

APPENDIX 16: Sample of a detailed monitoring and evaluation framework for child protection policies and procedures incorporating elements of both process and impact assessment

Elements of CPP / overall impact	What do we need to know to assess effectiveness?	Indicator	Who should take the responsibility for measuring this?	How should we monitor/collect the relevant information?	What happens to the information once it is collected?
For example: Recruitment	Have police reference checks been conducted satisfactorily before post has been offered?	Police reference check filed in personnel file, time taken documented	Child Protection Officer's Manager	Review of personnel files	CPO's Manager
	Does the job advert include a statement informing applicants of your CP policy?	Job advert	Child Protection Officer (CPO)	Review job Ad	
For example: reporting and reaction processes	Are reporting and reaction processes standardised, clearly outlined and made available to all representatives to include reporting and storing information	These processes are clearly documented and understood by all children, staff, volunteers, interns etc.	Agreed staff team with child/youth member nominated by children	Regular questions to different groups of staff	CPO to review
For example: overall implementation of CPP and procedures	Do children feel safe in the organisation?	In a randomly distributed questionnaire, children indicate feeling safe in 10/10 specified areas	CPO	Questionnaire	CPO line manager
					CPO, CPO line manager, project manager etc.

APPENDIX 17: Sample statement of commitment

STATEMENT OF COMMITMENT

to [name of organisation's] Child Protection Policy

Staff, contractors, trustees, officers, interns, volunteers & visitors

"I, _____ [name] _____, have read and understood the standards and guidelines outlined in this Child Protection Policy. I agree with the principles contained therein and accept the importance of implementing child protection policies and practice while working with [name of organisation]

Print name _____

Job title / role _____

Signature _____

(Date) _____

APPENDIX 18: Examples of obstacles and solutions to implementing child protection policies and procedures (Consortium for Street Children members workshop, October 2003)

OBSTACLES	SOLUTIONS
<p>Advocating the need for a CPP effectively</p> <ul style="list-style-type: none"> • People who have been involved for 30 yrs feel affronted by requests / entrenched org. culture / inflexible stakeholders • Trustees who don't think we need to do this; difficulty in accessing trustees to agree to policies and procedures • Having to educate people about its importance • Involving partners in CPP • Changing the organisation's culture to recognise the need for CPP • Getting all levels on board; staff, trustees, volunteers, fundraisers; lack of wider understanding in the organisation of CPP • Is everybody in the org. coming from the same place / same understanding of what a CPP is? • Danger of imposition of one perspective • Lack of priority in a huge org. with many priorities • Who and why do we buy into this? 	<p>Advocating the need for a CPP effectively</p> <ul style="list-style-type: none"> • Process of developing and implementing policies and procedures has to be participatory to raise awareness and develop widespread ownership; process is as important as actual policy • Systematised, regular and formal training and awareness raising • CSC members can come/work together; working with other org. of a similar size and resolving related issues • Leading by example, with partners play donor card, but must begin to discuss; Funding; Charity Commission; CSC requirement; gentle persuasion • Raising of awareness: advocate for administrative funding for this - BOND (lobbying network) and CSC could help • Selling the policy as a positive tool rather than a negative obligation: bottom line is the best interests of the child; refocus on aims of org. and the human side rather than the minutiae -i.e. 'Why are we doing this', rather than 'do not be alone with a child'...; remind everyone that it's every team's responsibility • Recruitment references • Encourage volunteers that it is in their best interests • Dialogue with CSC
<p>Resources - human/financial</p> <ul style="list-style-type: none"> • Lack of time (with regard to staff time, discussing, developing and implementing policies, doing interviews for overseas visits etc.) • Constraints on fundraising (e.g. direct mail) • So many people involved • Makes recruitment more complex; inability to conduct proper checks on staff and trustees before appointment • The magnitude and responsibility to enforce CPP • Need resources to cascade policy to partner orgs • Accessing appropriate training for all staff (and budget implications) • Getting a balance between CP and programme delivery • Other legitimate priorities competing for limited time and resources • Lack of expertise 	<p>Resources - human/financial</p> <ul style="list-style-type: none"> • Working with other org. of a similar size and resolving related issues • Designated part of someone's work plan • Commitment and resources from top of org. CEO, trustees, etc. • Build up from a core 'skeleton' document based on the essentials: larger orgs will be able to commit to more than smaller ones [Please note: this is what the CSC policy is trying to do - identify the 'essentials' and the 'desirables'] • Simplify / provide pro forma examples [CSC policy has already started to do this] • IPPF has a 'self-assessment' tool for overseas partners that is broader than CP issues that may be useful for others (CSC to obtain and circulate) • Prioritise emails - clearly mark those which are important [Please note: CSC Secretariat makes concerted efforts to do this by making subject headings very clear; CSC relies on members to make intelligent decisions about which emails are of interest to them / which ones to delete; CSC does not currently have the capacity to deliver a tailor-made email service to individual members, given the wide variety of members' interests and the limited secretariat capacity although this may be possible at a later stage linked to re-development of the website.]

OBSTACLES	SOLUTIONS
<p>Implementation/Communication with overseas partners and also internally</p> <ul style="list-style-type: none"> • Not having a policy • Getting a policy implemented • Differing values held by staff constraining implementation; guaranteeing that staff involved have the same principles and practice • Fitting new procedures into an existing system / applying CPP effectively to people already working in our org. • Practical application of CPP can sometimes be challenging (i.e. ensuring that staff are not alone with a single child) • Practical implications: who keeps forms etc. in the office? • How to engage with overseas partners with very limited capacity (e.g. small grassroots African NGOs) • Monitoring overseas partners • Do partners have same vision/goal for child's protection? • Autonomy of partner org. • Diversity of partner org. • Ensuring consistency of approach and practice among partner organisations 	<p>Implementation/Communication with overseas partners and also internally</p> <ul style="list-style-type: none"> • Internally everyone must know that it's a requirement • CSC members can come/work together; working with other org. of a similar size and resolving related issues • Selling the policy as a positive tool • Transparency; documentation and the guiding principle of the best interests of the child; regular monitoring • Reader-friendly and child-friendly versions available; make sure it's translated as necessary; get it 'crystal marked' for plain English • Debate leading to minimum / essential standards • Ownership by whole staff, volunteers • Step by step approach e.g. code of conduct • Encourage partners to have their own policy • Self-assessment tool for overseas partners • Dialogue with CSC • Simple / sample procedures and checklists • Have a named person as a sounding board on issues that are unclear
<p>Culture</p> <ul style="list-style-type: none"> • Interpreting the level of abuse within cultural perspectives/values • People who claim the CRC is a western based convention and disagree when it comes to some of this culture • Regional / cultural definitions of child abuse: different benchmarks of what constitutes 'abuse' etc. 	<p>Culture</p> <ul style="list-style-type: none"> • Participatory consultation • Transparency • Increased levels of mutual understanding and dialogue • CRC has been universally ratified by all governments (unless you're working in Somalia or the US) • ['culture' is not static; need to question also whose 'culture' it is - are definitions / decisions / practices about behaviour based on the culture of those in power (according to gender, age, social standing etc.), or on those who are most (often negatively) affected by such decisions?]
<p>Insurance</p> <ul style="list-style-type: none"> • What are we responsible for? • Magnitude of responsibility to enforce CPP • Difficult balance between covering our backs and protecting frightened children • Who monitors who? Who monitors the head of the org? 	<p>Insurance</p> <ul style="list-style-type: none"> • We all might have to take out insurance plans (explore in more detail) • Clear set of procedures • Having a named person who has direct responsibility for CPP in your org. • Transparency; documentation and best interests of child; regular monitoring • Debate leading to minimum standards • Define and accept limitations according to agreed, transparent roles - can't do everything: observer / whistleblower; clearly delineated lines of responsibility - 'firewalls' • Important not to over commit, but meet the essentials

OBSTACLES	SOLUTIONS
<p>Image/Fundraising</p> <ul style="list-style-type: none"> • Campaigning/fundraising demands dramatic cases/images • Image policies sometimes at odds with fundraising 	<p>Image/Fundraising</p> <ul style="list-style-type: none"> • Involve fundraisers / marketers in the policy development and education process • Refer disputes to the named child protection officer
<p>Does it work?</p> <ul style="list-style-type: none"> • CRB does not cover most offenders • Practical reality: can't solve all issues / however good the policy and procedures, they are not 100% safe • How much does a policy protect - or merely divert? 	<p>Does it work?</p> <ul style="list-style-type: none"> • Foundation in the best interest of the child: we have a duty to do the best we can. No system is foolproof, but having a policy and procedures can help towards prevention
<p>Misc.</p> <ul style="list-style-type: none"> • Police check bureaucracy - backlog, waiting for checks • Partner org. already have a CPP which differs widely to one that is acceptable to us • WVI has capacity - building system in place - national offices adapt WVI policy • International office CPP does not apply to national offices which are independent • Amnesty International is a membership org. anyone can join and also join Children's HR Network; so many people involved (250 local groups, 590 schools, 100 universities) - how can you control CP issues? • Not having a CPP and procedure in place 	<p>Misc.</p> <ul style="list-style-type: none"> • Other reasonable measures need to be implemented (such as self-declarations of criminal convictions and references) to avoid over-reliance on the CRB which is very inefficient • Strengthen system of briefing and de-briefing for overseas visits (important psychological support element) • Make sure training etc. is kept updated (important for larger organizations) • [For larger / more complex organizations / those with relations with national offices etc., enter into dialogue with CSC on a case by case basis to negotiate / adapt as necessary]

APPENDIX 19: ChildHope self audit tool

ChildHope child protection self-audit tool for partners

(adapted from CSC Child Protection Policy, Appendix 1 Essential and Desirable Components of a Child Protection Policy, and Setting the Standard, 2003)

Organisation _____

Date _____

A In Place **B** Partially Done **C** Not in Place - tick in appropriate box below

OVERALL QUESTIONS	A	B	C	PLEASE ADD ANY COMMENTS HERE
Does your organisation have a written child protection policy?				
Is the policy written in a clear and easily understandable way?				
Does the policy cover all staff, volunteers, interns, trustees, consultants and children?				
Is the policy publicised, promoted and distributed widely?				
Does the policy describe the organisation's understanding and definitions of abuse?				
Elements of the policy: RECRUITMENT				
Is commitment to your child protection policy a condition of employment?				
Do successful candidates sign a personal declaration of criminal convictions?				
Are successful candidates required to have a police reference check?				
Do all candidates have to provide 2 character references who have known them for over 2 years (not family)?				
Do your job advertisements make reference to your child protection policy and conditions?				
Do you check references and question candidates about suspicious gaps in their employment history?				
Are those people responsible for recruiting and selecting representatives familiar with child protection issues?				
Do you have policies and procedures for recruiting representatives who have contact with children, and for assessing their suitability to work with children?				
Is there an induction process for all staff, interns, volunteers, trustees, consultants, fundraisers etc which includes familiarisation with the child protection policy and procedures?				
Do new trustees and volunteers have to sign up to your child protection policy?				

EDUCATION & TRAINING	A	B	C	PLEASE ADD ANY COMMENTS HERE
Is there an induction process for all representatives which includes familiarisation with the child protection policy and procedures?				
Are all representatives provided with opportunities to learn about how to recognise and respond to concerns about child abuse?				
Is training on behaviour guidelines and communication guidelines available for staff?				
Is training provided to those responsible for dealing with complaints and disciplinary procedures relating to child abuse and inappropriate behaviour towards children?				
Are those people responsible for recruiting and selecting representatives provided with training and written guidance on safe recruitment practice?				
Is training available on acceptable and unacceptable sharing of information on children?				
Do new employees and representatives receive child protection training within 3 months of starting?				
Do you regularly re-evaluate and update your child protection training and education?				
MANAGEMENT STRUCTURE				
Do you have a designated person who is responsible for implementing your child protection policy?				
Is there ongoing supervision, monitoring and support for all staff?				
Do you have regular, formal staff evaluations?				
Is the disclosure of personal information about children restricted to only those staff who need to know?				
Is there a policy in place for appropriate use of information technology (i.e. email, websites, internet) to make sure that children are not made vulnerable to abuse and exploitation?				
Does your board of trustees or executive body assume overall responsibility for ensuring the implementation of your child protection policies and procedures?				
Do managers and senior staff promote a culture that ensures children are listened to and respected as individuals?				
Do you hold regular internal and external project inspections?				

BEHAVIOUR PROTOCOLS	A	B	C	PLEASE ADD ANY COMMENTS HERE
Do you have a code of conduct for staff behaviour towards children?				
Does the code of conduct specifically state the following <ul style="list-style-type: none"> • Never abuse a child in any way • Never develop a sexual relationship with a child? 				
Does the code offer further guidance on the following <ul style="list-style-type: none"> • Minimising risk situations (e.g. avoid placing yourself in a compromising position) • Sexual behaviour (e.g. do not engage in or allow sexually provocative games) • Physical behaviour (e.g. wait for child to initiate physical contact such as holding hands) • Psychosocial behaviour (e.g. do not use language to humiliate a child) • Peer abuse (e.g. supervise younger or vulnerable children) • Physical environment? (e.g. clear rules for projects near railway lines) 				
Are the consequences of breaching the code clear and linked to organisational disciplinary procedures?				
Is the code of conduct displayed prominently for all organisation representatives to read?				
Is there a child friendly version of the code of conduct accessible to children?				
Are children adequately supervised and protected at all times?				
Are checks made to assess family suitability where children are placed in host families, in relation to child protection?				
Are disciplinary measures/sanctions non-violent and non-humiliating to children?				
COMMUNICATION GUIDELINES				
Is information provided in a format and language that can be easily understood by all service users, including children?				
Are children made aware of their right to be safe from abuse?				
Does everyone in your organisation know who is the designated person for child protection and how to contact them?				
Are children (and parents) provided with information on where to go to for help and advice in relation to abuse, harassment and bullying?				
Have you developed communication guidelines to ensure you provide an accurate and balanced portrayal of children with an emphasis on dignity?				

COMMUNICATION GUIDELINES...<i>cont</i>	A	B	C	PLEASE ADD ANY COMMENTS HERE
Do the guidelines refer to the following <ul style="list-style-type: none"> • Accurate representation of children (e.g. avoid sensationalising text or images) • Appropriate use of language (e.g. avoid degrading, victimising or shaming language) • Dignified images (e.g. children appropriately clothed and not in sexually provocative poses) • No personal or physical information to identify location of a child that could put them at risk to be put in communications • Permission from children? (e.g. always seek permission before taking photos) 				
Do you acquire permission from the child or guardian before using images or case studies for publicity, fundraising or awareness raising?				
Have you established a system of signed consent for use of pictures and other visual materials by external individuals and organisations that includes the ramifications of misconduct?				
REPORTING AND REACTION				
Are there clear written procedures which provide step by step guidance on what action to take if there are concerns about a child's safety or welfare?				
Is there a standard process and a standard form for recording incidents, concerns and referrals, and storing these securely?				
Is there a process for dealing with complaints by parents/carers and by young people about unacceptable and/or abusive behaviour towards children with clear timescales for resolving the complaints?				
Does your organisation take appropriate steps to protect the child from further harm?				
Do you have relevant contact details for child protection services, social services department, police, emergency medical help and helplines readily available and easily accessible to all staff and representatives?				
Do you provide guidance to all staff and representatives on confidentiality and information sharing?				
Are there guidelines for ensuring that when dealing with allegations from a child, that the child is treated with respect?				
Do you have any arrangements for providing support and supervision to those (both staff and children) affected during and following an allegation?				
RAMIFICATIONS OF MISCONDUCT				
Do you have clear guidelines on the ramifications of different types of misconduct?				
Do the guidelines include what steps to take when taking disciplinary action, including an appeals process?				

APPENDIX 20: Child protection for disabled children

All organisations working with children should be aware of the particular vulnerabilities of disabled children as well as the specific challenges to their participation in the development and monitoring of policies.

Defining disabled children⁴¹

Disabled children include those with movement, speech, visual, hearing, learning/intellectual, hidden and multiple impairments who are made disabled by being discriminated against and excluded. Children with mild impairments can be severely disabled by lack of access to their basic needs and rights.

Please note - definition: the term 'disabled people' is preferred to the term 'people with disabilities'

"Disabled people use the word disability to refer to prejudice and discrimination, just as racism and sexism refer to the prejudice and discrimination experienced by Black people and women. This is why the term 'disabled people' is used rather than 'people with disabilities' as, usually, the latter term really means 'people with impairments'. Politicised disabled people wish to assert what society does to them, thus challenging the practice of identifying them according to their functional limitations (impairments)."

A) Why are some children particularly vulnerable to intentional or unintentional harm?

Protecting disabled children⁴²

Disabled children are more vulnerable to abuse and may need greater protection for a number of reasons. They may be dependent on others for eating, dressing, going to the toilet and getting around. Although the great majority of carers have the child's best interests at heart, some carers will use their vulnerability as an opportunity to abuse them.

Disabled children are particularly vulnerable to abuse

- They are more likely to attend residential institutions
- They are dependent on other people for their care
- They sometimes don't understand that they are being abused
- They may not have the opportunity to tell people what is happening
- Their difficulties with communication can make it hard to tell what is happening to them

Disabled Children are abused in many different ways. Examples include:

- Lack of basic care - inadequate food, shelter, health care
- Lack of opportunities to develop, restriction of freedom, lack of social interaction
- Abandonment (often to an institution)
- Degrading treatment - being ostracised, name-calling and other insults
- Excessive medical or rehabilitative 'treatment'
- Violence
- Sexual abuse

We all know about physical and sexual abuse. But there are also more subtle forms of abuse such as:

- The child being deprived of a suitable communication system
- The child being deliberately prevented from seeing people outside the institution when they are living away from home

⁴¹ Save the Children *Disabled Children's Rights - a Practical Guide (2001)*

⁴² Adapted from NSPCC Website - *Disabled Children and Child Protection* - www.nspcc.org.uk

In addition, disabled children are at particular risk of sexual abuse

- Disabled children are at far higher risk of sexual abuse than non-disabled children, according to research carried out in Europe and North America.
- Ample anecdotal evidence confirms that this is also the case in other parts of the world.
- Disabled children are much less likely than non-disabled children to have access to sex education, either because they do not attend school, or because they are seen as 'asexual'.
- Initiatives to protect children from abuse rarely include disabled children in their remit.

Bangladesh: Sexual abuse of the disabled girl, particularly of the adolescent, has been identified as one of the most vulnerable situations for disabled children. Almost all the disabled girls revealed incidents of sexual abuse ... [in individual interviews]. Sexual abuse varied from indirect abuse to even rape. In most cases the disabled girls informed of repeated and continuous disturbance by street boys, even elderly people who proposed, used words to stimulate them sexually, offered money for mutual sex, etc. There has even been a case of sexual harassment by a traditional healer when he had more close access and interaction with the disabled girl in the name of treatment. All these make families feel anxious and insecure. All these result in multiple barriers for the disabled girl. She is disabled because of her impairment and even more being a girl with disability.⁴³

Facts about disabled children and abuse

- Abuse of disabled children is widespread and exists across all cultures.
- Disabled children are twice as likely to be abused within their families as non-disabled children.
- Disabled children are not regarded as children. It is common for disabled children to be identified primarily by their impairment, rather than as children first who happen to have an impairment. As a result, approaches to working with disabled children tend to focus mainly on treating the impairment, rather than on addressing the broader needs and rights of the child.
- There is a strong link between disabled children being undervalued, and their abuse.
- Protection should not be confused with overprotection. Over-protection focuses on the child's vulnerabilities and weaknesses, sees the child as a passive recipient of provision, dependant on the goodwill and charity of others and can leave the child just as vulnerable as before.
- Cruel behaviour, which would provoke outrage if it were practised on a non-disabled child, is more likely to be accepted towards a disabled child.
- The seriousness of emotional abuse cannot be underestimated. It is destructive to the child's self-esteem and reinforces the child's feeling of inferiority.
- Sometimes, it can be hard to tell when a disabled child is being abused. People might think a child is behaving differently just because of his or her disability and not realise they are being abused.

Communication problems

Many disabled children have communication difficulties, like hearing or speech problems. Some disabled children lack the personal, social and sexual education to know that they are being abused. It's very important that they are taught about abusive behaviour, and shown how to communicate about it if it happens to them. Remember, some alternative communication systems may not include the words children need to describe intimate or abusive acts.

⁴³ Centre for Services and Information on Disability (1999) *Street Children with Disabilities: situation analysis and need assessment of street children with disabilities in Dhaka City. Dhaka: CSID/Save the Children Sweden.*

What to look out for

As a disabled child may not be able to tell you they are being abused, here are a few things to look out for. They do not necessarily mean that the child is being abused, but if you notice anything you may wish to check it out further:

- Sudden unexplained changes in behaviour
- Signs of general distress or agitation
- New or unexplained marks or bruising
- Sexualised behaviour
- Loss of appetite
- Self-harming
- Soiling

Deaf children

Deaf children may not have sufficient communication skills or the vocabulary to describe what is happening to them. They can be particularly vulnerable because:

- Sometimes their method of communicating involves more direct touching
- They may be away from home, for instance in a residential school
- Deaf children, especially those with an additional disability, are further exposed to a larger amount of touching contact

B) What special measures need to be taken to protect disabled children?

In light of the particular vulnerabilities of disabled children to different forms of abuse, concerns need to be taken seriously and organisations can work proactively to prevent abuse from taking place. Practical steps to improve practice include:

- a) Emphasising non-discrimination
- b) Emphasising de-institutionalisation
- c) Listening to children's views
- d) Ensuring special communication needs are met
- e) Appointing a Specialist Child Protection Adviser
- f) Including disability issues in child rights programming

a) Emphasising non-discrimination

An increasing number of countries have non-discriminatory legislation in place, whether in the form of separate disability legislation, or by including issues related to disabled children in all legislation relevant to children. Some countries have outlined strategies for implementation and detailed guidelines describing how legislation is to be implemented in practice.

Practical steps towards implementing non-discrimination are a constant theme of many of the examples of good practice.

For example, organisations can begin by implementing non-discrimination in all areas of child protection, such as by ensuring disabled children can participate in the design and implementation of child protection policies and procedures and have equal access to information on how to protect themselves from abuse.

b) Emphasising de-institutionalisation

Recognising that large institutions are not the best places for children to grow and develop, but that getting rid of them is not achieved overnight, efforts are being made to improve practice in existing institutions in a way that provides a more suitable environment for children. Approaches include:

- Re-grouping children within existing institutions into smaller 'family style' groups or units, where children with a mix of ages, gender and abilities live in small groups with house-parent/s.
- Replacing large institutions with smaller family group homes, sometimes in the community.
- Improving practice in protection against abuse of disabled children in institutions.
- And in the longer term, developing alternatives to institutionalisation.

c) Listening to children's views

Disabled children can and do express their views on issues of concern to them. Adults can learn to listen to their views, and to take them seriously. The process of participation benefits the disabled child and brings its own value - encouraging the child's ability to have their say in shaping events, and to participate actively in a democratic society.

- A key to ensuring respect for the 'best interests of the child' is to listen to the views of disabled children themselves.
- Listening to the voice and opinions of children can form an integral and informative part of improving the practice of inclusive programmes and services.

d) Ensuring special communication needs are met⁴⁴

Communication is the exchange of thoughts, ideas, and feelings. Language is one means of communicating but it is not the only one. Humans communicate in a variety of ways such as by using body language, hugging, laughing, kissing, eye pointing, blinking, intonation, humming, volume, crying, running away and so on. Every child can communicate in some way and the responsibility lies with carers and consultation workers to develop their own language in order to communicate with disabled children.

As well as ensuring they are able to relate to children, consultation workers need to ensure children's perception of their role is clear, that safety issues are taken into consideration and that practical arrangements such as the setting, involvement of parents/guardians, negotiating consent, session timing and recording are thought out prior to consultation taking place. Consultation workers also need to be aware of their own belief systems that may colour interpretation.

e) Appointing a Specialist Child Protection Advisor

It is advisable to appoint a specialist Child Protection Adviser with specialist experience in child protection and with disabled children. It is also important to ensure that the necessary support is put in place and that lines of communication are established as soon as possible.

f) Including disability issues in child rights programming

The best way to ensure that there is a 'disability perspective' in all your work is to involve disabled children and their families in decision-making throughout the project.

The following steps can also be taken to include disability issues in child rights programming:

- Analysis from a child rights perspective
- Aiming for a child-friendly environment
- Inter-sectoral approach
- Advocacy/policy dimension

For further information on including disability issues in child rights programming you should consult Save the Children Disabled Children's Rights - a practical Guide (2001).

Other resources

"It doesn't happen to disabled children" Child protection and disabled children (report of the National Working Group on Child Protection and Disability) - NSPCC, 2003 ISBN 1-84228-040-6 www.nspcc.org.uk/inform

For General reading on disability

- Still Missing? Vol 1: The experiences of disabled children living away from home, Jenny Morris, the Who Cares? Trust, 1998
- Still Missing? Vol 2: Disabled children and the Children Act, Jenny Morris, the Who Cares? Trust, 1998
- Pride against prejudice: transforming attitudes to disability (The Women's Press)
- Independent Lives? Community Care and disabled people (Macmillan)
- Gone Missing?: A research and policy review of disabled children living away from their families, Jenny Morris, the Who Cares? Trust 1995, p32.]

⁴⁴ Save the Children Learning to listen - consulting children with disabilities (2001)

APPENDIX 21: Child abuse case studies - newspaper articles⁴⁵

'Father' who shattered dreams of orphans⁴⁶

Child sex ring won trust of children with friendly words and sweets

Audrey Gillan
Friday August 8, 2003
The Guardian

It was supposed to be a village for orphans of the Ethiopian famine, a shelter for children who had lost their parents to the ravages of drought, crop failure and starvation. Here, they could eat plentifully and become part of one bigger "family" of orphans and their carers.

Instead, this safe haven was targeted by a group of paedophiles led by a Briton, David Christie, a former aid worker who was yesterday sentenced to nine years hard labour in jail in Addis Ababa for sexually abusing 15 boys in his care. He was also found guilty of procuring five boys for two of his paedophile friends.

Christie came to work for the Swiss-based charity Terre des Hommes, Lausanne, (TdH) in July 1994, moving to Ethiopia to become its children's representative. He operated from two bases, one in the capital Addis Ababa and the other at Jari, an eight hour drive away in the parched region of South Wollo.

What neither Terre des Hommes, nor the children, knew was that Christie had been convicted of a sexual offence in Britain in 1965 when he was training to be a teacher. A court found that he had "groomed" a young boy and taken him to a country lane where he put pressure on him to perform a sex act.

Another black mark would have been found had they known that Christie had worked for an organisation called Acord (Agency for Cooperation and Research in Development) on a project in Uganda for children and families with AIDS. His contract was terminated at the end of four years over his "management style". He also worked on projects in Togo and in Tanzania and spent time running a development project breeding tropical fish in Negombo, Sri Lanka. While there, he was friends with a Canadian, Denys Benjamin.

In 1995, Benjamin was arrested in Sri Lanka for gross acts of indecency. Two weeks later, he was given work by Christie as an English teacher at the children's village in Jari. Benjamin was in Jari for only a few weeks when it was discovered that he had spent the night with one of the orphans. The incident was reported to Christie who sacked him and told him to leave the village immediately. The matter was not reported to the police, even though the boy was only 12 and had been found almost naked.

Christie had hired Benjamin on the advice of his friend Mark Lachance, another Canadian and founder of Circus Ethiopia, a group of acrobats, jugglers and other performers recruited from street children. In October 1998, 15 members of the circus sought asylum in Australia on the grounds that they had been sexually abused. They named Lachance as their abuser. Ethiopian police were investigating when he killed himself.

In 1997, TdH dismissed Christie after he too was found to have taken one of the village boys to his bedroom. Other men were also allegedly involved.

Despite Christie confessing to sexual abuse to TdH, and admitting "to having a single improper sexual relationship with a project beneficiary", the charity did not tell the Ethiopian authorities, and Christie was allowed to leave the country. Instead it said Christie had left for "budgetary reasons". Again it probably realised the terrible irony of the situation it found itself in. But it now admits it made a grave mistake, and this year when fresh allegations of abuse surfaced it did tell the authorities. A man is now the subject of an investigation.

⁴⁵ The cases included here both relate to abuse by international paedophiles. Although there is a greater incidence of abuse of children by local staff in organisations, documentation of local cases is difficult to find and the researchers for this Toolkit were unable to access any documented cases.

⁴⁶ This article has been edited from its original form

Alemseged Gebre-Yohannes, deputy commissioner of the Ethiopian police, said his central investigation department is looking into all the allegations. "I think this is a very organised kind of crime. We don't know how many boys have been abused," he said. "We do wish TdH had not allowed Christie to go, and he was made to face charges here. He could have been a very useful deterrent for this kind of act. He could have got five to 10 years' imprisonment. The next person we catch will be prosecuted."

TdH did, however, alert Scotland Yard to the possibility that he might be back in the UK. Christie did, indeed, come back to Britain, and settled at an address in north London, changing his name by deed poll to David Allen and taking a job as a taxi driver. Neighbours told the Guardian that he was often abroad, and that he was planning to leave the country permanently.

Christie's offences pre-dated the 1997 Sex Offenders Act, which allows British courts to try UK nationals for similar crimes committed abroad. Frustrated by an inability to prosecute, Scotland Yard closely monitored his movements. Colin Tucker, a British spokesman for TdH who was stung by criticism of his organisation, which famously works to fight the problem of paedophilia across the world, began working to ensure that Christie could not exploit children abroad. Information came to light that Christie was planning to travel to Zambia to begin working with a project. In conjunction with the police, Mr Tucker informed the Zambian authorities, who could do nothing but deport Christie. Presented with a ticket to the UK, Christie could not have imagined that on his stopover for refuelling at Addis Ababa he would be removed from the aircraft and arrested for the sex crimes he thought he had walked away from.

A clinical psychologist, Tizita Gebreu, was employed by TdH to investigate the children's allegations and help them work through them. One of the children, Berihun Kebede, said: "We feel very sorry because we are the victims and we are unhappy. If David didn't admit it himself, no one would have told on him. They told us they liked us and loved us, and we didn't know it was wrong - Christie was like our father. Everybody liked him and trusted him and loved him. We don't have a mother or a father and we are poor, and they took advantage of us. We feel betrayed. We were very proud to be TdH children and now we are ashamed. We don't want anyone to think we have been sexually abused."

From her work with children and staff she has concluded that paedophiles targeted the organisation and that they had a very tight, closed system. "They were almost working a dictatorship here." It was clear, she added, that the children were longing for love and that Christie and others took advantage of their needs.

Shaking her head, she said: "I suspect I will find a lot more victims. It could be more than we think. We will just have to give it time."

After yesterday's sentence, Det Supt Peter Spindler, of Scotland Yard's child protection group, warned: "This sentence sends a strong message to any British paedophile who choose to go and offend in countries where they think they are out of our grasp. They are not."

The 'saviour' of street children wanted on sex abuse charges⁴⁷ **Daily Telegraph** **21 August 2004**

A charity that provides shelters for street children in Tanzania and which is backed by British fund-raisers is being run by a Briton wanted in India on charges of sexual abuse against young boys. Duncan Grant, 61, a former Royal Navy reservist from a distinguished military family, is the subject of an international arrest warrant issued by the Indian authorities two years ago.

They want to put him on trial over allegations that he beat and sexually abused street children at similar shelters he ran in Bombay.

As the Indian authorities searched unsuccessfully for him, he was living in the Tanzanian capital, Dar es Salaam, and had set up three shelters identical to his operation in India.

⁴⁷ This article has been edited from its original form

As Grant was traced to Tanzania this week, it emerged that the British Jesuits, who had sent volunteers from some of their schools, had suspended dealings with him.

That followed concern expressed by some volunteers about the way some street children were being treated - concerns which they passed to the British police and the Charity Commission.

Denying the allegations yesterday, Grant said they had been invented by the Bombay police, a lawyer and a rival volunteer. "They cooked up some story that we were part of a paedophile ring and using the shelter for all sorts of child abuse," he said. "It was all nonsense."

He said that at first he was determined to go back and clear his name "but my solicitor advised me not to because she thought I would be arrested and locked away for years without a proper trial". He said the boys had since withdrawn the allegations.

The Bombay shelters received money through British schools and churches where Grant gave illustrated talks, and from the British charity Rescue-a-Child.

The shelters were never formally registered with the Bombay state authorities but by 1999 they had a full complement of some 50 to 60 boys aged from eight to 18. An official Indian report found the homes to be "ramshackle and filthy and the children were being beaten indiscriminately".

In 2001 when some of the children alleged that Grant and another Briton, his friend Allan Waters, had beaten and sexually abused them, Bombay police began an investigation. By then both men had left India and an international arrest warrant was issued in April 2002.

Waters, who is said to know Grant through the Royal Naval Reserve and who was a regular visitor to the Bombay shelters, was arrested in New York last year when he triggered an Interpol alert at JFK airport on his way to Bermuda.

Indian police are expected to travel to America next week to take custody of him after a New York judge confirmed his extradition this week.

The British Jesuits said they immediately withdrew their gap year students when they learned of allegations about mistreatment of children. They said they had later been told that an Indian high court judge had exonerated Grant.

When Grant established his Anchorage Shelters in Tanzania, they allowed gap year volunteers to go only after carrying out a detailed inspection.

Ged Clapson, the Jesuits' spokesman, said: "However, the students assigned to the Anchorage shelter project by the gap year programmes in January this year expressed their concerns to their supervisor in London about the way that some of the children were being treated.

"The matter was referred to the British Jesuit Provincial, who reviewed the reports from the students and . . . decided immediately to withdraw gap year students from the shelters.

"Once they were safely back in Britain, the Provincial referred his concerns to the police. The Jesuits have also been co-operating fully with a Charity Commission investigation into this and related matters."

A student not part of the Jesuit programme defended Grant. Tom Baker, from Shropshire, who returned home on Thursday after six months as a volunteer in Tanzania, said: "He is doing an amazing job.

"Without the shelters a lot of those boys would be dead. I am flabbergasted at the allegations. It is the first I have heard of them. If anything like that had been going on, I would certainly have drawn attention to it. I can vouch for his good character."

Vicky Robertson, the chairman of Safe Havens-Tanzania, said she had not been involved with Grant in Bombay but started raising money when he went to Dar es Salaam.

"Duncan Grant was represented to me with impeccable references," she said. "When I started fund-raising for his work in Tanzania I did not know about the allegations in India. I was told and, because of the references and confidence I had in Duncan's work, we decided these 240 children should not be deserted."

Mrs Robertson, a retired lawyer from Norfolk, is about to visit the Dar es Salaam homes. She said: "I have every confidence that there are absolutely no grounds for these abuse allegations. Street boys can be bought for five pence halfpenny and you are talking about evidence in a third world country where corruption is rife. Do you think I would support a charity where there is any suggestion of abuse? I have children myself."

Aruna Buxton, a trustee of Rescue-a-Child, which gave grants to the Indian shelters, said no money had been sent to Tanzania.

She said: "I was aware of the accusations that had been made against him but when we made inquiries there did not appear to be any substance to them."

Tanzanian police officers were sent to question Grant last night.

APPENDIX 22: Sample guidelines for child sponsorship

Recommended guidelines⁴⁸:

- 1) Develop a comprehensive, user-friendly 'Sponsorship Handbook' that includes child protection standards to be followed as well as specific guidelines for visits. Compliance with the standards outlined in this Handbook must be compulsory.
- 2) Staff with responsibility for child sponsorship programmes / administration should, in addition to receiving regular organisational child protection training, receive training in relation to the specific issues raised by sponsorship such as communication guidelines, confidentiality of information (storage and communication), reporting and response procedures in relation to unannounced / unaccompanied visits, detection of possible irregularities in requests related to sponsorship etc.
- 3) If any concerns are raised in relation to a sponsorship application, the case will be discussed with the Chief Executive before a decision is made. If the application for sponsorship is declined or sponsorship brought to a close, the relevant programme manager will write to the individual advising them of the decision and the reason. All consultation and decisions will be recorded.
- 4) A sponsored child's history, picture folders and photographs of children must be stored in locked and secure facilities to which a limited number of people have access.
- 5) All sponsor correspondence with a sponsored child must be reviewed for inappropriate or suggestive comments, requests or obscenities, including political or religious comments that could cause offence, and to ensure that letters do not contain the sponsor's contact details. (This is to ensure that the sponsor is protected from receiving begging letters from people unconnected with the sponsored child). Where the sponsor writes in the child's local language that cannot be screened by someone at the organisation, this is clearly marked and the overseas partner / Field Office asked to check the content. In the event of inappropriate correspondence being discovered, it will be returned to the sponsor explaining the organisation's concerns. The organisation reserves the right to decline sponsorship or sever the sponsorship relationship.
- 6) At the time of sponsorship, sponsors must be advised that the organisation's policy prohibits unannounced visits. Sponsors requesting a visit must be asked to sign a statement that they have received and understood the organisation's visit policy.
- 7) A sponsor and his or her sponsored child must not exchange home addresses.
- 8) Staff must be aware of the organisation's policy on the use of the World Wide Web. Sponsors must be advised that information via the World Wide Web is provided as a service and is not to be downloaded or redistributed to another site. Any posting on the World Wide Web must have a clear warning that the information is not to be downloaded or redistributed for any reason. Such activity could subject the user to legal action by the organisation.
- 9) The organisation will not facilitate the visit of any child to a sponsor's country or facilitate the adoption of children. Any request for such assistance will be tactfully declined.
- 10) The organisation reserves the right to terminate sponsors' relationships with the organisation for child protection or any other reasons.

SPONSOR VISITS TO THE ORGANISATION'S PROJECTS

- 1) In order to ensure that all possible steps are taken to protect sponsored children, their families and communities, from those who may wish to exploit or abuse them, all sponsor visits will be arranged through the organisation. Sponsors are encouraged to make their request to the organisation at least 8 weeks in advance of the requested visit.
- 2) The organisation's overseas partner / field office is required to refer any sponsor, or friend of a sponsor, attempting to bypass this procedure to the organisation's headquarters, and also to report the incident to the organisation's headquarters. The sponsor will then be contacted by the organisation.

⁴⁸ Based on Plan UK and World Vision UK Child Protection Policies.

- 3) On receiving a request to visit a project from a sponsor, the organisation will check the sponsor's record. A letter will be sent drawing attention to the visit guidelines outlined in the organisation's Sponsorship Handbook.
- 4) The sponsor will be:
 - required to obtain a Criminal Records Bureau disclosure check (if geographical jurisdiction of the CRB applies): in the case of direct contact with children this will be a 'Standard' disclosure; in the case of indirect contact with children this will be a 'Basic' disclosure;
 - expected to sign the appropriate Statement of Commitment to the organisation's Child Protection Policy as a condition of the visit;
 - expected to sign a personal declaration stating any criminal convictions, including those considered 'spent', and declaring any previous investigations or allegations made against them with respect to child protection issues (N.B. only convictions or history that might be considered dangerous to the safety or well-being of children or their families will be considered as reasonable cause to decline sponsorship visits);
 - expected to provide 2 contacts for referees;
 - expected to provide the organisation with their passport number;
 - expected to be interviewed by the organisation's designated child protection person / Officer to ensure their suitability for the visit. this briefing should include training on CSC's Code of Behaviour and CSC's guidelines on communications about children (including use of images).
- 5) If a sponsor chooses not to comply with any of the requirements listed above the visit will be cancelled.
- 6) Sponsor and child details are then forwarded to the national office concerned. Staff from that office would normally respond with permission for the visit.
- 7) Group sponsor visits will be subject to the same requirements above. Any sponsor wishing to join a group visit must attend a briefing meeting with the organisation prior to departure. A Child Protection Officer will be present during these briefings.
- 8) All visitors to the organisation's projects must be advised of behaviour protocols that should reflect national and local sensitivities. Visitors must sign and acknowledgement of receipt and understanding of these protocols as part of their orientation before they visit the child.
- 9) The organisation's partner / field office's rules for visits to sponsored children must be observed. This may require that a sponsor meet with a child in a central location such as the local organisation's office.
- 10) While visiting projects, sponsors must be accompanied by a member of the local organisation's staff, and will not normally be allowed to stay overnight. During group visits, when there may be more sponsors than members of staff to accompany them, child visits must be done in turn. **Under no circumstances should a sponsor be allowed to visit a child's home alone.**
- 11) Local staff must inform the organisation's headquarters should a sponsor attempt to return, unchaperoned, to a project on a subsequent occasion.
- 12) Sponsors and sponsored families should not exchange mailing addresses during visits.
- 13) The organisation will retain the right to cancel a sponsor's visit at any time. Local staff must be informed if the organisation's staff have **any** suspicions, so that the situation can be monitored.
- 14) Communities and families participating in sponsorship programmes are advised of the organisation's procedures regarding sponsor visits. They are encouraged to report immediately any visit that has not been arranged by the organisation's staff or any request from a sponsor that encourages withholding information from the organisation's staff or other members of the community.
- 15) For overseas partners / field offices to be eligible to receive sponsor visits they should undertake to provide the organisation with a Sponsor Visit Report following every visit. In the case of group visits the organisation will prepare a report. (The visit must be reported in full detail giving both positive and negative information, as the report may have a bearing on future requests). Project staff should be reassured that information contained in reports remains confidential, and is not available to sponsors, and the organisation will make clear that details should be included of **any** inappropriate behaviour. Actual or suspected cases of abuse or inappropriate behaviour must be reported immediately to the organisation, and appropriate action taken. This may include criminal investigation and potential severance of the relationship with the organisation.
- 16) In the case of any breach of the above guidelines, the organisation should be careful to thoroughly investigate every case by contacting the child and their family, the in-country staff and the sponsor or person visiting. Possible action may include bringing the sponsorship to a close and taking follow-up action with external bodies as appropriate.

APPENDIX 23: Selected articles from the UN Convention on the Rights of the Child (CRC)⁴⁹

Taken holistically, the CRC provides a comprehensive framework for the protection, provision, and participation of all children without discrimination to ensure their survival and development to the maximum extent possible. On the understanding that CRC must be read as a whole, the following articles nevertheless form the specific basis of child protection issues.

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

- 1 States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- 2 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.

Article 3

- 1 In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.
- 2 States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.
- 3 States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 6

- 1 States Parties recognise that every child has the inherent right to life.
- 2 States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 12

- 1 States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
- 2 For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

- 1 The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Article 19

- 1 States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

⁴⁹ See also information on the five umbrella rights of the CRC and a child rights-based approach to child protection in Stage 2, Section 2 of this toolkit.

- 2 Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 32

- 1 States Parties recognise the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, states Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that: (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

APPENDIX 24: Core child protection principles and values⁵⁰

- **The legal basis - the UNCRC: CSC's Child Protection Policy is firmly based on the principles of the UN Convention on the Rights of the Child.** Taken holistically, the CRC provides a comprehensive framework for the protection, provision and participation of all children without discrimination to ensure their survival and development to the maximum extent possible. On the understanding that the CRC must be read as a whole, the following articles nevertheless form the specific basis of child protection: 1 (definition of 'child'), 2 (non-discrimination), 3.1 (the best interests of the child), 3.2 (duty of care and protection), 3.3 (standards of care), 6 (survival and development), 12 (participation), 13 (freedom of expression), 19 (protection from violence), 25 (periodic review of placements), 32, 33, 34, 36, 37(a) (protection from economic exploitation, substance abuse, sexual abuse and exploitation, 'all other forms of exploitation'; torture, cruel, inhuman or degrading treatment or punishment), 39 (physical and psychological recovery and social reintegration).
- **The moral basis - a non-negotiable duty:** The Consortium for Street Children believes that NGOs working for street children's rights have an absolute duty to protect this already vulnerable group from abuse, mistreatment, and exploitation from within organisations intended for their benefit. This duty is imperative and non-negotiable. Without adequate standards and mechanisms of protection in place, an organisation is not only failing in its primary duty of care, but may also be negligently or recklessly fostering an environment of abuse.
- **An end to silence:** Silence breeds abuse and exploitation of children. Paedophiles will seek out organisations with weak communication structures and thrive where secrecy and shame prevail. Furthermore, without proper policies and explicit procedures in place, NGOs are extremely vulnerable to false allegations of child abuse. CSC therefore believes in:
 - creating an environment where issues of child protection are discussed openly and are understood between children and adults;
 - promoting open lines of communication both internally and externally within and between organisations to improve awareness and implementation of child protection policies and practices;
 - creating a framework to deal openly, consistently and fairly with allegations concerning both direct and indirect abuse.
- **Children's participation - a space and a voice:** Creating a space where children feel able and willing to speak out about abuse, free from abusers, empowers them to become actors in their own protection without further discrimination or shame. "Children have the right to communication - to enable them to receive information, to ask questions, to make choices, and to make decisions."⁵¹ CSC believes that helping children to find a voice is an essential step to helping them to claim their individual rights. Children will only benefit from this policy if they are aware of their rights and are given the proper environment in which to exercise them.
- **Taking it further:** Child protection is not just about reading and signing a piece of paper: the policy sets out guidelines and standards that must be put into practice. These include, amongst other measures: recruitment procedures, review of management structures, creation of a space for children to speak out, staff training, and development of transparent protocols. 'Above all, it must be remembered that it is the children, not the standards, that are sacrosanct; and although abuse must never be tolerated, the standards are no more than a tool in the service of promoting the welfare of children.'⁵²
- **Capacity building:** CSC understands the need for capacity building on issues of child protection and appreciates the constraints and conditions under which organisations operate. CSC is committed to undertake such capacity building in partnership with others.
- **Challenging complacency:** Resistance to addressing child protection issues may come from lack of understanding of the nature of child abuse, lack of commitment to the organisation / programme, and a sense that child abuse happens elsewhere. Organisations should ask themselves: "If safety and well being of children are not at the centre of the organisation's programme / activities, then why not?" 'It is unfortunate and unacceptable that it will take an horrendous incident to shock some organisations into action'. CSC will challenge complacency as a matter of course.⁵³
- **These principles underlie all of the standards set out in this document.**

⁵⁰ Taken from the Consortium for Street Children's Child Protection Policy, 2003.

⁵¹ Quoted from Sense International Child Protection Policy, Section 2.1.2

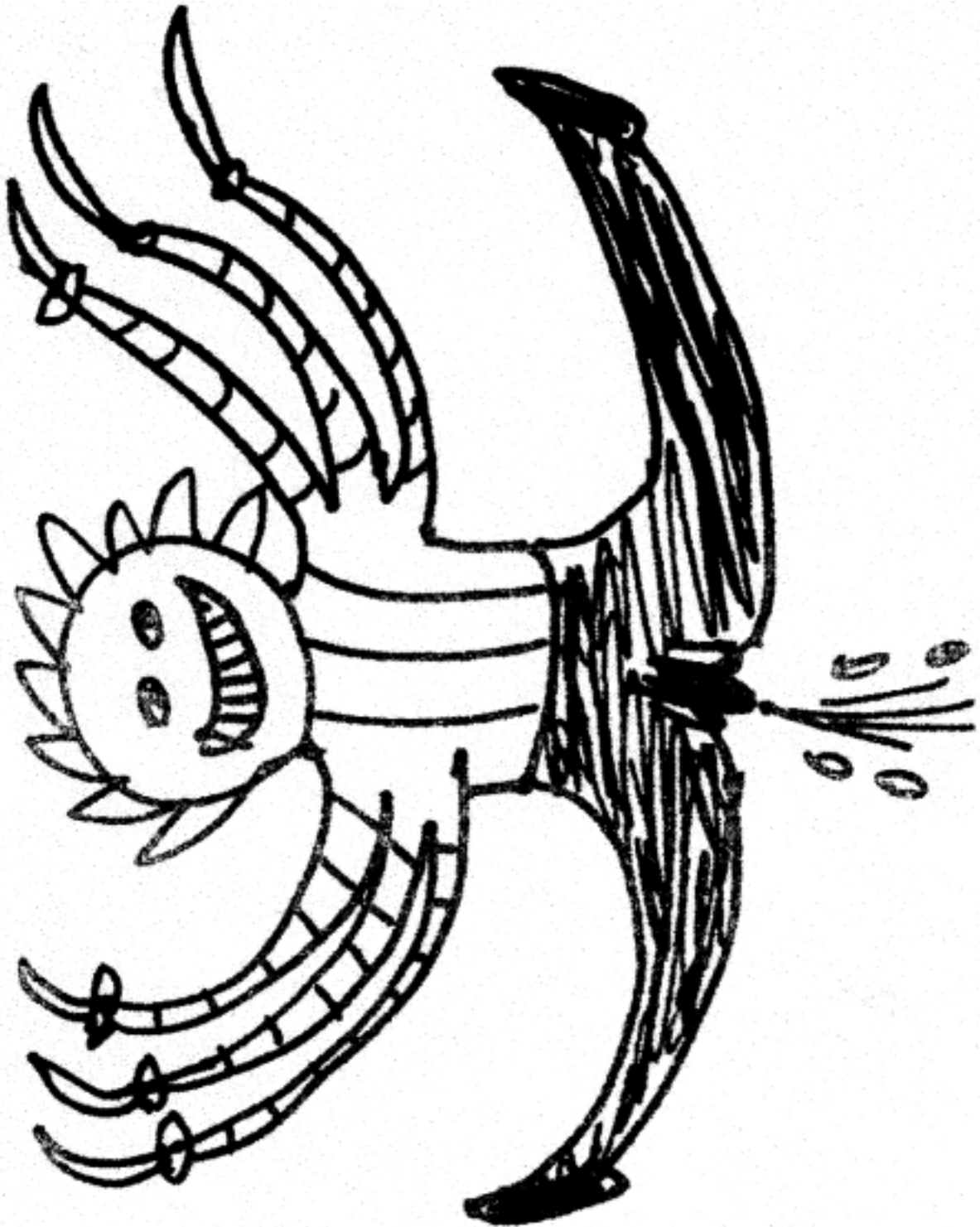
⁵² Setting the Standard: A common approach to Child Protection for international NGOs, anonymous INGO quotation, p.6.

⁵³ Adapted, with selected quotations, from ECPAT Australia, Choose with Care, p.34.

APPENDIX 25: Child protection - child's drawing

© Churches' Child Protection Advisory Service (CCPAS) - Facing the Unthinkable - Video Work-Pack, Version 2 April 2000

PLEASE ENSURE THAT THIS PICTURE IS NOT LEFT LYING AROUND AT THE END OF THE SESSION



Briefing notes on child's drawing

© Churches' Child Protection Advisory Service (CCPAS) - Facing the Unthinkable - Video Work-Pack, Version 2 April 2000.

If you found the picture, and you knew who had drawn it (say, a 7-year-old girl) your response to the child should be something like...

"This is an interesting picture. Can you tell me about it?"

What you should *not* do

You should not ask any other questions. You might put something into the child's mind that was not there in the first place. Examples would be if you said *"What's that between the legs?"* or *"Why is he holding knives?"*, or *"Is this a picture of Daddy?"* You shouldn't say *"Who's this a picture of?"* Don't say *"This is disgusting!"* and screw it up!

These kind of questions **assume** that the child has drawn a picture of a particular person, that those pointy things are knives or that there is something sinister about certain aspects of the drawing. He or she might have copied it from another child!

By asking such direct or "leading" questions a child might be panicked or pressurised into giving a reply. They might say the picture is of someone else because they have been threatened or bribed not to tell.

Parents should **not** be informed at this stage. They could be involved in abusive activities and this could result in a child being silenced or threatened. Alternatively, they may not be implicated in any way, but their reaction could 'tip-off' someone else who could silence the child or in other ways destroy an investigation which might need to take place.

Further action

Assuming you ask about the picture (as suggested above) and the child responds, then note carefully what is said, both in terms of exactly what you said to the child and the reply. Never press the child for information. Include in your notes information on the circumstances surrounding the drawing of the picture. What had the group been doing / discussing?

The child protection coordinator in your church or organisation should then be informed immediately. In these circumstances the co-ordinator should take the picture to social services, together with any relevant information and details of the child. The picture should not be shown to parents.

APPENDIX 26: Suggested training schedule for child protection training using the toolkit

Draft 3-Day Session Plan: Implementing Child Protection for Non-Government Organisations

DAY ONE

TIME PERIOD	TOPIC COVERED	VISUALS	NOTES ⁵⁴
09.30- 10.00 (30 mins)	INTRODUCTIONS (and ice-breaker) Hopes & Fears, Sensitivity, Course rules Happy / unhappy faces	Powerpoints (1) (Intro section)	
10.00 - 10.30 (30 mins)	WHAT IS CHILD PROTECTION? - What are we protecting children from? Brainstorm - ball-throwing What is child protection? Includes practical exercise - <i>Exercise 1 - What are we protecting children from? - (10 mins)</i> Compare ideas to standard definition	Powerpoints (2)	Exercise 1 - Stage 1, section 1.1
10.30 - 11.15 (45 mins)	DEFINITIONS OF ABUSE <i>Exercise 2 - Abuse or not Abuse? - (10 - 15 mins)</i> WHO definition of abuse Myths?	Powerpoints (3)	Exercise 2 - Stage 1, section 1.2
11.15 - 11.35	Coffee/Tea		
11.35 - 12.00 (25 mins)	WHY IS CHILD PROTECTION IMPORTANT? Presentation of key reasons. <i>part 1) Exercise 3- True or False? Attitudes to child protection policies & procedures - (10 mins)</i>	Powerpoints (4)	Exercise 3 - Stage 1, section 1.3
12.00 - 12.45 12.45 - 13.00 (60 mins)	<i>part 2) Group discussion of 2 case studies per group</i> <i>Exercise 4 - Case Studies - (45 mins)</i> Plenary feedback (15 - 20 mins)		Exercise 4 - Stage 1, section 1.3
1300 - 1400	LUNCH		
14.00 - 14.30 (30 mins)	[Optional - discuss or highlight TdH case study - <i>Appendix 21 / other scare story</i>] Summary session - elicit questions / concerns Learning points review		
14.30 - 15.30 (60 mins)	RISK Definition of risk, risk management How to do a risk assessment - <i>Exercise 5 - Risk Analysis - (part 1 - 30 mins, part 2 - 20 mins)</i>	Powerpoints (5)	Exercise 5 - Stage 1, section 1.3
15.30 - 15.45	Tea/Coffee		
15.45 - 16.00 (15 mins)	CP OVERVIEW - intro to 6 stages Fable / parable of the house Build up picture of house overall to introduce the 6 Stages	Powerpoints (6)	

⁵⁴ In the Notes section, the Facilitator can write in the relevant page numbers from which to photocopy handouts in this column if not providing participants with the toolkit

TIME PERIOD	TOPIC COVERED	VISUALS	NOTES
16.00 - 17.15 (1 hr, 15 mins)	Stage 2: 6 foundation stones Presentation plus <i>Exercises 6 - Confidentiality - (3 mins)</i> , <i>Exercise 7 - Chinese Whispers - (5 - 10 mins)</i>	Powerpoints (7)	Exercise 6 and 7 - Stage 2, section 2.2
17.15 - 17.30 (15 mins)	WRAP UP <i>Summary</i> Feedback		

DAY TWO

09.30 - 10.00 (30 mins)	Day 1 recap Agenda for Day Two		
10.00 - 10.30 (30 mins)	Stage 3 - Developing CPP & Procedures: Section 3.1 - Introduction to 7 elements of a child protection policy - Handout for participants to read about sub-sections of 7 elements in detail (<i>10 mins reading time</i>) (with space to add more which will use in Ex.10)	Powerpoints (8)	
10.30 - 11.45 (including coffee/tea) (1hr 15 mins)	Section 3.3) - Stakeholders - presentation followed by <i>Exercise 8 - Stakeholder mapping - (25 mins)</i> <i>Exercise 9 - Stakeholder Ranking - (10 mins)</i> Participants present stakeholder maps to plenary	Powerpoints (9)	Exercise 8 & 9 - Stage 3, Section 3.3
11.45 - 13.00 (1hr 15 mins)	Section 3.3 - Role play to determine Essentials & Desirables - <i>Exercise 10 - (45 mins)</i> based on 7 elements of a CPP using handouts of detailed 7 elements, followed by Plenary feedback - justifications & voting - input to one document agreed in plenary and filled in by facilitator using projector. [Homework = to read <i>Appendix 8</i>]		Exercise 10 - Stage 3, Section 3.3
13.00 - 14.00	LUNCH		
14.00 - 14.15 (15 mins)	Section 3.3 - pros and cons of other consultation methods - Set <i>Exercise 11 - The pros & cons of different approaches - (15 mins)</i> as homework. Ball-throwing reminder	Powerpoints (10)	Exercise 11 - Stage 3, Section 3.3
14.15 - 14.45 (30 mins)	<i>Optional Exercise</i> to include if participants are from organisations who have a child protection policy - <i>Exercise 12 - Self audit - (30 mins)</i> (Other alternatives: 1) Substitute Exercise 11. 2) May need more time after lunch to finish off the plenary 7 elements document) 3) Start subsequent session earlier to allow more time for Stage 4, Section 4.2)		Exercise 12 - Stage 3, Section 3.4

TIME PERIOD	TOPIC COVERED	VISUALS	NOTES
14.45 - 15.30 (45 mins)	Stage 4), Section 4.1) - Stages of Implementation/ Action Plan - Exercise 13- Organisational Action Plan - (25 mins)	Powerpoints (11)	Exercise 13 - Stage 4, Section 4.1
15.30 - 15.45	Tea/ Coffee		
15.45 - 17.30 (1hr 45 mins)	Stage 4), Section 4.2)- Child Protection in Practice - Responding to Situations Presentation followed by <i>Role play - (20 mins)</i> by Facilitators (Section 4.2) followed by feedback. Then divide into groups to discuss/ role-play <i>Exercise 14 - Possible Situations - (30 mins)</i> <i>(Exercise 15 - Chisomo Case study - homework/ optional)</i>	Powerpoints (12)	Exercise 14 - Stage 4, Section 4.2

DAY THREE

09.30 - 10.00 (30 mins)	Summary of Days One and Two Agenda for Day Three		
10.00 - 11.00 (1 hour)	Stage 6 - Obstacles and solutions - Exercise - 16 - Identifying Obstacles & solutions - group work based on 7 areas - (40 mins). Presentation of obstacles/ solutions on flipcharts, feedback (20 mins).	Powerpoints (13)	Exercise 16 - Stage 5
11.00 - 11.15 (15 mins)	Summary / learning points (Draw attention to handouts on ideas to overcome common obstacles) Feedback		
11.15 - 11.30	Tea/Coffee		
11.30 - 12.45 (1hr 15 mins)	QUIZ - (Appendix 27 - 1 hour) Recap on course - team games		
12.45 - 13.45	LUNCH		
13.45 - 14.00 (15 mins) 14.00 - 14.45 (45 mins) 14.45- 15.30 (45 mins)	Stage 5 - Monitoring & Evaluation Recap - M&E in the context of the house Presentation: what, why, who & how of monitoring (inc. pros and cons of different approaches) <i>Exercise 17- Building M&E into Organisational Action Plans - 40 mins</i> (individuals fill out monitoring framework tool & display flipcharts on walls)	Powerpoints (14)	Exercise 17 - Stage 6
15.30 - 15.45	Tea/coffee [circulate / view other groups' flipcharts]		
15.45 - 16.15 (30 mins)	Group feedback to plenary on M&E frameworks - 10 mins each x 3 groups		
16.15 - 17.00 (45 mins)	Revisit True/False Q'aires Verbal Feedback on course Check against personal objectives Course evaluation q'aires Introduce take-away toolkits		

APPENDIX 27: Quiz on child protection for use in training course

TEAM QUIZ⁵⁵

WHAT IS CHILD PROTECTION & WHY IS IT IMPORTANT?

- 1 Give a definition of child protection.
- 2 Give a definition of child abuse.
- 3 What 2 types of 'harm' can be done to children?
- 4 Apart from visible injuries, list:
 - a. 1 sign of possible physical abuse
 - b. 1 sign of possible emotional abuse
 - c. 1 sign of possible sexual abuse
- 5 What does the phrase 'an organisation's duty of care' mean?
- 6 Give 4 features of a 'child-safe' organisation.
- 7 True or false:
 - a. A child protection policy should only apply to staff who have direct contact with children.
 - b. Paedophiles will be deterred from applying to your organisation if the job advertisement states that you have a child protection policy in place.
 - c. Women never sexually abuse children.
- 8 Give 3 reasons why child protection policies and procedures are important.

RISK

- 9 Definitions:
 - a. Give a definition of risk.
 - b. Give a definition of risk management.
- 10 What are the 4 steps of doing a risk assessment?
- 11 What are the 2 questions you need to consider when deciding whether something is low, medium or high risk?

BUILDING A CHILD-SAFE ORGANISATION

- 12 What are the 6 stages of building a child safe organisation?

SIX FOUNDATION STONES

- 13 What are the 6 foundation stones?
- 14 What are the 5 umbrella rights of the CRC that make up the 'table' in a child rights-based approach?
- 15 Why is consultation important?
- 16 What are 2 benefits of transparency in an organisation?
- 17 What was the name of the person who originally owned the office plant?(!)
- 18 Why is it so important to be sensitive when discussing issues of child protection?
- 19 In what circumstances should confidentiality be breached - give one example.

SEVEN ELEMENTS OF A CHILD PROTECTION POLICY & PROCEDURES

- 20 What are the 7 elements of a child protection policy and procedures?
- 21 Why should you be concerned about gaps in employment history?
- 22 Who should be given training on behaviour guidelines?
- 23 List one guideline you should include in your communication guidelines.
- 24 Why is a standardised reporting form useful / important?

MISCELLANEOUS

- 25 Identify 3 common obstacles to implementing child protection policies and procedures.
- 26 List 2 things a good facilitator should do.
- 27 Give an example of what you should not say to a child when they disclose abuse to you.
- 28 List a possible sign of concern regarding the behaviour of a member of staff.
- 29 Why is it important to have an action plan in relation to child protection?

⁵⁵ This quiz can be adapted and used as a team revision game as part of a training session.

APPENDIX 28: Course evaluation form for child protection training course

CONFIDENTIAL COURSE EVALUATION FORM

This evaluation form is to get your opinions at the end of the course and to help us in planning this course in the future. We would like you to spend a few minutes filling it in.

Name of Course **How to develop, implement, monitor and evaluate child protection policies and procedures**

Please rate on a score of 1-5 (1 being poor, 5 being excellent)

Mark out of 5

- | | |
|---|-------|
| 1 Value of this topic in relation to my job | _____ |
| 2 The usefulness of the subject matter | _____ |
| 3 The presentation methods used | _____ |
| 4 Trainers' ability to transfer knowledge | _____ |
| 5 Atmosphere conducive to participation | _____ |
| 6 My opinions were listened to | _____ |
| 7 Value of the handouts | _____ |
| 8 Use of audio-visual instructional media | _____ |
-

PLEASE ANSWER THE FOLLOWING QUESTIONS IN YOUR OWN WORDS

9 Are there any extra topics that you think could be included in the course?

10 Is there anything you think should have been dropped from the course?

11 What did you enjoy most about the course?

12 What did you dislike most about the course?

13 What aspect of the course did you find most useful?

14 What aspect of the course did you find least useful?

15 Was the length of the course TOO LONG/TOO SHORT/CORRECT?

16 Do you have any comments to make about the administrative arrangements for the course? (e.g. room, food).

17 Do you have any other comments to make?

Thank you for completing this evaluation form.

APPENDIX 29: 'SNAKES & LADDERS GAME'

This game has been designed for use by adult staff who have undergone training or orientation on child protection. It can be used during or after training as a 'refresher' activity or as a light hearted end to the course / reminder about child protection - e.g. at occasional staff / child protection monitoring meetings.

Instructions

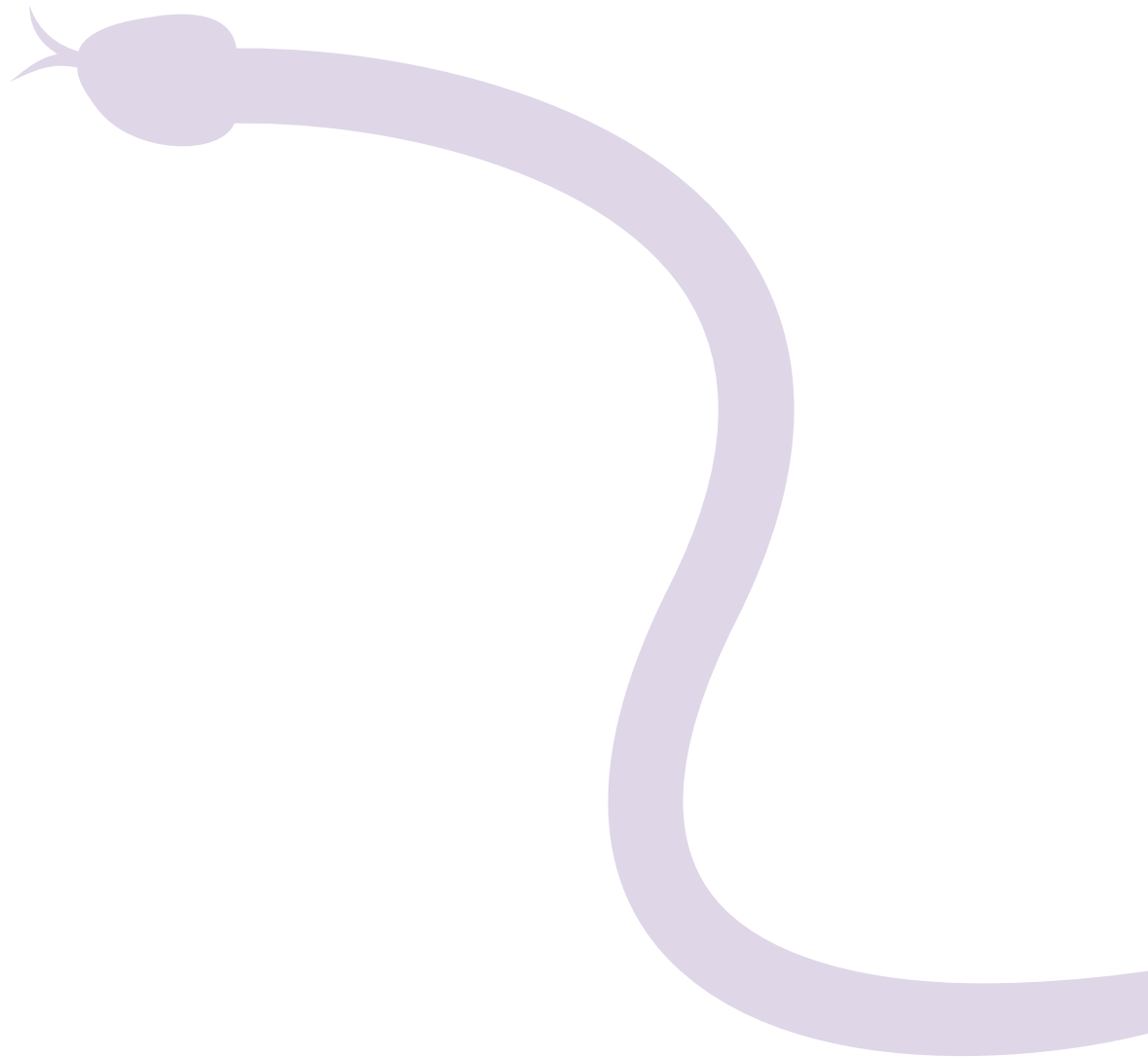
You will need

- a counter for each player
- a numbered die / 'spinner'

How to play

- Each player chooses a small object (such as a coin or a stone) for their 'counter'.
- All players start off the board.
- Each player rolls the dice in turn. The highest number starts. That player places their counter on the correctly numbered space.
- Each player takes it in turns to roll the dice and to follow the instructions on the space on which they land.
- If you land on a space which has a 'ladder', move up to the space indicated at the top of the ladder. If you land on a space which has a 'snake', go down to the space at the bottom of the snake.
- In order to finish, you must roll the exact number you need in order to land on space 20. If you do not roll the exact number needed, try again on your next go.

TURN OVER TO PLAY!



<p>17</p> <p>You are feeling unwell. The doctor advises you to remain at home for the day. Move back 3 spaces</p>	<p>18</p>	<p>19</p> <p>You leave a child's personal file open on a desk while you go for lunch.</p>	<p>20</p> <p>Question time: fellow players must ask you a question on child protection. If you answer it correctly you have finished! If you get the answer wrong, move back 2 spaces.</p>
<p>16</p> <p>Question time: fellow players must ask you a question on child protection. If you answer it correctly, move forward 2 spaces. If you get the answer wrong, move back 2 spaces!</p>	<p>15</p> <p>A child comes to you to report that they feel uncomfortable with a new member of staff. You respond to the child sensitively and follow the correct reporting procedures outlined in your child protection policy.</p>	<p>14</p>	<p>13</p> <p>A colleague is not at work today. You have heard rumours that this is because she caned a child in the project yesterday. You spread this rumour to 3 other people.</p>
<p>09</p> <p>You meet with a journalist who wants to interview a child in your project. You discuss your organisational guidelines on behaviour and communication and get them to sign an agreement to abide by these guidelines.</p>	<p>10</p> <p>Your director asks you to develop a behaviour code of conduct. You spend 2 days writing this without involving the children in your project or your colleagues.</p>	<p>11</p> <p>You participate in a risk analysis which identifies key changes to be made and you take responsibility for improving the physical safety of children in the project.</p>	<p>12</p> <p>Congratulations! You have been given a promotion based on your excellent work on child protection. Move forward 2 spaces.</p>
<p>08</p>	<p>07</p> <p>You still don't have feedback on your draft child protection policy from the social workers / child care workers in the organisation. This delays you. Miss a turn.</p>	<p>06</p> <p>Question time: fellow players must ask you a question on child protection. If you answer it correctly, move forward 2 spaces. If you get the answer wrong, miss your next turn!</p>	<p>05</p> <p>A child comes to you to report that they feel uncomfortable with a new member of staff. You panic, tell the child to stop telling stories and you fail to report the matter to the child protection officer.</p>
<p>01</p> <p>You agree an action plan for developing your child protection policy and procedures involving all staff, children, management committee and other stakeholders</p>	<p>02</p> <p>Question time: fellow players must ask you a question on child protection. If you answer it correctly, move forward 2 spaces. If you get the answer wrong, miss your next turn!</p>	<p>03</p> <p>It's your birthday. Congratulations! Roll again.</p>	<p>04</p>

APPENDIX 30: References/ further reading

1) Child Protection Handbooks

Choose with Care - A Handbook to Build Safer Organisations for Children,
McMenamin, B. & Fitzgerald, P. (2001) ECPAT Australia
www.ecpat.net/eng/ecpat_network/cwc_booklet.pdf (Introduction only)

Setting the Standard: A common approach to Child Protection for international NGOs,
Christian Aid, EveryChild, NSPCC, People in Aid, Save the Children UK, Tearfund (2003)
www.peopleinaid.org/download/Setting%20The%20Standards.pdf

Guidance to Churches - Protecting Children and Appointing Children's Workers,
Churches' Child Protection Advisory Service (2003)
www.ccpas.co.uk/

2) Child Abuse

Definitions

Are you worried about the safety of a child?,
NSPCC (2002)
www.nspcc.org.uk/documents/safetyofchild.pdf

Report of the Consultation on Child Abuse Prevention,
WHO (1999), p.15
www.who.int/entity/violence_injury_prevention/media/en/235.pdf

Alternative forms of discipline

10 Guidelines for raising a well-behaved child,
The Centre for Effective Discipline
www.stophitting.com/disathome/10guidelines.php

28 Ways to teach non-violence, kindness, and peacefulness to children,
Landy, Dr C. (1997)
www.stophitting.com/disathome/28ways.php

Hitting People Is Wrong - And Children Are People Too,
Save the Children Sweden & EPOCH-Worldwide
www.neverhitachild.org/whyhit1.html

Listen up! Children Talk: About Smacking,
Crowley, A. & Vulliamy, C. (Save the Children Sweden 2003)
www.rb.se/NR/rdonlyres/4885EA47-E61C-47D4-9BB5-45A96735280F/0/ListenupChildrentalkaboutsmaacking.pdf

We can All care without Violence - A practical Guide for Families and Communities,
PROMUNDO (2003 - drafts available in Spanish and Portuguese, final versions due to be published in 2005 by SCF Sweden.)
www.promundo.org.br (Portuguese)
www.promundo.org.br/materia/view/81?languageCode=en (English)

We can work it out: parenting with confidence,
Save the Children Sweden
www.savethechildren.org.uk/onlinepubs/workitout/

Corporal Punishment

How to Research the Physical and Emotional Punishment of Children,
Save the Children Southeast Asia Region (2004)

seapa.net/external/resources/resource%20handbook.zip

What We Think,

Save the Children Sweden

www.rb.se/eng/Programme/Exploitationandebuse/Corparalpunishment/1412+What+we+think.htm

Bullying

Anti-Bullying Network www.antibullying.net/

Child Line www.childline.org.uk/extra/Bullyingindex.asp

Scottish Council for Research in Education www.scre.ac.uk/bully/

Case studies

David Christie

Charity's haven for famine children destroyed by paedophile scourge,
The Guardian (1999)

www.guardian.co.uk/uk_news/story/0,3604,282752,00.html

Ethiopia arrests deported British paedophile,

The Guardian (2001)

www.guardian.co.uk/uk_news/story/0,3604,538612,00.html

'Father' who shattered dreams of orphans,

The Guardian (2003)

www.guardian.co.uk/child/story/0,7369,1014481,00.html

Duncan Grant

The 'saviour' of street children wanted on sex abuse charges,

The Daily Telegraph (2004)

www.telegraph.co.uk/news/main.jhtml;sessionId=VBWEXSX4ZQL5BQFIQMFSM54AVCBQ0JVC?xml=/news/2004/08/21/wgrant21.xml&secureRefresh=true&_requestid=58460 (have to register to read the article)

3) Disabled Children

It doesn't happen to disabled children - Child protection and disabled children,

NSPCC (2003)

www.nspcc.org.uk/inform/downloads/ItDoesntHappenToDisabledChildren.pdf

Disabled Children's Rights - a practical Guide,

Save the Children Sweden (2001)

<http://www.crin.org/resources/infoDetail.asp?ID=2251&flag=report>

Street Children with Disabilities: situation analysis and need assessment of street children with disabilities in Dhaka City, Dhaka,

Centre for Services and Information on Disability (CSID) & Save the Children Sweden (1999)

Learning to listen - consulting children with disabilities,

Save the Children UK (2001)

www.savethechildren.org.uk/temp/scuk/cache/cmsattach/482_Learning_to_listen.pdf

4) Child Protection in Emergencies

Useful Organisations to contact

Save the Children
www.savethechildren.org.uk/

ECPAT (End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes)
www.ecpat.net/eng/index.asp

WorldVision International
www.wvi.org/wvi/home.htm

Case Studies

Child Protection in Darfur
Save the Children UK
www.savethechildren.org.uk/temp/scuk/cache/cmsattach/1793_SCUKDarfur%20Protection%20ReportSep04.pdf

Child Protection Response in Asia and South East Asia,
Save the Children USA
www.savethechildren.org/emergencies/asia_child_protection_overview.asp

5) Child Protection Policies and Procedures

Child Protection Policy,
ChildHope UK (2004)
www.childhopeuk.org/

Child Protection Policy,
Consortium for Street Children (2003)
www.streetchildren.org.uk/

Child Protection Policy,
International HIV/AIDS Alliance (2005)
www.aidsalliance.org/

Child Protection Policy,
International Save the Children Alliance (2003)
www.savethechildren.net/alliance/resources/child_protection.pdf

Child Protection Policy,
Plan UK (2003)
www.plan-uk.org/about/terms/childprotectionpolicy/

Child Protection Policy,
Tearfund (2001)
www.tearfund.org/

Child Protection Policy,
WorldVision
www.worldvision.org.uk/aboutworldvision/childprotectionpolicy/?ExpandMode=ExpandAll

CIDA's Action Plan on Child Protection,
Canadian International Development Agency (2001)
[www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/pdf/\\$file/child_protection.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/pdf/$file/child_protection.pdf)

Guidelines: Listening to a Child's Disclosure of Abuse,
Methodist Church
www.methodist.org.uk/index.cfm?fuseaction=information.content&cmid=164

Raising and reporting of child abuse - Draft Child Protection Policy,
Anti-Slavery International (2002)
www.antislavery.org/

6) UN Convention on the Rights of the Child (CRC)

For the full text of the CRC see www.unicef.org/crc/crc.htm

Two Stumbling Blocks to CRC Monitoring: the Four 'General Principles' and 'the Definition of the Child',
Abramson, B (2003)

7) Child Participation

IMA Training Materials on Participatory facilitation methods
www.imainternational.com/

So you want to consult with children? A toolkit of good practice,
International Save the Children Alliance (2003)
www.savethechildren.ca/en/whatwedo/toolkit/childconsult_toolkit.pdf

So You Want to Involve Children in Research? A toolkit supporting children's meaningful and ethical participation in research relating to violence against children,
Save the Children Sweden (2004)
www.savethechildren.ca/en/whatwedo/toolkit/children%20and%20research.pdf

8) Child Rights-Based Approach

A Human Rights Approach to Development: A Source Book,
ActionAid (2003)
www.crin.org/docs/resources/publications/hrbap/ActionAid_HR_Approach.doc

Child Rights Programming Materials Compilation (CD-rom), compiled for the CRP Coordinating Group,
Save the Children (2004)

An Introduction to Child Rights Programming - Concept and application,
Save the Children UK (2000)
www.crin.org/docs/resources/publications/hrbap/intro_child_rights_programming.pdf

Child Rights Programming - How to Apply Rights-Based Approaches in Programming,
International Save the Children Alliance (2002)
www.crin.org/docs/resources/publications/hrbap/Alliance_CRP_Handbook.pdf

Human Rights-Based Approaches to Programming,
Child Rights Information Network (CRIN)
www.crin.org/hrbap/

A Child Rights-Based Approach to Programming and Advocacy, taken from 'An Outside Chance: Street Children and Juvenile Justice - an International Perspective',
Marie Wernham, Consortium for Street Children, (May 2004)
www.streetchildren.org.uk/resources/details/?type=publication&publication=18