Keeping children safe

Training for child protection

Tool 3

Produced by the Keeping Children Safe Coalition

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Author

Jenny Myers, Senior Consultant, NSPCC

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Caleb Mpamel / World Vision

Introduction

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

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

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

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

About this Toolkit

Structure

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

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

Key

Tool 1 Standards for Child Protection

Tool 2 How to Implement the Standards

Tool 3 Training for Child Protection

Tool 4 DVD

Tool 5 CD Rom

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

About the Keeping Children Safe Training Pack

The Keeping Children Safe Training Pack is a comprehensive pack for use it on its own or, ideally, with the accompanying DVD (Tool 4). It includes a variety of exercises that can be used as part of a training approach that will help organisations meet their child protection training needs. It also contains programmes and workshop materials that are targeted at staff with particular roles within the organisation. The Training Pack provides resources for any person in the organisation responsible for delivering child protection training, and for a variety of other participants and staff groups.

How to use the Training Pack

You can use this pack on its own, but you will find it helpful to get to know the content and activities of the other parts of the Training Toolkit.

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

Core content

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

We recommend you do these modules in sequence, from 1-4, especially if you are providing training for groups who have not had a lot of child protection training before.

- **Introductory Session: Keeping Children Safe** is an essential part of the training as it establishes the aims, objectives, boundaries and relationships within the group.

Jim Loring / Tearfund

On the CD Rom and in the Appendices there are several suggested training programmes that will help you organise which exercise to use for a specific audience. For example a suggested two day workshop for core content child protection training can be found as well as other sample training programmes for briefing organisations on child protection. Tool 5

Core workshops

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

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

Additional Workshops (Tool 3 and CD Rom)

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

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

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

- child sponsorship
- programming

These specific workshops can be added to the core modules to provide specific, targeted, and relevant training. Tool 3 Tool 5

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

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

Getting started

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

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

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

Step 1

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

Step 2

Before you start the training, read the **Good Practice Guidance on Design and Delivery of Child Protection Training** (pages 9–16) which talks about how to plan, prepare for and deliver the training. This will help you get the most out of the training exercises that follow. It will be particularly helpful for anyone who has no previous experience of providing child protection training.

Step 3

Familiarise yourself with *Tool 1 – Keeping Children Safe Standards for Child Protection, Tool 2 – the Keeping Children Safe How to Guide,* and *Tool 4 – the DVD*. Tool 1 Tool 2 Tool 4

Jim Loring / Tearfund

Step 4

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

Specific materials

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

Trainer's notes

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

Duration/Timings

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

Glossary

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

Good Practice Guidance on Delivery of Child Protection Training

Adam Hinton / Plan

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

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

Planning

The subject

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

The trainers

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

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

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

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

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

Presentation skills

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

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

Creating a participatory environment

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

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

Listening and reflective skills

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

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

Participants and adult learning

Think about the number of participants who are likely to attend the training. It is important to think about the balance and mix of participants in terms of identity, background and difference. Our childhood experiences of learning, and the way we prefer to learn, often affects and influences the way we can learn as adults. It may be helpful to find out what the common methods of learning and teaching are in the area you are training in, especially if you are not from that country. Experiential learning and group participation can be particularly effective in child

protection training. Not everyone is familiar or comfortable with this style of learning. Where these methods of learning are unfamiliar, do take time to explain the training process and why you have chosen to use this method.

Time and venue

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

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

Access

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

Preparation

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

Equipment

Ideally you will need:

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

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

Aims and objectives

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

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

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

Key learning points

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

Preparation

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

- read through the training material, the CD Rom and watch the DVD
- plan with your co-trainers
- brief translators and make sure they are comfortable with the material and understand it well enough to translate
- do additional reading and consultation to increase your familiarity with the local context, legislation, guidance and the organisation's child protection policy, procedures and implementation plan
- prepare yourself and decide how you would like to present the course material
- acclimatise, if travelling long distances or from other parts of the world
- obtain information on participants so that any changes can be made to the programme and building so that disabled participants can participate fully.

Trainer's notes

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

Presentation

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

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

Inclusive presentation that reflects equality and diversity

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

We are all different and hold different views and beliefs. Some of these may be so deeply ingrained that we do not recognise them in our actions, nevertheless they affect how we respond to others. We all need to work at being inclusive. We will generate our own learning by being willing to try, and acknowledging our mistakes when someone challenges us. In practice, this means that we are willing to learn more about people who are different to us in terms of:

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

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

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

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

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

Translators

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

Jim Loring / Tearfund

Co-working agreement

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

- what each person in the training team needs to work effectively
- what support they need
- how you will deal with any difficulties.

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

Preparing with interpreters

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

Top Tips for working with a interpreter

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

Evaluation

Content

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

Essentially, you want to know:

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

Template evaluation forms

Sample evaluation forms are provided on the CD Rom for you to adapt to your training event. Tool 5

Richard Hanson / Tearfund

Process

The evaluation process requires the following:

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

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

Core Child Protection Training

Introductory Session: Keeping Children Safe

Welcome/Introductions

Aim

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

Objective

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

Duration

1 hour 30 minutes

Equipment

For this session, you will need:

- a flipchart and marker pens
- notes on your introductory talk on the Keeping Children Safe standards (see ***Trainer's notes***, page 119–121)
- notes on a Learning Agreement
- sticky tape or pins to stick paper to wall
- a copy of Tool 1 – Keeping Children Safe: Standards for child protection Tool 1
- the DVD and player. Tool 4

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

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

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

Before you lead this session, you should:

- prepare your introductory talk
- fill in the ***Trainer's plan*** (CD Rom) Tool 5

- prepare the ***Learning Agreement*** and photocopy it onto a piece of flipchart paper and/or onto handouts.

What is the Trainer's plan?

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

What is the Learning Agreement?

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

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

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

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

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

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

Process

Introductions

1 Welcome participants. Thank them for coming, and acknowledge individuals' commitment to attending the course. Introduce the training team – yourself, and any co-trainers or interpreter. You may want to give a brief summary of your role, or experience.

2 Ask each person in turn to tell the group their name, role, and the organisation they work for.

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

Domestic arrangements

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

Introductory exercise: Hopes and fears

Aim

- To have realistic expectations of the course.

Objectives

- To help participants consider their hopes for the training.
- To help participants consider any fears or worries they have about the training.

Duration

30 minutes

Equipment

For this exercise you will need:

- flipchart paper and marker pens
- sticky tape or pins to stick flipchart paper onto the wall
- *Tool 4: The DVD and player* Tool 4

1. Ask participants to get into pairs
2. If the DVD is available play **Section 1: The introduction**. This will help focus the participants on the course and subject matter
3. Ask each pair to share with each other what they hope to learn/get from the training – do they have any fears about the training, or about being here? Explain they have a few minutes to discuss this together, and then you will ask for general feedback from the whole group – participants will only have to share what they want to.

Al dean / EveryChild

4. Allow about 5 minutes for people to discuss in their pairs. Meanwhile, divide a piece of flipchart paper into two columns – *hopes* and *fears*.
5. Bring the participants back together in the whole group in front of the flipchart.
6. Ask for feedback, and list *hopes* and *fears* on the flipchart as they are being called out.
7. At the end of the feedback, talk through each 'hope' on the list. Identify which hopes are realistic and can be achieved through this training, and which hopes you need to look at later.
8. Now consider the *fears*. Try to suggest solutions or find answers to the worries, if possible.
9. At the end of this discussion, display the flipchart list on the wall, so that you can refer back to it later in the course.

Outlining the training programme

Introductory talk

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

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

Learning Agreement

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

Child protection

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

Module One: Children and Childhood

Introduction

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

Note for the trainer

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

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

Aim of the module

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

Objectives of the module

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

Preparation

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

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

Watch **Session 2 of the DVD: What makes children feel safe?** Decide if you are going to use it. This part of the DVD can be played as an introduction to any of the following exercises. It will help set the context and remind us about what children feel and think about keeping safe. Tool 4

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

Suggested timetable

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

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

Exercise 1.1: Images of children

Aim

- To demonstrate how significant our own views about children are.

Objective

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

Key learning points

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

Duration

30 minutes

Equipment

For this exercise you will need:

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

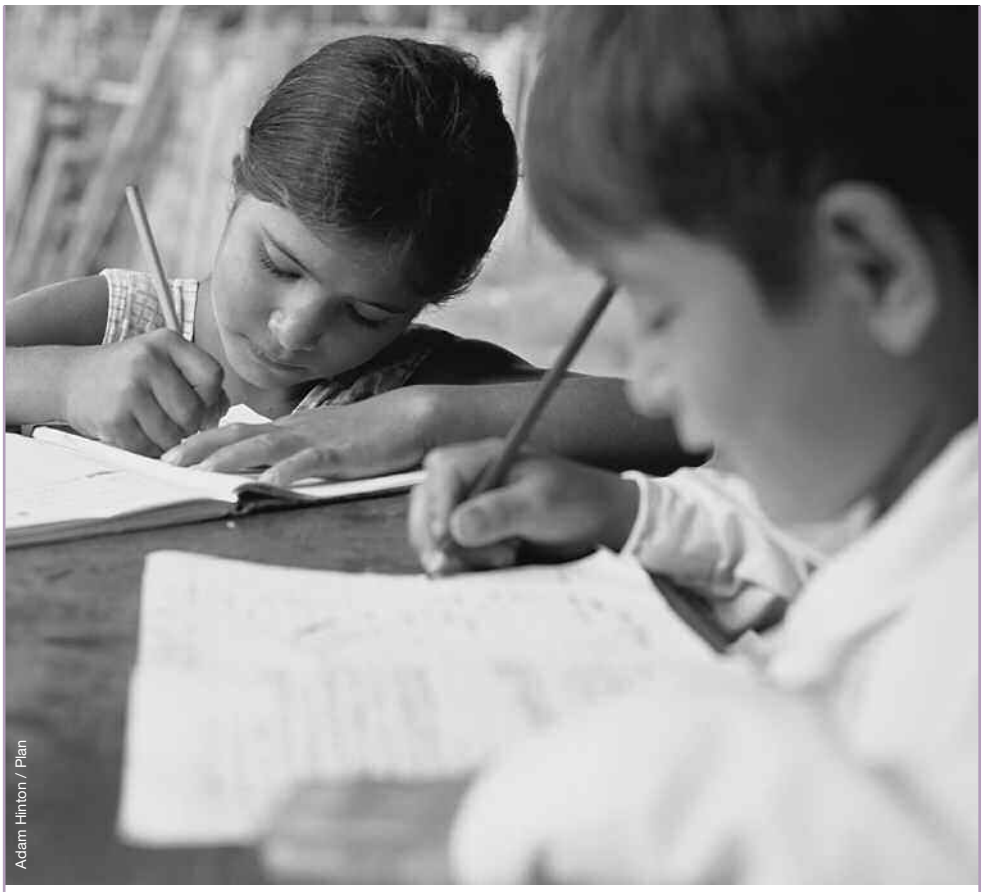
Make sure the pictures:

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

Preparation

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

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



Adam Hinton / Plan

Process

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

   What are my thoughts and feelings about the picture?

   Do I like the picture? Why? Why not?
3. Ask participants to find a partner and talk about the picture.
   - What made you choose the picture?
   - What did it make you think/feel?
   - What did you like/dislike about it?
   - How does the picture portray children?
   - Does the picture suggest abuse to a child?
   - Why do you think this?
4. Tell participants that they can discuss this for about 5-10 minutes, and then you will feed back in group discussion. You will discuss/take feedback under three headings when they have finished:
   - children
   - child abuse
   - sources of beliefs.

Participants can makes notes of their discussion if they wish.

Exercise 1.2: Looking at your own childhood

Aim

- To show how significant childhood memories can be.

Objectives

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

Key learning points

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

Duration

30 minutes

Equipment

For this exercise you will need:

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

Preparation

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

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

Process

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

- Why is this important when thinking about your role in Keeping Children Safe?

4. Bring everyone back into the large group. Lead a discussion, by inviting each pair to share what they talked about.

Exercise 1.3: A child's experience

Aim

- To identify the different images of childhood.

Objective

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

Key learning points

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

Duration

30 minutes

Equipment

For this exercise you will need:

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

Preparation

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

Process

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

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

Exercise 1.4: Working with children

Note for the trainer

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

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

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

Aim

- To help the group become child-focused.

Objectives

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

Key learning points

- Our perceptions about children, childhood and harm are influenced by our own values, attitudes, and experiences.

- Children live in a variety of different situations and cultures and can be very dependent on agencies or NGOs for their care and safety.
- Children accessing services can be vulnerable to harm from people who care from them.
- Many organisations do excellent work with children.

Duration

50 minutes

Equipment

For this exercise you will need:

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

Preparation

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

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

Process

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

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

Discussion

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

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

Exercise 1.5: Perceptions of children and childhood

(Adapted from an exercise by World Vision)

Aims

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

Objectives

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

Note for the trainer

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

Key learning points

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

Duration

30 minutes

Equipment

For this exercise you will need:

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

Preparation

1. Spend some time reading through the key learning points, and think about how you will introduce and lead the exercise.
2. Take three pieces of flipchart paper. Write a different heading on each one:
   - Children in community today
   - Celebrations of childhood and adolescence
   - Transition from childhood to adulthood

   Put the pieces of paper on three separate walls.
3. Prepare **Question Cards** for each group, so that each group has the same set of questions. Each question card should say:
   - In the community you work or live in, what words do adults use to talk about children?
   - What stages of childhood are celebrated in the community you work in? How are they celebrated?
   - When do children become adults? Legally? Culturally? (i.e. When does the community expect a child to behave like an adult?)
   - Are there any ceremonies associated with this change (or transition) from child to adult? What are they?

Process

1. Introduce the exercise by saying that we are going to take a close look at the cultural context of children's lives. Explain that we all come from different cultures; every culture is different and affects our experiences, and how we

react to those experiences. This exercise is designed to bring out key cultural issues which we will consider in later modules.

2. Divide participants into small groups of three or four people. If everyone is from the same country then the groups can be mixed. If working across borders or different cultural/ faith contexts it may be helpful to have similar participant groupings.
3. Depending on time and your group composition give each group the **Question Cards** that you have made. Ask them to discuss each of the questions and agree 5 answers to put under each of the flip chart headings.

   Allow 20 minutes for this part of the exercise.
4. Show participants the flipchart paper on the walls. Ask each group to add their answers under the relevant/appropriate heading:

- Children in community today
- Celebrations of childhood and adolescence
- The age when children are considered to be adults

Discussion

Lead a brief discussion using the following questions:

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

Al Deane / EveryChild

Exercise 1.6: Childhood – past and present

Adapted from an exercise by World Vision

Aim

- To explore the changing ways children are seen by society.

Objective

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

Key learning points

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

Duration

45 minutes

Equipment

For this exercise you will need:

- flipchart paper and marker pens
- copies of ***Exercise sheet 1.6: Perspectives on childhood***, one for each small group (page 34)

Preparation

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

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

Process

1. Explain that this exercise will help us think about how childhood is changing in our society and culture. What does each generation think about childhood? Think about childhood from three different perspectives:
   - our parents'/elders' perspective
   - our own perspective
   - the perspective of children today.
2. Divide participants into small groups of three or four people. Give each group a copy of ***Exercise sheet 1.6: Perspectives on childhood***. Ask them to complete the table. What words does each of these groups use to describe childhood? Allow around 20 minutes for this.
3. Bring the group back together. Ask participants about how they felt and what they thought when they were doing this exercise.
4. Ask them to feedback what they had written, and make notes on the flipchart.

Discussion

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

MODULE 1

Exercise sheet 1.6: Perspectives on childhood

How do you think each group describes childhood?

What words does each generation use to describe childhood?

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

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

MODULE ONE: Summary learning points

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

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

Module Two: Understanding Child Abuse

Richard Hanson / Tearfund

Introduction

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

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

Aim of the module

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

Objectives of the module

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

Preparation

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

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

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

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

Suggested timetable

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

Exercise 2.1: Child abuse – attitudes and values

Note for the trainer

This exercise can be done in two ways, either:

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

Aims

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

Objective

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

Key learning points

- Child abuse is a complex subject. It challenges some of our basic beliefs about the world, for example, that a parent, or someone working for a faith based organisation, would never harm a child. We might assume that people who work with charities have humanitarian beliefs – they want to help people – surely they would never harm a child/young person accessing a service!? It is hard for us to accept that any of these people might abuse a child because it would be so terrible if they did.
- Opinions about abuse are subjective – what might be abusive in one person's view may not be seen that way by another.
- We all use our own personal experiences, values and attitudes when making judgements about abusive behaviour.

Duration

45 minutes

Equipment

For this exercise you will need:

- *Tool 4: The DVD* (for **Option A**)

- A DVD player

or

- For **Option B** copies of ***Exercise sheet 2.1: Questionnaire***, one for each participant (page 39)

Preparation

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

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

Process

OPTION A

1. Show **Section 3** of the DVD, the short clips of Liana and Benjamin talking are useful, or in Section 4 Mai's experience.

2. Divide participants into small groups of three or four people. Ask them to share their responses to the statements and discuss whether they think it was abuse.
3. Bring the group back together and highlight the issues the discussion raised.

OPTION B

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

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

   - strongly agree
   - agree
   - disagree
   - strongly disagree

   with the statements.

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

Discussion

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

Note

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

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

Chloe Hall / EveryChild

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

Exercise sheet 2.1: Questionnaire

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

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

Exercise 2.2: What is child abuse?

Aim

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

Objectives

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

Key learning points

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

Duration

3 hours

Equipment

For this exercise you will need:

- DVD Section 5 Tool 4
- ***Trainer's notes: Definitions of abuse*** (page 140-146)
- ***Exercise sheet 2.2: Local practices that may cause harm*** (page 42) and pens
- Power Point presentation for **Module Two**.

Preparation

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

- Make copies of **Trainer's notes: Definitions of abuse** – one copy for each participant, and for you.
- Make copies of ***Exercise sheet 2.2: Local practices that may cause harm*** – one for each small group. If it is not possible to make copies, ask each group to draw the table onto a large piece of flipchart paper.
- Watch the DVD section 5 – *what do we need to consider in order to make children feel safe*, in particular, the NGO workers talking about their understanding of child abuse. Tool 4

Process

1. Use ***Trainer's notes: Definitions of abuse*** to talk to the group about why it is important to understand what we mean by the terms child abuse and child protection. Point out that it is very easy to become confused by what we mean. Knowing what constitutes abuse helps us to identify concerns and take action. Although the WHO (World Health Organization) has defined some aspects of child abuse we need to understand what these mean in our own country context. The next session helps to clarify definitions and ensure that they reflect both local and global contexts.

2. Explain that you are going to begin by identifying what behaviours towards children constitute abuse in the local context. (Show Section 5 DVD to introduce the topic). Tool 4

3. Now distribute copies of ***Exercise sheet 2.2: Local practices that may cause harm***. Divide participants into small groups of three or four people. Ask them to work together to complete the table.

4. You should also have it on a piece of flipchart paper.

Discussion

5. After about 20 minutes ask each group to attach the flipchart paper to the wall. Take feedback from each group, asking one group to go quickly through a column and the other groups to add any additional points that have been missed.

6. Discuss with the group what this information tells them about attitudes to children in their country.

   - What aspects help protect children and which put them at risk of abuse? What maintains the practices?
   - Are all the abuses of children external to organisations, or does some of it happen as a consequence or as a failure of the organisation to protect children? This is really important as trying to define what we mean by child protection can become very complicated.

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

Gavin White / EveryChild

Exercise sheet 2.2: Local practices that may cause harm

What kinds of abuse/ behaviour are seen locally that cause harm to children?	Who causes the harm?	Are there any common practices, or traditions that could harm children?	How does it affect children?	Are there any laws that exist to protect children?

Exercise 2.3: How religious systems keep children safe

(Adapted from exercise from NSPCC)

Aim and Objective

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

Key learning points

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

Duration

60-90 minutes, including a short break.

Equipment

For this exercise, you will need:

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

Jon Warren / World Vision

Preparation

1. Think about how to introduce this session. You may want to use some of the DVD to begin the session (Section 6 has Juan talking about a situation in his faith group). Tool 4
2. Get four tables (or a floor or four walls) and four large pieces of flipchart paper ready, to use in the training.
3. Prepare four large pieces of flipchart paper – write one question on each sheet:
   - In what ways do religious/faith community act to protect children?
   - What assumptions are made about the people who work or volunteer with children in faith settings?
   - What assumptions are made about religious/faith leaders in relation to children?
   - What religious beliefs and practices potentially put children at risk?

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

Process

1. Give a brief introduction using the ideas in the notes above and making them relevant to your country context or group.
2. Put the large pieces of flipchart paper one on each of the four tables – one per table. (If there are no tables put paper on floor or walls)
3. Divide participants in to four groups. Tell each group to spend 5 minutes at each table, and make notes on the question in front of them. Tell them they cannot erase other people's comments, but they can write contrary messages if you do not agree with what they have written. Not everyone in the group has to agree, everyone should have a chance to express their views.
4. When each group has been to each table, bring the group back together. Put the flipchart paper on the walls.
5. Look together at the comments on each paper and facilitate a discussion about what is written. What messages does it give about the positive aspects of religion and the more negative aspects and how these impact on Keeping Children Safe?

Exercise 2.4: Cultural practices, traditions, faith and child abuse

Aim

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

Objective

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

Key learning points for Exercises 2.4, 2.5 and 2.6

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

Duration

40 minutes

Equipment

For this exercise you will need:

- ***Exercise sheet 2.4: Case scenarios*** (page 46)
- flipchart paper and marker pens.

Preparation

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

Exercise sheet 2.4: Case scenarios – this is provided here, and also on the CD Rom. You can use the CD Rom to adapt the scenarios provided here to make them more relevant to your area, or add or create others which reflect particular issues in the country or area you are working in. Tool 5

Process

Introduction — *15 minutes*

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

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

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

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

Case scenarios — *30 minutes*

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

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

Caroline Irby / Plan

Exercise sheet 2.4: Case scenarios

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

Exercise 2.5: Keeping Children Safe in their communities – cultural practices, beliefs and faith

Adapted from exercises by Save the Children UK

Aim

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

Objectives

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

Key learning points

See the key learning points for Exercise 2.4.

Duration

Part One: 40 minutes

Part Two: 50 minutes

Equipment

For this exercise, you will need:

- ***Exercise sheet 2.5a: Practice, belief and the impact on the child*** (page 49)
- ***Exercise sheet 2.5b: Practice, belief and the impact on the child – table*** (page 50)
- flipchart and marker pens
- DVD and player. Tool 4

Preparation

This exercise is in two parts:

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

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

Either:

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

Or:

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

DVD Option

If you have access to the DVD, you could achieve the same aims and objectives by playing **Section 5: find the section with the NGO workers talking or look at Section 6: Sarah talking** – watch it through before you lead the session so that you are familiar with it. Tool 4

Process

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

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

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

DVD Option

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

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

Part Two: Working with the community *50 minutes*

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

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

EXAMPLE 1

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

Cause of tension

1 Traditional practice that some in community want to maintain.

2 Ensures women are able to participate fully in community life.

3 Makes young women seen as more acceptable to be married.

Work with community

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

- Make clear that female circumcision has serious health risks.

The DVD has in ***Section 5*** an NGO worker ***Hilary***, talking about FGM, to extend discussion play that part of the DVD. Tool 4

EXAMPLE 2

Practice: Corporal punishment

Cause of tension

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

Work with community

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

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

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

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

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

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

MODULE 2

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

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

Exercise 2.6: Alternatives to corporal punishment

Aim

- To enable participants to identify alternatives to physical punishment.

Objectives

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

Key learning points

- The use of corporal punishment is always controversial and challenges our own experiences, attitudes and values.
- It is difficult to say exactly at what point corporal punishment becomes physical abuse because so many factors are involved (eg child's age, situation, strength of adult and hit etc). The best way to prevent crossing this line into physical abuse is not to use corporal punishment at all.
- The use of corporal punishment does not give the same rights to children as adults. All countries have laws that protect adults from the use of physical force. Children deserve the same rights.
- Corporal punishment is not effective as a long-term solution to difficult or challenging behaviour.
- Corporal punishment is associated with increases in children's aggressive behaviours as they are growing and in adult life.
- There can be alternative ways of disciplining children which do not include corporal punishment.

- If working in communities, institutions where corporal punishment is widely used, involve everyone including children in discussions about it. It is no good just condemning it without alternatives.
- Start with small changes rather than trying to ban it immediately.

Duration

Part One: 60 minutes

Part Two: 20 minutes

Equipment

For this exercise, you will need:

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

Preparation

This exercise is in two parts:

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

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

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

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

www.childadvocate.org

www.endcorporalpunishment.org

www.neverhitachild.org

Process

If using the DVD, show **Section 6** Sarah speaking about the treatment of the children she works with, or Harjinder in Section 3. This will help introduce the subject and issues that arise. Tool 4

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

Part One: Debate *60 minutes*

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

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

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

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

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

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

3. Invite three participants to form a panel of judges.

   Divide the rest of the group into two:

   - Group 1 will identify arguments that support – that are for – the statement
   - Group 2 will identify arguments that oppose – that are against – the statement.

   Each group must identify a spokesperson. Allow participants 15 minutes to prepare their presentation. Explain that they will have 10 minutes to state their case each, and then will take questions from the other group.

4. Begin the debate with **Group 1**. They have 10 minutes to state their case. Tell Group 2 to make notes during this presentation.

5. Ask **Group 2** to give their presentation. Group 1 should make notes.

6. When each group has finished their presentation, allow 5 minutes per group to address any points made by each team.

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

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

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

David Ward / World Vision

Part Two: Alternatives to corporal punishment *20 minutes*

7. Ask participants:
   - So what are the alternatives to corporal punishment?

   Explain that you want to look at this on three levels:
   - individual
   - institutional
   - community.
8. Divide participants into three groups. Give each group one of the categories listed above.

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

   For example, the group looking at the community level may suggest a programme of community education. Allow 15 minutes and invite feedback.
9. Summarise what you have discussed and learned, using the Power Point presentation slides.

Exercise 2.7: Barriers to change

Aims

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

Objective

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

Key learning points

See the key learning points listed for **Exercise 2.3**.

Duration

25 minutes

Equipment

For this exercise, you will need:

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

Preparation

Read through the exercise notes before leading the training.

Process

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

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

Barriers to protecting children

Harmful cultural practices are normalised.

Discrimination and prejudice.

Distance-children living in isolated communities with little support form outside agencies.

Poverty.

No alternatives to custom/practice.

Ignorance.

Lack of information.

Poorly equipped hospitals/health facilities.

Lack of infrastructure/systems for child protection.

Lack of commitment to implement the law.

Lack of policies/procedures and systems to support child protection legislation.

Civil unrest and conflict.

Lack of places for children's voices to be heard.

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