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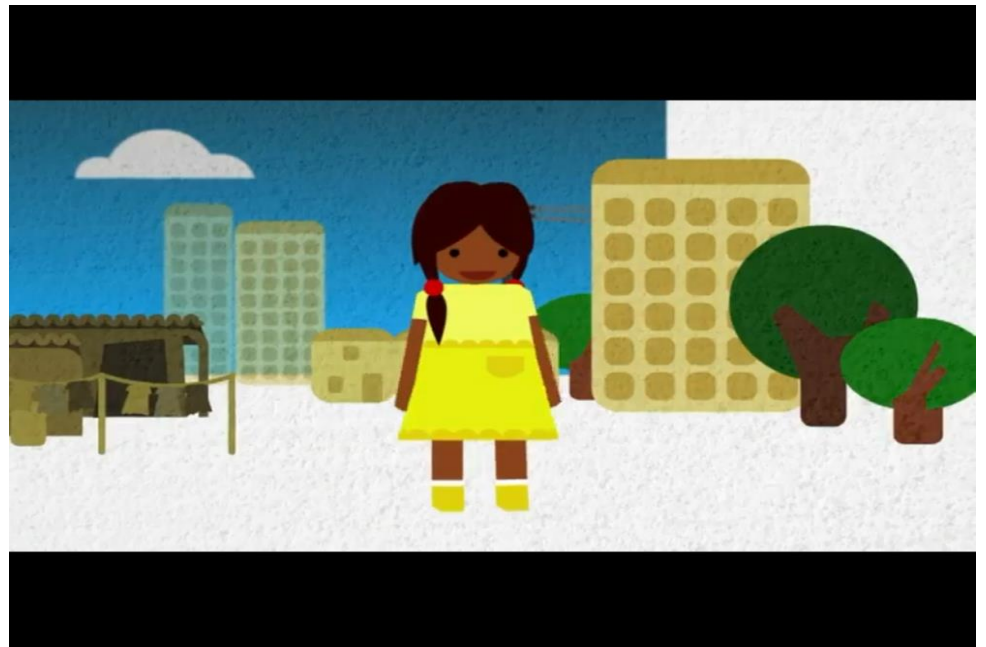
www.ifrc.org Saving lives, changing minds.

CHILD PROTECTION

Child Protection – Samira Video

<http://www.youtube.com/watch?v=pEaNwDtQRwI>

**This is Samira –Global
Protection Cluster
Child Protection
Working Group**



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What is Child Protection?

The prevention and response to abuse, neglect,
exploitation and violence against children.



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What is Child Protection?

This includes:

- ✓ Establishing programs that **prevent and respond** to child protection issues in and as a result of emergencies.
- ✓ Reducing children's exposure to **abuse, neglect, exploitation** and **violence** in emergencies and/or helping them recover.



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Definitions

Unaccompanied children: separated from both parents, AND other relatives, AND are not being cared for by an adult responsible for doing so.

Separated children: those separated from both parents or from previous legal or customary primary caregiver, but not necessarily from other relative.



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Causes of Separation

- Migration
- Disasters – natural or man-made
- Pandemics and epidemics
- Armed conflict and other situations of violence
- Imprisonment and detention
- The death of a parent or close relative
- Seeking refuge
- Human trafficking.



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Causes of Separation

Spend ten minutes with your group discussing the following:

- What might be some of the consequences of separation for children?

Write down your answers on the post-it notes, one reason per post-it.



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What are the risks that children or UAMs may face during or/and the aftermath of an emergency?

- Physical, emotional or sexual abuse, neglect, exploitation and violence
- Child Labour
- Arbitrary detention
- Trafficking/smuggling
- Discrimination as well as denied access to food, shelter, health services and education



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What are the risks that children or UAMs may face during or/and the aftermath of an emergency?

- Sickness, further harm, trauma
- Absence of supportive family environment and lack of continuity of care that may result at serious damage for their healthy development into adulthood.
- Separation from primary caregivers and family
- Loss of identity, citizenship



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Categories of abuse

- **Physical** – actual or potential physical harm
- **Sexual** – involvement of child in sexual activity
- **Emotional** – failure to provide supportive environment and/or actions that harm development
- **Neglect** - chronic inattention to needs
- **Exploitation** - trafficking, sex trade, child labour, drugs smuggling, child soldiers, sex for food.



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Exercise: Category of Abuse

- Repeatedly shouting and humiliating a boy who is not doing well at school
- Leaving a small girl at home all day on own
- Beating a child with a rod
- Forcing a child to watch pornography
- Giving a child alcohol or illegal drugs
- Exchanging Humanitarian Aid items for sexual favours



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Exercise: Category of Abuse

Repeatedly shouting and humiliating a boy who is not doing well at school

Emotional

Leaving a small girl at home all day on own

Neglect

Beating a child with a rod

Physical

Forcing a child to watch pornography

Sexual

Giving a child alcohol or illegal drugs

Physical

Exchanging Humanitarian Aid items for sexual favours

Sexual exploitation



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Category of Abuse

Remember.....

Children may experience more than one of these five forms of abuse at the same time!



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Handling Disclosures with children

How do I handle disclosures?

Basic Elements of Effective Communication

-
- Active listening
 - Non-verbal communication
 - Tolerating silence
 - Showing empathy and compassion



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Guidelines on Active Listening

- Attentive focus: Do not talk, just listen; Block out any distractions; Try not to interrupt or even to agree with the child; Be aware of your own body language; Recognize and Control your own listening barriers and emotional triggers.
- Paraphrasing: Reiterate key words; Mirror what was said; Describe rather than interpret what you have heard; Keep an eye on non-verbal contradictions, e.g. Body language
- Encouragement: Convey warmth and positive sentiments in both verbal and non-verbal communication; Verbal and non-verbal encouragement.



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Guidelines on Active Listening

- Questioning/ Clarifying: Use open-ended questions. Use Topics holding important information about the child's perspective or experience: – “Would you want to tell me more about this?” – “Is that what you mean?”
- Summarizing: Reflect what the child has been saying throughout the conversation. Identify and reflect important key points the child has raised in your conversation.



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Why is it important?

- **Reduce stress and tension**

When a child feels heard and understood, stress and tension is reduced. Active listening also invites to dialogue and leads to openness, and may contribute to a sense of calm and reflection.

- **Empower creative problem solving**

Improved communication may empower creative problem solving.

- **Improve the sense of safety and hope**

Active listening may help improve the child's sense of safety and replace dread and hopelessness with realistic and constructive hope for the future



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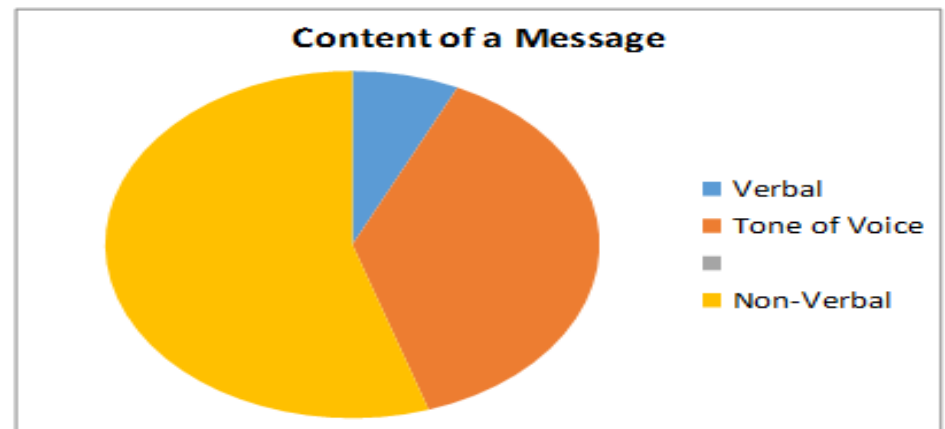
Non Verbal Communication

Studies have found that the total impact of a message is about:

7% verbal,

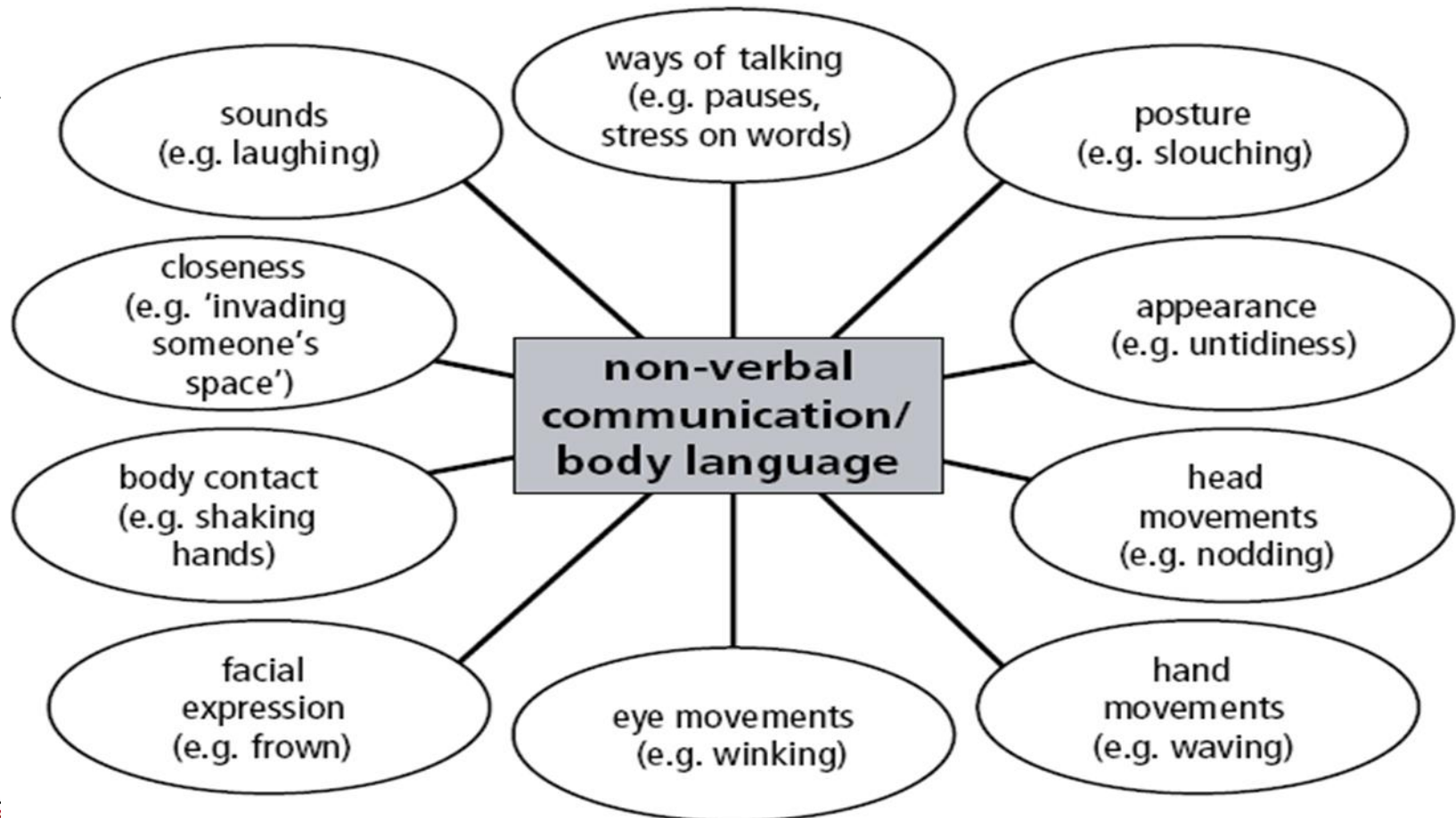
38% tone of voice,

55% non-verbal (posture, gesture, eye contact, face expression)



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Non Verbal Communication



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Tolerating Silence

Allow children **time** and **space** to think:

- Avoid temptation to fill silence.
- Observe, listen to **how** something is said: this may be more important than what is said in words.
- Observe the non-verbal communication:

Crying, shaking, hiding face shows distress. Changing posture, ex. curling into a ball shows that the child feels uncomfortable, doesn't want to continue discussion.



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Showing Empathy

Comment about what a child is telling you show you are listening and trying to understand.

“I believe you”

“I’m glad you told me”

“I’m sorry this happened to you”

“This is not your fault”

“You are very brave to talk with me and we will try to help you”



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What do you think are some key principles for child protection?

Pick one principle and give a specific example of how you have applied it or how you would apply it.

Myths or Facts: True or False

- **Children are mostly abused by strangers**

- **It is only men who sexually abuse children**

- **Girls are much more likely to be abused than boys**



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Myths or Facts: True or False

- **Children are mostly abused by strangers**
 - -> FALSE: Children are mainly abused by people they know and trust.

- **It is only men who sexually abuse children**
 - -> FALSE Some women sexually abuse but it is mainly men.

- **Girls are much more likely to be abused than boys**
 - -> FALSE The risk is about equal.



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Myths or Facts: True or False

- It is more acceptable in some cultures for children to be abused

- Children under five are more likely to be abused than older children
- Disabled children are less likely to be victims of abuse



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Myths or Facts: True or False

It is more acceptable in some cultures for children to be abused

->**FALSE** No societies condone child abuse, although they differ on what this means.

▪ **Children under five are more likely to be abused than older children**

->**TRUE** In general, younger children are more at risk

▪ **Disabled children are less likely to be victims of abuse**

->**FALSE** Disabled children are *more* at risk



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Myths or Facts: True or False

- **It is only adults that are responsible for child abuse**
-

-> FALSE Children may be at risk from or abused by other children

- **Children's natural resilience means they recover quickly from abuse**

-> FALSE Children can recover but they need special help



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Myths or Facts: True or False

- Children often falsely accuse adults of child abuse

- As an organization implementing Child Protection programs we can be confident that our activities always benefit children and never cause them harm



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Myths or Facts: True or False

- **Children often falsely accuse adults of child abuse**

->**FALSE** It is rare for children to make up stories about being abused

- **As an organization implementing Child Protection programs we can be confident that our activities always benefit children and never cause them harm**

•**^->FALSE** Whilst we always try to improve children's lives in our work, our actions can sometimes have other consequences. We also know that some people that work with NGOs do harm children, intentionally or unintentionally. This is why the Child Safeguarding Policy is so important.



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