

EVIDENCE

Strengthening Child Protection Systems

Child Protection in Educational Settings

Findings from Six Countries in East Asia and the Pacific

Indonesia, Lao PDR, Mongolia, Papua New Guinea, Philippines and Thailand

unite for
children

unicef 



EVIDENCE

Strengthening Child Protection Systems

Child Protection in Educational Settings

Findings from Six Countries
in East Asia and the Pacific

Indonesia, Lao PDR, Mongolia, Papua New Guinea,
Philippines and Thailand

unite for
children

unicef 

Child Protection in Educational Settings: Findings from Six Countries in East Asia and the Pacific
Strengthening Child Protection Systems Series: No 2

Cover photograph: © UNICEF/NYHQ2007/Palani Mohan

© UNICEF East Asia and Pacific Regional Office (EAPRO) 2012

Any part of this document may be freely reproduced with appropriate acknowledgement.

Design and layout: Quo Keen (www.quo-global.com), Bangkok, Thailand

Suggested Citation: United Nations Children's Fund, *Measuring and Monitoring Child Protection Systems: Proposed Core Indicators for the East Asia and Pacific Region*, Strengthening Child Protection Series No. 2., UNICEF EAPRO, Bangkok, 2012.

ISBN: 978-974-685-136-7

Contents

Foreword	v
Acknowledgements	vii
Abbreviations	viii
Executive summary	ix
Introduction	1
Child rights and international standards	2
Mapping exercise methodology	4
Background information and baseline data	7
Child protection and the risks faced by children	8
Schools are not always places of safety	9
Findings, analysis and good practice	12
1. Legal and policy frameworks	12
2. Human resources, codes of conduct and capacity building	16
3. Response and referral systems	18
4. Prevention systems	22
5. Information management systems	25
6. Coordination and collaboration on child protection	26
Summary of findings	30
Recommendations	31
National Education Policy on Child Protection in Educational Settings	31
Coordination and implementation of the National Education Policy	33
Staff recruitment and training	33
Prevention	34
Children with particular vulnerabilities	34
Promoting partnerships to improve child protection in educational settings	35
Appendices	36
Appendix 1. Example of a ministry of education national child protection policy	36
Appendix 2. Example of reporting and referral procedures for child protection concerns by education staff	38
Appendix 3. Example of a school child protection policy	39
Appendix 4. Example of a child protection 'self-audit' tool	41
Appendix 5. Other useful resources	45

Foreword

Child maltreatment – the physical, sexual and emotional abuse, exploitation and neglect of children – has been shown through the *World Report on Violence and Health* (2002) and the *UN Secretary-General's Study on Violence against Children* (2006) to be widely prevalent in all societies. According to recent global data, more than one in four children worldwide reported having experienced severe and frequent physical abuse, while child sexual abuse was experienced by nearly one in five females and one in eleven males. Maltreatment can have profound and damaging consequences during childhood and adolescence and throughout adult life. Children who have experienced abuse or neglect are more likely to have poorer physical and/or mental health outcomes; social difficulties, such as insecure attachments with caregivers and problematic relationships with peers, and as adults later in life; cognitive dysfunction, attributable to the negative impact of excessive stress on brain development; high-risk behaviours, such as drug and alcohol abuse, early sexual activity and resulting teenage parenting; and behavioural problems, including aggression and adult criminality.

In addition to addressing these crucial dimensions of children's rights, investing in protecting children has a direct positive impact on a country's human capital and economic growth and reduces the burden of government spending on the long-term consequences of abuse. National child protection systems are recognized as the most effective and sustainable means to protect children from all forms of maltreatment. The absence of such a system frequently leads to incomplete coverage, and to individual violations being addressed as separate, unrelated problems.

UNICEF is strongly committed to working with partners to prevent and respond to child maltreatment. The *Strengthening Child Protection System Series* is a package of evidence and tools to support this effort in the East Asia and Pacific Region. It provides information and guidance on the scale and nature of child maltreatment, the immediate and long-term costs of such maltreatment to individuals, families and society, and effective and sustainable policies and programmes for child protection. The series is intended to contribute to an enhanced evidence base for rights-based interventions and the development of strong child protection systems in countries across the region.

A systems-based approach to child protection requires a strong relationship between the key actors in society with diverse mandates and functions related to children's protection. The education system is crucial in this regard. Schools must effectively incorporate child protection into their policies and processes, curriculum, staff recruitment and training. Orienting education systems to child protection can lead to fundamental changes in the ways that schools function, the way children relate to their schools and their behaviour when attending school, and the manner in which teachers relate to children and their families.

This publication, number 2 in the series, presents the findings from a six-country regional mapping of the capacity and activities for child protection in education settings. The mapping offers an initial assessment of what educational institutions are doing to respond to child protection concerns, including their training and learning for staff and students, and it identifies mechanisms that foster an open atmosphere for dialogue on child protection in the education context. It concludes with

recommendations for strengthening child protection interventions, and highlights areas for more in-depth research to support improved collaboration between child protection and education programmes. The six countries – Indonesia, Lao PDR, Mongolia, Papua New Guinea, Philippines and Thailand – are taking forward the respective recommendations from the report.

The UNICEF Regional Office for East Asia and the Pacific presents this report as a contribution to the evidence base on child maltreatment in the region, as well as globally, with the intention that this work will contribute to ensuring that all children are protected from violence, abuse, neglect and exploitation.



Daniel Toole
Regional Director, UNICEF East Asia and Pacific

Acknowledgements

This report would not have been possible without the collective efforts of many dedicated UNICEF programme officers and partners. We would like to especially acknowledge the contributions made by the following individuals:

- The authors of the six country mapping reports: Antarini Pratiwi (Indonesia), Vilayphone Chouramany (Lao PDR), Amaraa Dorjsambuu (Mongolia), Kerry Pagau (Papua New Guinea), Henry Ruiz (Philippines) and Permsiri Nitimanop (Thailand).
- UNICEF Child Protection and Education Chiefs, Specialists and Officers from the six countries: Jasmina Byrne, Astrid Gonzaga Dionisio, Mohamed Malick Fall and Seema Agarwal-Harding from Indonesia; Vicky Juat, Jill Zarchin, Amy Delneuville and Siamphone Buakhamvongsa from Lao PDR; Berina Arslanagic-Ibisevic and Bolorchimeg Bor from Mongolia; Bruce Grant, Wycliffe Otieno and Anthony Nolan from Papua New Guinea; Natalie McCauley, Maria Lourdes de Vera, Anjanette Saguisag and Jesus Far from the Philippines; and Amanda Bissex, Rangsun Wiboonupattum and Sirirath Chunnasart from Thailand.

The final report was written by Thomas Shafer, Amalee McCoy and John Parry Williams, based on the six country reports. Thomas Shafer and Amalee McCoy developed the assessment framework, coordinated with UNICEF country offices, and organized the orientation meeting for country researchers.

Other colleagues in the Regional Office also provided important and substantive inputs and support, including Maki Hayashikawa, Jon Kapp, Joel Bacha, Vijaya Ratnam Raman, Tanaporn Perapate, and Natcha Chutinthararuk.

Finally, much appreciation is due to the experts and advocates in the region who are working to prevent and respond to child protection concerns in educational settings, and whose efforts continue to strengthen our understanding and capacities to address these violations to children's rights to protection.



Diane Swales
Regional Advisor for Child Protection
UNICEF East Asia and Pacific Regional Office



Clifford Meyers
Regional Advisor for Education
UNICEF East Asia and Pacific Regional Office

Abbreviations

AIDS	Acquired immunodeficiency syndrome
CFS	Child-friendly schools
DoE	Department of Education
EAP	East Asia and Pacific
EAPRO	UNICEF East Asia and Pacific Regional Office
EFA	Education for All
ESF	English School Foundation (Hong Kong)
ESL	English as a Second Language
HIV	Human immunodeficiency virus
INGO	International non-government organization
MDG	Millennium Development Goal
MoH	Ministry of Health
MSDHS	Ministry of Social Development and Human Security
NGO	Non-governmental organization
OBEC	Office of the Basic Education Commission
PSL	Personal safety lessons
PTA	Parent teacher association
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
WHO	World Health Organization

Executive summary

International standards and conventions, particularly as delineated in the UN Convention on the Rights of the Child (CRC), are unequivocal on children's rights to protection, which should not be compromised in any way and cannot be separated from the realization of other entitlements, such as the right to education. The failure to be protected in all settings, including the home, schools, communities, institutions and even online, has significant immediate and long-term consequences for children; the irrevocable nature of some of these impacts serves to underscore the importance of effectively preventing and responding to child abuse, neglect, violence and exploitation.

Recognizing the need to understand the ways in which children are currently being protected from abuse, neglect, violence and exploitation through educational systems, the UNICEF East Asia and Pacific Regional Office (EAPRO) launched a *Mapping Exercise of Child Protection in Educational Settings* initiative in 2009. This initiative aimed to review and analyse existing systems for child protection in educational settings in six East Asia and Pacific (EAP) countries, resulting in the identification of linkages, good practices, challenges and opportunities for strengthening such systems. The mapping exercise was completed in the following six countries: Indonesia, Lao PDR, Mongolia, Papua New Guinea, the Philippines and Thailand. The indicators selected for the mapping of child protection in educational settings included:

1. Legal and policy frameworks
2. Human resources, codes of conduct and capacity building
3. Response and referral systems
3. Prevention systems
4. Information management systems
5. Coordination and collaboration

These indicators were designed to facilitate the gathering of data and the analysis of results at national and local levels, with an emphasis on existing government procedures and processes, including civil society practices and initiatives. The findings are intended to inform the development of good practices for education systems in these and other countries in the EAP region.

Existing child protection systems are at different stages of development in each of the six countries, but they are altogether relatively weak and underdeveloped. In all the countries government officials at the national level are aware that systems for protecting children need to be strengthened. At the local level, the paucity of prevention and response initiatives for child maltreatment within schools may indicate that child protection issues are not well understood, and as a result children in need are infrequently identified and are unlikely to receive the necessary support or actual protection. The continued use of corporal punishment in school settings is an example of the lack of awareness of existing legislation and ministerial guidance with regards to teacher-student interaction, given that the use of such punishment in school settings is illegal in five of the six countries.

According to the mapping initiative, policies and laws for the protection of children exist in all six countries. These are meant to apply to children regardless of the setting; however, they are not being systemically applied in all educational settings, as they remain unknown, distant or are not locally

enforced. Of particular significance is that all countries lacked specific, comprehensive policies by education ministries on child protection in educational settings. Safeguards in the recruitment of staff are not rigorously applied, regardless of whether in some of the countries appointments are made at the level of the school and in other countries staff are posted to specific schools by the education authority. Some of the countries have codes of conduct or codes of ethics for education staff, but these are neither used, nor signed by staff and there is little evidence of any training for their application.

Only two of the six countries (Papua New Guinea and Thailand) have a national policy for mandatory reporting of abuse¹, but this appears to be seldom enforced. Two of the six countries (Papua New Guinea and the Philippines) also have national education 'step-by-step' response procedures for child protection infringements; however, they are either very limited in application or are of a generalized nature. Further, there is little evidence of any systematic collection of information on children in educational settings who have reported and/or experienced abuse, neglect, violence or exploitation. Although such forms of child maltreatment are reportedly widespread in students' homes, schools are not identifying, reporting or referring suspected or actual cases to the appropriate authorities or to service providers. Overall, schools are struggling to effectively implement systems for prevention and response with regard to child protection, and evidence of collaboration with other sectors, such as social welfare and health care providers, is minimal.

Despite these gaps, however, many examples of local good practice exist. These include the active involvement of children in the prevention of child maltreatment in Mongolia, the policy on 'behaviour management' in Papua New Guinea, and the training of teachers in Thailand on 'positive discipline'.

The findings of this report provide the basis for recommendations to policy makers and other stakeholders on priorities and next steps for strengthening child protection in educational settings. The principal recommendation is for ministries of education in each of the countries to develop a National Education Policy for effectively protecting children from abuse, neglect, violence or exploitation, in school settings, the home and elsewhere. Recommendations also focus on the establishment of local response and referral systems, staff training and guidance notes, as well as student awareness and safety discussions. In the process of developing these policies and enabling the realization of effective child protection in educational settings, improvements will need to be made to a number of processes, including a range of national laws, recruitment and staff monitoring processes, interventions for prevention and response, management structures, training, information systems, and collaboration with child protection service providers and other sectors.

1 Mandatory reporting is the legal requirement to report suspected cases of child maltreatment. Such laws typically delineate which professions are obligated to make such reports, which may include police officers, health professionals and teachers.

Introduction

The United Nations Children’s Fund (UNICEF) defines child protection as the “strengthening of country environments, capacities and responses to prevent and protect children from violence, exploitation, abuse, neglect and the effects of conflict.”² Education systems have an important part to play in realizing child protection as many people spend a significant amount of their childhood in the school environment, which constitutes the most influential context for the child beyond that of the family.

The achievement of Education for All (EFA) and the Millennium Development Goals (MDGs) is being jeopardized by the failure to realize the rights of children affected by lack of protection (for example, children who drop out of school due to neglect, violence, early marriage, pregnancy, the exclusion of children with disabilities and children engaged in child labour). Fulfilling the education-related MDGs requires not just getting all children into school, but making sure all schools work in the best interests of the children entrusted to them. Ending violence in educational settings is in itself critical for the creation of an environment that is conducive to learning and development.

The UNICEF Child-Friendly Schools (CFS) initiative has helped raise awareness of child protection within educational settings, including that action should go beyond addressing the physical environment to improving safety and security. The CFS framework promotes educational settings that are characterized as “inclusive, healthy, and protective of all children” in an environment that is “physically safe, emotionally secure and psychologically enabling.”³ It also stresses that schools should “defend and protect all children from abuse and harm.”⁴ The CFS framework helps education ministries in a variety of country contexts to make significant progress in rendering schools more child-centred, safe, friendly community responsive. However, it is often acknowledged by UNICEF that the ‘protective’ dimension of the framework is often the weakest, with many schools focusing on the less sensitive area of child safety from accidental injury, rather than protection from forms of child maltreatment.

Findings from mapping exercises in six countries were collated, analysed and synthesized into this report. The report begins with a summary of international standards and child rights with regard to education and child protection. The next section describes the methodology used for the mapping exercise. The mapping, measurement and analysis of systems for protection of children within educational settings required access to many sources of information, and this was facilitated through the use of select child protection indicators examined against current standards and practices. Each indicator is introduced and explained in the section on findings, analysis and good practice. The last part of this report presents the recommendations arising from the analysis of the preceding sections.

It is important to note that the data collection and interviews for the mapping exercise were not designed to capture or record either prevalence rates or individual accounts of abuse. Although this would be an important study to undertake, it would demand a much larger and more complex study requiring the development of ethical standards and procedures for handling disclosures. However, that some background information on the existing situation of child protection concerns within educational settings is provided in order to depict the overall context.

2 UNICEF East Asia and Pacific Regional Office, 2007 Child Protection Programme Strategy and Programming Process.

3 UNICEF, CFS Framework, 1999.

4 Ibid.

Child rights and international standards

International instruments set out the indivisible rights of children in education and child protection. All six countries involved in this mapping have ratified the International Covenant on Economic, Social and Cultural Rights, and the United Nations Convention on the Rights of the Child, which lay down the rights of children to protection and education. They are also all participants in the Dakar Framework for Action for achieving Education for All and active in regional and national EFA initiatives.

The child's right to education, without discrimination, is enshrined in the **Universal Declaration of Human Rights** and enhanced in **Article 13 of the International Covenant on Economic, Social and Cultural Rights**, which states that: "Education shall be free, at least in the elementary and fundamental stages" and "Elementary education shall be compulsory." **Articles 28 and 29 of the CRC** describe children's rights to education in similar terms. The World Conference on Education for All in 1990 and the Dakar Framework for Action in 2000 added goals, strategies and frameworks for achieving the right to education.

Human rights are universal; they belong to all people⁵ and all people have equal status with respect to rights no matter their gender, race, ethnicity, nationality or any other distinction. As in the broad framework of human rights, children's rights are indivisible; there is no hierarchy among different kinds of rights: civil, political, economic, social and cultural rights are all equally necessary for a life of dignity. Important for all children is the realization of the general principles concerning participation and non-discrimination. The child's right to protection is inalienable and applies to all children in all settings, including educational settings. The right to protection cannot be suppressed in order to promote other rights, including the right to education.

The implementation of the right to education has centred on making it free, universal and compulsory with an immediate focus on increasing enrolment rates for girls, obtaining uniformity with minimum ages of employment, and dealing with non-discrimination with particular regard to ethnicity and disability. While there is no specific international guidance apart from the General Comment from the Committee on the Rights of the Child on corporal punishment and violence in schools,⁶ **there is a sufficient body of rights to establish that the state has an obligation to protect children in educational settings.**

The child's right to protection under **Article 19 of the CRC** should be realized in educational settings. Problems of school absenteeism or dropouts may be linked to issues of neglect, abuse, child labour (children working to survive or working to pay education costs), child marriage, early pregnancy and other child protection concerns.

5 Save the Children Alliance 2002, Child Rights Programming. How to Apply Rights-Based Approaches in Programming.

6 Committee on the Rights of the Child, General Comment 1, 2001, HRI/GEN/1/Rev.5, pp. 256 and 257.

Schools have an important role in protecting children. The adults who oversee and work in educational settings have a duty to provide environments that support and promote children's dignity, development and protection.⁷ Teachers and other education staff have an obligation under **Article 19 of the CRC** to protect the children in their charge.

Article 19 of the CRC

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*.

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.

⁷ UN General Assembly 2006 Sixty-first session. Report of the independent expert for the United Nations study on violence against children.

Mapping exercise methodology

Recognizing the need to understand the current context for child protection in educational settings, and to examine how child protection in education systems could be strengthened, UNICEF EAPRO initiated the Mapping Exercise of Child Protection in Educational Settings in 2009. The objectives of the exercise were to:

- Review and map existing systems, procedures and processes, including those of government, stakeholders, and civil society, in relation to child protection in educational settings; and
- Analyse mapping findings to identify formal and informal linkages, recognize good practices, challenges and opportunities, and propose recommendations for strengthening child protection in educational settings.

Under the coordination of a regional consultant and the supervision of the EAPRO regional advisor for child protection, planning began in early 2009, focussed on developing a systems-based approach to the research for comparing various elements of child protection across education systems. The indicators selected for this were included within the following general categories:

1. Legal, regulatory, and policy frameworks
2. Human resources, capacity building, and codes of conduct
3. Response and referral systems
4. Prevention systems
5. Information management systems
6. Coordination and collaboration

These indicators formed the basis for data collection and the analysis of results at the national and local government levels, as well as within education settings. Contextual background information and baseline statistics were also collated for each country.

To ensure consistency across studies and to assist with the regional comparison, the Child Protection Section of UNICEF EAPRO prepared a basic framework for the exercise, integrating specific aspects of child protection with those of the education construct. Six countries elected to participate in the mapping exercise: Indonesia, Lao PDR, Mongolia, Papua New Guinea, the Philippines and Thailand. Implementation took place during 2009.

Data collection was divided into a three-tier review at the national, district/provincial and school levels. The national-level review involved consultations with experts from the relevant ministries or government departments (such as education, social welfare, health, community development, interior and/or justice) in order to assess the national legal/regulatory and policy frameworks. The provincial and district-level authorities were also consulted to determine whether and how these child protection frameworks were being implemented. Finally, at the school level, teachers and administrators were asked about their awareness of these frameworks as well as about actual practices. A process of triangulation was thus employed to allow for comparison of findings across vertical education systems, utilizing different approaches, types or sources of information,

and methods of data collection. The exercise used a combination of focus group discussions, key informant interviews and desk review. The focus group discussions and key informant interviews were guided by a set of mapping tools on each of the pre-identified indicators prepared by the Child Protection Section of EAPRO. It derived data and information from myriad sources, such as school teachers, non-teaching staff, school heads, school board members, division superintendents and other officials, as well as programme officers from various national agencies.

Schools selected for the mapping included a broad cross section of education settings: private and public, primary and secondary, special education and residential; and with urban and rural schools equally represented (see table below). The data on the schools visited were not sufficiently detailed to allow for an accurate collation of the breakdown between public primary and secondary schools and private primary and secondary schools. Out of the 154 schools visited, the number of public primary and secondary schools was approximately 50 and 60 respectively, that of private primary and secondary schools was approximately 15 and 20 respectively.

Tabulation of schools involved in the mapping exercise

Country	Number of districts	Number of schools sampled	Location of schools		Special education schools visited	Schools visited with residential facilities	Private schools
			Rural	Urban			
Indonesia	6	24	14	10	0	0	8
Lao PDR	10	23	12	11	0	2	6
Mongolia	6	26	13	13	2	6	5
Papua New Guinea	8	28	14	14	3	5	N/A
Philippines	9	16	9	7	0	0	4
Thailand	8	37	23	14	13	4	4
Totals	47	154	85	69	18	17	

The national consultants maintained records and validated the informants' responses, documenting any written material that was available. Individual country reports were completed and submitted to the respective UNICEF Child Protection and Education Sections in country offices and EAPRO.

The findings were consolidated and a draft regional synthesis report written and submitted to the country and regional office. Country and regional consultants and staff attended a follow-up workshop⁸ where the findings and analyses were presented, followed by a discussion on possible recommendations, strategies, and potential country and regional programme approaches. Sources of information on the six countries in this report, where not footnoted, are drawn directly from the mapping reports and workshops.

8 'Workshop on Mapping Child Protection in Educational Settings: Finding and Way Forward in East Asia and the Pacific', 19 October 2009, Landmark hotel, Bangkok, Thailand.

The mapping exercise was a complex undertaking, not only because of the very different contexts in each of the six countries, but also because each country contracted its own consultant for the mapping exercise, which resulted in variations in approaches and data analysis. It is thus acknowledged that gaps in the data do exist. Some information to be collected at the national, district and school levels was not available, such as budgets for child protection, or was hard to find, such as that pertaining to legal assistance for children or in respect of local-level structures and services concerning child protection. Thus, comprehensive information on all of the indicators was not consistently available across the respective countries. However, this should not detract from the importance of this initial review of systems for child protection in educational settings, as well as the necessity to address the many gaps and challenges highlighted in this report.

Background information and baseline data

This section outlines the background information collected during the country mapping exercises and includes data on enrolment rates from EFA monitoring reports. The greater part of this section comprises information on child protection issues collected through the country desk reviews and the mapping.

School enrolment data⁹

	Indonesia			Lao PDR			Mongolia			Philippines			Papua New Guinea ¹			Thailand		
Population	231,627,000			6,100,000 ²			2,635,200			88,574,614			6,400,000 ³			63,884,000		
Primary school age (6–11 years)	25,394,000						248,000			13,144,193						5,417,000		
Secondary school age (12–15 years)	25,575,000						368,000			7,992,807						5,802,000		
Net enrolment ratio⁴																		
	All	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All	M	F
Primary school	95	97	93	86	88	84	89	88	89	91	90	92	45	46	43	95	95	96
Secondary school	68	67	68	36	38	33	81	77	85	61	56	67	53	54	51	81	77	86
Gross enrolment ratio⁵																		
Primary school	117	120	115	118	124	111	100	99	101	109	110	109	75	78	72	104	104	104
Secondary school	73	73	74	44	49	39	92	87	97	83	79	87	70	66	69	83	79	88
Pupil teacher ratio																		
Primary school	20			31			14			35			n/a			18		
Secondary school	12			24			13			38			n/a			21		

The figures above show that net enrolment for primary education in five of the six countries in this study is between 81 and 95 per cent, with no more than four percentage points between enrolment rates for girls and boys. However, in Papua New Guinea, enrolment rates are in the 40th percentile for both sexes. Net enrolment for secondary education is more varied, ranging from 81 per cent in Mongolia, with 10 per cent more girls attending than boys (a similar difference also exists in the Philippines), to 36 per cent in Lao PDR, where there are 5 per cent more boys attending school than girls. The comparisons between other countries and Papua New Guinea must be treated with some caution as the data are from different sources.

Enrolment disparities by sex can also be reviewed by examining the Gender Parity Index¹⁰ (GPI), which is the ratio of female to male values of a given indicator. The GPIs for the primary net enrolment in the six countries range between 0.93 (Papua New Guinea) to 1.02 (the Philippines) and at secondary level from 0.87 (Lao PDR) to 1.20 (the Philippines). As the acceptable range of gender parity is between 0.97–1.03 according to the UNESCO Institute of Statistics (UIS), only Mongolia

⁹ The data for Indonesia, Lao PDR, Mongolia, the Philippines and Thailand are taken from UNESCO, *Reaching the Marginalised, Education for All Global Monitoring Report 2010*. There was incomplete data in this report for Papua New Guinea. See footnote below for source of Papua New Guinea data.

¹⁰ A GPI of 1 (or within the band of 0.97 to 1.03) indicates parity between the sexes. A GPI of above 1 indicates a disparity to the disadvantage of boys, while a GPI of below 1 indicates a disparity to the disadvantage of girls.

and Thailand are within the parity range at primary education level. What should be noted is that in some of these countries, the gender disparities are shown to be to the disadvantage of boys, which is especially critical in Mongolia, the Philippines and Thailand at secondary education level. Interpretation of GPI figures however, needs some caution as even when the GPI is close to 1 or within the parity range (0.97–1.01), if the actual rate of enrolment is very low for both sexes, parity does not indicate much progress.

In some countries there are also enrolment disparities between ethnic minorities, poor and non-poor, and urban, rural and geographically remote areas. Low enrolment and completion rates tend to be concentrated amongst children in rural, remote and ethnic minority communities in relatively poor districts.

The pupil/teacher ratios for five countries (Indonesia, Lao PDR, Mongolia, the Philippines and Thailand) range from 14 to 35 children per teacher in primary education, to 12 to 38 for secondary education. For both levels of schooling, the larger class sizes were referenced from the Philippines.

Child protection and the risks faced by children

This section briefly examines the main risks faced by children in the home, community and educational settings in the six countries. It is included as evidence to highlight the very real child protection violations that affect students and to raise awareness of the necessity of exploring systematic prevention and response mechanisms within the education framework.

Child maltreatment, including sexual and physical abuse, neglect and exploitation, usually results from a complex interaction between individual, relationship, community and societal factors.¹¹ By understanding child maltreatment in this way, the need for preventative and responsive actions within an approach that enhances linkages across education, justice and social welfare sectors is clear.

Children at risk at home or in the community

If the goal of Education for All is achieved, every child who has been a victim of abuse will be passing through the education system. There are considerable numbers of children attending school who are victims of abuse, neglect, violence and exploitation in their home or community, or who are affected by violence. These children may be identified due to physical and/or emotional symptoms of neglect, difficulties in concentrating or following the lessons in class, or by other indications, such as changes in behaviour. Such children may require medical attention, an improved diet, individual and/or family social welfare services, interventions by law enforcement or access to legal aid and justice. Schools have a duty of care¹² to identify, assist, refer and protect these children.

Based on the Philippines Mapping Report, teachers, in general, are not confident about the actions they should take if a student discloses physical or sexual abuse. In Indonesia, the understanding of child protection is more on the protection of the right to education rather than actual protection from significant harm. In Thailand, most teachers knew they had to respond to child protection concerns

¹¹ World Health Organization, 2002, *World report on violence and health: summary*. Geneva.

¹² Please see earlier section on child rights and international standards.

and wanted to do so, but they did not really know what was actually meant by ‘child protection’, what constituted child abuse and what to do if such abuse occurred, such as where to refer the victim. In Papua New Guinea, the mapping report highlighted that the majority of child protection issues are not identified and those that come to light are not referred. The protection concerns which occur outside of school are generally perceived to be domestic issues, and teachers do not routinely become involved.

Situational factors affecting child protection in schools

Discrimination in the community and school frequently occurs due to biased expectations of boys and girls, traditional bias and discrimination against religious and ethnic minorities, as well as stereotypes toward children with disabilities and learning difficulties. According to the Indonesia Mapping Report, only 3.76 per cent of physically challenged children of school age actually attend classes.¹³ This was attributed in part to inadequate educational facilities for special needs children. In Papua New Guinea, students perceived to be ‘slow learners’ or those with learning difficulties suffer particularly harsh treatment in the form of bullying by both teachers and fellow students. In Mongolia, many boys who absented themselves to help parents with herding were humiliated in class for being behind in their school work; this contributed to the reasons why some dropped out of school altogether.¹⁴

In some countries, and most especially Papua New Guinea, HIV and AIDS is a growing problem. In Papua New Guinea some projections suggest that in the absence of effective interventions, 10 per cent of the adult population may be infected by 2025.¹⁵ From the Papua New Guinea Mapping Report, children affected by HIV and AIDS are now recognized as a vulnerable group who may be in need of protection as they are more likely to be orphaned, drop out of school, live in child-headed households, and experience stigmatization and discrimination.¹⁶ In this context, ensuring all children in Papua New Guinea enjoy their rights to education and protection remains a considerable challenge. The Indonesia Mapping Report identified that children infected with HIV are discriminated against by being separated in class from other children, and cites the case of a seven-year-old child with HIV who was prevented from going to school by the community.

Schools are not always places of safety

As children spend a significant amount of their childhood in schools and teachers have a ‘duty of care’ to protect them, schools should be places of safety and provide an environment where teachers and pupils can be sources of support. Schools can help children to be and feel safer and more secure on their premises, particularly if overt action is taken against abuse or misconduct by staff, such as the use of corporal punishment, bullying or the perpetration of sexual abuse. For the most part, sexual abuse, bullying, discrimination and child neglect in schools in the East

13 <http://www.hupelita.com/baca.php?id=27047>

14 MECS, UNICEF, MSUE, and NHRM Mongolia 2007. ‘Violence at school and kindergarten environment and the ways to eliminate it’.

15 AusAID. (2006). ‘Impact of HIV/AIDS 2005 – 2025 in Papua New Guinea, Indonesia and East Timor’. AusAID: Canberra. If the current (baseline) response to HIV in Papua New Guinea continues, the country will be facing an adult prevalence rate of nearly 11 per cent by 2025. In the next 20 years, over 300,000 adults will die of AIDS-related illnesses. GDP growth rate will be reduced by up to 1.3 per cent as prevalence reaches 10 per cent in the adult population. There will be around 117,000 maternal orphans.

16 GoPNG. (2007.) ‘Orphans and Other Vulnerable Children – Strategic Plan 2008–2012’ (draft). DfCD: Port Moresby.

Asia and Pacific region remain invisible and are largely unreported. The Indonesia Mapping Report commented on the fear and powerlessness of children to report incidents of maltreatment that they encountered in school. According to the Philippines Mapping Report, the gaps in policies in schools regarding child maltreatment can be attributed to the fact that child protection issues such as sexual abuse and sexual exploitation, physical and emotional abuse, and neglect are not considered to be high priorities on the national agenda. According to the Lao PDR Mapping Report, government officials who were interviewed tended to view child protection in educational settings as a minor concern compared to drug addiction among teachers and pupils, or school drop out rates.

Corporal punishment

The Global Initiative to End All Corporal Punishment of Children reports that 102 countries have banned corporal punishment in school, but enforcement is uneven.¹⁷ This mirrors the situation in the East Asia and Pacific region. For instance, the Mongolia Mapping Report explored findings and analysis of the data from *Corporal punishment of children: views of children in some schools and kindergartens*, and found it “demonstrated that corporal punishment is a widespread form of violence against children in either urban or rural schools and kindergartens, and that the traditional social attitude towards using punishment as a routine and acceptable form of disciplining children is dominant in Mongolian society.” In the Papua New Guinea Mapping Report “many teachers noted that they felt that they were losing control of their classrooms when corporal punishment was not used.” Corporal punishment inflicted at home or in school has become a child rights issue and is seen by children in the region as a practice that should be banned.¹⁸

Sexual violence perpetrated by staff and other pupils

The boundaries of criminal and acceptable behaviour are crossed by staff who sexually or otherwise abuse and harass pupils. “In Thailand for example, the Family Protection Centre of the Ministry of Education claims that every week, at least one school teacher sexually abuses a student.”¹⁹ The combined Third and Fourth Periodic Report of the Philippine Government to the CRC Committee reported that: “Teachers committed an estimated 500 to 800 cases of child abuse each year.” According to the Philippines Mapping Report, the Department of Education needs to give more attention to sexual abuse violations perpetrated by teaching and non-teaching staff by publicizing the department’s zero tolerance towards abuse and the procedures and penalties for when it happens. In the Papua New Guinea Mapping Report it was detailed as “not uncommon for girls to become married to teachers once a sexual relationship was uncovered.” When this sort of behaviour by teachers becomes known it is either dealt with on a personal basis between the teacher and the family, or if the family or a civil society organization wishes to pursue the matter with the authorities, then teachers can be dismissed. In such cases, “where external partners demand action and hold schools accountable ... action is more likely to be taken in the child’s best interests.”²⁰

17 Global Initiative to End All Corporal Punishment of Children, ‘Global Summary of the Legal Status of Corporal Punishment of Children’, 28 June 2006. Cited in the UN Study on Violence.

18 ‘Report on the East Asia and Pacific Regional Consultation on Violence Against Children’. Bangkok, June 14 to 16, 2005. Page 80.

19 UNICEF EAPRO, ‘Regional Assessment on Violence Against Children in East Asia and the Pacific’, Desk Review 2005 quoting from Bangkok Post, June 5, 2003: ‘Sexual Abuse of Children is Rife in Schools’, by Sirikul Bunnag.

20 UNICEF EAPRO, ‘The mapping of child protection in education settings’, Papua New Guinea 2009.

Bullying (physical, verbal and psychological abuse) by staff and peers

With the launch of the 2006 UN Secretary-General's Study on Violence against Children, the issue of bullying has increasingly become a concern in the region. The effects of frequent and repeated acts of bullying can result in significant emotional and physical harm. Bullying can be committed by teachers and other education staff, as well as by students themselves.

In Mongolia,²¹ as reported in the mapping report, 46.4 per cent of children in Grades 1–5 and 93.9 per cent of children in Grades 6–11 reported experiencing various forms of emotional abuse, including being 'told off', nicknamed (insulted), deliberately embarrassed in front of others, and having their tasks under-valued. In Mongolia, 40 per cent of children in child-friendly schools and 69 per cent in non-model schools reported bullying by peers.²²

In 2008, the Indonesian Child Protection Commission recorded the following number of abuse cases in schools: 151 cases of physical violence, 101 cases of sexual violence and 273 cases of psychological violence.²³ The Commission annually receives around 600 reports of abuse involving children, 11.5 per cent of which have been perpetrated by teachers.²⁴

In the Lao PDR Mapping Report, the incidence of bullying is regarded as low, while in the Thailand Mapping Report, no information on bullying is presented. In the Philippines and Mongolia reports, the information on this issue is from NGO studies. In Papua New Guinea it appears that violence, such as fighting between pupils and the use of corporal punishment, has become 'normalized' because it is so frequent and is thus left unreported.

The examples of problems and issues with regard to child protection as discussed here are important and form the backdrop against which the analysis of the report findings is presented in the following section.

21 MECS, UNICEF, MSUE, and NHRCM Mongolia 2007, 'Violence at school and kindergarten environment and the ways to eliminate it'.

22 'Child Friendly School Review', UNICEF 2009, quoted from Mongolia mapping report.'

23 From the Indonesia country mapping report citing - <http://www.kompas.com/read/xml/2008/07/20/11450476/http://www.mediaindonesia.com/read/2009/06/06/82106/92/14/>.

24 From the Indonesia Country Mapping report citing - <http://www.prakarsa-rakyat.org/artikel/artikel.php?aid=35547>.

Findings, analysis and good practice

The findings from the country mapping reports have been collectively analysed for the purpose of providing a regional synthesis with regards to the indicators discussed in the introduction. Examples of best practice have been placed in boxes alongside the text. Again, it must be noted that this report relies on information gathered from the country mapping reports, and that not all the indicators in the reports were reported on with the same level of consistency.

1. Legal and policy frameworks

This section covers the findings related to the legislative and policy frameworks in place in the six countries aimed at protecting children from maltreatment.

Child protection policy for educational settings

All the countries have generic national policies and a legal framework for the protection of children. Mongolia,²⁵ Philippines,²⁶ Lao PDR,²⁷ Thailand²⁸ and Papua New Guinea²⁹ have domesticated CRC Article 19³⁰ on the protection of children into national laws or have human rights guarantees in their constitution for children to grow up free from violence and discrimination, as is the case in Indonesia. International standards indicate that these must be in place to enable the social welfare services, and the health, police and education sectors to ensure children's rights to protection in all settings. However, the findings from the country mappings support the view that education authorities are not sufficiently able to make this a reality.

One of the key findings from the mapping reports is that none of the countries have a specific and formal national child protection policy for educational settings in place. This is arguably a major reason why so few education staff had a clear understanding of what 'child protection' encompassed, how they were to respond in instances of child maltreatment, and why it was critical for them to effectively protect children in their care. However, all the countries do have specific education policies, laws and/or service manuals that uphold the rights and dignity of children in the educational environment, which include the legal prohibition of violence (Mongolia³¹, Indonesia³², Philippines,³³ Lao PDR,³⁴ Papua New Guinea,³⁵ and Thailand³⁶).

25 Mongolia's Law on Protection of the Rights of the Child.

26 Philippine's National Child protection Law, Republic Act No. 7610, 1992.

27 Lao PDR's Law on the Protection of the Rights and Interests of Children, 2007.

28 Thailand's Child Protection Act, 2003.

29 Papua New Guinea's Education Act & Teaching Services Act both amended 1995.

30 See above for full text of Article 19.

31 Mongolia's Law on Education as amended 2006.

32 Indonesia's Child Protection Law No. 23 of 2002.

33 Philippine's Service Manual of the Department of Education, 2000, plus other departmental orders, code of ethics, etc.

34 Lao PDR's Code of Governance and Practice for General Education, 1997.

35 Papua New Guinea's Teaching Service Disciplinary Code.

36 National Policy Framework for Child and Youth Protection, Commission on Child and Youth Protection, includes various ministries including Ministry of Education and NGOs.

Another key finding related to legal and policy frameworks is that in several countries, despite the existence of laws, policies and codes of conduct at the central level, education staff at school level are often unaware of them. In the Philippines, the mapping showed that the majority of division superintendents, principals and teachers are unfamiliar with the Department of Education's protocol for reporting and referring cases of child abuse, and many teachers were not aware of the Code of Ethics for Professional Teachers. Often, these policies seem to lack the detailed steps required for implementation on the ground. A general finding of the mapping reports is that there is very little monitoring of laws, policies and by-laws concerning child protection in educational settings. An exception to this is just beginning in Papua New Guinea, where there is a Standards Officer (school inspector) in every district whose job includes ensuring that: a school's behaviour management policy is appropriate and implemented; children are better protected through the vigilance and child protection training of staff; and that teachers who, for example, use corporal punishment or otherwise breach this policy will face disciplinary charges.³⁷

Some ministries or education departments, such as in Thailand, Lao PDR and Mongolia, encourage schools to make their own regulations, by-laws, or handbooks on caring for children, usually with the advice of the local area education authority as part of child-friendly schools-related processes. This may also happen as a result of decentralization, as in Indonesia.

While a general framework at national and local levels exists for the protection of children in all of the countries, it appears that child protection is not yet firmly placed on the education agenda. The mapping reports did not provide evidence of specific national child protection policies, but, in general, the laws and particularly the guidance materials for schools are insufficient. The materials are limited in scope and lack the details necessary to properly equip schools to be able to prevent, prepare for, tackle and monitor all the varieties of abuse, neglect and violence they would have to address.

Policies and laws on corporal punishment

Corporal punishment is an example of a practice for which laws generally exist to protect children in educational settings but are not always applied. **Corporal punishment in schools is specifically prohibited in five of the six countries, either by ministry of education policy or by law, as in Lao PDR, Papua New Guinea and Thailand; through education departments/Teachers Union's Code of Conduct in Mongolia, or through both avenues in the Philippines.** According to UNICEF, "it is often reported that physical punishment is practiced even in countries where corporal punishment in schools is outlawed."³⁸ Laws that prohibit its practice only in particular settings, such as in schools, but allow physical punishment for domestic discipline further complicate the situation. This is the case in Papua New Guinea, where charges against a teacher were dismissed in court on the grounds that he was only doing what was allowed in a child's home.³⁹ In Indonesia, corporal punishment in schools is culturally accepted and not specifically prohibited.

It is apparent from the mapping information that in Mongolia and Indonesia corporal punishment is widespread and seen as acceptable by many; in Papua New Guinea, it is still used. The prevalence of this practice in Thailand, the Philippines and Lao PDR was not reported in the country reports. In Indonesia, children are protected from violence by legislation, although corporal punishment is not explicitly banned. A small Save the Children UK survey⁴⁰ in North Maluku reported that nearly one

37 Behaviour Management Policy for the National Education System of Papua New Guinea, 2009, Department of Education.

38 UNICEF EAPRO, 'Regional Assessment on Violence Against Children in East Asia and the Pacific, Desk Review 2005'.

39 Verbal information from participant at Mapping Workshop, June 2010.

40 Save the Children UK, Indonesia, 2004, 'Violence in schools: report on a survey conducted by the Save the Children Education Programme in North Maluku', unpublished, cited in Save the Children, 2005, 'Discipline and punishment of

quarter of the 541 surveyed children had been hit by their teachers on their legs, hands, ears, cheeks and buttocks, once or more than once, with teachers using their hands or implements such as sticks, rulers or bamboo swathes.

A 2005 study⁴¹ in Mongolia quoted in the mapping report showed corporal punishment in schools to be widespread and traditionally acceptable. Of the 595 children interviewed for the study in a sample of schools, kindergartens, detention centres and shelters, 71.1 per cent reported being beaten at school and 41.9 per cent reported experiencing verbal abuse.

The use of corporal punishment in schools in the six countries⁴²

Country	Latest information	Specific ministry of education policy?	Available legislation
Lao PDR	2009	Yes	Corporal punishment is considered unlawful under Article 27 of the Law on the Protection of the Rights and Interests of Children, which confirms the state's policy to create 'child-friendly' schools in which students are protected from corporal punishment.
Mongolia	2010	Yes – also as part of Code of Conduct	Corporal punishment is prohibited in schools by amendments to the Education Law passed in December 2006.
Indonesia	2009	No	The Law on Child Protection 2002 protects children in school from "violence and abuse from teachers, school managers, and pupils both in the school and other educational institutions" (Article 54) but does not explicitly prohibit corporal punishment.
Papua New Guinea	2009	A government directive in the 1970s stated that there should be no corporal punishment in schools, but this has not been confirmed in legislation. *	Corporal punishment is lawful in schools under Article 278, Criminal Code (1974, in force 1975), which provides for the use of force "by way of correction" by parents and teachers. Article 42 of the Constitution, concerning the treatment of persons arrested or detained, states: "Subject to any other law, nothing in this section applies in respect of any reasonable act of the parent or guardian of a child, or a person into whose care a child has been committed, in the course of the education, discipline or upbringing of the child."
Philippines	2009	Yes – also as part of Code of Ethics	Corporal punishment is prohibited in public and private schools under Article 233 of the Family Code, confirmed in the Public Schools Service Manual (1992) and the Manual of Regulations for Private Schools (section 75, article XIV) (1992).
Thailand	2009	Yes	Corporal punishment is unlawful in schools under the Ministry of Education Regulation on Student Punishment (2005) and the National Committee on Child Protection Regulation on Working Procedures of Child Protection Officers Involved in Promoting Behaviour of Students (2005), pursuant to Article 65 of the Child Protection Act.

* Papua New Guinea's Behaviour Management Policy, approved in 2009, specifically forbids corporal punishment, stating that "corporal punishment is not to be used at any time" under Principle 3: Right to a safe learning environment.⁶

children: a rights-based review of laws, attitudes and practices in East Asia and the Pacific', Save the Children Sweden Southeast Asia and the Pacific, regional submission to the UN Secretary General's Global Study on Violence against Children, Save the Children Sweden.

41 'Corporal Punishment of Children: Views of children in some schools, kindergartens and institutions', Save the Children UK/Gender Center for Sustainable Development (2005).

42 Taken from <http://www.endcorporalpunishment.org/pages/progress/reports/>.

Policies with regard to bullying

According to the mapping, in Lao PDR, the incidence of bullying in schools is perceived as very low. Bullying is, however, seen as a serious problem in schools in Mongolia, the Philippines, Indonesia and Papua New Guinea. Despite this, no policy on bullying is reported as being in place in these countries, although Papua New Guinea has recently introduced behaviour management policies into schools (see good practice box below). This is timely in a country where serious and pervasive violence has been normalized, and where teachers seem to have limited capacity to recognize the various forms of bullying behaviour as violations of children's rights to protection.⁴³

Apart from Papua New Guinea, the country mapping reports record no initiatives to tackle bullying specifically as part of national or local policy. This seems to indicate how poorly the practice and its impact is understood. It is either widely accepted by the authorities and teachers as part of school life, and/or there is a lack of awareness of what bullying can do to children's self-esteem and learning. An alternative view from Papua New Guinea is that since violence is normalized across society, bullying is not perceived as being a form of abuse.

Absenteeism

Absenteeism was examined in the mapping because there can be a direct relationship between a student being absent from school and child protection concerns. For example, a child could be kept away from school to hide the physical signs that he or she had been abused at home or elsewhere. There are other child protection reasons why a student may be absent, including that the child is pregnant, is required to work, is trafficked or is fearful of being bullied or shamed at school. The implementation of home-school liaison policies and procedures can help schools understand the reasons for a child's absence and take action where necessary to protect a child and prevent further harm.

National policies concerning pupil absenteeism exist in Thailand and Papua New Guinea, but are under resourced. When resources are available for home visits in order to follow up on absent students, it is not easy for education staff to address poverty-related concerns, family problems or other social issues that may be preventing children from attending school. The 28 schools visited in Papua New Guinea reported that between 10–20 per cent of pupils had dropped out of school during the course of the year, most commonly because of an inability to pay for school fees, lack of interest in schooling, teenage pregnancy or transfers to other schools.

There are no specific policies or guidelines in Indonesia, the Philippines, Lao PDR or Mongolia on home visiting to follow up on absentee children. In practice, it was reported that teachers often do visit children who have been absent; however, the timeliness in which this is done seems to vary between countries. In Mongolia, absenteeism is noted by schools as a performance indicator, but it is not reported to higher-level authorities. In the Philippines, for those children who have decided to drop out of school, a government Alternative Learning System is available, but the mapping report does not mention how widespread or accessible this service is.

43 'Mapping of Child Protection in Educational Settings', PNG, 2009.

2. Human resources, codes of conduct and capacity building

Staff in organizations working with and for children should abide by the standard that they respect the rights of children and do no harm towards them. It is essential that education facilities employ staff who evidence they can exercise the expected duty of care towards children. All agencies should have written guidelines or standards for the hiring of staff, regulating behaviour between staff and children, and regularly provide suitable training opportunities at pre-service and in-service levels to disseminate information and raise awareness on child protection. Procedures such as vetting or criminal record checks can be put in place to prevent unsuitable persons from being employed by or volunteering in educational settings. Vetting staff who wish to work with children, through criminal records as well as reference checks, can deter and reduce the numbers of unsuitable candidates from applying for teaching or other relevant posts, such as for administrative or grounds maintenance positions.

Teacher recruitment and criminal checks

In all six countries, an applicant for teacher training is usually accepted on the basis they have reached the required educational standard. However, according to the mapping reports, there are a variety of school recruitment practices for teachers and other staff. In Mongolia, there is a Ministry of Education model job description for teachers, but the procedures for recruitment are often laid down by school by-laws and based on interviews conducted by the school principal. Thailand, Indonesia and Papua New Guinea have national recruitment procedures, but appointments are often made by the education area office. In the Philippines, there is a national education policy on recruitment in which both the school and divisional office are involved. In Lao PDR, there is no policy for the recruitment of new teachers or other staff at central or school levels; rather, most teachers are directly allocated to schools from the government's human resource pool. [With the exception of the Thai government and Indonesian private schools, background criminal checks are not routinely carried out in any of the other countries.](#) In Thailand, such checks are not undertaken for temporary positions in public schools or for positions in private schools.

The lack of formal checks on education staff applicants through references or by police departments opens the door for perpetrators of abuse to be continually employed as teachers or other staff in schools. The practice of transferring teachers who have been found to abuse children to other schools is a violation of the trust placed in the education system to provide a safe and protective environment for children. In Indonesia, the mapping report identified that a school principal can seldom refuse the receipt of such a transfer by district level authorities, even if it is known that the new teacher has a poor reputation at his or her previous workplace. In Papua New Guinea, it was reported that: ["Teachers who are accused of misconduct are often transferred or flee to other schools, where they can be re-engaged without the new school being aware of their previous misconduct. Church-run, private and special education schools were more likely to undertake reference checks."](#)

Codes of conduct

Given the importance of education to children and young people, and to society as a whole, it is essential that teachers continue to maintain high standards of teaching practice and professional conduct. To achieve these ends, all teaching and non-teaching staff need to understand through supervision and training what is required of them in terms of their conduct, attitudes and behaviour. A code of conduct is a set of written guidelines designed to safeguard and ensure safe teaching and pastoral practice, and sets out the expectations for education staff in relation to their day-to-day behaviour and practice. To concretize these expectations, there is generally a requirement that all staff sign such a code of conduct, stating their agreement to meet the standards expected of them and that they understand the consequences of any serious breaches. As a result of such a practice, children in school should be better protected and schools rendered safer and more child friendly.

National codes of conduct for teachers exist in Mongolia, Papua New Guinea, Indonesia and the Philippines; they are promulgated by the Ministry of Education or the National Teachers Union as in Indonesia. However, only teachers in Mongolia and Papua New Guinea were aware of these codes. During the mapping exercise in the Philippines, no division official or teacher mentioned the code of ethics. Similarly, in Indonesia no teacher or principal had read the code nor was it available in any of the schools visited. In Lao PDR, the drawing up of a code of conduct is delegated to schools at the local level, usually at the instigation of the district education officer. In Thailand, there appears to be no clear code of conduct for staff in educational settings. In none of the countries are teachers required to sign any codes of conduct that do exist.

In some countries, such as Papua New Guinea, the Philippines and Mongolia, there are stipulated penalties for teachers who break certain education rules or school by-laws. In relation to regulations, there is often a difference between public and private schools, with the latter often imposing locally more rigorous and enforced regulations over teacher and pupil behaviour and classroom management strategies, as in the Philippines with regard to staff responsibilities, and in Indonesia, concerning absenteeism.

Capacity building in child rights and child protection

In order to better protect children in educational settings, staff require the requisite knowledge and skills. Among other methods, this can be achieved through the inclusion of child rights and child protection components into teacher training curricula as well as through in-service training. **Most of the six countries do not have pre-service training for teachers in child rights or child protection; similarly, most of these countries have no in-service training in child protection.** However, Mongolia has implemented pre-service teacher training activities on child rights since 2006, while Lao PDR is currently incorporating child rights into teacher training college courses.

Child protection is now a foundation course for the bachelor in social work training in Mongolia, with a related manual and textbook. Some school social workers have already participated in these foundation courses. Papua New Guinea is planning to introduce a child protection pre-service training module on the basis of the Child Protection Act 2009.

In-service training has begun recently in Papua New Guinea, along with the development of school-level behaviour management policies, and school coverage is expected to expand from 2011

onwards. A foundation for good practice from Mongolia concerning in-service training on child rights and child protection for school social workers, and its initial development for teachers, is provided in the insert below.

Foundation for good practice

Mongolia has introduced in-service training for school staff on child rights and child protection using nine modules on different topics, and also a manual for school social workers (who do not fulfil a teaching role) employed in all government schools. Three modules are specifically related to child protection: life skills, violence-free schools, and promoting a beneficial psychosocial environment in schools. This series of modules targets school principals, school teachers and school social workers, and is designed to support the child-friendly school concept. The manual, which is in the Mongolian language, is the first comprehensive publication on the theory and practice of social work in schools. It contains a model child protection policy and a draft code of conduct. Training on the manual has been given to all social workers in urban and rural schools. However, according to the mapping report, school social workers have been more responsive than preventive in relation to child protection concerns, and are often diverted by school directors into management matters. Teachers have as yet not received this training, and many of those interviewed complained about not being included. In the near future, Mongolia is planning to pilot 'Child Protection in Education' as an in-service training for teachers in select child-friendly schools.

3. Response and referral systems

Schools have a role in protecting children who experience abuse, neglect, violence or exploitation at home or in the community. Schools also need to respond when staff become aware of bullying or other acts of violence being perpetrated on the school premises. Teachers and other education personnel have a role in identifying children who may be in need of protection, providing an immediate place of safety and referring cases to child protection, justice and appropriate health or other services. To protect children, education facilities should have clear guidance and procedures in place in the event of suspicion of child maltreatment, disclosure of an incident, and/or occurrence of a child protection incident. Step-by-step guidelines and procedures should detail the process for identifying, responding, and referring child protection incidents and concerns.

The police, social welfare staff, health workers, teachers and other education staff should be key partners working with child protection agencies to identify and respond to children who have been maltreated or who are at risk of significant harm. However, as mentioned above, some teachers have a limited awareness of what child protection means, what constitutes child maltreatment, and what to do should such a child protection concern arises.

Child protection reporting

In Papua New Guinea and Thailand, the mandatory⁴⁴ reporting of abuse is government policy but the mapping reports indicate no evidence of implementation at the school level. Under the Thailand Child Protection Act 2003, there is mandatory reporting for certain officials including teachers. Article 29 of the Act states that a “teacher, instructor or employer having the duty to take care of a child who is his or her student or employee, shall report immediately to a competent official or person having duty to protect a child’s safety according to Article 24, or administrative official or police officer if it is apparent or suspected that the child has been tortured or is sick due to unlawful care.” However, it appears from the mapping report that, in practice, this Article is not being enforced.

Only the Philippines and Papua New Guinea have established national educational response systems for child protection infringements, but they are respectively either very limited in application or of a generalized nature. The Philippines has a Department of Education ‘School Protocol on Reporting and Referring Child Abuse Cases’, but although described by the minister as “a must for all teachers,” its distribution is confined to child- friendly schools. The Papua New Guinea Department of Education set up a generic response system for critical incidents, which may include child protection. This sets out the steps to be taken, including how serious incidents are to be referred to the provincial authorities or to the Teaching Service Commission, which has the power to terminate teachers’ employment. The Papua New Guinea Child Protection Act 2009 has made it mandatory for all teachers to refer child protection concerns to the director of child protection in the Department of Community Development, but so far no teachers have received requisite training on the Act to fulfil this role. In Papua New Guinea, where action is taken, it is more often related to a breach of custom rather than a breach of protection rights, and customary solutions are usually sought. However, the gradual introduction into schools of the Department of Education National Behaviour Management Policy 2009, could potentially offer significant improvements to the situation.

In Mongolia, Indonesia and Thailand, systems to respond to abuse by education staff are informal or local. In Lao PDR, such responses do not exist according to the mapping report. In Mongolia, there are no written response guidelines but an informal common practice is followed. In the case of physical abuse, if the perpetrator of abuse is a child, reconciliation is sought; if a staff member is the abuser, the school management imposes an appropriate penalty. In Indonesia, an informal model exists for resolving cases where school staff are the perpetrators, depending on the type of abuse involved. If it is a case of sexual abuse or serious injury, the matter tends to be referred to the police, whereas instances of corporal punishment and verbal abuse are respectively referred to the local education office and the school principal. However, it is unclear how often these practices are followed. In Thailand, the response system by staff is unclear; schools are meant to appoint school counsellors to undertake child protection interviews, but such positions are found mainly only in the larger high schools. In Lao PDR, the only informal response is to rely on village governance structures to find solutions.

There is a general lack of clear step-by-step guidelines or procedures as to what should be done when abuse is reported and a distinct lack of training for teachers on prevention and response.

44 In PNG through the gazetting of the Child Protection Act in 2009 and the national Behaviour Management Policy, DoE, 2009.

Management responsibility for child protection

In order for child protection concerns to be prioritized and effectively managed in educational settings, specific responsibilities for designated staff in the management system are required at both the national and district levels, as well as within schools. Nationally, the task is to ensure child protection standards in educational settings exist, are known and are met, and where violations against children are identified, that schools ensure appropriate referral, monitoring and evaluation. **The national agency mandated with responsibility for child protection in most countries is not the education ministry but the ministry of social welfare or another ministry.** However, at the school level in four out of the six countries, there is a system of appointing focal persons or counsellors with a responsibility for child protection, but this role is limited in three of the four countries to secondary schools, and often only the larger schools.

Only Mongolia and Thailand have a designated individual in the ministry of education with a responsibility for child protection in education settings. In Mongolia, this role is in addition to other responsibilities, while in Thailand, the role is designated to the permanent secretary rather than the implementing body in the Office of the Basic Education Commission (OBEC). In Papua New Guinea, the person to receive referred cases at a national level is in a separate ministry. The mandate for child protection in Indonesia is with the Ministry of Women's Empowerment. Similarly, in Lao PDR, the Lao Women's Union is by law supposed to establish a Committee on the Development and Protection of Women and Children, with a committee focal point at the national and district level. However, the mandate of the Lao Women's Union and its connection to the Ministry of Education was unclear to those education officials who were interviewed. The required reporting of incidents in educational settings to a ministry other than the ministry of education may generate difficulties, reduce accountability, and additionally reduce the education ministry's sense of responsibility in preventing and responding to child protection concerns.

School counsellors or school social workers are often designated as the child protection focal point, as in Mongolia, where their draft job descriptions include the following tasks:

- To monitor and analyse implementation status of child rights, to create an information network and to strengthen cooperation with professional agencies with mandates to protect child rights;
- To identify resources for child protection, development and socialization; and to utilize information sources;
- To advocate for children's rights and represent a child at court if necessary;
- To do risk assessment and refer to other existing services;
- To raise public awareness on social protection issues of children and conduct prevention activities among children.

In Papua New Guinea since 2006, selected teachers at the district level receive training as 'School-Based Counsellors', whose role is to train other teachers, typically in addition to other duties. This dual role arises from a lack of funding for the discrete counsellor posts that the Ministry of Education created for secondary schools. In Thailand, child protection focal persons are usually designated in the larger high schools. Again, in the Philippines, only the larger high schools have a guidance counsellor, who by law should only operate if certificated; however, they do not appear to be trained in responding to child protection concerns. There is no appointed school focal person to handle child protection issues in Indonesia or Lao PDR.

School linkages with child protection agencies

When a child is identified by a school as being in need of protection, it is important that the school knows when and how to make a referral to other agencies. Depending on the nature of the child protection concern, these might be the police, health or social welfare services.

In Indonesia, a child referred to the police may be sent to a national or provincial Integrated Service Centre, or to one of the 456 police units for the Protection of Women and Children. Under the Personal Safety Lessons Programme, multi-disciplinary teams were set up in the Philippines to support schools in managing child abuse cases; however, the division offices and schools visited were unaware of the initiative. In Thailand, the Ministry of Health and the Ministry of Social Development and Human Security have set up One Stop Service Centres at provincial-level hospitals, but they appear only to be fully functional in a few provinces, and are not linked directly to the school system. In Mongolia, Lao PDR and Papua New Guinea, there appear to be no established procedures for teachers in referring child abuse cases to the health services or hospitals, although in the Mongolian capital Ulaanbaatar there are multi-disciplinary teams staffed by a team of professionals to help victims of violence and abuse with prevention and protection services.

With the possible exception of Indonesia, the external child protection systems that exist do not systematically reach most schools. In Papua New Guinea, there are extensive networks of family and sexual violence committees, but they are largely urban based, and it is unclear how much direct contact they have with schools. Similarly, community-based child protection networks exist in many parts of Lao PDR, but the teachers interviewed were unaware of them.

The lack of concrete linkages between schools and other community or district-level resources underlines the shortfall of systematic or coherent approaches across various departments and ministries at the district, provincial, and national levels to prevent and respond to child maltreatment.

Emergency hotlines

All of the countries except for Papua New Guinea have emergency hotlines, which, however, tend to exist primarily in the major cities. In Indonesia, the emergency hotline is supported in five cities by Plan International in cooperation with the Ministry of Women's Empowerment, and is staffed by social workers. The Philippines has a similar hotline in Manila and Cebu. In Mongolia, there are three hotlines in Ulaanbaatar but none in rural areas; however, they are often not operational and only a few teachers were aware of their existence. In Lao PDR, several hotlines established by government agencies such as the Lao Women's Union and Lao National Tourism Administration are available to victims of abuse and exploitation. There is also an emergency hotline in Thailand, although few people interviewed during the course of the mapping seemed to be aware of its existence.

4. Prevention systems

In this section, the mapping analysis examines some of the processes that minimize risk or prevent further child maltreatment. Measures aimed at raising awareness of protection issues and abuse in schools, communities, and with children, were particularly taken into account. This included whether schools incorporated information into the curriculum on potential child protection risks, and how children can better protect themselves.

Information for children on child protection through school curricula and the media

Child protection education or training for children in schools is minimal or non-existent in all six countries. The Philippines and Thailand appear to be the only countries to have a curriculum component for pupils which includes child protection. In 2009, the Philippines Department of Education mandated the institutionalization of Personal Safety Lessons (PSL) in elementary and secondary schools nationwide, in order for students to learn about self-protection; however, their existence was unknown to any of the schools visited during the mapping exercise. In Thailand, Life Skills are taught by non-regular teachers, and it is unclear how much of the content is specifically related to child protection. In Indonesia, the national and local curriculum does not include self-protection instruction at elementary or intermediate levels.

In Lao PDR, the Ministry of Education revised primary and secondary education textbooks to include a human rights component, and in grades 4–5 (primary level), this includes topics on protection from abuse. For lower secondary grades, an example of abuse is provided in the texts but the focus is more on children's rights to education than protection from abuse. In Papua New Guinea, the curriculum includes a broad-based subject called 'Personal Development', aimed at developing responsible attitudes and respect for others and oneself. However, there is little emphasis on equipping children to avoid or respond to protection issues. Moreover, there are insufficient numbers of these textbooks, and teachers themselves tend to deal only with those topics they are comfortable with. The introduction of student involvement in the development of each school's behaviour management policy in Papua New Guinea should make children more aware of how to protect themselves and each other.



Good practice

In Mongolia, the children's newspaper *Tsokh* (Beetle) actively promotes children's participation in protecting themselves from violence through the regular column 'Let's protect our friends from violence'. This newspaper is distributed to schools fortnightly.

Mongolia uses a school newspaper to promote ways in which children can better protect themselves from abusive situations. The newspaper includes content on taking joint and individual preventive action and the reporting of abuse.

Classroom and school behaviour management

Class size and the manner in which children are taught affect the behaviour of both pupils and staff. Classroom and school behaviour management is a critical aspect of quality teaching and student learning, given that its effective use can create a conducive learning environment, reduce student disciplinary problems, and address the particular needs and difficulties faced by students.

Teachers in Papua New Guinea are trained in classroom management at teachers' colleges and at regular school in-service trainings. Despite this, most teachers report difficulty in managing classrooms, in part due to the large classroom sizes and the different age ranges of students. Despite the ban of corporal punishment since 1975, it is still commonly used. Many teachers feel they lose control of their classroom when corporal punishment is not available. Classroom management was of particular concern to urban teachers who report that Western influences, improved understanding of child rights among children and a low capacity to promote positive discipline all contributed to their difficulties.

Thailand has been delivering in-service training on positive discipline to teachers for some years (see good practice box below).



Good practice

In Thailand, there is a 'Positive Discipline' module to train teachers on how to handle violence and problematic student behaviour using positive methods that can change children's behaviour without resorting to corporal punishment or abuse. This positive discipline approach has been introduced into an estimated 3,000 schools.

In 2009, the Papua New Guinea Ministry of Education issued its Behaviour Management Policy for the National Education System of Papua New Guinea.⁴⁵ This policy takes a wider perspective than just classroom management by including the whole school and the ways in which it can better manage and enhance the relationship between staff and pupils so as to develop a more sensitive, safer and secure environment for positive learning. This policy covers all government and church agency schools, and educational institutions within the national education system. The policy is in part a response to the large increase in enrolment, the demand for quality education and the "social problems that affect students including drug and alcohol abuse, violence, sexual harassment and rape, unplanned pregnancies, pornography, cult activities, generation names, bullying, abuse of information technology (internet, mobile phones), and poor behaviour when travelling to and from school. Poor student-teacher communication and poor teacher behaviour contribute to discipline problems and disruption in the school."⁴⁶

45 <http://www.education.gov.pg/quicklinks/policies/behaviour-management-policy.pdf>.

46 *ibid.*

✓ **Good practice**

The national Behaviour Management Policy 2009 in Papua New Guinea, as well as the accompanying pre-service and in-service training programme, aims to promote the establishment of such a policy in each school. The policy outlines important steps for promoting better school and class management, and a more caring approach to children and the problems they face.

The 2009 Behaviour Management Policy for the National Education System of Papua New Guinea should, when rolled out to all schools, greatly increase child protection in government and church schools. However, the full implementation of the policy will depend on whether schools receive the necessary support in obtaining the manuals, as well as training from and monitoring by designated district education officers. Implementation will need to address all aspects of the policy and prevent the perception that it is solely about managing student behaviour, when it also encompasses staff conduct and the creation of a school-wide child rights culture. The roll out of the process will take time, but the foundations in Papua New Guinea have been laid to develop a better learning environment for children that recognizes the need for child protection in schools.

Risk assessment

By conducting risk assessments, schools can more effectively anticipate situations where harmful incidents involving children could occur on their premises. This, in turn, provides the basis for taking steps to improve the environment and reduce the risk of such incidents.

Although there was no specific articulation in the Philippines Service Manual⁴⁷ about making schools protective of children and keeping students safe from possible injury or maltreatment, it contains risk management regulations for activities outside of school hours, as well as for securing the premises, the use of classrooms, and the monitoring of visitors.

No systemic approach to risk assessment in schools exists in any of the six countries. Where reported in the mapping, risk assessments were done informally by schools or under by-laws related to emergency preparedness. In Papua New Guinea, an informal system for risk assessment and management is in place in schools, especially relating to student protection for activities outside of school premises. In such cases, written parental consent is required and permission must be sought from authorities at the district and provincial level, while strict teacher supervision is required during such activities. The by-laws in some Mongolian schools concerned preventing and minimizing risk to children on school outings and during after-school activities, competitions and ceremonies.

Two important areas for risk assessment were not mentioned in the mapping reports. One concerns an understanding of what children, especially girls, perceive as safe and unsafe areas, and ensuring that such places, which may include girls restrooms, are strictly monitored and kept out of bounds to boys. Another is a formal assessment of particular groups of children to determine who, due to reasons of poverty, disability, or ethnic minority origins, may be at greater risk of bullying or abuse by fellow students and teachers.

⁴⁷ Department of Education Service Manual 2000.

Risks in different educational settings

Boarding schools, which provide children with a combination of education and care, have additional considerations in relation to risk and standards of care. For instance, in Mongolia, 400 schools have 502 dormitories that accommodate 44,037 children, out of which 38,255 are children of herding families. This means that these children are separated from their parents and families for nine months of the year, and are under the care, protection and supervision of school staff. One study highlighted in the Mongolia Mapping Report focused on secondary school dormitories, to determine their current conditions within the framework of developing child-friendly school models. The study found dormitory teachers do not communicate with or relate to children in accordance with their age or psychosocial needs and development. As a result, it was evidenced that primary school children living in dormitories faced greater psychological difficulties than older children.

5. Information management systems

Information management systems record data for the purpose of documentation, monitoring, assessment and planning. In the absence of information systems that collect data on child protection incidents from educational settings, it is difficult for governments to be informed and to establish evidenced-based policy. The collection of data and management of information related to child protection in educational settings as per the mapping reports are examined in this section.

Based on the report findings, filing systems in the six countries vary between manual and computer-based methods and are housed in school, district and provincial education offices. However, these systems are not required to keep or process information on child protection violations. The determination of what incidents warrant documentation is largely at the discretion of the school.

It appears that all the education authorities possess or use information systems to collect data on school enrolment, achievement and other basic information to satisfy the indicators for EFA and the MDGs. Some districts in Papua New Guinea utilise electronic data collection systems, the most advanced of which is in Simbu province. This offers a potentially strong risk management and monitoring mechanism that could be used to accurately record incidents of inappropriate behaviour and the outcomes of disciplinary proceedings.

Child protection concerns in schools are not systematically reported

Comprehensive national information systems that systematically document and report child protection violations in educational settings were not reported in any country. A partial system for collecting reports is mentioned in Papua New Guinea, but monitoring and incidence tracking were not reported. School social workers in Mongolia keep records of children who have experienced various forms of protection concerns, including domestic violence, children in conflict with the law, and child labour, but these are often incomplete assessments due to the lack of case management guidance.

Nationally, education authorities rarely collect information on child protection incidents. Where information is available, it comes from UNICEF, NGO research or newspaper articles. The main emphasis has been on the assessment of the use of corporal punishment, particularly in terms of monitoring the implementation of laws and regulations to eliminate the practice. Less attention has been paid to sexual violence and bullying.

Overall, the problem of sexual abuse and harassment in schools appears to be seldom reported by 'official' channels within ministries of education. More often the media or newspapers highlight the issue. For example, the *Bangkok Post* reported that according to the Office of the Basic Education Commission in Thailand, between January and September 2006, 25 cases of sexual harassment against school children were reported across a total of 175 educational districts nationwide.⁴⁸ Based on the Philippines Mapping Report no standard reporting form or procedures for collecting vital information related to child abuse are used in public or private schools. While copies of the 'School Protocol on Reporting and Referring Child Abuse Cases' were seen in a few Filipino schools, these protocols do not seem to be followed. Some school officials claimed there had been no reports of child molestation or violence against children in schools or that these incidents rarely happened.

In Mongolia, it was found that policy makers in the education sector did not consider child protection as an important factor in children's development. In Indonesia, schools maintain records on students' disciplinary transgressions, but this usually does not extend beyond a recording of the incident in the class log by the teacher. The system is similar in Thailand, where reporting further up the education hierarchy beyond the head teacher is ad hoc. No formal child protection incident-reporting system exists in Lao PDR, and when cases of abuse are reported to village leaders, they tend to go no further.

Papua New Guinea boasts the most comprehensive information management system of the six countries. At the school level, the duty teacher or the class teacher is first to handle the incident. If the incident is deemed serious, incident reports are filed with the school administration. Under the recently introduced system, head teachers submit monthly returns of all school statistics, including incident reports and performance reports of teachers, to district- and provincial-level authorities. The province collates all reports from the district level and sends them to the National Department of Education. Incidents deemed to be severe are reported to district and provincial authorities; however there is a lack of consistency in the types of reports passed on to higher levels. In cases where an incident report is forwarded on, the report provides district- and provincial-level authorities with evidence from which to press charges and issue disciplinary actions, such as demotions, transfers, and reprimands (which are implemented by the Provincial Education Boards). Recommendations for teacher termination are sent to the Teaching Service Commission, as per the national procedure. Whilst this is one of the most clearly established processes for dealing with serious child protection violations, it is implemented in only a minority of cases.

6. Coordination and collaboration on child protection

Schools are not the only duty bearers with regard to child protection. Other agencies such as law enforcement, health and social services also have their roles to play. To better protect children, it is important that processes are in place for communication and coordination among agencies at the national level. This ensures the complementary roles and responsibilities with regard to child protection at local levels are created, understood, and implemented.

⁴⁸ 'Education: UN Regional Report: Schools are violent places', *Bangkok Post* (English-language newspaper), 20 October 2006, Section 1, page 4 cited by ECPAT, 'Global Monitoring Report on the status of action against commercial sexual exploitation of children', Thailand.

The mapping reports examined operational systems that ensure optimal coordination and collaboration between individuals and agencies able to prevent and respond to child protection incidents or concerns. The reports also examined the participation of communities and children in developing and monitoring child protection in schools. There was little information from the reports on this latter point.

National inter-agency collaboration

Nationally, most countries except Papua New Guinea and Thailand report inter-agency collaboration as disjointed and inadequate. In Thailand, the Ministry of Education Child Rights Protection Team was established in 1998; it is made up of ministry representatives from social development and human security, justice, health, as well as NGOs. Despite the administrative challenges, the team meets weekly and is involved in reviewing reported cases of child abuse. In other countries, little systematic collaboration is reported. In the Philippines, the role of the Department of Education is described as insignificant and its attendance irregular in inter-agency groups that collaborate on actions against sexual abuse and violence.⁴⁹ Mongolia's National Authority for Children, under the Deputy Prime Minister's Office, has a coordinating and monitoring role for children's activities undertaken by different ministries. But under the Law on Government, child protection is not included as a duty of the Deputy Prime Minister's Office. Inter-ministerial collaboration in Lao PDR appears ad hoc and it is unclear which line ministry has the authority to establish a referral system for child protection violations in schools.

Provincial, district- and local-level collaboration

Collaboration and coordination between partners at decentralized levels was weaker in all six countries. In Lao PDR, given that child protection has had a minimal profile in the education sector, very little collaboration between ministry, provincial, and district levels and schools has taken place. In Indonesia, the situation is similar, although some collaboration between departments happens on an ad hoc basis at the district level. In Thailand, the Education Service Area Office covers different geographic areas in comparison to other government agencies; for example, one such office may cover two to four districts, which does not make collaboration with other agencies easy. The mapping reports mention no systematic collaboration at provincial and district level in Papua New Guinea, the Philippines or Mongolia, although Mongolian and Papua New Guinea schools work quite closely with NGOs on an ad hoc basis, albeit primarily in urban areas.

Parent teacher associations (PTA)

High schools in Thailand have PTAs but they are primarily used for fund-raising and have little involvement in child protection. In the Philippines, the schools visited do not seem to have made any conscious effort to partner with agencies or community groups to keep schools safe and protect students, although at times the PTA contributes funds for perimeter fencing and guards. In Mongolia, school boards consist of parents' representatives, children and the school management team; however, the added value perceived by school principals of having parents on the board

⁴⁹ Sub-Committee on Sexual Abuse and Commercial Exploitation of Children and National network to End Violence against Children.

with regard to child protection was unclear. In Papua New Guinea, communities including PTAs are increasingly viewing child protection concerns as individual problems the aggrieved parties should resolve, and which are informed by customs that may not be rights-based. However, the training of village magistrates mentioned previously may help to counter this trend.



Good practice

PTAs seem primarily to be active in urban schools in Indonesia, where a PTA often exists for each class. Child protection is one of the issues raised by class teachers through PTAs with the aim of reducing cases of domestic violence against children.

Child-friendly schools

The CFS framework supported by UNICEF has been applied by governments to schools and education systems in all six of the countries that participated in this mapping exercise. As part of a rights-based approach to education, child-friendly schools are intended to serve as models for a “multidimensional coverage of quality and holistic concern for the child’s needs.”⁵⁰ The CFS Manual, produced by UNICEF New York, identifies three core principles of CFS: inclusiveness, democratic participation and child centeredness (UNICEF, 2009). In this regard, the process of becoming child friendly, for individual schools and within school systems, involves improving the school environment, including the socio-emotional learning environment, behaviour management, and community engagement.

The basic principles⁵¹ of a rights-based, child-friendly school are that it should be:

1. **Proactively inclusive:** The school seeks out and enables the participation of all children of both sexes, and especially those who are different ethnically, culturally, linguistically, socio-economically, and in their abilities or disabilities.
2. **Academically effective and relevant:** It meets children’s needs for life and livelihood knowledge, attitudes and skills.
3. **Gender-sensitive:** It creates environments that foster gender equality, and it meets the needs for knowledge, attitudes and skills that ensure gender equality.
4. **Healthy and protective:** It promotes and protects children’s emotional, psychological and physical well-being by providing a healthy and protective educational climate.
5. **Engaged with the family and the community:** It seeks out and enables the participation of children’s families and the community in the development and implementation of all aspects of school policy and programmes, including those designed to protect children from harm and to teach them to appreciate the rights of other children to the same protection.

The CFS Manual⁵² perceives schools as protective environments, and details the abuses children may be exposed to and how schools can be made safer. It highlights recommendations from the UN Study on Violence against Children, such as codes of conduct for teachers and pupils, non-violent

50 Manual – Child Friendly Schools, UNICEF, 2009.

51 Violence against children in schools and educational settings.

52 See Chapter 5, Manual – Child Friendly Schools, UNICEF, 2009.

teaching, respect building, and full conformity to the CRC. However, based on the mapping reports, child-friendly schools have not yet been able to effectively incorporate child protection as part of their programmatic approach within the CFS framework itself. While there is a CFS dimension on health and protection in the six countries, in practice, more emphasis is placed on health and safety, with very little attention on protection aspects of this dimension.

In the Philippines, child-friendly schools are in the process of implementing a package of good practice instructions. These include the 'School Protocol on Reporting and Referring Child Abuse Cases', the 'Student Tracking System' (to bring absent children back to school), the 'Child-Friendly School Initiative,' and the teachers' module on managing child-friendly classrooms. According to the Philippines Mapping Report, 5,300 primary schools are adopting child-friendly practices. The CFS efforts by the Thai Ministry of Education seek to target medium-sized, 'high-risk' schools which exhibit strong links with the community. High-risk schools include those where children are at risk of drug use and/or HIV/AIDS, which have high drop out rates, and are located in low income or remote border areas.

Summary of findings

Incidents of abuse, neglect, exploitation and violence perpetrated in educational settings are not formally reported or recorded by education authorities, nor are systematic steps being taken to prevent or mitigate the risk of their occurrence. Violence against children in educational settings has been recognized as a major issue by students and child rights organizations, and was also highlighted in the UN Study on Violence against Children. However, little progress has been made to lessen the risks children face of sexual and physical violence, harassment, and bullying from students and teachers alike. For example, despite being prohibited in educational settings in five of the six countries, corporal punishment is still administered in schools by staff who should be protecting children.

In achieving education for all, every child who is vulnerable to or at risk of experiencing abuse, neglect, exploitation or violence will at some point pass through the education system. All children should experience schools as places of safety, where preventative actions and appropriate referrals are made in the event of protection violations. The mapping reports indicated that many teachers and other education staff are not sure what child protection entails, what constitutes child maltreatment, how to recognize when a child is at risk or has been maltreated, how to prevent its occurrence, and how to respond to and refer such cases. They are also unclear as to their own roles and responsibilities in such instances. It appears from the mapping exercise that a number of schools lack the awareness and understanding of child protection risks and violations to effectively fulfil their 'duty of care' for children.

A range of policies and laws exists in all six countries to protect children from maltreatment, but these are often weakly implemented and not systematically applied in educational settings. Those policies and laws specific to child protection in education settings, where they exist, may remain unknown, distant or not locally implemented. From the classroom up to ministry level there is generally no formal system to identify, refer or respond to child protection concerns within such settings. There are a few local exceptions to this state of affairs, and some child-friendly schools are striving to improve the school environment and better protect children.

The entity(ies) responsible (or the duty bearer) for child protection within the education system is not always clearly defined at national, district or school level. It appears from the mapping analysis that education authorities understand their responsibility to deal with staff who have abused or behaved improperly towards children, although this seldom appears to involve serious repercussions for perpetrators, such as dismissal or criminal prosecution. At the school level, various procedures and informal practices are in place for reporting child protection concerns, but less certain is which agency/department then has the responsibility of taking action to protect the child from further harm.

The gaps in policies and procedures, coupled with an absence of awareness or understanding of child protection concerns in many schools, may explain why there are few systems in place for safe staff recruitment, prevention of child maltreatment, child protection information management, and structured collaboration with other agencies.

From the mapping results, it appears that the rigorous and comprehensive systems necessary to ensure schools are places of safety are not in place. Greater efforts are needed to develop laws, policies and procedures where they are lacking, to implement those frameworks that already exist, and to foster capacities, awareness and inter-sectoral linkages for the effective protection of children.

Recommendations

Under the requirements of the international obligations of the CRC, creation of a safe environment in which children can learn is an entitlement for all children and as such, must be reflected in national education goals. These recommendations have been developed primarily to assist policy makers and other stakeholders within the education system to improve child protection in all educational settings. However, it is recognized that the education sector will also need to engage with the lead child protection agency and other sectors in order to be in congruence with national child protection laws, policies and plans, as well as to ensure multi-sectoral support and coordination. The recommendations from the UN Secretary-General's Study on Violence against Children are still important in the call for major improvements by schools and education authorities with regard to student-staff relations, classroom management, and the use of positive discipline. From the mapping exercise, it appears that national and local systems for the protection of children are at different stages of development. As this is a regional synthesis report, the following are intended as overarching and general recommendations applicable to most countries in the region, and have not been developed for a specific context in any one country.

National Education Policy on Child Protection in Educational Settings

Based on the evidence from the country mapping reports, schools lack clear and decisive guidance on how to prevent and respond to child protection concerns and thus tend to respond to incidents in an ad hoc fashion or not at all. A core recommendation of this report is therefore that ministries of education develop and implement a National Education Policy on Child Protection in Educational Settings. This Policy should be established with a particular requirement that all sub-national education authorities, as well as all schools operating under their purview, develop their own localized child protection policies which reflect local contexts and yet are in conformity with the National Education Policy on Child Protection. Ministries of education should put in place the requisite management and monitoring structures, including designated staff and budget lines, to ensure the national and local policies are supported in their development and implementation. This also involves the review of educational policies on recruitment and training of department and school staff, in order to ensure clarity and coherence.

However, it should be mentioned that in the interim, the lack of a National Education Policy on Child Protection does not necessarily pre-empt schools, whether public or private, from taking the initiative to develop their own localized child protection policy (refer to Appendix 3 for a basic example) and to begin proactive efforts to prevent, report and respond to child protection concerns as appropriate. Such good practices, including initiatives to develop school-based codes of conduct, should be documented and experiences shared in order to encourage and inform similar initiatives in other schools.

It is recommended that the National Education Policy on Child Protection in Educational Settings clearly establish the government's position and provide requisite information under the following general areas.

1. *Legal and policy context*: Providing a brief overview of the legal and policy obligations under which the national education policy has been developed.
2. *Guiding principles and glossary*: Outlining the key values and standards that underpin the national education policy, including the creation of a supportive and protective school environment, decision making based on the 'best interests of the child' and respect for confidentiality, as well as defining key terms, such as child abuse, bullying, duty of care, and staff member.
3. *Roles and responsibilities of the ministry of education and school staff*: Delineating the obligations that the ministry of education has in ensuring that department and school staff are supported in preventing and reporting child protection concerns, as well as the responsibilities that the ministry has towards students under its care.
4. *Recruitment of education staff*⁵³: Including staff background and reference checks, support, and monitoring (refer to the section below).
5. *Pre- and in-service training*: Comprising modules for teacher training colleges and on-the-job learning regarding the purpose of the national education policy as well as how it should be implemented in practice (refer to the section below).
6. *Risk identification and management*: Delineating guidance on how to identify, minimize and manage protection risks, including within classroom settings, during after school activities and excursions, etc.
7. *Procedures for reporting and responding to child protection concerns*: Including: a) internal procedures for reporting and recording staff misconduct towards students and other incidents of concern occurring on school grounds; as well as b) guidance for developing localized, external procedures for referring to service providers those children who have or are suspected as having experienced maltreatment.⁵⁴
8. *Providing support to students who have experienced maltreatment*: Detailing guidance for school staff, including teachers and school counsellors, on how they can support student victims of maltreatment.
9. *Curriculum on child protection*: Incorporating modules on age-appropriate child protection education, with appropriate pre- and in-service training, guidance and support for staff responsible for delivering these modules.
10. *Communication and awareness raising*: Including how the ministry of education will sensitize communities and stimulate public discussion through partnerships with the media, as well as disseminate information and raise awareness of the National Education Policy amongst education staff (including teachers and other school staff), students and parents.

53 For example, regardless of the minimum age of consent for sexual relations, it should be outlined in the policy that sexual activity between educational staff and students under 18 years of age is not permitted. Substantiated reports of sexual activity between a staff member and a student constitute an abuse of power or authority and should be grounds for termination and referral to the appropriate law enforcement authorities.

54 This would also include clear guidelines on maintaining as well as breaking confidentiality in particular circumstances; child-friendly procedures for reporting by students; procedures for staff suspension pending an investigation; protections for students who have allegedly experienced maltreatment; and disciplinary actions for perpetrators in substantiated cases. Safeguards should also be outlined for those staff or students who report child protection concerns in good faith, as well as the types of disciplinary action that will be pursued should reports be made with malicious intent.

11. *Record keeping and information management*: Defining how information on child protection concerns should be recorded and managed, as well as shared with persons in positions of authority while assuring victim privacy and that such information is shared strictly on a need-to-know basis.
12. *Monitoring and evaluation*: Including monitoring compliance with the national education policy through formal complaints procedures, and conducting regular reviews of progress in national education policy implementation.

Coordination and implementation of the National Education Policy

In order to facilitate the implementation of the National Education Policy, and to support the establishment of localized and attuned child protection policies at district and school levels, the ministry of education should ensure that local policies, at a minimum:

- Are approved by the relevant governing body;
- Designate staff to act as focal points for coordination of policy implementation;
- Delineate procedures for the local recruitment, monitoring and performance review of staff which take into account staff suitability for working with children;
- Contain codes of conduct that build on the guiding principles of the National Education Policy, are based on the local context, and are agreed and signed by all staff.
- Include step-by-step procedures and referral mechanisms for reporting child protection concerns to the school child protection focal point, principal, and/or appropriate district or provincial agencies;
- Outline the methods and steps that the local authority and schools will take to raise awareness on the child protection policy in schools and amongst parents;
- Establish budget lines to support their implementation; and
- Institute an annual reporting process that will allow for compilation at the national level.

Staff recruitment and training

Since school staff are critical actors in the prevention of and response to child protection concerns in educational settings, it is vital that ministries of education effectively recruit, train, support and monitor staff to ensure they carry out their roles and responsibilities. Staff will be better able to respond to the needs of students if they are actively supported and well equipped by education authorities to know what constitutes appropriate relations with those they teach and what actions to take if they suspect a child is being maltreated within or outside of school settings. A protective and supportive school environment that is intolerant of and reactive toward abuse, as part of a child protection policy, can be fostered specifically through:

- Adoption of screening procedures for recruitment of school staff, particularly for those who will be in regular contact with children. These should include police checks, verbal and written reference checks, interview questions, and performance reviews that take into account staff suitability and relations with children;
- Mandatory pre-service training for teachers on child protection in general, including the development of greater awareness and understanding of child maltreatment, its common contributing factors and immediate and long-term impacts;

- Training for teachers on classroom management and positive discipline, in order to minimize the use of corporal punishment and student-teacher and peer bullying;
- Specific training so that school staff can recognize signs and symptoms of child abuse, neglect, or exploitation and make appropriate reports and referrals in line with procedures established by the child protection policy; and
- Training so that school staff can be sensitive toward and supportive of students who have experienced child maltreatment.

Prevention

In the development and implementation of national and local-level policies on child protection in educational settings, it is crucial that education ministries, school districts and school staff emphasize the importance of planning for prevention and risk mitigation. Often, child protection policies are aimed at responding to instances of abuse, neglect, exploitation or violence that have already occurred, rather than ensuring authorities and school staff are equipped to prevent such incidents from happening in the first place.

As described above, staff can be oriented on methods for identifying and responding to various risks, which can be planned and updated on a school-wide basis and according to specific contexts or activities (e.g. for residential schools, special education schools, school outings, etc.). A school-wide self-assessment is a good starting point for beginning the process of risk identification and management, and would ideally precede the development of a school-based child protection policy and codes of conduct. One mechanism that can be adapted for this purpose is the Keeping Children Safe self-audit tool, which is used by many UK schools.⁵⁵

Age-appropriate education and raising awareness of child protection among students is also a critical aspect of prevention often overlooked. In order to encourage children to raise concerns and ask for assistance when they have experienced something that makes them feel uncomfortable or when they hear or know of a peer in need of support, specific curriculum modules and awareness-raising activities could include the importance of speaking out, what constitutes inappropriate behaviour, and how to make a report to a school teacher or other school focal point. Partnerships with national and local service providers, including civil society and faith-based organizations, can be important in developing and providing these materials and activities.

Children with particular vulnerabilities

It is recognized that children with disabilities suffer significantly higher levels of child abuse and neglect than other children. This is due to vulnerability associated with factors including powerlessness, social isolation and stigma.¹ For example, children who require assistance with intimate tasks (washing or dressing) are vulnerable to sexual abuse. Often children with intellectual or communication impairments are ignored, disbelieved or misunderstood in their attempts to report abuse.

Children who are separated from their families or caregivers are also recognized as being at higher risk of abuse.² This is because the family/care-giving unit provides the 'first line' of

55 <http://www.keepingchildrensafe.org.uk/>.

protection and guidance to children. In the context of this report, children residing in dormitories are particularly vulnerable, and additional measures should be taken with regards to sleeping arrangements, supervision and care standards, as well as security precautions on the weekends and at night. Children who have been left in the care of kin or others by migrant parents may also be particularly vulnerable to abuse and neglect, and the necessity of being attuned to their needs and circumstances should be reflected in localized policies and the training of school staff.

While not all countries included special education schools or schools with residential facilities in their sample, the research would suggest that the particular vulnerabilities of these children may not be adequately addressed. This is an area that warrants further investigation. In spite of this, in the educational context, particular attention must be paid to children with disabilities (in and out of special schools) and children residing in dormitories when developing child protection policies. By developing an 'inclusive' and equity-focused policy response that includes the most vulnerable from the outset, the full range and particular needs of children are able to be addressed more comprehensively.

Promoting partnerships to improve child protection in educational settings

It is important for education authorities and school staff to understand and cooperate with existing child protection and social care systems in both the formal and informal sectors. Child protection policies developed by ministries of education, local authorities and schools will have to take into consideration laws, systems and structures already in place to protect children. Schools will also need to be aware that the police, social welfare services and health services may have distinct statutory roles and these will need to be reflected in these policies.

In many countries, education ministries are supported by sector-wide approaches, through which all donor partners contribute to a single sector plan. In these contexts, it is essential that issues of child protection be raised in a collaborative manner and feature in the mainstream of education planning. Isolated projects and small-scale pilots will have little impact unless they can be brought to the attention of the key sector partners. This can be done through documentation and advocacy, but also through well-crafted research and studies that reflect the true costs of child protection concerns in schools. Preparing and sharing evidence to support the investment case for child protection support in schools is a key step in getting resources allocated to this area. Similarly, fast track initiative support can be sought to finance the training, staffing and preparation of guidelines and standards related to child protection in educational settings.

Finally, it is important to underscore that schools are deeply affected by and enmeshed within the prevailing attitudes and social norms towards children in the wider community. Schools have an important role in working with other child protection champions in the district authority and civil society to ensure parents, children and other community members understand child rights, are aware of child protection laws and policies, and are encouraged to recognize and report child protection concerns. Parent teacher associations provide one means through which child protection matters can be discussed between parents and education staff. Through participation in class councils, community groups and other bodies, children can also be supported to learn about and take collective action to improve the protective environment in their schools and communities.

Appendices

Appendix 1. Example of a ministry of education national child protection policy

The Government of Malta's Child Protection Procedures for Schools, issued by the Ministry of Education in 1999, provides clear guidance to all education staff in the country on the rationale for protecting children, the responsibilities and roles of staff members, reporting and referral procedures for suspected cases of child maltreatment, and other information on communicating with parents and supporting child victims of maltreatment. The extract below definitively outlines the obligations of education staff members:⁵⁶

Obligations

Recognizing that Educators and others working in school settings are in a particularly good position to observe and identify cases of child abuse, it is an obligation on their part:

- to know of the existence, purpose, contents of these 'Child Protection Procedures'.
- to refer suspected or actual child abuse cases to the appropriate services and through the proper channels.

For the purpose of fulfilling these obligations towards abused children the Education Division binds itself to:

- ensure that each Head of School/Effective Head designates a member of staff for child protection matters. This member of staff will be nominated by the Head of School/Effective Head on an annual basis. The Head of School/Effective Head will ultimately be responsible for all cases of abuse (see procedure 4).
- give to all school staff adequate initial and ongoing training in the identification of cases and in handling of child abuse disclosures.
- give instructions to all school staff on the application of these procedures.
- provide prevention programmes regarding child abuse.
- ensure that an integrated approach is adopted in cases of child abuse by Education Social Workers, Counsellors, School Psychologists and the Medical staff, since they all have an important role to play because of their concern for the welfare and development of children.

The provisions of this policy shall apply "*mutatis mutandis*" to all educational establishments.

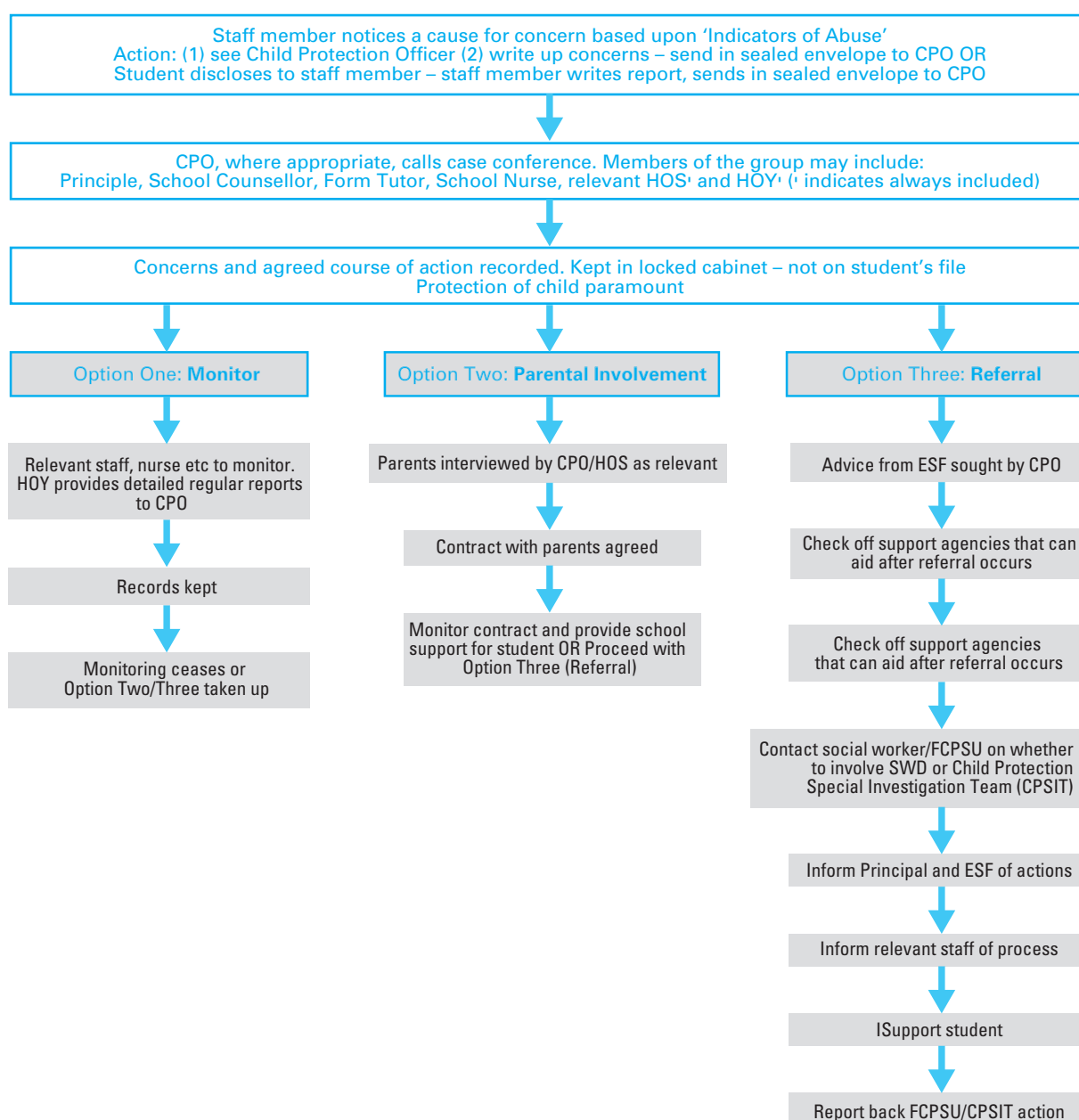
- Educators are in a particularly good position to observe outward signs of abuse, changes in behaviour or failure to develop adequately. Thus, intervention and prevention are a central part of their role.

⁵⁶ 'Child Protection Procedures for Schools', Education Division, Malta (1999). Available at http://www.education.gov.mt/ministry/doc/pdf/child_protection_national_policy.pdf.

- Every member of staff has a duty to refer child protection concerns using the proper channels. employees should know of the existence, purpose and whereabouts of the “[Child Protection Procedures](#)” manual. A copy of the procedures will be accessible to all members of staff.
- In the initial stages of its operation, all school staff will be given adequate training in the application of the procedures. Training will be carried out in accordance with established practice.
- There will be regular ongoing training in accordance to normal training practice.
- The onus to provide training will rest with the Child Safety Services (Child Abuse) [see Appendix I].
- The Education Division places great emphasis on the prevention of abuse, as well as providing intervention where abuse has already occurred.
- The Education Division is not an investigation agency, but has an important role in the recognition and referral of suspected or actual child abuse.

Appendix 2. Example of reporting and referral procedures for child protection concerns by education staff

ESF Educational Services, based in Hong Kong (China), instituted a child protection policy that is subject to annual review. The latest revised version was adopted in June 2009.⁵⁷ The policy is applicable to all ESF and ESL schools, including primary, secondary, kindergarten and private independent schools. The policy concisely spells out the purpose, scope, definitions, responsibilities, procedures, and rules for compliance. The following extract is a copy of the policy's procedural flowchart, which outlines the steps that a staff member should take for reporting and referrals of child protection concerns:



57 ESF Education Services (2009). ESF Child Protection Policy. Hong Kong: ESF. Available at: http://www.shatincollege.edu.hk/docs/Child_Protection_Policy_FINAL_June_2009.pdf

Appendix 3. Example of a school child protection policy

Below is an example of a template for a school child protection policy developed for the purpose of discussion by schools in England, to be used as a guide in the process of drafting their own child protection policies.

Sample template⁵⁸

[School name] fully recognises its responsibilities for child protection.

Our policy applies to all staff, governors and volunteers working in the school. The five main elements to our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried
- include opportunities in the personal, social, health and economic (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Local Safeguarding Children Board (LSCB) and take account of guidance issued by the DCSF (Department for Children Schools and Families) to:

- ensure we have a designated senior person for child protection who has received appropriate training and support for this role
- ensure we have a nominated governor responsible for child protection
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
- notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register

58 <http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/schools/examplepolicy/>.

- develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences
- keep written records of concerns about children, even where there is no need to refer the matter immediately
- ensure all records are kept securely, separate from the main pupil file, and in locked locations develop and then follow procedures where an allegation is made against a member of staff or volunteer ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service (CAHMS), education welfare service and educational psychology service;
- ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed

Appendix 4. Example of a child protection 'self-audit' tool

This self-audit tool⁵⁹ provides a practical assessment 'scorecard' which can help education departments and schools measure how well they are meeting basic standards for protecting children in educational settings, and pinpoint areas where improvements are needed.⁶⁰

Using Checkpoints

The checkpoint questions below are designed to draw out the minimum requirements (criteria) that all departments and institutions committed to protecting children should be striving to meet. However, depending on whether the entity in question is a day school, residential school, district education office, or other department, some checkpoints may be more relevant than others, depending on the context, level of obligations, roles and responsibilities of the setting. Criteria can be deleted or added in order to ensure departmental or institutional relevance (the self-audit web allows for additional criteria). The self-audit should be performed regularly, and progress or regression in performance noted for the purposes of planning and next steps.

The self-audit tool focuses on six different areas:

1. Children and the organisation
2. Policies and procedures
3. Preventing harm to children
4. Implementation and training
5. Information and communication
6. Monitoring and review.

There are six statements/standards within each area. Each should be assessed and allotted one of the following three scores:

- A: in place
- B: partially done
- C: not in place

⁵⁹ Taken from Keeping Children Safe; Standards for child protection Toolkit 1. <http://www.keepingchildrensafe.org.uk/>.

⁶⁰ The approach is based on the work of George Varnava with the former Forum on Children and Violence, NCB (National Children's Bureau). With permission from the authors, the NSPCC has adapted the material for use as an audit tool for child protection.

Children and the organization		A	B	C
1.	The agency is very clear about its responsibility to protect children and makes this known to all who come into contact with it.			
2.	The way staff and other representatives behave towards children suggests that they are committed to protecting children from abuse.			
3.	There is good awareness of the UN Convention of the Rights of the Child (UNCRC) or other children's rights instruments and this is seen as a basis for child protection in the organization.			
4.	Managers and senior staff ensure that children are listened to and consulted and that their rights are met.			
5.	The agency makes it clear that all children have equal rights to protection.			
6.	The agency manages children's behaviour in ways which are non-violent and do not degrade or humiliate children.			

Policies and procedures that help keep children safe		A	B	C
1.	The agency has a written child protection policy or has some clear arrangements to make sure that the children are kept safe from harm.			
2.	The policy or arrangements are approved and endorsed by the relevant management body (eg, senior management board, executive, committee).			
3.	The policy or arrangements have to be followed by everyone.			
4.	There are clear child protection procedures in place that provide step-by-step guidance on what action to take if there are concerns about a child's safety or welfare.			
5.	There is a named child protection person/s with clearly defined role and responsibilities.			
6.	The child protection procedures also take account of local circumstances.			

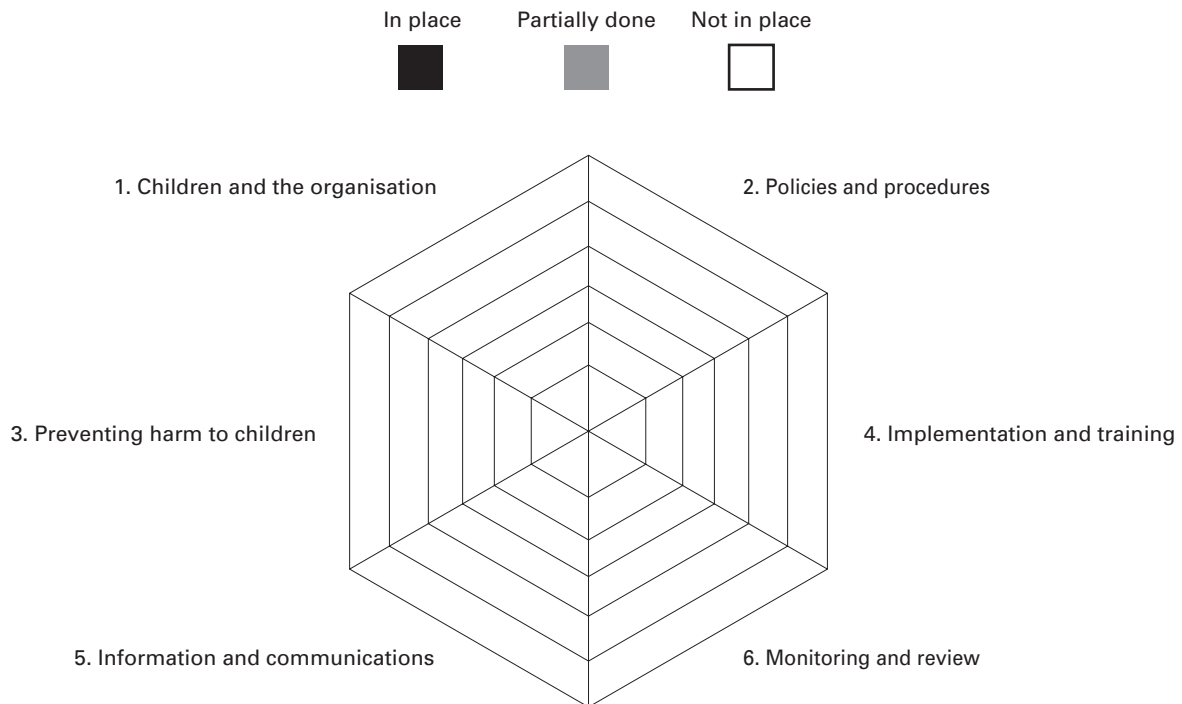
Preventing harm to children		A	B	C
1.	There are policies and procedures or agreed ways of recruiting representatives and for assessing their suitability to work with children, including where possible police and reference checks.			
2.	There are written guidelines for behaviour or some way of describing to staff and other representatives what behaviour is acceptable and unacceptable especially when it comes to contact with children.			
3.	The consequences of breaking the guidelines on behaviour are clear and linked to organizational disciplinary procedures.			
4.	Guidance exists on appropriate use of information technology such as the internet, websites, digital cameras etc to ensure that children are not put at risk.			
5.	Where there is direct responsibility for running/providing activities, including residential care, children are adequately supervised and protected at all times.			
6.	There are well-publicised ways in which staff/representatives can raise concerns, confidentially if necessary, about unacceptable behaviour by other staff or representatives.			

Implementation and training		A	B	C
1.	There is clear guidance to staff, partners and other organizations (including funding organizations) on how children will be kept safe.			
2.	Child protection must be applied in ways that are culturally sensitive but without condoning acts that are harmful to children.			
3.	There is a written plan showing what steps will be taken to keep children safe.			
4.	All members of staff and volunteers have training on child protection when they join the organization which includes an introduction to the organization's child protection policy and procedures where these exist.			
5.	All members of staff and other representatives are provided with opportunities to learn about how to recognize and respond to concerns about child abuse.			
6.	Work has been undertaken with all partners to agree good practice expectations based on these standards.			

Information and communication		A	B	C
1.	Children are made aware of their right to be safe from abuse.			
2.	Everyone in the organization knows which named staff member has special responsibilities for keeping children safe and how to contact them.			
3.	Contact details are readily available for local child protection resources, safe places, national authorities and emergency medical help.			
4.	Children are provided with information on where to go to for help and advice in relation to abuse, harassment and bullying.			
5.	Contacts are established at a national and/or local level with the relevant child protection/welfare agencies as appropriate.			
6.	Staff members with special responsibilities for keeping children safe have access to specialist advice, support and information.			

Monitoring and review		A	B	C
1.	Arrangements are in place to monitor compliance with child protection measures put in place by the organization.			
2.	Steps are taken to regularly ask children and parents/carers their views on policies and practices aimed at keeping children safe and the effectiveness of these.			
3.	The organization uses the experience of operating child protection systems to influence policy and practice development.			
4.	All incidents, allegations of abuse and complains are recorded and monitored.			
5.	Policies and practices are reviewed at regular intervals, ideally at least every three years.			
6.	Children and parents/carers are consulted as part of a review of safeguarding policies and practices.			

Once all areas have been assessed and allotted scores, the answer should be transferred to the self-audit web, using three different colours or kinds of shading to reflect the three different types of scores (A, B, or C). The web allows for the depiction of how well the department or institution is performing in terms of awareness and initiatives to protect children. The purpose of the web is not to indicate that a hierarchical progression from area 1 to 6 is needed; but rather, to reveal key strengths and gaps that exist in the department or institution.



Appendix 5. Other useful resources

From New South Wales, Australia:

Department of Education and Training policies and procedures

<https://www.det.nsw.edu.au/policiesinter/category/search.do;jsessionid=996b1e21bc21fda121685ca4704b23384973fb5f799.e34Sa3ePc30Sbi0LbxuPax0KbN4Te0;jsessionid=996b1e21bc21fda121685ca4704b23384973fb5f799.e34Sa3ePc30Sbi0LbxuPax0KbN4Te0?level=Schools&categories=Schools%7CWellbeing%7CChild+protection>

Child Protection Education

Primary (Stages 1-3): <http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/safe/cpe.htm>
Secondary (7-10): http://www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/pdhpe7_10/health_education/cpe_001.htm

New South Wales Interagency Guidelines for Child Protection Intervention

http://www.community.nsw.gov.au/docswr/_assets/main/documents/interagency_guidelines.pdf

Programmes on anti-bullying, mentoring, and specialist support

<http://www.schools.nsw.edu.au/studentsupport/behaviourpgrms/index.php>

From the United Kingdom:

Safeguarding Children and Safer Recruitment in Education

http://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/Safeguarding_Children_and_Safer_Recruitment_in_Education_Booklet.pdf

Learning resources for school staff

http://www.nspcc.org.uk/Inform/resourcesforteachers/publications/publicationsforteachers_wda49902.html

Child protection education and other resources for addressing sensitive topics

http://www.nspcc.org.uk/Inform/resourcesforteachers/classroomresources/classroomresources_wda49900.html

From the United States:

Manual for teachers on how to prevent and respond to child abuse and neglect

<http://www.childwelfare.gov/pubs/usermanuals/educator/educator.pdf>

UNICEF East Asia and Pacific Regional Office

19 Phra Atit Road

Bangkok 10200 Thailand

Tel: (66 2) 356-9499

Fax: (66 2) 280-3563

E-mail: eapro@unicef.org

www.unicef.org/eapro