

Children At Risk Network Nepal

Ekantakuna, Lalitpur

## Child Protection Training for Network Members

15<sup>th</sup> & 16<sup>th</sup> March, 2018



Child Protection Training was organized on 15<sup>th</sup> and 16<sup>th</sup> of March, 2018 by CarNetNepal in Collaboration with VIVA Network, UK.

Venue: Srijana Church, Bagdole

Facilitator: Ms. Kezia M'Clelland (Child in emergencies, Specialist VIVA Network)

Translator: Mr. Jonah Yonjan and Ms. Christina Rai

Objectives: To create/ update core 'Child Protection' Code of Conducts among Network Members

### **The schedule of the training:**

| 1st Day |                |                       |
|---------|----------------|-----------------------|
| S.N     | Particular     | Time                  |
| 1       | Arrival        | 9:30                  |
| 2       | Registration   | 9:30 Am - 10:00 Am    |
| 3       | First Session  | 10: 00 Am - 11: 30 Am |
| 4       | Tea Break      | 11: 30 Am - 11: 45 Am |
| 5       | Second Session | 11:45 Am - 1: 00 Pm   |
| 6       | Lunch          | 1: 00 Pm - 2:00 Pm    |
| 7       | Third Session  | 2: 00 Pm - 3: 30 Pm   |
| 8       | Tea Break      | 3:45 Pm - 4: 00 Pm    |
| 9       | Fourth Session | 4: 00 Pm - 5: 00 Pm   |
| 10      | Departed       | 5:00 PM               |
| 2nd Day |                |                       |
| 1       | First Session  | 10: 00 Am - 11: 30 Am |
| 4       | Tea Break      | 11: 30 Am - 11: 45 Am |
| 3       | Second Session | 11:45 Am - 1: 00 Pm   |
| 4       | Vote Of thanks | 1: 00 Pm - 1:1500 Pm  |
| 5       | Lunch          | 1:15 PM               |
| 6       | Dismiss        |                       |



The Training Started at 10:30 am with a warm welcome from our Executive Director, Mr. Bhabindra Rai. He introduced Ms. Kezia M'Clleland, Children in Emergencies Specialist from VIVA Network, trainer for Child Protection Training. He gave a brief introduction about the training and informed the participants about the objectives of the training. The training was mainly focused on Network Members so that they could form a core working group and work together to create a Code of Conduct and policy on 'Child Protection'.

Ms. Kezia started the first session of the training by giving a brief introduction about “Basic Child Protection Training” and she started off by letting the participants draw a picture of a child they could think of. This activity provided a base for the participants to express their opinions on children and to give a short introduction about them.

Following the Basic Child Protection Training, Kezia discussed the foundation of a child, their vulnerability and ways we can work together to protect them. She emphasized on the protection of children as they are vulnerable and in need of protection from every corner as possible.

The participants were asked” what was the first thing that comes in your mind when you think of a child?”, the participants enthusiastically gave their opinions, and the majority answered “innocent, lovable, happy, joyful, cute, naughty, curious, good heart, small etc. adding some few opinions from her side Kezia explained that a child could be described in so many ways, according to their character, situation, surroundings. Each child has unique character and it is very important to recognize their uniqueness.

The participants were then asked to describe what happens at Childhood. The participants each gave their opinions and answered some points like “Mischievous, happiness, time pass, toys, learning from parents, carefree, dependent etc”. Kezia added that each child experience childhood differently, childhood may differ based on family background, culture, traditions, experience, and some child may go through experience which is very difficult to relate and to sum it all up, she explained that each child is unique and we have to be brave enough to embrace their uniqueness.

The participants briefly went through different child characters in the bible, through whom God had done marvelous miracles. The bible clearly shows God’s heart for children, he even encouraged adults to be like children and to have their innocence,

Moving on with the session Kezia explained about different Child rights and organizations who were involved in providing rights of a child. She explained that Rights are things every child should have or be able to do and they all have the same right. Taking reference from UN Convention on the Rights of the Child in Child-Friendly Language, the participants were asked to prepare a list of Child Rights according to Nepal. The participants formed 4 different groups and worked out on the different rights provide to Children that was written on the Country's constitution. The groups were divided on the basis of the work place of the participants, Participants from Churches and Sunday school teacher formed one group, from organizations and children ministries formed one group and participants from Children homes formed one group. The participants each prepared a list of the Rights.

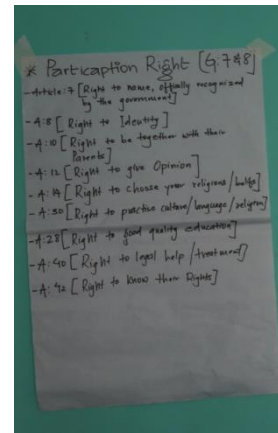


The participants came up with rights like:

Group 1:

Participation Right:

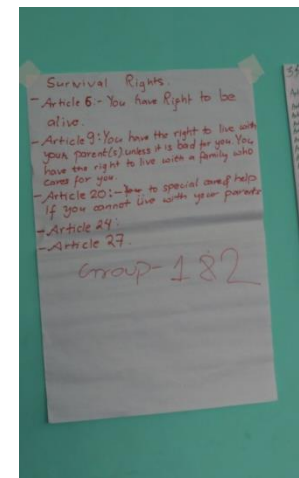
- A.8 Right to identity
- 
- A.10 Right to be together with parents
- A.12 Right to give opinions
- A.14 Right to choose your religion/ belief
- A. 20 Right to Practice culture/ language/ Religion
- A.28 Right to good quality education
- A.40 Right to receive legal help
- A,42 Right to know their rights.



Group 2:

Survival Right

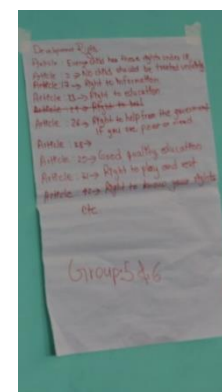
- A.6 Right to be alive
- A.9 Right to live with parents unless it is bad for you. You have a right to live with family who cares for you.
- A.20 Right to receive special care and help if you cannot live with your parents.



Group 3:

Development Rights:

- Every child has these rights under 18 years.
- A.2 No child should be treated unfairly
- A.17 Right to information
- A.23 Right to education
- A.26 Right to help from the government if you are in need
- A.29 Good quality education
- A.31 Right to play and rest
- A.42 Right to know your rights.



Moving on, Kezia explained about Child Abuse. She explained to the participants that child abuse is a general term which is used to describe where a child may experience harm, either by deliberate harmful acts, but more usually as a result of failure on the part of a parent/carer or organization/ community to ensure a reasonable standard of care and protection is reasonably within the control of a parent or person in a position of responsibility, power to trust.

She explained about different Child Abuse like:

- **Physical Abuse;** Physical abuse may involve hitting, kicking, slapping, poisoning, pinching, whipping, throwing, burning or scalding, drowning, suffocation, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or career fabricates the symptoms of, or deliberately induces, illness in a child.
- **Child Sexual Abuse:** Child Sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to or for which the child is not developmentally prepared and cannot give consent or that violates the laws or social taboos of society.
- **Neglect and negligent Treatment:** Neglect or negligent treatment is the intention or omission on the part of the caregiver to provide for the development of the child in health, education, emotional development, nutrition, shelter and safe living conditions'
- **Emotional abuse:** Emotional abuse includes the failure to provide a developmentally appropriate, supportive environment including the availability of a primary attachment figure, so that the child can reach their full potential in the context of the society in which the child lives. Acts includes restriction of movement, degrading, humiliating, scape-goating, threatening, scaring, discriminating, and ridiculing or other non-physical forms of hostile or rejecting treatment.
- **Sexual exploitation:** Sexual exploitation is 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. Child prostitution and trafficking of children for sexual abuse and exploitation is one example of this.
- **Commercial or other exploitation of a child:** This refers to the use of the child in work or other activities for the benefit of others. This includes, but is not limited to, child labor. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development.
- **Internet abuse and abusive images of children:** Abusive images of children (commonly known as child pornography) is defined as any representation, by whatever means, of a child engaged in real or simulated explicit sexual activities or any representation of the sexual parts of a child for sexual purposes. Technology has also meant that children are now subject to additional abuse through the Internet. There is a trade in the transmittal of abusive images of children. Digital and phone cameras have made it possible for some children's images to be distributed across the Internet without their knowledge. Children may also be at risk of coming into contact with people who want to harm them through their use of the Internet.
- **Witchcraft / Ritualistic abuse:** Some communities believe strongly that adults and children may be in possession of evil spirits, which can bring bad luck on a family. These beliefs can lead to practices that may be harmful to children e.g. fasting, beating,

immersion in water, etc. These practices can lead to extreme cruelty and even death of children. Disabled children are sometimes seen as a sign of possession by evil spirits. Other communities or individuals may use and abuse children through ritualistic practices and ceremonies.

- **Spiritual abuse:** Spiritual abuse occurs when a spiritual leader or someone in a position of spiritual power or authority (whether organization, institution, church or family) misuses their power or authority, and the trust placed in them, with the intention of controlling, manipulating or dominating a child. Spiritual abuse is always about the misuse of power within a framework of spiritual belief or practice, in order to meet the needs of the abuser (or enhance his or her position) at the expense of the needs of the child. Spiritual abuse results in spiritual harm to a child and can be linked to other abuse such as physical, sexual and emotional abuse.
- **Abuse of trust :** A relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. An abuse of trust could be committed by, for example, a teacher, humanitarian or development worker, sports coach, scout leader, faith leader. It is important those in a position of trust have a clear understanding of the responsibilities this carries and clear guidance to ensure they do not abuse their position or put themselves in a position where allegations of abuse, whether justified or unfounded, could be made. The relationship may be distorted by fear or favor. It is vital for all those in such positions of trust to understand the power this gives them over those they care for and the responsibility they must exercise as a consequence. This is particularly important in the context of humanitarian aid, when those in positions of power also control aid and resources.
- **Bullying:** Bullying is now recognized as increasingly harmful to children and young people. This could take the form of physical intimidation, verbal intimidation including racist and sexist remarks or emotional intimidation, for example isolating or excluding someone. It is difficult to define but always involves a less powerful person experiencing deliberate hostility.

Taking the reference of the abuses listed the participants were asked to prepare a list of abuse and what the symptoms and signs of this abuses were. The participants with the help of Kezai prepared a list of Physical signs and symptoms and the changes that can be seen in a child when they go through such abuses. The list is given below.

# Signs and Symptoms of Abuse

|                        | Physical Signs and Symptoms  | Changes in Behaviour   |
|------------------------|--|--|
| <b>Physical Abuse</b>  | <p>Unexplained bruising, marks or injuries on any part of the body</p> <p>Multiple bruises - in clusters, often on the upper arm, outside of the thigh</p> <p>Cigarette burns</p> <p>Human bite marks</p> <p>Broken bones</p> <p>Scalds, with upward splash marks</p> <p>Multiple burns with a clearly demarcated edge</p> | <p>Fear of parents being approached for an explanation</p> <p>Aggressive behaviour or severe temper outbursts</p> <p>Flinching when approached or touched</p> <p>Reluctance to get changed, e.g. in hot weather</p> <p>Depression</p> <p>Withdrawn behaviour</p> <p>Running away from home</p>   |
| <b>Sexual Abuse</b>    | <p>Pain or itching in the genital area</p> <p>Bruising or bleeding near genital area</p> <p>Sexually transmitted disease</p> <p>Vaginal discharge or infection</p> <p>Stomach pains</p> <p>Discomfort when walking or sitting down</p> <p>Pregnancy</p>  | <p>Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn</p> <p>Fear of being left with a specific person or group of people</p> <p>Having nightmares</p> <p>Running away from home</p> <p>Sexual knowledge which is beyond their age, or developmental level</p> <p>Sexual drawings or language</p> <p>Bedwetting</p> <p>Eating problems such as overeating or anorexia</p> <p>Self-harm or mutilation, sometimes leading to suicide attempt</p> <p>Saying they have secrets they cannot tell anyone about</p> <p>Substance or drug abuse</p> <p>Suddenly having unexplained sources of money</p> <p>Not allowed to have friends (particularly in adolescence)</p> <p>Acting in a sexually explicit way towards adults</p> |
| <b>Emotional Abuse</b> |  | <p>Neurotic behaviour e.g. sulking, hair-twisting, rocking</p> <p>Being unable to play</p> <p>Fear of making mistakes</p> <p>Sudden speech disorders</p> <p>Self-harm</p> <p>Fear of parent being approached regarding their behaviour</p>   |
| <b>Neglect</b>         | <p>Constant hunger, sometimes stealing food from others</p> <p>Constantly dirty or 'smelly'</p> <p>Loss of weight, or being constantly underweight</p>   | <p>Complaining of being tired all the time</p> <p>Not requesting medical assistance and/or failing to attend appointments</p> <p>Having few friends</p>  |





The participants worked in their groups and presented their code of conduct to the groups.



The participants were asked to focus more on the Do's so that Code of Conduct may be applicable to anyone working directly with or coming into contact with children through their work with [organization] or any of its ministries. A child is defined as anyone less than 18 years of age.

Some samples presented by the participant are as follows:

**You should:**

- Treat children with dignity at all times, using age-appropriate language that is encouraging and respectful
- Respect each child's boundaries and privacy, including taking photos; physical contact should be initiated by the child
- Reward good behaviour and use positive discipline such as warnings, time-outs and involving parents
- Always have at least two adults present when working with children
- Be visible to other adults when talking with children
- Ensure that on overnight trips, girls and boys should sleep in separate accommodation
- Be accountable to one another so that any potentially abusive behaviour can be challenged

**You should not:**

- Spend time alone with children or invite children to the place where you are staying, especially where they will be alone with you
- When using social media, you should not name children or share any personal details that may enable anyone to locate a child (eg. Email addresses, schools, locations...).

**You must never:**

- Act in ways that may abuse a child or place a child at risk of abuse
- Hit or otherwise physically abuse children, or use physical punishment including hitting, pinching, slapping and beating
- Use words intended to shame, humiliate or threaten children
- Touch children inappropriately
- Develop physical or sexual relationships with children
- Expose children to sexually explicit or pornographic materials
- Excuse, or participate in behaviour with children which is illegal, unsafe or harmful
- Favour particular children while excluding others
- Do things for children of a personal nature that the children can do for themselves.

All staff and volunteers working with or representing must sign a statement to say that they have read and will abide by this Code of Conduct and understand that disciplinary action will be taken in cases of inappropriate behaviour. For sample, a Commitment form which has been in used at CarNetNepal was provided to the Participants;

**प्रतिबद्धता फाराम**

म/हामी \_\_\_\_\_ ले बाल संरक्षण नीतीका नियम तथा निर्देशिकाहरु पढेर चुभेका छु/छौ । म/हामी यस्ता लेखिएका सिद्धान्तहरु पालना गर्नेलाई सहमत छु/छौ तथा कार्नेट नेपाल सँग आवद्ध भएर काम गर्दा बाल संरक्षण नीतीको पालना गर्नु पर्ने कुराको महत्त्वलाई चुभेका छु/छौ र पालना गर्ने छु/छौ ।

नाम.....

पद.....


हस्ताक्षर.....

मिति.....

कार्नेट नेपालको बाल संरक्षण नीति


- 13 -

The participants were given a format for reporting:

**HANDOUT 6**  **Sample Incident Reporting Form**

| YOUR DETAILS   |  |
|--|--|
| Your name:   |  |
| Your address:  |  |
| Your contact details:  |  |
| Your occupation:   |  |
| Your relationship to the child or young person:  |  |
| Details of any other organisation(s) involved:   |  |
| THE CHILD / YOUNG PERSON'S DETAILS   |  |
| Child's name:  |  |
| Child's address:   |  |
| Child's date of birth:   |  |
| Who does the child live with? Please give name(s) and nature of relationship to the child: |  |
| Is the child male or female?   |  |
| Does the child have a disability or a learning difficulty? If so, please give details:     |  |
| DETAILS OF THE CONCERN (S) / ALLEGATION (S) OF CHILD ABUSE                                 |  |
| Nature of concern(s) / allegation(s):  |  |
| Details of how you came to have a concern / allegation:                                    |  |
| Day, date, time and location of any incident(s):   |  |

**VIVA CHILD PROTECTION TRAINING**

**HANDOUT 6 (continued)** 

|  |  |
|--|--|
| Observations made by you (NB Please distinguish what is fact, opinion or hearsay):       |  |
| What did the child see?  |  |
| What did you see to the child?   |  |
| Details of any other children involved:  |  |
| External services contacted – date, time, name of person dealt with and advice received: |  |
| Action taken by you:   |  |
| Your signature:  |  |
| Date this form was completed:  |  |
| Date form filed with DCPO:   |  |

The participants were very grateful towards CarNetNepal team and VIVA Network For organizing This Child Protection Training as they could see that this training could benefit their organization and they could work together to provide a safe environment where a child could grow up Physically, mentally and spiritually.

They had requested the team to provide samples of Code of Conduct which they could also apply in their work place and ministries.