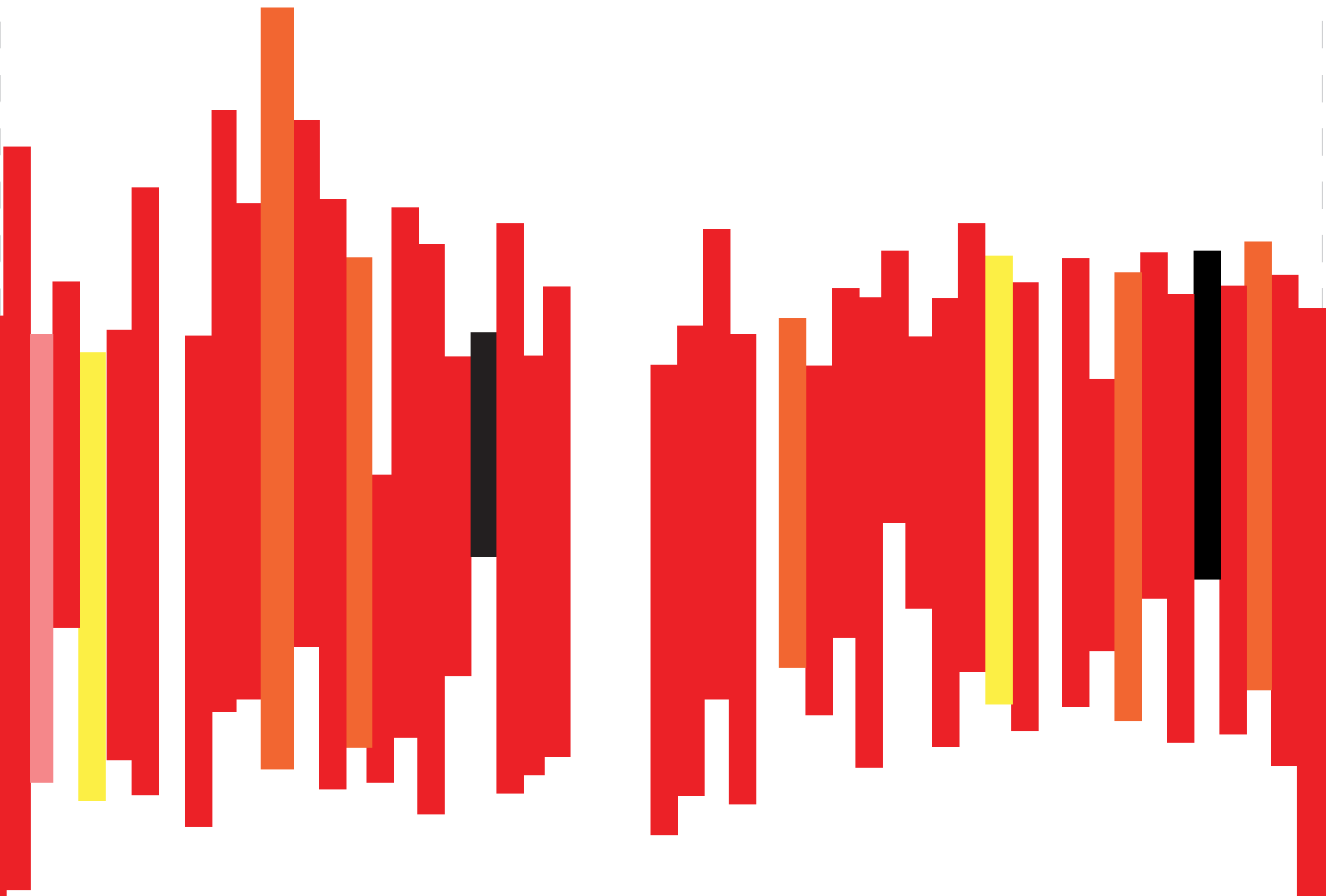


# CHILD-SAFE ORGANISATIONS

## TRAINING TOOLKIT



A practical child protection  
resource for grassroots  
organisations

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organisations

Sinart King: Author and Project Manager  
Lynne Benson: Programme Director and Technical Adviser  
Stephanie Delaney: Technical Adviser  
Deborah Muir: Editor  
Manida Naebklang: Layout and Design

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Save the Children UK,  
South East and East Asia Regional Office (Programmes Unit)  
14th floor, Maneeya Center Building  
518/5 Ploenchit Road, Bangkok 10 330, Thailand  
Tel: ++ 662 6841286-88, Fax: ++ 662 6841289

ECPAT International  
328 Phayathai Road, Ratachathewi Bangkok 10400 Thailand  
Tel: 66 02 215 3388, 66 02 611 0972 Fax: 66 02 215 8272  
Email: [info@ecpat.net](mailto:info@ecpat.net)

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

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# TRAINING TOOLKIT

## Preface

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

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

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

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

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

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

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

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

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

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



Tsunami Programme Response Director  
Save the Children UK (Thailand)

# Introduction

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

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

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

## How to use this toolkit

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

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

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

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

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

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

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

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

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

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

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

### **The training and trainer**

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

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

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

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

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

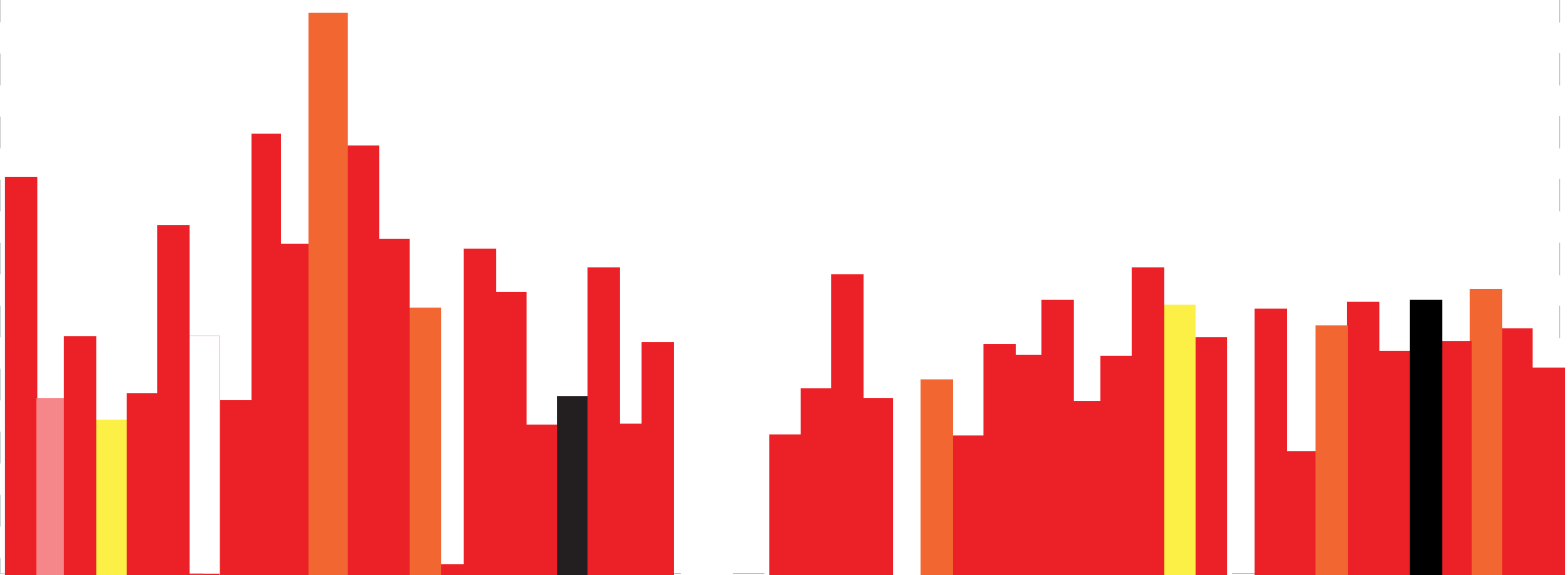
Finally, much of the material in the toolkit is derived from publicly available sources. References are supplied where possible and a resource list is included in the toolkit. If however an acknowledgement has been overlooked, please contact the publisher and future editions will be updated to reflect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

# MODULE 1

TRAINING  
TOOLKIT

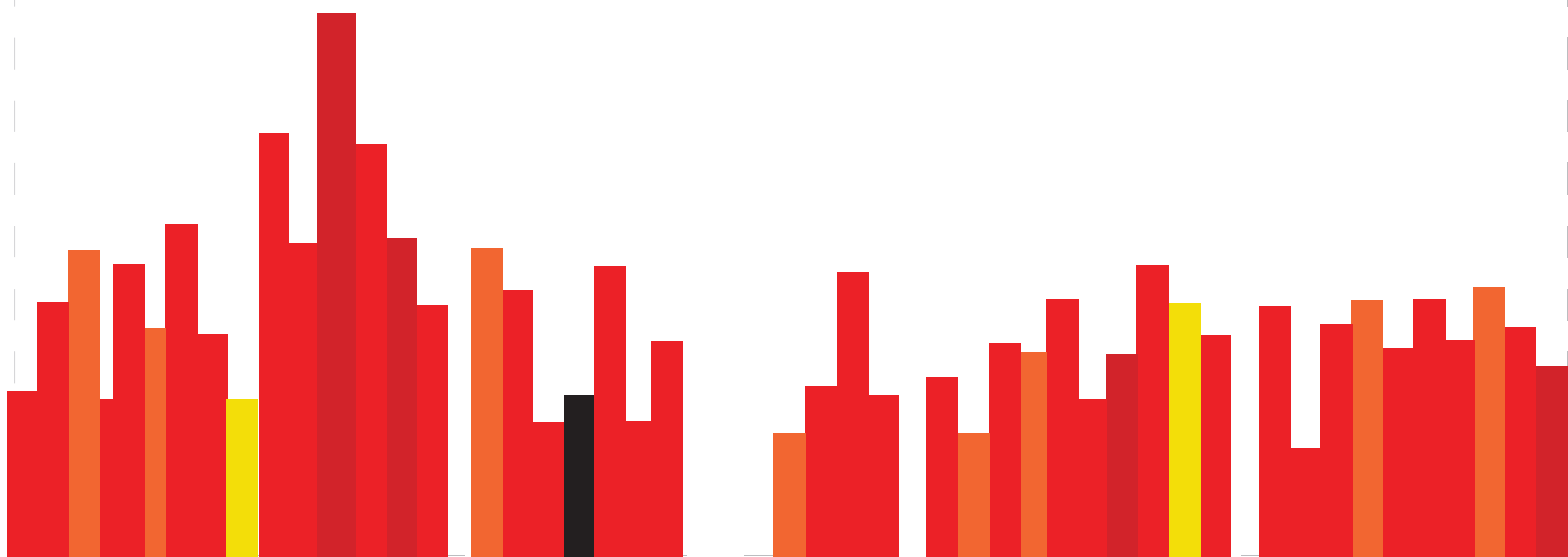
## Raising Awareness About Child Protection

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



# TRAINING BOOKLET

## Training Notes



# MODULE 1

## Raising Awareness About Child Protection

### Purpose

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

### Resources / materials

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

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

### Time

1 day

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Exercises



## Module 1: Exercise 1

### The Alligator River Story

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

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

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

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

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

## Questions

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

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

## Module 1: Exercise 2

### Always, Sometimes, Never

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

Why is it okay sometimes and in what context?

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

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

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

## Module 1: Exercise 3

### Agree or disagree?

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

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

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

TRAINING TOOLKIT

## Module 1: Exercise 4

### True or False: Common Beliefs Surrounding Child Abuse

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

#### Slides 15-16

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

#### **False**

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

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

### **Slides 17-18**

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

#### **False**

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

### **Slides 19-20**

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

#### **False**

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

### **Slide 21**

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

#### **False**

## Slide 22

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

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

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

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

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<sup>2</sup> See BBC News. 2000. 'The Moors murders'. UK: BBC. 28 February.

## Slide 23

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

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

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

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

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

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

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

## Conclusion

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

### *Slide 24*

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

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

### *False*

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

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

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

## Slide 25

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

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

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

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

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

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

## Conclusion

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

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

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

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

<sup>5</sup> UNICEF. 2001. *Profiting from Abuse*. Geneva: UNICEF.

## Slide 26

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

**False**

## Slide 27

*Insert country-specific data as necessary.*

### **Commercial sexual exploitation in Thailand**

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

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

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

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<sup>6</sup> Ibid..

## Slide 28

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

### **Child pornography websites in Thailand**

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

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

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

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

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

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

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

### **Slide 29**

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

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

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

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

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

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

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

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

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

### Slide 30

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

#### **False**

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

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

### Slide 31

#### **Refugee children sexually exploited by aid workers**

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

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

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

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

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

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

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

### Slide 32

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

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

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

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

### Sexual violence in schools

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

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

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

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

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

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

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

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

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

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

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**Slide 34**

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

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

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

## Module 1: Exercise 4a

### Types of abuse, exploitation and neglect

Abuse includes but is not limited to the following.

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

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

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

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

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

#### **4. Neglect**

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

Neglect may include:

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

## 5. Social (Poverty)

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

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

## Exercise 4b

### Case studies on types of abuse and neglect

*Discussion notes follow the five case study handouts below.*

#### Case Study 1

##### Teenage victim of phone bullies dies clutching mobile

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

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

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

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

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

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

Verdict: accident.

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

## Case Study 2

### A necessary evil?

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

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

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

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

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

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

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

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

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

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

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

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

### Case Study 3

#### Sex tourist jailed

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

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

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

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

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

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

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

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

## Case Study 4

### Parents charged over death of girl, 7

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

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

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

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

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

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

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

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

*Germany: Deutsche Welle. 24 August.*

## Case Study 5

### Children of Mae Yao, Chiang Rai

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

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

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

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

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

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

*Thailand: The Mirror Art Group.*

## Exercise 4b

### Case studies on types of abuse and neglect: Discussion notes

#### Slide 36

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

#### Slides 37-41

#### Case Study 1 (verbal / emotional abuse)

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

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

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

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

**Slides 42-49**

### **Case Study 2 (physical abuse)**

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

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

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

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

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

### **Slides 50-59**

#### **Case Study 3 (sexual abuse)**

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

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

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

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

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

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

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

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

### **Case Study 4 (neglect)**

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

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

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

### **Case Study 5 (social abuse)**

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

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

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

## Module 1: Exercise 5

### Babies in the river

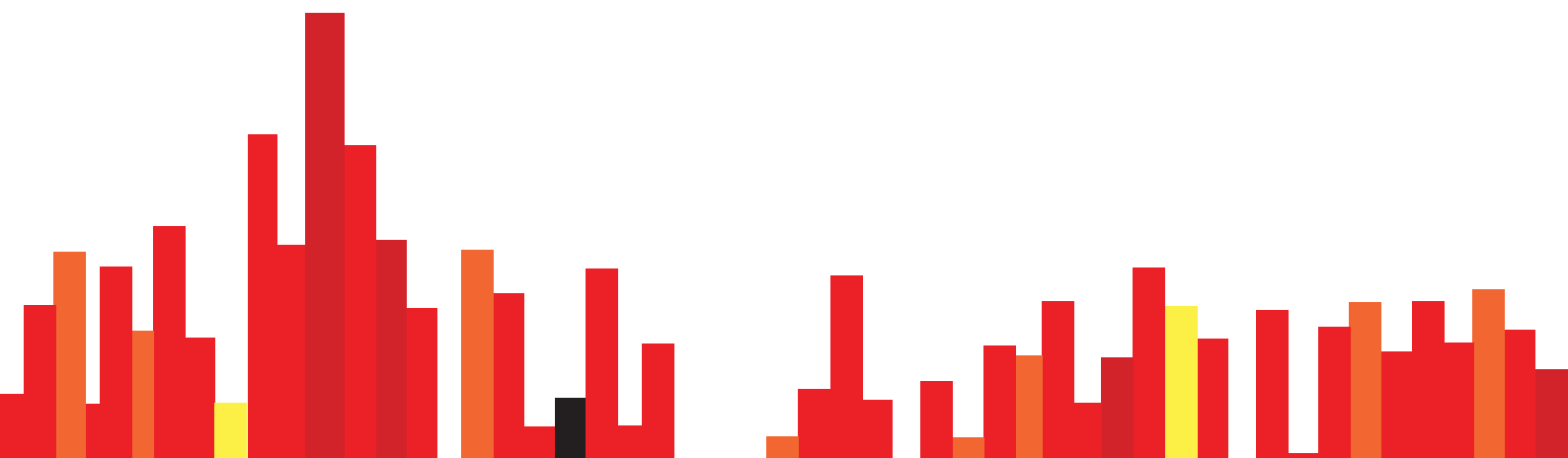
Once upon a time villagers found babies floating in the river. Every morning when they went to collect water, they would find babies floating down along the river stream. Day after day, they would pick up the babies and bring them back to the village. Villagers took care of any wounds and fed the babies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

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

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



# **Additional Training Notes**



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

## The Alligator River Story

### Exercise 1 / Step 3 in Training Notes

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

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

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

## Always, Sometimes, Never

### Exercise 2 / Step 4 in Training Notes

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

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

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

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

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

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

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

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

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

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

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

## Agree or Disagree?

### Exercise 3 / Step 6 in Training Notes

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

## Case Studies of Abuse

### Exercise 4b / Step 9 in Training Notes

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

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

## Babies in the river (child protection systems)

### Exercise 5 / Step 13 in Training Notes

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

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



# Evaluation Form

# Training Evaluation

## Raising Awareness About Child Protection (Module 1)

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

Date of Course: .....

Names of Trainer(s): .....

Your name/organisation (optional): .....

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

0    1    2    3    4    5    6    7    8    9    10

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

0    1    2    3    4    5    6    7    8    9    10

3. How would you rate this training?

Excellent            Good            Fair            Poor

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

Excellent            Good            Fair            Poor

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

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

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

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8. Additional comments

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Thank you !