers dispensing aid to passive recipients.



Do show local Save the Children staff and partner organisations working to support children and their families.



Do not use photographs of children posing with our logo on banners, etc.



Do use pictures that show Save the Children in action, where our logo appears on clothing, vehicles or buildings in the background.

Remember to always make sure that the images you use have been taken with the child's (if old enough) and their carer's consent.

Consent forms are available for UK commissions (this is a legal requirement). For overseas and UK photography, you can also use our information booklet *Your Story is Important* and copies of our magazines or other publications to help you explain to people why we would like to photograph them.

4. Inclusive. Communicating our work in a non-discriminatory way that promotes equal opportunities.



Do not show children from a single ethnic group in situations where Save the Children is working with diverse communities or in a range of countries.



Do represent the diverse cultural backgrounds of the children we work with, particularly when you are producing generic material and in material that depicts our work in multi-ethnic societies.



Do not use photographs of girls and boys in stereotypical roles unless you are making a point about discrimination or it reflects the reality of their lives.



Do show both girls and boys taking part in activities – eg. in education or as participants in children's groups. Ensure there is a good balance of girls and boys when you are using a number of images.



Do not show children with disabilities as passive and isolated from their communities, unless you are making a point about this situation.



Do promote positive attitudes towards disability by showing children with disabilities going about their everyday lives as members of their communities.

When you are commissioning photography, always make sure:

- the Picture Editor briefs the photographer or provides you with guidance – there are legal, organisational and ethical obligations to consider
- any collections you have are sent to the Picture Editor for editing for general use and inclusion in our photo library.

Policy example 13: Agreements with partners

This example, provided by Save the Children UK, is a sample statement taken from a funding agreement with a partner.

Child Protection Policy Agreement

[The organisation] acknowledges that it has received a copy of and has read Save the Children UK's Child Protection Policy (CPP). It is an absolute requirement of Save the Children UK and a condition of this agreement that no person or body who/which carries out work on Save the Children UK's behalf pursuant to this agreement is or has been or becomes in any way involved in or associated with the abuse or exploitation of children as described in the CPP. [The organisation] agrees to share the CPP with all its staff and workers and instruct them to observe and apply the policy strictly in all of their dealings with children. If it becomes known that [organisation] staff has become involved in the maltreatment of children as described in the Save the Children UK CPP, then this would constitute a breach of the terms of this agreement and result in Save the Children UK being entitled to summarily to terminate the agreement.

Supplementary Document 7

The following is a suggested agenda for organisations to continue developing their child protection policies on Days 2 and 3 of Module 3.

Day 2 Agenda

09:00-10:15	<p>Review the feedback received from colleagues on Day 1.</p> <p>Either all together revise the draft policy and implementation procedures for the first priority area.</p> <p>Or one group revise the draft policy and implementation procedures for the first priority area and share it with colleagues again. The other two groups further revise their policies for areas 2 and 3.</p>
10:15-10:30	Morning break
10:30 -12:00	<p>The 2 groups working on policies for the second and third priority areas continue to revise their policies, and assess implementation procedures. The groups are to analyse organisational practice (repeating the process of Day 1).</p> <p>The third group looks at framing an overall policy, including organisational values, mission statements, contexts for the policy, etc.</p>

12:00-01:00	Lunch break
01:00-02:30	<p>The 2 groups working on policy areas now work on priority areas 4 and 5.</p> <p>If the other group has completed framing an overall policy, the group's members may join the other two groups.</p> <p>At the end of the session, the groups post the draft policies – including the overall policy - around the room so that all the participants may provide comments.</p>
02:30-02:45	Afternoon break
02:45-4:15	<p>Sharing of work produced.</p> <p>The groups present to the plenary on the draft policies posted around the room.</p> <p>The participants are also asked to post their comments - including about implementation procedures - beneath or around the policies posted around the room.</p>
4:15-4:30	Forward planning and closure

Day 3

If an organisation decides not to continue the consultation into a third day, the in-house policy working group will need to specify a date when the following tasks will be completed. The date should be nominated at the end of Day 2.

If the group can continue for a third day then the following tasks need to be addressed during the day by the team.

1. All participants develop an implementation strategy, setting a specific timeline for actions to occur.
2. One person compiles and types up the revised version of the organisation's child protection policies, including the overall policy.
3. The group develops a strategy to get feedback on the policies from other staff members. For example, feedback may be done via email or coordinators may hold meetings at their field offices so that the staff can comment on the policy.

The next steps

1. The working group gathers feedback from the staff and makes necessary adjustments to the policies, compiling an overarching child protection policy covering the priority areas (by a set date).
2. The finalised policy is shared with the facilitator (by a set date).
3. Materials are produced to inform staff, children and others of the policy.

4. Conduct activities such as distributing information materials to relevant departments (human resources, field offices and so on), holding a session to educate the staff about the policy, and educating the community and children about the policy.

5. Think of a plan for monitoring progress on implementation of the policy. How do you know and ensure that the policy has been put into practice?

Evaluation Form



Training Evaluation

What Organisations Can Do To Improve Their Child Protection Status (Module 3)

Please help us to improve the quality of the training we provide by taking a few moments to complete this form. You do not need to state your name, but if you do it will help us if we want to follow up any of your suggestions. Please use another piece of paper if you need more space for your answers.

Date of Course:

Names of Trainer(s):

Your name/organisation (optional):

1. How would you rate the consultation?

Excellent Good Fair Poor

2. How would you rate the facilitator?

Excellent Good Fair Poor

3. Do you think this consultation is useful for helping your organisation to develop a child protection policy and procedures?

Extremely useful Useful Somewhat useful Not at all useful

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4. What were the most important things you learnt from this process (to develop an organisational child protection policy)?

5. What were the challenges for your organisation in participating in this process?

6. What can be improved to make it better in the future?

7. Additional comments?

Thank you!



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