

# Child Protection Training Manual



Facilitator's Guide for Teacher Training

**We're the world's independent children's rights organisation. We're outraged that millions of children are still denied proper healthcare, food, education and protection and we're determined to change this.**

**Save the Children UK is a member of the International Save the Children Alliance, transforming children's lives in more than 100 countries.**

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# Introduction

Increasing access to and the quality of education for children in Southern Sudan continues to be the main focus of the education sector. Years of war have had a tremendous impact on the availability and quality of educational facilities, but steps are currently being taken to address existing gaps.

In 2008, for example, the Government of Southern Sudan enacted both the Education and the Child Acts. The *Education Act* provides a legal framework for education policy in Southern Sudan and the *Child Act* extends, promotes and protects the rights of children. In addition in 2008, the Ministry of Education, Science and Technology published a Teachers' Code of Conduct which outlines roles and responsibilities.

It is of great importance that both teachers and students are aware of, understand, and can follow these laws and standards. Schools need to be protective places for children where they feel safe, nurtured and are encouraged to learn in a secure environment. This manual is to serve as part of an awareness raising effort to identify and address issues of child protection in education in Southern Sudan.

This resource was developed as part of the Save the Children Alliance campaign to ensure dramatic changes to children's education in countries affected by conflict.

Save the Children believes that the protection of the children is a collective, societal responsibility exercised at family, community, civil society, state and international levels. We recognize that by focusing and involving the right people this will contribute to addressing harms caused to children.

## Who is this Guide for?

This manual was developed to help guide the facilitation of a child protection training for teachers,

trainer of trainers for teachers (TOTs) and other education authorities. It was developed together with a Teachers Handbook on Child Protection.

This manual can also be used for the training of members of Parent Teacher Associations (PTAs) and community-based child protection groups.

The material was developed for use by facilitators who do not necessarily have much background in child protection but who have been involved with delivering trainings.

## How to use this Guide?

The manual is divided overall into two sections:

- 1: Facilitating the training
- 2: Sessions for training teachers

The first section on Facilitating training includes tips for preparation and facilitating the training. The second part includes suggestions for sessions.

This guide to child protection consists of a Facilitator's Guide and a Teacher's Handbook. These were designed for use together. Participants of the training should receive a Teacher's Handbook whilst the facilitator should use this Facilitator's Guide to train them.

Each section includes:



Key learning points



Session Contents



Activities / Group work



# Facilitating the training

It is the responsibility of the facilitator to present each session's content and activities as clearly as possible. The facilitator is also responsible for maintaining a comfortable learning environment for participants. The facilitator should therefore be very familiar with this training manual, the materials and activities before each session so that they feel confident about the content and process.

## Preparing for the training

In preparation, things to consider include:

- Is the venue suitable for the training?
- Has accommodation for participants been arranged?
- Are there any transport arrangements to make?
- Have enough resources for the training been factored in, including availability of the Participant's Manuals for the teachers?
- Will money be needed at the workshop venue to cover any costs?
- Has sufficient stationary been organised?
- Is any additional equipment required?

## Beginning the training

### Introductions

Facilitators should begin the training by welcoming the participants and introducing themselves. There are a number of exercises that can be done for participant introductions. For example, ask participants to get into pairs and find out what their partner's name is, where they are from and if they can share one happy memory from their childhood. Going around the room, each person can be asked to 'introduce' their partner to the whole group, starting with their name, where they are from and their childhood memory. Alternatively, the facilitator can ask the participants if they know a game that can be played to introduce the participants. This encourages participation from the on-set.

## Explaining the purpose of the training

Make sure that the purpose of the training is clear to participants. The training covers different aspects of child protection, how to identify and how to respond to different types of abuse that exist in and around schools. The training also touches on the roles and responsibilities of teachers and education authorities in Southern Sudan based on *The Education Act*, *The Child Act* and the *Teacher's Code of Conduct*.

The facilitator should ask the participants in the beginning if everyone is comfortable with the topic. Discussions should be kept confidential if, for example, at any point participants want to share examples from their own past. The facilitator should guide discussions and ensure the participants feel comfortable with what is discussed.

## Establishing Ground Rules

It is important at the beginning of every workshop to establish what the ground rules will be. Participants should suggest and agree on the basic rules that everyone should follow to help the training go smoothly. Ask participants to suggest some basic rules (for example, to 'be on time', 'let one person talk at once', etc). The facilitator should write the agreed rules down clearly and hang them somewhere visible to all. Talk through the list whilst writing it down to make sure everyone understands. A point on confidentiality should be listed.

## Participants' Expectations and Fears

Ask participants to get into groups of 2 or 3 and talk about what they are expecting to get out of this training and what they are worried may get in the way of this. What are their expectations? What are their fears? Ask each group to note down their points and report back to the main group. Write down all the ideas on the flipchart. Keep these to go over again at the end.

## Facilitating the training

### Training Schedules

#### Length of training and audience

This training manual was designed to be used for two different types of training:

1. An in-depth 5 day child protection training covering all of the material and topics. This is for participants new to the area of child protection.
2. A one day refresher training on child protection which covers only the first Section A of this manual. This is for participants who have previously taken part in a child protection training and would like to refresh their understanding.

The 5 day training is the optimal one as the refresher training does not cover all of the topics and is meant to serve as a brief reminder only. Below are suggested training schedules for both.

#### One-day Child Protection Refresher

Time	Session
08:30 - 09:00	Welcome and Participant introductions
09:00 - 10:45	Sessions A.1- A.2: What is protection? Who is a child?
10:45 - 11:00	Break
11:00 - 12:45	Session A.3 - A.4: Who needs protection? From what?
12:45 - 14:00	Lunch
14:00 - 15:30	Session A. 5: Who should protect children?
15:30 -15:45	Break
15:45 -17:00	Session A.6: Links between child protection and education

#### Five-day Child Protection Training

	Day 1	Day 2	Day 3	Day 4	Day 5
08:30 - 09:00	Welcome	Review Day 1	Review Day 2	Review Day 3	Review Day 4
09:00 - 10:45	Session 1	Session 3.2	Session 4	Session 6	Review of learning
10:45 - 11:00	Break	Break	Break	Break	Break
11:00 - 13:00	Session 2	Session 3.3	Session 5	Session 7.1	Question time
13:00 - 14:00	Lunch	Lunch	Lunch	Lunch	Lunch
14:00 - 15:30	Session 3	Session 3.4	Session 5	Session 7.2	Parking lot issues
15:30 -15:45	Break	Break	Break	Break	Break
15:45 -17:00	Session 3.1	Session 4	Session 6	Session 7.3	Evaluation

## Facilitating the training

### Tips for good facilitation

#### Non-verbal communication

- Maintain eye contact with everyone in the group when speaking.
- Stand in front of the group, particularly at the beginning of the session. It is important to appear relaxed and at the same time be direct and confident.
- React to what participants are saying by nodding, smiling or engaging in other actions that show you are listening.
- Avoid pacing around or addressing the group from a place where you cannot be easily seen.

#### Verbal communication

- Ask open-ended questions that encourage responses. If a participant responds with a yes or no, ask: "What makes you say that?"
- Ask other participants if they agree with a statement someone else makes.
- Be aware of your tone of voice. Speak slowly and clearly.
- Let participants answer each other's questions. Say: "Does anyone have an answer to that question?"
- Encourage participants to speak and provide them with positive reinforcement.
- Paraphrase participants' statements in your own words. You can check your understanding of what they said and reinforce statements.
- Keep the discussion moving forward in the direction you want. Watch out for disagreements and draw conclusions.

#### Leading the sessions

- Begin the sessions by going over the key learning points for each session.
- Create a 'parking lot' of questions raised that do not fit into the sessions. Make time to cover these later. This will avoid distractions but ensure that the issues are discussed.
- To provide closure, briefly summarise the main points at the end of each session.
- Discuss whether participants feel the key learning was achieved.



### Facilitator's Checklist: Adult Learning

1. Is the atmosphere of your session friendly and encouraging?
2. Have you taken any steps to address the fears the participants listed in the beginning?
3. Will your teaching methods allow for participants to share previous experience?
4. Do participants feel rewarded for their participation in the sessions?
5. Have you made it clear that you are available for additional help if any of the participants are having difficulty understanding or following the sessions?
6. Are you making the first few minutes of the sessions attention grabbing?
7. Are you factoring in enough group work and exercises?
8. Are you avoiding lecturing directly or at least limiting it to 10-20 minutes?
9. Have you built in regular feedback sessions?

## Facilitating the training

### Participatory methodologies

The sessions should be run in a way that the participants feel engaged and are keen to get involved and contribute ideas. Here are a few techniques that can be built into the sessions to promote participations:



### Working in groups

- **Small groups:** Participants can form into groups of any size (i.e. 3-5 people) to discuss a topic. Groups can be assembled randomly, for example, by counting round a circle 1, 2, 3, ... 1, 2, 3, ... or according to where participants are sitting. These groups can change for different exercises.
- **Buzz groups:** Participants can be grouped into groups of three or four at the beginning of the workshop as closed groups that are set to come together for each of the exercises. These small groups enable participants to get to know each other and build trust over time.

### Techniques to promote experience sharing and reflection

- **Brainstorm:** This is often used in a large group or plenary. Its importance is that all ideas or points that are made by the group are accepted before the facilitator makes any judgements. This enables all thoughts and suggestions to be voiced. Analysis, evaluation, agreement, and disagreement will follow.
- **Index cards:** Each participant writes down their ideas on a piece of paper that is collected and posted on a board or large piece of paper along with the other notes. This enables the facilitator to cluster answers and suggestions.
- **Quiz the experienced:** Participants pose questions to the whole group, for example: "What do I do if..." Some empty chairs are placed in the centre of the room and participants who have suggestions can go in and respond about how they would handle the problem. When they have answered they leave the chair.
- **Role-play:** involves acting out pre-assigned roles that illustrate the problem or issue at hand. It can help participants understand how others feel or how actions affect people differently.
- **Fish bowl:** is often used in role-play. People in the role-play are in the fishbowl. A few people are assigned outside of the fishbowl to comment on what the participants are doing or saying.
- **Story circles:** The facilitator identifies a common theme around which each participant tells a story s/he has personally experienced. In small groups each participant has a chance to share a story in no more than three minutes. No questions are asked until all stories are complete. Confidentiality is a condition of participating in a group. The method often bonds the group emotionally.
- **Debates:** This is useful when there are different strongly held views among participants on a topic. The facilitator usually provides a statement or a question and asks participants to argue the case or answer the question from differing standpoints. Time is usually allowed for the different groups to develop their 'case' and then there is a plenary session where the cases or arguments are debated.



## Facilitating the training

## Ending the training

### Evaluating the workshop

#### At the end of each day

There should be short evaluations of the training at the end of every day to make sure the facilitator is made aware of problems or any suggestions for improvement.

For the end of the day evaluation, three simple questions can be asked of the participants:

1. What did you like the most today?
2. What do you like the least?
3. Do you have any changes to suggest?

The facilitator can ask two participants each day to be responsible for collecting feedback from others and presenting it to the group.

#### At the end of the training

At the end of the workshop, a more thorough evaluation should be done as an exercise for all participants. An example of a questionnaire that can be used is on the next page.

The feedback given through the evaluation form should be collected and the facilitator should review the suggestions raised.

This training manual should be adapted on an ongoing basis based on the feedback from teachers and others attending these trainings.

## Energisers

Energisers are useful activities or games that can provide a short break from the training for participants when energy levels are low. Ask participants if they have any that they would like to share with the group. Below are some examples:

- **Birthday line-up:** People line up according to the day and month of their birthday. It's a quick way to get people out of their chairs and stretch their legs. It can be used to help form groups.
- **Experience line-up:** People line up according to their length of service with a specific organisation or government department. This is good as an icebreaker at the beginning of the workshop, and can help form groups of mixed experience.
- **Fruit salad:** The facilitator divides participants into an equal number of three to four fruits (for example oranges and bananas). Participants then sit down in a circle and one person stands in the centre. The facilitator shouts out the name of one of the fruits, such as 'oranges', and all the oranges must change places with one another. The person who is standing in the middle tries to take one of their places as they move, leaving another person in the middle without a chair. The new person in the middle shouts another fruit and the game continues. A call of 'fruit salad' means that everyone has to change seats.
- **Match the cards:** The facilitator chooses a number of well-known phrases, and writes half of each phrase on a piece of paper or card. For example, they write 'happy' on one piece of paper and 'Birthday' on another, or 'Save' and 'Children'. (The number of pieces of paper should match the number of participants in the group.) The folded pieces of paper are put into a hat. Each participant takes a piece of paper from the hat and tries to find the member of the group with the matching half of the phrase.
- **Names in the air:** Ask participants to write their name in the air first with their right hand, then their left hand. Finally, ask them to write their name in the air with both hands at the same time. Or they can use their elbow, nose, knee or any other part of the body. This exercise helps people to stretch.

## End of Training Evaluation Form

*This questionnaire can either be filled in by participants individually or in pairs. The forms should be filled in by the participants, but the facilitator should be sure to make clear that these can be done confidentially if preferred.*

1. Did the training cover what you thought it would cover? Did it meet your expectations?
  
2. Name one thing that you have learnt that is really interesting and you will take away with you
  
3. Which session did you find the **most useful**?
  
4. What session did you find the **least useful**?
  
5. How did you find the level of the training. Was it generally too hard, or too easy, or about right?
  
6. What different 'ways of learning' did you like the most'? (Whole group discussions / small group work / role plays / exercises outside etc)
  
7. What else would you like training on in the future?
  
8. Will you be able to apply what you learned during this workshop in your work?  
*Definitely not    Probably not    Not sure    Most likely yes    Definitely yes*
  
9. Do you think the group will be able to apply what they learned?  
*Definitely not    Probably not    Not sure    Most likely yes    Definitely yes*
  
10. Additional comments and suggestions are most welcome!



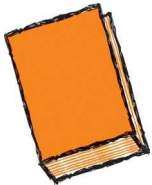
# Sessions for CP Refresher Training



## Session A Child Protection Refresher Training

### ▲ Key Learning Points

- Child protection means safe guarding children from harm.
- A child is any person below the age of 18 years.
- Harm may be caused through abuse, exploitation and violence .
- Harm may be caused by anybody.
- It is everyone's responsibility to respond appropriately including teachers.



### Child Protection Refresher Training

**Overall time needed:** 1 day (1-1.5 hours per Session A.1-A.5)

**Materials needed:** Balloons, string, flip chart paper, markers

*This Session A should serve as a refresher training for participants who have received child protection training in the past and would like to brush up on their understanding. The sessions cover what child protection means, how we define a child, which children are in need of special protection and who are the duty bearers.*

### A.1 What is Child Protection?

Save the Children defines child protection as:

**Measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children.**

In simpler terms, child protection means safeguarding children from harm. Harm includes violence, abuse, exploitation and neglect. **Activity A.1** helps explore the concept of protection. The goal of child protection is to promote, protect and fulfil children's rights to protection from abuse, neglect, exploitation and violence as expressed in the UN Convention on the Rights of the Child and other human rights, humanitarian and refugee treaties and conventions, as well as national laws.

### A.2 Who is a child?

According to the *Child Act* of the Government of Southern Sudan, and the United Nations Convention on the Rights of the Child, a child is defined as: "a human being under that age of 18 years."

This counts for all children of Southern Sudan "regardless of gender, race, age, religion, language, opinion, disability, [...] or any other status" as stated in the Act.

Differences exist, however, between this official Government definition and ones found in many communities across Southern Sudan. It is important to discuss this definition of a child with the participants as there will be different perceptions as to whom a child is and when a person reaches adulthood. **Activity A.2** helps explore this.



## Session A Child Protection Refresher Training



### Activity A.1: Balloon game

**Time:** 45 mins.

**Materials:** Balloons, string

Divide participants into 3 groups and explain their roles:

Group 1 ties balloons around their own ankles with string and then tries to protect these balloons from any attacks;

Group 2 are the attackers and must try to burst the balloons;

Group 3 are the protectors and must try to stop the attackers from bursting the balloons tied to the legs of people in group 1.

Start the game by asking the participants to carry out their different roles. Let the three groups of people interact for approximately 10 minutes. Call an end to the game and ask the participants for their thoughts:

Ask groups 1 and 3, 'How did you feel when you were trying to protect the balloons? What made protecting your balloons easier? What made it harder?'. Ask group 2, 'What made it easy for you to attack the balloons? What made it difficult?'

Facilitator should then explain that the balloons are like children and the carriers of the balloons are like families / care givers / communities, who are trying to protect their children from danger. The attackers represent all the dangers that children face in their communities.

Protection is about safe guarding children and helping those who have been harmed.



### Activity A.2: Definition of a child

**Time:** 45 mins.

**Materials:** Flipchart paper, markers

Ask participants to discuss what they understand as 'a child'. Are there differences between what the legal definition says and their custom? When is a child understood to become of age or an adult in the community? Is it when they are 18 years or at a different time?

(It is important that all local cultural definitions are talked about: for example, a girl may be seen as an adult once she is married; a boy may be seen as an adult when he leaves home to work etc.)

At the end of the discussion tell participants that the exercise shows that there are many different ways to describe a child. All of these ways are right, none of them are wrong, but the Government of Southern Sudan and Save the Children as an organization that works in many countries, both use the internationally accepted definition of a child as anyone under 18 years of age, in every country where it works. This is because people younger than that are still considered to be growing and developing and in need of extra protection. International law sees anyone younger than 18 as a child.

## Session A Child Protection Refresher Training

### A.3 Who needs protecting?

Being protected is the right of every child, yet some children are more vulnerable than others and need special attention. In addition to providing a safe environment for these children, it is important to ensure that all other children also remain protected. Failure to ensure children's right to protection adversely affects all other rights of the child.



#### Activity A.3: Power Walk

**Time:** 45 mins.

**Materials:** The below listed roles written on small pieces of paper

*This exercise encourages participants to understand that different children have different vulnerabilities.*

The facilitator should give each participant one of the 'roles' described below. It is easiest if these are written on small pieces of paper and handed out. The participants should keep their identities to themselves and internalise their roles. All participants should then stand together next to one another in a line. The facilitator will read out the below questions one by one. If the participant in their role answers 'yes' to the question, they should take a step forward. If a participant answers 'no' they should remain standing.

#### Roles for the participants

- 14 year old boy who has just left the SPLA after 3 years, and is supporting blind father
- 12 year old Chief's son who has returned from Khartoum with parents, and has 5 years education
- 9 year old disabled girl who's mother has died and lives with her father
- 16 year old girl working in the market
- 15 year old girl with baby whose commander husband has been killed, and who has returned to the community
- 12 year old girl recently returned from abduction, with no education and living with extended relatives
- 14 year old separated boy living in a fishing camp, and responsible for a younger brother and sister
- 8 year old boy who was abducted, living with a foster family while trying to find his own family
- 16 year old boy in a cattle camp, who is separated from his family and looking after his younger brother
- 17 year old boy who left the SPLA and is now learning how to be a carpenter
- 4 year old disabled boy who's parents are dead, living with another family

#### Questions

Are you planning on going to secondary school?

Are you able to provide food for your family?

Do you participate in family decision-making processes?

Do you take part in community social activities?

Do you expect to complete primary education?

Are you protected from any danger of being abused?

Do you have access to information on HIV/AIDS?

Do you have enough to eat?

Can you read and write?

Are you respected by your community?

Are you able to choose who you will marry?

Can you buy new clothes in market?

#### Discussion

At the end, ask each person to tell everyone what role they had, why they think they are in the position they are in, and how they feel about it. Ask the participants if anyone looked back to see who was behind them. What responsibilities do those at the front have to help those at the back?

Which children came last in the power walk? Why? Which children in your community are most vulnerable to abuse? Why?

## Session A Child Protection Refresher Training

In different societies, certain characteristics of children may make them more vulnerable than others. A child's age and physical, mental, emotional and social development can greatly increase or decrease the likelihood of abuse.

Other characteristics may include, for example, the presence of a disability or disfigurement, illegitimacy or the fact of the child being unwanted, particular gender, characteristics or behaviour that lead to the child being seen as somehow "different" or "difficult", children that result from a difficult labour, step-children, mentally or physical disabled children, and so on. The participants should use Activity 1.3 as a point for discussion of what vulnerability means in the Southern Sudan context.

In this, gender factors will be significant. Fostered children may also be more at risk than the children born of the family, in relation to physical and sexual abuse and neglect.

The environmental stresses that contribute to child abuse include poverty and food scarcity, unemployment and many different types of personal and family stress. Factors that push or pull children in a certain way.

### A.4 What do children need protecting from?

Following on from the discussions of what child protection is, who is a child, which children need particular protection, this last part of session 1 looks at what the issues are that children need protection from.

This is a chance for participants to begin exploring the definition of abuse, violence, exploitation and neglect which will follow in session 2.



#### Activity A.4: Problems children face

**Time needed:** 30 mins.

**Materials needed:** Flipchart paper, markers

*This exercise is designed to get participants thinking about the different types of protection problems faced by children in their community, and an idea of which problems are recognized as most common.*

Before the session, the facilitator should draw a chart similar to the one below on flip chart paper.

Problems children face	How often does it occur?
(Example) Sexual abuse of young girls	
(Example) Caning of children	

Ask the participants to come up with problems that children face in their community and write them down in the left hand column. Make sure that everyone understands each point raised. Once all ideas are there, ask participants to look at the list and then vote for which one they think is the most common problem facing children. Encourage participants to discuss any issues that come up. Next ask them to take turns marking with an 'x' the problem listed that they think causes the most serious harm. Encourage participants to discuss any issues that come up.

## Session A Child Protection Refresher Training

### A.5. Who should protect children?

Who are the duty bearers who have the responsibility to protect children in Southern Sudan?

*The Child Act* says that ultimately the responsibility for the care and protection of children remains with the Government of Southern Sudan.

There are many additional different actors, but what are their roles and responsibilities?

Parents, teachers, government authorities and children themselves have duties and responsibilities for care and protection that are outlined in the *Child Act*.

Research suggests that children are most at risk of abuse in and around their home environment, by people they should normally trust or who have a duty to provide care. Family members, neighbours and teachers are frequently reported as the perpetrators. In some situations there may be no or very few institutions that protect children.

By passing *The Child Act* and developing guidelines for behaviour such as the Code of Conduct (refer to [Session 7.3](#)), the Government of Southern Sudan is taking steps towards upholding its formal responsibility for the protection of children. It is therefore very important that awareness is raised about this legislation.

Refer to [Session 7.2](#) for a more detailed overview of *The Child Act*. The facilitator should be familiar with the Act to that it can be referred to throughout the training at different points.



#### Activity A.5: Brainstorming about responsibilities

**Time needed:** 20 mins.

**Materials needed:** Flipchart paper, markers

*This exercise encourages participants to identify 'duty bearers' with responsibilities to protect.*

Referring to the chart of protection issues listed in [Activity A.4](#), ask participants who is responsible for protecting children in each of the scenarios. This will most likely include: *parents; relatives; local leaders / chiefs; religious leaders; Parent Teacher Associations; police; government authorities; NGOs; SRRC, SPLM / SPLA; media; children themselves.*

Then divide participants into small groups and ask them to discuss:

- (a) how children can help themselves with this problem,
- (b) how families can help children with this problem,
- (c) how the community can help children with this problem,
- (d) how the government can help children with this problem.

Encourage participants to think beyond individuals and towards policies, laws and guidelines that will protect children.



## Session A Child Protection Refresher Training

### A.6 What is the link between education and protection?

There are many ways in which education can help protect children. For example, schools should be a place where children feel free to communicate that they are in trouble. Teachers should also be able to recognise abuse and respond to it in a sensitive manner. Other examples are that education:

#### Physical protection

- Provides safe places for learning and play;
- Reaches out to all children, without discrimination;
- Offers means to identify children with special needs, such as experience of family separation;
- Prepares children for appropriate work which is not harmful or threatening their health or security.

#### Psychological protection

- Gives children an identity as students;
- Provides a venue for expression through play and cultural activities such as sports, music, drama, and art;
- Facilitates social integration of vulnerable children such as separated children and former combatants;
- Supports social networks and community interaction for children and their families;
- Provides a daily routine

#### Cognitive protection

- Helps children to develop and keep the academic skills of basic education (i.e. literacy and numeracy);
- Gives children knowledge of human rights and awareness on what behaviour is acceptable and what not;
- Encourages young people to analyze information, express opinions, and take action on chosen issues

At the same time, however, schools can pose dangers to children. This is especially the case when

children are at risk of suffering from an abuse at the hands of a teacher.

### What dangers do schools and teachers pose to children/pupils?

Schools can potentially pose a number of serious risks to children. These include:

- Physical abuse as in corporal punishment
- Sexual abuse by teachers or others
- Bullying by teachers or other students
- Emotional abuse by teachers or other students

These dangers can be minimised as almost all forms of abuse are preventable.

### What steps can we take to maximise the protection of children in schools?

- Training of teachers
- Community awareness raising
- Ensuring health, safety and emergencies procedures are available in schools
- Teaching children life skills in schools
- Ensuring Code of Conducts are implemented and followed in schools
- Ensuring children's participation
- Addressing discrimination and harmful practices in the school curriculum
- Monitoring children's attendance and any problems that arise



#### Activity A.6

Ask participants to look at the protection issues raised in [Activity A.4](#).

Ask participants to discuss in small groups:

- Which issues occur in or near schools?
- What should the teacher do in each case?
- What support does the child need?
- What should be done to prevent this?

Share the answers with others in plenary.

# Sessions for 5 day CP training



## Session 1

## What is child protection?



### Key Learning Points

- Child protection means safeguarding children from harm
- Harm is the result of abuse, exploitation, violence and neglect which takes many forms that are negative for a child
- Different measures and structures exist in Southern Sudan to prevent and respond to child protection issues.



### What is Child Protection?

**Overall time needed:** Between 1 hour 30 mins - 2 hours

**Materials needed:** Balloons, string, flip chart paper, markers

### 1.1 Introducing the definition of child protection

*The facilitator should begin this first session of the training with a discussion of the participants think child protection means. Write down their thoughts and then proceed with the definition. Ensuring participants understand the meaning of the term and purpose of protection from the beginning will help the rest of the topics fall into place.*

A number of different definitions of protection exist. Save the Children defines child protection as:

**Measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children.**

In simpler terms, child protection means safeguarding children from harm.

**Harm** is the result of the exploitation, violence, abuse and neglect of children and can take many forms, including impacts on children's physical, emotional and behavioural development, their general health, their family and social relationships, their self-esteem, their educational attainment and their aspirations.

*The facilitator can explain that all of the following Sessions are based on breaking down this definition and what it means in the given context.:*

- *Session 2* looks at the question of who is a **child**
- *Session 3* explores what is it that constitutes **abuse, exploitation, violence and neglect?**
- *Sessions 4* look at issues of identifying abuse and its impact on children
- *Session 5* presents ways to **respond** to abuse
- *Session 6* outlines suggestions for how abuses can be **prevented** in schools
- *Sessions 7* gives a brief overview of a few of the legal **measures and structures** that exist in Southern Sudan



## Session 1      What is child protection?

### 1.2 What is the goal of child protection?

The goal of child protection is to promote, protect and fulfil children's rights to protection from abuse, neglect, exploitation and violence as expressed in the UN Convention on the Rights of the Child and other human rights, humanitarian and refugee treaties and conventions, as well as national laws.

Child protection work aims to prevent, respond to, and resolve the abuse, neglect, exploitation and violence experienced by children in all settings.

For example, this training focuses on how abuse, neglect, exploitation and violence can be addressed and reduced in schools to make a safer environment for children. This begins with creating an understanding amongst teachers of what the child protection issues are.

In an effort to try to illustrate the purpose of protection, do **Activity 1.1** with the group. As this activity is quite active, it is a fun activity to do with the participants at the beginning of a workshop as it promotes their interaction with one another.



#### Activity 1.1: Balloon game

**Time:** 45 mins.

**Materials:** Balloons, string

Divide participants into 3 groups and explain their roles:

**Group 1** ties balloons around their own ankles with string and then tries to protect these balloons from any attacks;

**Group 2** are the attackers and must try to burst the balloons;

**Group 3** are the protectors and must try to stop the attackers from bursting the balloons tied to the legs of people in group 1.

Start the game by asking the participants to carry out their different roles. Let the three groups of people interact for approximately 10 minutes. Call an end to the game and ask the participants for their thoughts:

Ask groups 1 and 3, 'How did you feel when you were trying to protect the balloons? What made protecting your balloons easier? What made it harder?'

Ask group 2, 'What made it easy for you to attack the balloons? What made it difficult?'

Facilitator should then explain that the balloons are like children and the carriers of the balloons are like families / care givers / communities, who are trying to protect their children from danger. The attackers represent all the dangers that children face in their communities.

Protection is about safe guarding children and helping those who have been harmed.

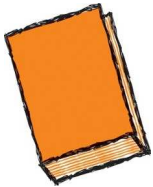


## Session 2

## Who is a Child?

### Key Learning Points

- According to the Government of Southern Sudan, a child is defined as any person below the age of 18 years regardless of their background.
- Children need to be afforded special protection until they have reached a level of physical, mental and emotional maturity to take on the responsibilities of adulthood



### Who is a child?

**Overall time needed:** Between 1 hour 30 mins - 2 hours

**Materials needed:** Flip chart paper, markers, pieces of coloured card (see [Activity 2.3](#))

*The first session got participants thinking about what protection is, but there also needs to be clarity on who it is that we are referring to when we talk about protecting children as this can have different meanings in different places. This second session therefore focuses on who we define a child to be and why it is that we use this definition.*

### 2.1 Definition of a child

According to the *Child Act* of the Government of Southern Sudan, and the United Nations Convention on the Rights of the Child, a child is defined as: “**a human being under the age of 18 years.**”

This counts for all children of Southern Sudan “regardless of gender, race, age, religion, language, opinion, disability, HIV positive or health status, birth status, custom, ethnic origin, rural or urban background, socio-economic or political status, refugee status, criminal record or any other status” as stated in the Act.

Differences exist, however, between this official Government definition and ones found in many communities across Southern Sudan.

A female child, for example, may be viewed as an adult by her family and other community members as soon as she begins to mature in adolescence. For some girls this means they are perceived to be adults at the age of 15 or even earlier. When a girl is deemed ready to be married is often seen as an indicator for communities for when they begin viewing her as an adult. For males, an adolescent is often viewed as a child until he is ready for initiation which can be as early as 14 years or earlier.

Eighteen years is the age of ‘majority’ in Southern Sudan as well as in most countries across the globe because it is widely accepted that this is the age by which point young people have achieved a level of physical, mental and emotional maturity to take on the responsibilities of adulthood.

*Carry out [Activity 2.1](#) with the participants before proceeding to generate discussion on perceptions of childhood.*

## Session 2

## Who is a Child?



### Activity 2.1: Definition of a child

**Time needed:** 45 mins.

**Materials needed:** Flipchart paper, markers

Ask participants to discuss what they understand as 'a child'. Are there differences between what the legal definition says and their custom? When is a child understood to become of age or an adult in the community? Is it when they are 18 years or at a different time?

(It is important that all local cultural definitions are talked about: for example, a girl may be seen as an adult once she is married; a boy may be seen as an adult when he leaves home to work etc.)

At the end of the discussion tell participants that the exercise shows that there are many different ways to describe a child. All of these ways are right, none of them are wrong, but the Government of Southern Sudan and Save the Children as an organization that works in many countries, both use the internationally accepted definition of a child as anyone under **18 years of age**, in every country where it works. This is because people younger than that are still considered to be growing and developing and in need of extra protection. International law sees anyone younger than 18 as a child.

## 2.2 Child development

Given that there are many different perceptions of what a child is, how did it come to be that a child is defined as a person under the age of 18 years.?

The answer to the question is that it is internationally recognized, for example in the UN Convention on the Rights of the Child (UN CRC), that children need to be afforded special protection until they have reached a level of physical, mental and emotional maturity to take on the duties and responsibilities of an adult..

This suggests that before this age of 18 years, a child is still developing and has physical, psychological and social needs that must be met to enable healthy growth and development. While children's abilities and capacities increase over time as they grow, and reduce their vulnerability from infancy through adolescence, their need for attention and guidance from parents, teachers and community members at large remains at each stage .

Child development is not a smooth and continuous process, but tends to proceed in stage-like patterns of growth. Many attempts have been made to define these stages, but they tend to be culturally specific. It is not helpful to think of a child's development as the unfolding of a pre-determined pathway, but instead as a process which is shaped by particular cultural and environmental experiences.

Ensuring protective factors are in place to prevent risks to children is part of fostering a healthy environment for growth and development.

## Session 2      Who is a Child?

### 2.3 What are positive and negative factors for child development?

There is a direct relationship between healthy child development and the presence of :

- a) risk factors (i.e. threats to physical or psychological well-being) and
- b) protective factors, many of which are potentially present within the local community.

Children (and adults) are seen as resilient when the available protective factors help to shield them from the worst effects of risk factors.

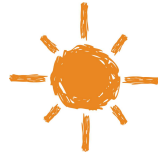
Healthy development may be slowed down or even prevented by the presence of risk factors in a child's environment. These may affect the children themselves, their parents or both, but are likely to have an impact on the child's development either way. Protective factors encourage and enable healthy development and may be directly protective of children or may act through the protection of their parents.

Factors that promote growth:

- Good parental support and guidance
- Support from social network, including extended family, community members, teachers, etc
- Educational climate that is emotionally positive, open and supportive
- Appropriate role models that encourage coping skills

Factors that pose risks to a child's healthy growth and development:

- Experience of violence, abuse, separation, fear
- Loss of family and friends
- Poor diet and nutritional status
- Lack of opportunities for education
- Excessive burden at an early age



### Activity 2.3: Child development

**Time** 45 mins.

**Materials:** coloured cards, Flip chart paper, markers

Distribute coloured cards among participants and ask participants to gather according to the colour on their card.

Advise that pink cards are for children age 0-5, blue cards are for 6-11 year olds and yellow cards are for 12-18 year olds.

In their groups, ask participants to consider the following questions:

What does it mean to be a boy and a girl of this age group:

- What are normal activities for children of this age, how are they seen by others?
- What are the developmental needs for children of this age?
- What particular vulnerabilities will children of this age have?
- What capacities do children have at this age, that can be supported and enhanced?

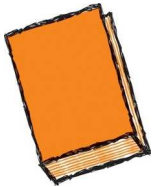
After approximately 15 minutes, ask groups to re-group, with 4 people who have different coloured cards. In these new groups, the participants should share their discussions of the age group they have been working on, and add relevant comments.

After 10 minutes, ask groups to return to their original groups. The group members should share the additional information and comments received from the mixed group discussions.

In plenary, address any issues or comments.

▲ **Key Learning Points**

- Abuse is a deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, well-being, dignity and development.
- Abuse includes all forms of physical, sexual, psychological and emotional ill treatment.
- All forms of abuse causes harm to children and are a misuse of power.
- We all use our own personal experiences, values and attitudes when making judgements about abusive behaviour.



**What are abuse, exploitation, violence and neglect?**

**Overall time needed:** Between 1 hour 30 mins - 1 hour 45 mins.

**Materials needed:** Flip chart paper, markers

**3.0.1 Definitions**

**What is Abuse?**

Abuse is a deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, well-being, dignity and development. It includes all forms of physical, sexual, psychological and emotional ill treatment. Abuse is often divided up into four different types:

- 1. Physical Abuse** involves the use of violent physical force so as to cause actual or likely physical injury or suffering (e.g. Hitting, shaking, burning, female genital mutilation, torture).
- 2. Emotional or psychological abuse** includes humiliating and degrading treatment such as bad name calling, constant criticism, belittling, persistent shaming, solitary confinement and isolation.
- 3. Sexual abuse** includes all forms of sexual violence including incest, early and forced marriage, rape, involvement in pornography and sexual slavery. Child sexual abuse may also include indecent touching or exposure, using sexually explicit language towards a child and showing children pornographic material.
- 4. Neglect:** Deliberately, or through carelessness or negligence, failing to provide for, or secure for a child, their rights to physical safety and development. Neglect is sometimes called the 'passive' form of abuse in that it relates to the failure to carry out some key aspect of the care and protection of children which results in the significant impairment of the child's health or development including a failure to thrive emotionally and socially.

Child abuse will be committed regardless of any justification or reason that may be provided for the ill treatment including discipline, legal sanction, economic necessity, the child's own consent to it, or in the name of cultural and religious practice.



## Session 3

## Abuse, exploitation, violence and neglect

*Examples: neglect includes abandonment, the failure to properly supervise and protect children from harm as much as is feasible, the deliberate failure to carry out important aspects of care which results or is likely to result in harm to the child, the deliberate failure to provide medical care or carelessly exposing a child to harm for examples can amount to neglect.*

### Exploitation and violence

**Exploitation** refers to the use of children for someone else's advantage, gratification or profit often resulting in unjust, cruel and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development. This covers manipulation, misuse, abuse, victimization, oppression or ill-treatment.

### Violence

From Article 19 UNCRC, "all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse."

According to the World Health Organisation (2002): "the intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child's health, survival, development or dignity."



### Activity 3.1 : Is this abuse?

**Time:** 45 mins.

**Materials:** the below statements written for participants, pens

Working with a partner: Write 'OK' next to the statements you think are not abuse. Put a cross against those you think **are** or **may be** abuse.

Is it abuse when... :

1. a mother locks a 4 year old in his room for an hour for wetting his pants
2. a baby is shaken by his or her mother?
3. a father sleeps in the same bed as his 7 year old daughter?
4. Parents walk around the house naked in front of children?
5. a mother continually criticises and shouts at her 3 year old child who has a learning disability?
6. a 12 year old boy forces a 7 year old girl to masturbate him?
7. a 14 year old boy and his girl friend (also 14) sleep together?
8. Parents encourage a 10 year old girl to steal groceries to eat at home?

### Discussion:

Review the answers in plenary. How did you decide which ones were abuse?

The facilitator should discuss with the participants that many decisions are complex. They may rely not only on having more information but also your own attitudes and experiences.

## Session 3

## Abuse, exploitation, violence and neglect

It is important to explore participants attitudes and perspectives towards abuse, exploitation and violence. **Activity 3.0.1** helps explore what participants would define as abuse and what they would see as acceptable behaviour. After completing and discussing **Activity 3.0.1**, do **Activity 3.0.2** and see if there is any difference in the arguments being presented by participants.

It should be understood that all forms of abuse, exploitation, violence and neglect cause **harm** to children. They can negatively affect children's physical, cognitive, emotional, and social development, resulting in aggressiveness, anxiousness the inability to control emotions, depression, and learning difficulties, among other problems.

Victims of child abuse often suffer from:

- Inability to trust, which leads to problems in relationships
- Feelings of guilt, anger, and low self-esteem
- A tendency toward alcohol and drug abuse
- Eating disorders
- Suicidal thoughts and suicide

These effects continue long after the abuse has stopped, even into adulthood.



### Activity 3.1: What constitutes abuse?

**Time:** 30 mins.

**Materials:** the below statements for participants to read

Read the following statements and decide whether you agree or disagree with them. Tick the ones you agree with and put a cross against the ones you do not agree with.

- Hitting children always constitutes child abuse
- Sexual abuse is not really a problem in Southern Sudan – if it happens, it happens only very rarely
- Physical discipline is socially and culturally acceptable in Southern Sudan, so it is OK to use it as a way of controlling children, at home and in school
- Reporting abuse is likely to make things worse for the child so it is better not to do anything
- Levels of poverty across Southern Sudan mean that many children could be defined as suffering 'neglect', so this is not a helpful concept
- Disabled children are less likely to be abused than other children
- Most parents do not want to hit their children – they just don't know what else to do
- Some children are very difficult and get criticized/shouted at a lot – that doesn't mean they are emotionally abused
- There are no services to support children who are abused and their families, so what is the point in reporting
- Staff employed to work with children, like teachers, are unlikely to abuse them
- Children often lie about being abused

## Session 3

## Abuse, exploitation, violence and neglect

**Child abuse** puts a child's survival and development at risk, reinforces discrimination, denies any meaningful participation of the child in matters that affect them and **is definitely not in the best interests of the child.**

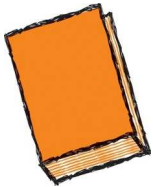


Children have the right to learn in a safe environment and be protected from abuse, exploitation and violence.

## Session 3.1 Physical abuse

### Key Learning Points

- Physical and humiliating punishment is an abuse of power.
- Corporal punishment is a form of physical abuse.
- Harsh discipline blocks children's development potential, undermines their dignity, and presents violence as a solution
- It is often dangerous and not an effective discipline strategy for children of any age.



### What is Physical abuse?

**Overall time needed:** 1 hour 30 mins. - 1 hour 45 mins.

**Materials needed:** Flip chart paper, markers

### 3.1.1 Definitions

**Physical Abuse** involves the use of violent physical force so as to cause actual or likely physical injury or suffering (e.g. Hitting, shaking, burning, female genital mutilation, torture).

**Corporal or physical punishment** (and the threat of it) is the deliberate use of pain to punish. This includes hitting the child with the hand or with an object (such as a cane, belt, whip, shoe, etc); kicking, shaking, or throwing the child, pinching or pulling their hair; forcing a child to stay in uncomfortable or undignified positions, or to take excessive physical exercise; and burning or scarring the child.

Teachers have suggested that the following are types of physical abuse that can and do occur in schools:

- Corporal punishment
- Slapping / hitting / caning
- Hard labour acts given to the child while others children are learning

Corporal punishment is frequently used both in schools and at home in Southern Sudan. Parents exercise wide ranging leeway with few limitations when disciplining their children. The standards of what is considered acceptable vary, however significantly from one community to another.

### 3.1.2 Impact of physical abuse

#### Physical effects

The consequences of physical punishment can range from physical pain, minor cuts and bruises to serious injuries resulting in chronic physical disability.

One of the main concerns is that the effectiveness of this kind of punishment decreases with use, so its severity must be increased over time. If people become desensitised and frustrated by the low returns, parents, teachers and other carers may move from light slaps to hard blows. As a result, children may suffer injuries that need medical attention, leave permanent damage, and even cause their death..



## Session 3.1 Physical abuse

### Psychosocial effects

Although the physical consequences are more immediate and obvious, it is the long term psychosocial aspects which give rise to most concern. No matter what their age, children's developing minds are damaged by violent treatment. There is a relationship between physical and humiliating punishment and depression, low self-esteem, negative psychological adjustment and poor relationship with parents.

The following list provides some of the better understood psychosocial effects of physical punishment of children.

- It lowers children's self-esteem, teaching them poor self-control and promoting negative expectation of themselves. The child feels a sense of worthlessness.
- It interferes with the learning process and with their cognitive, sensory and emotional development.
- It discourages the use of reasoning. By doing away with dialogue and reflection, it hampers the capacity to understand the relationship between behaviour and its consequences.
- It makes children feel lonely, sad and abandoned, diminishing their confidence in society as a protective environment.
- It promotes a negative view of other people and of society as a threatening place.
- It can quickly lead to a loss of interest in learning.
- It creates barriers that block parent-child and/or teacher-child communication and damages the emotional links between them.
- It can stimulate anger and for some desire to run away from the school or home.
- The strongest, usually unintended, message that physical and humiliating punishment sends to the mind of the child is that violence is acceptable behaviour, and that it is alright for a stronger person to use force to coerce a weaker one.

**Violence begets violence. It teaches violence and revenge as a solution to problems, and it perpetuates itself, as children imitate what they see adults doing.**

As a result of corporal or physical punishment the child learns that the adult is superior, and the use of force – be it verbal, physical, or emotional – is acceptable, especially over younger, weaker persons. This lesson can lead to bullying and violence in school, where older children dominate younger ones and force them into giving the bullies money, food, homework, or other valuable items.

Think back to your own schooling. Were you or any of your friends ever physically or emotionally punished? Most likely you will say “Yes” because corporal punishment is a common practice throughout the world. While most of us would condemn violence in general – and violence towards adults, especially – few people in the world have given any serious attention to violence against children.

Why? Longstanding traditions and cultural beliefs exist that perpetuate the use of corporal punishment in many societies.

### What can be done instead to discipline?

Reinforcing discipline is a positive attribute teachers encourage with children: Punishment is a harmful (and often unsuccessful) way of responding to indiscipline.

Session 6 covers abuse prevention and includes further discussion on positive discipline methods.

## Session 3.1      Physical abuse

### Combating Myths about Corporal Punishment

*Read aloud a few of the myths below to the participants. Ask them if any sound familiar? If so, what do the participants think of the answers given?*

**Myth # 1:** “It happened to me and did me no harm.”

**Fact:** Though they may have felt fear, anger, and mistrust from being hit by parents or teachers, people who use this argument often do it to reduce the guilt they have for using physical punishment on their children. They are defending their violent actions against their children. However, their actions show that corporal punishment did, in fact, do them harm: it continued the cycle of violence that they now use on their children. Similarly these children are more likely to continue the violence for generations to come. Many things that former generations used to do are no longer common practice now.

**Myth # 2:** “Nothing else works!” or “They ask for it!”

**Fact:** While positive discipline requires developing a trusting, mutually respectful relationship between a child and his or her teacher, inflicting pain on a child is really a lazy way out. It is an admission that we have failed to do what it takes to help the child to learn and internalize good behaviour. If we regularly use corporal punishment, it will take time and effort for new methods to work. If we have been yelling, threatening, or physically punishing our students for a long time, it is difficult to build an effective, trusting relationship with them overnight. This may create the feeling that nothing else works, or that the children are “asking” to be beaten; but the problem is the approach, not the misbehaviour of the children. Beside, do you normally hit your boss, employee, spouse, or best friend when it appears that “nothing else works”? Hopefully not!

**Myth # 3:** “Corporal punishment works best. Other methods don’t.”

**Fact:** Getting your students to behave through fear of punishment is not the same as discipline. Corporal punishment seems to work only if you look at it superficially and in the short-term. Corporal punishment teaches children to do what you say, but only when you are around. In effect, it teaches them to lie about misbehaviour to avoid being hit or punished in some other degrading manner. By creating a sense of distrust and insecurity in the child, it destroys the teacher-child relationship. Children become angry at why someone who is supposed to teach and care for them is instead threatening, beating, or insulting them. While a single act of corporal punishment may seem to be effective, it only temporarily frightens a child into submission.

**Myth # 4:** “Corporal punishment teaches obedience.”

**Fact:** In the past, it may have been the practice to teach children never to question authority, but times have changed. Many teachers are adopting child-centred learning techniques that encourage children to explore, to think for themselves, to ask questions, and to learn the joy of finding answers as a major way of learning. Corporal punishment, however, stops a child from questioning, thinking critically, and achieving personal goals; yet these are qualities that both adults and children need in order to excel in a dynamic, competitive, and innovative society. Enforcing blind obedience through the threat of corporal punishment greatly stifles initiative and creativity in children (and adults).

## Session 3.1      Physical abuse

**Myth # 5:** “I only do it as a last resort. I had no choice.”

**Fact:** This excuse rationalizes for us, and teaches our students, that the use of violence as a last resort is justified and ok. This argument is not acceptable; for example, is a husband justified in hitting his wife as a last resort? It should be no more acceptable when it comes to our students. Besides, it is quite common for parents and teachers to result to physical punishment at the first instance – not as a last resort – and for very minor misconduct.

**Myth # 6:** “It’s the only way I can control the children in my class. I have too many!”

**Fact:** This excuse is common among teachers who face large classes, sometimes between 40-100 children all in one class. It usually arises because the classroom has no set rules or routines; the children do not know what is expected of them and the consequences for misbehaving; and the teacher did not take the time to build a positive relationship with the children so they would want to be good. This may be due to his or her authoritative classroom management style, one that says, “I’m the teacher and we’ll do things my way!” In trying to maintain control, the teacher may also use corporal punishment not just to stop misbehaviour in one child, but also to put fear into the hearts of the other children so, hopefully, they won’t misbehave as well (but they do). Enforcing blind obedience through threats of physical violence does not encourage children to learn from the teacher, only to fear him or her. As a result, they don’t want to learn, which makes our job harder, and they don’t learn well, which reflects poorly on our performance as a teacher.

## Session 3.2 Sexual abuse

### Key Learning Points

- Child sexual abuse includes rape, penetration, and showing children pornographic material.
- Child sexual exploitation includes child prostitution and sexual slavery.
- Sexual abuse and exploitation usually have a devastating effect on the physical and mental health of children, and also on their families and communities.



### What is child sexual abuse?

**Overall time needed:** 1 hour 30 mins. - 1 hour 45 mins.

**Materials needed:** Flip chart paper, markers

### 3.2.1 Introducing the definitions

Child sexual abuse and exploitation is a global phenomenon. It exists in every culture regardless of how rich or poor or what beliefs they have. Child sexual abuse and exploitation is often both predictable and preventable.

**Sexual Abuse** includes all forms of sexual violence including incest, early and forced marriage, rape, involvement in pornography, and sexual slavery. Child sexual abuse includes indecent touching, penetration and sexual torture, as well as indecent exposure, using sexually explicit language towards a child and showing children pornographic material.

Save the Children includes all forms of sexual abuse and exploitation under the general definition of child sexual abuse. Child sexual abuse refers to the immediate abusive act towards a child and is the basis of the exploitation of the child. The legal age of consent defines when a child is regarded mature enough to consent to mutually desired sexual relations.

People sexually abusing children may have an emotional or professional relationship with the child, where they exploit their position of trust and power. This is why sexual abuse is considered a particularly difficult problem in that most cases occur within the family or are committed by people known by the child. Children may also however, be sexually abused or exploited by abusers having other interests.

**Sexual exploitation:** the abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the exploitation of another as well as personal sexual gratification. Examples include: child prostitution, trafficking of children for sexual abuse and exploitation, child pornography, sexual slavery.

Neither sexual abuse of children nor sexual exploitation of children is limited to specific situations or circumstances. Rather each affects children in all countries and is found at all levels of society. Some children at particular risk are children in the street, children in armed conflict, children working as domestics, displaced children, children with disabilities, children in institutions and children in detention.



## Session 3.2 Sexual abuse

### 3.2.2 Impact of sexual abuse and exploitation

Sexual abuse and exploitation usually have a devastating effect on the physical and mental health of children, and also on their families and communities.

**Individual impact:** the effects of sexual exploitation on the individual child can be profound, and can be experienced on several levels:

- **physical consequences** can include genital injury, sexually transmitted diseases and the contraction of HIV/AIDS. There is evidence that adolescent girls are more likely to contract HIV from a single sexual contact than are adult women. Unwanted pregnancy can have further consequences including, for example, stigmatisation and unsafe abortions;
- **emotional consequences** can include the distress of violent exploitation. In some societies, a sense of shame at having been violated, and especially if pregnancy results, can have severe consequences for the child;
- **social consequences** can include ostracism by the family or community - especially if the child is disbelieved or blamed for what has happened. In some cultures, sexual exploitation will have a negative impact on the child's chances of marrying;
- **secondary trauma** can result if the incident is handled insensitively. Examples include aggressive interviewing of the child (e.g. by the police), insensitive medical examination, or those in authority disbelieving the child or even blaming him/her for the incident. These can all inflict further trauma.

### The effects of abuse on children are both long and short term

#### Short term effects:

- Feelings of powerlessness
- Anger
- Fear
- Increased anxiety
- Phobias (fears of specific objects, places or people)
- Nightmares
- Difficulty concentrating
- Flashbacks of the event

#### Long term effects:

- Psychological problems including depression and anxiety
- Psychosomatic problems (i.e. continual unexplained illnesses)
- Difficulties with trust and intimacy in relationship
- Suicide or suicide attempts
- Substance abuse including alcohol or drugs
- Delinquency (i.e. stealing and breaking the law)

## Session 3.3 Emotional abuse

### Key Learning Points

- Emotional abuse includes humiliating or degrading punishment which can include verbal abuse, ridicule and ignoring the child.
- The impact of emotional abuse is long term and emotional abuse is a basic threat to healthy development.



### What is Emotional abuse?

**Overall time needed:** 1 hour 30 mins.

**Materials needed:** Flip chart paper, markers

#### 3.3.1. Introducing the definitions

**Emotional or psychological abuse** includes humiliating and degrading treatment such as bad name calling, constant criticism, belittling, persistent shaming, solitary confinement and isolation.

**Humiliating or Degrading Punishment** takes various forms such as psychological punishment, verbal abuse, ridicule, isolation, and ignoring the child.

*The facilitator should ask the participants to share their thoughts on the above definitions. Are they clear? Can they think of examples from their own experience of children suffering from emotional abuse? Or do they know of adults who use humiliating or degrading punishment? Ask the participants to share their experiences.*

The reasons why certain children or pupils are verbally abused or humiliated varies greatly. It could be, for example, because the teacher is prejudice against a certain ethnicity or tribe or because the teacher discriminates and makes derogatory remarks about a child with disabilities (*abu krang*). It could also be that the teacher thinks that verbal punishment in front of a big group of people is an effective way of 'teaching the child a lesson' when in fact the humiliation sits very deep when this happens. For whatever the reason behind the emotional abuse, the child receiving the abuse suffers tremendously.

#### 3.3.2 What is the difference to physical punishment?

While corporal punishment is meant to cause physical pain, emotional punishment is meant to humiliate the child and cause psychological pain. Similar to negative verbal punishment, but much more severe, it can include public ridicule, sarcasm, threats, name-calling, yelling, and commanding, or other humiliating actions, such as denying a child clothing or food or forcing them to stay in undignified positions for everyone to see and comment on.

Emotional abuse is like brain washing since it continues to eat away at the victim's self-confidence, sense of self-worth, trust in their own perceptions, and self-concept.

## Session 3.3 Emotional abuse

### How emotional abuse is covered in The Child Act, 2008

#### Chapter II, Section 9. No Discrimination

- (1) A child shall not be discriminated on the basis of his or her parent's or guardian's gender, race, age, religion, language, opinion, disability, HIV positive or health status, birth status, custom, ethnic origin, rural or urban background, socio-economic or political status, refugee status, criminal record or any other status.
- (2) Any person who discriminates against a child or his or her parents or guardians in contravention of this section commits an offence, and upon conviction, shall be sentenced to imprisonment for a term not exceeding one year or with fine or with both.

#### Chapter II, Section 22. Right to Protection from Abuse

- (2) Every child has the right to be protected from the following types of treatment and abuse while in the care of parents, legal guardians, teachers, police or any other person who has care of a child:
  - (a) all forms of physical or mental violence, injury, abuse, negligent treatment, maltreatment or exploitation;



#### Activity 3.3: Case study for discussion

**Time:** 40 mins.  
**Materials:** None

*Read the below story about Ruac out loud to the group asking participants to listen carefully. After the facilitator has finished reading, participants should get into small groups and go over the questions below. After 20 mins., ask the groups to reconvene and present the discussion points to the group.*

Ruac was injured during the war. He now has only one arm. When he is at school the teacher makes fun of him and tells him that he is useless and not good for anything. He says that he will never get a job, so there is no point in him being at school. The teacher tells him to go home. Any child who is disabled and tries to come to the school is told to go away by the teacher.

#### Questions:

- Does the story sound like it could be a true story?
- How do you think Ruac feels?
- What do you think Ruac will do next?
- What would you wish for the teacher to have done differently?

## Session 3.4 Neglect

### Key Learning Points

- Neglect means deliberately failing to provide for a child their right to physical safety and development.
- Neglect includes abandonment, not meeting a child's need for cleanliness, nutritious food, adequate shelter and leaving a child in a dangerous place.



### What is Neglect?

**Overall time needed:** 1 hour 30 mins.

**Materials needed:** Flip chart paper, markers

### 3.4.1 Introducing the definition

#### Definition of neglect

Deliberately, or through carelessness or negligence, failing to provide for, or secure for a child, their rights to physical safety and development. Neglect is sometimes called the 'passive' form of abuse in that it relates to the failure to carry out some key aspect of the care and protection of children which results in the significant impairment of the child's health or development including a failure to thrive emotionally and socially.

Neglect includes abandonment, the failure to properly supervise and protect children from harm as much as is feasible, the deliberate failure to carry out important aspects of care which results or is likely to result in harm to the child, the deliberate failure to provide medical care or carelessly exposing a child to harm for examples can amount to neglect.

Examples of child neglect include: Not meeting a child's need for cleanliness, clothing, emotional support, love and affection, education, nutritious food, clothing, adequate shelter or safety; Leaving a child unwatched; Leaving a child in an unsafe place or causing a child to be in a dangerous situation or place; Not seeking necessary medical or dental attention for a child when it is urgently needed.

#### Behaviour and appearance

Often a neglected child can be found abusing alcohol or other drugs, begging for or stealing food, consistently dirty, unwashed, hungry, or inappropriately dressed, constantly tired or listless, engaging in dangerous activities and delinquent acts.

S/he is likely to have unattended physical problems having been abandoned or without supervision for extended periods of time. Neglected children are often unlikely to be attending school, and if they are, chances are high that they skip classes often.



## Session 3.4 Neglect

### How neglect is covered in The Child Act, 2008

For example in the following article:

#### Section 56. III-Treatment, Neglect, Abandonment or Exposure of Children to Abuse

- (1) A father, mother or a person who takes care of a child under the age of twelve years, who exposes such child to danger, or leaves such child in any place with the intention of wholly abandoning him or her, commits an offence and shall on conviction, be punished with imprisonment for a term not exceeding seven years or with fine or with both.
- (2) A parent or guardian or other person legally obliged to maintain a child shall be deemed to have neglected the child in a manner likely to cause the child physical, psychological or emotional injury if, being able to so provide from his/her own needs, he/she fails to provide adequate food, clothing, medical treatment, lodging, care, guidance and protection to the child.



#### Activity 3.4: Exploring issues of neglect

**Time:** 45 mins.

**Material:** Flipchart, markers

After reviewing the definition of neglect, ask participants to brainstorm how children suffering from neglect can be reached out to in the communities where they live.

In small groups, participants can consider the following questions:

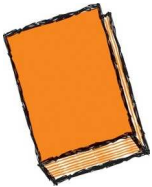
- What are the most common forms of neglect in your community?
- How can they children be identified?
- What are the main reasons behind the neglect? (If possible, think about specific examples or known cases)
- What can be done to support the parents?
- What can be done to support the children?

After 15 mins. ask the groups to come together to plenary and present their discussions.

## Session 4 Identifying abuse

### ▲ Key Learning Points

- Signs and symptoms of abuse vary according to the type of abuse a child suffered.
- With all forms of abuse, the child's behaviour may provide clues.
- Although there are certain signs of abuse that we can recognise, care needs to be taken not to jump to conclusions too quickly.
- Where abuse is suspected, it is important to carefully and sensitively look for other evidence.



### Identifying different types of abuse

**Overall time needed:** 1 hour 45 mins.

**Materials needed:** Flip chart paper, markers

*Explain to the participants, that with all forms of abuse, the child's behaviour may provide clues. Care must always be taken, however, before jumping to conclusions too quickly. Where abuse is suspected, it is important to carefully and sensitively look for other evidence before concluding that abuse has occurred.*

Identifying child abuse is particularly difficult in societies in which child rearing is seen as a private, family matter, not one of public concern. For the children themselves, they may not realise that what they are experiencing is not normal.

### 4.1 Detecting signs and symptoms

**4.1.2 Physical abuse** is the most visible form of abuse. It is sometimes revealed when the explanation of a child's injury does not match with what is observed. Certain types of injury should always lead to a suspicion of child abuse - for example, bite marks (consistent with adult human teeth marks), cigarette burns, evidence of old but untreated broken bones, and signs of severe and long-term bruising, especially to the face, which cannot be explained by an accident such as a fall. A particularly serious type of physical abuse is the shaking of a small infant, which can cause extremely serious injury (brain damage, spinal injury, retinal haemorrhage and rib fractures caused by grasping the chest while shaking the child).

Additional signs and symptoms include:

- Unexplained injuries or burns, bruises, dislocations, bites
- Unlikely excuses for injuries
- Chronic running away
- Self-destructive tendencies
- Aggression towards others
- Distrust of adults
- Fear of physical contact - shrinking back if touched

## Session 4 Identifying abuse

**4.1.2 Emotional abuse** is extremely difficult to detect. In some cases the child will show no obvious signs of abuse and evidence is most likely to come from friends or neighbours who observe the parents' behaviour to the child, or from school teachers who may gain clues from the child's behaviour or emotional state. Slow physical development, learning problems, speech disorders, difficulties in forming relationships, withdrawal, disruptive behaviour, insecurity and poor self-esteem can all be possible results of emotional abuse. In many cases, the effects may only become evident in the child's later development stages.

Additional signs and symptoms may include:

- Physical, mental and/or emotional development is slower than in other children
- Sudden speech disorders
- Self-depreciation showing lack of self-worth
- Overreaction to mistakes
- Extreme fear of any new situation
- Chronic running away
- Attention seeking behaviour
- Inappropriate response to pain
- Extremes of passivity or aggression

**4.2.3 Sexual abuse** is also difficult to detect. Young children have been known to endure sexual abuse for many years without realising that what they experience is abnormal, and only realise its significance during early adolescence when they learn about sexual behaviour.

Signs and symptoms to look out for may include:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away
- Regressing to younger behaviour patterns such as thumb sucking
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well

**4.2.4 Physical neglect** Often the biggest clue is either that the child is failing to thrive and grow in a way that is out of proportion to the level of available nutrition, or in a way that distinguishes the child from other children within the family.

Signs and symptoms of neglect include:

- Frequent hunger
- Stealing or hiding food
- Poor personal hygiene
- Constant tiredness
- Poor clothing
- Untreated medical problems
- Scavenging

*Again, make sure participants understand that although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms.*

## Session 4 Identifying abuse



### Activity 4.1: Identifying the impact of abusive behaviour

**Time:** 1 hour

**Materials:** The below chart drawn on a flip chart paper, markers

Draw the outline of the below chart on a piece of flip chart paper. Only the first column vertically and the top column horizontally should be filled in. (Leave what is written in italics below out, these are only examples).

Ask participants to get into 4 groups and give each group one of the four types of abuses to focus on. Each group needs to discuss amongst themselves: based on their experience in and out of the classroom, 1) What behaviour towards children might constitute this abuse and 2) What might indicators of this abuse look like (i.e. How could a teacher recognise this type of abuse in a student).

Give the groups 30 mins to discuss these questions amongst themselves and write them down. Each group needs to present their thoughts to the group once they're done and the facilitator should make notes of what they are saying in the chart drawn earlier on the flip chart paper. (Draw this as big as possible so that all participants can see it.)

Encourage discussion of points raised by the participants along the way.

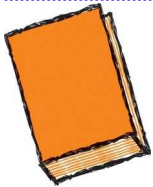
Forms of abuse	Behavior towards children that might constitute an abuse	Indicators of this form of abuse
Group X (i.e. 1, 2)		
<b>Physical</b>	<i>Hitting, pushing, forcing children to do heavy work, pulling a child's hair.</i>	<i>Bruises, aggressiveness, anxiety, becoming introvert, broken joints and bones.</i>
<b>Neglect</b>	<i>Ignorance, lack of care (food, clothes) disrespect of needs/interests of child</i>	<i>Unhappy, not talkative, isolated, school drop-out, bad health.</i>
<b>Emotional</b>	<i>Shouting, constant criticizing (without praising), planning, ignorance, using of abuse words.</i>	<i>Apathy, depression, nervous, low self-esteem, lack of initiative, hard to express, not sociable him/herself</i>
<b>Sexual</b>	<i>Rape, pornography, name calling, innuendos, sexual harassment, prostitution</i>	<i>Isolation, anxiety, depression, avoiding communication, bruises pregnancy of young girls.</i>



## Session 5 Responding to abuse

### ▲ Key Learning Points

- All actions taken to respond to abuse should be consistent with the principle of the child's best interests.
- Whatever actions are taken, it is essential to remember that an insensitive or inappropriate intervention can serve to further victimise and unnecessarily harm the child
- Teachers and students in schools should be aware of who they can turn to in case they come across abuse and need to report it..



### Responding to abuse

**Time:** 2 hours

**Materials:** Flip chart paper, markers

#### 5.1 Responding to abuse

Responding to situations of child abuse, involves two components:

1. Ensuring that the child's immediate needs are being met and that they are safe from further harm in a comforting environment
2. Ensuring that the matter is not sidelined but reported and followed up in the appropriate manner in the best interest of the child.

The immediate physical and emotional consequences of abuse require a quick and appropriate response. Each incident of abuse should be examined and assessed so that where necessary medical and psychosocial support can be provided. The survivor's immediate or long-term vulnerability must be taken into consideration, and the survivor's own decisions must be respected during the whole process. A response which does not respect confidentiality and which lacks sensitivity and understanding can result in the child feeling further victimised.

When children have been sexually abused, for example, it will sometimes be necessary for counselling to be undertaken with the family in order to ensure that the child is believed, supported and provided with the means of returning to normal life. Family members may also need help - for example, when parents feel guilty that they have failed to protect their child. Families may need particular support in situations where the perceived loss of their honour might lead to rejection of the child.

With the agreement of the survivor, governmental agencies such as the police, judiciary and welfare services will need to be involved. All actions need to take account of criminal and child protection legislation within the country, and be dealt with in conjunction with national and local authorities. It is essential that in this process the survivor's confidentiality be respected, including the right to decide whether to seek legal redress.

All actions taken should be consistent with the principle of the **child's best interests**, and in order to determine this the child's own expressions of his/her wishes and feelings will be vital.

## Session 5 Responding to abuse

According to *The Child Act*, it is everyone's duty to report a case of abuse when they come across it. Failure to do so constitutes an act of negligence.

*The Child Act* calls on everyone, including members of the community, to be involved in ensuring that everyone follows the Child Act. As such it imposes a duty on community members to report any situation where it is 'reasonably believed' that a child's right is being broken.

### E. Duty to Report and Penalties

#### Section 34. Duty to Report Infringement of a Child's Right

- (1) (1) Subject to subsection (2), below, it shall be the general duty of any member of the community, who reasonably suspects that a child's rights have been, or are being, or likely to be infringed upon, to report the matter to a Chief or Social Worker, a Local Government Official, the Police, or the Public Attorney who shall promptly investigate the case and take appropriate action, including submitting it to the Court for redress on behalf of the child.
- (2) The Court may hear and determine an application made by any person in pursuance of subsection (1), above, and may impose penalties or sanctions and make such orders and give such directives, as it may consider appropriate for the purpose of enforcing or securing a child's rights.

Teachers, members of Parent Teacher Associations (PTAs) and community members must:

- take seriously any concerns raised
- take positive steps to ensure the protection of children who are the subject of any concerns
- supports children, staff or other adults who raise concerns or who are the subject of concerns
- act appropriately and effectively in instigating or co-operating with any subsequent process of investigation
- be guided through the child protection process by the principle of 'best interests of the child'
- listen to and takes seriously the views and wishes of children
- work in partnership with parents/carers and/or other professionals to ensure the protection of children.

### 5.2 Challenges in reporting

It is often difficult for an abused child or witness to disclose that abuse is taking place, especially to someone in authority. It is especially difficult if the report could result in the removal of the child or abuser from the home or the child being expelled from school if reporting on teachers' abuse. Reporting may also result in anger and blame toward the child in the family and the community. In many cases a child will say nothing, as disclosure may be perceived as having even worse consequences.

On the other hand, children may know that nothing will happen if they contact the social and legal system. It is not uncommon that the survivors of sexual abuse are themselves treated as the criminals.

## Session 5 Responding to abuse

### How to raise concerns: A framework for action

Described below are three different situations you are likely to encounter as a teacher at a school or even as a community member.

What should you do in these cases?

1. You see or suspect abuse / exploitation / neglect

2. An allegation of abuse/ exploitation is made or situation of neglect brought to your notice by the parent or another

3. A child discloses abuse/ exploitation/neglect by relating the incidence to you or to someone you know

### Where serious concerns exist and the safety of the child is at risk, act immediately

1. If you are a teacher, the first step is to ensure that the child is safe from harm and is in a protected environment.

If a child discloses to you that s/he is being or was abused, it is important to respond in a calm, caring and supportive manner. The child is never to blame in situations of abuse and should be reassured they have done nothing wrong, either in relation to the abuse itself or in reporting it.

The child needs to know that you are listening and taking seriously the information that is being given, and that you will respond positively to ensure their protection. Listen carefully and let the child tell you the information in their own way. It is important to record what is said - at the time if appropriate, or as soon as possible following the disclosure.

Records of your discussion with the child should be as detailed and precise as possible, giving an exact account of what was said, especially when it is a child who is disclosing abuse or making an allegation. You should report the details as they were disclosed or alleged, including who was present and what happened, the sequence of events, and so on. All following actions should also be documented. Records must be kept securely and confidentially in a place where access is restricted.

2. Once you have talked to the child about the issue in an appropriate manner, report your concerns with the head teacher in a private meeting. According to *The Education Act*, the Head-teacher is responsible for the health and safety of students in and around the school premises. Any concerns, allegations or disclosures must be written down at the time or as soon as possible after the concern is raised, and no longer than 24 hours afterwards. Records should be signed and dated.

The documentation of the case should include: the nature of the concern, the risks to the child or children, and what action or next steps are necessary. Also discuss what possible support to the child can be given immediately. All records need to be kept confidentially!

3. If it is the Head-teacher who is involved with the incident, then discuss your concerns with a member of the Board of Governors (BOG) or a designated member of the Parent Teacher Association (PTA).

The purpose of the PTAs includes “promoting the welfare of the children and youth in home, school and community; securing adequate laws for the care and protection of children and youth; and to secure for all children and youth the highest advantages in physical, mental, social and spiritual education”.

4. The Teacher / Head-teacher / PTA member / member of the Board of Governors (BOG) should: Immediately inform the police and ensure that the immediate medical and emotional needs of the child are met as best possible.

## Session 5 Responding to abuse



### Activity: 5.1 Case Study - Helping Abuk

**Time:** 45 mins. - 1 hour

**Materials:** Flip chart paper, markers

*Divide the participants into three groups and give them this case study to deal with. Given them 30 mins to discuss the questions below and prepare their answers to share with the group.*

You are the Class 6 teacher. You are considered very approachable, friendly, and social and many children like sharing their problems with you. You have just returned from a training by Save the Children where you have been taught about child protection risks for children including sexual abuse of girls in schools. Young Abuk, a class 5 girl, who is usually quiet comes up to you and amidst tears shares her problem. What emerges is that the Head-teacher has been sexually abusing Abuk and she is feeling unwell. She is vomiting and feels sick in the morning. Be realistic and practical in addressing the questions provided.

- (a) What can you do about this case? Remember, the person accused is the Head-teacher?
- (b) Who must know about it and what should be done?
- (c) What are the likely consequences of your actions?
- (d) What can you do to deal with them? (Please be as practical as possible).

*When the groups are sharing their discussions, guide them to ensure they are suggesting the right response actions and in the right sequence! The issue of challenges to reporting will come up in answer (c).*

The challenges to responding suggested by participants might include:

- Isolation by other teachers who may prefer that the matter be dealt with in-house;
- You may be victimized. In some cases, teachers who have reported cases of child abuse have ended up being transferred, interdicted or have been faced with other disciplinary action;
- There may be attack on your person or property. This is however not frequent;
- There may be no support by other teachers or students themselves. For instance, the headmaster might instruct everyone including the abused girls not to talk to Save the Children and the teacher who was collaborating and the press was transferred;
- There may be attempts to compromise you by offering you bribes or other incentives both from the parents of the child, the school administration or the abusive teacher.

It is important for the participants to take away from this exercise that despite these hurdles there is need to take action to protect and defend the child's rights. There are varied options depending on the support structures around you.

- First of all you need to assist the girl as indicated in this manual;
- If you are able to, offer all the necessary assistance directly by reporting the matter to the police and taking all necessary action;
- If you fear being victimized, you may report the matter to the next senior officer at the local education office. This also depends on how independent and supportive the office is,
- You may also advise the student on steps to follow to file criminal charges.

## Session 5 Responding to abuse

It is important for participants to discuss and practice how they would talk to a child where they suspect a problem or a child who has disclosed something. Go over the below with participants before practicing the points with role plays in small groups. The facilitator should act as an observer during the role plays and give pointers to the participants.

### How to talk to a child who's reporting an abuse

If a child tells you or wants to talk to you about an abuse:

- Stay calm and be reassuring
- Find a quiet place to talk
- Believe in what you are being told
- Listen, but do not press the child for information
- Say that you are glad that the child told you
- Say that you will do your best to protect and support the child
- If necessary, seek medical help and contact the police as soon as possible
- If your child has told another adult, such as another teacher, contact them. Their advice may make it easier to help your child
- Determine if this incident may affect how your child reacts at school. It may be advisable to liaise with you child's teacher or head teacher depending on the issue
- Acknowledge that your child may have angry, sad or even guilty feelings about what happened, but stress that the abuse was not the child's fault. Acknowledge that you will probably need help dealing with your own feelings
- Seek counselling for yourself and your child where possible

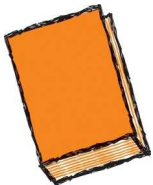
Do	Don't
Believe the child.	Do not ask accusing questions.
Create a rapport with the child.	Do not be overly formal.
Show a measure of trust.	Do not be judgmental.
Show a measure of accessibility and reliability.	Do not miss appointments keep promises. Do not read, talk on the phone etc when the child is talking to you.
Assure the child of confidentiality which is reasonable.	Do not give information about the child unless professionally required.
Be realistic and explain circumstances as they are likely to happen.	Do not assure the child about matters you have no control over.
Ensure privacy is obtained to enable the child to talk in confidence.	Do not interview in open space where there is likely to be interruptions and eavesdroppers.
Be patient: let the child go on at her/his own pace. Changing behaviour is difficult and calls for a lot of patience. You should listen carefully, patiently and with understanding.	Do not pressure the child to speak. Do not rush the client.
Accept the child the way she is.	Do not be judgmental.
Relaxed atmosphere: The room should also be comfortable where possible and the atmosphere relaxing.	Do not go to a place where the child feels the need to leave as soon as possible.
Commitment: You must show a high degree of commitment.	When you agree to offers to assist, you have to be committed. If you are not able to be committed then it is not useful for you to offer any assistance.



## Session 6 Preventing abuse

### Key Learning Points

- Prevention is the most effective way of protecting children
- Upholding the Teacher's Code of Conduct is one way of preventing abuse
- Practicing positive discipline is another way to prevent physical and emotional punishment or abuse in schools and in the home



### Preventing abuse

**Time:** 2 hours

**Materials:** Flip chart paper, markers

*Although in the previous session responding to situations of abuse was discussed, ultimately our efforts should be focused equally strongly on prevention as well so that abuse does not occur in the first place. Participants should take the message away with them that: Prevention is the most effective way of protecting children.*

### 6.1 What can be done to prevent abuses from occurring in and around schools?

Although there are many different ways in which abuses can be prevented, this section will focus on ways in which the main abuses that occur in schools can be prevented—namely physical or corporal punishment, sexual and emotional abuse.

Teachers need to be aware of ways in which they can make their schools a more protective environment for children and it begins with regulating, and in some cases changing, their own behaviour.

#### 6.1.1 What can teachers do to prevent abuse?

*Tell the participants that as a teacher who interacts with students frequently and spends a lot of time with them, they have a unique role to play. Go through the following suggestions and gauge the opinion of the teachers:*

- Teach younger children about the right and wrong touch. Inform them that no one has a right to touch them in ways they do not like.
- Teach them that it is in order to disobey a teacher if the teacher asks them to do something wrong like kiss or have sex with the teacher and that she or he cannot be punished for disobeying the teacher on that account.
- Tell them to report to their parents or to an adult they trust if someone has been touching the child in ways she or he does not like. Tell the child to be persistent in reporting such incidents even if he or she is ignored or not taken seriously until somebody takes him or her seriously and takes action.
- Tell the child not to assist strangers or to remain alone with strangers. Tell the child not to agree to a request for help by a stranger. Instead the child should tell the stranger to seek the help of an adult.
- Teachers should strictly adhere to the Code of Conduct for teachers and not engage in sexual activities with students.

## Session 6 Preventing abuse

- Inform children to immediately report any threats to you as a teacher or to the parents

*Children should not go to teachers' houses as this is often a place where many girls get abused. As a teacher, discourage girls from working in teacher's houses as this makes them more vulnerable to abuse.*

Building on the suggestions of what teachers can do to prevent the abuse of their students through awareness raising, the following pages focus on how the behaviour of the teachers themselves can be changed to reduce the risk of abuse in the classroom.

How can the usage of corporal punishment in classrooms be reduced and positive discipline methods be promoted? Corporal punishment is clearly prohibited in Southern Sudan.

**The Education Act, 2008** prohibits the use of corporal punishment in schools. It states:

14. As stated in the Interim Constitution of Southern Sudan section 21 (1) (f): Every child has the right to be free from corporal punishment and cruel and inhuman treatment by any persons including parents, school administrations and other institutions.

- (1) No person may administer corporal punishment at a school to a learner at any educational level or setting.
- (2) Any person who contravenes subsection (1) is guilty of an offense and liable on conviction to a sentence which could be imposed for assault.

### 6.1.2 How can a teacher discipline without risking emotional or physical abuse?

Positive or alternative forms of discipline should be used by teachers instead of resorting to physical or corporal and humiliating punishments to discipline students.

Children need discipline and they need to learn self-discipline. Trying to teach this through physical or corporal punishment, however, has proven not to be effective.

But despite our best efforts, sometimes it is necessary to discipline a student. Make sure that whatever action is taken, it focuses on the student's behaviour, not on the student; is a logical consequence of the misbehaviour; and is never done in haste or with anger. Depending upon the nature of the misbehaviour, some mild disciplinary methods could be among the list below.

*Ask participants to brainstorm in plenary any methods for disciplining that would be suitable for their classrooms and students? Make sure they do not choose a penalty that publicly humiliates a student! Write down the suggestions, which are likely to include:*

- Loss of break period or play time with others
- Detention after school to discuss misbehaviour, why it arose, and what should be done to correct it
- Clean up the mess created
- Student apology to those offended
- Seating assignment changed
- Being sent to see the head teacher's office, especially for more serious, disruptive behaviours, such as fighting, continuous interruption of lessons, stealing, bullying.

## Session 6 Preventing abuse

### What is positive or alternative forms of discipline?

#### Difference between physical punishment and alternative forms of discipline

Discipline is the practice of teaching or training a person to obey rules or a code of behaviour in both the short and long terms.

While punishment is meant to **control** a child's behaviour, discipline is meant to **develop** a child's behaviour, especially in matters of conduct. It is meant to teach a child self-control and confidence by focusing on what it is we want the child to learn and what the child is capable of learning. It is the basis for guiding children on how to be in harmony with themselves and get along with other people. The ultimate goal of discipline is for children to understand their own behaviour, take initiative, be responsible for their choices, and respect themselves and others.

Discipline shapes a child's behaviour and helps them to learn self-control when it provides encouragement, not painful, meaningless consequences.

- Punishment is a process which focuses on what a child has done wrong. It is based on the principle that you have to make a child suffer to encourage them to understand what they have done and discourage them from doing it again.
- Physical and humiliating punishment is an abuse of power.
- It is important for parents and teachers to understand the difference between having authority with their children using positive discipline techniques, and abusing the power they have over their children by using physical and humiliating punishment.
- Harsh punishment frightens children into certain behaviours, it does not help children to want to behave, or teach them self-discipline or promote any alternative behaviour.
- Positive discipline works on the principle that children learn more through co-operation and rewards than through conflict and punishment. It also build on the idea that when children feel good, they tend to behave well and when they feel bad they are likely to behave badly.

#### This approach means:

- Acceptable behaviour is modelled by parents, and when children behave well they are rewarded with attention and praise.
- It is always the behaviour that is criticised and defined as wrong, not the child.
- Bad behaviour is given as little attention as possible, and it is not rewarded.
- Parents have realistic expectations of what their children are capable of at different ages and do not ask more than their children can achieve.
- Limits and rules are clearly stated and consistently enforced in a non-violent way, so that the child understands what is expected of him or her. Request are framed positively.
- Setting clear limits on important things but being prepared to negotiate matters of less importance.
- Parents get to know their known flashpoints and develop strategies for dealing with them that avoid hitting children.
- Children are listened to their views are given proper considerations and they are treated fairly and with respect.
- Sanctions are used which are neither physical nor humiliating for the child.

## Session 6 Preventing abuse

### 6.3 Positive Discipline Steps

While punishment is a single act, positive discipline is a four-step process that recognizes and rewards appropriate behaviour in the following manner.

1. **The appropriate behaviour is described:** “Everyone quiet down now, please.”
2. **Clear reasons are provided:** “We are going to start our lesson and everyone needs to listen closely.” This means that quieting down quickly will show respect for others. It is a good example of treating others as you would like them to treat you.
3. **Acknowledgement is requested:** “Do you see why quieting down is so important?”
4. **The correct behaviour is reinforced:** a nod, a smile, an extra five minutes of play time at the end of the day, having a success mentioned in front of the class or school. When rewards are used, they should always be immediate and small, yet gratifying.

This process is effective for individual children. Moreover, for teachers working in large classes, it can also be effective for groups of children. The “trick” is to make the children feel they are on a “winning team” (the class as a whole) and to praise each child’s efforts in being a good team member.

*Remind the participants that: When children are doing the right thing and reward them immediately. This is the core of positive discipline.*



Large classes pose challenges to disciplining students, but there are positive alternatives to corporal punishment

## Session 6 Preventing abuse

### 6.4 Positive Discipline Tips

A great deal of good discipline simply involves avoiding problem situations or dealing with situations before they get out of control. How? Here are some tips.

When a child is misbehaving ask yourself the following questions before you take action:

- A. Is the student doing something truly wrong? Is there a real problem here, or are you just tired and out of patience? If there is no real problem, release your stress away from the student and class. If there is a problem, go to the next question.
- B. Think for a moment. Is your student really capable of doing what you expect here? If you are not being fair, re-evaluate your expectations. If your expectations are fair, go to the next question.
- C. Did your student know at the time that he or she was doing something wrong?
  - If your student did not realize she (or he) was doing something wrong, help her understand what you expect, why, and how she can do that. Offer to help her.
  - If your student knew what she was doing was wrong, and she deliberately disregarded a reasonable expectation, your student misbehaved.
  - If the behaviour was an accident, it was not a misbehaviour.
  - If the behaviour was not an accident, ask your student to tell you the reasons she has for doing what she did. Listen carefully and assess before you respond.

**Point out the positive:** Whenever a student does something helpful, caring, cooperative, or shows improvement, let them know you've noticed and give words of appreciation. For example, "Deng, I was impressed with the way you solved your homework problem."

**Interact respectfully with students:** Treat them as you would like to be treated. Help them to do better. Be a guide, not a boss. Be the type of teacher you remember fondly from your school days.

**Communicate your expectations:** to your students clearly and respectfully. Remind them of your expectations frequently, before the situation and during the situation.

**Use humour or distraction:** Not every misbehaviour that a student commits needs disciplining. Children, like adults, get tired, frustrated, or bored. Disciplining may not work in such situations. Try using humour during your lesson to keep everyone interested, not bored.

**Allow for natural consequences, but safe ones:** If a child repeatedly comes to class late, don't become upset. It is the child's responsibility to come to class on time. Tell him/her that if his/her tardiness continues, then you will have to send a note home to his parents. If s/he continues to be late, send the note home and let him face the consequences. He learns that he is responsible for his behaviour and its consequences.

**Don't take a student's disobedience personally:** Children need to express disobedience, and they need to test limits as part of their development. Don't feel that this is a threat to your authority. React in a calm fashion, applying discipline that will enhance self-control.

**Recognize effort, not correctness:** If a student is giving you his or her best, you should be happy. Trying is the first step in learning even if the child does not get it right immediately. Let them know that you have faith in their ability.



## Session 6 Preventing abuse



### Activity: 6.1: Case study example for discussion

**Time:** 45 mins.

**Materials:** Flipchart paper, marker

*Ask participants to listen carefully as the facilitator reads John's story aloud.*

John is eight years old and is always in trouble at school. He gets a beating quite often for misbehaving. Nobody likes playing with him or being near him and he does not really have any friends. John misbehaves all the time in class and is often punished for this. One day the teacher asked the class how many pupils John had hit before and they nearly all raised their hands. These children's parents complained a lot about John and wanted to take them out of the class. The teacher went to talk to John's family. He found out that the father had died a year before and that he was living alone with his mother. He had a very difficult life: his mother worked long hours outside the home and did not have time to give John attention. There were lots of arguments and the two did not respect one another.

*The facilitator should stop here and ask the group: What do they think are the main causes for John's behaviour? Ask participants to share their thoughts in plenary. The facilitator should write the suggestions down on a flip chart paper before continuing.*

John's behaviour had the following causes:

- Sadness about the death of his father.
- He thought that his mother did not like him.
- There was no positive feedback at home (his mother only paid attention to him when he did things she did not like and never when he tried to please her).
- He thought the other children did not like him and he did not feel valued at school or at home.

*What did John's teacher do?*

*The facilitator should stop here and ask the group: What do they think John's teacher did or should do? Ask participants to share their thoughts in plenary. The facilitator should write the suggestions down on a flip chart paper before continuing.*

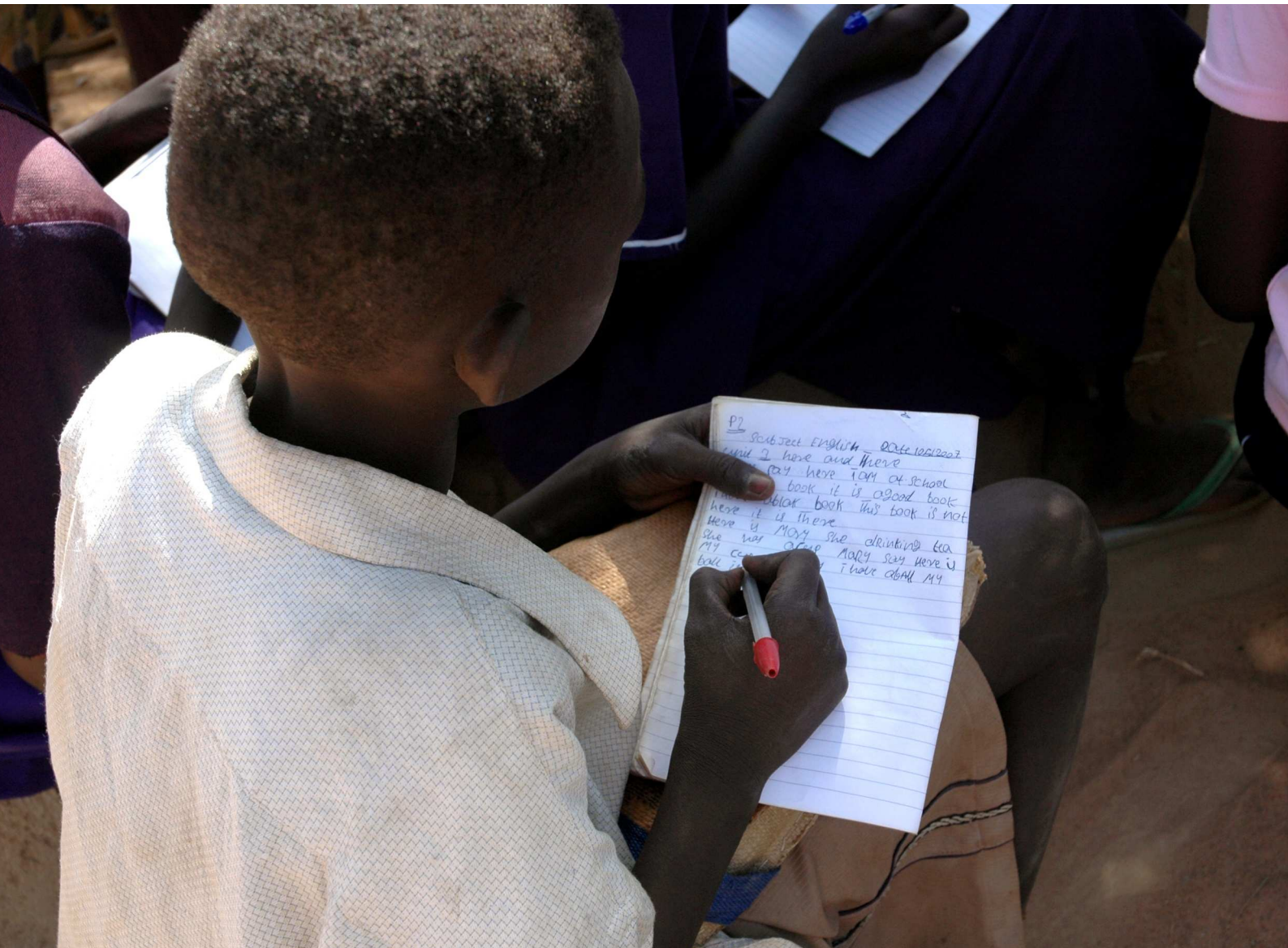
He talked to John's mother and asked her to talk to her son without quarrelling, in particular about his father's death. He also talked to John, who told him that he wanted to have friends at school and didn't want to quarrel with his classmates.

Some days later the teacher spoke to the class and said: "John doesn't want to hit you any more, he wants to be everyone's friend. Who wants to be his friend?" Many children said they would like to be his friend, so long as he didn't hit them any more. At home his mother gave him more attention. John is already able to control himself, though he still needs the help of the teacher and of the other pupils.

### Summary

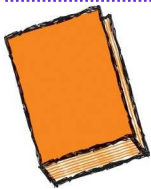
A good teacher-pupil relationship is the basis for school life because it makes learning easier, avoids disciplinary problems and supports children who have difficulties. It is important that the teacher believes that the children's undisciplined behaviour can be modified, even though it may take some time; s/he must be optimistic and not give up. As teachers, we are responsible for improving the growth and development of our students. Corporal punishment can seriously harm a child's development and result in educational as well as social, interpersonal, and psychological adjustment problems.

## Session 7 Southern Sudan Legal frameworks



### ▲ Key Learning Points

- The United Nations *Convention on the Rights of the Child (UNCRC)* is a document which reserves and protects the rights of children all over the world.
- The UN CRC has been signed by almost all countries in the world.
- The CRC applies to all children under 18 yrs everywhere in the world regardless of race, sex, religion, etc.
- The UN CRC does not take away the responsibilities of parents but its reinforces the way parents can protect their own children.



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

#### The UNCRC's background

The UNCRC was adopted in 1989 by the UN General Assembly. The SPLM signed the Convention in 1995. The Convention offers a comprehensive body of minimal standards for the care and protection of children anywhere in the world.

#### Basic values and principles

The basic values and principles of the United Nations Convention on the Rights of the Child (UNCRC) - *participation, best interest, survival and development, and non-discrimination.*

**Best Interest:** taking full account of the child's best interests at all times

**Participation:** consulting with, listening and learning from children and their experiences

**Non-Discrimination:** identifying and reaching out to the most marginalised groups of children

**Survival and Development:** ensuring as far as possible the child's right to survival and development

There is a difference between approaches to *child rights* and *needs*. Rights connote entitlement, universality and are non-negotiable. Rights should not be abrogated or prioritised on the basis of a situation. Needs, on the other hand, can be prioritised and ranked on the basis of a situation. With rights there are **duties** and **responsibilities** for their fulfilment as well as provisions for holders of these rights to make claims for their realisation: participation and accountability. Addressing needs, though, does not imply accountability and usually only addresses the symptoms.

The UNCRC has an implementation/enforcement mechanisms consisting of the following:

- UNCRC Committee; comprises 10 multi-disciplinary independent professional individuals who meets regularly
- Each state party submits a preliminary report on progress two years after ratification, thereafter submits a comprehensive report every 5 years.
- UNCRC Committee hears state party reports and produce concluding remarks and observations: highlight strengths and areas that need further improvement.
- NGOs and other non-state actors can participate by submitting alternative reports



## Session 7.1      Legal frameworks: The UN CRC

### The Structure of the UN CRC

The CRC has 54 articles in total. Articles 11 to 41 deal with actual rights of the child while Articles 42 to 54 are about administration and reporting process. The articles are divided into 4 categories:

- **Survival rights:** which cover the basic needs of the child
- **Protection rights:** which are about safeguarding children from harm
- **Participation rights:** which enables to express their opinions, take active role in their community etc.
- **Development rights:** which enables children to reach their fullest potential

### Why do children have specific rights?

- Children have specific needs
- Not always been accepted as holders of rights – sometimes as “possessions” of parents
- Children are relatively “invisible”
- Often do not have the capacity to protect themselves, from abuse, from exploitation
- Children’s Rights were previously “scattered” over other Human Rights instruments

### Children’s Rights to Protection from Abuse, Neglect, Exploitation and Violence

Key child protection articles in the UN Convention on the Rights of the Child are **Articles 9** (family separation), **10** (family reunification across borders), **11** (illicit transfer of children), **16** (right to privacy, honour and reputation), **19** (protection from violence, injury, abuse, neglect, maltreatment or exploitation), **20** (alternative care), **21** (adoption), **22** (refugee children), **23** (disabled children), **24** (harmful practices), **25** (periodic review of alternative care), **32** (economic exploitation), **34** (sexual abuse and exploitation), **35** (abduction, sale or trafficking of children), **36** (other forms of exploitation), **37** (juvenile justice and protection from torture or other cruel, inhuman or degrading treatment or punishment), **38** (protection in armed conflict), **39** (recovery and reintegration) and **40** (children in conflict with the law).

Articles that are not protection rights but represent important approaches to securing children’s protection rights include **Articles 5** (support for the parent, extended family and community); **7** (birth registration and protection of identity), **18** (parental responsibility), **26** (social security), **27** (adequate standard of living and social protection), **28 & 29** (education), and **31** (play and leisure). In addition, **Articles 2** (non-discrimination), **3** (the best interests of the child), **4** (accountability), **6** (survival and development) and **12** (children’s right to be heard) are all essential complements to the above articles.



### Activity 7.1.1: Quiz: How well do you know the UN CRC?

**Time:** 40 mins.

**Materials:** One copy of the UN CRC (or the Summary) for each group

**Purpose:** The aim is to ensure that, by the end of the quiz, all the participants are better informed of the international conventions and agreements which underpin children's rights to education. The quiz should be conducted in a light-hearted manner, with optional prizes being given to the winning group.

In addition to reading out the answers to the questions, the facilitator should take the opportunity to explain and discuss the conventions and agreements that are mentioned. Adequate time has been allocated to allow this open-ended discussion. Wherever possible, the facilitator should elicit from the participants what they know about the CRC rather than lecture them on what they may already be familiar with.

Ask the participants to form groups of 3-4. Tell them that they are going to answer quiz questions to find out exactly what they know about the CRC and children's rights to education and protection.

1. How does the UN Convention on the Rights of the Child define a child?
2. In what year did the CRC come into force?
3. Name the two countries that have so far failed to ratify the CRC? *(give one point for each)*
4. The CRC sets out 4 general guiding principles that apply to all children's rights. Two of these are the right to life, survival and development (Article 6) and respect for the views of the child (Article 12). What are the other two? *(give one point for each)*
5. How many articles are there in total in the original version of the CRC? Is it (a) 45, (b) 40, (c) 54 ?
6. The CRC articles are commonly put into three categories of rights. One of these is children's rights to survival and development. What are the other two categories? *(give one point for each)*





### Activity 7.1.2: Which right is being violated?

**Time:** 45 mins.

**Materials:** Copies of the Convention on the Rights of the Child for each group

This activity is to help participants become more familiar with the rights and principles of the UN CRC.

After the concept of rights has been explained, explain the concept of a 'violation of rights'; when someone has a right to something and they are being prevented from having this right.

Read aloud each of the made-up stories below. After reading each one, remind people of the 4 most important rights and ask them to say which of the 4 rights are being violated... (sometimes more than one right is being violated)

**Story 1:** The County Administrator is coming to visit the town. It is decided that a group of children should perform a song and dance for him. The children that are chosen are all very good looking and have nice clothes. The poorer children who do not look as nice are not allowed to take part – even though they are very good at singing and dancing.

**Story 2:** The Community Based Child Protection Committee decides to build a new centre for the children in the village. Children come to the committee to tell them their ideas about what they want inside the centre. The Committee tells them that they are just children and they don't know anything – adults should make all the important decisions, and they don't listen to the children and send them away.

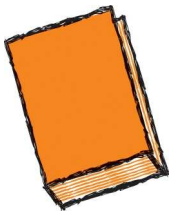
**Story 3:** Nyeluak was separated from her family during the war. She is very young and can't remember where her family used to live. The local authorities don't know what to do with her, so they send her to a foster carer. The foster carer decides that it is too much work to look after Nyeluak, so she leaves her at an orphanage for them to take care of her. The orphanage says that they are full and have no room, so they take the Nyeluak to the hospital to be looked after there. The hospital says it is not their job to look after Nyeluak and they send her back to the local authorities. Nyeluak becomes very upset and scared and afraid.

- Split into four groups. Each group takes one of the stories above and talks about
- Which rights are being violated?
- Who should respond to this and how? Who needs to do something differently? Who's responsibility is it?

The facilitator should go around each group and re-read the story and make sure people understand. Each group then reports back to the main group for discussion.

▲ **Key Learning Points**

- *The Child Act* came into force in October 2008. It applies to all children in Southern Sudan.
- *The Child Act* was developed to extend, promote and protect the rights of children in Southern Sudan.
- *The Child Act* outlines specific responsibilities and duties for children, parents and teachers with regard to preventing, identifying and reporting abuses.



**Session Content**

*The Child Act, 2008*

“The Child Act, 2008” and came into force on the 13<sup>th</sup> Oct 2008 immediately when it was signed by the president of the Government of Southern Sudan.

**Purpose of *The Child Act***

The purpose of this Act is to extend, promote and protect the rights of children in Southern Sudan, in accordance with provisions of Article 21 of the Interim Constitution of Southern Sudan, 2005, and as defined in the 1989 *UNCRC* in which Sudan is a signatory .

**What are children’s rights?**

- Children are individual human beings and as human beings - entitled to **human rights**
- Human rights include such things as the right to **health, education, shelter, employment, property, food, freedom of expression and movement**
- Human rights that are specific to children are known as ‘**children’s rights**’

**Who does the Act cover?**

- *The Child Act* applies to **all children** in Southern Sudan
- The Act defines a child as **anyone less than 18 years of age** .
- The Act covers two main categories of children - those in **need of care and welfare** and those who are in **conflict with the law**

**Overview of the Sections in *The Child Act***

- A. General Principles regarding the Rights of the Child
- B. Rights of the Child with regard to certain Types of Treatment
- C. Rights of the Child with respect to Labour
- D. Rights of the Child in Special Circumstances

## Session 7.2      Legal frameworks: *The Child Act, 2008*

### Duties and Responsibilities under *The Child Act*

#### Duty to Report

*The Child Act* calls on everyone, including members of the community, to be involved in ensuring that everyone follows the *Child Act*. As such it imposes a duty on community members to report any situation where it is 'reasonably believed' that a child's right is being broken

#### Duties and Responsibilities of the Government of South Sudan

- Recognition of the Child Rights enshrined in this Act
- All levels of Government shall recognize, respect and ensure the Childs' rights enshrined in this Act.
- Relevant sectoral laws, budgets and policies, including education, health and justice, shall reflect the Government's commitment to a child's rights
- All levels of Government shall engage all sectors of society and undertake all necessary legislative, administrative and other measures to expeditiously; implement the rights in this Act

#### Duties and Responsibilities of Parents

- register their children at birth;
- protect their children from neglect, discrimination, violence, abuse, exploitation, exposure to physical and moral hazards and oppression;
- provide good guidance, care, assistance and maintenance to ensure survival and development
- ensure that their children receive full time education suitable to their ages, ability and aptitude; and
- to any special education needs they may have by regular attendance at school, ensuring that during any absence, alternative care is to be provided by a competent person.

### Duties and Responsibilities of a Child

Every child, subject to his or her age and ability, has a duty and responsibility to:

- (a) work for the cohesion of the family;
- (b) respect his or her parents, guardians, superiors and elders and to assist them in case of need;
- (c) serve the community by placing his or her physical and intellectual abilities at its service;
- (d) preserve and strengthen social and national solidarity; and,
- (e) uphold the positive values of his or her community and maintain good and cordial relations with other members of the community.



#### Activity 7.2: Duties of Schools and Teachers

In groups, ask participants to discuss what responsibilities Teachers and Schools have under *The Child Act*. Ask the groups to share their thoughts in plenary.

**Discussion:** Compare their findings with the below list of some of the specific responsibilities:

The *Child Act* spells out specific responsibilities for all Schools and Teachers in Southern Sudan - sets out the minimum standards.

- No torture, degrading treatment or corporal punishment of a child
- Specific rights of the girl child
- Rights of Children with Disabilities
- Right to protection from harmful child labour
- Right of religious instruction
- Right to Education and Well-Being
- Right to Protection from Abuse
- The duty to report when a child's right is violated

## Session 7.2      Legal frameworks: The Child Act, 2008

*For Background information, and for discussion with participants, there are articles in The Child Act that refer specifically to the protection of children from abuse, neglect, violence and exploitation. Below are two examples:*

### **Section 21. Right to Protection from Torture, Degrading Treatment and Corporal Punishment**

Every child has the right to be protected from torture, cruel, inhumane degrading treatment or punishment, and in particular:

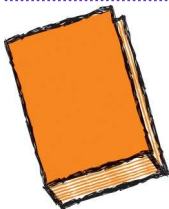
- (a) no child shall be sentenced to capital punishment or life imprisonment;
- (b) no child shall be subjected to corporal punishment by chiefs, police teachers, prison guards or any other person in any place or institution, including schools, prisons and reformatories; and,
- (c) no child shall be subjected to a group punishment by chiefs, police, teachers, prison guards or any other person in any place or institution, including schools, prisons and reformatories

### **Section 22. Right to Protection from Abuse**

- (1) The Government shall take concrete measures to protect children from all forms of abuse and to ensure that any child who becomes the victim of abuse, as set out in this section shall be accorded appropriate treatment and rehabilitation.
- (2) Every child has the right to be protected from the following types of treatment and abuse while in the care of parents, legal guardians, teachers, police or any other person who has care of a child:
  - (a) all forms of physical or mental violence, injury, abuse, negligent treatment, maltreatment or exploitation;
  - (b) abduction and trafficking, for any purpose or form, by any person including parents or guardian;
  - (c) sexual abuse, exploitation and harassment including, but not limited to rape, incest, inducement or coercion of a child to witness or engage in a sexual activity; the use of a child in prostitution or other sexual practices; and,
  - (d) the use of a child in pornographic performances and materials.
- (3) Whoever commits such an offence shall on conviction, be sentenced to imprisonment for a term not exceeding fourteen years.

▲ **Key Learning Points**

- The Teacher's Code of Conduct was developed in 2008. by the Ministry of Education, Science and Technology (MoEST)
- The Code of Conduct applies to all teachers employed by MoEST.
- The Code of Conduct outlines the relationship between the teachers and learners, teachers and parents including the community around which s/he works.



**Code of Conduct for Teachers**

The Teacher's Code of Conduct was developed and published by the Ministry of Education, Science and Technology, Government of Southern Sudan, in January 2008.

**Why develop a Code of Conduct for teachers?**

The Teachers Code of Conduct makes teachers aware of the conduct and behaviour that is expected of them. It is an instrument that guides the teachers in the course of conducting their duties and responsibilities and establishes guides for their conduct towards students, parents and the community around which they work.

Teachers have the great responsibility and privileged of educating the next generation of adults in Southern Sudan. If clearly written guidelines on what is acceptable behaviour and what is not do not exist or only exist in an unwritten informal way, then it is hard to respond appropriately and hold someone accountable when concerns of abuse are raised.

**What does the Code of Conduct say?**

The Code of Conduct for teachers defines what a teacher should do and what s/he should not do as a person charged with supporting and educating children. The Code also regulates the teacher-student relationship and highlights the importance of teacher-parent relationships as partners in the education process of children.

In addition, the Code of Conduct for Teachers also outlines what steps should be taken in case a teacher needs to be disciplined for behaviour that goes against the Code.

For example, teachers are:

- To refrain from having any sexual relationships at the workplace
- Not to carry guns, grenades or dangerous weapons in school
- Not to be in school under the influence of alcohol or drugs
- To avoid the use of bad, vulgar or indecent language



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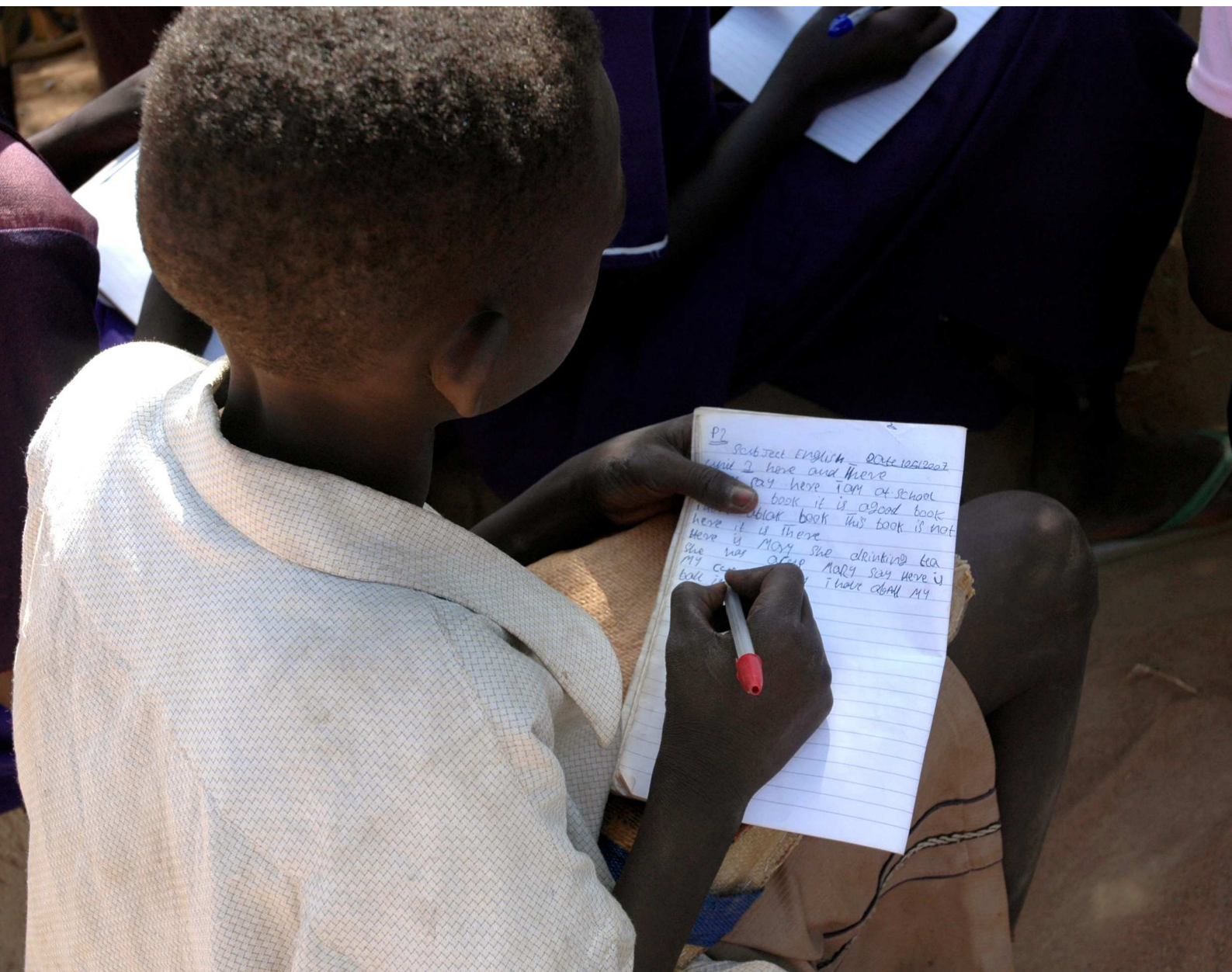
## Session 7

GoSS (2008), *The Child Act.*

GoSS (2008), *The Education Act.*

GoSS, MoEST, (2008), *Teachers' Code of Conduct*

# Annexes



## List of Annexes:

1. *Teacher's Code of Conduct*, (2008) Ministry of Education, Science and Technology, Government of Southern Sudan
2. *The Education Act*, (2008) Government of Southern Sudan
3. *The Child Act*, (2008) Government of Southern Sudan