



Child Protection Sessions

for Parents and Caregivers



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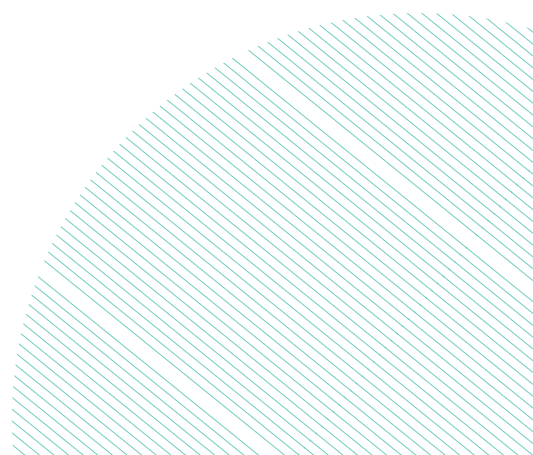
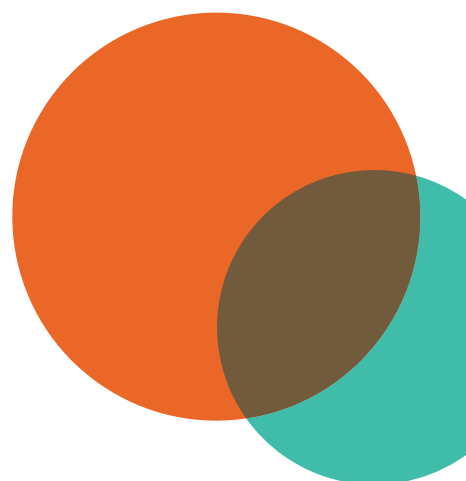


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Introduction

These sessions are designed to help parents to better care for their children and to protect them from all forms of violence. The development of this tool was an interagency initiative led by Save the Children International/ United Nations Fund for Refugees (UNHCR) with the generous support of the European Union, and with the participation and endorsement of Terre des hommes Lausanne, International Labor Organisation (ILO), United Nations Population Fund (UNFPA), International Catholic Migration Commission (ICMC), Save the Children Jordan, AVSI, World Vision and United Nations Children's Fund (UNICEF).

These sessions must be conducted by a trained facilitator who can facilitate a discussion on the issues addressed in this manual with parents and caregivers from the community. A group of parents and caregivers should ideally comprise of 10-20 participants.

The nine sessions tackle the following issues:

- The UN Convention on the Rights of the Child (UNCRC)
- Child participation
- Child protection and understanding the types of violence and its effects
- Parents and caregivers' role in preventing violence against children and providing psychosocial support to children
- Role of parents in protecting children from discrimination and bullying
- Role of parents in protecting children from child labor
- Role of parents in preventing and responding to separated and unaccompanied children
- Role of parents in protecting children from family violence, sexual abuse and early marriage
- Positive discipline.

Each session is divided into section plans that provide the facilitator with guidance on how to conduct the session, plus Annexes for each major topic, including tips for facilitators. The Annexes contain background information for the facilitator as well as messages for parents that can be given as handouts.

In this manual, we define violence against children as “physical, verbal, and sexual violence, abuse, neglect, and exploitation.”¹

It is important to note that:

- The perpetrators of violence intend to do so, although offenders might not have planned to cause harm
- Threats to carry out violent acts are also considered to be “violence”
- Physical force is not always used in a violent act, but adults may abuse the power they have over children –such as the power given by a child's trust and reliance on adults – to sexually abuse a child, for example.

¹ Article 19 of the Convention on the Rights of the Child defines violence against children as “all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse”.

How to facilitate child protection session for parents and caregivers

A Facilitator is expected to be:

- A guide who appreciates parents' and caregivers' experiences as parents and helps them share their knowledge and expertise
- A non-judgmental person who encourages participants to share their opinions and ideas
- An effective communicator and facilitator who can elicit participants' views, facilitate discussion among them and share information with the participants.

The facilitation process should also focus on HOW the group participates in the learning process, and not only on WHAT is achieved. For real change to happen, participants should be involved in constructive debate, and should be exposed to a wide range of perspectives.

Before you start:

- Be well prepared. Read the session outlines and the steps of each exercise before you start. Don't hesitate to consult your supervisor if you want advice or guidance.
- Check stationery and forms needed for the session and ensure you have the material needed for each session.
- Consider the physical setting of the session: is it a quiet space where people can freely discuss their views and experiences? Are you facing the participants? Are they comfortable in their seats? Can they see the flipchart if available?
- Make sure everyone feels comfortable participating. Begin the session by explaining that everyone is free to participate at a level at which they feel comfortable; that any personal information shared will be kept confidential, etc.
- Make sure that the group agrees on ground rules. The group should decide on the ground rules that are meaningful to them as part of an exercise at the beginning of the first session. This will help participants to feel safe. Confidentiality should be included in this ground rules.
- Respect participant's time. Always do your best to start and finish on time.

During the session:

- Welcome everyone and explain the purpose of these sessions
- Introduce yourself and ask others to introduce themselves. If this is the first session, use an ice breaker exercise such as asking participants to discuss in pairs and briefly introduce their partner to the group, or to introduce themselves and say in one sentence what they would like to get out of these sessions.

- Review the agenda and the ground rules at the beginning of each session. Invite participants to suggest additional agenda items which can be addressed in further sessions if they do not fit with the theme you are exploring in this particular session.
- During the session, make sure all the members of the group are following and participating. For example, when certain participants speak a lot, invite other participants to give their views and give everyone time to speak. Asking “does anyone have a different view?” can be a useful way of encouraging others to speak out, and to encourage participants to discuss differences among themselves in how they see or deal with specific issues.
- For group activities, divide participants into small groups of four or five, depending on their total number.
- Respect everyone's ideas and don't criticize anyone for what they say.
- Use everyday language that participants relate to and understand – avoid using specialized language without explaining it.
- Watch the time, and be flexible. Each activity has an allocated time. Some activities may take longer than planned depending on the discussion. If this happens, you may be able to delay some subjects for a future meeting.
- Encourage participants to share their experiences or those of others they know if they wish to. The facilitator can also use real stories as these can be very effective in the sessions – provided they do not reveal any personal details of the people involved. Remind participants not to disclose any details that might reveal the identity of the persons involved in these stories.
- Inform participants that if they want to discuss a specific child or family who faces violence or another child protection issue, they can discuss this with you privately after the session.
- Use energizers to re engage participants if necessary.
- During the session, provide a separate page to document issues or discussions which you do not have time to fully explore and stick it on the wall. Encourage participants to contribute. You can refer back and follow up in future sessions.
- To close sessions, summarize key messages and lessons learned and remember to thank participants.

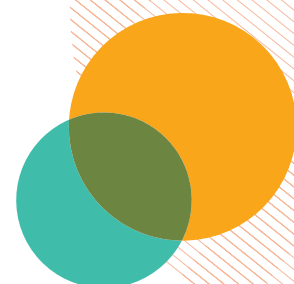
After the session:

- Make sure that you complete the attendance sheet.
- Reflect on the session: What could be improved? Who participated and who did not? Why?
- If someone tells you about a child or family experiencing a child protection issue, refer them to the child protection case manager in your area (see the child protection referral pathway for the area in which the session is being conducted) if they agree to be referred to the service. If they don't agree, and you are worried about the child's safety or wellbeing, consult your supervisor to determine what action would be in the child's best interest.
- Take notes after each session on what worked well and what could be improved.
- Start preparing for the following session – remember to include any follow up discussions/actions from the last meeting.

- Make sure that the same group is committed to attending the next session, by consulting them about the suitability of the date and timing of the next session.
- Make time to evaluate each session with the participants and highlight the key points of what has been covered. Take ten minutes to ask the participants to sit in a circle and share the highlights of what they have learned. Introduce the topic of the next session.

More tips for facilitators:

- Be well prepared but don't memorize a script, as you should be flexible to respond to the interest and issues of the group
- Pay attention to participants' body language, as this will help you to know if participants are attentive, distracted, bored, or disagree with what is being said
- Don't talk while writing on the board/paper, wait until you are facing the group and can maintain regular eye contact with participants
- Use a calm and constructive tone when speaking. Make sure you can be heard but be careful not to raise your voice too much or sound like you are lecturing the participants.
- Listen carefully to participants and be respectful of their experiences
- Ask the group about their expectations and do not make unrealistic promises- this can be done when setting the ground rules
- Clearly explain your expectations as group facilitator
- Remember that you are a facilitator, not a participant. Provide information, guide debates, clarify where needed, and offer strategies, resources, and ideas for the group, but NOT opinions.
- Even when you disagree with some of the views of the participants, remain calm and constructive, keep the focus on the issues under discussion - do not be defensive
- Explain to the participants that you will be discussing sensitive issues which may make some people feel uncomfortable, or may result in disagreements and debate. Explain that the discussions are not personal, and we should try and respect peoples' feelings, but acknowledge that different people have different opinions and responses. Mention that some issues may even make participants feel upset, or remind them of events which happened in the past. As facilitator, it is your job to create a safe space, and encourage people to say how they feel.
- Remember that humor will often release tension and create a friendly and cooperative environment.



Session 1: Child Rights

1.1 Getting to know each other

 **Objective:** Introduce participants to each other

 **Duration:** 20 minutes

 **Materials needed:** Pens and paper

Steps

1. Ask each participant to draw a triangle and divide it to 3 sections (5 minutes)
 - In the first section (at the bottom), ask participants to write about an important experience that shaped their lives from the past.
 - In section 2 (in the middle), ask participants to write what they would like to get from these sessions.
 - In section 3 (at the top), ask participants to write what they understand by “participation” and why they think it is important to participate in these sessions.
2. Ask each participant to discuss with another participant what s/he wrote.
3. Facilitator then asks participants to share the response of their partner, and the facilitator writes each new response on the flipchart (if possible, one flipchart for each question).
4. Facilitator summarizes the answers what the participants want to get out of these sessions and emphasize the importance of participating in these sessions.

1.2 What is a child?

- **Objective:** Define “what is a child?” and understand the basic development needs of children
- **Duration:** 40 minutes
- **Materials needed:** Pens, paper and Annex 1: **Stages of child growth and development**

Steps




1. Ask participants: “what is a child?” from their perspective and note their answers on a flipchart.
2. Share the UNCRC’s definition of a child: “*Every human being under below the age of 18 years.*”
3. Divide participants into five groups and ask each group to discuss the needs of children and the role of parents in promoting child rights for a specific age group: (0-2, 2-6; 6-12; 12-18).
4. Ask each group to present what they discussed. Facilitator to summarize development stages of children at each of the three developmental stages using Annex 1.

Notes for facilitators :

You may also decide to distribute Annex 1 to participants – for instance, if the group is highly educated, you can distribute Annex 1 directly to the participants after they have discussed in groups for some time and ask them to review their answers in light of this Annex.

Session 2: Child Participation

2.1 Introduction to the United Nations Convention on the Rights of the Child (UNCRC)

-  **Objective:** Introduce the UNCRC and understand the child rights guaranteed by the convention
-  **Duration:** 30 minutes
-  **Materials needed:** Markers, flip chart papers, colored paper and Annex 2 : UN Convention on the Rights of the Child

Steps

1. Ask participants in pairs to complete this sentence “Children have the right to . . .”
Distribute small squares of colored paper and ask participants to write each answer on one paper. Highlight the different child rights identified by the participants, including those related to child protection by asking the participants to report back the rights they identified, and paste their answers on the wall. Facilitator should add any rights not identified by the participants (see notes for facilitator below). Ask participants: what do you think it means to say that children have “rights”? Facilitator explains that:
 - “Rights” are things every child should have or be able to do
 - All children have the same rights
 - These rights are listed in the UN Convention on the Rights of the Child
 - All of the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is best for children in a situation, and what is critical to life and to protect from harm.
 - It is our *responsibility* as parents, community members, and, the government in particular– as well as children themselves - to ensure that we respect and promote children’s rights.
2. Facilitator presents the following information about the UNCRC:
 - **Purpose:** World leaders decided that children needed a special convention that outlines their rights and the special care and protection that they are entitled to.
 - **Scope:** The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights.

The UNCRC is based on 4 key principles (See Annex 3 for details):

1. Non-discrimination (Article 2).
2. Best interests of the child (Article 3).
3. Child's right to survival and development (Article 6)
4. Child's right to participation (Article 12).

- **Universal:** It is considered to be one of the most widely accepted international laws for human rights, with 196 governments agreeing to implement it in their country (or 'ratifying it' in legal language) so far.
- **Rights-based:** the CRC describes children's rights, making it clear that all countries have an obligation and responsibility to respect and promote these rights. The CRC sets out the minimum standards for children's rights. The CRC is a compilation and clarification of children's human rights (all of which are included in existing international laws).
- **Legally -binding:** By agreeing to meet the obligations of the Convention (by ratifying or acceding to it), national governments have committed themselves to protecting and ensuring children's rights are met, and they have agreed to hold themselves accountable for this commitment before the international community. Jordan, Syria and Lebanon have agreed to implement the CRC.

Notes for facilitators :

The CRC spells out the basic human rights that apply to children everywhere:




- the right to survival including health and nutrition
- the right to develop to the fullest including the right to education, to a family and an identity
- the right to protection from harmful influences, violence, abuse and exploitation;
- the right to participate fully in family, cultural and social life and in decisions affecting their lives; the right to be treated fairly and without discrimination.

Refugee children's right to protection:

The CRC also describes how refugee children should be protected. If there are refugee parents in the session, make sure you highlight that any country which ratifies the convention is bound under Article 22 to:

- Provide appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the mentioned States are Parties.
- Assist refugee children for reunification with his or her family, by tracing his or her parents or other members of the family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason.

2.2 Child participation: definition and importance

-  **Objective:** Understand what “child participation” is and why it is important
-  **Duration:** 40 minutes
-  **Materials needed:** Pens, papers, balloons and Annex 3: **Child Participation**

Steps

1. Start with the following activity: blow 10 balloons and ask participants to keep balloons in the air, without using their hands, for 5 minutes
2. Ask participants to reflect on the participation of the group- did everyone participate? Why is participation important?
3. Divide participants into 2 groups, one to discuss the importance of child participation, and the other to discuss the challenges that hinder child participation
4. Ask each group to present to the rest, and discuss together. Facilitator to summarize why child participation is important (using notes for Facilitator, outcomes from group work, and Annex 3).
5. Write the following articles from the UNCRC on the flip chart and analyze how each of these articles is important to fulfill the right of participation (see Annex 3 for details of these articles):
 - **Article 12** (the right to be heard and to give opinions)
 - **Article 13** (right to freedom of expression)
 - **Article 15** (right to freedom of association)
 - **Article 17** (right to access information)
6. Highlight child rights that enforce child participation and ask participants if they can think of other practical examples.
7. Finally, ask participants what specific actions they can take to support active child participation. Write these on the board and summarize.

Notes for facilitators :

Child Participation is important. Children have opinions which may be different to those that adults believe children do, or should have. All children have the right to participate in decisions which affect them even when they are very small. The older a child gets, the more their opinion should be listened to and taken into account. Active participation is very important for young people and gives them a sense of self-worth. The acknowledgement that they are valued and their voices are heard is essential to build their confidence. By listening to children and taking their opinions seriously, we are helping them to grow into trustworthy and capable adults.

Session 3 :

Child Protection and understanding types and effects of violence

3.1 Introduction to child protection and forms of violence against children


- **Objective:** Introduce participants to child protection and forms of violence against children
- **Duration:** 50 minutes
- **Materials needed:** flip chart, different colored markers, colored paper, pictures illustrating different kinds of violence, (Can be drawn by the facilitator if necessary) and Annex 4: **Types of violence against children** (copy for each small group)

Steps

1. Divide participants into small groups. Ask some groups to describe a “child who is safe” and the other groups to describe a “child who is not safe”. Each group writes on a flipchart what helps keeps children safe, and what factors contribute to make children unsafe.
2. After listening to the groups feedback to the wider group, note that despite our best efforts to keep our children safe, children face risks. Facilitator to summarize where children most commonly experience violence and which children are most at risk (see Annex 4).
3. Form 4 groups and ask each group to discuss provide examples of each of the following types of violence: physical and emotional violence, sexual violence, exploitation, and neglect. Participants to write teach answer on a sheet colored paper, one color for each group.
4. Collect answers and add to a flipchart (using the colored papers). Add further examples of each based on Annex 4. Give the broad definition of violence as: **“all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse”**.
5. (Optional): Discuss with participants in large group which forms they think are the most common and which type of children are most at risk of the different types of violence (girls/boys, adolescents or younger children, refugees/children in their own country).
6. Ask participants to think about what are some of the reasons for violence. Facilitator to summarize the discussion using points described in Annex 4.
7. Close the discussion by explaining that violence against children takes place everywhere, regardless of socio economic status, culture or ethnic origin, and it is perpetrated in all countries all over the world.
 - There is no justification or excuse for violence, abuse or exploitation.
 - Much of the violence perpetrated against children can be prevented. Parents can learn how to better protect their children from violence.
 - If parents use violence themselves, they can to learn other ways to educate and deal with their children.



Notes for facilitators :

- In this session, facilitators need to highlight the invisible or socially accepted forms of violence that often pass unnoticed in communities. Socially accepted forms of violence include shouting at children, or corporal punishment, and many participants may not see these as forms of violence
 - Similarly, participants may see some forms of exploitation as acceptable, such as child labor
 - Other forms of violence such as sexual abuse may remain invisible, as it is a taboo subject, or is seen as shameful to talk about openly
 - Facilitators should gently encourage participants to think of examples of other kinds of violence or exploitation that may be considered normal and acceptable, or that people may want to avoid talking about or deny is an issue
 - Remind people that there are a lot of misconceptions about violence against children – for instance, we often think children are most at risk of violence from strangers, while studies show that most children are abused by people they know
- 

3.2 Understanding the effects of violence on children

 **Objective:** Understand the effects of violence on children







 **Duration:** 60 minutes

 **Materials needed:** Flipchart, markers, and Annex 5: **Effects of violence on children** (as a reference for facilitators only)

Steps

1. Ask two participants to volunteer to prepare an example of where a child was exposed to violence. Explain to the volunteers that they should pick an example that illustrates one of the four main categories of violence and that the violence can be between children, or between an adult and a child. If necessary, provide the participants with example scenarios. Discuss the example with the volunteers before they share in order to ensure that there are no details which may identify the child or family involved.
2. Facilitator to ask participants to identify how they think this situation would affect the child. Write these on the flipchart.
3. Summarize the long and short-term effects of violence on a child (using the examples provided by the participants and the information in Annex 5).
4. Divide the effects of violence against children into 2 categories: physical and developmental/ psychological. Refer to Annex 5.

Notes for facilitators :

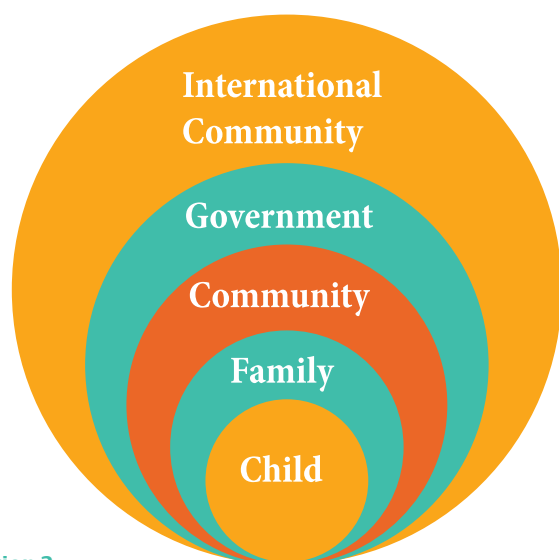
- The effects of violence on children will differ according to their age and stage of development
- Exploitation, violence, abuse and neglect of children can take various forms and may have a negative impact on:
 -  Children's emotions
 -  Children's social and family relationships
 -  Children's self-respect
 -  Children's education, ambitions and access to opportunities
 -  Children's physical health
 -  Children's behavior and reactions
- Violence steals trust, self-esteem, and the vitality of childhood; it corrupts, maims, kills, and destroys children, and undermines our societies. As parents we have primary responsibility for protecting our children from violence
- Violence against children is unacceptable in all settings including in the home, in schools, in care or justice institutions, and, in the community. According to the UNCRC, which has been ratified by all countries in the Middle East, children should be protected from all forms of violence
- With child-centered support and appropriate care, we can support children in their recovery from the effects of violence and abuse.

3.3 Circles of Responsibility

- **Objective:** Understand roles of different actors in protecting children
- **Duration:** 40 minutes
- **Materials needed:** flipchart and markers colored markers, Annex 6: **Responsibilities for protecting children from Violence**

Steps

1. Ask participants, based on the previous exercise, who they think is responsible for protecting children from violence, abuse, neglect and exploitation. Give participants five minutes to brainstorm and then open discussion (10 minutes).
2. Prepare a flip chart with the diagram below
3. Facilitate a discussion on the different actors responsible for the protection of children (see illustration below), by asking the following questions: What is the role of each of these actors in protecting children from violence? Child, family, community, government and international community . Ask the following key questions:
 - What challenges do families and communities face when protecting their children?
 - What can we do as a society to strengthen child protection in our community?
 - What are some of the common culturally accepted practices that might be harmful to children?
 - How can we ensure that all the actors in the circle meet their obligations to protect children?
4. Summarize the discussion by explaining the main roles of the government, communities/families and children as described in Annex 6.
5. Briefly explain how to report violence against children (see Facilitators notes below). Provide contacts of child protection case managers and FPD contacts from child protection referral pathway.





Notes for facilitators :


- In every community there are practices that support the protection of children and those, which even if well intentioned, can be harmful for children
- Governments are responsible to put laws, services and programs in place to protect children, and governments should support parents and caregivers to be able to better care for and protect their children
- Parents and caregivers can be important advocates for change in their community. They can help to change attitudes and practices in their communities and advocate for better services to help protect children from violence.

Reporting violence

If children are victims of violence, it is important that they get help. Parents should help children get the medical, social and emotional help they need. However, sometimes parents do not wish to report violence as they do not know about the available services, or they are afraid of what might happen to their children or their family if they seek help.

It is always best if the child and/or caregiver chooses to seek help themselves. Anyone who knows of a child who is a victim of violence should provide the child, and, if appropriate, their parent/caregiver, with information about the services available. They should encourage and support the child or family to seek help. Remember to keep the information about the situation or case confidential!

In situations where the child and/or parent does not agree to seek help, there are situations where it is in the best interests of the child to report the violence as follows:

- Community members can report the case to either a child protection case manager, to UNHCR (for refugees) or to the Family Protection Department if they think it is the best way to keep the child safe
 - Government staff, including health staff, are obliged to report all cases of family and sexual violence against children to the Family Protection Department
 - UN or NGO staff may choose to report the family or sexual violence to the Family Protection Department when they believe it is in the best interests of the child
- 

Session 4:

Role of parents and caregivers in protecting and caring for children

4.1 Role of parents and caregivers in protecting their children from violence

- **Objective:** Discuss how parents/caregivers can better protect their children from violence
- **Duration:** 60 minutes
- **Materials needed:** Annex 7: What can parents and other caregivers do to protect children from violence?

Steps


1. Facilitator explains that in the last session we looked at how everyone, including governments, communities, and children, can protect children from violence. In this session we will focus specifically on what parents and caregivers can do to better protect children.
2. In groups of 3 or 4, ask the groups on left side of the room to some of the things that they or other parents can do to protect children from violence, abuse and exploitation. Encourage participants to be as specific as possible, and provide concrete examples. Write responses on the flipchart.
3. Ask the groups on the right side of the room to discuss what challenges they or other parents face when protecting their children. How can these challenges be overcome?
4. Distribute Annex 7, and ask participants in pairs to identify 1-2 additional ideas for protecting children that they or other parents could try
5. Summarise messages on how parents can protect children from violence (Annex 7) and/or provide this Annex as handout to parents
6. Encourage parents to seek help if their child has experienced violence (see key actions in Notes for Facilitators below). Provide information on child protection case managers and FPD from child protection referral pathways.



Notes for facilitators :

- Facilitator should focus on the positive values and practices that participating parents and caregivers are doing to protect their children. The vast majority of parents and caregivers want to protect children, but may face obstacles.
- These sessions aim to help parents and caregivers to better protect children.
- Explain that as parents, we are often tired, stressed, or busy, and it is easy to not be as attentive as we should be 100% of the time. It is important to highlight the positive practices in place already, and to identify and validate what parents are already doing to protect their children.
- Encourage parents to think about their own good practices with their children.

Key actions to follow if a child tells you they have been a victim of violence:

- **Tell** them you believe them
 - **Reassure** them that it is not their fault and that they are not alone
 - **Support** them to get help. Help children get medical treatment and access to child protection case manager or for family and sexual violence, the Family Protection Department
 - **Keep the information confidential.** Avoid talking about the abuse to people who are not involved or who cannot be trusted to be supportive or keep the information confidential
 - **Always do only what you think is best for the child to keep them safe.** Think about the different options, and the risks and benefits associated with each before taking a decision about what would be best for the child. Take the child's views into account when deciding what to do
 - **Report the violence.** If you are not the child's parent, and the child or their caregiver refuses to get help and you are concerned that the child is not safe, you can: consult with child protection case managers without giving identifying details about the case; report it to the family protection department (911).
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4.2 Role of parents and caregivers in providing psychosocial support

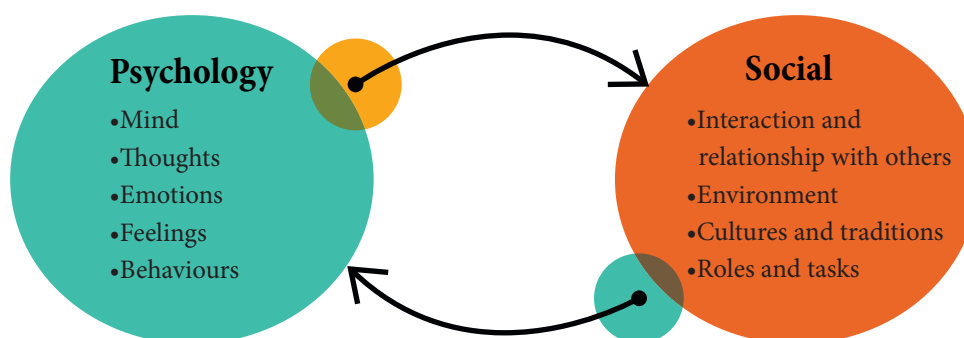
Objective: Introduce the concept of psychosocial support

Duration: 30 minutes

Materials needed: Annex 8: How parents can support children's psychosocial wellbeing

Steps

1. Ask participants to define the word “psychosocial”. Below is a diagram showing the relationship between “psycho” and “Social”, The term “psychosocial” describes the relationship between individuals and their environment:



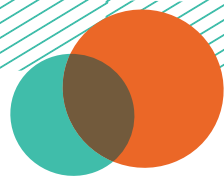
2. Divide participants into small groups and ask them to come up with an example of a child who needs psychosocial support. (If the participants can not think of one, use the case studies in this manual, Mohammad or Dina)
3. Ask them to discuss the case study/example and identify the likely psychological and social effects of this on the child.
4. Distribute Annex 8 and ask them to discuss which strategies might be useful in their case study. Ask each group to name at least one strategy, and write this on the flipchart.



Notes for facilitators :




Psychosocial support is a continuum of care and support which influences both the individual and the social environment in which they live. This continuum ranges from ongoing care and support offered by caregivers, family members, friends, neighbors, teachers, health workers, and community members on a daily basis, and extends to care and support offered by specialized psychological, health and social services.

Psychosocial support:

- Is based on the acknowledgement that children are resilient, and have strengths which enable them to recover with the help of protective factors and a protective environment.
 - Helps children, families, and communities to improve their psychosocial wellbeing.
 - Encourages connections between people, and between people and their community.
- 

Session 5: Protecting children from discrimination and bullying

5.1 Role of parents in protecting children from discrimination

-  **Objective:** Discuss experiences related to discrimination and acceptance
Increase respect for difference
-  **Duration:** 35 minutes
-  **Materials needed:** flipchart, colored markers, and Annex 9: **Discrimination** (as a reference for facilitators)

Steps

Article 2 of the CRC states that children's rights should be met, "without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status... States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members."

1. Ask participants to provide you with examples of groups who might be at risk of being discriminated against and write the examples on a flipchart.
2. Choose four of the suggested groups at risk and divide participants into four groups, each to discuss one group at risk.
3. **Exercise:** divide participants into 2 groups, one group is the green group, and the other is the red group. (Give them a piece of paper or material to show which group they belong to). Ask participants to pretend that they are in the market and have to greet each other, but in a discriminatory way (refusing to shake hands, or calling the other group with discriminatory names, etc.). Every group will play the role of the discriminator and then the victim of discrimination, in order to experience both roles (5 minutes).
4. After the role play, discuss the following:
 - What did you feel during this exercise?
 - How did it feel to discriminate and to be subjected to discrimination?
 - Could children be exposed to discrimination? Can you describe how they might feel?
 - What do you do if your child tells you that s/he is facing discrimination?
 - Why do you think people discriminate against others?
5. Facilitator summarizes the main reasons and key messages regarding discrimination (see Notes for facilitators below and Annex 9).

Notes for facilitators :

Facilitate to highlight that many children living in vulnerable communities (give example from the context) can be exposed to high risks of violence, abuse, and, discrimination. Reasons for this include:

-  Economic status  Gender  Religion  Ethnicity/race/nationality or skin color  Disability
-  Working children  Refugee status

Everyone has certain opinions and beliefs about different groups in society, even those who are against discrimination. Be careful and sensitive as this discussion may trigger negative experiences or may challenge what participants already believe or have come to accept. Please consider the context and the characteristics of participants when implementing this exercise and make sure that people do not inadvertently offend someone during the discussion.

5.2 Violence among children: Bullying

- **Objective:** Help parents to protect children from bullying
- **Duration:** 50 minutes
- **Materials needed:** Annex 10: **Bullying or Peer violence** for facilitator, flipchart, and markers.

Steps

1. Start by noting that there are many kinds of violence among children. Ask participants to give examples. Highlight bullying as a rising form of violence among children.
2. In small groups, ask participants to explore the following questions:
 - What is bullying?
 - Can you identify examples and different forms of bullying among children?
 - Where does it occur in your community?
3. Each group to feedback to the larger group, facilitator to document points and discuss.
4. Using the information gathered from the discussions and feedback, share the following definition with the participants:

Bullying behavior is frequently used by a person or group of people in an attempt to harm physically and emotionally another person. Bullying involves a real or perceived power imbalance between the aggressors and the targeted person, and involves repeated and persistent targeting of a person.

5. What are the effects of being bullied? Using the definition given above and the feedback from the participants, brainstorm the possible effects of bullying. Some examples are given below:
 - Stress, tension and fear. The victim may experience mood swings or feelings of anxiety
 - Performance at school and outside activities can suffer.
 - Isolation. The victim may stay away from peers through low self-esteem, or he may be denied access to his friends and isolated by others.
 - The victim may become aggressive and take out his frustrations on others younger than him in order to regain a sense of control.
 - The victim may, in very extreme tendencies, think about suicide.
 - The victim may become involved in anti-social or damaging behavior such as smoking, drinking alcohol or conflict with the law, or he may look for friendship and acceptance through unhealthy relationships and validation from others.




6. Ask participants what can you do as parents to protect your children from bullying? Key suggestions include:
- Take your child seriously if they tell you they are being bullied, and remember that what may seem like a simple problem to you can seem very big to a child.
 - Try to identify where your child is being bullied, or by whom. Is the bullying taking place at school? Can you speak to a teacher?
 - Tell your child to run away or scream if necessary, find a safe place where there are others
 - Is your child being bullied by a group of friends? Can you speak to the parents of the bullies or the ringleader?
 - Explain to your child that bullying is not acceptable, and that by telling you they have done a good thing, even if they are frightened.
 - Discuss with your child ways of dealing with the bullying. Can your child make some new friends? Join a club or a group with different interests?
 - Monitor your child's use of the internet and talk to him about the sites he is visiting and the friends he has online.
7. Facilitator reminds participants that children, with the support of their parents and adults around them can stop bullying and make sure that every child is treated with respect

Notes for facilitators :

- It is important to stress that children who are bullied are not “weaklings”. Remember, those who bully others do not need to be stronger or bigger than those they bully. Their power to hurt others can come from a number of factors—their popularity, physical strength or their ability to use their words make others feel afraid or weak.
- Please see Annex 10 for examples of the types of personality and behavioral traits which may cause someone to bully others, and also what may make a child vulnerable to being bullied.

Session 6: Protecting children from child labor and separation

6.1 Role of parents and caregivers in protecting children from child labor

-  **Objective:** Introduce the causes and consequences of child labor
-  **Duration:** 50 minutes
-  **Materials needed:** Flipchart, markers, and Annex 11: **Child Labor** (as a reference for facilitators)

Steps

1. Start by asking participants if they ever saw a child working? (take 1 to 3 examples)
What was he/she doing? Do you think work is “harmful” to the child? Describe what you understand by the meaning of “harmful work”.
2. Draw the child on the flipchart with a heart. Ask participants to give information on the child you have drawn as follows:
Is the child male or female? How old is he/she? Do you think that age is important when looking at this picture? Do you think that some types of work can be done by children depending on their age? Give some examples of this and think about why.
3. Why does this child work? (Illustrate suggested causes on the drawing, for example, for money add a pocket, etc...)
Possible answers: poverty, old or sick parents, drop-outs and out of school children, social norms and acceptance of child labor.
4. How do you think working affects children? (Illustrate answers on the child drawing.) Do you think that the way work affects children also depends on their ages? Give some examples of this. Do you think there are some forms of work that children should never do? What are they?
Possible answers will be based on the following: Work can affect the emotional, social, physical, psychological well being of a child.
5. How do you think that work can affect children’s education? Do you think it is acceptable that children go to work instead of going to school? How do you think combining school and work affects children?
6. Do you know what legal minimum age of employment is in Jordan? [It is 16-years-old] Do you know what the age of compulsory education is in Jordan? [Also 16-years-old] Why do you think it is important that these ages are linked?
7. Facilitate a discussion on minimum age of employment and compulsory education and ask participants to examine the differences between Jordan and surrounding Countries they may have experience of, or have come from, and what their views are on these.
8. What are your perspectives on child labor? What do you understand about the difference between child labor and children helping around the home, doing some light work at weekends or after school, etc.? What do you understand by the meaning of exploitation and children’s rights?

9. What do you think children feel about the issue of work and school? Do you think children are ever happy to work?
10. What are the most common forms of child labor in your community? What can you do to better protect children from child labor? What can others do and how do you think everybody can work more effectively together to protect children?
11. Facilitator summarizes key messages on child labor (see below)

Notes for facilitators :

Key messages on child labor

- Child labor is work that has a harmful effect on children's development and growth. In Jordan child labor is defined as "Any mental or physical effort exerted by a child with or without pay, whether permanently, incidentally, temporarily or seasonally, and is considered harmful to her/him, and is done at the mental, physical, social, or moral level, and which conflicts with her/his studies and deprives her/him from educational opportunities by compelling her/him to leave school prematurely, or requires her/him to attempt to combine school attendance and work."
- It is illegal in Jordan to employ children under the age of 16, employers who break the law should be reported to the Ministry of Labour and will get fined if they do.
- 16 to 18-year-old children should not be exposed to hazardous work and have the following conditions on their employment:
 - They cannot work more than six hours per day and must be given a break of at least one hour after every four working hours.
 - They are not allowed to work between the hours of 8:00 pm to 6:00 am or on religious feasts, public holidays and weekends.
 - The employer must request the following documents from the child's parents/guardian: birth certificate; certificate of health for the required work issued by a doctor and approved by the MOH; written approval of from the parents/guardian for the child to perform this work.
 - The employer must keep these documents in a specific file for the child with information on place of residence, date of employment, the work for which s/he was employed, wages and leave entitlements.
- Public school for children in Jordan is free and children have the right to education. Alternative education facilities (e.g. catch up classes) are also available for children.
- Education is a child right. Children wellbeing is protected through learning and playing not working.
- Attending and completing school brings long-term benefits to children and their families - educated children are healthier and have greater earning potential in the future.

6.2 Separated and Unaccompanied Children

- **Objective:** Know how to prevent and respond to separated and unaccompanied children
- **Duration:** 40 minutes
- **Materials needed:** Annex 12: **Separated and Unaccompanied children** (Case Study and information for parents)

Steps

1. Facilitator writes on the flipchart the following two definitions, and reads them out:
 - **Unaccompanied children:** children who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so.
 - **Separated children:** Children separated from both parents, or from their previous legal or customary primary caregiver, but not necessarily from other relatives. Separated children therefore may include children accompanied by other adult family members.
2. Facilitator highlights that both separated and unaccompanied children are children not living with their parents or usual caregiver (that is the person that is normally caring for them), but that unaccompanied children are more vulnerable as they are either alone, or not living with an adult member of their family.
3. Highlight that all international laws and religious laws emphasize the right of the child to have a family.
4. Present the case study in Annex 12, and ask the participants to brainstorm the reasons behind Mohammad's situation and the effects on him
5. Ask participants to think of other reasons for children to be separated from their parents or usual caregivers
6. Ask participants to think of what they can do to prevent children to be separated from their family. What can they do if they know of a separated child? Facilitator summarizes by presenting key messages on separation (see Annex 12)

Notes for facilitators :




- This session needs to be adapted depending on who is participating in the session.
- Among Syrian refugees there are many separated and unaccompanied children.
If you have Syrians participating in the session then you can use the materials as it is.
- If you do not have refugees participating in the session, you can adapt it by focusing on the other reasons why children might be separated from their parents (for instance, in cases of divorce, to attend school or if parent is ill).

Session 7: Protecting children from family violence, sexual abuse and early marriage

Note about these sessions:

As the following topics can be sensitive, parents and caregivers should be reminded that they should only participate to the level at which they feel comfortable. Reassure them that they will not be asked to contribute more than they wish.

7.1 Family Violence

-  **Objective:** Discuss the effects of family violence and ways to protect children from witnessing or being subjected to it
-  **Duration:** 20 minutes
-  **Materials needed:** Masking tape and flipchart, Annex 13: Family Violence

Steps

1. Ask participants what they think constitutes family violence and write thoughts on a flip chart (5 minutes).
2. Facilitator explains that family violence is violence perpetrated by family members. It can also be called domestic violence, and “includes violence perpetrated by intimate partners and other family members, and is manifested through: Physical abuse, psychological abuse and economic abuse (includes acts such as the denial of funds, refusal to contribute financially, denial of food and basic needs, and controlling access to health care, employment, etc.)”.²
3. Using masking tape, make a line in the middle of the room (have it ready before the session).
4. Ask participants to stay on one side of the line and explain that they can cross to the other line if their answer is “yes” to the following questions or statements:
 - Who in this room knows someone who has been exposed to domestic or family violence?
 - Do you think that family violence is ever acceptable?
 - If I or a member of my family was a victim of family violence, I would keep it within the family and not tell anyone.
5. Facilitator leads a discussion why family violence is particularly difficult to address (see facilitator notes below).
6. Facilitator asks participants “what are some of the effects of family violence on children?” (see Annex 13).
7. Facilitator asks participants what they think they should do to protect children from family violence. What should we do if children are exposed to family violence? Facilitator should highlight importance of getting help from a child protection case manager or the Family Protection Department.
8. Facilitator summarizes the main points in “Notes for Facilitators”.

² <http://www.unicef-irc.org/publications/pdf/digest6e.pdf>



Notes for facilitators :

● Family Violence Definition

Family Violence is abuse that occurs between family members or adult intimate partners. It includes acts that are physically, psychologically, and emotionally harmful or that carry the potential to cause physical, psychological and emotional harm. It also includes sexual assaults, physical intimidation, threats to kill or to harm, restraint of normal activities or freedom, and denial of access to resources. (From the National Framework for Family Protection).

● Family Violence can be particularly difficult to address because:

- People often believe that family issues and conflicts should be resolved within the family
- Attitudes that justify family violence are common – for instance that a man has a right to control his family including with force if necessary, that hitting children is necessary to educate them
- There is a common myth that violence is most often perpetrated by strangers, and that family violence is rare
- Some forms of family violence are connected to family honor, such as sexual violence and therefore can be taboo to speak about and associated with very high risks for the survivor
- Social pressure and economic dependency may limit the options for women and children to escape from a violent member of the family
- Children can be particularly afraid to speak out against violence committed by a family member because they may be afraid of retaliation against themselves or other family members; they may not want to hurt the perpetrator; they may be afraid to create conflict in the family or damage the family reputation; they may be afraid no-one will believe them; they may feel it is their fault or they deserve it.

● Services for women and children victims of family violence:

The Family Protection Service provides police, health, psychological and social services for women and children survivors of family violence. Women and children can access this service by calling 911 or visiting the website:

http://www.familyprotection.psd.gov.jo/index.php?option=com_content&task=view&id=254&Itemid=436.

FPD respects the wishes of the child and women survivors in terms of action to be taken with the exception of sexual violence cases which are always referred by the police to the Public Prosecutor.

7.2 Sexual Abuse

- **Objective:** Understand sexual abuse and ways to protect children from sexual abuse
- **Duration:** 50 minutes
- **Materials needed:** Masking tape and flipchart and Annex 14: **Child Sexual Abuse**

Steps

1. Ask a participant to read aloud the definition of sexual abuse given below.
2. Ask participants where can sexual abuse happen? Facilitator explains that sexual abuse can occur in homes, schools, street, places where children participate in activities; sexual abuse is usually committed by someone known to and trusted by the child and most often by men; male family members (other than the father or step father) are the most common perpetrators of sexual violence against children; girls are most at risk, although boys also experience sexual abuse.
3. Explain that the effects of sexual abuse on children differ according to their age group. Divide the group into three groups and give each group a specific age group (0-5, 6-12, 13-18). Discuss possible effects (physical, psychological) of sexual abuse on children according to the age group you have been given. Share back to the group
4. Ask participants: Why do you think children may not speak out about sexual abuse? How can we, as parents, encourage children to speak out about sexual abuse? Explain that children often disclose sexual abuse gradually over time.
5. Ask participants what they should do if they find out that a child has been sexually abused? Facilitator to summarize main steps (see notes for facilitators).

Child Sexual Abuse:

“Sexual Abuse, involves forcing, or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, or non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, or encouraging children to behave in sexually inappropriate ways.” (From the National Framework for Family Protection).



Notes for facilitators :

- Participants may feel hesitant to participate in this session. Expect this, stay calm and make them feel comfortable. Reassure them that they do not have to participate in a way which makes them feel uncomfortable.
- If a child tells you or indicates that they have been/are being sexually abused:
 - **Tell** them you believe them
 - **Reassure** them that it is not their fault and that they are not alone
 - **Support them to get help.** Help children get medical treatment and access to child protection case manager or the Family Protection Department. For adolescents, consult them about what kind of services they want.
 - If you are the parent or caregiver of the child, get help from a counselor or trusted friend to deal with your own feelings.
 - If you are not the child's parent, and the child or their caregiver refuses to get help and you are concerned that the abuse is ongoing, you can: consult with child protection case managers without giving identifying details about the case or report it to the family protection department (911).
 - **Keep the information confidential.** Avoid talking about the abuse to people who are not involved or who cannot be trusted to be supportive or to keep the information confidential.
- Remember that dealing with child sexual abuse is one of the most difficult things a parent or any adult can do. Don't hesitate to get help from a professional child protection case manager or counselor to help you deal with your own feelings and concerns.
- Facilitator to provide information about available child protection case management and FPD services in that specific location from child protection referral pathway.

7.3 Early Marriage

 **Objective:** Raise awareness on the negative effects of early marriage on children

 **Duration:** 30 minutes

 **Materials needed:** Annex 15: Early Marriage

Steps

1. Ask participants to share their thoughts on early marriage. Is early marriage a common phenomenon in their community? Do the participants feel that early marriage is a form of abuse similar to family violence, for example? Discuss why/ why not
2. Ask participants to read Dina's Story (Managing Gender-based Violence Programs in Emergencies E-learning companion guide/ resource from UNFPA) See Annex 15.
3. Ask participants to reflect on the story. How do they see Dina's situation?
4. Identify all possible consequences of Dina's abuse in this case:
 - Negative health outcomes for the baby
 - No adequate spacing between pregnancies will have a negative impact on Dina's health
 - Economic dependence on her husband
 - Teen age pregnancy before her body was sufficiently developed or mature
 - Social isolation
 - No assistance to help her with a new baby and all the work this involves
 - Emotional and psychological problems (family violence, loneliness, no access to her family)
5. Discuss with participants: Why do you think some parents want their children to get married early?
Key reasons include:
 - Poverty
 - Social and traditional norms
 - Lack of legal framework that bans early marriage
 - Protection of family honor (stigma of pre-marital sex and loss of virginity).
6. Ask participants what can parents and caregivers in the community do to better protect children from early marriage?
7. Facilitator to summarize key messages on early marriage (see notes for facilitators).



Notes for facilitators :

- Focus on the positive values and practices that parents and caregivers are already doing to protect their children from early marriage.
- Early marriage, especially for girls, is common and socially accepted among many Syrian refugees. If you have Syrian refugees in your session deal with this issue sensitively, demonstrating respect for their views about early marriage while focusing on the benefits of delaying marriage until adulthood

● Key messages:

- Finishing education provides boys and girls with better opportunities to grow into successful adults, which in turn will make them better parents and spouses. In Jordan, schools are free and vocational training is available for youth if finances are a concern
 - Marriage under 18 in Jordan is illegal unless on exceptional basis it is approved by the Court
 - It is more difficult for children under 18 to care for children. We should allow adolescent girls and boys to reach adulthood and develop their body and mind before expecting them to deal with the social, economic and family responsibilities of marriage and children
 - Getting pregnant when children are under 18 can lead to serious medical complications and even death of the mother and the baby
 - If children are already married, emphasize that they still have the same rights as other children (the right to health, education, etc.);
 - Boys and girls under 18 who are married have the right to education. Encourage children that are married to go to school or alternative educational or vocational trainings
 - If girls are married, seek advice on safe pregnancies at the women's clinic. Free reproductive health services are available throughout Jordan.
- Facilitator to provide information on reproductive health services and child protection case management services in the area where they are doing the session from the relevant child protection referral pathway.

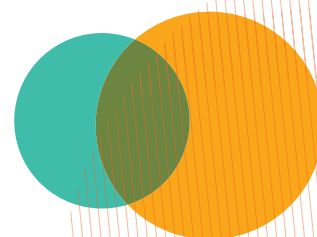
Session 8: Positive Discipline

8.1 Children's positive behavior and ways to encourage it

- **Objective:** Identify positive behavior in children
- **Duration:** 5 minutes (for individuals) – 10 minutes (for submitting a report on the activity)
- **Materials needed:** None

Steps

1. Ask every participant to write down the behavior which they would like from children. Participants should work on the activity individually. They should determine children's behavior or actions, rather than parents' interpretation of the situation. For example, "sharing toys" is the behavior, whereas "behaving nicely" is not a behavior.
2. After reflecting on paper, ask participants:
 - Was it easy to fill this list? (You might notice that the majority found it difficult).
 - Do we "catch" children behaving badly, or do we "detect" their good behavior?
 - Is our reaction affected by our own circumstances at that moment, such as receiving the phone bill or waking up late?
 - Up until now, we have focused in our discussion on children's challenging behavior, which we can find frustrating. Remember that it is difficult for parents to notice the positive behavior if they had a stressful day.
3. Finish the activity by this exercise: **Confidential!** How do we react to acceptable or "good" behavior on a busy day? Write down the answer without sharing it with others.



8.2 How can parents encourage their children and reinforce positive behavior?

- **Objective:** Use praise to encourage positive behavior in children
- **Duration:** 10 minutes (small groups) – 15 minutes (for submitting a report on the activity)
- **Materials needed:** Flipchart

Steps

1. Ask small groups to discuss how we can react positively to a child's positive behavior. As participants to write all the answers of their group on their paper.
Here is an example: "Thank you for tidying your toys, Zena, come and let me give you a big hug, good girl, you are very helpful."

Statements

Well done Lina, because you shared your toys with Ziad.

Body language

A smile

Actions

A hug

2. Write down the answer of each group on the flipchart. This activity gives parents the opportunity to think deeply about praise and how to express it.
3. Discuss with parents how praise encourages positive behavior. Explain that it is important to praise the exact action which you want the child to repeat so that children will understand what they have done well. Explain also that if parents focus on the positive behavior and encourage it using praise, children will enjoy the positive attention they receive and identify what it is you expect from them. You will also help them to become independent and feel responsible and proud of their actions.

For example, "Thank you for being so good and kind, Maha", is not as effective as, "You are a good and kind girl Maha, you have shared your toys with Farrah, and you helped me tidy them away."

4. Facilitator to summarize key messages on praising children (see notes for facilitators).



Notes for facilitators :

Some parents may be embarrassed to give or receive praise if they were not used to it themselves as children, or they feel that praise will make a child feel over important.

Parents' self-confidence and self-esteem contributes to enabling them to recognize their children's abilities, and to praise them accordingly. Praise boosts the child's self-esteem and self-confidence.

When children are praised, they become confident and proud, and want to be praised again.

Key Messages on praising children:

- Praise boosts the child's self-esteem and self-confidence
- When children are praised, they become confident and proud, and want to be praised again
- Praise should be related to a specific behavior
- Praise the child immediately
- Praise the child in a specific way to help him understand his behavior
- Praise him in a positive way without calling him names or ridiculing him, i.e. "Oh look how nicely you have tidied your room, and you're usually so lazy and rude when I ask you to do it". If you have had difficulty in encouraging positive behavior in the past, try not to make reference to it when you give praise- "You see how easy it is to do what I ask you? It wasn't hard- why don't you do it all the time?" is not helpful and may make the child resentful
- Praise him with your smile, by looking directly at him, and using nice words in an enthusiastic way
- Pat him on his shoulder, hug and kiss him along with verbal praise
- "Detect" your child's good behavior on an ongoing basis, do not praise for examples of excellence only
- Use praise regularly when monitoring a good behavior which you want to encourage
- Praise him in front of others
- Reward your child following a period of consistent and prolonged good behavior by letting him choose an outing or an activity.

Try to see the difference between bribing and rewarding- bribing is before the activity ("I will give you an ice cream now if you sit quietly in the doctors later") and rewards come afterwards, ("You sat so quietly in the chair in the Doctors, you are a good girl. Would you like to go to the park?") Rewards are more effective- bribes raise expectations in children and encourage them to think "What's in it for me?" when you ask them to do something.

Session 9: Positive Discipline and challenging behavior

Note about these sessions:

Introduce the following sessions by reminding the participants that we all make mistakes. Being a parent can be challenging. The purpose of the sessions is not to make parents feel guilty, but to help them to look at how they deal with their children on a daily basis and reinforce the healthy strategies they use on a daily basis. The following sessions do not explore the fundamental principles of positive discipline in detail, but information on Positive Discipline can be found in Annex 16 as a resource for the facilitator. It can also be handed out to participants following sessions 8 and 9.

9.1 Positive discipline

- **Objective:** Understanding positive Discipline
- **Duration:** 20 minutes (whole group)
- **Materials needed:** flipchart, Annex 16: Positive discipline

Steps

1. Ask participants to list what they consider to be challenging behaviors in children.
2. Write down all answers on a flipchart paper. Focus on the behavior itself, for example: Cursing – Hitting – Refusing to share toys – dropping food – sullenness – quarreling, etc., not “being naughty” or “attention seeking”, which are judgments adults make about children.
3. What are the possible reasons behind these behaviors? Are they more common at certain times of the day? (Bedtime, getting ready to go out etc.) Why is this?
4. Do we expect different behaviors from boys and girls?
5. Ask participants how they think they could deal with these behaviours in positive way. Facilitator to summarise key steps of positive discipline (see Annex 16).

9.2 Reacting to challenging behavior

- Objective:** Identify common negative ways of dealing with children's challenging behavior
- Duration:** 20 minutes (small groups)
- Materials needed:** Flipchart

Steps

- Ask small groups to do the following:
 - In your small group, discuss the way adults react to children's challenging behavior in a negative way.
 - Think about what you see and hear on the street or in the supermarket, and think about the way adults behave when they are frustrated or stressed .
- Write down all answers from your small group in the report.
Have a look at this example:

Statements

"Shut up"

Body language

Putting hands on the waist,
bending over the child.

Actions

Slapping

- Ask participants to try to put themselves in the child's shoes. What does the child experience when adults react to their behavior in a negative way?
- In the large group, compare the answers on the flipchart with the challenging behavior that was previously noted in session 8.1. Are these reactions common?
- Explain that the next exercise is confidential.
How do we react to challenging behavior when we are under stress? Think by yourself about the behavior of a child which triggered you to react inappropriately. What was your response? Write it down without sharing it with others.

6. Share the following tips on communicating with children:

- Make sure you ask your child to do something using short and clear requests.
- Ask for one thing at a time.
- Let your child know clearly what you want him/her to do.
- Be realistic in your expectations according to the child's ability and age.
- Make sure your requests include the expression "Please do ...", rather than "Do not do"
- Request something politely.
- Do not threaten to punish the child later – “Wait until your dad gets home...”

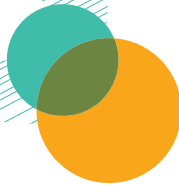
7. Finally, share with your neighbor a nice or happy moment you shared with one of your children that day that makes you feel good. If you do not have children, you can give an example of a child relative or friend.







Notes for facilitators :



Encourage parents to “let it out” and express their feelings.



Participants might be reluctant to talk if they feel guilty about their negative behavior. Remind them that most parents have found themselves in a similar situation!



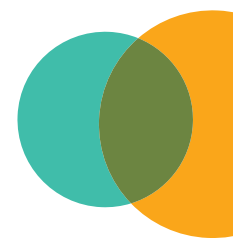
Annex 1: Stages of child growth and development

Stages (ages)	Physical Development	Mental Development	Language Development	Social Development
 Infants 0 – 24 Months	 0 – 2 months The brain is still immature and activity mostly automatic.	Automatic actions dominate the child's interaction with the environment.	Crying and a few pleasure noises are the beginning of talking.	Can discriminate between others to some degree on the basis of smell and feel. There is no clear-cut attachment to an individual.
	 2 – 8 months The brain grows rapidly leading to more voluntary control by the child: Child can sit up and reach for things; examines objects for what they are not just where they are. Child's ability to see improves and can see parents from afar.	The child begins to explore and observe carefully objects and people, repeats interesting actions, and begins to recognize objects.	Cooing and babbling sounds dominate; child seems to play with sounds	The first central attachment is formed. Child now shows preference for one or more adults over others. Still little interest in other infants.
	 8 – 24 months Child learns to crawl and walk during this period. Most of the brain development is complete by the age of 2 years.	Child can understand things and carries out instruction; checks, examines and tries to use objects meaningfully; uses various actions to get what is wanted.	Child can say first words and beginning learning two-word sentence.	First attachment spreads to other care givers, plus major increase in interest in other children. Attachment behaviours now include moving towards as well as demanding care giving. Attachment behaviours less often shown. Child more independent.

Stages (ages)	Physical Development	Mental Development	Language Development	Social Development
 <p>Pre-School 2 – 6 years</p>	<p>A stage when major brain growth complete, there are no new major motor skills. The child improves on the skills he/she already knows. A child begins to use his/her hands better and to play with things, like balls.</p>	<p>The child starts using words or images to stand for things in the play, begins to group people and animals into man and woman..</p>	<p>The child starts constructing more complex sentences. At the age of 6 years, most children can use the common language at home well.</p>	<p>Attachment to parents is still present and easily noticed. Child begins to explore widely the surroundings and develops more relationships with age mates starts to make friendships and can be sharing. He/she is kind as well as aggressive. Play mates begin to be with the same sex.</p>
 <p>Middle Childhood 6 – 12 years</p>	<p>Physical growth continues steadily but at a slower pace until puberty. Among girls puberty may start toward end of this period.</p> <p>Skills connected with using the hands and feet continue to improve. The child can play ball, ride a bicycle and perform other such tasks. The strength of the eye is as good as an adult at this period.</p>	<p>The children's thinking becomes logical. The child can add, subtract, and can add numbers and form letters.</p> <p>The child is more able to perform actions in her/his head and also understand conversation and get involved.</p>	<p>The child normally begins to read and write during this period and can make more meaningful sentences.</p>	<p>Peers/age mates become very important but nearly all peer groups are same sex groups. The children try and learn their sex role partly by copying same sex adults.</p> <p>Attachment to parents is not easily seen but present to some extent. Individual friendships become important, especially for girls.</p>

Stages (ages)	Physical Development	Mental Development	Language Development	Social Development
 <p>Adolescents</p> <p>12 – 18 years</p>	<p>The early (14 or so) stage of adolescence is accompanied by moral reasoning.</p> <p>By age 17 or 18 some teenagers have achieved directions and principled moral reasoning.</p>		<p>Continues to learn new words as it encounters them.</p>	<p>A potential period of confusion with the possibility of increased problems in parent-child relationships.</p> <p>The role of peers is very important.</p> <p>Teenagers begin to question parent's values, roles and old ideas of identity.</p> <p>Individual friendships are important throughout this period.</p> <p>Relationships with the opposite sex begin.</p>
 <p>Youth</p> <p>18 – 22 years</p> <p>Note: This group are not considered children</p>	<p>Maximum sexual capacity is reached especially for boys.</p> <p>This stage may contain maximum physical performance involving physical strength.</p>	<p>Principled moral reasoning continues.</p> <p>More balanced opinions on difference, other people begin to be accepted as they are.</p>		<p>Many young people become comfortable with whom they are during this period. Religious and sexual identities are clarified in this period.</p> <p>Close friendships – both with future partners and with friends are also developed, mostly as a result of the mature identity and of the new levels of understanding concerning the nature of relationships.</p>

Annex 2: UN Convention on the Rights of the Child



What is a Convention?

Conventions are legal agreements made by governments to protect girls, boys, women, men and also our planet. They highlight the promises governments have made on an issue (for example: to protect children and women's rights) and they are part of international law. -

Background on the Convention on the Rights of the Child

- **1989:** The United Nations adopted the Convention on the Rights of the Child (UNCRC), which is a convention binding states which signed it to comply with the rights of children outlined in the Convention and to report their progress with regards to the improvement of the status of children in their countries.
- **1990:** The UNCRC came into force and has been signed so far by all countries around the world, except the USA and Somalia.

All articles of the UNCRC can be broken down into five key areas: right to education, right to health care, right to be treated fairly, right to childhood and the right to a voice.

The CRC is the most accepted human rights Convention in history. As of early 2010, every country has ratified it except for two (Somalia and the United States of America).

When a government 'ratifies' a Convention they are saying that they agree with it, and it becomes a legal duty for that country. In other words, by ratifying a Convention a government is saying that they promise to do the things outlined in the Convention.

It has 54 Articles (or sections). It provides the definition of the child, highlighting that a child is every human being below the age of 18. It addresses things like health care, education and legal, civil and social services. The CRC says that all children have equal rights. It recognizes that children are still developing and need more protection than adults do. At the same time, children, like adults, have an important role in "realizing" their rights. This means that adults must listen to and involve children when decisions are made which will affect children and child should participate in their daily life.

General Principles

Four general principles underpin the implementation of the UN CRC and form the foundation for child rights. These are:

Article 2: Non-Discrimination

All rights apply to all children without exception. Nobody is allowed to discriminate against children based on their or their parent's identity, nationality, disability, color, caste, ethnicity, religion, gender, language, health or economic background. No child should be treated unfairly on any grounds. It is the Government's responsibility to protect all children from any form of discrimination

Article 3: Best Interests of the child

Any actions concerning children shall be taken on the basis of what is best for them.

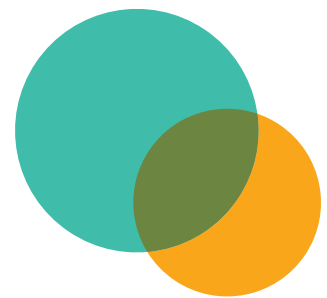
The Government shall provide children with adequate care when their parents, or other responsible adults, fail to do so.

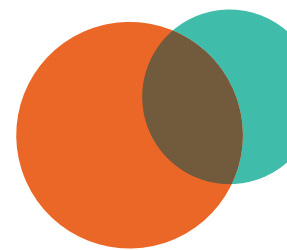
Article 6: Survival and development

Children have the right to life. The Government has the responsibility and obligation to ensure children's survival and development.

Article 12: Right to Participation

Children have the right to information, to have the opportunity to express their views, to have these views heard in decisions affecting their life and, to form or join associations.





Summarized version of CRC ³

- **Article 1:** Everyone under 18 years of age has all the rights in this Convention.
- **Article 2:** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, and whatever type of family they come from.
- **Article 3:** All organizations concerned with children should work towards what is best for each child.
- **Article 4:** Governments should make these rights available to children.
- **Article 5:** Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.
- **Article 6:** All children have the right to life. Governments should ensure that children survive and develop healthily.
- **Article 7:** All children have the right to a legally registered name, and nationality. Also, they have the right to know and, as far as possible, to be cared for by their parents.
- **Article 8:** Governments should respect children's right to a name, a nationality and family ties.
- **Article 9:** Children should not be separated from their parents unless it is for their own good. For example: if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.
- **Article 10:** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.
- **Article 11:** Governments should take steps to stop children being taken out of their own country illegally.
- **Article 12:** Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.
- **Article 13:** Children have the right to get and to share information, as long as the information is not damaging to them or to others.
- **Article 14:** Children have the right to think and believe what they want, and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

³ What is the UN Convention on the Rights of the Child? 2010 Save the Children and Plan International

- **Article 15:** Children have the right to meet together and to join groups and organizations, as long as this does not stop other people from enjoying their rights.
- **Article 16:** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.
- **Article 17:** Children have the right to information important to their wellbeing from the media, books, Internet and other sources. Adults should make sure the information children get is not harmful and help children to find and understand the information children need.
- **Article 18:** Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
- **Article 19:** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- **Article 20:** Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.
- **Article 21:** When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.
- **Article 22:** Children who come into a country as refugees should have the same rights as children born in that country.
- **Article 23:** Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.
- **Article 24:** Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.
- **Article 25:** Children who are looked after by their local authority, rather than by their parents, should have their situation reviewed regularly.
- **Article 26:** The Government should provide extra money for the children of families in need.
- **Article 27:** Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.
- **Article 28:** Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.
- **Article 29:** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

- **Article 30:** Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.
- **Article 31:** All children have a right to relax and play, and to join in a wide range of activities.
- **Article 32:** The Government should protect children from work that is dangerous, or that might harm their health or their education.
- **Article 33:** The Government should provide ways of protecting children from dangerous drugs.
- **Article 34:** The Government should protect children from sexual abuse.
- **Article 35:** The Government should make sure that children are not abducted or sold.
- **Article 36:** Children should be protected from any activities that could harm their development.
- **Article 37:** Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.
- **Article 38:** Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.
- **Article 39:** Children who have been neglected or abused should receive special help to restore their self-respect.
- **Article 40:** Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.
- **Article 41:** If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.
- **Article 42:** The Government should make the Convention known to all parents and children.
- **Articles 43-54** are about how adults and governments should work together to make sure all children get all their rights.

For a full copy of the UNCRC go to:

- <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

If you want to know more about the UNCRC and child rights you can visit the following websites of the UN study on Violence Against Children:

- <http://srsg.violenceagainstchildren.org/children-corner/materials>
- <http://resourcecentre.savethechildren.se/content/library/documents/what-un-convention-rights-child>

Annex 3: Child Participation

All children have the right to participate in decisions which affect them, and parents must be ready to listen to their children and facilitate their appropriate participation as they grow and develop. It can be difficult for parents to listen and learn from their children, or change their opinions according to the expressed needs of their children.

Participation cannot be genuine if children do not understand the consequences and impact of their decisions, they must be aware of the background to the decisions they are involved in.

By listening to children from an early age and allowing them to make choices, they learn that they are important, that their opinions count, and that their decisions have an impact on other people. They learn the responsibility that comes with making decisions and considering the opinions of others⁴. It is important that parents allow children to participate in decisions that affect their life at a level appropriate to their age, and support them to make good decisions – for instance, by helping children think through the consequences of different decisions. When parents need to make decisions for their children, they should listen to their children's views, and discuss the decision, and explain why they took specific decisions. Parents should give children more and more responsibility as they grow, and allow them to make their own decisions. In this way, over time, children are able to learn how to make their own decisions in responsible, safe way.

CRC Articles relevant to child participation (see details above):

- Article 12 (the right to be heard and to give opinions)
- Article 13 (right to freedom of expression)
- Article 15 (right to freedom of association)
- Article 17 (right to access information)

⁴ UNICEF Fact Sheet: The Right to Participation, www.unicef.org/crc/files/Right-to-Participation.pdf

Annex 4: Types of violence against children

Exploitation	Neglect	Sexual Violence	Physical and Emotional Violence
<ul style="list-style-type: none"> • Illegal and harmful forms of child labor • The use of children for begging • Commercial sexual exploitation of children • Child trafficking • The use of children in criminal acts(thefts, smuggling, etc.) 	<p>Deprivation of</p> <ul style="list-style-type: none"> • Food • Health care • Safe health habits • Education • Physical and emotional care • Play and creative activities <p>Abandonment</p>	<ul style="list-style-type: none"> • Inappropriate sexual touching • Forcing a child to witness or observe pornography or sexual acts • Use of explicit sexual language • Showing pornography • Rape • Incest • Early marriage • Female genital mutilation/cutting 	<p>Physical:</p> <ul style="list-style-type: none"> • Slapping • Hitting by hand, palm or other tools • Killing • Honor killing • Torture <p>Emotional:</p> <ul style="list-style-type: none"> • Using insulting words • constant criticism • Humiliation • Confinement • Isolation • Discrimination • Cruel or degrading treatment <p>Bullying: Bullying involves a real or perceived power imbalance between the aggressors and the targeted person, and involves repeated and persistent targeting of a person through the use of physical, verbal or emotional violence.</p>

Where does violence occur and who is most at risk?

Violence against children occurs in every country in the world and it doesn't matter whether their families are well-educated or not, or rich or poor; violence can take place anywhere, including:

- At home and by family members
- In educational institutions
- In institutions that care for children, such as orphanages, places for people with special needs
- In the workplace
- In the community, on the streets and neighborhoods
- In the media and on social networking sites and Internet

While some violence is unexpected and isolated, most violent acts against children are carried out by people they know and should be able to trust: parents, schoolmates, teachers and friends. In wars children are often exposed to violence by the armed groups or armed forces.

Some children are more at risk or more exposed to violence than others, on the grounds of gender, race, culture, ethnic group, social and economic background, because they have some form of disability or because they or their family may be (or may be accused of being) associated with a political or military group. In addition, the type of violence that children are exposed to varies - for instance, boys may be more at risk of physical violence, while girls may be more at risk of sexual and verbal violence.

What are some common reasons for violence against children?

- Violence is often seen as 'normal,' as a way of educating and disciplining children
- Adults can also use physical violence against children when they are angry or to deliberately humiliate or hurt the child without any apparent 'reason'
- Other forms of abuse or exploitation of children can be seen as normal or usual for instance, child labor or early marriage
- Some forms of violence, abuse or exploitation may be seen as a way to protect children from a worse fate e.g. sending children to work to pay family bills
- Children may use physical violence against other children if they don't know better ways to solve their problems, if they lose their temper, or to deliberately inflict pain or harm on another child they don't like.
- Violence is a learnt behavior – many people who use violence against children learned when they were growing up that violence is an acceptable way to deal with problems and/or to discipline children.
- Whatever the explanation for the violence, there is no justification for the use of violence against children.

Annex 5: Effects of Violence on Children

Effects of Violence

Violence steals away from the child his/her trust, self-confidence and vitality. It corrupts, maims, kills and destroys children, and undermines societies.

Exploitation, violence, abuse and neglect of children can take various forms and might affect:

- **Children's emotions.** Children who experience violence often feel fearful, and may feel generally anxious. They may also feel guilty about what is happening, or responsible for what is being done to them. They may feel that they are the only ones experiencing the violence, especially if it is a case of sexual violence or bullying, which may make them feel ashamed. They may be angry and have sudden mood changes.
- **Familial and societal relationships.** Children who experience violence can become socially isolated or experience stigma from other young children. Tragically, violence in childhood may make children perpetuate the violence on others and continue the cycle of violence into adulthood. If violence is all the child or adolescent has known, it is difficult for them to learn what is “normal” in interacting with others.
- **Children's self-respect and self-esteem.** When children are ridiculed, insulted or told they deserve the violence they experience, they often start to believe this. Although children may question what adults are saying or doing to them, they may continue to lack confidence in themselves.
- **Children's educational achievement, ambitions and opportunities.** Children exposed to violence may have difficulty concentrating and learning, and may have less interest in school or other interests that they previously enjoyed and provided them with a sense of achievement, such as sports, music, arts etc. In some instances, adolescents develop behaviors and practices which are harmful and self-destructive, such as self-harm, alcohol and drug abuse.
- **Physical effects.** Violence can have health consequences on children such as such as bruises, scars, injuries or even disabilities, or, in extreme cases death. Sexual violence can also result in pregnancy and long-term medical problems including sexually transmitted diseases.
- **Unexplained changes in behavior or reactions.** Sometimes, children might alert you to the fact that "something is wrong" in different ways, such as becoming emotional or avoiding certain places or people without giving clear reasons. Children express their emotions through age-specific behavior so they may also revert to earlier stages of development (for instance, young children may return to being afraid of being away from their parents).

However it is important to note that despite experiencing violence many children survive and live positive lives. While violence does harm children, with the help and support of caring, understanding people, and with the opportunity to use their own resources, many children can free themselves from the effects of violence, and live happy, meaningful lives both in the remainder of their childhood and as adults.

Effects of different types of violence, abuse and exploitation on children

The effects of specific types of violence, abuse and exploitation are described below. However, don't forget, ALL children are different and their reactions differ. Note also that the reactions below can also be caused by other things – for instance, the stress of moving to a new location. If your child exhibits one or more of the responses, do not automatically assume he/ she has witnessed or experienced violence. You know your child best, so if you are worried or concerned, talk to them, and others around you that you trust.

Type of abuse	Physical symptoms	Developmental/ Psychological Effects
Physical and emotional violence	<ul style="list-style-type: none"> • Body injuries • Marks and scars • Fatigue • Sudden loss or increase in weight • Atypical behavior- a child may start to behave in a way which is “out of character” • Involuntary urination- could be associated with extreme fear • Speech disorders or speech delay • Interrupted sleep • Changes in eating patterns, loss of or increased appetite 	<ul style="list-style-type: none"> • Difficulty in learning/retaining information • Shorter attention span • Aggression • Fear of loud sounds • Constantly demanding attention and engagement, unable to do things alone or independently • Mood swings • Repetitive swearing and use of the language of adults
Child labor	<ul style="list-style-type: none"> • Physical fatigue • Tiredness • Accidental injuries, such as bruises on hands and in other places • Weight loss 	<ul style="list-style-type: none"> • Difficulty concentrating • Aggression and irritability • Sudden mood swings (within a short period) • Interrupted sleep • Disrespecting parental or adult authority

Type of abuse	Physical symptoms	Developmental/ Psychological Effects
Sexual violence	<ul style="list-style-type: none"> • Pain, discoloration, sores, cuts, bleeding or discharges in the genitals, anus or mouth • Persistent or recurring pain during urination and/or bowel movements • Wetting and soiling accidents unrelated to bathroom training; • Changes in self-care • Sudden loss or increase in weight • Physical injuries to the body including the genital area • Pregnancy • Sexually transmitted diseases 	<ul style="list-style-type: none"> • Regression to earlier stages of development • Clinging to parents • Afraid to leave safe places or fearful of certain places • Changes in eating or sleeping habits • Unexplained physical pains • Emotional reactions ranging from sadness, fear, anxiety and anger, to feelings of shame and guilt; sudden mood swings or numbness (esp. adolescents). • Withdrawal from their friends and refusal to go to school • Unable to concentrate, resulting in a decline in school performance • Avoiding physical and direct eye contact, especially with adults and guardians. • Self-destructive behavior; self-harm (esp. for adolescents) • Aggression and irritability • Sexualized language or behavior inappropriate for the child's age or stage of development
Neglect	<ul style="list-style-type: none"> • Change in personal or self-care • Hunger • Fatigue/exhaustion 	<ul style="list-style-type: none"> • Loss of self-respect • Aggression and irritability • Disruptive in the classroom and other activities; difficulties to control own behavior/emotions • Seeking caregivers' constant attention • Dropping out of school • High risk behaviors due to lack of supervision <p><i>They may also be vulnerable to abuse because there may not be someone to look out for them and ensure they are safe.</i></p>

Annex 6: Responsibilities for protecting children from violence

A global study on violence against children was conducted by the head of the United Nations (the United Nations Secretary General) in 2006. This study concluded that:

- Violence against children is never right
- All violence against children can be prevented

All actors can take steps to prevent and respond to violence against children

Governments:

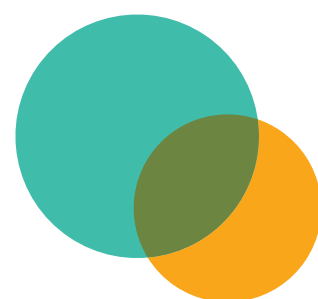
- Have the main responsibility to uphold the rights of children to protection, and access to health, education and other services
- Must help families to provide their children with care in a healthy environment
- Should provide services for children who have experienced violence and make it easier to report violence
- Should listen to and act upon children's views on violence and how to prevent and respond to it
- Should ban all violence against children and make sure that anyone who commits violence against children is punished

Communities and families should:

- Speak out against all forms of violence, abuse and exploitation against children; challenge attitudes that perpetuate violence against children
- Learn how to deal with children without violence and teach children how to respect others and avoid violence
- Support children who have experienced violence in getting help
- Accept and support children who have experienced violence to integrate in families and communities; avoid stigmatizing children who are victims of violence

Children should:

- Speak out against violence, abuse and exploitation against children in ways that are safe for them.
- Tell a trusted adult if they or someone they know has been a victim of violence.
- Support and accept children who have been victims of violence.
- Learn how to deal with their emotions and solve problems without violence; promote and demonstrate tolerance and respect with their peers and adults around them



Annex 7: What can parents and other caregivers do to protect children from violence?

Every child should have the opportunity to grow up in a family. Children grow best in a loving family environment in which their best interests are always taken into account.

Parents, caregivers and other family members are the first line of protection for children. Parents or other caregivers are responsible for building a protective and loving home environment and helping to keep children safe outside the home in schools and their communities.

Key actions by parents to prevent violence, abuse and exploitation against their children include:

- **Be a role model.** Children's behavior is learnt from watching how their parents and other adults treat them and others around them. If you treat others with respect, your children will as well. If you react with violence, your children will learn to do the same, irrespective of what you tell them to do. If parents were convinced that non-violent upbringing is the best approach, the world would have made a giant step forward towards the process of ending violence against children!
- **Discipline your children without violence.** Help your children learn how to behave by talking to them and disciplining them without violence. See session 9 for more details on how to discipline your children in a way which teaches them how to behave and allows them to learn to solve disagreements without violence.
- **Control your emotions and behaviors.** If you find yourself getting so angry or frustrated that you think you might hurt your children with your words or actions, take a break, or get someone else to step in with the children and/or find another way to handle the situation. Remember we are stronger and can hurt children without really meaning to.
- **Get support.** It is important to know your own limits and ask for help from others if you are tired, upset, frustrated or overwhelmed. Asking other parents how they dealt with problems can help to find better solutions to deal with children. Spending time with friends, family or doing things you like can help you feel better and this helps you in dealing with your children.
- **Teach your children how to resolve conflicts without violence.** Parents can play a key role in breaking the cycle of violence by teaching children how to resolve conflicts without violence and to respect other children.
- **Teach your children about how others should treat them.** Parents can help children learn what is acceptable behavior. Discuss with your children what is acceptable ways for other people to treat them, including what kinds of touches are ok, and what are not.
- **Talk with your children and encourage them to confide in you.** Make time to talk to your children about their interests and concerns, listen to them and encourage them to tell you if anything is bothering them. If they trust you, they will be more likely to tell you if something happens to them.

🟡 **Supervise and guide your children.** Make sure that children, especially young children, are cared for by someone you know and trust. Know where your children are and who they are with. Spend time getting to know your children's friends and help them make caring, respectful friends.

🟡 **Be wary of people offering to care for your children.** Beware of strangers offering to care for your child or offering them jobs or education outside of the camp, in the city or other countries (in exchange for food, shelter, medicine, money). Your child may be at risk of being exploited or ending up in a worse situation.

🟡 **Protect children from violence in the media and Internet.** Children are also affected by violence on TV or that they see in the Internet. Don't let your children watch violence on the TV and supervise what they look at on the Internet

🟡 **Take action in your community against violence against children.** Talk about preventing violence with your family and friends, support other children who are victims of violence, join a group on the internet or in your community working to prevent violence, organize activities in your community to raise awareness about violence against children.

🟡 **Humanitarian aid is free.** No one has the right to harm you or your children or demand that you or your children do anything in exchange for food or other services. You have the right to complain and to report any exploitation or abuse by humanitarian workers or those providing assistance. If this happens you can report it to UNHCR (hotline 0795546383).

🟡 **In a camp,** avoid asking your children to collect food rations or non-food items for you. They may be hurt or harassed.

🟡 **Report violence against children.** If you see or hear of violence happening to children, you have the right to report it in a safe and confidential way. You can call UNHCR hotline 0795546383 or FPD on 911.


If your child is a victim of violence

- Listen to your child carefully and try to understand what happened.
- Provide love and support to your child; explain that they are not to blame and that you are there to help them. Talk to them about how they feel and what you will do.
- Try to find ways to keep your child safe. Seek the help of child protection professionals, such as a child protection case manager, counselor or the police (you can contact the police on 911).
- If your child is an adolescent, listen to their opinion on how they think you should handle the situation. For some less dangerous types of violence (e.g. for instance name calling at school) you can involve the child in addressing the violence.
- Only talk about the violence with people you trust and with people who will help and who can keep the information confidential. This is especially important for sexual violence.

Annex 8: How parents can support children's psychosocial wellbeing

During times of difficulty, following a difficult event, or during an emergency, parents can support the psychosocial wellbeing of children through a number of ways.

- Remember it is normal for children and other family members to have strong reactions such as loss of interest in daily life, feeling sad, irritable or confused, having difficulty in concentrating and sleeping, physical reactions or being fearful about what is happening
- You can help children to overcome these problems by listening to them, speaking kindly, reassuring them, playing with them, giving them extra love and attention and helping to make them feel safe.
- Try to re-establish your children's routines (sleeping, eating regularly, going to school) and ask them to help with family tasks, as this will give the child a feeling of security, predictability, and control.
- Try to find opportunities for your child to play or socialize with other children and with you.
- Give more affection and care: Allow children to be more dependent on you for a period of time. This may involve more physical contact than usual, not sleeping alone, having the light on etc. Allow time and opportunity to recover.
- Share their concerns and listen to them. Some children may be withdrawn; others will experience intense sadness or anger, or act as if nothing has occurred. Children are often confused about the facts and will need your help to make sense of what has happened and what may happen in the future.
- Give children appropriate information about their situation according to their age and stage of development. Try to be as honest as possible about what has happened and the current situation.
- Encourage adolescents to volunteer and provide assistance: disseminate key information, reaching out to their peers, and support efforts to initiate and maintain support facilities and safe spaces.
- Support children and adolescents (boys and girls) to attend schools or remedial education / vocational training and other activities.
- Do not criticize / blame your children for changes in their behavior, such as clinging to caregivers/ parents, or seeking reassurance frequently. These are normal reactions to exceptional events.
- When your or your children's reactions are severe and last for a long time or if you feel they can't cope, they may need specialized (including psychological) support.

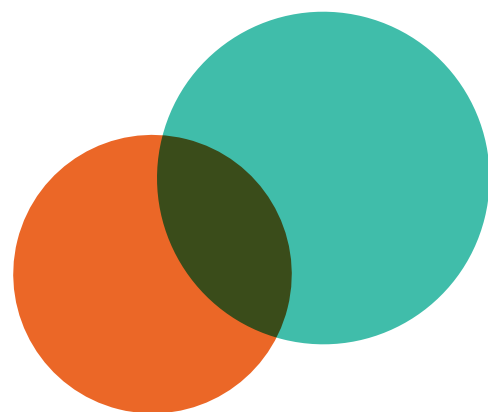


Remember that you when you are under pressure, you are likely to be less tolerant of your children misbehaving. Children frequently show short-term changes in their behavior following distressing events and times of significant change. Try to be more patient, supportive and understanding.

Try and keep a hopeful and positive outlook. This will help your children have hope for the future.

It is important that you take good care of yourself, so you can help others. Try to find someone (friends, relatives, community and religious leaders) you can talk to about your problems. Don't be ashamed or shy to ask for help. If you find you are struggling to cope, talk to someone you trust who can provide some support for you. Don't hesitate to seek help from a counselor.

Focus on things you do well and be patient with yourself. Even during these difficult times, try to re-establish your own daily routines (cleaning, cooking, and praying) and look for opportunities to participate in social and community activities.



Annex 9: Discrimination



Discrimination and respect for difference

Everyone in the world has the right to live with respect and dignity and without any form of discrimination. Diversity is important, and is what makes the world an interesting place.

Each of us has differences that distinguish us from others - these differences are unique to each and every one of us. They include physical characteristics of each person (appearance shape, size and color), and social, cultural and religious differences, as well as our personality and preferences.

Sometimes fear of “the other” or what is “different” can prevent us from getting to know others. This can motivate us to discriminate and marginalize others. What is an opportunity to learn about someone else and broaden our horizons becomes a problem and a source of conflict or mistrust which may cause us to discriminate against someone who is different from us.

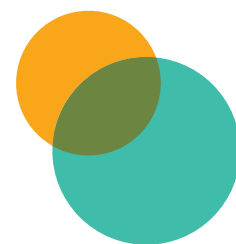
When does difference turns into a dispute?

Difference turns into a dispute when we do not deal respectfully with others:

- We do not listen to someone properly and do not try to understand what he wants to say.
- We believe that we are better than others in terms of religious or social background, or because we belong to a particular country or ethnic group.
- When we are not open to changing our opinion; when we believe that we are always right and others always wrong.
- When we feel that we have to defend ourselves.

There are many levels of difference including:

- **Individuals:** differences and problems between the person and his friends, colleagues or individuals who deal with them
- **Family:** family problems between members of the same family or a group of individuals
- **Community:** A group has problems with another group



Failure to respect difference can lead to:

- Division and conflict among people
- Hatred and animosity
- Inability to learn and benefit from the perspectives and culture of another group

The impact of failure to respect difference can mean that vulnerable individuals or groups are prevented from enjoying their rights

We have the right to be respected by others and it is our duty to respect others.

To respect others means:

- Respect not only in words but also in actions
- To express our opinions in a way which does not offend or insult anyone

Difference and diversity are positive things, and mean that people can learn from each other.

Differences in beliefs, background and culture have been responsible for many wonderful developments, discoveries and beautiful things in art, science and cultural practices throughout history.

Annex 10: Bullying or peer violence

Where does bullying occur?

Young people may be exposed to bullying by peers inside or outside school, on the street or neighborhood where they live, and also on cyber networks.

What forms can bullying take?

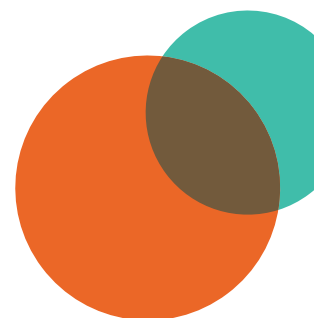
Bullying can be physical, or it can take other non-physical forms. It can include:

- Direct physical attacks such as beating, kicking and punching
- Ridicule, insults, teasing, or marginalization and exclusion
- Teasing maliciously using hurtful words, contempt or ridicule.
- Blackmail, theft or damage to property
- Defamation of character, spreading rumors which are untrue or could damage someone's reputation
- Excluding someone from the peer group, causing someone to be isolated and not part of "the gang"
- Sexual abuse ranging from comments of a sexual nature to sexual assault
- Bullying through the internet or social networking, including sending text messages, taking photos on a mobile phone and distributing them, sending e mails and using Facebook to post bullying comments or posts .

Who is the bully?

- It may seem that a bully should have a strong personality, but in fact, it is usually the opposite. Common characteristics of bullies include:
- They like to draw attention to himself
- They may need to be surrounded by people to support him and make him feel important, they may dislike being alone
- They are easily provoked
- They have difficulty to empathize with others.
- They are popular and used to being the center of attention and having people do what he tells them

Remember, those who bully others do not need to be stronger or bigger than those they bully. Their power to hurt others can come from a number of factors—their popularity, physical strength or their ability to use their words make others feel afraid or weak.



Which children are most vulnerable to bullying?

Some children are more likely to be the targets of bullying. The factors list below make children more likely to be bullied, but not all children with these characteristics will be bullied.

- Are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, coming from another country or having a different dialect, the color of their skin, have a disability or are unable to afford what kids consider “cool”
- Are perceived as weak or unable to defend themselves.

Bullying is always the responsibility of the bully, never the fault of the person who is bullied. Children who experience bullying should be supported to help them respond to the bullying.

Cyber Bullying

Cyber bullying is a new form of bullying which is very harmful, owing to the fact that the aggressor can be anonymous, can pretend to be someone else, and it is difficult for a parent to identify.

Advice for parents

Follow the guidelines for bullying given in this section, and make sure you are aware of whom your child is chatting with online. Reinforce rules for safe Internet use and encourage your child to tell you if they are feeling worried or unsure.

Annex 11: Child labor

Key learning points

- Children work for different reasons depending on cultural, social and economic circumstances.
- Different types of work can be examined in terms of the activity, the work environment, how risky it is, the perceived benefits of work and the nature of employment relationships.
- There is a need to consider gender issues. For example, girls may face double discrimination in terms of their gender and child labor. In addition, girls' education and capacity to enjoy a fulfilled childhood may be affected through household chores and other domestic activities.
- Jordanian labor and education legislation state that children below the age of 16 should not be working and should be in school. In addition, children legally employed between 16-18 years of age are protected under law from hazardous work.
- While strong legislation is in place to prevent child labor, the challenge facing government is implementing the law. The National Framework to Combat Child Labor aims to help government and national partners to identify working children, conduct education, training and social assessments of them and their families, refer them to appropriate services and service providers and monitor follow-up.

What is the difference between “child labor” and “child work”?

All over the world, children start working at an early age. From as young as five or six, they may help around the home, performing household chores or running errands, and/or in the fields, helping out in the family business, tending crops or picking vegetables or fruit. Adults or older children in the family mostly encourage these activities because they can be beneficial to a child's personal and social development. Children gain a sense of responsibility and take pride in carrying out such tasks. By observing and working with others, children learn skills and gain knowledge that will benefit them in their later lives.

As they grow older, children may take on more responsible or heavy work, such as looking after younger siblings, fetching and carrying loads from family farms or plantations where their families work, and/or maintaining the family home. They may even take on a part-time job, outside school hours which involves light work, either to earn some money for themselves or to supplement the family income. Work in this sense is a passage into the world of adult work and is part of the progression from childhood to adulthood. Essentially, it is not work that prevents them from going to school, takes them away from their families, uses up time for play or recreation in the company of their peers or that hurts them physically, mentally or emotionally. Work of this nature is an essential part of growing up and is not what is termed “child labor” and can be referred to as “child work”.

Unfortunately, many children undertake work which, far from having a positive effect on them and on their lives, actually impedes their growth and development and, in many cases, can do them harm – harm which is sometimes irreversible. This is what is known as “child labor”. Across the globe, children are being forced, either by circumstance or coercion, to undertake work that damages them psychologically and physically and deprives them of their childhood. It is work carried out to the detriment and endangerment of the child, in violation of international law and national legislation. In its worst forms it includes activities that are mentally, physically or socially dangerous or morally harmful to children. It either deprives them of schooling or requires them to assume the dual burden of schooling and work. Child labor can involve work that enslaves children, separates them from their families, and condemns them and their families to a downward spiral of poverty and deprivation.

Why do children work?

Below are some of the major contributing factors to child labor:

Poverty

Children work for many reasons, although poverty emerges as the most compelling. Indeed, child labor is one of the most devastating consequences of persistent poverty. Governments do not always give priority to addressing areas that would help to alleviate the hardships endured by the poor, particularly the rural poor, such as health care, education, housing, sanitation, income-generation, skills training and social protection. Life for the poor consequently becomes a day-to-day struggle for survival, and children are forced to take on greater responsibilities, including working full time. Children commonly contribute around 20 to 25 per cent (one quarter) of family income in poor households. Since the bulk of family income is spent on food, it is clear that the contribution of working children is critical to their families’ survival. Families who come as refugees may desperately need the money that their children’s work brings in.

Lack of access to or poor quality of education

Why do some children not go to school? The reasons are multiple. First, basic education is not always “free” and is not always available to all children. It is often impossible for poor families to cover the hidden costs of education, such as uniforms, schoolbooks and materials, transport and food. Consequently, they either do not send their children to school or only send a few of them, with girls often missing out. Where schools are available, the quality of education, in terms of teaching, systems, facilities or materials, can be poor and the content not relevant to the everyday realities of poor children and their families. Children may also drop out due to violence. In situations where education is not affordable or parents see no value in education, children may be sent out to work rather than to school. This particularly affects children in poverty and those belonging to culturally and socially disadvantaged and excluded groups. As a result, they easily fall into situations of child labor. When children come from other countries as refugees they may not know of education services, may be afraid to send their children or may face delays or difficulties to register them in school.

● Traditional, social and cultural factors

It can happen that children are obliged to support their parents' work, for example in the fields, in their jobs and/or in running the home. The last is especially true for girls, who are expected to look after their siblings and take on household duties, in some cases to the extent that it becomes their main and only activity in life, which is what differentiates it from just helping with household chores as many children do. In such cases, children take on the burden of responsibility at an early age, unquestioned from generation to generation, reinforcing acceptance of harmful social practices. In some cases, it is traditional for the children to follow in their parents' footsteps. For example, in some social settings, it may be seen as normal and acceptable for children to accompany their parents in their work as their parents and generations before them have done. Young, immature physically and mentally, and unaware of the dangers, children are more vulnerable to the effects of hazardous work.

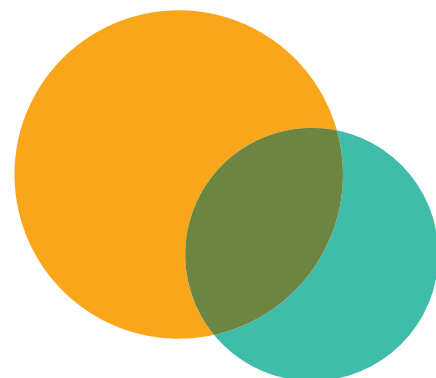
● Specific vulnerabilities

Child labor is especially prevalent in the most vulnerable families – families whose low income allows them little margin to cope with the injury or illness of an adult or the disruption resulting from abandonment or divorce. In addition, the impact of crises or natural disasters leading to large populations being displaced internally or externally, for example, those affected by the situation in Syria, can be a push factor for children into work, providing for themselves, their siblings and families.

● Other factors

In some situations, children do not work to contribute to the family's economy, but rather in order to provide for themselves. This is common when adolescents are already quite independent – for instance, Syrian adolescent boys who come alone to Jordan to work. In some cases, children might represent specific advantages for an employer. For instance, they are less paid, are less aware of their rights, more compliant, more willing to do monotonous tasks and do not organize in trade unions.

Countries that have significantly reduced child labor have also tackled poverty in a decisive way. Governments can effectively tackle child labor by: (1) tackling family poverty and helping children; (2) ensuring that adults have decent jobs with a living wage to provide for their families; and (3) ensuring that all children receive free good quality public education.



Different types of jobs

Children engage in many different types of work all over the world. The circumstances of these types of jobs can be analyzed under the following headings.

Activities: Activities can range from diverse cultural activities to household chores, babysitting, carrying objects, cleaning, construction, as well as a large variety of manufacturing tasks, such as operating machines, in addition to handicrafts, sales, waste collection and sorting, polishing shoes, prostitution, and so on. Most child labor around the world is found in agriculture. In Jordan, child labor can also be found in street vending, garage and auto-repair workshops and working in family businesses.

Work environment: It can be the family's home, the employer's home, the family's fields or lands which they have access to, lands owned by others, a factory, a shop, a market, a warehouse, a mine, the street, a building site and so on.

Specific risk factors: These could include the use of dangerous agricultural or industrial chemicals, working in a dangerous environment (such as a mine or on the street), doing heavy manual work which can be dangerous for young children, working for long hours or exposure to physical or sexual abuse. Children are more vulnerable to work-related injuries than adults because of their developmental stage, such as physical and mental development, attention deficit, fatigue and poor judgment.

The nature of the employment relationship: Children might be working for their parents, for other adults within the network of their families' friendships, for employers (from homeowners to factory owners), for brothel owners, for criminal gangs, and so on. In some cases of slavery and/or trafficking, children may be sold to an employer, which gives this employer power over them, and children are deprived of the protection of their families. Others work independently in the informal sector, such as in shoe shining, waste collection or street vending.

What is the impact of child labor on children?

Childhood provides children with important opportunities to learn from the world around them. They acquire and develop skills that enable them to become socially aware and participate fully in family and community life. This early period of life is critical in determining their on-going development as they grow up. Children involved in labor miss out on much of this precious time. Their work gets in the way of childhood activities and becomes an obstacle to their physical, emotional and social development. Because children differ from adults in their physiological and psychological make-up, they are more susceptible to and more adversely affected than adults by specific work hazards. In addition, because they have not yet matured mentally, they are less aware of the potential risks in the work place.

Children involved in labor are far more vulnerable in the work place than adults because their bodies are not yet fully formed. They experience poor physical health because the work they do exposes them to the risk of injury and illness. These effects can be immediate, such as a burn or a cut, or have lifelong consequences, such as permanent disability or contracting a respiratory disease, leading in some cases to death. The effects of hazardous working conditions on children's health and development can be devastating. Physically strenuous work, such as carrying heavy loads or adopting unnatural positions, can permanently distort or disable growing bodies. There is evidence that children are more vulnerable than adults to chemical hazards and that they have much less resistance to disease. The hazards and risks to health may be compounded by poor access to health facilities and education, poor housing and sanitation, poor personal hygiene and a generally inadequate diet.

Children are much more vulnerable than adults to physical, emotional and sexual abuse and suffer more devastating psychological damage from living and working in an environment in which they are denigrated, humiliated or oppressed. Child laborers frequently work in environments that are exploitative, dangerous, degrading and isolating. They often suffer ill-treatment, abuse and neglect at the hands of their employers. As a consequence, children may find it difficult to form attachments and feelings for others. They may also have problems interacting and cooperating with others and attaining a real sense of identity and belonging. As a result, they may lack confidence and experience feelings of low self-esteem. These vulnerabilities are particularly acute in very young children and girls.

Children who work do not have the opportunity to participate in activities that are a crucial part of growing up, such as playing games and sport, going to school and socializing with their peers. They do not obtain the basic level of education and life skills that are needed to cope and prosper in life, nor do they benefit from opportunities to interact with others and actively participate in and enjoy life. These activities are abandoned in favour of work, and children are consequently pushed into adulthood long before they are ready, doing work that requires an adult level of physical, mental and emotional maturity.

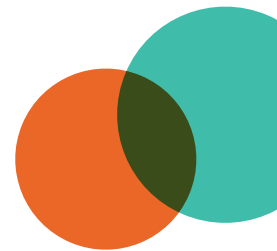
Child labor, therefore, is an obstacle to children's development and future prospects.

Child labor, work and gender issues

According to research, girls are more likely to:

- Begin working at an earlier age than boys
- Be paid less than boys for the same work
- Be concentrated in sectors and areas that are characterized by low pay and long hours
- Be working in industries which are hidden and unregulated, for example child domestic labor, making them more vulnerable to exploitation and abuse
- Be concentrated in industries which pose excessive dangers to their health, safety and welfare
- Be either excluded from education or suffer the triple burden of housework, schoolwork and economic work

Annex 12: Separated and Unaccompanied Children



Case Study

Mohammad is a 15-year-old child living happily with his family in Homs. Clashes started in his city and Mohammad's house was destroyed, so his father decided to leave the house and seek refuge in Jordan. On its way to Jordan, his family got news that the route was becoming dangerous, so his mother and father decided to stay with his siblings in Syria. When they heard that the Syrian army was searching the town for young men, they decided to send Mohammad ahead alone. He found another 16-year-old child, Raed, who was travelling to Jordan alone. The two boys continued their way to Jordan. Mohammad and Raed arrived to Irbid, a Jordanian city, where they met other refugees from Homs. The two boys had to work or beg sometimes to earn a living. Mohammed is in contact with his family, and hopes that one day soon he will be reunified with his family. He worries about them and thinks about returning to Syria to try to help them but is concerned that it is too dangerous.

Key messages on separation for parents/caregivers

These tips can be used in emergency situations, such as fleeing, but also in day-to-day situations such as traveling, moving around busy areas, or shopping.

- Try to keep your children with you. Children feel more secure staying with their parents/caregivers, even during uncertain times. Try your best to keep your children with you or leave them with a trusted relative or adult somewhere you can rejoin them later if you need to be apart from them.
- Ensure younger children are with trusted adults when playing away from home, or walking in the streets or the camp.
- If you are in a busy environment (supermarket, etc.) agree in advance somewhere safe you can meet or someone you know whom your children can contact if you get separated. Ensure this is somewhere the child knows and is comfortable in.
- Know where your children are and who they are with at all times. Ask for help if your child is gone missing.
- Make sure your children know: their full names; where you are living currently; phone numbers; where you are going
- If you are caring for a refugee child who is not your child, register with UNHCR and inform UNHCR when you register yourself or the child (UNHCR phone number: 079 554 6383 or 079 710 9194). This will help ensure that the child gets the right help, and that your family gets the needed help to continue to care for the child.
- If you know a refugee child under 18 who is not with their parents in Jordan, contact UNHCR offices (see numbers above). UNHCR will provide help and assistance in making sure that the child is properly cared for and if possible reunited with their family.
- Encourage family members in Syria who may come to Jordan to keep children with a parent or responsible adult when travelling. DO not let children travel alone as they may be exposed to violence, abuse or exploitation.

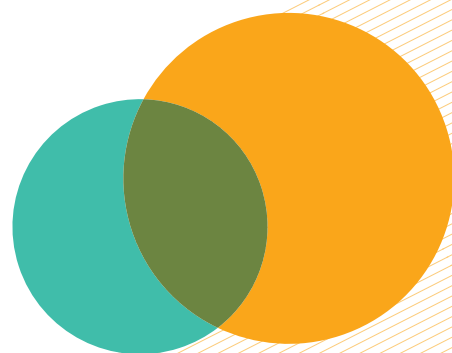
Annex 13: Family Violence

Effects of Family violence

Violence can harm the physical and psychological wellbeing of young people. If the child witnesses violence between his/ her parents, or if the child is a direct recipient violence, the effects can be harmful of the well-being of children and adolescents. Family violence is a particularly harmful form of violence for children because:

- Children's trust in that those closest to them will care for and protect them is damaged by family violence.
- Family violence is usually repeated over time. When violence is all the child or adolescent has known, it is difficult for them to learn what is "normal" in interacting with others, and they may go on to behave in a violent way towards others.
- Children are dependent on their family and therefore can feel especially fearful and trapped
- Adults often don't believe children who are victims of family violence, or plead with or threaten them to remain quiet. This can make children ashamed and even more angry.
- If children have witnessed violence or emotional abuse between their parents, they may have difficulty in learning how to develop healthy relationships with their own future spouse. Children learn from their environment, and need to see their caregivers treat each other with respect and consideration.

Due to the sensitivity and complexity of addressing family violence against children, or if parents are experiencing family violence or know someone who is, they should seek help from a qualified child protection case manager or the family protection department (see child protection referral pathways).



Annex 14: Child Sexual Abuse

Sexual Abuse and Its Potential Effects

Sexual abuse is something that no one should have to experience. It has multiple and varying consequences. Children are individuals and respond to difficult or life-changing events in different ways, including the time required for recovery. The effects of sexual abuse described below are not exhaustive and are **potential** effects. Not every child will experience all of these effects.

Potential physical effects of Sexual Abuse⁵

Physical injuries resulting from sexual abuse range from invisible, physical injuries to pregnancy or sexually transmitted diseases, as well as serious injuries or possibly death.

Potential psychological Effects of Sexual Abuse

The potential psychological effects may include:

- **Short-term effects:** Fear, lack of interest/participation in general daily activities, confusion, aggressive behavior, expressions of anger, agitation, expression of sexual behaviors that don't correspond with the child's age.
- **Long-term effects:** confusion, frustration, sadness, feelings of isolation, distrust of others, low self-esteem, withdrawal from social networks, expressions of anger - including in some cases self inflicted bodily harm, changes in eating habits, humiliation and shame

Potential Effects of Sexual Abuse on Preschool Children (Infant-Early Childhood, 0-5 years)

- Crying, screaming, whimpering more than usual
- Clinging or unusually attached to parents or caregivers
- Refusal to leave "safe space"
- Displays knowledge or interest in sexual acts inappropriate to their age
- Difficulty sleeping or sleeping constantly
- Losing the ability to talk, losing bladder control, and other developmental regressions

Effects of Sexual Abuse on Children 6-10 Years

Effects may include some or all of the above, in addition to:

- Fear of particular places or people
- Behaving like a baby- wetting the bed, or asking parents to dress them, using baby talk
- Suddenly refusing to go to school
- Touching their private parts a lot
- Avoiding family and friends and keeping to themselves
- Refusing to eat, or wanting to eat all the time

⁵ Much of the "Effects of Sexual Abuse" section is taken from *Caring for Child Survivors of Sexual Abuse: Guidelines for Health and Psychosocial Service providers in humanitarian settings*, IRC 2012

● Effects of Sexual Abuse on Children 10-18 years

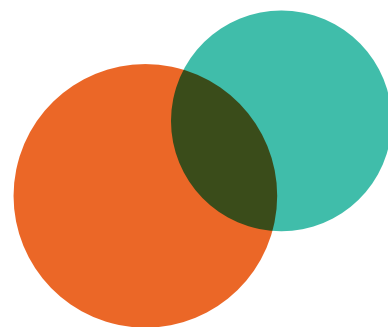
Physical injuries resulting from sexual abuse range from no visible, physical injuries to pregnancy or sexually transmitted diseases, as well as serious injuries or possibly death.

- Depression (chronic sadness) crying or emotional numbness
- Nightmares or sleep disorders
- Problems in school or avoidance of school
- Displaying anger or expressing difficulties with peer relationships. Fighting with people, disobeying or disrespecting authority
- Withdrawing from family and friends
- Self-destructive behavior (drugs, alcohol, self-harm)
- Changes in school performance
- Exhibiting eating problems, such as eating all the time or not wanting to eat
- Suicidal thoughts or tendencies
- Talking about abuse, experiencing flashbacks

● Difficulties that can be faced by sexually abused children:

- Challenges in establishing/building and maintaining relationships with others
- Difficulties in communicating with others
- Feeling of isolation
- Low self-esteem, and feelings of frustration and confusion
- Humiliation, shame and guilt
- Feelings of distress

Some behaviors/responses may be delayed or absent, depending on the individual personality and circumstance of the child. Children may also be stigmatized and even further abused if it becomes known that they have experienced sexual abuse.



Why do young people hesitate to report sexual assaults?

Secrecy is one of the characteristics of sexual assaults.

- The perpetrator often asks or threatens the victim not to tell anyone about what has happened/ is happening.
- He often holds the victim responsible for the abuse to prevent him/her from disclosing the secret to others.
- The perpetrator may convince the victim that nobody will believe him/ her.
- The child may worry that problems bigger than the assault itself might occur, for example with family or community. This threat might often trigger fears and anxiety, thus preventing young people from reporting.

Key ways parents can help children who are victims of sexual violence:

- Let them know that you believe and trust them
- Let them know that they are not guilty. The only one who is guilty is the person who abused them.
- Be available to listen to them and help them understand their feelings
- Remind them that they are not alone. If they ever feel confused, uncomfortable or frightened, they should talk to you or another trusted adult
- Encourage the child to spend time with friends and family to rebuild trusting relationship and gradually return to regular activities such as school
- Help them get access support services. Child survivors of sexual violence should be provided with confidential, supportive and respectful services including:
 - Health care
 - Protection services to help keep them safe. This may include police services, placing children with other family members, or as a last resort, shelters.
 - Psychosocial services such as counseling to deal with the effects of the abuse
 - Child protection case manager to ensure they receive all required services, and provide ongoing support and care.

Annex 15: Early Marriage

“Dina’s Story”

Dina is a 15-year-old girl who enjoys going to school. One day, her 21-year-old neighbor proposed to her and her father accepted. When she asked him why he accepted without consulting with her, he told her that her financial burden on the family is growing and that he cannot financially support her anymore, adding that she will have a better life in her husband's house. During the first year of marriage, Dina faced a lot of challenges trying to adapt to her life with her husband and to her new house. She missed school and playing with her friends. After less than one month of marriage, her husband's family began insisting that she must have a child.

Dina got pregnant but lost her unborn baby after four months. She suffered from her husband's harsh words, as he accused her of killing the baby. He then began to beat her severely. One month later, she got pregnant again but had problems during her pregnancy, and gave birth to a baby girl weighing only 2 kg who was suffering from health problems. No one helped Dina to take care of her child. After a few months, she had to flee her country because of the bad security situation and she relocated with her family to a refugee camp on the other side of the border. Before her daughter's first birthday, she got pregnant again and suffered again because of her husband who was threatening to divorce her if she did not give birth to a boy.



Annex 16: Positive Discipline⁶

“Positive discipline is non-violent, solution focused, respectful, based on child development principles”

What is Positive Discipline?

Children are developing and growing, and learning all the time. As parents, we often find that children do not do what they are asked to do, which can be frustrating. Positive discipline is not letting your child do whatever he likes and being a permissive parent.

By focusing on “structure” but doing so in a way which is loving, our children know we love them no matter what, but that we are there to guide and lead them.

When dealing with your children’s behavior and encouraging them to do what you ask, try to look at things from your child’s point of view according to their stage of development. (It may be helpful to revisit Annex

1) Look at the following steps:

1. What are your goals?

What are your goals as a parent? What are you trying to achieve in the long term with your child? (Respect for others, healthy relationship building etc.) The way you manage your short-term goals has an impact on the long-term goals. If you become frustrated because you are late for an appointment and your child will not stop playing with his toys, your response can mean the difference between only reaching your short term goal (rushing your child, getting out the door and into the car, making your appointment) or your long term goals for your child, (doing what he is asked, dealing with stress, finishing a task))

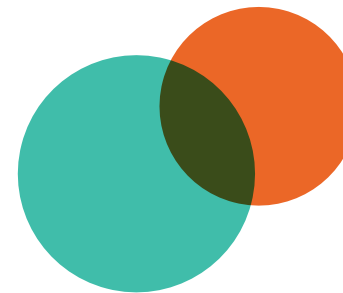
2. Focus on warmth and structure

Warmth is emotional security, unconditional love, and involves showing verbal and physical affection. Playing with your child, hugging them, telling them you love them- all this makes your child feel safe and loved.

Structure is clear guidelines for behavior, clearly stated expectations, negotiation, and encouraging the child to think independently. Structure helps a child to fix his mistakes. You can provide structure by explaining why you have set certain rules, preparing your children for difficult situations and discussing how they can cope, being fair, controlling your anger, keeping your promises.⁷

⁶ Much of the information for Annex 12 comes from “Positive Discipline in Everyday Parenting”, (Third Edition) Joan E. Durrant, Save the Children Sweden 2013

⁷ Remember that very small babies cannot understand rules and expectations the way an older child can.



3. Consider how your child thinks and feels

When we look at a situation from the perspective of a child, we can begin to understand their behavior. We can be effective teachers by providing warmth and structure which is appropriate to the child's stage of development. Throughout their development, children strive for **understanding** and **independence**.

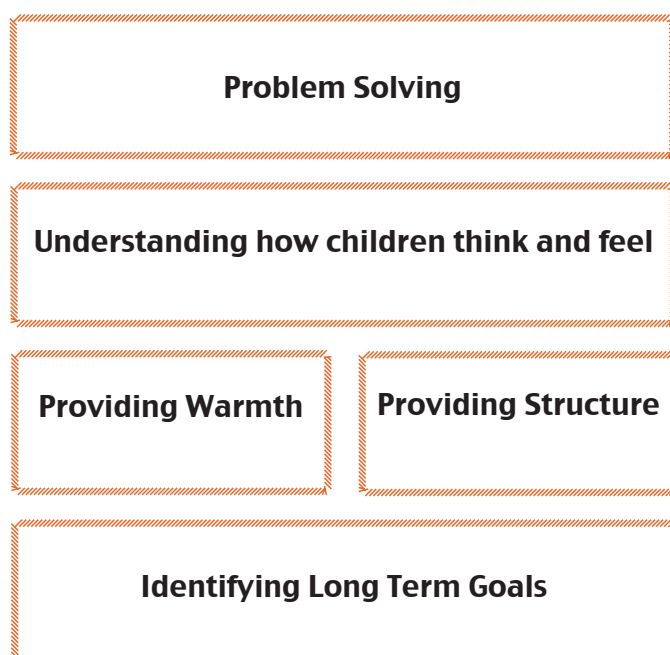
4. Problem solving

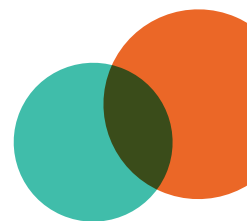
When your child behaves in a way that frustrates you, try to think about why they are behaving like this. When your toddler knocked over your favorite bowl, was she doing it to make you angry and punish you, or was she trying to see what the bowl felt like? By applying our knowledge of child development to reasons for our child's behavior, we can start to look at ways of dealing with it.

5. Respond with positive discipline

By thinking about your long term goals, you can respond to the short term issues in a way which will help you to reach your goals in raising a happy, well-adjusted adult.

The Building Blocks of Positive Discipline





The impact of your mood on your child's behavior

Your mood is a major factor in both your child's behavior and your response to it. If you are feeling tired, stressed, worried or angry about something, you are more likely to get angry with your child. Sometimes parents find themselves taking out their frustrations on their children.

- When parents' moods are unpredictable, children feel insecure and anxious.
- When parents ignore certain behaviors one day, but get angry for the same behavior another day, children feel confused.
- When parents get angry at children because they are worried about other things, children feel resentful for being treated unfairly.
- When parents are frequently angry or in a bad mood, children feel threatened and afraid.
- Parents' moods affect children's behavior. It is important for parents to be aware of their own moods. They need to avoid taking their own moods out on their children.
- It is important for parents to get enough sleep and to eat lots of nutritious food so that they have the energy to cope with all of life's stresses.
- If you find that you are frequently angry, sad, worried or stressed, you should talk to your doctor, a public health nurse, a counselor or a supportive friend or family member. It is important to solve your problems in a constructive way that does not harm your children.

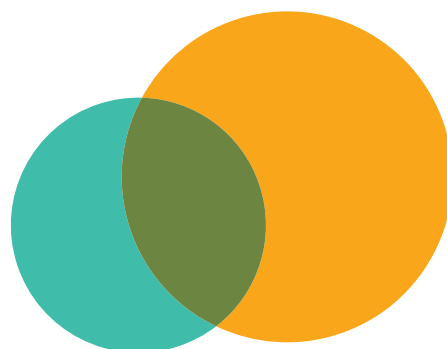
Impact of Physical Punishment on children

Physical punishment teaches children that:

- We communicate important things through hitting.
- Hitting is an acceptable response to anger.
- The people who they depend on to protect them will hurt them.
- They should fear their parents, rather than trusting them to help and to teach.
- Their home is an unsafe place for learning and exploration.
- We need to think about what we want to teach our children in the long term. If we want to teach them to be non-violent, we must show them how to be non-violent. If we want to teach them how to stay safe, we need to explain to them and show them how to do this.
- Think about the effect that being hit has on adults. When we are hit, we feel humiliated. We don't feel motivated to please the person who has hit us; we feel resentment and fear. We might even feel like getting revenge.
- Hitting children harms our relationships with them. It doesn't give them the information they need to make decisions. And it doesn't increase their respect for us.

Annex 17: Useful Resources:

- Listening, Learning, Acting: Preventing and Responding to Violence Against Children in Homes and Communities. Save the Children 2008.
- SC Child Resiliency Sessions
- Safe You Safe Me for Youth, Save the Children 2013
- Working with children and their environment, Psychosocial Reference Document, Terre des hommes, 2010
- Better Parenting Manual, UNICEF Jordan
- Child Protection and GBV Messages for Responding to the Syrian Crisis, GBV and CPWG, Jordan 2013
- Refugee Children: Guidelines on Protection and Care, UNHCR Geneva 1994
- Positive Discipline in Everyday Parenting, (Third Edition) Joan E. Durrant, Save the Children Sweden 2013
- Caring for Child Survivors of Sexual Abuse: Guidelines for health and psychosocial service providers in humanitarian settings, First Edition. IRC 2012
- Interagency Guiding Principles on Unaccompanied and Separated Children, ICRC, IRC, Save the Children, UNICEF, UNHCR and World Vision, 2004.





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