



ENHANCING CHILD PROTECTION THROUGH EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD)

Technical Manual and Training Guide for Project Staff



The technical manual and training guide were written by Stephanie Delaney, of Child Frontiers Ltd, for Plan International Australia, with the support of Australian AID (AusAID).

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CONTENTS

FOREWORD	5
ACKNOWLEDGEMENTS	6
• Background to the Development of the Toolkit	7
DEFINING SOME KEY TERMS	7
PART A - INTRODUCTION	9
• Format of the Toolkit	10
• Purpose of the Toolkit	10
Plan International's Approach to ECCD	11
PART B - TECHNICAL INFORMATION	12
Understanding Child Protection and Child Abuse	13
• Child Rights and Promoting the 'Best Interest' of the Child	13
• Defining Child Abuse	13
• Culture and Abuse	15
• Signs and Symptoms of Abuse in Younger Children	15
• Indicators of Child Wellbeing	16
• Vulnerability to Abuse	16
• Links Between Development and Abuse	17
• Defining Child Protection	19
Why Child Protection is Important for ECCD and Why ECCD is Important for Child Protection	19
Resilience and Child Protection in ECCD Projects	20
Participation and Younger Children	21
Contribution to Child Protection Systems and Social Development	22
ECCD in Emergencies and Child Protection	23
Practical Ways for ECCD Projects to Enhance Child Protection	23
• Establishment and Implementation of ECCD Projects	24
• Safety	26
• Health and Wellbeing	27
• Self-Protection	28

Cover image: It is important that parents, community members and workers in ECCD projects increase their understanding of how the protection of children can be improved. Like many other countries, in Bangladesh, support of the extended family can help keep children safe.

PART C - TRAINING GUIDE AND MATERIALS	30
Objectives of the Training	31
Format of the Training	31
Suggested Training Program	32
• Selection of Trainers	32
TOPIC 1- Setting the Context	33
Activity 1a - Children's Needs	33
TOPIC 2 - Understanding Child Abuse and Child Protection	35
Activity 2a - Defining Child Protection and Abuse	35
Activity 2b - Child Protection and Traditional Cultural Practices	37
Activity 2c - Exploring Child Abuse	39
Activity 2d - Recognising Signs and Symptoms of Abuse	41
Activity 2e - Vulnerabilities and Risks	43
TOPIC 3 - Child Development	46
Activity 3a - Child Development and Protection	46
Activity 3b - Resilience	48
TOPIC 4 - Roles and Responsibilities for Protecting Children	50
Activity 4a - Responsibilities for Protecting Children	50
Activity 4b - Responding to Disclosure from a Child	52
TOPIC 5 - Proactive Actions to Increase Protection	54
Activity 5a - Practical Steps for Increasing Protection - Dimensions of Action	54
Activity 5b - Key Actions for Protecting Children	56
TOPIC 6 - Child Friendly Protection Procedures	57
Activity 6a - Child Friendly Terms	57
Activity 6b - Developing Child Friendly Materials	59

TOPIC 7 - Developing Child Protection Policies and Codes of Conduct for Projects	61
Activity 7a - Developing A Child Protection Policy	61
Activity 7b - Developing A Code of Conduct/Minimum Standards	63
TOPIC 8 - Developing Self Protection Activities for Children	65
Activity 8a - Helping Children Develop Self Protection Skills	65
Activity 8b - Helping Hands	67
Activity 8c - Stop, Slow, Go	69
Activity 8d - My Body, My Self	71
APPENDICES	73
Appendix 1 - Field Workers Guide for ECCD Projects	74
Appendix 2 - Examples of Child Abuse	79
Appendix 3 - Possible Signs and Symptoms of Child Abuse	80
Appendix 4 - Child Wellbeing Indicators for Health, Development and Protection	82
Appendix 5 - Child Protection Risk Analysis Form	84
Appendix 6 - Children’s Needs Game	86
Appendix 7 - Child Protection and Local Cultural Practices	87
Appendix 8 - Child Protection Case Studies	89
Appendix 9 - Responding to Disclosure from a Child	90
Appendix 10 - Key Actions for Protecting Children Table	92
Appendix 11 - Key Elements of A Child Protection Policy	93
REFERENCES AND RESOURCES	94

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

FOREWORD

In 2010, a report developed by child protection specialist Stephanie Delaney and Plan International Finland, *'Enhancing Child Protection through Early Childhood Care and Development, Good Practices Emerging and Scope for Further Development,'* highlighted the strong and natural synergies between Early Childhood Care and Development (ECCD) and child protection. The report made a series of important recommendations for strengthening the linkages between child protection and ECCD in development projects.

There is often a gap between research such as this, child protection policies and standards and implementation in practice at a programmatic level. It is also important to have a child protection lens on all program work rather than focusing on discrete or finite child protection projects. Recognising this, Plan International Australia decided to work with Stephanie Delaney to take her report one step further and use it as a basis for developing practical guidance and tools for program staff and partners working on the ground in ECCD projects. ECCD is a vehicle for child protection and child protection in ECCD projects helps to strengthen their quality and effectiveness, both in the context of long-term community development and in emergencies.

This manual and training guide for program staff and ECCD workers draws on the technical knowledge and field level development practice of Plan and Delaney. It is hoped that using this guide will help enhance child protection in ECCD and be a practical way for all those working on ECCD projects to mainstream best practice in ECCD and child protection.

Our sincere thanks to Stephanie Delaney and Plan International Finland for pioneering the work and to all of the Plan staff who have been part of the process of development of this guide.

Plan International Australia, October 2012



Plan-supported ECCD centres in Uganda give opportunities for children to engage in supervised and safe outdoor play.



In Timor-Leste, community preschools offer a safe space for children to play and learn.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

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-
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**PART A:
INTRODUCTION**

**PART B:
TECHNICAL
INFORMATION**

**PART C:
TRAINING
AND MATERIALS**

APPENDICES

**REFERENCES
AND RESOURCES**

BACKGROUND TO THE DEVELOPMENT OF THE TOOLKIT

In 2010, as part of their follow up work to the UN Violence Against Children Study,¹ Plan International Finland commissioned a three-country study (in Bolivia, Timor-Leste and Uganda) to explore how child protection could be enhanced through ECCD.²

Although the study looked at three countries from different regions, and with varying program elements, there was striking commonality in that all three programs presented opportunities for the improvement of child protection efforts within the country. The study concluded that ECCD projects could play a vital role in improving the protection of children for a number of reasons. These included the large numbers of children and families reached; the acceptance and value placed upon ECCD within communities; and the opportunity to carry out proactive, preventative work while children are young.

Following the completion of the study, Plan International Australia decided to further develop the findings by creating a toolkit that identified how the findings and recommendations could be put into practice at field level.

In association with Stephanie Delaney (Child Frontiers Ltd), Kate Ramsay, Nicole Rodger and Lisa Schultz (Plan International Australia) developed the first draft of the materials. This was distributed to program staff for initial comments in various countries where Plan International Australia supports ECCD programs. A validation and sharing workshop was then held in Bangkok in May 2012. Feedback from the workshop, together with comments from program staff and advisors from other Plan International Offices, was incorporated into the final version.



Children can be looked after by parents, grandparents or extended family members.

FOOTNOTES

1. A copy of the final report for the study can be found at www.unviolencestudy.org
2. Copies of the overall study report, and the individual country studies can be obtained from Plan International Finland.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

DEFINING SOME KEY TERMS

While we have made every attempt to keep this document as free from jargon as possible, inevitably there are some terms that need to be clarified in order to avoid any confusion.

CP - Child Protection relates to the prevention or response to child abuse in order to promote the child's wellbeing (note, this concept is explored in more depth in Part B).

ECCD - Early Childhood Care and Development (ECCD) is an umbrella term for interventions concerned with the care, development and education of children up to eight years. Sometimes also referred to as ECD (Early Childhood Development) or ECE (Early Childhood Education), although these programs tend to be more limited in scope as their names suggest.

ECCD PROJECTS - Refers to activities and initiatives which relate to Early Childhood Care and Development, either as part of a larger program or as individual projects and activities. ECCD projects can have a number of different components, but typically include formal or non-formal early learning programs (where activities are conducted with children), parenting education / support programs, including home visiting, and support for transition to primary school.

STAFF - Paid employees of Plan International who work as part of the program / country management team.

WORKER - Anyone who comes into contact with children through an ECCD project in whatever role. For example, volunteers (including parents and guardians who assist with the running of the project), caregivers and members of management committees. Also includes any paid staff and domestic workers, such as cooks and cleaners, drivers and security guards who come into contact with children on a regular basis even if they do not have responsibility for the direct care of children.

YOUNGER CHILDREN - Children eight years old or less.

PARENTS - Although there are many different patterns of families and childcare, and children can be looked after by extended family members and guardians, for ease of reference, the term '**parents**' is used to describe those with whom the child normally lives and who have the primary responsibility for caregiving in the home.



Parenting programs in Laos help parents to increase their knowledge and skills about holistic child development and child protection.

PART A > INTRODUCTION

A close-up photograph of a woman and a young child. The woman, on the left, is wearing a red top and a patterned headscarf. She is smiling broadly, showing her teeth. The child, on the right, is wearing a bright pink shirt with a yellow collar and is also smiling. They are sitting outdoors, with a wooden structure visible in the background.

A risk for many girls in countries like Bangladesh is being forced into early marriage. Rujina is 16 years old. She got married at 12, and had a baby at 14.

**PART A:
INTRODUCTION**

**PART B:
TECHNICAL
INFORMATION**

**PART C:
TRAINING
AND MATERIALS**

APPENDICES

**REFERENCES
AND RESOURCES**

Includes technical information on child protection and ECCD to help increase the understanding of the links between the two concepts. It is specifically aimed at ECCD Program staff.

FORMAT OF THE TOOLKIT

There are three main parts to this manual:

PART A - INTRODUCTION

Provides information about the manual and how it was developed, and gives an outline of Plan International's approach to ECCD.

PART B - TECHNICAL MANUAL

Includes technical information on child protection and ECCD, aimed at increasing the knowledge of program staff regarding ECCD and child protection.

PART C - TRAINING GUIDE

Contains training exercises and activities, together with a suggested course curriculum for providing training to those working directly with children and parents in ECCD projects.

To accompany the manual, a short field workers guide for those working in ECCD centres and supporting other ECCD activities has been developed. This gives practical tips and advice including concrete actions that can be taken to improve child protection. The field workers guide can be found in **Appendix 1**.

PURPOSE OF THE TOOLKIT

This toolkit has been written primarily for Plan International Program Staff to assist them in their work with Early Childhood Care and Development (ECCD) projects - in particular in supporting workers in the field / at project level. The ultimate aim of the toolkit is to further assist those working directly with children, parents and communities so that they can better understand child protection and the vital role of early childhood programs, and to identify concrete, practical measures that can be taken to enhance the protection of children.

It is important to clarify here that the intention is not to turn ECCD workers into specialist child protection workers. This toolkit

is intended to complement and not replace Plan International's Child Protection Policy and Procedures.³ Since child protection is everyone's business, and ECCD can play an important role in the protection of children, the aim is to help workers in ECCD projects carry out their existing responsibilities in relation to child protection, *and* to identify opportunities for ECCD projects to further increase the protection of children.

In any document of this kind, it is appropriate to state that child protection is a sensitive issue which can raise strong opinions and emotions. It is important to ensure that the necessary time and support is given to ensure that concepts are properly understood, and workers are clear about their role and how to cope with it.

Throughout the toolkit, ways to enhance child protection in ECCD projects are explored. There is a wide range of activities and initiatives that can be included in country ECCD programs which target younger children and their families, including formal or non-formal ECCD centres, community playgroups, parenting programs, home visits for families with young children and transition to primary school initiatives. The information and resources in this manual can be applied to all of these activities and initiatives.

This toolkit complements three curriculum guides developed by Deborah Llewellyn, ECCD Specialist, and published by Plan International Australia, with the support of Australian AID.⁴

- » *Strengthening Families for Better Early Childhood Outcomes: A Parenting Education Curriculum Guide (2012)*
- » *Community Managed Early Learning Programs Curriculum Guide (2012)*
- » *Effective Supports for Transition To Primary School Curriculum Guide (2012)*

FOOTNOTES

3. Plan International Child Protection Policy 'Say Yes! To Keeping Children Safe' 2009.
4. Copies of the technical guides can be obtained from Plan International Australia.

**PART A:
INTRODUCTION**

**PART B:
TECHNICAL
INFORMATION**

**PART C:
TRAINING
AND MATERIALS**

APPENDICES

**REFERENCES
AND RESOURCES**

PLAN INTERNATIONAL'S APPROACH TO ECCD

The content and focus of Plan International's ECCD programs reflect the globally recognised *Four Cornerstones to Secure a Strong Foundation for Young Children*.⁵ The message from the *Four Cornerstones* - based on global evidence – is that ECCD programs provide a strong foundation for good health, growth and development, and success in educational achievement and in life.⁶

Investing in young children has immediate as well as long term benefits, not only because it ensures the wellbeing and development of individual children but also because it is more cost effective. Simply put, it is cheaper to invest in promoting positive childhoods than to have to deal with problems that may occur later.⁷

The *Four Cornerstones* consist of four interrelated stages:

1. **START AT THE BEGINNING** - Integrate early stimulation, child development and parenting information into prenatal, early health, nutrition, and education services by:
 - » Providing access to parenting programs that address holistic child development, particularly targeting the most vulnerable families.
 - » Improving services for young children and families including those aimed at early stimulation and learning, health, nutrition and quality child care.
2. **PROVIDE NEW OPPORTUNITIES FOR DISCOVERY AND LEARNING** - Ensure access to at least two years of quality early childhood programs prior to formal school entry for all children, targeting the most vulnerable and disadvantaged children.

3. **MAKE SCHOOLS READY FOR CHILDREN** - Increase investments and improve the transition from home or preschool to primary school and the quality of learning in Grades 1 – 3 by:
 - » Providing teachers with knowledge about early childhood, learning development and learning styles, and methods for teaching early literacy and numeracy during pre / in-service teacher training.
 - » Giving children adequate learning materials.
 - » Ensuring smaller class sizes.
4. **INCLUDE EARLY CHILDHOOD IN POLICIES** - Address early childhood in all national policies and plans across sectors, in community and district initiatives and international development plans by:
 - » Securing adequate resources and multi-sectoral coordination by ensuring that early childhood is integral to development and macroeconomic planning and budgeting.
 - » Engaging the private sector to enhance complementary provision and partnerships with diverse providers.

ECCD can be used as a vehicle for strengthening child protection efforts generally within a country, and at the same time, a focus on child protection helps to strengthen the quality and effectiveness of ECCD program implementation.⁸

FOOTNOTES

5. For further information see the Consultative Group on Early Childhood Care and Development - www.ecdgroup.com
6. The importance of ECCD has also been highlighted by General Comment Number 7, Committee on the Rights of the Child.
7. This issue is discussed in further detail in the section '*Contribution to Child Protection Systems and Social Development*'.
8. Plan International's *Global Programme Strategy* (2012) has identified both education and protection as key areas for action.

PART B > TECHNICAL INFORMATION



A mother carries her young son in Ethiopia. In many cultures, swaddling is used to keep babies safe and to make feeding and caring for the baby easier.

PART A:
INTRODUCTION

 PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

FOOTNOTES

9. Principal documents consulted for this section include the Plan International Child Protection Policy ‘Say Yes! To Keeping Children Safe’, 2009, and the latest draft (number 5, 2009) of the Plan International *Global Child Protection Programme Framework* together with the *Child Protection Policy* for Plan International Australia.
10. It is also important for Country Programs to be aware of the policy/legislative framework in their country and the definitions of child protection and abuse in those documents.
11. All rights are connected with protection since the UNCRC states that rights are indivisible. However some rights are more closely associated with protection – such as Article 6 (Right to Life), Article 23 (Right to Protection as a Refugee) and Article 26 (Right to Help from the Government if in need of protection).
12. For more information see <http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/GeneralComment7Rev1.pdf>
13. Plan International’s definition of child abuse is based upon the most universally accepted and comprehensive definition of violence against children, originating from the *World Report on Violence and Health* (2002) of the World Health Organisation.

UNDERSTANDING CHILD PROTECTION⁹ AND CHILD ABUSE

Before we can strengthen actions for protecting children, it is important to explore the meaning of child abuse and child protection. Exploring these concepts is necessary because different people may have different understandings, even if they are working within the same organisation or on the same project. This difference in understanding can cause problems in creating a consistent approach to protection both within individual programs and also across country programs.¹⁰

» CHILD RIGHTS AND PROMOTING THE ‘BEST INTEREST’ OF THE CHILD

Under Article 19 of the United Nations Convention on the Rights of the Child (UNCRC) children have a specific right to protection. Other rights are also closely connected with the issue of protection.¹¹

In considering protection, we need to consider not only children’s rights but also their ‘needs’. Talking about needs can suggest a return to a welfare approach, moving away from the rights based approach to work which Plan International advocates. However, this is not the case. Working within a rights based framework, in line with the UNCRC, explicitly requires consideration of children’s needs. Indeed, Article 3 of the UNCRC requires that all decisions made should promote the ‘best interest’ of the child. This can only be done with consideration of developmental needs and the individual circumstances of the child and their family. For example, in practice, actions to uphold and fulfil the rights of a six month old baby will obviously be vastly different to an appropriate response for a 15 year old young person.

The UN Human Rights Commission also recognised in General Comment 7 to the UNCRC the importance of implementing child rights in early childhood.¹²

» DEFINING CHILD ABUSE

In the UN Study on Violence against Children (UNVAC 2006), the definition of violence draws on Article 19 of the UN Convention on the Rights of the Child (UNCRC 1989). Violence is identified as “*all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.*”

Using the word ‘violence’ with parents and communities can be misleading however, as the way the term violence is generally used in everyday life does not fully describe its meaning within the UNVAC Study. For example, neglect might not be considered by field workers, parents and community members as a violent action, but more a lack of care.

Plan International’s Child Protection Policy “*Say Yes!*” to *Keeping Children Safe*” (2009) is more comprehensive¹³ than the UN Violence Study in its definition of abuse, as it includes reference to both actual and potential harm, and recognises that abuse can be intentional or unintentional:

“all forms of physical abuse, emotional ill-treatment, sexual abuse and exploitation, neglect or negligent treatment, commercial or other exploitation of a child and includes any actions that result in actual or potential harm to a child. Child abuse may be a deliberate act or it may be failing to act to prevent harm. Child abuse consists of anything which individuals, institutions or processes do or fail to do, intentionally or unintentionally, which harms a child or damages their prospect of safe and healthy development into adulthood.”

PART A:
INTRODUCTION

 PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

FOOTNOTES

14. While the categories are the same, these are not the definitions included in Plan International's *Child Protection Policy*. These descriptions are in line with the definitions, although they have been simplified and are included here as they are less technical in their language and also include examples of each kind of abuse. They were therefore felt to be of more practical use for the purposes of this manual.
15. Within the bounds of what parents / carers can do given their resources. For many countries where Plan International works, poverty, conflict and natural disasters can seriously affect a parent's capacity to meet their child's needs, and parents are doing all that they can to protect and take care of their children, although children may still be being harmed.

Four main categories of abuse are generally recognised globally:¹⁴

Physical Abuse

Causing physical harm to a child – for example hitting (which may be called 'corporal punishment'), shaking, throwing, burning or scalding, drowning, or suffocating, or otherwise causing physical harm, including forcing a child to adopt a certain position (such as kneeling or standing) for long periods of time.

Sexual Abuse

Forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening or gives consent. This may involve physical contact, including penetrative (for example rape) or non-penetrative acts. It may also include non-contact activities, such as involving children in looking at, or in the production of, pornographic materials or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse

Persistently emotionally ill-treating a child in a way which causes severe and long lasting effects on the child's emotional development. This 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 can also involve age or developmentally inappropriate expectations being imposed on children, or causing children to frequently feel frightened or in danger.

Neglect

Failing persistently to meet a child's basic physical and / or psychological needs, to the extent that it is likely to result in the serious impairment of the child's physical or cognitive development.¹⁵

Other types of abuse commonly identified and recognised, such as **sexual exploitation**, **child labour** and **trafficking**, can be considered as complex manifestations or combinations of the four categories, with the main additional element being the commercial dimension to the abuse.

Discrimination is also often cited as a form of abuse, although it is not generally considered a category of abuse. It is often a trigger for abuse, as it is the *effect* of the discrimination that leads to abuse. This is especially true for girl children, children with disabilities and children from minority and marginalised communities.

Although adults are normally the perpetrators of abuse, children can also be abusers. The most common form of this is '**bullying**', which is now understood to be a significant and very common form of harm that children experience. This may take the form of physical or verbal intimidation, aggression, violence, or exclusion. Bullying may happen for a number of reasons and may include expressions of racist and sexist attitudes.

In some countries or contexts the term '**serious abuse**' is used in relation to cruel, deliberate or unusual maltreatment of children and is meant to distinguish these incidents from the prevalent low level violence against children which is a feature of some societies. For example, in settings where physical punishment remains a common form of discipline, 'serious abuse' may mean punishment that includes the use of implements and / or which causes bleeding, bruising and broken bones.

Appendix 2 includes a table which looks in further detail at the different types of abuse. To gain a further insight into the specific nature of abuse within the community where the ECCD project operates, this table could be reviewed with workers (and parents and communities) to explore which types of abuse are typically present in their community and to identify which types would not be considered abusive. Knowing this information would help projects to tailor their interventions. For example, if a specific form of child discipline was typical and not considered abusive within the community, parenting programs could incorporate this into their programs for discussion and link it to different ways of disciplining children.

PART A:
INTRODUCTION

 PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

» CULTURE AND ABUSE

One of the challenges when working with ECCD projects, parents, children and the communities where the project operates, is developing a shared sense of what constitutes child abuse: what is acceptable and not acceptable in terms of the ways children are cared for and parented. This can be difficult. Some manifestations of abuse are obviously damaging for children and clearly infringe their rights to protection, but other forms of abuse are much more individualistic and are related to the meaning for the child of their experiences. This is both in terms of the way children make sense of what has happened and also how it affects their development.¹⁶ For example, rape is a clear example of sexual abuse, but does shouting at a child *always* constitute emotional abuse / mental violence? If we were to consider that it does, there would be enormous implications for children and families we work with, and for programs provided.

When working in an ECCD project, it should be assumed that communities and parents are seeking to protect their children and promote their wellbeing and future, and that they are already doing this in the way that they know best and think is most appropriate. The starting position for workers should always be to recognise that there is a shared aim to make sure that children are protected and their wellbeing is promoted.

there is an expectation that the supporting organisation / Plan International will withdraw at some future point. Without such a sense of ownership and fit, sustainability and long term impact of the project is likely to be reduced.

While recognising that there are many valid ways of looking after children, it is equally important not to take a 'culturally relativistic position.' In practice this means that it is important not to 'excuse' or justify all / every form of abuse because it is culturally or locally acceptable, as this could leave children at great risk.¹⁷

A more culturally sensitive understanding and approach to child protection and childcare relies upon workers having a clearer understanding of child abuse and protection, including an appreciation of when to seek support and / or make a referral. Without this understanding there is a danger that either children will be left unprotected, or workers will be tempted into making decisions that are based upon their personal experiences and bias, rather than on a sound basis that is consistent with Plan International's organisational ethos, procedures and international standards.

This creates pressures on program staff in ensuring that workers have the appropriate levels of knowledge and skills relating to child protection and know who to contact when there is a concern about a child or they need advice and guidance on the appropriate action to take. Obviously this can be made more difficult for program staff with projects in environments where there is high reliance on less qualified workers and / or where retention of workers is difficult.

» SIGNS AND SYMPTOMS OF ABUSE IN YOUNGER CHILDREN

One of the difficulties in working with younger children is to recognise the signs and symptoms which may indicate that a child is being abused. Children of all ages often find it is difficult to speak out and let someone know if they are being harmed (especially if the abuser is someone who the child has a close relationship with and so may feel loyal to, or if it is someone who is in a position

FOOTNOTES

16. For example, assessing emotional abuse can be particularly difficult as this involves the evaluation of the quality of the relationship, rather than establishing if a specific action has, or has not, happened.

17. Plan International's global campaign 'Because I am a Girl' for example, and other initiatives such as against domestic violence and female genital mutilation, specifically seek to challenge dominant societal views and practices which can be harmful for children.

PART A:
INTRODUCTION

 PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

FOOTNOTES

18. This can be compounded for children with disabilities who may have even more limited communication skills.

19. Depending on the country context, guidance should be sought either from the relevant specialist child protection agency or from specialist child protection staff within Plan International (in line with the Child Protection Policy).

20. For tips on disability inclusion, *Fact Sheet: Disability Inclusion in ECCD (2011)* Plan International Australia and the CBM-Nossal Institute Partnership in Disability and Development is available on request from Plan International Australia.

21. For further information on the risks, vulnerabilities and consequences of gender, consult Plan International's 'Because I am a Girl' reports.

of power and the child is afraid of the consequences of speaking out). With younger children, disclosing that abuse is happening is even more difficult as the child may be pre-verbal or, even if they can speak, lack the words to be able to talk about what is happening.¹⁸ This means that workers need to be observant, as well as listening when children do talk.

Things to watch out for, which may indicate that something is wrong, include:

- » Failure to meet normal 'expected' development, lack of growth and hair falling out – although highly subjective and dependent upon the local conditions, these signs could indicate that the child is being neglected or emotionally abused. They could also indicate that the child has a medical condition or a disability which needs additional investigation and support.
- » Finger marks (from grabbing) and hand prints – which may indicate severe physical chastisement.
- » Bruises, cuts and injuries – especially in unexpected places (for example around genital areas).
- » Signs of any physical injury, including bruises and marks, on babies who are not mobile (i.e. crawling around) – as these are unlikely to be accidental.
- » Weight loss / low levels of hygiene / lack of appropriate clothing – may indicate neglect, however again this is highly subjective and must be considered in relation to the level of poverty and context.
- » Discharges – especially from vagina or anus.
- » Headaches and unexplained pain (such as stomach ache) – as could be a symptom of distress.
- » Sexualised behaviour – such as masturbation, or trying to involve other children in sexualised play.
- » Sudden changes in behaviour – for example child becoming clingy, aggressive or withdrawn or seeming to be anxious.

During their early years, children change a lot as it is a time of rapid development. While the above signs and symptoms *may* indicate that there is something wrong, this does not necessarily mean that there *is* something wrong. Especially in relation to behavioural changes, it may just be a 'phase' or a stage of development. It is important therefore to seek guidance before making allegations or to share concerns if trying to decide if a referral is necessary.¹⁹ For more possible signs and symptoms of child abuse see **Appendix 3**.

» **INDICATORS OF CHILD WELLBEING**

While we often refer to identifying abuse in terms of signs and symptoms, it is also possible to consider the indicators that a child is being looked after properly and is protected. We still need to be alert to signs and symptoms of abuse, but indicators of wellbeing can help identify families and children that may need additional support, or point to a situation of abuse occurring which is not identified or remains hidden. **Appendix 4** includes a table of child wellbeing indicators for younger children.

» **VULNERABILITY TO ABUSE**

The causes and contributory factors leading to abuse are often interrelated. For example, in many cases poverty can be either a cause or consequence of abuse, or both. Vulnerability factors which may enhance the risk of a child being abused include:

- » Age – babies and young children are especially vulnerable as they are almost completely dependent on their carers for protection and to meet their needs.
- » Capacities of the child – children with disabilities are more vulnerable to abuse, often because they are isolated or lack communication skills and face greater challenges in seeking help and accessing services.²⁰
- » Gender – girl children are often especially at risk.²¹
- » Unstable living environment – including where families migrate or are on the move, as traditional structures of support may be absent.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

FOOTNOTES

22. For a discussion about the effect of violence in the home and its long term impact on children see Contreras, M., Heilman, B., Barker, G., Singh, A., Verma, R. and Bloomfield, J. (2012) *Bridges to Adulthood: Understanding the Lifelong Influence of Men's Childhood Experience on Violence*, International Centre for Research on Women (ICRW), Washington.

23. Following page: It should be remembered, however, that while parents and families are worried about the danger posed by strangers, in fact children are likely to be abused by someone they already know. Of course, in some settings, such as conflict zones or areas where there is a high incidence of trafficking, risks from strangers may be much higher than would normally be expected.

- » Inability of parent / carers to protect – due to compromised capacity to parent (e.g. drugs, alcohol misuse, mental health issues).
- » Children separated from their parents / carers.
- » Children living with step-families or extended families (where adults may feel less responsible and bonded with children in their care).
- » Children in risky living situations - e.g. brothel areas, on the streets.
- » Poverty – as this can lead to exploitation, and also increased risks as families migrate or parents move away to find work leaving children unsupervised.
- » Social and cultural ideas – including harmful traditional and religious practices.
- » Previous history of abuse – as children who have been abused are more likely to be abused, and adults who themselves were abused sometimes repeat these cycles of abuse.²²
- » Emergency situations (including both conflict and natural disasters) – as the normal ways of keeping children safe may be absent and formal structures for protecting children may have been lost or weakened.

Additionally, children's involvement with services and systems, including those which are designed to protect them, can be the source of further harm. This includes situations where there is a lack of child friendly procedures and processes which are sensitive to children's needs. For example, where children are made to give witness statements many times or are forced to undergo intimate medical examinations without any regard for the distress that this may cause.

Even when workers have been carefully selected and recruited, they may be working in very stressful conditions and may stop being able to respond appropriately to children. It is important that program staff are aware of the pressure that workers are under and provide the necessary support to ensure the continued safety

of both children and workers. This includes regular supervision and de-briefing / team meetings, ongoing training and mentoring and performance appraisals.

» **LINKS BETWEEN DEVELOPMENT AND ABUSE**

While all vulnerability factors are important, of special significance is the age and stage of development of the child. The age and stage of development of the child gives a very particular 'profile' to the risks that may be present.

See table on the following page.



Poov, now aged 10, has a hearing impairment and learnt to sign when he was four. Children with disabilities need extra care and protection from their family, school and community.

<p>Under 1 year old</p>	<p>Babies are entirely reliant on their parents / families and not having their needs met (such as food), even for relatively short periods, can be dangerous. Additionally, since babies have limited contact with others outside their family, the opportunity for other adults to be involved in their protection is limited.</p> <p>Having a new baby can be stressful, and parents may need help and support in order to cope with the demands of looking after a young child. Babies are at particular risk of physical abuse, often as a result of parents' frustration.</p>	<p>3 - 6 years old</p>	<p>At this age, children become increasingly independent and peers / friends become more important, although family life is still central to the child. Children become more aware of what is happening around them, and attempt to understand and make sense of it. Since children learn from watching others, they often copy and mimic the behaviour of adults around them.</p> <p>Children may come into contact with a wider range of adults, for example through attending an ECCD centre, and while this may bring additional sources of support and protection, it can also present risks. Children can be left to travel to ECCD centres or other places alone, or be given responsibilities for household chores and the care of younger siblings that they are not yet ready to take.</p> <p>Sometimes during this age range, parents and caregivers can forget that children still need supervision to help them feel safe and keep safe.</p>
<p>1 - 3 years old</p>	<p>As children become increasingly mobile, they need closer supervision. As they begin to explore the world, and since they still lack understanding, children are more likely to have accidents, and everyday objects (especially in homes) can become sources of danger (for example cooking fires, lamp fuel, knives). This is a time when children can, with the support of their parents, begin to understand simple issues relating to safety, for example keeping away from cooking fires.</p> <p>Children at this age are still highly dependent on their parents and families for meeting their needs and for protection, partly because they are still largely contained within their family unit and as they lack communication skills to express their needs to others.</p> <p>This is also a time when the child begins to learn and make sense of the world, and their place in it. Relationships with parents / carers are of great importance, particularly those with significant people in the child's life. The ability of adults to respond appropriately is important for helping the child begin to develop a sense of self-worth, self-esteem and trust in others. Not being able to develop consistent, lasting relationships with adults, or having parents who are not able to reliably meet the needs of the child, can result in difficulties for children in later life in terms of their relationships with others.</p>	<p>6 - 8 years old</p>	<p>Children leave their families for longer periods of time, and have to move on from the relative safety of the environments they have been in to larger and more overwhelming environments – for example from ECCD centres to primary school. This can be a stressful time full of anxiety for some children.</p> <p>Children may also be exposed to more risk of danger from strangers²³ as they spend less time in a protective environment and spend more time independently. Peers become of central importance.</p> <p>Given their age and developing capacities, children are more able to express what is happening to them and to participate in their own protection / develop keep safer skills – for example learning to not wander off with strangers or being able to identify sources of support.</p>

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

A more simple explanation of child protection is 'keeping children safe from intentional and unintentional harm and ensuring their wellbeing by making sure they are looked after properly.'

FOOTNOTES

24. The term 'safeguarding' is increasingly being used to describe child protection activities, especially in initiatives and documents originating in developed / Western countries. This reflects a change in emphasis from 'protecting children' to 'keeping children safer' within domestic legislation (for example in the Children's Act 2005 in the UK).

25. Plan International Child Protection Policy (2009) 'Say Yes! To Protecting Children.'

26. More information on ECCD can be obtained from the Consultative Group on Early Childhood Care and Development, of which Plan International is a member – see www.ecdgroup.com.

The consequences of abuse on younger children can be very severe in both the immediate and longer term. Depending on the severity of the abuse, immediate consequences for the child can include injury and death. However, the long term effects of abuse can be just as devastating for younger children due to the critical nature of this phase of development. This can relate to physical and cognitive development (including brain functioning), and also social and psychological dimensions of growth.

It has been established over many years that children who are not able to form close and trusting relationships with significant adults in their early life often have many difficulties in later life and are over represented in groups such as drug users, criminal population and those with family breakdowns. This does not mean that if a child has a bad childhood they *will* definitely grow into an adult with lots of problems, but that it is more likely.

» DEFINING CHILD PROTECTION²⁴

Within Plan International, "*Child Protection is the term used to describe the responsibilities and activities undertaken to prevent or to stop children being abused or ill-treated. In more detail this means protecting children from specific acts of intentional or unintentional harm which may harm them physically, emotionally, sexually or by neglect.*"²⁵

Child protection work should aim to prevent, respond to, and resolve the abuse experienced by children in all settings, including the home and in education programs. For child protection to be considered comprehensive, it should be both proactive and reactive. This requires a focus on both prevention (including the prevention of further harm) and response to actual incidents that might occur.

The scope of what is considered to be child protection work is focussed on abuse, and therefore does not normally include issues such as safety from accidents (unless the accident is caused as a result of a lack of care and attention by the parent / caregiver). However this distinction can be difficult for those working at field level and parents to appreciate, so for practical reasons (and also since it is something that ECCD projects need to take into account) safety is also included under the umbrella of child protection in this manual.

WHY CHILD PROTECTION IS IMPORTANT FOR ECCD AND WHY ECCD IS IMPORTANT FOR CHILD PROTECTION

Enhancing child protection in ECCD projects is obviously an important step in upholding the rights of children to be protected. In addition, due to their nature, ECCD projects can also contribute greatly towards efforts of the child protection sector in promoting the protection of children.

ECCD projects can differ widely from place to place and can contain a range of interventions,²⁶ including (but not limited to):

- » Working with parents to strengthen parenting skills and helping them to understand the developmental needs of children – for example through parenting programs and home visiting.
- » Working with communities to recognise the developmental needs of children and to support families.
- » Early development and learning activities such as playgroups.
- » Providing a nurturing environment where children feel safe, and there are people they can go to when they do not, creating a protective environment in projects where children feel respected and valued.
- » Providing or strengthening day-care services to ensure safe and stimulating environments.
- » Developing pre-schools and other early learning programs where children can learn through play.
- » Capacity building activities for caregivers and teachers, including developing and managing a daily routine.

PART A:
INTRODUCTION



PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

FOOTNOTES

27. A comprehensive review of research on resilience can be found in *The Bridge Child Care Development Service (2007) Literature Review – Resilience in Children and Young People*, London National Children's Home, London

28. As well as at an individual level, such as with a particular child, the concept of resilience is also increasingly applied to families and communities as a whole in terms of their abilities to cope with difficult situations.

29. A more detailed explanation of resilience, as defined by the Resilience Research Centre, is "In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their wellbeing, and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways." The Resilience Research Centre brings together leaders in the field of resilience research from different disciplines and cultural backgrounds, and is a good source of the latest information and research on resilience. See www.resilienceproject.org for more information.

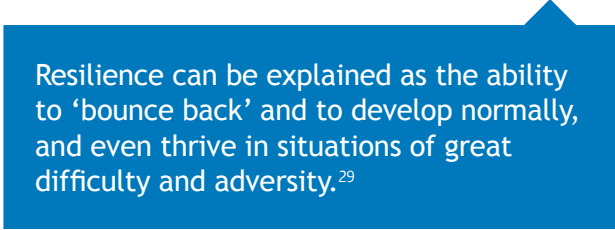
- » Advocacy and awareness raising initiatives, including policy development, to ensure the rights and needs of young children are addressed.
- » Activities that support the transition to primary school.

Whatever the activities undertaken, the main focus of ECCD projects is to help young children develop, learn and grow, and to prepare them for primary school. ECCD projects also support parents to increase their own skills and knowledge so that they can become the best parents possible.

ECCD projects, by their nature, come into contact and have long, valued relationships with large numbers of children and families. ECCD can therefore be used as an effective vehicle for child protection efforts, particularly in relation to prevention activities.

RESILIENCE AND CHILD PROTECTION IN ECCD PROJECTS²⁷

Resilience is an important concept in the context of child protection as it is a quality that can help a child survive and even thrive in adverse circumstances. This is critical, especially where there are weak child protection systems and / or high levels of risk. Being resilient does not mean that children are not affected by their experiences, but that they are able to 'bounce back' and cope better.²⁸



Resilience can be explained as the ability to 'bounce back' and to develop normally, and even thrive in situations of great difficulty and adversity.²⁹

Resilience is not about just coping, but about being able to develop normally. Children may find many ways to 'cope' with their situation but this does not mean that their development will

not be affected. For example, in a violent household, children may learn to cope by trying to avoid the aggressive person, but they may still be negatively affected by their experience of violence.

Neither is resilience constant – it can, and does, change over time and alters with circumstances. There is not one 'thing' that makes children more or less resilient. Instead there are a number of factors (and the way these interact) that influence a child's resilience. Resilience is highly personal and individual to each child, although some groups of children may have similar levels of resilience due to shared experiences and common factors. Even within sibling groups, levels of resilience can vary.

Vulnerability is associated with resilience but it is not always its opposite (although it is sometimes mistakenly understood as being so). For example, a child may be vulnerable to being trafficked, but be more resilient to the negative effects of being trafficked.

We can broadly group the factors and qualities that influence resilience into three general categories; biological, psychological and environmental. However, we should remember that these three categories affect and are affected by each other.

1. Biological Factors

There are some factors that increase / decrease the likelihood of a child being resilient which are associated with their individual characteristics, such as gender, disability, age and temperament. Clearly ECCD projects have limited opportunities to influence biological factors, although through their initiatives they may be able to positively affect the way that the biological factors impact upon the psychological and environmental factors. Examples of this might include ensuring accessibility of ECCD projects by targeting children with disabilities and promoting play and games that challenge gender stereotypes.

2. Psychological Factors

Psychological characteristics that have been suggested as associated with resilient children include a sense of self-esteem and self-confidence, a sense of self-efficacy (that is, a belief in their capacity to make a difference to their situation) and a repertoire

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

of social problem approaches (so, for example, not responding to every situation with anger), together with social competency.

3. Environmental Factors

Environmental factors also appear to impact upon a child's resilience, although sometimes the reasons why are less clear. Environmental factors which promote resilience include: competent parenting and / or a good relationship with at least one caregiver; the availability of social support – adults and peers – both formal and informal; and better education experiences. There is also some indication that involvement in an organised religion / faith can also increase resilience, though why this is the case is not well understood. It is suggested that religion might provide the opportunity to develop caring relationships or that it may give a framework within which a child can make 'sense' of their experiences and life story.

If we consider the factors that contribute towards increasing resilience, there are a number of things that we may notice about children who are more resilient than others, such as:

- » Positive relationships with caring adults and peers and easy interaction with these.
- » The ability to seek out positive role models.
- » An appropriate level of independence (given age and developmental capacity), as well as the ability to seek help when necessary.
- » Regular engagement in active play / active interest in hobbies and activities.
- » The ability (generally) to adapt to change.
- » Depending upon their age and development, a tendency to (normally) think before acting.
- » The tendency to act or control aspects of their life, in so far as they are able to.
- » Positive ideas / dreams of the future.
- » A sense of 'belonging' and of being valued.

Although it is more difficult (if not in many case impossible) for ECCD projects to affect biological factors which may impact negatively (although improving maternal wellbeing and nutrition and safe motherhood initiatives contribute), it is easier to address many psychological and environmental factors through ECCD and therefore to help children develop some of the characteristics that are commonly noticed in resilient children. These characteristics and traits can be developed through competent parenting and caregiving, a good relationship with at least one caregiver, the availability of formal and informal social support, and regular engagement in play and other activities. These are all typically features of quality ECCD projects.³⁰

PARTICIPATION AND YOUNGER CHILDREN

As we know from our own personal experiences, having the opportunity to be listened to and for our opinions to be heard (whether these are agreed with or not) gives a sense of value. In children, being heard and taking part contributes to self-esteem, self-worth, a sense of belonging, and also helps develop important social and life skills (such as empathy, listening to others and negotiation). Understanding this, we see that the participation of children moves beyond 'simply' realising rights towards fulfilling essential developmental needs, and thereby contributing to children's increased resilience and protection.



Positive relationships with caring adults are important for building children's resilience.

FOOTNOTES

30. Further information on resilience in the early years can be found in C4EO (2010), *Risk and Resilience in the Early Years*, Community Care Issue 1824 pp 24-25, UK and Gosling, T. and Khor, Z. (2008), *Growing Strong - Attitudes to building resilience in the early years*; London National Children's Home, London.

PART A:
INTRODUCTION

 PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

FOOTNOTES

31. This is both on a personal level, but also in watching out and caring for siblings and peers. A recent study found that children (aged 8-12 years old) were well able to identify signs of neglect in their peers (reported by Action for Children, a UK based charity, on 13th October 2010, although full details of the study have yet to be published).
32. A by-product of increased participation which caregivers, parents and teachers often appreciate - once they have overcome any barriers or resistance to the participation of younger children - is that as children feel more in control (at a level that is appropriate for their age and capacities) the less behaviour management problems tend to occur.
33. The national child protection system includes both the formal and informal systems. A full discussion of these two different systems is outside the scope of this manual, and it is recommended that program staff seek further clarification and guidance from Child Protection Advisors / Officers in relation to the implementation of child protection through ECCD in order to ensure that the approach advocated is consistent with Plan's country program strategy.

Participation is a right that children have under the UNCRC (Article 12), and respect for younger children, and their views, is an essential element in realising the participation of all children. Of course, participation does not mean solely to 'take part' or be included in activities but to be involved in the processes of design, management and functioning of programs and projects, in a way that is appropriate to children's skills and evolving capacities. For children with disabilities or communication problems this may involve identifying appropriate methods and support to help them participate.

Ensuring the participation of younger children in a meaningful way can be more difficult than with older, more articulate children. However, it is possible for even very young children to participate actively, and certainly once a child is able to distinguish and communicate the difference between 'yes' and 'no'. One reason why younger children are often not consulted or included is perhaps because this requires exceptionally high levels of skills from workers, but in an ECCD project workers should have the necessary skills.

The active participation of children also means helping children to identify and develop self-protective behaviours and strategies for keeping safe. Children can give a unique perspective on the things that concern them but which adults may overlook. Knowing what concerns children can help address those issues *and* ensure that children properly understand other risks that they might not identify.³¹ Including children in the process of protection both strengthens efforts to keep children safe, and helps children develop important resilience traits, including confidence and self-efficacy. However, it must be remembered that although children can participate in their own safety and protection, adults have the responsibility for protecting children.³²

CONTRIBUTION TO CHILD PROTECTION SYSTEMS AND SOCIAL DEVELOPMENT

As has been mentioned previously, the early years of a child's development are critical. These years not only affect their experiences in later childhood, but also impact on the kind of life they will have as an adult. ECCD projects play an essential role in helping a child maximise their life chances through the development of physical, cognitive, language, emotional and social skills, together with the qualities necessary to live a productive and competent life as an adult. As a result, ECCD projects have a direct impact on society and its development.

ECCD projects can also play a central role in the protection of children within the wider national child protection system. This is not just in creating a protective environment for children where they are free from abuse and are safe, but also by helping to identify children at risk / children who have been harmed, and in assisting in the recovery of children who have been abused by providing a safe space and positive role models.

Safer children live in safer communities. Given the nature and the regular contact ECCD projects have with children and their families, they can act as a link between home, community and wider society to coordinate and reinforce efforts to protect children. ECCD can assume a very important role in promoting the protection and wellbeing of children, not only in responding to the immediate needs of children, but also in the much longer term by helping to break, or at least to weaken, the intergenerational cycles of violence and abuse that are common in many communities. This means that ECCD projects can contribute to the national child protection system³³ at whatever stage of its development.

ECCD IN EMERGENCIES AND CHILD PROTECTION

For children caught up in emergencies, providing a safe space with a structured environment where children can begin to return to a sense of routine and normalcy can be extremely helpful for them. Formal or non-formal ECCD centres and activities with children can play an important role in this process. Additionally, parenting programs can both support parents in stressful situations and give them the skills to be able to cope with and adjust their parenting styles to meet children's needs and adequately protect their children in the changed circumstances.³⁴

Providing ECCD in emergencies is a specialist area of work, particularly because of the challenging operating contexts and impact on children of the emergency. As such it is outside the scope of this manual which is intended as a general guide. More information on providing ECCD in emergencies can be obtained from the Inter-Agency Network on Education in Emergencies, which has also developed standards – see www.ineesite.org for details.

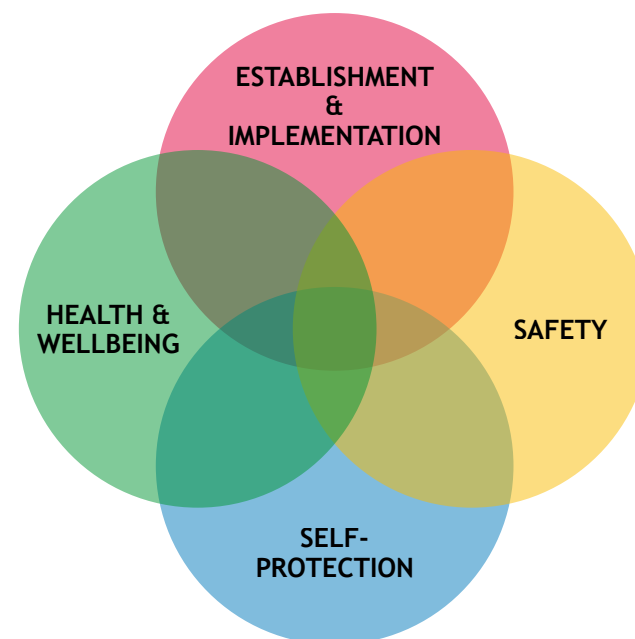
PRACTICAL WAYS FOR ECCD PROJECTS TO ENHANCE CHILD PROTECTION

As mentioned in the Introduction, a short field guide for workers in ECCD centres and projects has been developed (see **Appendix 1**). This contains tips and concrete ideas on how to enhance the protection of children. This section does not repeat the specific concrete examples given in the field guide, but instead gives some important background information which may help program staff to explain / help workers to implement the advice and tips given in the guide.

For the purposes of the manual, four areas have been identified that can be considered in relation to actions to improve child

protection through ECCD. Although the ideas have been clustered under the four areas, there are many overlaps between the areas.

1. **Establishment and Implementation** – how the project is set up and run, including procedures and processes for safer recruitment and referrals when a child protection concern arises.
2. **Safety** – how children are protected from physical and other dangers.
3. **Health and Wellbeing** – what is done to help children develop the skills and attributes necessary for healthy development and to increase their social and emotional wellbeing.
4. **Self-Protection** – how to help children develop skills to keep themselves safer, and to support them in participating in their own protection.



FOOTNOTES

34. For more information see United Nations Association Peace Building Learning Group (2010) *A Programmatic Framework for Early Childhood Organisations Developing Programmes in Conflict Affected Regions* (Working Paper 9), UK.

PART A:
INTRODUCTION



PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

FOOTNOTES

35. Note that Plan International has very comprehensive procedures relating to creating an organisation that is “safe” for children in that it does all it can to ensure that children are safe from abuse from within the organisation. Further information on creating a child safe organisation can be obtained from the Keeping Children Safe Coalition, of which Plan International is also a member. See www.keepingchildrensafe.org.uk

36. Some organisations develop procedures, to support the implementation of the Child Protection Policy, as a separate document. However for ECCD projects, given their size, both policies and procedures are assumed to be covered in the Child Protection Policy.

37. Remember, it is never a good idea for children in ECCD projects to be smacked, even if that is what parents normally do at home. It is important to create a space for children where they feel very safe and can learn without being afraid. Also, since children learn from what they see and experience, it is hard to teach children not to be violent if we hit them.

» ESTABLISHMENT AND IMPLEMENTATION OF ECCD PROJECTS³⁵

The way in which a project is organised and run sets the tone for child protection. It can give a clear message about the importance that is placed on the safety and wellbeing of children, and the roles and responsibilities for protecting children.

Developing a Child Protection Policy³⁶ and Code of Conduct (Minimum Standards)

Every ECCD project should have a Child Protection Policy which should explain how the project protects children. The Child Protection Policy should say what the project commitment is to child protection, what actions the project takes to prevent the abuse of children and the steps that are to be taken when there is a concern about the safety or wellbeing of a child. Of course, the exact nature of the policy will depend upon the type of project and its management. In some cases, it may be appropriate to have one policy to guide the entire program (for example for home visiting), while in other cases, such as where there are a number of centres, each part of the program may develop its own specific policy.

The Child Protection Policy should also give guidance regarding how workers should behave (this is sometimes a separate document called a ‘Code of Conduct’). This should include instructions as to the kinds of behaviours that are acceptable, for example how workers are allowed to discipline children.³⁷ In addition to the four main categories of abuse, the project should identify if there are any specific dangers or risks for children in the areas they work in and, if so, establish how these can be minimised.

For projects which are supported by Plan International, it is normally acceptable for them to work within the framework of the Plan International *Child Protection Policy* (although this will have to be adapted to suit the local conditions and specifics of the project) as an interim measure until they can develop their own policy. It is important for projects to develop their own policies in order to ensure that the policy ‘fits’ the local conditions and also because the support structures and reporting lines that are

included within the Plan International *Child Protection Policy* may not be in place or remain in the longer term.

The Child Protection Policy and Code of Conduct should be clearly displayed (e.g. in the ECCD centre and/or community meeting place), and explained to community members and parents so that they understand what it means. It should also be explained to children in a way that is easy for them to understand – reminding them of who to speak to if they are worried or upset, or if they are unhappy about anything. Ideally a copy of the Child Protection Policy, Code of Conduct, and information about keeping safe and the right not to be abused should be developed especially for children – using pictures and simple words – and displayed in the project (at low level so that children can see it!).

Remember – a short policy that is understood and implemented is better than a long, overly detailed policy that nobody can remember and does not work in practice. Developing a Child Protection Policy and Code of Conduct can be a lengthy process and may be something that a project struggles with unless they are given specialist help and support.

Projects may also want to develop **Minimum Standards** which set out what parents and children can expect from the project in terms of the way that services are delivered and how the project works (in addition to how they protect children).

‘Safe Adults’ and Safe Working

Adults who work with children should be carefully checked to make sure that they are ‘safe’ and approved for working with children. This means making sure the references are taken and background checks (including police checks / criminal records checks where possible) are made. This can seem as though we do not trust people, or are suspicious about them, but people with nothing to hide and who are keen to make sure that children are safe generally can understand why checks are needed.

Training / orientation should be provided on child protection and the Child Protection Policy (or Minimum Standards). Workers need to know what the Child Protection Policy says, and what their role

PART A:
INTRODUCTION



PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

is in protecting children. If training cannot be provided within the project itself, often other child protection organisations working in the area will be happy to provide training. Training should also be provided to support workers in understanding and complying with the Code of Conduct – for example it may be necessary to help workers develop skills to discipline children without using physical punishment, especially if workers are recruited from the community / local area and corporal punishment is tolerated. Workers should also be given basic training in the signs and symptoms of abuse. It is important for workers to know that these documents protect them too by providing clear guidelines and boundaries.

Training should be seen as a continual process, and not just a one-off event. As situations change and staff capabilities develop, it is necessary to ensure that follow up training and mentoring is provided. In addition, because child protection is a cross cutting issue, protection should always be considered as a key element when undertaking any capacity building activity.

Workers should not work alone if possible – and should always work where they can be seen and see others (for example a parent waiting outside) or another worker / volunteer. One reason for this is because if there is an accident, or something happens with a child, help is more available and other children are not left unsupervised. This can be difficult to organise, especially when there are few resources, but it is an important safety consideration and it is always worth aiming for this standard.

Establishing Referral Mechanisms

Even when ECCD projects are proactive in protecting children, there may be times when situations arise when they need to refer a child to make sure that they get the help and support needed or when there are concerns about the welfare of a child. This might be because of something that happens at the project or as a result of information that is given.

Workers in ECCD projects are not investigators, and should make referrals to the appropriate child protection authority. Who to refer to will depend on where the project is located – it might

be the local child protection agency (such as the Department of Welfare or Social Services) or an NGO. It is essential to make sure that contact with the relevant protection agency is made *before* a situation arises, as projects will be able to act more quickly in making a referral if the need arises. Plan International in each country has undertaken a mapping of local support networks and referral systems. These may be a helpful resource, but it is important however, that each project identifies and establishes its own relationships with these support and referral networks.

Ideally, ECCD projects should identify someone to act as the nominated child protection focal point. This person should be given responsibility for coordinating and liaising when a referral is necessary, and also in making sure that the Child Protection Policy is mainstreamed across the project and that workers are aware of their responsibilities.

Creating an Open Atmosphere

ECCD projects should encourage an atmosphere where workers feel confident to speak out and share their concerns regarding child protection. Such an atmosphere makes it more difficult for abuse to continue and easier to address problems. This is especially true since workers often find it difficult to speak out about concerns for fear of being wrong or making the situation worse. Obviously, care needs to be taken to ensure that sharing concerns does not lead to gossiping or spreading rumours about families and children.

Discussing child protection and abuse with children and with parents (for example in parenting programs) can also help create an atmosphere where people feel more confident to speak out about abusive situations / understand that such situations should not be tolerated. One way to do this is to incorporate child protection messages and information / tips in parenting education programs and groups so that parents can improve their skills in protecting their children and promoting their wellbeing (although being careful that parents do not feel criticised or blamed as this may make them resistant to change).

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

A persistent challenge, which can lead to tension, is the differing expectations between what is required under the Child Protection Policy, and what is considered culturally appropriate. This highlights the need to make sure that policies are developed which 'fit' with the local context, and that workers are given adequate training and capacity building in order to be able to apply the policy.

» SAFETY

In many ways the issue of safety is a practical one which can be readily understood, and is also something that tends to be easier to address. By contrast, discussing parenting and abuse can be, unless handled carefully, very threatening particularly where cultural or local practices tolerate ways of caring for children that may not be ideal (or even could be defined as abusive). Examples of this could be traditional practices that disadvantage girl children.

Risk Assessment

A child protection risk analysis should be undertaken during project design to ensure that the ECCD projects we implement do not place children at any unnecessary risk of harm, and to evaluate risks. This is different to undertaking a risk assessment of the factors that could affect the success of the project, which considers issues more related to the program management. A template for a child protection risk analysis can be found in **Appendix 5**.

Supervision and Safe Working

It is essential that children are properly supervised at all times, and that children are not left alone or only in the care of another, older child. As a guide, it is unsafe to have more than 30 children with only one worker. This can create pressure on ECCD projects, but it is important in order to ensure that children have the right amount of care and attention. Supervision not only relates to when children are taking part in activities, but for the entire time that they are attending ECCD projects. For example, the safety of children who are going to the bathroom / toilet should also be considered. Ideally the toilet should be located in view of adult supervisors, but if this is not possible, children need someone to go with them, or perhaps need to go in groups.



In Uganda, Plan-supported ECCD centres ensure there is adequate supervision of children.



Considering safety for children when they travel to and from home is an important responsibility for ECCD projects, including in China.

PART A:
INTRODUCTION



PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

A record should be kept of children's attendance at every session so that workers can check who is there and can more easily identify if a child wanders off or leaves without permission. Keeping a record / register also means that if a child is missing / does not attend, their family can be followed up to see where the child is / how they are.

ECCD projects – especially when they are newly established – are often a source of interest for communities. While community members may want to become involved it is essential that is done in a structured, planned way. Casual 'drop-in' visitors and helpers should be discouraged, not only because they can be disruptive to activities but also because it will not have been possible to properly check that these people are suitable for working with children and that they understand the Child Protection Policy and Code of Conduct.

Journeys To and From Home

As well as being safe while attending an ECCD project, it is also important to consider the safety of children while travelling to and from home. Parents should be encouraged to drop off and collect their children, but where this is not possible children should travel in groups rather than walking / travelling alone.

All children should know their full name (not just a nickname), their parents' names and the village they come from / where they live. That way if they get lost (or are trafficked and eventually found), they can be more easily reunited with their families.

Equipment and Practical Issues

When establishing an ECCD centre or running other formal or non-formal activities, careful thought should be given to finding a location that is safe (e.g. not next to a river or a busy road), but in reality there may be few options and the project may have to compromise on some issues. Where this happens, children should be warned about the danger and extra supervision provided when children are outside. Children may also need to be warned not to play in isolated areas.

Other practical issues that need to be considered (and fixed) could include undertaking hazard mapping, having and practising an evacuation plan, making sure the outdoor play area is clear with no broken glass or rubbish or poisonous plants, equipment is not too high (and with somewhere soft to land if there is a fall), equipment and toys are safe (with no sharp edges, missing pieces or small pieces that can be swallowed) and that any food prepared is fresh and properly cooked.

Visits and Trips

Some ECCD projects are lucky enough to be able to arrange outings for the children. These can be fun and enjoyable, but do create additional problems in terms of properly supervising and taking care of children. When children are somewhere new and different there is always a need to pay more attention to where they are and what they are doing. Getting volunteers to help out is one way to ensure that there is more supervision. It is also a good idea to do a head count before leaving the project and before returning so it can be quickly identified if someone is missing.

It is also important to tell children what to do if they get lost. For example, there might be a place to meet or for them to ask for the police station (this will depend on where the trip takes place). Another idea might be to give each child a card to keep with them with contact details for the project.

» HEALTH AND WELLBEING

Children who are confident, have a positive self-image and high self-esteem are more resilient and less likely to be abused, or to suffer the long term effects of abuse. It is important in all activities and interactions to give positive messages to children about their talents and value, and to ensure that girls and boys are valued and treated equally. This includes making time to listen to children and to remind them that everyone should be safe and to speak out if they have any concerns or worries.³⁸ Bullying between children can be very damaging to self-esteem. Children (like adults) can be very unkind at times, and any bullying should be immediately tackled and stopped.

FOOTNOTES

38. If children do speak out, concerns should be reported according to the Child Protection Policy.

PART A:
INTRODUCTION

 PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

Workers need to be alert and watch out for any signs and symptoms of possible abuse (such as cuts, bruises and burns) and also be aware of changes in behaviour as this can indicate that the child may be suffering in some way. For example, the child that used to play with everyone, but now does not mix, or the child who suddenly becomes very violent and aggressive.

Just as the journey to and from the project is an important consideration, it is also necessary to help children transfer to primary school so that they feel confident. This can be done by arranging visits to the school and organising children into 'buddy groups' of three so that they can support each other, and already have friends.

» SELF-PROTECTION

While the responsibility for the protection of children must remain with adults, children can also be active in their own protection. This includes learning skills to keep themselves safer, such as being able to recognise situations of risk / danger and knowing what to do and where to go to for support. Children need to know that they have a right to be protected and that their bodies are their own.

While there are some specific things that need to be done in an ECCD project, especially regarding the establishment and implementation of the project, many child protection issues can be raised through activities - it is just a question of being creative and looking for opportunities.

The best way for younger children to learn about protection is through exploration and for messages to be reinforced over time. Since children also learn from watching others, workers need to be good role models. **However, it is important not to constantly talk about protection during every activity as it may make children fearful and anxious.**

Discussing personal boundaries can be difficult, and it is often useful to talk about 'touch' and 'secrets'. One way to help children understand this is by explaining that 'Good Touch' generally avoids areas covered by swimsuits / under clothes and does not make us feel bad, whereas 'Bad Touch' is normally something that makes us feel bad or something people want us to keep secret. 'Secrets' are things that everyone keeps but they should not make us feel bad or unhappy. Secrecy is not the same as privacy.

Children can also be encouraged to 'watch out' for each other (for example by setting up groups of three who take care of each other, and tell workers if they are worried about each other, although needing to be mindful that children can sometimes start to bully each other).

Developing self-protection skills can either be taught through separate activities or incorporated through the activities that are already taking place in the project (e.g. through the ECCD centre curriculum / daily routine). For example, to help children identify who are the people they can go to in their life for help and support or to explore what they can do in dangerous or unsafe situations, workers could read a book or make up a story about an animal that gets lost and discuss with children what they think the animal should do next. Other practical ways of helping children to develop their self-protection skills include:

- » Drawing a hand, and then writing the names / drawing people who can be relied on for help and support.
- » Playing a game where the worker reads out a scenario and then children have to run from one side of the room ('safe zone') to the other ('danger zone') depending on the scenario read out. Discussion can be facilitated by the worker helping to explore how children made up their minds.
- » Making a 'map' of the locality (either by drawing or using building blocks) and then talking about where the places to go for help are, and where are the places to avoid.
- » Drawing a body map, and then discussing where certain feelings are felt emotionally and what it feels like (for example,

PART A:
INTRODUCTION

▶ PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

anger might be banging in the head, fear might be a funny feeling in the stomach). This can be a good exercise to help children identify their own awareness of their responses to situations.

» Practising being assertive and saying 'NO!'

Often children are told 'not to talk to strangers' but care should be taken with this advice. On the surface it seems like a good idea, but we do not want to make children frightened of people, and there may be times when it would be a good idea to talk to a stranger, such as if a child is lost. More useful advice is generally to tell children not to go off with strangers, or take gifts (such as sweets) or wander off without telling their parents where they are going.

Since protection should be part of everyday life, it is also useful to incorporate information on staying healthy – for example hand-washing – and make sure that where possible these are practised in the ECCD project in order to give a holistic view of what taking care of ourselves means.

For workers, a source of anxiety can be that workers do not know what words to use / how to explain the issues to children. Again, workers in ECCD projects have an advantage as every day they use their skills to communicate with children effectively. It is not necessary (or possible) to 'know the right answer' to everything / every issue. Instead it is more about exploring issues with children by asking them what they think, and why. However it is useful, when the opportunity arises, for some clear messages to be given – for example, children's right to say no and to be protected.



Child protection is a part of everyday life and adults should ensure they are good role models for children. In Indonesia, Plan-supported parenting groups help promote practice in the home that supports child health, learning and protection.

PART C > TRAINING GUIDE AND MATERIALS



Community health centres in Indonesia provide support for mothers and their children aged 0-5 years.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

 PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

OBJECTIVES OF THE TRAINING

This section of the guide contains training materials and a suggested training program for those working in ECCD projects. The overall objective of the training is to raise awareness of child protection and the actions that can be taken through the project to increase the protection of children. Along with the ‘Field Users Guide,’ this training section is a practical tool for increasing the skills and knowledge of those working directly with children, parents and caregivers in ECCD projects. However, many of the materials included can also be used with program staff generally to increase their knowledge of child protection (especially within an ECCD setting) and also with parents and communities to raise awareness as part of a larger initiative, for example a parenting program.

Providing training can be difficult – either because there is a lack of expertise / trainers and / or because a lack of resources in projects makes providing the time and space for training a challenge. However it is important that workers at least have a basic orientation on child protection.

FORMAT OF THE TRAINING

This guide contains a suggested training program, in terms of topics that should be covered, together with a number of suggested exercises.

Recognising the possible difficulties of providing training (for example difficulties in finding time or bringing workers together), the training program is broken down into eight core topics. Under each topic there are a number of suggested exercises. Some of these exercises are very short, while others need more time. The materials, and the program, are only a guide, and program staff / trainers should select the exercises which most suit the particular needs of their program.

Trainers should also feel free to adapt the materials as necessary, to take into account the level of experience of the workers, size of group and time available etc. For example, shorter exercises could easily be incorporated into team meetings over a number of weeks / months if it is difficult to arrange a dedicated training course lasting a day or more. Alternatively, if more time is available for training, program staff could select a number of sessions covering the core topics and run these as a single course.

No special equipment is needed, although some exercises may need to be adapted for use in settings where literacy levels are low (for example by using pictures instead of text). Program staff / trainers should also feel free to use exercises that they have designed themselves or have used before.

As child protection should be incorporated into everyday activities, child protection training does not have to always be a separate or special session. Child protection can be readily incorporated into any training that is provided by just giving participants the space to explore (if only through discussion) how the new knowledge they are learning can enhance the protection of children.

It has been said before, in Section 1, but it is worth repeating here that child protection is a sensitive issue and can raise strong opinions and emotions. As a result, it is especially important to ensure that the necessary time and support is given to ensure that concepts are properly understood and workers are clear about their role and how to cope with it. This may mean running training over a number of sessions rather than trying to cover everything in one go. It is also very important to start any child protection training with some commentary regarding the sensitive/sometimes upsetting nature of child protection and to give participants the option of having time out if they need it, remind them that they need to consider others in their group, support a positive group dynamic and look after themselves as well as the children they work with.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

REFERENCES
AND RESOURCES

SPECIFIC TIPS FOR FACILITATING TRAINING ON ECCD AND CHILD PROTECTION

SUGGESTED TRAINING PROGRAM

There are a number of topics that should be explored with those working in ECCD projects, as part of basic level training. These core areas of knowledge are:

1. Setting the Context
2. Understanding Child Abuse and Child Protection – *and how this connects to:*
3. Child Development
4. Roles and Responsibilities for Protecting Children
5. Proactive Actions to Increase Protection

There are a number of other areas that can be explored to increase learning and which provide the opportunity to further develop skills:

6. Child Friendly Protection Procedures
7. Developing Child Protection Policies for Projects
8. Developing Self Protection Activities for Children

These last three areas could be covered separately as part of ongoing training, after running a basic orientation course covering the five core areas. Some of these areas may require additional support for the trainer (depending on their skills / knowledge) from specialist child protection workers. Plan Country and Regional Offices should all have a dedicated child protection officer who can give or arrange for additional help as necessary.

» SELECTION OF TRAINERS

Since this section contains only training materials, and is not a complete training manual, it is expected that those who deliver the training (such as program staff or others, such as specialist child protection staff) already have the skills to facilitate training in a way that involves all participants.

Trainers do not need to be specialists in child protection however, as the exercise instructions, together with the background notes contained in Part B of this guide, should generally be sufficient to facilitate sessions. This is because the purpose of the training is to equip frontline workers with the necessary skills and knowledge regarding child protection, not to train specialist child protection workers.

- » **Start from the assumption that participants are already committed to protecting children and are doing as much as they can, although they might need to learn to more.**
- » Recognise the local knowledge and skills of participants – especially in relation to the manifestations of abuse, possible risks to children and childcare practices – and feed this into child protection practice and knowledge within Plan International regarding the violation of child rights.
- » **Wherever possible, use the ideas and skills from the participants and encourage them to use the skills they have in working with children creatively.**
- » Remember that child protection and abuse is a sensitive subject and there may be strong opinions and differences, so be aware of the wellbeing of participants.
- » **Respect differences in opinion, although it may be important to clarify some technical issues (for example regarding legal responsibilities or behaviour expected in Codes of Conduct).**

- » Allow sufficient time to explore issues. Do not be tempted to try and include everything into one short session. It is better to cover less in order to ensure that everything is understood.
- » **Try to keep sessions as practical as possible – using experiences from the country / project and linking this to actions for workers.**
- » Be alert for anything expressed during the training that raises a concern about the suitability of a worker in a project in terms of their attitudes, views or behaviours – and feed this back to program staff.
- » **Emphasise the importance of incorporating child protection through activities in the project on a day-to-day basis, and reinforcing this through practice in the project, rather than child protection being a “one off” or separate issue.**
- » Read Part B of this guide, as it contains important technical information before starting!

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1:
SETTING THE
CONTEXT

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

TRAINING TOPICS AND ACTIVITIES

TOPIC 1 SETTING THE CONTEXT

Activity 1a

This exercise has been included here to use as an introductory session because it helps participants to begin to recognise the knowledge that they already have, and to start thinking about child protection.



CHILDREN'S NEEDS

OBJECTIVES

- » To help the group begin to identify the knowledge that they already have and to build confidence in discussing children's issues in the training.
- » To show that children have multiple complex needs – there is no right / wrong answer, and what is most important may depend on the individual child.
- » To introduce the idea that children also have a need (and a right) to protection.
- » To start to show how protection and needs are linked with age, development and personal circumstances.

EXPECTED OUTCOMES

Participants should:

- » Recognise that they already have knowledge about what children need and should start making links with child development and protection.
- » Understand that children have complex needs, including the need to protection and these depend on the individual child.
- » Know that children also have a need (and a right) to protection.

MATERIALS / RESOURCES NEEDED

'Children's Needs Game' with prepared cards cut out – one set for each group (allow 4 – 5 participants per group (see **Appendix 6**)).

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

▶ TOPIC 1:
SETTING THE
CONTEXT

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

CHILDREN'S NEEDS (CONTINUED)

INSTRUCTIONS

Ask participants to get into small groups, distributing one set of cards to each group.

Participants should discuss the cards, and place them in order in the diamond shape (shown on the Activity Sheet) in terms of importance in children's lives – allow 10 – 15 minutes for this.

Towards the end of the game, participants should be given a blank card (one per group) and told that they can replace any of their cards with something else (which they can write / draw on the blank card).

Feedback to the larger group, sharing each group's work – with trainer drawing out the important points that:

- » Children have multiple complex needs – there is no right / wrong answer, and what is most important may depend on the individual child.
- » Children also have a need (and a right) to protection.

If time permits, discuss in larger group how participants think protection needs can be linked to age / development. If there is not time for discussion, trainer should explain that how protection is linked to development will be considered in further sessions.

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » This exercise can be used as a warm up to get participants to start thinking about the needs of children – including their need for protection. It is a useful exercise to start with as everyone will have an opinion - this means that the tone of the training is set from the outset as being participatory.
 - » Be aware that the exercise can generate a lot of discussion so watch the time.
 - » This exercise could be varied, for example topics on cards could be changed to children's rights. It could also be carried out with groups of children or could be varied by asking some groups to imagine what children might say was most important, and then comparing this to the work of other groups who consider what adults / parents etc might think is important.
-

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2:
UNDERSTANDING
CHILD ABUSE
AND CHILD
PROTECTION

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

TOPIC 2

UNDERSTANDING CHILD ABUSE AND CHILD PROTECTION

Activity 2a

DEFINING CHILD PROTECTION AND ABUSE



OBJECTIVES

- » To define child protection.
- » To begin to identify the different types of abuse.

EXPECTED OUTCOMES

Participants should:

- » Have a clear understanding about the meaning of child protection.
- » Identify the different kinds of abuse.
- » Start to explore how child protection can be promoted through ECCD.

MATERIALS / RESOURCES NEEDED

- » Large sheets of paper (flipchart) and pens. Definitions of child protection and different kinds of abuse (physical, emotional, sexual and neglect) written on flipchart / PowerPoint (using material from Part B under 'Defining Child Abuse').
- » In pairs / threes ask participants to discuss what they understand by the term 'child protection' for 5 minutes then feedback to larger group.
- » Give definition of child protection, using flipchart / PowerPoint.
- » Explain that there are four main categories of abuse – emotional, physical, sexual and neglect.
- » Ask participants to split into small groups (5-6 people) and ask each group to define each type of abuse, noting their responses on flipchart (as an alternative, divide participants into four groups, and ask each group to define one of the categories of abuse).
- » Feedback definitions to large group and discussion – including what kinds of abuse do participants think is most likely in the community, what kinds of abuse would be most easily recognised in the project (and why).


A simple definition of Child Protection is 'keeping children safe from intentional and unintentional harm and ensuring their wellbeing by making sure they are looked after properly.'

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

 TOPIC 2:
UNDERSTANDING
CHILD ABUSE
AND CHILD
PROTECTION

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

DEFINING CHILD PROTECTION AND ABUSE (CONTINUED)

- » Summarise session, presenting definitions of the different categories of abuse using flipchart / PowerPoint.

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

If time permits, this session can be easily extended to explore protection and abuse in greater detail, by:

- » Instead of providing the definition of child protection, ask participants to break into small groups and to come up with their own definition of child protection (writing this on paper). Groups to share their definitions – followed by a group discussion noting similarities between the groups' work.
 - » A further addition to the session would be to present the various different definitions of child protection (ie Plan, WHO, UNICEF etc) followed by a discussion.
 - » Include a discussion of some of the other recognised terms that participants may be familiar with, such as trafficking, sexual exploitation and explore how these are complex manifestations of the four main categories.
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PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2:
UNDERSTANDING
CHILD ABUSE
AND CHILD
PROTECTION

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

Activity 2b

CHILD PROTECTION AND TRADITIONAL CULTURAL PRACTICES



OBJECTIVES

- » To explore practical ways of addressing conflict that may exist between traditional cultural practices, beliefs and faith and the protection of children.
- » To acknowledge the wide range of beneficial cultural child-rearing practices.
- » To identify unacceptable harmful practices that continues with the excuse of cultural practices, beliefs or faith.

EXPECTED OUTCOMES

Participants should:

- » Understand that most traditional cultural practices, beliefs and faith provide protection to children and help keep them safe.
- » Understand that faith cannot be separated out from cultural beliefs and tradition. Faith influences many aspects of community life.
- » Understand that sometimes there are some cultural practices that are harmful and abusive to children. They continue because individual beliefs and prejudices continue to maintain them and block the development of protective policies and procedures.

MATERIALS / RESOURCES NEEDED

Flipchart/paper, markers/pens and 'Child Protection and Local Cultural Practices' handout (see [Appendix 7](#)).

INSTRUCTIONS:

- » Display on a flipchart or distribute copies of 'Child Protection and Local Cultural Practices' handout. It is important that you adapt the examples in the handout to reflect practices relevant to the local/cultural context of your participants.
- » Look at and talk through together the examples on the handout. Then split into smaller groups and distribute copies of the handout to each group.
- » Ask participants to think about and discuss some of the local practices in their community, and in a group complete the handout (allow 20 minutes for this).

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2:
UNDERSTANDING
CHILD ABUSE
AND CHILD
PROTECTION

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

CHILD PROTECTION AND TRADITIONAL CULTURAL PRACTICES (CONTINUED)

- » Ask each group to feedback their key points and write this on a flipchart. Allow 20 minutes for this. Really challenge participants to identify the underpinning beliefs or practices ie challenge answers such as 'it is because of our culture' or 'it is because of our faith.'

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » When you introduce this exercise, explain that the aim is not necessarily to change beliefs, but to make these conscious and ensure these do not interfere with effective safeguarding of children (ie that they do not create 'blind spots'). Explain that by becoming more aware / conscious of our beliefs, how they were formed, and understanding how these beliefs have changed from generation to generation, we create room for individual choice to either continue with the belief or practice or challenge them when they are outdated and no longer serve / support children and ultimately ourselves.
- » It is **very** important to highlight that that most cultural practices, beliefs and faith provide protection to children and help keep them safe.
- » Explain that it is important and necessary to deal with beliefs, traditions and cultural practices that may be accepted and tolerated by staff especially if they conflict with your minimum standards or Code of Conduct for your centre or group.
- » Anyone working with children has an ethical and moral obligation to examine their values and beliefs and a responsibility to ensure they are at all times acting in the best interests of children, rather than in line with personal views and beliefs that may in fact impact negatively on children and their safety and wellbeing.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2:
UNDERSTANDING
CHILD ABUSE
AND CHILD
PROTECTION

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

Activity 2c

EXPLORING CHILD ABUSE



OBJECTIVES

- » To explore in detail the different categories of abuse.
- » To identify particular manifestations of abuse prevalent in the community where the project works.
- » To begin to identify the legal framework for child abuse within the country.

EXPECTED OUTCOMES

Participants should:

- » Have a clear understanding of the different types of abuse.
- » Identify types/examples of abuse that are specific to the community.
- » Understand the legal parameters of child abuse, and identify any gaps in this in relation to international standards.

MATERIALS / RESOURCES NEEDED

Four flipchart sheets, or four A4 pieces of paper, titled 'PHYSICAL', 'EMOTIONAL', 'SEXUAL' and 'NEGLECT', post it notes or small pieces of paper and pins / tape, pens, copies of the 'Examples of Child Abuse' as a handout (optional, see [Appendix 2](#)).

INSTRUCTIONS

- » Place around the room four sheets of paper / signs – titled 'EMOTIONAL', 'SEXUAL', 'PHYSICAL' and 'NEGLECT'.
- » Divide participants into four groups and allocate one of the four categories of abuse to each group.
- » Groups should discuss the category of abuse they have been allocated and try to identify as many examples/types of abuse in that category as possible recording these on the post it notes / small paper slips.
- » After 5 -10 minutes, groups should stick their work below the sign / on the flipchart and then move round to another category, reviewing what has already been recorded on the flipchart and adding new ideas.
- » Process should be repeated until all the groups have had the chance to work on each category of abuse.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2:
UNDERSTANDING
CHILD ABUSE
AND CHILD
PROTECTION

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

EXPLORING CHILD ABUSE (CONTINUED)

- » Remind participants to think specifically about any particular types of abuse that occur within the communities and to note these (if necessary referring back to the definitions of the four categories of abuse).
- » Review in the larger group and discuss, considering also what participants know from the domestic law regarding the categories and types of abuse recognised. Trainer to input explaining what is covered in the law and participants can discuss where they think there may be gaps.
- » ‘Examples of Child Abuse’ and ‘Possible Signs and Symptoms of Child Abuse’ (**Appendices 2** and **3**) can be distributed as handouts if required or used as trainer notes.

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS:

- » Before starting the exercise, trainers should make sure that they research the types of abuse covered in the domestic law. It is important to explain to participants that while the law relates to the legal situation in-country, children still need to be protected from all types as covered under UN Convention on the Rights of the Child (UNCRC).
 - » As an alternative way of running the exercise, the different types of abuse (as shown on ‘Examples of Child Abuse’) can be written on separate pieces of paper, which can then be distributed to participants for them to stick under the relevant category. This would make the exercise shorter, and so would be a good way to convey the information and save time.
 - » Trainer should remember to encourage participants to think about specific types of abuse that might be relevant in the context. Be aware that this might generate a discussion about what people consider is culturally acceptable. Trainers can refer back to earlier discussions from Activity 1b ‘Understanding Cultural and Traditional Practices.’
-

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2:
UNDERSTANDING
CHILD ABUSE
AND CHILD
PROTECTION

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

Activity 2d

RECOGNISING SIGNS and SYMPTOMS OF ABUSE



OBJECTIVES

- » To explore the signs and symptoms which indicate that a child may be suffering abuse and to be alert to them.
- » To appreciate the indicators of wellbeing for younger children.

EXPECTED OUTCOMES

Participants should:

- » Recognise physical, behavioural and emotional signs of abuse, especially in younger children.

MATERIALS / RESOURCES NEEDED

Flipchart paper and pens, drawings of children with developmental milestones (if produced during session on child development), copies of 'Possible Signs and Symptoms of Child Abuse' (see [Appendix 3](#)) and copies of 'Child Wellbeing Indicators for Health, Development and Protection' (see [Appendix 4](#)) as optional handouts.

INSTRUCTIONS

If during the session on child development participants drew pictures of children with the developmental milestones, display these before beginning session and review. If not write on flipchart paper:

- 0 – 1 years
- 1 – 3 years
- 3 – 6 years
- 6 – 8 years

Ask participants to recall what they know about child abuse – in particular its types and categories.

Explain that the signs and symptoms of abuse are important to recognise as they can indicate when a child is suffering from abuse. These signs can be emotional, behavioural or physical.

Divide into small groups and either ask each group to consider all age ranges or allocate an age range for each group (depending on size of group). If project only works with one age range, then all groups should consider that age range, and think about what indicators they may see a) emotionally b) physically and

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2:
UNDERSTANDING
CHILD ABUSE
AND CHILD
PROTECTION

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

RECOGNISING SIGNS and SYMPTOMS OF ABUSE (CONTINUED)

c) behaviourally to indicate potential abuse.

Feedback to main group.

Distribute handout on 'Possible Signs and Symptoms of Child Abuse' to summarise.

If time permits, also distribute copies of the 'Child Wellbeing Indicators' and discuss how these can be used in conjunction with the signs and symptoms to indicate when children may need assistance.

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » It is important to emphasise that workers are not required to 'go looking' for abuse, but merely to be alert to its signs and symptoms.
- » If there is a gap between training it may be necessary to have a brief recap of the different categories and types of abuse.
- » Include a discussion about the behaviours and attitudes of parents / caregivers which may be of concern.
- » To help groups organise their answers, the table below can either be drawn on flipchart paper or given as a handout and participants asked to fill it in.

	PHYSICAL	BEHAVIOUR	EMOTIONAL
0 - 1 YEARS			
1 - 3 YEARS			
3 - 6 YEARS			
6 - 8 YEARS			

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2:
UNDERSTANDING
CHILD ABUSE
AND CHILD
PROTECTION

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

Activity 2e

VULNERABILITIES and RISKS



OBJECTIVES

- » To explore child protection risks.
- » To identify what factors may make children particularly vulnerable to abuse.

EXPECTED OUTCOMES

Participants should:

- » Be able to identify characteristics and factors that make children especially vulnerable to abuse.
- » Recognise risk factors and the sources of these.
- » Begin to identify how the project itself may constitute a risk to children.

MATERIALS / RESOURCES NEEDED

Flipchart paper and pens, small pieces of paper and tape or post it notes, large copy of 'target' diagram shown below (either drawn on 4 pieces of flipchart and posted on wall or drawn on floor).



PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2:
UNDERSTANDING
CHILD ABUSE
AND CHILD
PROTECTION

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

VULNERABILITIES and RISKS (CONTINUED)

INSTRUCTIONS

Introduce the session by explaining that this session is looking at two key issues 1) what makes children vulnerable and 2) what risks are present.

In large groups, ask participants to brainstorm ideas on what they think makes children vulnerable to abuse, recording suggestions on flipchart paper. If participants find it difficult to discuss what makes children vulnerable, ask them to think about a specific child that they work with.

If necessary, trainer should 'prompt' / make suggestions to the groups – factors could include, age, disability, coming from a minority group, gender etc. Allow 5 minutes for this activity.

In large group, trainer should facilitate a general discussion about why vulnerability factors have been suggested and to check if there is anything specific to the community / country.

Explain that in addition to factors that make children more vulnerable there are also risks, and that risks might come from the child themselves, the family, community, wider society and even the project itself. Even though some risks and vulnerability factors may be the same, the combination of the two makes abuse even more likely.

Check that participants understand the different risk areas shown in the 'target' diagram, if necessary giving an example (eg individual level = being a girl; family = parent with drinking problem; community = tradition of early marriage; wider society = lack of protection laws; project = staff who sexually abuse a child).

In small groups ask participants to discuss what risk factors might be present in their setting (ECCD centre, community managed play group etc). For example, staff who hit children for disciplinary reasons, a driver travelling alone with children, no clear child protection guidelines in place, no records of daily attendance kept.

Participants should write / draw risks on small paper / post its (one risk per piece of paper).

While participants are carrying out the exercise, trainer should transfer the ideas from the flipchart to the target diagram, putting each vulnerability factor in the appropriate area (for example being a girl = individual).

After 15 – 20 minutes, invite participants to stick their pieces of paper on the target, placing each risk on the corresponding area of the target.

In large group, feedback and discuss.


Summarise the discussion and conclude by explaining that child protection aims to minimise risks to prevent abuse and also to respond to situations of abuse, emphasising that of course ECCD projects cannot do all this alone, but they have a key role to play because they have contact with many children (to be explored in following sessions).

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

 TOPIC 2:
UNDERSTANDING
CHILD ABUSE
AND CHILD
PROTECTION

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

VULNERABILITIES and RISKS (CONTINUED)

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » If there is more time available, include an exploration of protective influences and behaviours / what might protect children by asking participants to repeat the exercises, writing protective influences on post its / small pieces of paper and then pinning onto target. For example: rules on student/ teacher ratios; clear guidelines of behaviour such as no hitting/scolding/ only using positive discipline methods; providing a safe physical environment; providing equal opportunities for boys and girls, children with disabilities etc to participate.
 - » Remember that some vulnerabilities and risks may span across one or more levels – and also issues may be interconnected / influence each other.
 - » Keep target diagram (or take photo) so that it can be displayed during subsequent trainings to act as a reminder.
 - » It must be emphasised that although some things make a child more vulnerable to abuse, **potentially any child can be abused.**
-

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3:
CHILD
DEVELOPMENT

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

TOPIC 3 CHILD DEVELOPMENT

It is likely that workers will already have considered child development as part of their training for work in the project. These sessions do not consider child development in depth, but instead child development linked to child protection risks and needs.

Activity 3a

CHILD DEVELOPMENT and PROTECTION



OBJECTIVES

- » To identify the key development milestones for children and explore how these are connected to protection especially related to children in ECCD projects.

EXPECTED OUTCOMES

Participants should:

- » Be able to identify key developmental milestones.
- » Have increased understanding of the specific protection needs of younger children.

MATERIALS / RESOURCES NEEDED

Large pieces of paper (flipchart) and pens.

INSTRUCTIONS

Divide participants into small groups, and give each group a piece of flipchart paper and pens.

Ask participants in their groups to draw a 'typical child' that they work with in the project (note if a range of ages is worked with in the project, ask each group to take a different age range: under 1 year, 1 – 3 years, 3 – 6 years, 6 – 8 years).

Each group to note what they would expect a child to be able to do at that age – physically, emotionally, socially and cognitively, allow 20 – 30 minutes for this.

Feedback and discussion.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3:
CHILD
DEVELOPMENT

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

CHILD DEVELOPMENT and PROTECTION (CONTINUED)

In large group, ask participants to review the risk and vulnerability factors explored in the previous session and facilitate discussion as to why younger children may be especially vulnerable / at risk and in what ways.

Conclude by emphasising that younger children are more at risk because of their age and development needs, but also because they are less autonomous and need to rely more on adults.

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » If this session is not being run immediately following sessions on child abuse / child protection (ie there is a gap between training) then it is important to include a review of child abuse and protection to make sure that participants have not forgotten this information.
 - » Trainers should make sure that they have read Part B of the guide so that they are clear about the risks and vulnerabilities of younger children.
 - » Keep the drawings of children so that these can be used in the following sessions.
-

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3:
CHILD
DEVELOPMENT

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

Activity 3b

RESILIENCE



OBJECTIVES

- » To understand the meaning of resilience and its importance in children's lives.
- » To explore actions to promote resilience in children including ways in which children can meaningfully participate in the project.

EXPECTED OUTCOMES

Participants should:

- » Understand the concept of resilience.
- » Identify actions currently being undertaken within the project that promote resilience.
- » Begin to identify other actions that could be taken with the project to enhance resilience.

MATERIALS / RESOURCES NEEDED

Flipchart paper and pens, the simple definition of resilience (below) written onto flipchart paper / PowerPoint and list of qualities of resilient children and factors that increase resilience (see Part B 'Resilience and Child Protection in ECCD Projects') written onto flipchart paper/ PowerPoint.

Resilience is the capacity of children (and adults) to 'bounce back' and to survive and even thrive under circumstances of great hardship or difficulty

INSTRUCTIONS

Ask participants to discuss in small groups what they think resilience means (allow 5 minutes) and then feedback to main group.

Give the definition of resilience, emphasising the importance of resilience in children's lives – it helps protect children from the worse effects of negative situations, including abuse.

Present the qualities of resilient children, and then explain the factors that increase / promote resilience (using flipchart / PowerPoint as an aid to presenting).

In small groups ask participants to consider each factor that increases / promotes resilience and to identify what actions they are already taking within their project / what activities they already conduct that could help to promote resilience, recording their actions on flipchart paper.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3:
CHILD
DEVELOPMENT

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

RESILIENCE (CONTINUED)

Also ask participants to consider the ways in which children are able to meaningfully participate in the project, including identifying specific participation activities and how they link to the development of factors which promote resilience, like self-confidence and self-esteem.

Feedback to main group and discussion, also exploring if participants can think of other ways the project could promote / enhance resilience.

Conclude session, making sure to emphasise that the active participation of children also helps develop resilience therefore it is important that this right is upheld (Article 12 UNCRC).

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » Look at alternative definitions of resilience and discuss how resilience can be both at an individual level and at community level.
-

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

**TOPIC 4:
ROLES AND
RESPONSIBILITIES
FOR PROTECTING
CHILDREN**

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

TOPIC 4

ROLES AND RESPONSIBILITIES FOR PROTECTING CHILDREN

Activity 4a

RESPONSIBILITIES FOR PROTECTING CHILDREN



OBJECTIVES

- » To explore the role and responsibilities that participants have for protecting children.
- » To examine the child protection policy (ECCD project's own or Plan's if an example is required) and how this might relate to the work of the participants.

EXPECTED OUTCOMES

Participants should:

- » Be clear about their responsibilities for protecting children, and what actions are necessary in order to comply with the child protection policy.
- » Be able to identify appropriate contacts for support for the child and know when and how to make a report and referral.

MATERIALS / RESOURCES NEEDED

If available / in existence copies of the project's Child Protection Policy or copies of Plan's Child Protection Policy, copies of child protection case studies (see **Appendix 8**), contact details of the person/organisation participants should refer cases of concern to (dependent upon local context / conditions / law). Each Plan Country Office and / or Program Unit has done support network and legislation mapping that could be used/shared in this section.

INSTRUCTIONS

Explain that this session will explore what to do in suspected cases of abuse, and also more generally the roles and responsibilities of staff in preventing abuse.

In small groups, participants should consider the case studies and decide what action they think should be taken.

PART A:
INTRODUCTION


PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

 TOPIC 4:
ROLES AND
RESPONSIBILITIES
FOR PROTECTING
CHILDREN

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

RESPONSIBILITIES FOR PROTECTING CHILDREN (CONTINUED)

Feedback and discussion in the larger group. The key point to emphasise is that workers must not ignore signs of concern, and that they must speak out about their concerns – otherwise a child could be left at risk.

Distribute copies of the relevant Child Protection Policy to participants and ask them to review in small groups. If there is low literacy, talk through with participants the contents of the policy.

Feedback to large group about the implications of the Child Protection Policy for their work. Is there anything new that they did not know before / surprises them? What areas would be difficult to implement / comply with?

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » If there is no Child Protection Policy / clear guidance about who to contact, the trainer should help the participants think about what would be a good way to help the child / who to contact regarding a concern. Since this depends on local context, it is essential to clarify this information before the training.
- » Before starting the session, trainers should clarify if there are any legal or professional responsibilities that apply (for example in some countries there are laws that say that all suspected cases must be reported).
- » The child protection case studies in **Appendix 8** are only a suggestion – trainer can adapt or use other case studies more relevant to local context.
- » Include a discussion about what are some of the fears and barriers that participants may have in raising concerns about child abuse.
- » Explore confidentiality and what this means in relation to child protection.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4:
ROLES AND
RESPONSIBILITIES
FOR PROTECTING
CHILDREN

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

Activity 4b

AT LEAST  60
minutes

RESPONDING TO A DISCLOSURE FROM A CHILD

OBJECTIVES

- » To be aware of the way to respond to a disclosure from a child.

EXPECTED OUTCOMES

Participants should:

- » Be able to respond to a disclosure from a child regarding a situation of abuse.
- » Be aware of what actions need to be taken to protect a child in the initial stages of the abuse being recognised.

MATERIALS / RESOURCES NEEDED

Flipchart paper and pens, copies of the Child Protection Policy for reference, 'Responding to Disclosure from a Child' as handout (see [Appendix 9](#)).

INSTRUCTIONS

Ask participants to break into small groups.

Once participants are in the groups, read the following scenario to participants:

A five year old child (a boy) regularly comes to the centre. Normally he is lively and engaged in all activities, but today he is very quiet and does not speak.

Later during the day you see, when he is washing his hands and pushes up his jumper sleeve, you see that he has bruises all up his arm. When you ask the child about the bruises at first he says he fell over. However because of the change in the child's behaviour you are

suspicious that you are not being told the full story, so you ask him again.

The child tells you that his mother hit him for taking food. When you ask to see his bruises more closely you discover the child is also bruised all over his back.

The child says that he knows what he did is wrong and he is very worried that he is going to be in more trouble.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4:
ROLES AND
RESPONSIBILITIES
FOR PROTECTING
CHILDREN

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

RESPONDING TO A DISCLOSURE FROM A CHILD (CONTINUED)

Small groups should discuss the scenario, considering the following questions:

- » What would you say to the child? Is there anything you would provide to the child?
- » What would be your next action? Who would you contact / speak to?
- » What would you do if the mother arrived at the project and said she wanted to take the boy home immediately?

Feedback to the large group and discussion, drawing out the important points that it is not the role of the participants to interrogate or interview the child, but instead to get enough information about whether a referral is necessary, and to immediately refer the child / seek support in accordance with the relevant Child Protection Policy.

In large group, brainstorm ideas on good practices for dealing with disclosures. These should include – **Do:** believe the child; reassure the child that they are right to tell; explain that all children should be kept safe and for this reason you need to speak to other adults who can help. **Do not:** make false promises about everything being okay or what actions will happen; tell the child that it is their fault; show shock; tell the child not to say anything; start saying negative things about the mother.

You can use ‘Responding to Disclosure from a Child’ as a handout if needed (see [Appendix 9](#)).

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » Adapt scenario if needed to make it more relevant to local conditions, but do not include a scenario about sexual abuse – instead keep to something that is likely to be more commonly noticed in a project.
- » The other child protection case studies provided in [Appendix 8](#) can also be adapted to include disclosure from a child and could be used for this activity.
- » Write questions on flipchart and give a written copy of the scenario to the groups so they can refer to these during group work.
- » As an alternative to talking about what participants would say to the child, the groups could role play the situation with one participant playing the child, one the worker and the third participant acting as the observer to give feedback.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5:
PROACTIVE
ACTIONS TO
INCREASE
PROTECTION

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

TOPIC 5

PROACTIVE ACTIONS TO INCREASE PROTECTION

Activity 5a

PRACTICAL STEPS FOR INCREASING PROTECTION - DIMENSIONS OF ACTION

AT LEAST  60
More depending
on capacity minutes

OBJECTIVES

- » To explore concrete actions that can be taken through the project to increase protection of children.

EXPECTED OUTCOMES

Participants should:

- » Know what steps can be taken in order to increase the protection of children and be able to put steps into practice through their work.

MATERIALS / RESOURCES NEEDED

Flipchart paper and pens, copies of the 'Field Workers Guide for ECCD Projects' (see [Appendix 1](#)).

INSTRUCTIONS

Introduce session by explaining that until now, we have explored child abuse and what steps we should take if we are concerned about a child. This session will focus on some of the concrete steps that workers can do in the centre to prevent abuse / enhance children's resilience.

Divide participants into four groups. Each group should consider one of the four dimensions of action at the project– ie Establishment and Implementation; Safety; Health and Wellbeing; and Self-Protection (if necessary the trainer should briefly explain what is meant by each area, they are described in Part B). Each group should consider the area they have been allocated and discuss what actions could be taken in the project to enhance the protection of children.

During the group work, trainer should circulate to make sure groups are on task and understand the exercise.

Feedback to the larger group and discussion.

Distribute copies of the 'Field Workers Guide' highlighting any significant points not captured by the groups.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5:
PROACTIVE
ACTIONS TO
INCREASE
PROTECTION

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

PRACTICAL STEPS FOR INCREASING PROTECTION - DIMENSIONS OF ACTION (CONTINUED)

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » Depending on the level and knowledge of the group, this session could be extended in order to give participants the time to explore actions in more depth.
 - » As an alternative, the trainer could distribute copies of the guide to the participants, and then lead a discussion in the larger group about the issues highlighted under each of the headings and the implications for workers, trying to focus on practical ways the participants could implement the suggestions.
-

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5:
PROACTIVE
ACTIONS TO
INCREASE
PROTECTION

TOPIC 6

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

Activity 5b



KEY ACTIONS FOR PROTECTING CHILDREN

OBJECTIVES

- » To identify key actions that can be taken in ECCD projects to enhance the protection of children.

EXPECTED OUTCOMES

Participants should:

- » Be able to identify priority actions for the protection of children.

MATERIALS / RESOURCES NEEDED

Flipchart paper and pens, copies of 'Key Actions for Protecting Children' table (see [Appendix 10](#)), copies of the 'Field Workers Guide for ECCD projects' (see [Appendix 1](#)).

INSTRUCTIONS

Divide the participants into small groups and ask them to consider the three main elements of ECCD projects – ie parenting programs, centre based activities and transitions to primary school.

Using the 'Key Actions for Protecting Children' table as a guide, participants should decide the four main actions they need to take to protect children - keeping focused on practical and concrete issues.

Feedback and discussion.

Distribute 'Field Workers Guide for ECCD Projects' and discuss / review in large group how actions identified in the field guide compare with the participants' ideas.

In the large group and facilitated by the trainer, conclude the session by developing a composite shared list of priorities for the project (which may have more than four actions against each area).

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » Depending on what training has been provided, this session could either be run as a shorter / less in-depth alternative to the 'Practical Steps' exercise (Activity 5a), or could follow on and be part of a planning session for projects to identify specific actions that they need to take.
- » As an alternative, participants could work in three groups, with each group considering one of the three elements, before feedback and discussion.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6:
CHILD FRIENDLY
PROTECTION
PROCEDURES

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

TOPIC 6

CHILD FRIENDLY PROTECTION PROCEDURES

Activity 6a

CHILD FRIENDLY TERMS



OBJECTIVES

- » To explore how to explain technical child protection terms to children.

EXPECTED OUTCOMES

Participants should:

- » Be able to clearly explain child protection concepts to children using suitable child friendly language.

MATERIALS / RESOURCES NEEDED

Slips of paper with various child protection terms written on (one per slip of paper) eg referral, child abuse, child protection, emotional abuse, physical abuse, neglect.

INSTRUCTIONS

Ask participants to get into pairs.

Distribute a slip to each pair (if necessary, depending on group size, it may be necessary to either give copies of all terms to each pair, or to duplicate some terms).

Give pairs 5 minutes to discuss the term, and then to discuss how they would explain this to a child who they work within the project.

Each pair should then share, in turn, their idea with the large group – with one person playing the worker and one the child to demonstrate the actual words / actions they would use. The person playing the child can ask questions as part of the skills practice.

After each discussion, facilitate a short feedback session to get views and ideas from other participants.

In large group, to conclude, discuss how the exercise went and explore in what circumstances it might be especially challenging for participants to explain to children – for example to very small children, or to children with communication difficulties or disabilities.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS


TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

 **TOPIC 6:**
CHILD FRIENDLY
PROTECTION
PROCEDURES

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

CHILD FRIENDLY TERMS (CONTINUED)

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » Record agreed child friendly versions on flipchart so that these can be used in developing child friendly versions of the Child Protection Policy in Activity 7a.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6:
CHILD FRIENDLY
PROTECTION
PROCEDURES

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

Activity 6b

MINIMUM 
hours

DEVELOPING CHILD FRIENDLY MATERIALS

OBJECTIVES

- » To have a more in-depth understanding of the contents of the Child Protection Policy.
- » To develop a version of the policy which can be understood by children.

EXPECTED OUTCOMES

Participants should:

- » Either develop a child friendly version of the Child Protection Policy or begin developing sections and have a plan for how to finalise the policy.
- » Understand how this policy can be provided to children and identify how children could be involved in reviewing the Child Protection Policy.

MATERIALS / RESOURCES NEEDED

Craft supplies, copies of Child Protection Policy for reference.

INSTRUCTIONS

In large group, discuss what participants understand by a child friendly protection policy, and what this means. If necessary, clarify that a child friendly policy should be one which both places children at the centre and can be understood by children.

Working individually, or in small groups, participants should develop a child friendly version of the Child Protection Policy for use and display in the project.

Feedback and sharing of work, followed by general discussion, also including consideration of how children could be involved in the future in both developing / refining the child protection policy and in developing awareness raising materials.

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » Emphasise to participants that the development of policy and child friendly versions should include children themselves – however in the interim it is important to develop materials that children can understand.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

 TOPIC 6:
CHILD FRIENDLY
PROTECTION
PROCEDURES

TOPIC 7

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

DEVELOPING CHILD FRIENDLY MATERIALS (CONTINUED)

- » Depending on the number of participants and time available it may make sense for different people to work on different aspects of the Policy.
 - » Participants could also develop awareness raising materials for the centre, such as posters etc.
 - » Identify what steps needs to be taken to finish work / finalise child friendly version and how this might be done.
 - » Explore how to develop a version of the Policy suitable for parents and community members.
 - » Discuss how to raise awareness of the Policy with children and their families.
-

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7:
DEVELOPING CHILD
PROTECTION
POLICIES & CODES
OF CONDUCT FOR
PROJECTS

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

TOPIC 7

DEVELOPING CHILD PROTECTION POLICIES AND CODES OF CONDUCT FOR PROJECTS

Although ideally projects should have specific child protection policies, these can be difficult to develop without a lot of support. As an alternative, to supplement the Plan Child Protection Policy, individual projects can be supported to develop specific minimum standards / codes of conduct for workers.

Activity 7a

DEVELOPING A CHILD PROTECTION POLICY



OBJECTIVES

- » To begin the process of developing a specific Child Protection Policy for the project.

EXPECTED OUTCOMES

Participants should:

- » Have identified key areas that need to be included in the Child Protection Policy for their project.
- » Begun work on drafting the Child Protection Policy.
- » Have action plan for how to finalise the Child Protection Policy.

MATERIALS / RESOURCES NEEDED

Flipchart paper and pens, copies of Child Protection Policy and copies of other sample Child Protection Policies for reference, 'Key Elements of a Child Protection Policy' handout (see [Appendix 11](#)).

INSTRUCTIONS

Participants should work together to draft their own Child Protection Policy (and procedures) for use in their project / organisation.

Feedback and sharing of work to date.

Develop action plan as a group for how to finalise drafting and agreement of Policy, including timeframes and responsible person.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1


TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

 TOPIC 7:
DEVELOPING CHILD
PROTECTION
POLICIES & CODES
OF CONDUCT FOR
PROJECTS

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

DEVELOPING A CHILD PROTECTION POLICY (CONTINUED)

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » The template explaining ‘Key Elements of a Child Protection Policy’ is provided in **Appendix 11** and can be used either as trainer’s notes or as a handout for participants.
 - » It is likely that additional support from the Country / Regional Child Protection Advisor / Specialist will be needed in order to fully support a project to develop their own Child Protection Policy.
 - » This session can become very technical and it is unlikely that the team will be able to finalise a Child Protection Policy in the time allocated. However, this can be an important starting point in the development of a specific policy for the project provided an action plan is developed for how to finalise / agree the Policy – for example by forming a working group to finalise the draft.
 - » It may be helpful to distribute copies of a sample Child Protection Policy (such as the one developed by Plan or another local NGO) to participants so that they can see different styles of policies.
 - » Asking participants to work in small groups to consider specific elements of the Child Protection Policy would be one way of trying to consider more areas / reduce time needed.
-

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7:
DEVELOPING CHILD
PROTECTION
POLICIES & CODES
OF CONDUCT FOR
PROJECTS

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

Activity 7b

DEVELOPING A CODE OF CONDUCT / MINIMUM STANDARDS



OBJECTIVES

- » To develop a Code of Conduct / minimum standards for use within the project.

EXPECTED OUTCOMES

Participants should:

- » Agree Code of Conduct / Minimum Standards, and be aware of what behaviour is expected of them.

MATERIALS / RESOURCES NEEDED

Flip chart paper and pens, copy of the Child Protection Policy (examples of Codes of Conduct and training resources from the 'Roles and Responsibilities for Protecting Children', 'Practical Steps to Increasing Child Protection' and 'Key Actions for Protecting Children' exercises).

INSTRUCTIONS

Explain to participants that this session will explore in detail how the Child Protection Policy will be put into practice by identifying the specific behaviours and attitudes of workers which are required and also identifying the way in which children and families should be treated at the project and any actions that need to be taken to make sure children are safe.

Distribute copies of the relevant Child Protection Policy for reference.

In large group, participants should identify items that they consider should be included in the Code of Conduct / Minimum Standards.

If necessary, trainer should facilitate the discussion and help participants to be specific in recommendations, rather than being too general. For example, instead of saying "treat children properly," say "Do not hit children."

Presentation of ideas and agreement of plan to finalise draft / get agreement for implementation.

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » Trainer should be prepared to give technical advice and make suggestions.
- » Instead of working as a large group, split into four groups, with each group considering one of the four dimensions of action.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7:
DEVELOPING CHILD
PROTECTION
POLICIES & CODES
OF CONDUCT FOR
PROJECTS

TOPIC 8

APPENDICES

REFERENCES
AND RESOURCES

DEVELOPING A CODE OF CONDUCT / MINIMUM STANDARDS (CONTINUED)

- » Remind participants that children should never be hit in a project – even if this is culturally acceptable.
 - » Discuss how the finalised document will be communicated to teachers/caregivers/centre staff etc and how staff and volunteers will be trained re the Child Protection Policy and Code of Conduct/ Minimum Standards.
-

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8:
DEVELOPING
SELF-PROTECTION
ACTIVITIES FOR
CHILDREN

APPENDICES

REFERENCES
AND RESOURCES

TOPIC 8

DEVELOPING SELF-PROTECTION ACTIVITIES FOR CHILDREN

This topic explores why it is important for children to develop self-protection skills and also includes three practical activities that participants can practise that can be used with children.

Activity 8a

HELPING CHILDREN DEVELOP SELF-PROTECTION SKILLS



OBJECTIVES

- » To explore why it is important for children to develop their own self-protection skills.
- » To understand how to incorporate development of self-protection skills in the work of the project.
- » To create an activity specifically to use with children.

EXPECTED OUTCOMES

Participants should:

- » Be able to identify the most appropriate ways to include the development of self-protection skills within the work of the project.
- » Develop at least one activity that could be used with children.

MATERIALS / RESOURCES NEEDED

Craft supplies, copies of 'Field Workers Guide for ECCD Projects' ([Appendix 1](#)).

INSTRUCTIONS

In large group, brainstorm ideas as to why it is important for children to develop their self-protection skills – highlighting that even though children can participate in their own protection, adults remain responsible for keeping children safe.

Facilitate a discussion about how to help children develop their self-protection skills, making sure that the following areas are explored:

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

 TOPIC 8:
DEVELOPING
SELF-PROTECTION
ACTIVITIES FOR
CHILDREN

APPENDICES

REFERENCES
AND RESOURCES

HELPING CHILDREN DEVELOP SELF-PROTECTION SKILLS (CONTINUED)

- » Important that protection is incorporated through everyday activities and within the curriculum / daily routine (although some specific activities can be conducted) and practised at the centre (for example travelling home safely).
- » Self-protection should range from general issues such as staying healthy (eg food and cleanliness) and avoiding accidents through to abuse.
- » Care should be taken to raise issues in ways which are child friendly so as not to scare children by constantly talking about dangers.
- » Make sure that children know they can talk to project workers if they are upset or worried.

Participants should review the 'Field Workers Guide for ECCD Projects' particularly noting suggestions for how to help children develop their own protection skills.

In threes / small groups, participants should design an activity that they could incorporate into the project that would be suitable for work with children to increase their protection.

Feedback and discussion.

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » Remind participants that it is difficult to teach self-protection skills to children who are very young (under 3 years) but that helping them to learn about safety (for example not touching fire) is an important start in developing skills.
- » Discuss how to encourage parents to teach their children safety skills.
- » Explore how to consult children regarding what they consider as dangers / risks in their communities and what ideas they have for keeping themselves safe.
- » Refer participants to 'Field Workers Guide for ECCD Projects' for specific ideas – this can also be given as a reference during the session.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8:
DEVELOPING
SELF-PROTECTION
ACTIVITIES FOR
CHILDREN

APPENDICES

REFERENCES
AND RESOURCES

Activity 8b

HELPING HANDS



OBJECTIVES

- » To learn about and practise running a specific activity aimed at helping children develop their self-protection skills.

EXPECTED OUTCOMES

Participants should:

- » Feel confident and capable of running a keep safe activity for children.
- » Have experience on what it is like to participate in a keep safe activity.

MATERIALS / RESOURCES NEEDED

Pieces of paper (A4 size) and pens / pencils.

INSTRUCTIONS

Explain to participants that in this session they are going to learn a specific keep safe activity for children.

Tell participants that they are going to role play a child who is 5 years old and that the trainer will act as the worker in the project. After the activity is concluded, there will be chance to discuss the activity and the process.

ROLE PLAY:

Worker to tell children that we are going to think about hands. Ask children to put up their hands.

Ask children for ideas about what to use hands for.

Distribute paper to each child and ask them to draw around their own hand.

Tell children that sometimes hands also help us, and get ideas of when might children need help (prompting with suggestions if necessary).

Tell children that often there are people or things that can help us. Ask for suggestions.

Ask children to think about what circumstance might make them feel unhappy or sad or hurt, when it might be a good idea to ask for help.

Ask children to write / draw on each finger someone that they could go to for help / something they

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8:
DEVELOPING
SELF-PROTECTION
ACTIVITIES FOR
CHILDREN

APPENDICES

REFERENCES
AND RESOURCES

HELPING HANDS (CONTINUED)

could do to help themselves feel better (one idea per finger).

Invite children to share their drawings and share their work – remember to congratulate children for effort and for good ideas – and summarise ideas.

AFTER ROLE PLAY:

In large group, discuss with participants what they thought of the activity – for example did they like it? How would they improve / do the exercise differently? How could it be incorporated in the project?

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » Instead of the trainer acting as the facilitator, invite one or two participants to act this role.
 - » Rather than using the image of a hand, another object could be selected that might be more culturally appropriate – for example an umbrella with each spoke of the umbrella having a source of support.
 - » Remind participants that the purpose of this activity is to help children identify sources of support, so it is important to pick out and highlight these sources in the discussion with the children at the end when they are sharing their work.
-

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8:
DEVELOPING
SELF-PROTECTION
ACTIVITIES FOR
CHILDREN

APPENDICES

REFERENCES
AND RESOURCES

Activity 8c

STOP, SLOW, GO



OBJECTIVES

- » To learn about and practise running a specific activity aimed at helping children develop their self-protection skills.

EXPECTED OUTCOMES

Participants should:

- » Feel confident and capable of running a keep safe activity for children.
- » Have experience on what it is like to participate in a keep safe activity.

MATERIALS / RESOURCES NEEDED

Space to move around in. Three signs -   

INSTRUCTIONS




Explain to participants that in this session they are going to learn a specific keep safe activity for children.

Tell participants that they are going to role play a child who is 6 years old and that the trainer will act as the worker in the project. After the activity is concluded, there will be chance to discuss the activity and the process.

ROLE PLAY:

Worker to tell children that we are going to play a game to learn about how we can keep ourselves safe.

Show the children the three signs, explaining what each one means:

safe = go  slow = not sure  unsafe = stop 

Pin the signs in different corners of the room.

Tell children that you are going to tell them about some situations, and they have to decide whether it is safe, whether they might need to be careful or whether it is dangerous. When they have decided, they need to walk to the appropriate sign (ie stop, slow, go).

Situations could include – going home alone, walk to school with big sister, talking to someone you don't know, ask your teacher for help, taking a present from a tourist, play ball with friends, starting a fire, crossing the road by yourself, swimming/bathing in a river alone.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8:
DEVELOPING
SELF-PROTECTION
ACTIVITIES FOR
CHILDREN

APPENDICES

REFERENCES
AND RESOURCES

STOP, SLOW, GO (CONTINUED)

Tell situations to children, one at a time. After children have walked to the areas that correspond with their decision, invite one or two volunteers to tell the others why they chose that sign.

Repeat this process five or six times, so that participants get an idea of how the game works.

AFTER THE ROLE PLAY:

In large group, discuss with participants what they thought of the activity – for example did they like it? How would they improve / do the exercise differently? How could it be incorporated in the project?

Key points to pull out during discussion:

- » It is important to prepare situations in advance so that these are real to children and relevant to the situation / community.
- » The purpose of the game is to help children identify situations that are risky / dangerous – can also explore with children what else they could do in those situations.
- » Need to keep the game moving quickly and not have too much discussion otherwise children may get restless.
- » Be aware that children can get very excited and rush around. Be patient, this is okay, it makes learning about protection fun!

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » Ask participants to think about how situations might change depending on the age of children.
 - » Highlight that this is a very useful activity as children become more independent – for example during transition to primary school.
-

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8:
DEVELOPING
SELF-PROTECTION
ACTIVITIES FOR
CHILDREN

APPENDICES

REFERENCES
AND RESOURCES

Activity 8d

MY BODY, MY SELF



OBJECTIVES

- » To learn about and practise running a specific activity aimed at helping children develop their self-protection skills.

EXPECTED OUTCOMES

Participants should:

- » Feel confident and capable of running a keep safe activity for children.
- » Have experience on what it is like to participate in a keep safe activity.

MATERIALS / RESOURCES NEEDED

Craft supplies, pieces of flipchart paper and pens, pencils, crayons.

INSTRUCTIONS

Explain to participants that in this session they are going to learn a specific keep safe activity for children.

Tell participants that they are going to role play a child who is 6 years old and that the trainer will act as the worker in the project. After the activity is concluded, there will be chance to discuss the activity and the process.

ROLE PLAY:

Worker to tell children that we are going to think about what makes us each unique and special.

Ask children to get into pairs and give each child a piece of flipchart paper and a pencil.

Tell children that they are going to take turns in lying on the piece of paper with their partner drawing around their body (so they have an outline of themselves) – depending on age of children it may be necessary to stick two pieces of paper together.

After the children have finished the outlines of themselves, ask them to complete the picture of themselves, drawing on eyes, hair etc.

In large group ask the children what makes them special and unique and what makes them different.

Explain that we all have bodies and we need to make sure that we look after our bodies.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

TOPIC 1

TOPIC 2

TOPIC 3

TOPIC 4

TOPIC 5

TOPIC 6

TOPIC 7

TOPIC 8:
DEVELOPING
SELF-PROTECTION
ACTIVITIES FOR
CHILDREN

APPENDICES

REFERENCES
AND RESOURCES

MY BODY, MY SELF (CONTINUED)

Ask children for ideas about how to look after our bodies – for example eating good food, washing, taking medicines.

Explain to children that our body is own, although sometimes people don't respect this.

Ask children if they have any suggestions for how people might not respect our bodies (for example hitting us, touching us in private places etc).

Ask children what advice they would give children whose bodies are not being respected.

Conclude exercise by reminding children that we are all unique and special and we all deserve to be looked after and respected.

AFTER THE ROLE PLAY:

- » In large group, discuss with participants what they thought of the activity – for example did they like it? How would they improve / do the exercise differently? How could it be incorporated in the project? What are any anxieties that they might have in conducting such an exercise?
- » Remind participants that this exercise can link to earlier activities – for example, when asking children what advice they would give, they could be reminded about the source of support they identified in 'Helping Hands' (Activity 8b).
- » Emphasise it is important to follow up any disclosures made by children.

ADDITIONAL NOTES FOR TRAINERS / SUGGESTIONS

- » Children can draw pictures of themselves as individuals or work together to draw one large person (for example drawing around a worker).
- » This exercise helps develop a sense of identity, and also highlights the issue of privacy and personal boundaries. It is best conducted with children over 5 years who are at the older scale of ECCD projects in order not to confuse.
- » The activity needs to be conducted with care and with sensitivity to social and cultural norms regarding privacy and discussion about bodies.
- » Workers can feel anxious about discussing issues of privacy / possible sexual abuse with children because they lack the language to do so – in general we talk about private areas being those covered with underwear / swim suits and describe "good touch" as being that which we like and makes us feel good (such as hugs) and "bad touch" being touches that make us feel upset or embarrassed or we do not like.

APPENDICES



Children participate in early learning activities in Cambodia which help promote friendships and social and emotional wellbeing.

APPENDIX 1

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1:
FIELD WORKERS
GUIDE FOR ECCD
PROJECTS

APPENDIX 2

APPENDIX 3

APPENDIX 4

APPENDIX 5

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

FOOTNOTES

1. Plan International has a very comprehensive Child Protection Policy and Code of Conduct, which can be referred to for more information and guidance – ‘Say Yes! To Keeping Children Safe’ (2009).

FIELD WORKERS GUIDE FOR ECCD PROJECTS

INTRODUCTION

This guide has been written to help parents and members of the community, including volunteers, working with an ECCD project to increase their understanding of how the protection of children can be improved. Even when everyone agrees that the protection of children is very important, it can sometimes be difficult to think what more we can do to keep children safe. In this guide are some practical tips and ideas for how this can be done.

To avoid any confusion, we use the term ‘workers’ to mean anyone who comes into contact with children through the project / at the centre, in whatever role. For example volunteers, caregivers, parents and guardians and members of management committees. It also includes any paid staff and domestic workers, such as cooks and cleaners, drivers and security guards.

WHAT WE MEAN BY CHILD PROTECTION

It is easy to become confused with all the technical definitions that are used when talking about child protection issues (such as neglect, physical, emotional and sexual abuse, exploitation and trafficking). However, basically child protection means keeping children safe from intentional and unintentional harm and ensuring their wellbeing by making sure they are looked after properly.¹

WHY ECCD PROJECTS ARE IMPORTANT FOR CHILD PROTECTION

The early years of a child’s life are very important for helping them to develop the skills and capabilities necessary to reach their full potential. It is also a time when children are very vulnerable because they are dependent on adults to look after them.

ECCD projects come into contact, and have long relationships, with large numbers of children, and reach many families. This means that projects can contribute to the protection of a lot of children.

We all have responsibilities for children and we all benefit when they are safe. The main focus of ECCD projects is to help children develop, learn and grow, and to prepare them for primary school. They also support parents to increase their own skills and knowledge so that they can be the best parents possible. There are many aspects of child protection that can be easily (and cheaply) included in ECCD projects through the way they are organised and run, and the activities that take place.

HOW WE CAN INCREASE THE PROTECTION OF CHILDREN

There are a number of areas that we can consider in relation to actions to improve child protection although there are many overlaps.

In this guide we divide actions into four areas:

1. **Establishment and Implementation** – the way in which the centre / project is set up and run.
2. **Safety** – how we protect children from physical and other dangers.
3. **Health and Wellbeing** – what we do to help children develop the skills and attributes necessary for healthy development and to increase their social and emotional wellbeing.
4. **Self-Protection** – how we can help children develop skills to keep themselves safer.

PRACTICAL TIPS AND IDEAS FOR INCREASING CHILD PROTECTION

These tips and ideas have been developed to give concrete ways to help increase the protection of children. Since all ECCD projects are slightly different, not all of the ideas may be practical or relevant. Talk with other workers in your project about the tips and see if you can add anything else.

While there are some specific things that need to be done, especially regarding the establishment and implementation of the project, many child protection issues can be raised through activities it is

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1:
FIELD WORKERS
GUIDE FOR ECCD
PROJECTS

APPENDIX 2

APPENDIX 3

APPENDIX 4

APPENDIX 5

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

just a question of being creative and looking for opportunities. The best way for younger children to learn about protection is through exploration and for messages to be reinforced over time. Since children also learn from watching others, we need to be good role models. **However, it is important that we do not constantly talk about protection during every activity as we do not want to make children fearful and anxious.**

ESTABLISHMENT AND IMPLEMENTATION OF PROJECT

- ✓ Adults who work with children should be carefully checked to make sure that they are 'safe' and approved for working with children. This means making sure the references are taken and background checks (including police checks / criminal records checks) are made where possible. This can feel difficult as it seems as though we do not trust people, or are suspicious about them, but people with nothing to hide and keen to make sure that children are safe generally can understand why checks are needed.
- ✓ Develop a Child Protection Policy especially for use in your project. The Child Protection Policy should say what steps should be taken when there is a concern about the safety or wellbeing of a child. It should also explain how workers should behave (this is sometimes a separate document called a 'Code of Conduct'). This policy should be displayed at the centre / project, and what it means should be explained to parents and community members.
- ✓ Develop Minimum Standards which set out what parents and children can expect from the project, including what the project will do to protect children, and how children and parents can complain if they are not happy about the services given.
- ✓ Make sure that you know who to contact if you have any concerns about the welfare of a child (the 'Focal Point for Child Protection' – although they may have another title). This will depend on the project you work in. It might be someone from the local child protection agency (such as the

Department of Welfare or Social Services) or an NGO. If you do not know who to contact, you can check with one of the INGOs such as Plan International, as they can normally help people to make contact with the right person. Do not wait until a situation arises, but find out this information *before* there is a problem. That way you will be able to act more quickly.


- ✓ If a situation of concern occurs, make sure you seek guidance from the Focal Point for Child Protection. It is tempting to try and solve problems ourselves, particularly if we are anxious not to make the situation worse or we are not sure if there is actually something to be worried about. Remember not taking any action, or taking the wrong action, might leave a child in a very risky situation and at great danger.
- ✓ Remember, if a child says they have been abused, or you see the signs and symptoms of abuse *stay calm*. It is important that you do not appear shocked or upset as this could frighten the child or make them think that they have done something wrong. If a child does tell you something of concern, reassure the child that they have the right to be protected and kept safe, and that they were right to speak out.
- ✓ Ask for, provide and/or attend training / orientation on child protection and the Child Protection Policy. Make sure that you know what it says, that you understand it and know what your role is in protecting children. If you cannot provide the training yourself, ask for help from other organisations working with children in your area.
- ✓ Make sure that child protection is included in training for volunteers and training / orientation is provided for other key stakeholders working with the project.
- ✓ Understand the codes of conduct in your project – what you are expected to do, and how you are expected to behave towards children. For example, what you can and cannot do to discipline children. Ask for help if you do not understand anything or are not sure what to do. Use codes of conduct as part of performance appraisals.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

 APPENDIX 1:
FIELD WORKERS
GUIDE FOR ECCD
PROJECTS

APPENDIX 2

APPENDIX 3

APPENDIX 4

APPENDIX 5

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

- ✓ Never work alone, and don't allow others to work alone. Always try and work where you can be seen and see others (for example a parent waiting outside) or with another worker / volunteer. One reason for this is because if there is an accident, or something happens with a child, help is more available and other children are not left unsupervised. Having a list of standby volunteers who can step in at short notice can help ensure there is sufficient supervision when a worker is off sick or if additional supervision is necessary (for example if going on a trip).
 - ✓ Explain your Child Protection Policy to children in a way that is easy for them to understand, reminding them of who to speak to if they are worried or upset, or if they are unhappy about anything. An ECCD project should be a 'safe place' for children.
 - ✓ If possible have a copy of the Child Protection Policy and information about keeping safe and the right not to be abused developed especially for children – using pictures and simple words – and display this in centres. Where the project does not have a centre, make sure that children are still informed about the Child Protection Policy, and reminded of this on a regular basis.
 - ✓ Remember to display information, such as posters, on walls at low level so that children can see!
 - ✓ Develop and share common understandings for workers visiting family homes (for example in home visiting) about issues to be alert to (such as safety issues) and how to report concerns.
 - ✓ Talk with others working in your project. Sharing concerns with other workers makes it more difficult for abuse to continue and easier to address problems. If there is a regular team meeting, make sure that child protection is discussed at every meeting. Remember though to be careful not to gossip!
 - ✓ Find out if there are any specific dangers or risks for children in the areas that you work in. If so, agree with other workers how these can be minimised (seeking guidance if necessary / possible).
 - ✓ Incorporate child protection messages and information / tips in parenting projects and groups so that parents can improve their skills in protecting their children and promoting their wellbeing. This means including child protection in the curriculum for parenting education programs. Remember that it is not enough to just tell parents about child abuse, they also need to be given skills to protect their children and discipline in a more child-friendly way.
 - ✓ Make sure you know (and if not learn) ways of disciplining children without hitting / smacking. It is never a good idea for children in ECCD projects to be smacked, even if that is what parents normally do at home. We want to create a space for children where they feel very safe and can learn without being afraid. Also, since children learn from what they see and experience, it is hard for us to teach children not to be violent if we hit them.
- SAFETY**
- ✓ Always have the correct number of workers to supervise children. It is unsafe to have more than 30 children with only one worker, as it is impossible to give children the right amount of care and attention. If someone is sick, or cannot attend, consider joining with other groups / classes so there is additional supervision and more than one worker to look after the group. Having a list of standby volunteers can help with supervision by having someone to call on at short notice if the need arises.
 - ✓ Children should be supervised at ALL TIMES. Ensure there are sufficient levels of supervision and that children are not left alone. Making sure that children are supervised means that children can be observed. These observations can then feed into discussions with the team to identify if there are children whose behaviour seems worrying.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1:
FIELD WORKERS
GUIDE FOR ECCD
PROJECTS

APPENDIX 2

APPENDIX 3

APPENDIX 4

APPENDIX 5

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

- ✓ Consider practical and environmental issues that might be a danger to children and take steps to make these safe. For example - Is the outdoor play area cleared of rubbish? Is play equipment safe, or does it have sharp edges? Warn children about the danger and make sure it is fixed. If there are roads or rivers nearby, extra supervision will be needed when children are outside. In centres, conduct regular inspections and develop 'playground rules' with children.
- ✓ Prepare and practice evacuation plans in areas where disasters/emergencies are common.
- ✓ When going on trips or outings, make sure that you do a head count before leaving and before returning so you can quickly identify if someone is missing.
- ✓ If going on trips consider getting volunteers to help out so that there is more supervision. When children are somewhere new and different there is always a need to pay more attention to where they are and what they are doing.
- ✓ When going on trips / outings, tell children what to do if they get lost. For example, there might be a place to meet or for them to ask for the police station (this will depend on where you go and who you know are safe 'go to' people) or give children a card with a contact name from the project.
- ✓ Make sure that children know their full name (not just a nickname), their parents' names and the village they come from / where they live. That way if they get lost (or are trafficked and eventually found), children can be more easily reunited with their families. Children can be helped to do this by using name recognition activities such as during roll call.
- ✓ Think about children's journeys to and from the centre / project. Are children travelling or walking alone? If so, encourage parents to arrange for children to travel in groups and / or for parents to drop off and collect them.
- ✓ Make sure a record is kept of children's attendance at every session. If a child is missing / does not attend, follow up with their family to see where the child is / how they are, for example by conducting a home visit.
- ✓ Consider the safety of children who are going to the bathroom / toilet. If possible make sure the toilet is located in view of adult supervisors, but if this is not possible, consider if children need someone to go with them, or perhaps send the children in small groups.
- ✓ Do not allow children to wander off or leave the centre / project without permission.
- ✓ Be aware of who is working in the centre and watch out for 'strangers' or people who are not supposed to be there. Make sure to ask them what they are doing and why they are there.

HEALTH AND WELLBEING

- ✓ Children who are confident, have a positive self-image and high self-esteem are more resilient and less likely to be abused, or to suffer the long term effects of abuse. It is important in all activities and interactions to give positive messages to children about their talents and value. In centres this can be done in a variety of ways, such as electing a 'child of the day' or daily news / show and tell sessions. These should be incorporated throughout the daily routine of the centre. In other types of projects, such as home visiting, community playgroups etc., workers should make sure to notice and comment positively about the child, and make time to also speak with the child.
- ✓ Make time to listen to children. Remind children that everyone should be safe and to speak out if they have any concerns or worries. If children do speak out make sure you report the concerns according to your Child Protection Policy. Stay calm, and do not show that you are shocked as this could frighten children and make them feel that they have done something wrong. Reassure children that they are right to tell you.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1:
FIELD WORKERS
GUIDE FOR ECCD
PROJECTS

APPENDIX 2

APPENDIX 3

APPENDIX 4

APPENDIX 5

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

- ✓ In centres, include welcome and team building activities as part of the daily routine so that children feel part of the project. This helps create a sense of belonging and self-worth.
- ✓ Look out for obvious physical signs and symbols of abuse (such as cuts, bruises and burns) and report any concerns. Make sure that medical staff carrying out regular health check-ups are aware of signs and symptoms of abuse, and that they feedback concerns to the project.
- ✓ Watch out for changes in behaviour as this can indicate that the child may be suffering in some way – for example, the child that used to play with everyone, but now does not mix or the child who suddenly becomes very violent and aggressive.
- ✓ Do not allow bullying. Remember that children (like adults) can be very unkind at times, and this can badly affect self-esteem. Having clear rules of behaviour, which are developed with the children, can help children understand the behaviour that is acceptable.
- ✓ Be a role model. Shouting, not listening or being disrespectful will be copied by children. Show children the behaviour that is expected. Remember for children who come from violent or abusive homes showing another way of behaving can be very helpful for them to see a different way of being an adult / resolving problems.
- ✓ During outdoor play and when conducting sessions / going on trips, consider the climate and environment. Make sure that there is adequate cover / shade.
- ✓ Think about ways in which children can be helped to transition to primary school so that they feel confident. For example, arrange visits to the school and also try to get children into ‘buddy groups’ of three so that they can support each other, and already have friends. If possible, check in with children after they have gone to primary school to make sure that they are safe and settled.

SELF-PROTECTION

- ✓ Encourage children to ‘watch out’ for each other. For example, setting up groups of three who should take care of each other, and tell the workers if they are worried about each other. Remember however to monitor buddy groups to make sure that children do not bully each other.
- ✓ Explore with children what they can do in different dangerous / unsafe situations. This can be done easily through other activities which are part of the daily routine. For example, you could read a book or make up a story about an animal that gets lost and discuss with children what they think the animal should do.
- ✓ Help children identify safe / unsafe situations and make sure that children are given clear guidance. This should include issues such as avoiding isolated play areas, wandering off without telling their parents where they are going, and not accepting gifts from strangers.
- ✓ Help children identify who are the people they can go to in their life for help and support, and to express their emotions – this can be done through games and activities or through stories.
- ✓ Incorporate information on staying healthy – for example hand-washing – and make sure that these are practised at the centre / through the project. Make time for toileting and ensure that there are hand-washing facilities and soap. Where a snack / food is provided make sure that this is nutritious and ensure safe drinking water is available.
- ✓ Let children know that they have a right to say ‘NO’, and that their bodies are their own. Talk about privacy and good and bad touch.
- ✓ Ask children about their own protection – what do they consider risks and dangers and how can these be addressed?

APPENDIX 2

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1

APPENDIX 2:
EXAMPLES OF
CHILD ABUSE

APPENDIX 3

APPENDIX 4

APPENDIX 5

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

EXAMPLES OF CHILD ABUSE

Include but are not limited to:

PHYSICAL ABUSE

- » Smacking
- » Punching/beating
- » Hitting a child with an object
- » Leaving a child in uncomfortable posture or environment for an extended period of time
- » Forcing a child to work in poor working conditions, or inappropriate for a child's age, over a long period of time
- » Gang violence
- » Harmful initiation ceremonies to someone new (to fraternity group etc)
- » Bullying (can also be emotional)

NEGLECT

- » Lack of attention / omission of care despite available resources
- » Failure to supervise and protect children from harm

SEXUAL

- » 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:

CONTACT

- » Kissing or holding in a sexual manner
- » Touching and fondling in genital areas
- » Forcing child to touch another person's genital areas
- » Forcing child to perform oral sex
- » Vaginal or anal intercourse
- » Vaginal or anal penetration with object or finger
- » Incest
- » Sex with animals

EMOTIONAL ABUSE

- » Isolating or excluding
- » Stigmatising
- » Failing to provide supportive environment
- » Main caregiver(s) not responding to a child's emotional needs
- » Humiliation
- » Bullying
- » Excessive, disproportionate scolding, shouting, bickering and swearing at a child
- » Making comments that show discrimination or humiliate a child
- » Persistent teasing (such as calling hurtful names)
- » Spreading rumours
- » Threatening

NON-CONTACT

- » Obscene calls / obscene remarks on computer or in written notes
- » Online sexual solicitation
- » Voyeurism
- » Exposed to or photographed for pornography
- » Sexually intrusive questions or comments
- » Forcing child to self-masturbate or watch others masturbate
- » Indecent exposure

APPENDIX 3

POSSIBLE SIGNS AND SYMPTOMS OF CHILD ABUSE

During their early years children change a lot as it is a time of rapid development. While the following signs and symptoms *may* indicate that there is something wrong, this does not necessarily mean that there is something wrong. Especially in relation to behavioural changes, it may just be a ‘phase’ or a stage of development. It is important therefore to seek guidance before making allegations or to share concerns if trying to decide if a referral is necessary.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1

APPENDIX 2

**APPENDIX 3:
POSSIBLE SIGNS
AND SYMPTOMS
OF CHILD ABUSE**

APPENDIX 4

APPENDIX 5

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

PHYSICAL ABUSE

POSSIBLE PHYSICAL SIGNS:

- » Bruises, bruising which looks like hand or finger marks, burns, cigarette burns, scalds, sprains, dislocations, human bites, cuts
- » Injuries that the child cannot explain or explains unconvincingly
- » Untreated or inadequately treated injuries
- » Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- » Signs of any physical injury, including bruises and marks, on babies who are not mobile (ie crawling around) as these are unlikely to be accidental.

POSSIBLE BEHAVIOURAL SIGNS:

- » Becoming sad, clingy, anxious, withdrawn or depressed
- » Having trouble sleeping
- » Behaving aggressively or being disruptive
- » Showing fear of certain adults
- » Fear of returning home or of parents being contacted
- » Showing lack of confidence and low self-esteem
- » Being very passive and compliant
- » Using drugs or alcohol
- » Chronic running away

SEXUAL ABUSE

POSSIBLE PHYSICAL SIGNS:

- » Pain, itching, bruising, cuts or bleeding in the genital or anal areas
- » Genital discharge or urinary tract infections
- » Stomach pains or discomfort walking or sitting
- » Sexually transmitted infections

POSSIBLE BEHAVIOURAL SIGNS:

- » A marked change in the child’s general behaviour. Unusually quiet and withdrawn, clingy or unusually aggressive or anxious
- » Showing unexpected fear or distrust of a particular adult/s
- » Child starts using sexualised behaviour or language, particularly if the behaviour or language is not appropriate for their age or trying to involve other children in sexualised play
- » The child may describe receiving special attention from a particular adult, or refer to a new “secret” friendship with an adult or young person

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1

APPENDIX 2

**APPENDIX 3:
POSSIBLE SIGNS
AND SYMPTOMS
OF CHILD ABUSE**

APPENDIX 4

APPENDIX 5

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

APPENDIX 3 (CONTINUED)

EMOTIONAL ABUSE

POSSIBLE PHYSICAL SIGNS:

- » Failure to grow or thrive particularly if the child puts on weight in other circumstances eg whilst in hospital
- » Speech disorders especially if they develop suddenly
- » Developmental delay either in terms of physical or mental process

POSSIBLE BEHAVIOURAL SIGNS

- » Failure to meet normal 'expected' development, lack of growth and hair falling out – although highly subjective and dependent upon the local conditions, these signs could indicate that the child is being neglected or emotionally abused. They could also indicate that the child has a medical condition or a disability which needs additional investigation and support
- » Neurotic behaviour sulking, rocking
- » Inappropriate emotional responses to emotionally painful situations
- » Being unable to play/socialize
- » Fear of new situations
- » Fear of making mistakes
- » Self harm/mutilation
- » Fear of contact with parents
- » Extremes of passivity or aggression
- » Chronic running away
- » Compulsive stealing/scavenging
- » Headaches and unexplained pain (such as stomach ache) could be a symptom of distress

NEGLECT / NEGLIGENT TREATMENT

POSSIBLE PHYSICAL SIGNS

- » Constant hunger sometimes stealing food
- » Poor personal hygiene constantly dirty
- » Loss of weight / underweight
- » Inappropriate dress for weather conditions
- » Constant tiredness
- » Inadequately supervised or left in the care of an inappropriate care giver.
- » Untreated medical problems
- » Weight loss / low levels of hygiene / lack of appropriate clothing may indicate neglect, however again this is highly subjective and must be considered in relation to the level of poverty and context

POSSIBLE BEHAVIOURAL SIGNS

- » Being tired most of the time
- » School attendance problems
- » Unable to form social relationships
- » Destructive tendencies
- » Low self esteem
- » Neurotic behaviour eg rocking, thumb sucking
- » Chronic running away
- » Compulsive stealing or scavenging

APPENDIX 4

CHILD WELLBEING INDICATORS FOR HEALTH, DEVELOPMENT AND PROTECTION

CHILD WELLBEING INDEX¹

Although these indicators should be in place by the time a child reaches eight years of age, it is unlikely that all child wellbeing indicators will be met in every situation, and a certain amount of interpretation is necessary in deciding to what extent the indicator should apply given the age and development of the child. For example, the extent to which a child can ‘resist peer pressure’ (Protection, no. 7) will be very much determined by the age of the child and the particular circumstance, with school age children being especially prone to peer pressure.

HEALTH/GROWTH	COGNITIVE/PSYCHO-SOCIAL	PROTECTION/PARTICIPATION
<ol style="list-style-type: none"> 1. Fully immunised, takes vitamin A supplement, and is de-wormed. 2. Breastfed exclusively for first six months; includes colostrum; no other food or drink provided. 3. Eats three nutritious meals every day; includes protein, fruit and vegetable; eats breakfast before going to school; eats from own bowl to measure sufficient quantity for age; girls and boys served same amount and quality. 4. Has shelter that is hygienic, safe, warm and dry. 5. Has clean place to sleep and gets approximately 10 hours sleep per night; girls and boys have the same quality bedding and hours of sleep. 6. Uses toilet and washes hands with soap after toilet and before eating. 7. Drinks safe water. 8. Brushes teeth before sleep. 	<ol style="list-style-type: none"> 1. Child likes self and feels valued. 2. Has at least one friend. 3. Shows acceptance of people who are different. 4. Solves conflicts without aggression. 5. Follows through on simple tasks to take care of self and help others. 6. Is learning to practise cultural and spiritual values. 7. Curious about things around them and actively engaged to ‘find out.’ 8. Persistent and creative in solving problems. 9. Asks questions without fear. 10. Has time and materials for enriched play and learning with friends and mentors in the community. 11. Has a conversation with adults that builds language, knowledge, thinking skills and sense of competence every day. 	<ol style="list-style-type: none"> 1. Birth is registered and certificate provided. 2. Knows name, address and guardian’s name. 3. Receives consistent love and support from primary caregivers. 4. Neighbours provide caring support and supervision against physical and emotional abuse/harm. 5. Begins to sense dangers and seeks help from trusted adults. 6. Can distinguish between right and wrong; truth and lies. 7. Can resist peer pressure. 8. Child’s guardians are aware of where and what child is doing at all times. 9. Child and guardians know how to report and respond to child protection violation. 10. Can identify at least one source of adult support.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1

APPENDIX 2

APPENDIX 3

APPENDIX 4:
CHILD WELLBEING
INDICATORS
FOR HEALTH,
DEVELOPMENT
AND PROTECTION

APPENDIX 5

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

FOOTNOTES

1. Deborah Llewellyn compiled these indicators from multiple sources with assistance from Plan International in Australia, Finland, Uganda, Egypt, Indonesia and India; and Save the Children in the US, Mozambique, Tanzania, Bangladesh and Bhutan.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1

APPENDIX 2

APPENDIX 3

APPENDIX 4:
CHILD WELLBEING
INDICATORS
FOR HEALTH,
DEVELOPMENT
AND PROTECTION

APPENDIX 5

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

APPENDIX 4 (CONTINUED)

HEALTH/GROWTH	COGNITIVE/PSYCHO-SOCIAL	PROTECTION/PARTICIPATION
<p>9. Girls and boys participate in recreational activities every day.</p> <p>10. Provided time for physical exercise in a clean and safe outdoor environment every day.</p> <p>11. Can identify health worker within their community and seeks their support when in need.</p> <p>12. Weight and height normal for age.</p> <p>13. Provided medical care when ill, without gender discrimination.</p> <p>14. Knows/practises accident prevention relative to setting.</p>	<p>12. Is read to and told stories</p> <p>13. Engaged in learning: participates in ECCD centres (aged four to five years) and primary classrooms that promote social, emotional, physical, cognitive, and language development; and achieves quality scores for emotional and instructional support.</p> <p><i>Note:</i></p> <p><i>When assessing child wellbeing ensure that girls, boys, children with disabilities and those from other vulnerable groups are valued and treated equally. Children with disabilities should be assessed and provided with necessary referrals and appropriate support.</i></p>	<p>11. Child understands, can follow and achieve positive guidelines for behaviour.</p> <p>12. Able to control own behaviour and impulses</p> <p>13. Shows empathy for peers; stands up for what is fair and right.</p> <p>14. Able and allowed to make small decisions appropriate to age and capacity.</p> <p>15. Communicates needs and views and feels that views are taken seriously.</p> <p>16. Participates in activities that cross gender barriers.</p>

APPENDIX 5

CHILD PROTECTION RISK ANALYSIS FORM

This form can be used to consider the risks associated with carrying out an activity at a specific location or if planning a trip. The form may need to be amended to suit the specifics of the project, but the headings should be a guide for things to be considered.

[SEE FORM ON NEXT PAGE >](#)

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1

APPENDIX 2

APPENDIX 3

APPENDIX 4

APPENDIX 5:
CHILD
PROTECTION RISK
ANALYSIS FORM

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES



CHILD PROTECTION RISK ANALYSIS FORM

Name of Project:	Proposed Activity:	Purpose of Activity:	Date / Duration of Activity:
Names of Workers to be involved:	Names of Volunteers to be involved (including parents):	Number of children to be involved: Register has been prepared: yes / no (attach list)	Supervision ratio (adults: children): Confirm supervision level adequate: yes / no
How are children going to travel to the proposed location of the activity / transport arrangements for trip?			
Are there any specific risks associated with travel? If so what steps have been put in place to minimise the risks?			
What risks are associated with the activity / trip?		What steps have been put in place to reduce the risk?	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
What arrangements have been put in place to ensure that children's basic physical needs are met (eg toileting, water, food etc)?			
What safety notices need to be given to children (eg what to do if lost)?			
Who is ultimately responsible for the safety and protection of children during the activity / on the trip?			

APPENDIX 6

CHILDREN'S NEEDS GAME

INSTRUCTIONS

Each group should be given a copy of the cards, and asked to arrange these in order of their importance to children, in the following pattern:

1
2 2
3 3 3
4 4
5

Towards the end of the exercise, give each group a blank card and tell them they can substitute this card, with a subject of their choosing, for any of the cards (if they want to).

Feedback and review.

CARDS



PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1

APPENDIX 2

APPENDIX 3

APPENDIX 4

APPENDIX 5

APPENDIX 6:
CHILDREN'S
NEEDS GAME

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

APPENDIX 7

CHILD PROTECTION AND LOCAL CULTURAL PRACTICES¹

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1

APPENDIX 2

APPENDIX 3

APPENDIX 4

APPENDIX 5

APPENDIX 6

**APPENDIX 7:
CHILD
PROTECTION AND
LOCAL CULTURAL
PRACTICES**

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

	TRADITIONAL PRACTICE IDENTIFIED	UNDERPINNING BELIEF (THINK ABOUT WHY YOU PRACTICE THE TRADITION)	HOW DOES IT AFFECT CHILDREN? DOES IT ENCOURAGE CHILD PROTECTION OR PUT CHILDREN AT RISK?	HOW COULD IT BE CHANGED TO ENCOURAGE CHILD PROTECTION?
EG:	Mothers carry babies swaddled on their backs.	Keeps baby safe, easy for feeding and caring for baby.	Keeps baby happy and cared for. Encourages protection.	Not applicable.
EG:	Initiation rites – scarification.	Our community has always done this as we believe it keeps children safe from evil spirits.	Belief that it keeps children safe from evil spirits but physically and emotionally it harms children. Traditional perspective encourages child protection but can also put children at risk of physical pain, infection and illness, and emotional upset.	Alternative, non-physically harmful method used to mark children instead of scarification.
1.				

FOOTNOTES

1. This document has been adapted from Plan's *Child Protection Policy Training Toolkit* 2011.

APPENDIX 7 (CONTINUED)

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1

APPENDIX 2

APPENDIX 3

APPENDIX 4

APPENDIX 5

APPENDIX 6

APPENDIX 7:
CHILD
PROTECTION AND
LOCAL CULTURAL
PRACTICES

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

2.				
3.				
4.				
5.				

APPENDIX 8

CHILD PROTECTION CASE STUDIES

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1

APPENDIX 2

APPENDIX 3

APPENDIX 4

APPENDIX 5

APPENDIX 6

APPENDIX 7

**APPENDIX 8:
CHILD
PROTECTION
CASE STUDIES**

APPENDIX 9

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

QUESTIONS FOR CASE STUDIES

IN YOUR GROUPS DISCUSS:

- » What do you think is happening for the child?
- » What are your concerns?
- » What, if anything, should you do next? Who should be involved?

CASE STUDY ONE

M is a 4 ½ year old girl who has been attending the ECCD centre for several months. She has always appeared happy and lively, eagerly joining in with activities.

You have also noticed that for the past couple of weeks M has appeared to be much more quiet than normal. Today, you saw M being grabbed by the arm and shouted at by one of the other workers at the project. M seemed upset. When you went to check if M is OK, you noticed that she had marks on both her arms.

CASE STUDY TWO

Your project conducts home visits to support new parents in the community.

You regularly visit a family who, although poor, have always looked after the baby well. The mother has always been affectionate and loving.

For the last two visits the mum has seemed less happy to see you. At the visit today, the baby was crying constantly and was unclean. When you spoke to the mother she said that the baby was crying deliberately and she appeared not to care about her child.

CASE STUDY THREE

Your project has been working with a child for several months. Frequently, the child comes to the project and has obviously not eaten and is tired. Often the child is not wearing suitable clothes.

The child is aggressive with other children and does not share or play well with others.

For the past three days nobody has seen the child, and the child has not turned up at the project.

CASE STUDY FOUR

You ask a child who you are working with how their older sibling is getting on at primary school. The child tells you that their sister, who is 6 years old, does not like going to school and wants to leave.

She says that the teachers are unkind to her and hit her when she does not know the correct answers

APPENDIX 9

RESPONDING TO DISCLOSURE FROM A CHILD

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1

APPENDIX 2

APPENDIX 3

APPENDIX 4

APPENDIX 5

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9:
RESPONDING TO
DISCLOSURE FROM
A CHILD

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

GENERAL POINTS

- » Accept what the child says
- » Keep calm
- » Don't panic
- » Don't seek help while the child is talking to you
- » Be honest
- » Look at the child directly
- » Do not appear shocked
- » Let them know that you need to tell someone else
- » Assure them that they are not to blame for the abuse
- » Never ask leading questions eg s/he did didn't s/he?
- » Try not to repeat the same questions to the child
- » Never push for information
- » Do not fill in words, finish their sentences, or make assumptions
- » Be aware that the child may have been threatened
- » Take proper steps to ensure the physical safety and psychological wellbeing of the child. This may include referring them for medical treatment or to a psychologist ([Please refer to your local office procedures for this](#))
- » Make certain you distinguish between what the child has actually said and the inferences you may have made. Accuracy is paramount
- » Do not permit personal doubt to prevent you from reporting the allegation to the designated child protection officer

THINGS TO SAY

- » 'I am going to try to help you.'
- » 'I am glad that you told me.'
- » 'You are not to blame.'

THINGS NOT TO SAY

- » 'You should have told someone before.'
- » 'I can't believe it! I'm shocked!'
- » 'Oh that explains a lot.'
- » 'No not...s/he's a friend of mine.'
- » I won't tell anyone else.'
- » 'Why?'

AT THE END OF THE DISCLOSURE

- » Reassure the child that it was right to tell you.
- » Let them know what you are going to do next and that you will let them know what happens.
- » Immediately seek help from the staff designated in your centre as responsible for reporting and responding procedures. Write down accurately what the child has told you.

- Sign and date your notes. Keep all notes in a secure place for an indefinite period. These are essential in helping your organisation/ Social Services/ the Police decide what is best for the child, and as evidence if necessary.
- » Seek help for yourself if you feel you need support.

APPENDIX 9 (CONTINUED)

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1

APPENDIX 2

APPENDIX 3

APPENDIX 4

APPENDIX 5

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9:
RESPONDING TO
DISCLOSURE FROM
A CHILD

APPENDIX 10

APPENDIX 11

REFERENCES
AND RESOURCES

SUMMARY: 5 STEPS TO TAKE WHEN RECEIVING DISCLOSURE FROM A CHILD

1. **LISTEN:** don't interrupt; give the child space and time to tell the story at their own pace in their own words; be patient; active listening; body language; listen for facts.
- 2 Take it **SERIOUSLY**.
3. **REASSURE:** 'you're very brave'; 'you were right to tell me'; 'well done.'
4. **SUPPORT:** physical / medical; psycho-social; don't make promises you can't keep; don't promise silence.
5. **REPORT:** to the staff designated in your centre responsible for reporting and responding procedures.

APPENDIX 10

KEY ACTIONS FOR PROTECTING CHILDREN TABLE

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1

APPENDIX 2

APPENDIX 3

APPENDIX 4

APPENDIX 5

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10:
KEY ACTIONS
FOR PROTECTING
CHILDREN TABLE

APPENDIX 11

REFERENCES
AND RESOURCES

THROUGH PARENTING PROGRAMS

- 1.
- 2.
- 3.
- 4.

WITHIN A CENTRE BASED PROGRAM

- 1.
- 2.
- 3.
- 4.

DURING TRANSITION TO PRIMARY SCHOOL

- 1.
- 2.
- 3.
- 4.

APPENDIX 11

KEY ELEMENTS OF A CHILD PROTECTION POLICY¹

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

APPENDIX 1

APPENDIX 2

APPENDIX 3

APPENDIX 4

APPENDIX 5

APPENDIX 6

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11:
KEY ELEMENTS
OF A CHILD
PROTECTION
POLICY

REFERENCES
AND RESOURCES

FOOTNOTES

1. Australian Council for International Development (2008), *Code of Conduct Guidelines for the Development of a Child Protection Policy*, Australia.

CHILD PROTECTION POLICY HEADINGS/SECTIONS	RATIONALE OF WHAT SHOULD BE INCLUDED IN EACH SECTION AND GUIDE TO CONTENT
1. TITLE OF POLICY	The title is included to describe the intent of the policy. This could be as specific as child protection, or be broader to include child rights or child safeguarding.
2. INTRODUCTION AND PREAMBLE	The introduction will describe the organisation's mission, vision, purpose and nature of programs. A preamble to the Child Protection Policy (CPP) could also be included to explain why the organisation developed a CPP.
3. STATEMENT ON COMMITMENT TO CHILD PROTECTION	The statement of commitment should describe how the organisation wants to portray itself in relation to child protection and its duty of care. The statement will also send a message to the staff, stakeholders and broader community that the organisation takes child protection and its duty of care seriously. This statement will confirm that the policy protects staff and others through reducing vulnerability.
4. PURPOSE OF THE POLICY	The purpose will explain why there is a need for a CPP and how it will be implemented. This statement can also include aims and objectives of the CPP. Overall the policy will aim to protect children through outlining systems and mechanisms.
5. GUIDING PRINCIPLES	The guiding principles are the underlying philosophical principles on which the CPP is based. This statement expands on the organisation's commitment to child safety. These principles would highlight the organisation's stance on child abuse, as well as obligations to protect children.
6. CONTEXT	This section will outline the context in which the organisation works, with a particular emphasis on child protection risks and issues concerning delivery and services.
7. DEFINITIONS	This section will provide definitions relevant to the CPP.
8. SCOPE OF THE POLICY	The scope will define the relevant stakeholders, or to whom the policy refers, which can include staff, volunteers, visitors, sponsors, board members and consultants. The policy should be distributed to all stakeholders, as referred to in this 'Scope of the Policy' section. These stakeholders could be required accept and to sign onto the policy.

REFERENCES AND RESOURCES



Two primary school girls in Zimbabwe walk arm in arm. Transition to primary school can be a stressful time for children so friendships are very important and mean children can support each other.

PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

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Llewellyn, D. (2012), *Community Led Action for Children Toolkit: Community Managed Early Learning Programs Curriculum Guide*, Plan International Australia, Melbourne

Llewellyn, D. (2012), *Effective Supports for Transition To Primary School Curriculum Guide*, Plan International Australia, Melbourne

KEY RESOURCES

Gardiner, H.W. and Kosmitzki, C. (2005), *Lives Across Cultures: Cross-Cultural Human Development*, Allyn and Bacon, Needham Heights, MA

George, S. (2009), *Too young for respect? Realising respect for young children in their everyday environments - A cross-cultural analysis* (Working Papers in Early Childhood Development No 54), Bernard van Leer Foundation, The Netherlands

Lansdown, G. (2005), *Can you hear me? The right of young children to participate in decisions affecting them* (Working Papers in Early Childhood Development No 36), Bernard van Leer Foundation, The Netherlands

OTHER IMPORTANT RESOURCES

Australian Council for International Development (2008), *Code of Conduct Guidelines for the Development of a Child Protection Policy*, Australia

C4EO (2010) 'Risk and Resilience in the Early Years' in *Community Care Issue 1824 pp 24-25*, UK

Contreras, M., Heilman, B., Barker, G., Singh, A., Verma, R. and Bloomfield, J. (2012), *Bridges to Adulthood: Understanding the Lifelong Influences of Men's Childhood Experience on Violence*, International Center for Research on Women (ICRW), Washington

Gosling, T. and Khor, Z. (2008), *Growing Strong - Attitudes to building resilience in the early years*, London National Children's Home, London

McGrath, S. and Gordon, S. (1991), *Safe Start. Safe Future*, Protective Behaviours Program, Children's Services Office of South Australia, Adelaide

The Bridge Child Care Development Service (2007), *Literature Review – Resilience in Children and Young People*, London National Children's Home, London

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PART A:
INTRODUCTION

PART B:
TECHNICAL
INFORMATION

PART C:
TRAINING
AND MATERIALS

APPENDICES

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AND RESOURCES

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UNICEF, United Nations Committee on the Rights of the Child and the Bernard van Leer Foundation (2006), *A Guide to General Comment 7: Implementing Child Rights in Early Childhood*; Bernard van Leer Foundation, The Netherlands

Wessells, M. (2009), *What Are We Learning About Protecting Children in the Community? An inter-agency review of the evidence on community-based child protection mechanisms in humanitarian and development settings*, Save the Children, UK

MAIN TREATIES AND CONVENTIONS

African Charter on the Rights and Welfare of the Child, 1999

UN Convention on the Rights of the Child, 1989

PLAN DOCUMENTS

ECCD in Plan – Scope of Work. Proposed Strategy for taking ECCD forward as a Plan Global Theme (May 2008)

Plan International Child Protection Policy– ‘Say Yes! To Keeping Children Safe’ (2009)

Plan International Global Child Protection Programme Framework (2009)

Plan International Child Protection Policy Training Toolkit (2011)

WEBSITES

Website links correct as at 15th June 2012

Consultative Group on Early Childhood Care and Development
www.ecdgroup.com

Inter-Agency Network on Education in Emergencies
www.ineesite.org

Resilience Research Centre
www.resilienceproject.org

Keeping Children Safe Coalition
www.keepingchildrensafe.org.uk

Protective Behaviours
www.protectivebehaviours.co.uk



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