



ZIMBABWE CATHOLIC  
BISHOPS' CONFERENCE

# **CHILD PROTECTION**

## **Handbook for Children**



2016

Child Protection Handbook for Children

## TO THE WORLD

He was only but a child  
Whatever he could offer, was never hot but mild  
But when he looked in the mirror, he saw a dreamer,  
A world changer  
He had dreams  
Dreams bigger than himself, so it seemed  
In him was the world's prosperity  
But he had no identity  
So inevitably  
The world saw him as a nobody  
He was only but a child  
Who in no time was subject to abuse  
His dreams were of no value, of no use

The dreams he had in his heart died  
Because he suffered emotionally  
The ideas he had in his head perished  
Because he suffered mentally  
His bodily abilities were destroyed  
Because he suffered physically  
He was alive  
But he had no life  
But what wasn't evident  
Was that the death of his dreams  
Was the death of the world  
He was used and abused, yet the world needed him  
And just didn't know it

They are only but children  
But their size and age doesn't match their vision  
That's why they need protection  
They are the next generation  
Leading us to perfection  
But if we don't protect them  
The world will die with them  
They don't need our abuse and objection  
But our support and motivation  
So let's be together, hand in hand  
And take a stand  
To protect our dear children  
Because all they may do now is play games  
But one day, the world will know their names  
*Tsakani Mangwende*

# CONTENTS

## Chapter 1

### Introduction to Child Protection and Development

A.	Introductory Discussion	5
B.	Introduction	5
C.	Definition of Child Abuse	7
D.	Meaning of Child Protection	7
E.	Child Growth and Development	8

## Chapter 2

### Child Abuse

		<b>11</b>
A.	Introductory Discussion	12
B.	Types of Abuse	
	Physical Abuse	13
	Emotional Abuse	15
	Sexual Abuse	16
	Neglect	19
	Bullying	19
	Child to Child Abuse	
C.	Child Trafficking	20

## Chapter 3

### Understanding Child Protection

		<b>24</b>
A.	Introductory Discussion	25
B.	What are Children's Rights	25
C.	Rights of Children	25
D.	Children Responsibilities	27

## Chapter 4

### Guidelines on Protecting Children

		<b>30</b>
A.	Introductory Discussion	31
B.	What Children Can do to Protect Themselves	31
C.	Reporting Abuse	34
D.	Services Available	35
E.	Why Children Don't Tell if They've Been Abused?	38
F.	How Children Can Protect Themselves	42
G.	Conclusion	49
	Bible Verses for Children	52
	Glossary of Terms	53
	References	54

# 1

# INTRODUCTION TO CHILD PROTECTION AND DEVELOPMENT



# A. Introductory Discussion

Look at the picture on the previous page.

1. What do you see in the picture?
2. Do you think the baby is in safe hands?
3. Make a list of ways you think a baby should be looked after?

# B. Introduction

## **Pope Benedict XVI in the *Africae Munus*;**

“... children are a gift of God to humanity, and they must be the subject of particular concern on the part of their families, the Church, society and governments for they are a source of hope and renewed hope,” and the Church, like a loving Mother...” cannot abandon any of her little ones.” (*Africae Munus*: Chpt .II, Article F, par. 65).

*Let the children come to me; do not prevent them for the kingdom of God belongs to such as these”* (Mark 10:14).

Each child shall be cherished and affirmed as a gift from God with an inherent right to dignity of life and bodily integrity which shall be respected, nurtured and protected. Every child has an inalienable right to life and, in so far as this is possible, to be welcomed within a natural, stable family. All children have moreover the right to nourishment, clothing and protection, and furthermore to be educated so that there may develop in them, and that later they may develop in themselves, all their capacities. In this perspective the child, when sick or victim of an accident, has the right to receive all necessary care. The life of the child, just as the life of every human person, is sacred

As Catholics we consider every child to be a blessing from God, in particular for the parents. Our Catholic faith teaches us also to discover in the child a model for our relationship with God. Jesus has given us as an example the child's simplicity and trust, docility and liveliness, showing us in this way how we should live in trusting submission to God.

Although the child has benefited, at least in certain parts of the world and in certain areas of life, from progress in respect for human rights, there are still many evils which cause suffering. Too many children are forced to engage in heavy work that endangers their physical and psychological development, prevents them from attending school and thus deprives them of the instruction to which they have a right. Many others are conscripted or involved in wars and conflicts. Children have also been the first victims of the increase in sexual abuse and in prostitution over these last years.

Above all children are victims of certain changes in society. When families break up it is the children who are the first to suffer. The increase in the use of drugs and in drug trafficking, especially in poor countries, often involves children, to their great harm. Again, the despicable trafficking in organs concerns children in a particular way, and the tragedy of AIDS often means that they are infected from birth.

Faced with all these evils that affect children, the Catholic Church calls for everyone in the society to unite their efforts in protecting these precious gifts from God. To remind the people of the dignity of every human being whose existence is willed by God Himself. It is everyone's duty to denounce untiringly everything that degrades the child, combating with all the force we can muster the "structures of sin", to use an expression taken up by Pope John Paul II. We are conscious that on the future of children depends the future of humanity.

Caring for us takes care for the future

Caring for us today  
Without doubt or dismay  
Is curing for a tomorrow  
Definitely without sorrow  
If you incest in us at the present  
Our future then would be pleasant  
We do not want any kind of abuse  
Let's stand out and speak out  
Why keep suffering in silence?

## C. Definition of a Child

A child is defined as any person under the age of 18 years old in accordance with the UN Convention on the Rights of the Child (UNCRC).

## D. Meaning of Child Protection

**Child Protection** is about ensuring that **ALL Children** are safe and are protected from abuse. It is also about preventing anything that might put their health and development at risk.

Child Protection consists of reducing risks to children's holistic well-being, making children's rights a reality, restoring hope and a dignified living where abuse has occurred and creating an enabling environment that supports children's positive development.

1. Reducing Risks (or preventing abuse);
2. Making children's rights a reality (or child rights);
3. Restoring hope and a dignified living (or well-being);

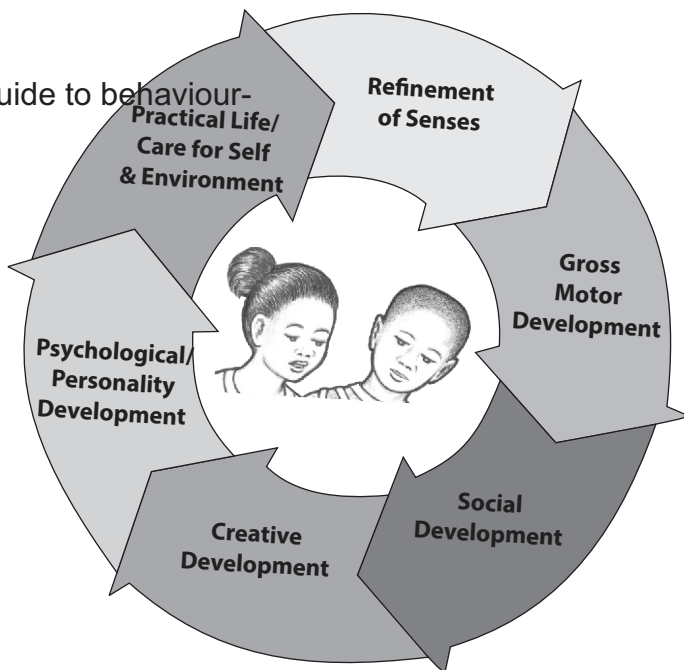
4. Creating an enabling environment (or protective environment);
5. Providing space for creativity, innovation and responsibilities; and
6. Care for Creation.

## E. Child Growth and Development

### Stages of Child Development

- ⊙ Physical Development;
  - ⊙ Emotional Development;
  - ⊙ Cognitive Development;
  - ⊙ Social Development;
  - ⊙ Spiritual Development;
- with age-mates of both sexes  
 able  
 body effectively  
 y responsible behaviour  
 parents and other adults

system as a guide to behaviour-



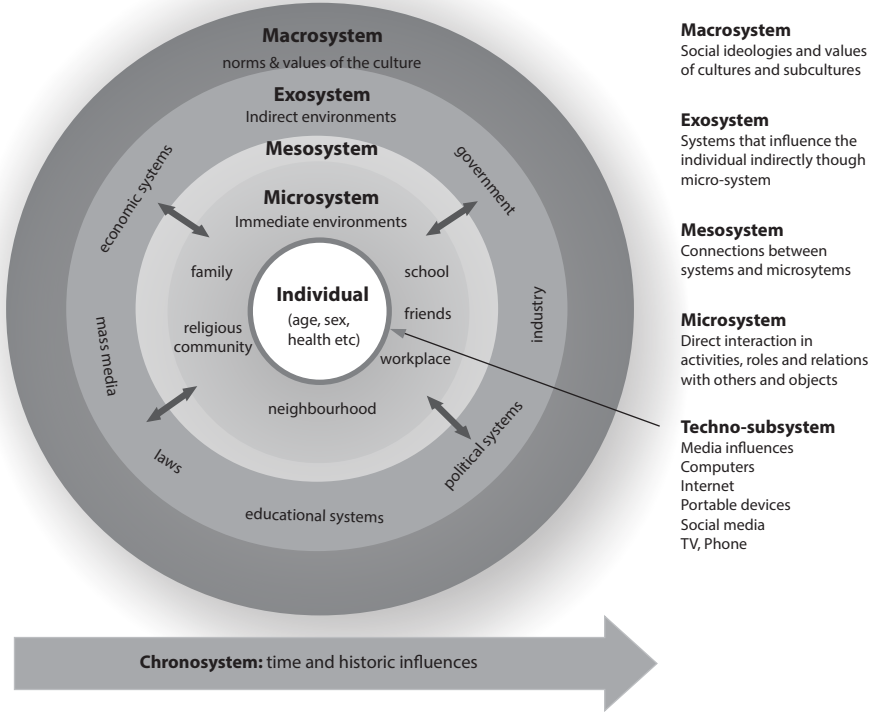


- ⊙ Children go through various stages in their growth and development, from birth to 18 years;
- ⊙ Children at each stage of their development need people with whom they nurture relationships with (parents, family, friends);
- ⊙ Children in the age range of 0 to 5 years need consistent caregivers as they will be at a stage of nurturing relationships with their immediate environments;
- ⊙ From age 6 upwards children will be starting to build relationships with peers, thus need support and guidance in nurturing the relationships;
- ⊙ A child could have a bad start in their lives, but with a supportive environment, they can grow to be happy and healthy;
- ⊙ Abuse of children interferes with their growth in different developmental stages; and
- ⊙ To effectively deal and respond to issues affecting children, it is important to understand the stage of development they would be at.

### ***Points to note***

1. Children develop different skills at different levels;
2. Child Development is continuous until they are adults...it does not happen all at one time;
3. Children need love, care, protection, good nutrition, shelter and safety for them to develop;
4. Children need trusted support and consistent guidance from adults for them to realise their full development; and
5. It takes a Village to raise a Child.

## Bronfenbrenner's Bioecological Model of Human Development



## It is the duty of Adults to facilitate full Child Development through:

- ⊙ Nurturing;
- ⊙ Caring;
- ⊙ Guidance;
- ⊙ Teaching and coaching;
- ⊙ Providing learning experience;
- ⊙ Deportment; and
- ⊙ Providing an environment for full development.

# 2

## CHILD ABUSE



## **A. Introductory Discussion**

Look at the picture on the page starting this chapter.

1. What do you see in the picture?
2. How do you think the boy is feeling?
3. Why do you think the boy is sad?  
Give examples of reasons why you think the boys is sad.
3. How do you think the boy could be helped?  
What do you think can be done to assist children who have been abused?

## **B. Types of Abuse**

Child abuse includes physical, emotional, or sexual mistreatment of a child, or the neglect of a child, resulting in actual or potential harm to the child 's physical and emotional health, survival and development. Child abuse is a generic term encompassing all ill treatment of children including serious physical, emotional and sexual assaults and neglect as well as cases where the standard of care does not adequately support the child 's health or development.

Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm.

Abuse can occur in a family or an institutional or community setting. The perpetrator may or may not be known to the child.

There are four broad categories of abuse:

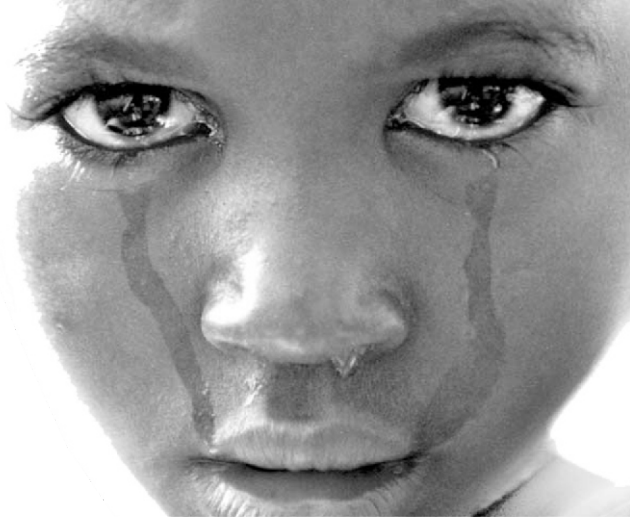
### **Physical Abuse:**

This refers to any form of non-accidental injury which results from wilful or neglectful failure to protect a child. There is a definite knowledge

or a reasonable suspicion that the injury was inflicted or knowingly not prevented. Physical abuse may take many forms eg. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or caregiver feigns the symptoms of or deliberately causes ill health of a child. This is unusual and potentially dangerous form of abuse and is described as fabricated or induced illness in a child. Physical abuse can include:

- ⊙ Hitting
- ⊙ Shaking
- ⊙ Throwing
- ⊙ Burning
- ⊙ Biting
- ⊙ Poisoning.

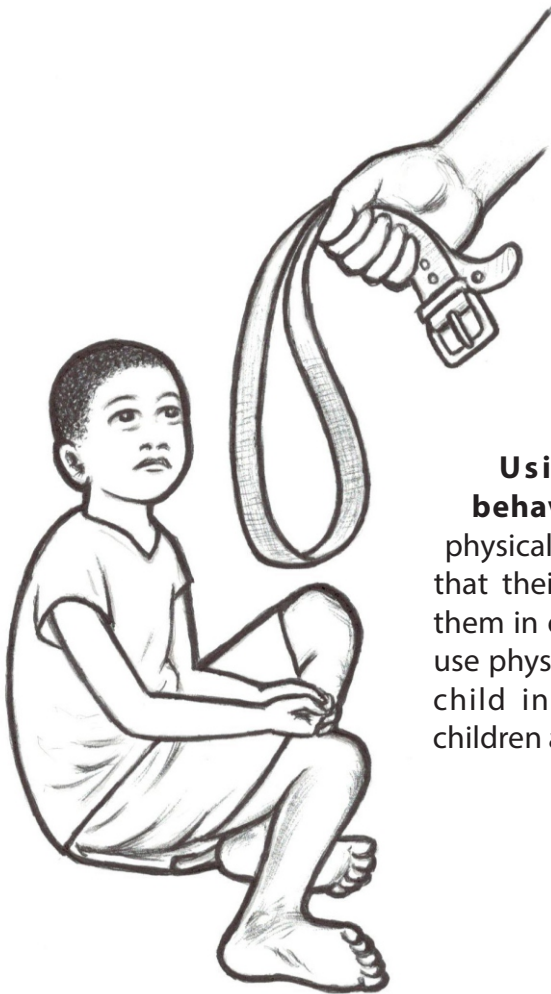
Physical abuse does not always leave visible marks or injuries. It is not how bad the mark or injury is, but rather the act itself that



## The difference between discipline and physical abuse

In physical abuse, unlike physical forms of discipline, the following elements are present:

**Unpredictability.** The child never knows what is going to set the adult off. There are no clear boundaries or rules. The child is constantly walking on eggshells; never sure what behaviour will trigger a physical assault.



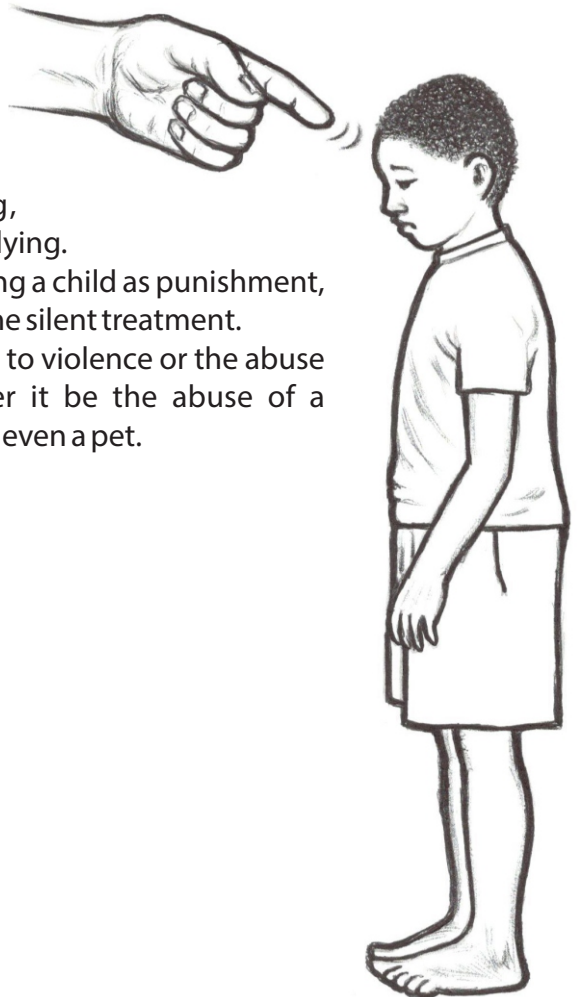
**Lashing out in anger.** Physically abusive adults act out of anger and the desire to assert control, not the motivation to lovingly teach the child. The angrier the parent, the more intense the abuse.

**Using fear to control behaviour.** Adults who are physically abusive may believe that their children need to fear them in order to behave, so they use physical abuse to “keep their child in line.” However, what children are really learning is how

## Emotional Abuse:

It occurs when a child's need for affection, approval, consistency and security are not met. Emotional abuse to a child can also stem from another child; i.e. Bullying and name calling.

1. Constant belittling, shaming, and humiliating a child.
2. Calling names and making negative comparisons to others.
3. Telling a child, he or she is "no good," "worthless" "bad," or "a mistake."
4. Frequent yelling, threatening, or bullying.
5. Ignoring or rejecting a child as punishment, giving him or her the silent treatment.
6. Exposing the child to violence or the abuse of others, whether it be the abuse of a parent, a sibling, or even a pet.



## Sexual Abuse:

Sexual abuse occurs when a child is used by another person for his or her gratification or sexual arousal, or for that of others. Dependent, immature children and adolescents are involved in sexual activities that they do not really comprehend, to which they are unable to give informed consent. Sexual abuse can be physical, verbal or emotional and can include:

- ⊙ Kissing or holding a child in a sexual manner;
- ⊙ Exposing a sexual body part to a child;
- ⊙ Having sexual relations with a child under 18 years of age
- ⊙ Talking in a sexually explicit way that is not age or developmentally appropriate;
- ⊙ Making obscene phone calls or remarks to a child;
- ⊙ Sending obscene mobile text messages or emails to a child;
- ⊙ Fondling a child in a sexual manner;
- ⊙ Persistently intruding on a child's privacy;



Picture from **Unlocking Boyhood and Manhood** by Africa Community Publishing & Development Trust (ACPD).



- ⊙ Bringing the adult private parts into contact with a child's mouth or any other body part of a child;
- ⊙ Rape;
- ⊙ Incest (sexual relations between relatives);
- ⊙ Showing magazines or photographs or videos of sex to a child;
- ⊙ Having a child pose or perform in a sexual manner;
- ⊙ Forcing a child to watch a sexual act, exposing a child to sexual activities; and
- ⊙ Child prostitution.

### **Neglect:**

Neglect can be defined in terms of an omission, where a child's health, safety, development or welfare is being avoidably impaired by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults or medical care.



Picture from **Unlocking Boyhood and Manhood** by Africa Community Publishing & Development Trust (ACPD).

## Spoiling



Children are supposed to use time wisely especially when they are at home and in Boarding Schools. Time is precious and expensive. Spoiling children can be a negative effect to their growth. This can cause more harm to their development especially mind, physical and emotional growth.

Parents are not supposed to give children too many gadgets that take their time from study, work and exercise.

It is not encouraged to give children too many toys and allowing them to spend too much time watching TV from morning to late hours of the night.

TV programmes should be monitored and controlled at homes and in schools.

Food eaten by children should also be monitored as some food stuffs may not be good for their health e.g. too many sweets.

Study is important because it is the way to the future development of children. Education should be seen as one of the core values to equip children with life skills for their future.

Parents and guardians should help children learn and acquire relevant skills for life.

## **Bullying**

Bullying is repeated aggression – whether it be verbal, psychological or physical – by one person or group of people against another. It includes behaviour such as teasing, taunting, threatening and hitting. With developments in modern technology, children can also be the subject of non-contact bullying, via mobile phones, the internet and other personal devices. This is called cyber-bullying.

If a child is bullying, it may be a sign that they are experiencing adult abuse. Both the child (or children) who is carrying out the bullying and the child who is being bullied need support. If the bullying is being carried out by adults, rather than children, this could be regarded as physical or emotional abuse.

## **Child to Child Abuse**

Child to Child abuse include bullying and abuse by other children. Studies show that a great deal of sexual abuse (40%) is perpetrated by older children on younger ones, and that bullying tends to thrive wherever it is not actively tackled. Bullying may include:

- ⊙ **Physical abuse** – e.g. hitting, pushing, tripping, spitting
- ⊙ **Sexual** – e.g. unwanted touch, sexual teasing, spreading rumours
- ⊙ **Verbal abuse** – e.g. teasing, name-calling, ridiculing
- ⊙ **Non-verbal** – e.g. offensive notes or drawings, rude gestures
- ⊙ **Technological abuse** – e.g., sharing indecent or offensive messages by phone, text, social networking sites or email.
- ⊙ **Exclusion** – e.g. leaving out, refusing to sit with.

## **Effects of Child Abuse**

All types of child abuse and neglect leave lasting scars. Some of these scars might be physical, but emotional scarring has long lasting effects throughout life, damaging a child's sense of self, ability to have healthy relationships, and ability to function at home, at work and at school. Some effects include:

***(a) Lack of trust and relationship difficulties.***

If you can't trust your parents, who can you trust? Abuse by a primary caregiver damages the most fundamental relationship as a child—that you will safely, reliably get your physical and emotional needs met by the person who is responsible for your care. Without this base, it is very difficult to learn to trust people or know who is trustworthy.

This can lead to difficulty maintaining relationships due to fear of being controlled or abused. It can also lead to unhealthy relationships because the adult doesn't know what a good relationship is.

***(b) Core feelings of being “worthless” or “damaged.”*** If you've been told over and over again as a child that you are stupid or no good, it is very difficult to overcome these core feelings. You may experience them as reality. Adults may not strive for more education, or settle for a job that may not pay enough, because they don't believe they can do it or are worth more. Sexual abuse survivors, with the stigma and shame surrounding the abuse, often especially struggle with a feeling of being damaged.

***(c) Trouble regulating emotions.*** Abused children cannot express emotions safely. As a result, the emotions get stuffed down, coming out in unexpected ways. Adult survivors of child abuse can struggle with unexplained anxiety, depression, or anger. They may turn to alcohol or drugs to numb out the painful feelings.

## **C. Child Trafficking**

Human Trafficking can be defined as modern day slavery. Every year, men, women and children are trafficked both within

Zimbabwe and across the borders and forced to work for little or no pay. The exploitation of Children in begging, sext trade and warfare is real and rising.

Human trafficking can be committed by these means force abduction fraud deception abuse of power or position, taking advantage of the vulnerability of the person by giving or receiving payments or benefits to achieve th consent o a person having control over another person.

### **How Children Can Protect Themselves**

**I KNOW** my name, address, telephone number, and my parents' names.

I always **CHECK FIRST** with my parents or the person in charge. I tell them before I go anywhere or get into a car, even with someone I know.

I always **CHECK FIRST** with my parents or a trusted adult before I accept anything from anyone, even from someone I know.

I always **TAKE A FRIEND** with me when I go places or play outside.

**I SAY NO** if someone tries to touch me or treat me in a way that makes me feel scared, uncomfortable, or confused. It's **OK** to **SAY**



**NO**, and **I KNOW** that there will always be someone who can help me.

**I KNOW** that I can **TELL** my parents or a trusted adult if I feel scared, uncomfortable, or confused.

I am **STRONG, SMART**, and have the right to be **SAFE**.

- ◎ **DON'T GO OUT ALONE.** There is safety in numbers. This rule isn't just for little kids, it applies to teens, too.
- ◎ **ALWAYS TELL AN ADULT WHERE YOU'RE GOING.** Letting someone know where you'll be at all times is smart. If you're faced with a risky situation or get into trouble, your family and friends will know where to find you. **SAY NO IF YOU FEEL THREATENED.** If someone—anyone—touches you in a way that makes you feel uncomfortable, you have the right to say no. Whether it is pressure about sex, drugs, or doing something that you know is wrong, be strong and stand your ground.
- ◎ **SAY NO IF YOU FEEL THREATENED.** If someone—anyone—touches you in a way that makes you feel uncomfortable, you have the right to say no. Whether it is pressure about sex, drugs, or doing something that you know is wrong, be strong and stand your ground.

## What Children Can do at School and at Home

- ⊙ Always **TAKE A FRIEND** when walking to and from school. Stay with a group while waiting at the bus stop. It's safer and more fun to be with your friends.
- ⊙ If anyone bothers you while going to or from school, get away from that person, and **TELL** a trusted adult like your parents or teacher.
- ⊙ If an adult approaches you for help or directions, remember grownups needing help should not ask children for help; they should ask other adults. If someone you don't know or feel comfortable with offers you a ride, say **NO**.
- ⊙ If someone follows you, get away from him or her as quickly as you can. Always be sure to **TELL** your parents or a trusted adult what happened.
- ⊙ If someone tries to take you somewhere, quickly get away and yell, "This person is trying to take me away!" or "This person is not my father (mother)!"
- ⊙ If you want to change your plans after school, always **CHECK FIRST** with your parents. Never play in parks, malls, or video arcades by yourself.
- ⊙ If you go home alone after school, check to see that everything is okay before you go in. Make sure you follow your "Home Alone" tips Trust your feelings. If someone makes you feel scared or uncomfortable, get away as fast as you can and **TELL** a trusted adult.



# 3

## UNDERSTANDING CHILD PROTECTION





## A. Introductory Discussion

Look at the picture on the page starting this chapter.

1. What do you see in the picture?
2. Who do you think the hands belong to?
3. Do you think the bigger hand is protecting the little hand?
4. What do you think can be done to protect children?

## B. What are Children's rights?

Children's rights are human rights, and Zimbabwean children often remind adults that We are also human beings. A right is a moral or legal privilege to do something recognised and protected by law. In the new Constitution, Section 81 of Chapter 4 deals with the Rights of Children of Zimbabwe.

## C. Rights of Children

Every Child, that is to say every boy or girl under the age of eighteen years has the right:

- ⊙ To be treated equally before the law and to be heard;
- ⊙ To be given a name and a family name;
- ⊙ As a young citizen, to be given a birth certificate promptly;
- ⊙ To family and parental care, or appropriate alternative care;
- ⊙ To be protected from economic and sexual exploitation, from child labour, neglect or any form of abuse;
- ⊙ To education, health care, food and shelter;
- ⊙ Not to be used in armed conflict;
- ⊙ Not to be forced to take part in political activities; and
- ⊙ Not to be detained, unless there is no alternative and to be detained separately from adults, for the shortest time and treated with regard to the child's age.

Children's rights are also protected by international laws such as:

1. The African Charter on the Rights of the Child
2. The United Nations Convention on the Rights of the Child

The Convention on the Rights of the Child emphasise the following principles relating to children:

- ⊙ Non-discrimination;
- ⊙ Life, survival and development;
- ⊙ Protection;
- ⊙ Participation; and
- ⊙ The best interests of the child.

In Zimbabwe many children suffer from three forms of discrimination; discrimination because they are step children or orphans, discrimination because they are girls and discrimination because they are living with a disability or HIV and AIDS.

### **The Rights Related to Child Protection**

In the United Nations Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child, the following protection are included:

- ⊙ Children in difficult situations have the right to extra protection from abuse;
- ⊙ Children have the right to be protected from cruel words and beating;
- ⊙ Children have the right not to be used as cheap workers and slaves;
- ⊙ Children have the right to protection from being kidnapped, sold, pledged or forced into marriage;
- ⊙ Children have the right to be guided rather than beaten when they make mistakes;
- ⊙ Children have the right to be guided rather than beaten when they make mistakes; and
- ⊙ Children should be protected from war or violence.

## D. Children's Responsibilities

The African Charter on the Rights and Welfare of the Child States that

*Every child has responsibilities towards his/her family, society, the state and the international community.*

The child according to age and ability, shall have the duty:

- ⊙ To work for the togetherness of the family, and respect his or her parents and elders and assist them in case of need;
- ⊙ To strengthen solidarity (feeling for others and supporting them);
- ⊙ To serve the nation and strengthen its independence; and
- ⊙ To promote African Unity.



## Children's Responsibilities to Adults

### Children should:

- ⊙ Show respect to adults at all times, especially their parents and guardians;
- ⊙ Attend to positive orders and instructions given by parents and other adults they know and trust;
- ⊙ Learn from adults who set a good example;
- ⊙ Be willing to be taught and corrected;
- ⊙ Be trustworthy and reliable;
- ⊙ Make the best use of educational opportunities; and
- ⊙ Report all forms of abuse to trusted adults.

## Children's Responsibilities to other children

### Children should:

- ⊙ Respect each other;
- ⊙ Help one another, share and pay attention to each other;
- ⊙ Tolerate each other despite their different beliefs and consider each other's feelings;
- ⊙ Understand each other, so as to avoid fights and bullying;
- ⊙ Not discriminate against each other for any reason;
- ⊙ Be faithful to each other to build friendships; and
- ⊙ Develop talents and make the best of themselves.

## Values

Honesty Love Hardworking Respect Discipline

Peace Prayer Commitment

## Life Skills

Creativity Innovation Respect Good Communication

Good behaviour Hard Working Self Control

Caring for others Caring for elders Good hygiene

Friendliness Teamwork Responsibility

Unhu/Ubuntu/ Principled Person

## **Adult Responsibilities Towards Children**

Adults, who bring children into the world, are responsible for providing for all children's needs, until children become adults capable of looking after themselves. Parents and guardians have the responsibilities of:

- ⊙ Giving good and positive names to their children;
- ⊙ Loving and caring for children;
- ⊙ Providing a home with clean water, sanitation, food and clothing;
- ⊙ Providing basic health care;
- ⊙ Educating children;
- ⊙ Guiding to develop positive attitudes and behaviour;
- ⊙ Enabling children to play and rest;
- ⊙ Ensuring children get birth certificates and identity documents; and
- ⊙ Encouraging children to express themselves and develop their own ideas and talents treating all boys and girls fairly and ensuring equity.

# 4

# GUIDELINES ON PROTECTING CHILDREN



## **A. Introductory Discussion**

Look at the picture on the page starting this chapter.

1. What do you think is happening in the picture?
2. Why do you think the woman is signaling the driver to stop?
3. What else do you think everyone should do to protect children?

## **B. What Children Can do to Protect Themselves and Other Children From Abuse, and Assist Children Who Have Been Abused**

- ⊙ Children should know their own value, and discover and develop their talents and strengths;
- ⊙ Children should know their rights, including their right to protection;
- ⊙ Children should carry out their responsibilities;
- ⊙ Children should be willing to be corrected when they make mistakes, and make up for what they have done wrong;
- ⊙ Boys and girls should share tasks and opportunities, and practise gender equality;
- ⊙ Children should learn the life skills of constructive communication and relationships, conflict resolution and peace building;
- ⊙ Children should be alert and aware of risks, and avoid being alone with people they are afraid of, or in isolated places;
- ⊙ Children should have trusted adults they can confide in;
- ⊙ Children should know where they can get help e.g. ChildLine, the Victim Friendly Unit or other Child Protection Services;
- ⊙ Children should immediately report cases of abuse to adults they trust; and

- ⊙ Children should integrate disabled children in all their activities; and promote awareness of children's rights, or form junior child protection committees to work with the adult child protection committees.

It is also important for children to know that if they have been sexually abused they should seek medical assistance within 72hrs (to avoid sexually transmitted diseases and pregnancy) which is available without charge. They should not wash themselves or their clothes until after receiving medical assistance in order to preserve evidence which can be used in cases against their offenders. Children who have been abused should know they have the rights to safety, confidentiality, respect and non-discrimination, and the right to make choices about the services they require. Other children can assist survivors of abuse by being sensitive and patient, and making them feel accepted and loved.

### **What Adults and Community Leaders Can Do?**

Adults and community leaders can prevent child abuse by valuing and respecting children, treating them fairly without discrimination, encouraging their development, setting a good example to children, communicating constructively with children, and raising awareness among adults and children of children's rights and responsibilities, and adult responsibilities to children:

- ⊙ View all children as their own;
- ⊙ Treat girls and boys fairly, with the same duties and opportunities;
- ⊙ Talk to children about their rights and responsibilities;
- ⊙ Be responsible and positive role models for children;
- ⊙ Use alternative ways to discipline us instead of beating;
- ⊙ Help report cases of abuse;
- ⊙ Counsel both the violated and the violators;
- ⊙ Discuss child abuse with other adults, and unite and cooperate in preventing any form of violence against children.



## Roles and responsibilities for child protection within the school system

The Church through its various institutions such as parishes, schools, orphanages and hospitals, comes in contact with children at different levels of interaction. It has the obligation to demonstrate this particular concern alluded to by Pope Benedict, by ensuring that the children entrusted to the Church's care in these institutions are safe.

Children are by nature vulnerable and depend on the adults around for sustenance, love, security, shelter and guidance. They are innocent, trusting and full of hope. The Clergy and Religious Men and Women must give children the security they need so that they develop into the kind of people God intended them to be.

<b>Children</b>	<ul style="list-style-type: none"> <li>⦿ Be aware of their rights and responsibilities;</li> <li>⦿ Participate in school clubs that raise awareness of gender based violence and child abuse;</li> <li>⦿ Inform teachers when they see or hear that a classmate has been abused; and</li> <li>⦿ Pray for survivors of abuse.</li> </ul>
<b>Parents and guardians</b>	<ul style="list-style-type: none"> <li>⦿ To notify the school on any issues affecting the child's welfare;</li> <li>⦿ To play an active role in the care system of the school;</li> <li>⦿ To cooperate with and assist the school in the best interest of the child; and</li> <li>⦿ Parents meetings to talk about safety of children.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>⦿ To conduct awareness activities in class;</li> <li>⦿ To promote child participation in child rights;</li> <li>⦿ To promote children's social and emotional and alert the school head of abuse;</li> <li>⦿ Highlight Children's responsibilities; and</li> <li>⦿ To follow up on cases and onward referral.</li> </ul>
<b>Child Abuse Prevention Management Committee</b>	<ul style="list-style-type: none"> <li>⦿ Carry out child abuse prevention campaigns;</li> <li>⦿ Initiate investigations into child abuse cases learners at the school and outside;</li> <li>⦿ Hold regular meetings with parents and members of the community on child abuse prevention and management; and</li> <li>⦿ Know the procedures to handling cases of abuse.</li> </ul>
<b>School head</b>	<ul style="list-style-type: none"> <li>⦿ To actively promote awareness;</li> <li>⦿ To treat cases of suspected child physical sexual abuse and neglect with urgency; and</li> <li>⦿ To follow up on cases and onward referral.;</li> <li>⦿ Engage Child Protection Officers and Parents</li> </ul>
<b>School Psychological Services</b>	<ul style="list-style-type: none"> <li>⦿ To provide counselling support and referral information to affected children and their families; and</li> <li>⦿ To provide in-service training for school teachers</li> </ul>
<b>District Education Officer</b>	<ul style="list-style-type: none"> <li>⦿ Advise and support the school head;</li> <li>⦿ To send feedback to the provincial office;</li> <li>⦿ To liaise with School Psychological Services; and</li> <li>⦿ Co-operate with NGO's and other partners within Ministry Policy Framework</li> </ul>
<b>Provincial Office</b>	<ul style="list-style-type: none"> <li>⦿ To support the District in conducting effective prevention and intervention programmes in</li> <li>⦿ Investigate, report writing and follow up; and</li> <li>⦿ Liaison with the legal system.</li> </ul>

## C. Reporting Abuse

Children who have been abused should know they have the rights to safety, confidentiality, respect and non-discrimination, and the right to make choices about the services they require.

Other children can assist survivors of abuse by being sensitive and patient, and making them feel accepted and loved.

Children can report cases of abuse to a trusted adult that is their parents, teachers or primary care-givers.



## D. Services Available to Survivors

Adults and community leaders can accompany children to get the services that are appropriate in a specific situation. These include the following:

### **Police Victim Friendly Unit**

- ⊙ Responsible for prevention of abuse through awareness raising;
- ⊙ Responsible for investigating abuses;
- ⊙ Responsible for arresting the abuser; and
- ⊙ Provides legal advice, counseling and referrals.

### **Clinic/hospital**

- ⊙ Provides medical examination and treatment for a child who has been abused;
- ⊙ Treatment for sexual abuse should be within 72 hours of the abuse to prevent the child from getting infected with HIV and to prevent the child from falling pregnant;
- ⊙ Treatment for rape and child abuse is provided free of charge; and
- ⊙ Provides the medical report that will be used by the police and the courts.

### **Childline**

- ⊙ Provides a help line service where children can talk about issues affecting them. This is through: Free phone (116)
- ⊙ A free post where a child can send a letter without a stamp to CHILDLINE FREEPOST, POBOX 1400, Causeway, Harare. Childline Social workers also visit children's homes or a child can go and talk to them at their nearest drop in centre. Childline will help children in reporting to the police or Department of Social Services

- ⊙ Childline will follow up with police, the Department of Social Services (DSS) and court proceedings to ensure that the report is dealt with quickly.
- ⊙ Childline will also refer to other organisations that can give support.

### **Department of Social Services (DSS)**

- ⊙ Can provide counseling and referral; and
- ⊙ In cases where the survivor is living with the abuser, can place the child in a safe environment.

### **Judicial system**

- ⊙ Runs child friendly courts to try sexual offence cases against children.
- ⊙ The courts enable the child to give evidence in a separate room from the offender to protect the child from contact with the perpetrator.

### **Justice for Children Trust**

This organisation provides legal assistance to children who have been abused.

### **Family Support Trust (FST)**

It strives to provide to provide a holistic medical and rehabilitative service for child sexual and related abuses within the family and community through awareness and preventative measures.

## **Ministry of Primary and Secondary Education (MoPSE)**

- ⊙ To help promote safe environments for children;
- ⊙ To provide quality education to all learners;
- ⊙ To allow universal access to quality education;
- ⊙ To help vulnerable children;
- ⊙ To coordinate and integrate all existing efforts to address elements of care and support for teaching and learning;
- ⊙ To offer both care and complementary educational services to the vulnerable and marginalised children;
- ⊙ To offer education and vocational skills;
- ⊙ To promote health care, have access to clean water and sanitation;
- ⊙ To increase access to food and nutrition; child and youth protection; and
- ⊙ To provide essential packages of care and support that include psychosocial support, water and sanitation, material support, infrastructure, community structures, Teacher Development, safety and protection and leadership structures.

## **Ministry of Public Services and Social Welfare**

Help protect children in families, community through the Multi-Sectoral Players, Roles and Responsibilities of Civil Society Organisations.

Civil Society Organisations are critical in the Case Management System in complementary government efforts through provision of specialist child protection services at community level.

To enable staff who have been trained on how to deliver integrated care and support services and cooperate with each other at all levels.

## E. Why don't children tell if they have been abused?

Tell a parent? Tell a teacher? Tell a friend? Tell someone?

### Self-Blame

Survivors of abuse often don't tell because they think they did something wrong or didn't do something right. Quite simply, they blame themselves.

They assume there is something they could have done to stop the abuser. They regret what they did or what they did not do. They wonder if the perpetrator would have stopped had they screamed louder or fought harder. They ask themselves if they could have avoided the situation, the location, the person. Even survivors whose lives were threatened—or the lives of their loved ones—succumb to self-blame.

"It's my fault": Many abusers "groom" their victims, and over time, they can make you feel that you have been doing something wrong, and that you are guilty of what's been happening. If this is said often enough to you, then you start to believe it. You may be told that if anyone finds out then you will be sent to a children's home or a jail for children, and that everyone will think you are x, y, and z. It's understandable therefore, that many children don't tell because they are frightened of being blamed for being complicit in the abuse.

### Shame

Survivors of abuse especially sexual abuse are burdened with a deep sense of shame. The thought of revealing what they have endured—in explicit detail—can be overwhelming. It means they must relive the experience. It means they must remember things they do not want to remember and tell things they do not want to tell.

Many survivors are hesitant to give voice to the violation, the pain, the degradation, and the feeling of sheer helplessness. Fragile and traumatized, some survivors just are not ready—physically, emotionally and psychologically—to come forward.

## **Fear**

In the mind of the survivor, there is much to fear. If the perpetrator has threatened them, they will fear for their lives. If the abuser has threatened their family, they will fear for the lives of their loved ones.

“No one will believe me”: Abusers very often threaten that if you tell, no one is going to believe you. You then face the risk of looking like you are telling lies, and perhaps even that you will get punished for not telling the truth. After all, children believe that adults believe other adults over children.

They may fear the unknowable. What will happen when I tell? Will I be believed? Will I be supported? Will the abuser be arrested or remain free? Will friends ridicule me? Will the people who I care about shun me?

Telling a secret of this magnitude would set an intangible series of events into motion. The survivor, who is fragile and traumatized, may not be equipped to deal with the extreme anxiety that accompanies the act of coming forward and facing the unknown.

## **Protection**

Some survivors do not tell to protect their loved ones. We know this to be especially true with children. They understand that speaking the truth will inflict pain on their parents, and they may choose to protect their families from the emotional upheaval. For these survivors, the shame, blame and fear of what happened is their burden to carry...and theirs alone.

Threats of Harm to Others: Abusers can openly threaten that if you tell, then they are going to punish you by hurting someone you love. It's not unusual for an abuser to threaten that they will, for example, kill the family pet, or hurt a parent or sibling. This, especially to a young child, is incredibly scary - and can result in believing you are responsible for keeping silent in order to protect others that you care about.

Threats of further harm to yourself: Abusers can also threaten even worse punishments for you if you do tell. They can think up punishments that literally freeze survivors into silence.

## Admiration

The public stature of a perpetrator plays prominently in a survivor coming forward. If the abuser is a respected member of the community or an admired friend of the family, the chances of a survivor speaking out are significantly reduced.

Not wanting the abuser to get into trouble: As many abusers are close to their child victims i.e. a parent, sibling, family friend, religious leader etc. then sometimes the child doesn't want the abuser to get into trouble. They can fear the abuser being sent to prison, or being told they are not allowed to see this person again - and obviously if you feel love for that person, then silence often wins through. The idea of being responsible for the break-up of their family, in particular, can be too much to bear.



## Not knowing what to say or who to tell

"I don't know what to say": Obviously a child's vocabulary, especially when talking about sexual acts, is not as sophisticated as that of an adult. There are very real practical barriers to telling, like not knowing what words to use, or not knowing how to bring it up in conversation. Even many adults struggle to talk about sex, especially when abusive in nature, and so how could you expect yourself as a child to be able to do this. Also, if you are very confused about what exactly has been done to you, it is almost impossible to know how to describe it.

## Disillusionment

Abuse forever changes a child's life view. The belief that the world is a safe place is shattered.

"But I liked it": Some survivors keep silent because of things about what's happening that are deemed "positive". For example, children who are very deprived of love and affection, may crave the love and affection they feel they are receiving from their abuser. Some human contact is better than no human contact.

Understandably, sexual stimulation can also result in arousal, and this can be very confusing for a child to disentangle the nice feelings with the bad feelings. It can make a child feel "special" and wanted, possibly for the first time in their life.

## Bribery

Some children are bribed in order to keep a secret. For example, the abuser may promise to give you money, or may buy you nice things. These "rewards" can very much confuse your feelings towards the abuser and towards the abuse itself.

A child may feel that they permitted the abuse and should have been able to stop it. Remember that there are no situations where a child is responsible for any sexual interaction with a more powerful child or adult.

People who abuse children may offer a combination of gifts or treats and threats about what will happen if the child says 'no' or tells someone. They may scare the child with threats of being hurt physically, but more often the threat is about what will be lost if they tell e.g. the family breaking up or someone going to prison. In order to keep the abuse secret, the abuser will often play on the child's fear, embarrassment or guilt about what is happening, perhaps convincing them that no one will believe them or that the child will be punished. Sometimes the abuser will convince the child that he or she enjoyed it and wanted it to happen.

## F. How Children Can Protect Themselves

Children need to know their rights, how to identify a potentially abusive situation, and what to do to get out of such a situation.

1. **"Your body belongs to you."** *Children should know that they you have the right to say no.*
  - ⊙ No one should touch you if you don't want them to.
  - ⊙ No one should make you touch him or her.
2. **"Your feelings are important."**
  - ⊙ Trust your feelings and share them with parents/ teachers/adults.
  - ⊙ What are some examples of feelings? (happy, sad, angry)
  - ⊙ Trust that parents/adults/ teachers will listen to you and will believe you.

## **Not aware of abuse**

For many children, "telling" just doesn't feel like an option. Children grappling with the aftermath of abuse are in coping mode. The shock of their experience stuns them

into silence. The process of healing and recovery takes tremendous energy. They do not possess the strength to undergo further trauma. It takes everything they have just to carry on.

"I didn't know it was wrong":

Especially if abuse began at a very early age, you may not have even been aware that this wasn't something that didn't happen to everyone. The abuse becomes part of your normal everyday life, and so challenging it wouldn't even occur to you.

## **Child Victim of Sexual Abuse**

There are many understandable reasons why a child victim of sexual abuse is not likely to tell anyone about their abuse. Often, the abusive adult will convince the child that they won't be believed or that they are somehow responsible for the abuse and will be punished for it. The child may care about or feel protective of the person who sexually abused them and may feel they'd be betraying this person by telling about the sexual contact and the abuser may use this information to help maintain the secrecy. Children frequently remain silent to protect a non-abusive parent from upsetting information.

Sometimes, a child may be confused if they experienced positive physical pleasure, arousal, or emotional intimacy from the abuse. This confusion can make it difficult for the child to speak up.

3. **“There are different kinds of touches.”** *Children should understand the difference between appropriate and inappropriate behaviour.*

- ⊙ Good touches make you feel happy and loved. What are some examples? (*hug, high-five*)
- ⊙ Bad touches hurt and make you feel sad, angry, hurt, or upset. What are examples? (*kick, hit, punch*)
- ⊙ Confusing touches may feel good at first and then feel bad or uncomfortable. Hugs that are too tight or tickling that goes on too long can make you feel confused or mixed up. This “uh-oh” feeling happens when something does not feel right and you don't understand why. Being touched on your private parts can feel bad or confusing. Being made to touch someone else's private parts can feel bad or confusing.

4. **“No one has the right to touch your private parts or your body in any way you do not like.”**

Remember the Personal Safety Saying:

- ⊙ **Say No!** It does not matter who the person is, tell them to stop. Practice saying NO!
- ⊙ **Get Away** as quickly as possible and go to a safe place where there is a trusted adult.
- ⊙ **Tell someone** – a trusted adult. Keep telling adults until someone helps you. Who are some adults you could tell? Parents, teachers, etc.

5. **“You don't have to keep a secret that makes you feel uncomfortable or hurts your body.”** *Children must understand that even if an adult tells them to keep abuse secret, they should tell a trusted adult.*

- ⊙ If a grown-up wants you to keep a secret, tell a trusted adult. Even if you promised not to tell or they scared you.
- ⊙ Secrets are different from surprises. Surprises, like a birthday present, are supposed to be found out and that makes them fun. Secrets are kept hidden, usually to keep someone out of trouble.

- 6. “If someone touches your private parts or wants you to touch theirs, it's not your fault.”** *Children are often shamed by their abuser into feeling at fault. Also, the abuser might convince them that if they tell, they will get in trouble. Children need to understand that they are never at fault and that no one will be angry at them when they tell.*
- ⊙ You didn't do anything wrong. It is that person's fault because they shouldn't touch you that way.

### **These can be Achieved Through:**

#### **Respect for Individuality.**

Take pride in your own individuality. Respect others as individuals and recognise diversity as something that makes everyone special.

#### **Self-assertiveness and Expressing Needs and Feelings**

Recognise and accept your feelings, speak out about your needs and reject unjustified and inappropriate proposals.

What adults can do to help children speak out

Adults should use positive tools to help keep children aware and empowered without overwhelming them.

#### **Teach Boundaries**

It is essential to teach children about physical boundaries from an early age. Children must be given knowledge about their bodies, made aware of 'off limits' areas, and educated about appropriate touching.

Children should be taught how to say “no” ...and mean it...when anyone crosses a physical boundary. It is important for them to understand that if someone touches them in an inappropriate area — or if they are asked to touch someone else in a private area — it is absolutely necessary to tell the parent.

Encourage children to respect themselves and to expect respect from others. Help them to set clear boundaries for unacceptable behaviour; talk about what to do if someone crosses these boundaries.

### **Respect and Empathy for Others**

Teaching children to respect and empathise with others is an important part of becoming responsible individuals. Clear rules should be set with regard to acceptable behaviour towards others both at home and at school, with clear limits and boundaries. When rules are broken and children have not paid attention to the consequences of their behaviour, adults should be consistent in their reactions. Children should be active participants in setting up the rules and defining the consequences when broken.

### **Problem-solving and Decision-making Skills**

Encourage using these skills in everyday life when confronted with a challenging situation. Avoid doing things for children or telling them what to do.

### **Pay attention**

Parents and adults must pay attention to what children are saying...or not saying.

## **Believe Them**

The single most damaging thing a parent/adult can do is to dismiss, disregard or outright negate the child's attempt to reveal the abuse. Survivors often indicate that the failure of a parent to believe them is a wound that never truly heals.

## **Communicate**

Keep lines of communication open with your child. Set aside a time daily to talk about your child's feelings. This helps build trust between you and your child, and helps her feel comfortable telling you when she suspects an adult is dangerous.

## **Offer Emotional Support**

Provide emotional support when a child tells you he is afraid of another adult. Let the child know that it is OK to feel afraid, and that he did not do anything to invite or provoke the abuse. Emotional support is necessary for helping the child protect himself against abusive acts, because he has received validation from a trusted adult.

## **Provide Vital Information**

Practice recall of vital information with your child, such as the child's name, telephone number and address. Also, make sure your child knows how to make a collect call, which might be necessary to reach a trusted adult.

## **Protecting Children from Sexual Violence**

Positive communication about sex. Sexuality, genitals or a child's interest in their own body should not be cast in a negative light. An open discussion about sexual abuse should be encouraged.

**Grown-ups know it's against the rules to touch children. If you're ever unsure about a touch, talk to a trusted adult about it. They can figure out if it was okay or not."** *Even when children are equipped with knowledge about touches and their bodies, sometimes touches can be confusing. Children should know that they always have the option of talking to a trusted about it, even if they're not sure.*

- ⊙ It's my job to keep you safe, and I can do that best when you tell me if something's wrong. Tell me, and I will do my best to help you. I won't be mad at you.

*Children need to know that you're looking out for them. Reassure them that if they tell you about something disturbing, you will help them, not get mad at them.*

- ⊙ Sometimes people we know make bad choices and can hurt us. If anyone ever makes you uncomfortable—even if it's a family member or a friend—please tell me. *It's important that we don't rely on "stranger danger" about safety—the reality is that child sexual abuse is usually perpetrated by someone a child knows. Also, be sure to mention that it's not okay for older or larger siblings, cousins, or friends to touch them, either.*

**"Most adults don't touch children in bad or confusing ways."** *Help your child understand that abuse is not something they need to be scared of.*

- ⊙ Things like this don't usually happen, but sometimes adults make bad choices. So we learn safety rules just in case, the same way we learn safety rules for other things, like what to do in a fire.
- ⊙ No one, not even a friend or family member, has the right to touch you in a way you don't like.



## G. Conclusion

Be our eyes in a world of camouflage'  
Keep watch on our behalf;  
Be our nose in a risky world,  
Sense danger for us;  
Be our mouth in a world that doesn't Listen to children  
Promote our rights all over the world.  
Clean the way before us and select only construction material.  
Be our brains in a tricky world,  
Plan greatness and success for us.  
Be our hands in a busy uncaring world,  
Work hard for our well-being  
And catch and punish out' abusers.  
Be our feet for a long journey  
Pave our way for dignity and prosperity  
Be our light and guide us in our lives.

*Children, adults, community leaders, teachers and schools stand up and prevent child abuse, and providing effective support to children who have been abused!*



- ◎ Be a warm blanket of protection for children that is adored by the whole family and community because you stand up to prevent all forms of abuse.
- ◎ Be like a shield to all children, a light in a dark tunnel, protect them like a blanket which is used by everyone regardless of their background.
- ◎ Like a blanket which protects and gives warmth when it's cold and covers a human body completely, society should completely protect children from abuse. Like the 3Ps; protection, prevention and provision of services, the society should be a blanket of protection, prevention and provision of services to children affected by all forms of abuse.

## **MONKEY SEE MONKEY DO**

Train a child in a way that she should go  
A proverb we all know,  
But few people know how to show  
The essence  
and importance  
Of it

Train a child in a way that she should go  
Hurt and cause them pain  
And they will move in the same lane  
It's simple and plain  
Abuse them today  
And they'll be the abuser tomorrow

Train a child in a way that she should go  
Care for them and show them love  
Because of them you are above  
And like a fascinating dove  
flying in the air  
They look up to you

Say no to child abuse  
And yes to child protection  
Cause they have a right to safety  
For that there's no question  
Let's protect the children  
So that they may be the protectors in the future.  
Tsakani Mangwende

# Bible Verses for Children

## **Psalm 127:3-5**

Children are a heritage from the LORD, offspring a reward from him.

## **Genesis 33:5**

Then Esau looked up and saw the women and children. "Who are these with you?" he asked. Jacob answered, "They are the children God has graciously given your servant."

## **2 Timothy 3:14-15**

But as for you, continue in what you have learned and have become convinced of, because you know those from whom you learned it, And how from infancy you have known the Holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus.

## **Matthew 21:15-16**

But when the chief priests and the teachers of the law saw the wonderful things he did and the children shouting in the temple courts, "Hosanna to the Son of David," they were indignant.

"Do you hear what these children are saying?" they asked him. "Yes," replied Jesus, "have you never read, " 'From the lips of children and infants you, Lord, have called forth your praise'?"

## **Matthew 18:10**

*The Parable of the Wandering Sheep*

"See that you do not despise one of these little ones. For I tell you that their angels in heaven always see the face of my Father in heaven.

## **Mark 10: 13-16**

*The Little Children and Jesus*

People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them.

When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these.

## **Proverbs 22: 6**

Start children off on the way they should go, and even when they are old they will not turn from it.

## **Ephesians 6: 1-4**

Children, obey your parents in the Lord, for this is right.

"Honor your father and mother"—which is the first commandment with a promise— "so that it may go well with you and that you may enjoy long life on the earth."

Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.

## **Colossians 3:20**

Children, obey your parents in everything, for this pleases the Lord.

## **Exodus 20:12**

"Honor your father and your mother, so that you may live long in the land the LORD your God is giving you.

# Glossary of Terms

**UNCRC** - The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.

**Physical development** - Physical development refers to the normal ways in which bodies grow, change and develop throughout a person's lifetime. This is the procedure by which infants become children, teenagers, adults and then enter into old age.

**Emotional Development** - Emotional development involves learning what feelings and emotions are, understanding how and why they happen, recognising one's own feelings and those of others, and developing effective ways of managing them

**Cognitive Development** - Cognitive development is the construction of thought processes, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood.

**Spiritual Development** - Spiritual development is the process of inner awakening, and becoming conscious our inner being

**Child Trafficking** - the illegal movement of children, typically for the purposes of forced labor or sexual exploitation.

# References

ACPD (2012) **Caring for us takes care of tomorrow.** A guide to protecting Children from Gender Violence and Abuse

ACPD (2013) **Our Country, our home**

1. A People's Guide to the New Constitution
2. A People's Simplified Summary of the New Constitution in partnership with the Ministry of Constitutional and Parliamentary Affairs

ACPD (2014) **Beyond the Yonder.** Poetry from Matobo by the lion Singers -

ACPD (2015) **Discovering the Children's Rights Rainbow.** A Children's guide to their rights in the Constitution

Character Education Partnership (2010) **A Framework for School Success.** Principles of Effective Character Education, Washington.

Zimbabwe Constitution 2013



