



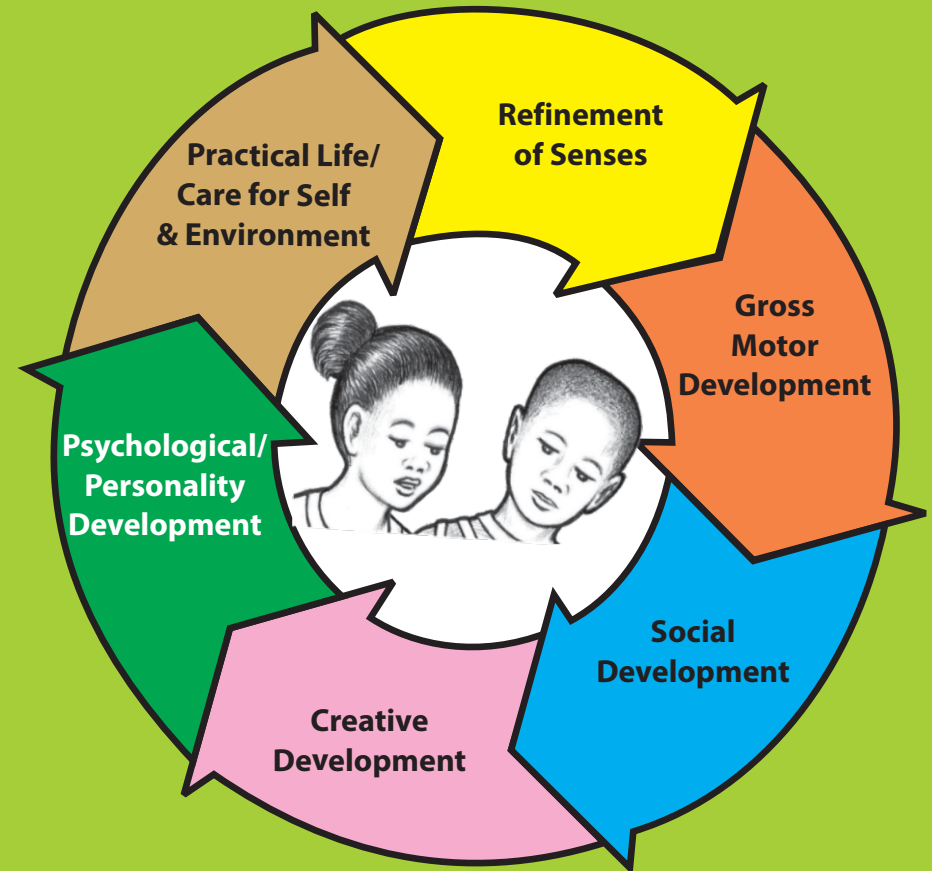
ZIMBABWE CATHOLIC
BISHOPS' CONFERENCE

Zimbabwe Catholic Bishops' Conference

Africa Synod House
29-31 Selous Avenue
Causeway, Harare
P. O Box CY738
Harare, Zimbabwe
Email: gensec@zcbc.co.zw
Tel: +263 (4) 705368

CHILD PROTECTION

Teachers' Guidelines Handbook



Produced by ZCBC Education Commission
Email: education@zcbc.co.zw
Tel: +263 (0) 735 935 / 703 486



**ZIMBABWE CATHOLIC
BISHOPS' CONFERENCE**

Child Protection Guidelines for Teachers



Produced by Education Commission 2016

MISEREOR
IHR HILFSWERK

Preamble

Child Safeguarding is a daily responsibility for both the families and the educators in this modern-day world. Intervening effectively in the lives of children and their families is not a sole responsibility of any single agency or professional groups, but rather is a shared community concern. Pope Francis - (*The Joy of Love, 2016 no 170*)“... for Children are a gift. Each one is unique and irreplaceable ...we love our children because they are children, not because they are beautiful, or look or think as we do, or embody our dreams. we love them unconditionally; a child is child”.

Children, once born begin to receive, along with nourishment and care, the spiritual gift of knowing with certainty that they are loved. This love is shown to them through the gift of their personal name, the sharing of language, looks of love and the brightness of a smile. In this way, they learn that the beauty of human relationships touches their soul, seeks our freedom, accepts the difference of others, recognises and respects them as a partner in dialogue.

The church encourages all members to be concerned about children under our care. The church also encourages adults to realise the potential in children even in leadership roles. Child centred approaches has been implemented within the church as such the church continues to embrace the need for educators. Child Safeguarding Principles in these Guidelines provide a foundation for understanding child development, maltreatment, abuse and the roles and responsibilities of various office bearers in the church. It encourages the in-depth steps to follow in prevention, identification, investigation, assessment and reporting of child abuse.

To emphasise the role of the church in child caring and promoting safe environment for children and vulnerable adults. I would like encourage you to continue to work for greater development of children in our institutions following the ZCBC Child Protection Policy that helps us understand that the importance of acting quickly and defenceless is of paramount importance to the safety of children. I conclude with this Poem.

*Your hands are my caress,
The harmony that fills my days,
I love you because your hands work for Justice,
If I love you, it is because you are
My love, my companion, and my all,
And on the street, side by side,
We are much more than just two.*

The Joy of Love-2016 no.181

Special thanks goes to all the people who have contributed to the development of this Teachers' Guidelines on Child Protection and the development of the Child Protection Handbook for Children especially the ZCBC Education Commission and our Partner Misereor for funding the project.



Rt. Rev. Bishop Angel Floro
Bishop Chairman
ZCBC Education Commission

Preface

Zimbabwe Catholic Bishops' Conference (ZCBC) is committed to transforming child safeguarding systems. The goal and purpose of this Teachers' Guidelines is to equip educators with required knowledge and skills. These skills will enable educators to be successful in following the procedures of safeguarding children in all institutions.

Effective implementation will require constructive networking with stakeholders across the Arch /Dioceses, Deaneries, Parishes, Teachers, Parents, Care-givers and other Community groups that promote Child safety.

I would like to express my sincere appreciation and gratitude to the dedication and commitment of educators in Zimbabwe. I am confident that through team work, we can deliver our shared goals, quality Child safeguarding and improved service delivery to our young who are our precious children. Children can be referred to as the "Shoots of an Olive Tree" -in a home of where a husband and wife are seated at the table their children appear at their sides "like Olive Shoots" (Ps 128:3), that is full of energy and vitality.

May God bless you all for your commitment to safeguard children and to guide them to attain good moral values.

Sr. Dr. Annah Theresa Nyadombo HLMC

ZCBC National Education Coordinator -2016

Acknowledgments

The ZCBC Education Commission acknowledges with thanks all partners in Zimbabwe and elsewhere who supported in the development of the Teachers' Guidelines Handbook. We thank the Funding Partners Misereor for the support they gave us in the development of the Child Protection Handbook for Children and Teachers' Guidelines Handbook.

We also acknowledge the support we have received from Bishop Chairman of the Education Commission Bishop Angel Floro, ZCBC Secretary General Fr. Fradereck Chiromba . Our gratitude also goes to all Diocesan Education Secretaries, namely Mrs. S. Kaseke (Archdiocese of Bulawayo), Sr C. Gowo LCBL (Archdiocese of Harare), Sr. P. Rubaya SJI (Gweru Diocese), Fr . J. Muleya (Hwange Diocese), Fr. A.R. Chirenje (Chinhoyi Diocese), Fr A.Maringe (Diocese of Mutare), Fr. S. Chetse (Diocese of Mutare), Fr. R. Zindowa (Diocese of Masvingo) ,Mr S.G .Muchimwe (Diocese of Gokwe), two representatives of CMRS Fr. J. Arimoso SJ and Sr. A. Rodrigues OLS, and all members of the ZCBC Education Commission staff namely Sr. Dr. Theresa Nyadombo, Leocadia and Ncube David Tabengwa.

We also thank Heads of Catholic Schools and Teachers who contributed during the workshops to the development of this book.

Acronymys

ACRWC	African Charter on the Rights and Welfare of the Child
AIDS	Acquired Immune Deficiency Syndrome
CLPC	Child Led Protection Committee
CPAs	Child Protection Advisors
CPC	Child Protection Committee
CPOs	Child Protection Officers
CS	Child Safeguarding
FBO	Faith Based Organisation
HIV	Human Immune Virus
PTSD	Post Traumatic Stress Disorder
UNCRC	United Nations Convention on the Rights of the Child
ZCBC	Zimbabwe Catholic Bishops' Conference

Table of Contents

Chapter 1

Introduction to Child Protection and Development	1
Introductory Discussion	2
Introduction	2
Definition of Child Abuse	4
Meaning of Child Protection	6
Child Growth and Development	7

Chapter 2

Child Abuse	14
Introductory Discussion	15
Types of Abuse	15
Physical Abuse	15
Emotional Abuse	17
Sexual Abuse	18
Neglect	19
Bullying	20
Child to Child Abuse	21
Child Trafficking	22

Chapter 3

Understanding Child Protection	26
Introductory Discussion	27
Facilitating Child Development	27
Rights of Children	29
Children Responsibilities	32

Chapter 4

Guidelines on Protecting Children	35
Introductory Discussion	36
What Children Can do to Protect Themselves	37
Reporting Abuse	41
Why Children Don't Tell if They've Been Abused?	43
How Children Can Protect Themselves	46
Responding to Concerns/ Allegations	49
Services Available	56

Child Protection Committees	51
Appendix 1	
Protocol at School Level	58
Appendix 2	
Reporting Checklist	59
References	60

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 above 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?

Introduction

Each day, the safety and well-being of some children across the Nation are threatened by child abuse and neglect. Intervening effectively in the lives of these children and their families is not the sole responsibility of any single agency or professional group, but rather is a shared community concern.

Pope Benedict XVI in the *Africae Munus* says;

".....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: Chapt. II, Article F, par. 65*).

Family

"Faithful to Christ's teaching we look to the reality of family today in its complicity with both its lights and shadows..." (Relatio Synodi 2014,5). The tensions created by overly individualistic culture, caught up with possessions and pleasures leads to intolerant and hostility in families. (Relatio Finalis ,2015,8) A greater emphasis on personal communication between spouses helps to make family life humane, while neither today's society nor that to which are progressing are now an uncritical survival of order forms and models (*Spanish Bishops*

Conference, 6 July 1979). The nuclear family need to interact with the wider family made up of parents, aunts, uncles, cousins and even neighbours. The greater family may have members who require assistance or at least companionship and affection or consolation amid suffering. (*Pope Francis, 2016 no. 187.*)

The family has central importance in reference to the person .it is in this cradle of life and love that people are born and grow when is conceived, the society receives the gift of a

new person who is called "from the innermost depths of self to communion with others and to the giving of self to others. "It is in the family therefore, that the mutual giving of self on the part of man and woman united in marriage creates an environment of life in which children "develop their potentialities, become aware of their dignity and prepare to face their unique and individual destiny. The family, the natural community in which human social nature is experienced, makes a unique and irreplaceable contribution to the good of society. A society built on a family scale is the best guarantee against drifting off course into individualism or collectivism, because within the family the person is always at the Centre of attention as an end and never as a means. The priority of the family over society and over state must be affirmed. The family, then, does not exist for society or the state, but society and the state exist for the family.

Each individual Christian and every community is called to be an instrument of God for the liberation and promotion of the poor for enabling them to be fully a part of society this demands that we be docile and attentive to the cry of the poor and to come to their aid. (*God's heart has a special place for the poor, so much so that he himself "became poor"*) (2 Cor.8:9). The Savior was born in a manger in the midst of animals, like children of poor families: he was presented at the temple along with two turtle doves, the offering made by those who could not afford a lamb (Lk 2:24: Lev 5:7). When Israelites cried to the Lord, the Lord raised up for them, a deliverer, (Judges 3: 15). There is a call to solidarity towards the needs of the poor, as Apostle James speaks out of the cry of the oppressed when "the wages of the laborers who mowed your fields which you kept back by fraud cry out, and the cries of harvesters have reached to the ears of the Lord of host" (James 5:4). This can be related to the needs of children growing in this environment where all are called to take cognisance of the need to safeguard life in its fullness.

Stewardship

The principle of stewardship is a restating of the fact that the earth and its goods are an instrument and human beings must make responsible use of them. The practice of accountability is seen as part of stewardship, whether accountability to stakeholders or beneficiaries. Accountability starts with self-accountability, to one's conscience, where the realization emerges that the goods of the earth must be used to address one's needs.

Solidarity

The principal of solidarity is one of the strongest principles of the Catholic social thought. it

is derived from the idea of one human family, whoever the race, nationality, culture and gender and therefore what's effects one is seen as affecting the other. Pope John Paul the 11 said in *Sollicitudo Rei Socialis* that "Solidarity is not a feeling of vague compassion or shallow distress at the misfortunes of so many people, both near and far. On the contrary, it is a firm and persevering determination to commit oneself to the common good: that is to say, to the good of all and each individual, because we are all really responsible for all", hence the need for action against perpetrators of child rights is key.

What is a child?

A child is anyone below the age of 18 according Zimbabwean Constitution 2013- section 81. The legal perspective explains that this person's physical, social, and cognitive development will be at age that a person can live without being totally dependent on an adult. However, the person will continue to grow, although vulnerability differs with individual persons, for example people living with disability due to unrested development.

Child Growth and Development

Pre - Natal Development- Conception to Birth

We believe in the protection of unborn Children- that is Prevention of Parent to child transmission of HIV /AIDS. Special care should be given to the expecting mother, bearing in mind that the child to be born should be cared for holistically in order to accomplish the development process. There are some dangers that can hinder proper growth of the child for example poor nutrition, gender based violence, ignorance in seeking for health services, use of drugs and smoking and excessive drinking patterns of alcohol.

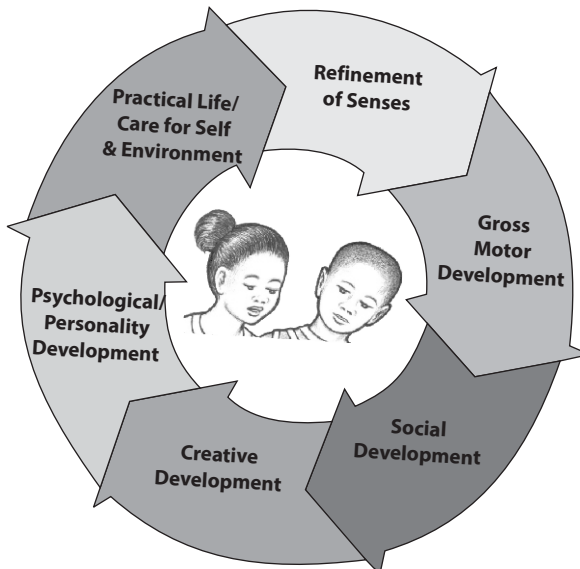
Questions to discuss

- *What sources inform us of the protection of unborn children?*
- *Why do we need to protect unborn Children?*
- *How can we protect unborn Children?*

Stages of Child Development

- ⦿ Physical Development;
- ⦿ Emotional Development;
- ⦿ Cognitive Development;
- ⦿ Social Development;
- ⦿ Spiritual Development;
- Physical Development-Physical development is the process that starts in human infancy and continues into late adolescent concentrating on gross and fine motor skills as well as puberty. Physical development involves developing control over the body, particularly muscles and physical coordination. The peak of physical development happens in childhood and is therefore a crucial time for neurological brain development and body coordination to encourage specific activities such as grasping, writing, crawling, and walking. As a child learns what their bodies can do, they gain self-confidence, promoting social and emotional development.
- Emotional Development-Emotional development is the emergence of a child's experience, expression, understanding, and regulation of emotions from birth through late adolescence. It also comprises how growth and changes in these processes concerning emotions.

The diagram shows all the aspects of life children need to develop:



- Cognitive Development-Full *Definition of cognitive*. It is of, relating to, being, or involving conscious intellectual activity (as thinking, reasoning, or remembering) *cognitive* impairment based on or capable of being reduced to empirical factual knowledge. Psychological processes involved in acquisition and understanding of knowledge, formation of beliefs and attitudes, and decision making and problem solving. ... *Cognitive* capacity is measured generally with intelligence quotient.
- Social Development-Social development is defined as prioritizing human needs in the growth and progression of society. Social development also governs the norms and conventions that govern human interaction. The focus is on improving the lives of regular citizens, especially the poor, to make society a better place for everyone.
- Spiritual Development- To *develop* higher awareness or to *develop* higher consciousness.

Stages of Development- Eric Erickson (1902 -1994)

1. Meaning and Definition:

Development means "a progressive series of changes that occur in an orderly predictable pattern as a result of maturation and experience".

The development of human being is a continuous process from conception to death.

2. Psychology of People at Different Ages from Infancy to Old Age:

Developmental psychology is concerned with the scientific understanding of age-related changes in experience and behaviour. Its task, as La Bouvie has pointed is "not only description but also explication of age-related changes in behaviour in terms of antecedent-consequent relationships". Although most developmental theories have been specifically concerned with children, the ultimate aim is to provide an account of development throughout the life span.

Some developmental psychologists study developmental change covering the life span from conception to death. By so doing, they attempt to give a complete picture of growth and decline. Among the different developmental psychologists, the views

Stages of Child Development

Approx. Ages) Stage & Psychosocial crisis	Significant relations	Psychosocial modalities	Psychosocial virtues	Maladaptation's & Malignancies
(0-1) Infant Trust vs mistrust	Mother	to get, to give in return	Hope,faith	sensory distortion withdrawal
(2-3) Toddler Autonomy vs shame and	Parents	to hold on, to let go	will, determination	impulsivity compulsion
(3-6) Preschooler Initiative vs	Family	to go after, to play	purpose, courage	ruthlessness inhibition
(7-12) School-age child Industry vs	Neighborhood and school	to complete, to make things together	competence	narrow virtuosity inertia
(12-18) Adolescent Ego-identity vs role-confusion	Peer groups, role models	to be oneself, to share oneself	f i d e l i t y , loyalty	fanaticism repudiation
(20-45) Young adult Intimacy vs isolation	P a r t n e r s , friends	to lose and find oneself in a another	love	promiscuity exclusivity
(30-65) Middle aged adult Generativity vs	Household,co- workers	to make be, to take care of	care	Over extension rejection
(50+) Old adult Integrity vs despair	Mankind or "my kind"	to be, through having been, to face not	wisdom	presumption despair

presented by Erickson and Havighurst appear to give a comprehensive picture of development of human individual from infancy to old age. These views are presented here.

1. Infancy:

This period extends from birth to 18 months of age. This is called the age of trust v/s mistrust. The infant who comes to the new environment, from mother's womb needs only nourishment. If the child's caretaker, the mother anticipates and fulfills these needs consistently, the infant learns to trust others, develops confidence. Inevitably the child will experience moments of anxiety and rejection. If the infant fails to get needed support and care, it develops mistrust which affects the personality in later stages of life.

2. Early childhood:

This stage ranges from 18 months to 3 years. By second year of life, the muscular and nervous systems have developed markedly, and the child is eager to acquire new skills, is no longer content to sit and watch. The child moves around and examines its environment, but judgement develops more slowly. The child needs guidance. In the crisis of autonomy v/s doubt faced during this period, the critical issue is the child's feeling of independence. In an extremely permissive environment, the child encounters difficulties that it cannot handle, and the child develops doubt about its abilities. Similarly, if the control is severe, the child feels worthless and shameful of being capable of so little. The appropriate middle position, respecting the child's needs and environmental factors, requires the caretaker's careful and constant attention.

3. Middle childhood:

This stage extends from 3-5 years. The crisis faced during this period is initiative v/s guilt. Once a sense of independence has been established, the child wants to tryout various possibilities. It is at this time the child's willingness to try new things is facilitated or inhibited.

If the care taker recognizes the child's creative effort in attempting to do some activities is encouraged, the crisis will be resolved in favorable direction and this outcome, if repeated, should influence the future initiative. Otherwise the child develops feelings of guilt.

4. Late childhood:

This period ranges from 5-12 years. During this period the child develops greater

attention span, needs less sleep, and gains rapidly in strength; therefore, the child can expend much more effort in acquiring skills, and needs accomplishment, regardless of ability. The crisis faced during this period is industry v/s inferiority.

The child aims to develop a feeling of competence, rather than inability. The success in this endeavor leads to further industrious behaviour, failure results in development of feelings of inferiority. Hence, the caretakers should guide the child to take up appropriate tasks.

5. Adolescence:

This is a period of transition from childhood to adulthood which extends from 12-20 years. During this period the individual attains puberty leading to many changes. These changes have enormous implications for the individual's sexual, social, emotional and vocational life; that is why Stanley Hall has rightly described this period as a "period of storm and stress".

These changes make the individual to find an identity, which means developing an understanding of self, the goals one wishes to achieve and the work/occupation role. The individual craves for encouragement and support of caretakers and peer groups. If he is successful he will develop a sense of self or identity, otherwise he will suffer from role confusion/identity confusion.

6. Early adulthood:

This stage extends from 20-30 years. As an adult, the individual takes a firmer place in society, usually holding a job, contributing to community and maintaining a family and care of offspring. These new responsibilities can create tensions and frustrations, and one solution involves is, an intimate relationship with family. This situation leads to a crisis called intimacy v/s isolation.

If these problems are solved effectively by the love, affection and support of family the individual leads a normal life, otherwise he will develop a feeling of alienation and

isolation which in turn affects his personality negatively.

7. Mature adulthood:

This period ranges from 30-65 years. It is otherwise called middle age. During this stage of life, the crisis encountered is generativity v/s stagnation. This requires expanding one's interests beyond oneself to include the next generation. The positive solution to the crisis lies not only in giving birth to children, but also in working, teaching and caring for the young, in the products and ideas of the culture, and in a more general belief in the species. This response reflects a desire for wellbeing of the humanity rather than selfishness. If this goal is not achieved the individual will be disappointed and experience a feeling of stagnation

8. Old age:

This stage is the extension after 65 years till death. By this age people's goals and abilities have become more limited. The crisis in this stage is the integrity v/s despair in which the person finds meaning in memories or instead looks back on life with dissatisfaction. The term integrity implies emotional integration; it is not accepting one's life as one's own responsibility. It is based not so much on what has happened but, as on how one feels about it.

If a person has found meaning in certain goals, or even in suffering, then the crisis has been satisfactorily resolved. If not, the person experiences dissatisfaction, and the prospect of death brings despair. The declining physical health conditions, decreased income, death of spouse, etc. will still more worsen these feelings.

Havighurst (1953) prepared a developmental model in which he has presented the list of developmental tasks from birth to old age. Every cultural group expects its members to master certain essential skills and acquire certain approved patterns of behaviour at various ages during the life span. Havighurst has labeled them developmental tasks.

According to him a developmental task is 'a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to happiness and to success with later tasks, while failure leads to unhappiness and difficult with later tasks.

Although most people would like to master these tasks at the appropriate time, some are unable to do so, while others are ahead of schedule. Though these tasks are applicable to American population, they are generally accepted to be applicable to all.

They are as follows:

appropriate time, some are unable to do so, while others are ahead of schedule.

Though these tasks are applicable to American population, they are generally accepted to be applicable to all. They are as follows:

Infancy:

This stage covers approximately first two weeks of life. It is the shortest developmental period. It is a time for radical adjustment. The new born infant must make four major adjustments to post-natal life,

- (i) To temperature changes,
- (ii) To sucking and swallowing,
- (iii) To breathing,
- (iv) To elimination.

Babyhood and Early Childhood:

- (i) Learning to take solid foods,
- (ii) Learning to walk and talk,
- (iii) Learning to control the elimination of body wastes,
- (iv) Learning sex differences and sexual modesty,
- (v) Getting ready to read,
- (vi) Learning to distinguish right and wrong and beginning to develop conscience.

Late Childhood

- (i) Learning physical skills necessary for ordinary games,
- (ii) Building a wholesome attitude toward oneself as a growing organism,
- (iii) Learning to get along with age-mates,
- (iv) Beginning to develop appropriate masculine or feminine social roles,
- (v) Developing fundamental skills in reading, writing and calculating,
- (vi) Developing concepts necessary for everyday living,

- (vii) Developing a conscience, a sense of morality, and a scale of values,
- (viii) Developing attitudes toward social groups and institutions,
- (ix) Achieving personal independence.
- (x) Finding a congenial social group.
- x) Developing a conscience, a sense of morality, and a scale of values
- (xii) Developing attitudes toward social groups and institutions.
- (xiii) Achieving personal independence.

Adolescence:

- (I) Achieving new and more mature relations with age-mates of both sexes.
- (ii) Achieving a masculine or feminine social role.
- (iii) Accepting one's physic and using one's body effectively.
- (iv) Desiring, accepting, and achieving socially responsible behaviour.
Achieving emotional independence from parents and other adults.
- (vi) Preparing for an economic career.
- (vii) Preparing for marriage and family life.
- (viii) Acquiring a set of values and an ethical system as a guide to behaviour-
developing an ideology.

Early Adulthood:

- (i) Getting started in an occupation
- (ii) Selecting a mate
- (iii) Learning to live with a marriage partner
- (iv) Starting a family
- (v) Rearing children
- (vi) Managing a home
- (vii) Taking on civic responsibility

Middle Age:

- (i) Achieving adult civic and social responsibility
- (ii) Assisting teenage children to become responsible and
happy adults
- (iii) Developing adult leisure-time activities
- (iv) Relating oneself to one's spouse as a person
- (v) Accepting and adjusting to the physiological changes of
middle age
- (vi) Reaching and maintaining satisfactory performance in
one's occupational career

(vii) Adjusting to aging parents.

Old Age:

(i) Adjusting to decreasing physical strength and health

(ii) Adjusting to retirement and reduced income

(iii) Adjusting to death of spouse

(iv) Establishing an explicit affiliation with members of one's age group

(v) Establishing satisfactory physical living arrangements

(vi) Adapting to social roles in a flexible way. (Courtesy: Developmental psychology, Elizabeth B. Hurlock)

Points to note:

1. Children develop different skills at different levels (Karl Jung-1933)- According to

Jung, the ego represents the conscious mind as it comprises the thoughts, memories, and continuity, Jung emphasized the importance of the conscious in relation to personality.

2. Child Development is continuous until they are adults...it does not happen all at one time(Erickson-1972)

3. Children need love, care, protection, good nutrition, shelter and safety for them to develop(Maslow-1954).

2

CHILD ABUSE



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 boy is sad.
4. *How do you think the boy could be helped?*
What do you think can be done to assist children who have been abused?

Child Abuse

Child abuse is defined as all forms of physical abuse, emotional ill-treatment, sexual abuse and exploitation, neglect or negligent actions, commercial or other exploitation of a child that includes any actions that results in action or potential to a child.

Child abuse can be seen in relation to the suppression of freedom by the parents or guardians whereby parents do not recognize them as contributors in family matters in general and in their family based education in particular. (Makers of peacemakers - Pg. 168 - P.W. Mbaro)

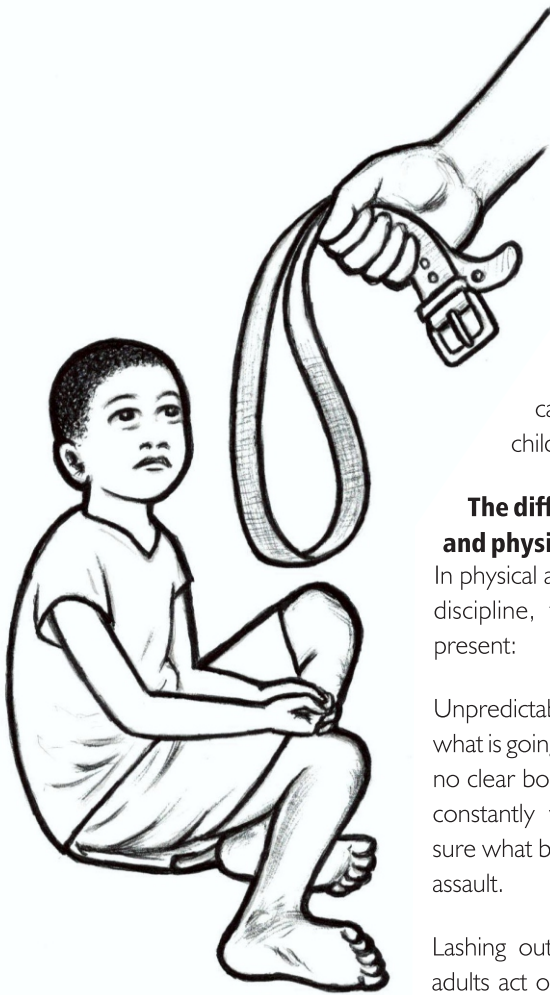
Types of Abuse

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

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 causes injury or trauma to the child.

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

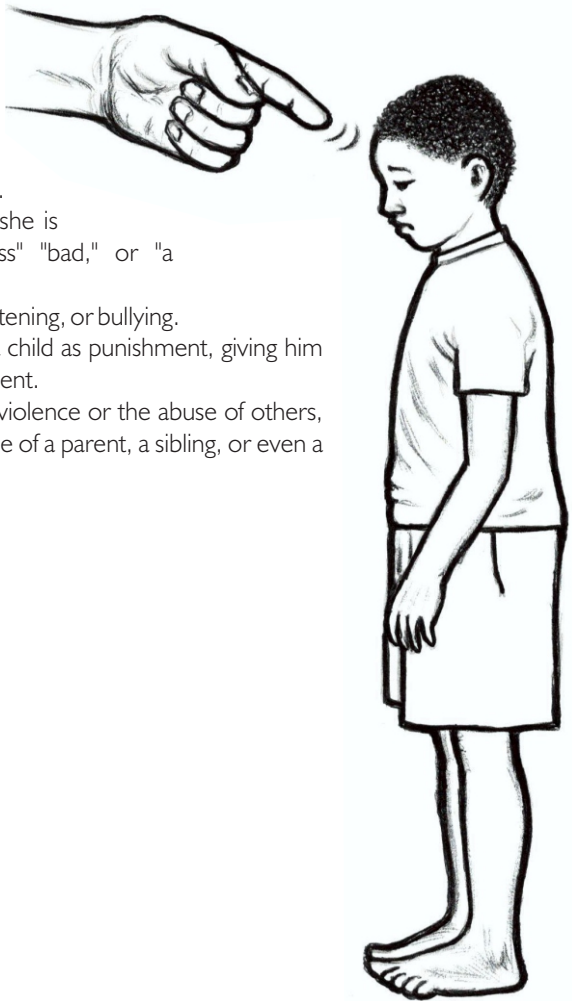
lovingly teach the child. The angrier the parent, the more intense the abuse.

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 to avoid being hit, not how to behave or grow as individuals.

Emotional Abuse:

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.

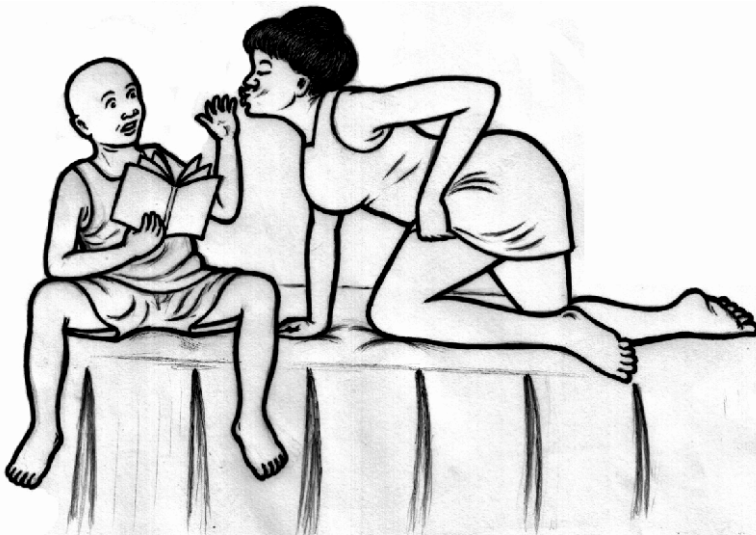
1. Constant belittling, shaming, and humiliating a child.
2. Calling names and making negative comparisons to others.
3. Telling a child, he or she is "no good," "worthless" "bad," or "a mistake."
4. Frequent yelling, threatening, or bullying.
5. Ignoring or rejecting a child as punishment, giving him 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;
- ⊙ 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.



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

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.

Spoiling



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.

An example of spoiling



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/are 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 the other.

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 of a child when the child. Without this foundation it is very difficult to learn to trust people or know who is trustworthy.

(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. 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.

Child Abuse in relation to Disability

Research also indicates that a child who is physically disabled or developmentally delayed is at a statistically greater risk of child abuse and neglect. In some instances, the disabled child may be viewed as a disappointment, a burden, or proof of the parents' "failure." Educators should be sensitive to the particular stresses that having a disabled child can produce in some families. Children whose physical needs and problems are ignored also may experience learning difficulties. Children who are always hungry, who cannot see the blackboard because they need glasses, or who cannot hear the teacher because they need hearing aids, cannot learn well, and this inability to learn will be

reflected in academic achievement. Academic difficulties may have a variety of causes, and the presence of an academic problem does not prove that child abuse or neglect exists. The possibility of child abuse or neglect, however, must be considered along with other possible causes when the problem is assessed.

Educators should be alert to children who are hostile and angry, those that effectively alienate all who come in contact with them, or children who may be passive, withdrawn, and uncommunicative. These represent extreme ranges in the expected behaviours and attitudes of abused and neglected children. Additionally, sudden changes in a child's emotional or psychological well-being may serve as clues to child abuse and neglect.

Human Trafficking

Trafficking-in people is defined as the "recruitment, transportation, transfer, harbouring or receipt of persons by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or a form of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person for the purpose of exploitation. Every year millions of women, men and children leave their homes and their countries. While some people move voluntarily in search of better opportunities, in many cases migration is forced, as people flee natural disasters, civil unrest, violent conflicts, persecution, human rights violations or poverty (Palermo Protocol Article 3; 2000).

These situations are often exacerbated by local laws and leave vulnerable people exposed to exploitation and human trafficking. So, human trafficking is an additional tragedy on top of the tragedy of being affected by a conflict, by certain migration situations or following a natural disaster, as well as their consequences. Trafficking and exploitation of people in these emergency situations, and in their aftermath, are increasingly significant. Yet this issue is barely taken into account in the provision of emergency humanitarian aid and long-term accompaniment to affected populations. This lack of attention may lead to a long-term trafficking pattern in so-called countries under reconstruction after a period of crisis or conflict, as well as in countries that have welcomed displaced people or refugees.

Human trafficking can be defined as the trade of women, men and children for the purpose of exploitation. Economic exploitation is most common, as it is almost impossible for the people concerned to access the legal labour market due to limited rights or lack of status. This leads to other forms of exploitation, e.g. Child labour that affects children, forced prostitution and smuggling of drugs. Exploitation sometimes turns into sexual exploitation or forced criminal activities. There are different categories of trafficking-adult and child trafficking, internal and external trafficking. Human Trafficking is usually done for the following reasons:

(i) Harvesting of organs

Organs which are commonly traded are kidneys, liver, the heart etc.; any organ which can be removed and used, could be the subject of such illegal trade. Trafficking in organ trade is an organized crime, involving a host of offenders.

(ii) Cheap labour - Cheap labour is when a person works hard for very little money, or not paid at all. People who are affected mostly are in agriculture, mining and domestic workers. Children are often forced to work in these places.

(iii) Sex Slavery- Most of the women trafficked are used as sex workers. Usually their identity and travel documentation is seized from the victim of trafficking as part of control mechanisms of the traffickers.

RE-ASSESSMENT INDICATORS: (FIRST IMPRESSION IDENTIFICATION or MAKING A "PRIMA FACIE") suspicion or feeling- trafficked

- ⊙ Age: the older the individual, the less likely he/she will be trafficked.
- ⊙ Traffickers normally target minors because of high demand. The number of minors drawn into the crime increases year after year and they are vulnerable because they can be exploited in a variety of ways: Sexual industry, illegal labour markets, domestic slaves and for their organs.
- ⊙ Sex: pre-identification of evidence based signs and symptoms i.e. (rape, force, bruises).
- ⊙ Trafficking predominately affects women and girls because heterosexual prostitution remains the largest and most profitable form of exploitation. However, boys are also trafficked.

Economic factors

- ⊙ Pull factors play an important role in local and regional pattern, i.e. rural to city- the "bright lights syndrome".

- It is less likely that a victim would originate from wealth industrialised country. Most victims originate from poverty stricken areas, where there's discrimination and lack of opportunities.

Documentation

- Depending on regional and geographical circumstances, ID and travel documentation is seized from the victim of trafficking as part of control mechanisms of the traffickers.

Last Location

- The location where the victim was rescued may be significant- a brothel, call girl agency, lap dancing cub, place of labour exploitation i.e. restaurant, agricultural sites.
- Identifying victims of trafficking is not an easy task- because they country can be both a source transit, destination of traffickers.
- Assessment interview has three main elements according to institutional definition of Human Trafficking.

Problems of victims of trafficking...

1. May not speak local language.
2. May not see themselves as victims.
3. May feel responsible for a family debt.
4. Do not trust police and members of the judiciary.
5. Fear their traffickers.
6. May suffer "Stockholm Syndrome" - sometime someone grow into continues fear for failing to fulfil the demand of the traffickers they can be threatened that they are being followed or that their families are in danger.
7. May have Post Traumatic Stress Disorder (PTSD) & Memory loss or remember violent act which they have gone through.
8. May not yet have been exploited before or succumbed to traffickers.

Victims suffer from

- ⊙ Guilt, shame and a loss of self- esteem
- ⊙ Lack of spiritual orientation.
- ⊙ Often stigmatized and ostracized from the family and community.
- ⊙ Victims live in fear.
- ⊙ Experience flashbacks, nightmares, intrusive thoughts, hyper arousal, and an inability to concentrate, anxiety, panic disorder, major depression, substance abuse and eating disorders. (Clawson, Salomon and Grace 2008:3).

Preventing Human Trafficking

Human Trafficking requires a multi-layered response that involves responding to the 7Ps: Prevention, Protection, Prosecution, Policy, Prayer, Partnership and Participation. Workshops are important to raise awareness well as well as to find strategies to address issues of human trafficking.

Different projects can help the victims of trafficking. Human trafficking projects to provide other services that influence policy and also help establish networks to collaborate as different institutions for advocacy, legal assistance and for research.

3

UNDERSTANDING CHILD PROTECTION

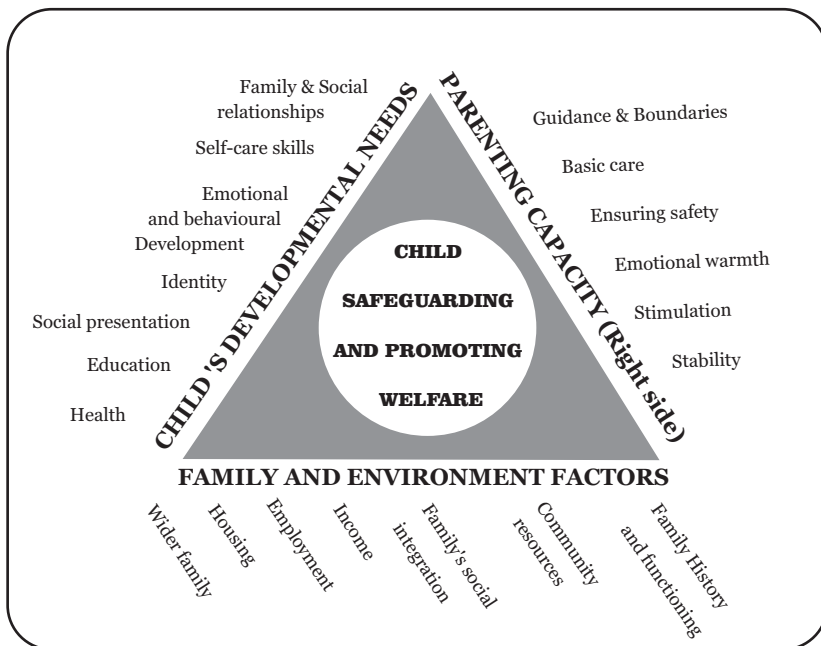


Introductory Discussion

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?

Facilitating Child Development



Operations Manual For The National Case Management System For Welfare and Protection of Children In Zimbabwe 2015 page 59.

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

- ⊙ **Nurturing**- is the act of encouraging, nourishing and caring for someone or something. Parents have a fundamental right to raise their children as they see fit and society presumes that the parents who act in their children 's best interest. Children deserve nurturing families and environments which their physical emotional, educational and

social needs are met. Child protection practices must take into account each child's needs and should promote the health developments of the family relationships

- ⊙ **Caring-Caring/Parental Responsibility Guidelines.** A carer is as someone who, without pay, looks after and provides help and support to a partner, child (under 18) or relative or anyone who cannot help themselves due to disability or mentally challenged persons. Jesus the evangeliser par excellence and the gospel in person identifies especially with the little the little ones (Mt.25:40). This reminds us Christians that we are called to care for the vulnerable of the earth, but the current model, with its emphasis on success and self-reliance, does not appear to favour an investment in efforts to help the slow, the weak or the less talented to find opportunities in life. (*Evangeli Gaudium* -no. 209)
- ⊙ **Guidance-** the act or function of guiding; leadership; direction. 2. advice or counselling, especially that provided for students choosing a course of study or preparing for a vocation or supervised care or assistance, especially therapeutic help in the treatment of minor emotional disturbances. Children need a family and a permanent place to call home. A sense of continuity and connectedness is central to a child's healthy development.
- ⊙ **Teaching and coaching-**Coaching involves motivating and developing a person's skill set in a sport or team setting. Teaching is based on developing minds in a structured classroom with a focus on academics. The key difference is the approach.
- ⊙ **Gender Sensitivity** -this refers to the provision of equal access to quality education for all learners regardless of their gender. it means equal and fair treatment of boys, girls and adults alike taking into account their gender needs.
- ⊙ **Providing learning experience-** Learning experience refers to any interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings (schools, classrooms) or non-traditional settings (outside-of-school locations, outdoor environments), or whether it includes traditional educational.
- ⊙ **Deportment-**It is defined as how a person acts and presents himself in public. An example of deportment is being kind to strangers.
- ⊙ **Providing an environment for full development-** The systematic use of scientific and technical knowledge to meet specific objectives or requirements. The process of economic and social transformation that is based on complex cultural and environmental factors and their interactions political, economic, social and development, technical skills, gender sensitivity, education and health facilities, sport and culture, spiritual development and integrity of creation.

- ◎ **Values** -are what people cherish as guiding principles and main reference of their choices and behaviours. The education system will inculcate positive ethics and values in every learner. This preparation of learners is to enable them to rise to the challenges they inevitably face as they grow in to adulthood. Principally some of the key life values relate to the following:
 - Peaceful resolutions of conflicts within a child friendly environment.
 - employment of sound judgement and principles at critical situations.
 - integrity, conviction and commitment to do what is right.

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.

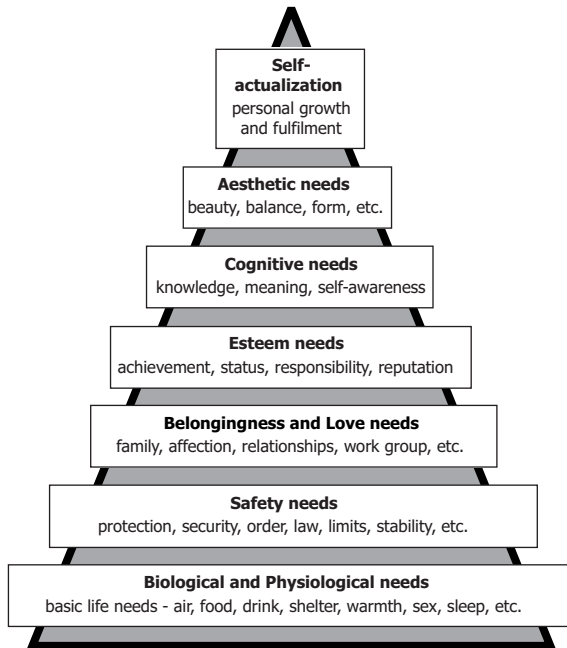
What are children's needs?

It is a situation in which someone or something must do or have something need or something that a person must have, something that is needed in order to live or succeed or be happy and a strong feeling that you must have or do something. Educators have a keen sense of their professional responsibility to the children in their care, their concerned about the health safety, and happiness of these children.

Maslow Hierarchy of needs

Maslow's Hierarchy of Needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. Maslow wanted to understand what motivates people ... The deficiency needs are said to motivate people when they are unmet.(Maslow Hierarchy of Needs 1954).

Maslow Hierarchy of needs



- Biological and Physiological needs - air, food, Drink, shelter, warmth, sex, sleep. and peak experiences. At once other (and "higher") needs emerge and these, rather than physiological hungers, dominate the organism. And when these in
 - Safety needs - protection from elements, security, order, law, stability, freedom from fear.
 - Love and belongingness needs - friendship, intimacy, trust and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work).
 - Esteem needs - achievement, mastery, independence, status, dominance, prestige, self-respect, respect from others.
 - Self-Actualization needs - realizing personal potential, self-fulfillment, seeking personal growth turn are satisfied, again new (and still "higher") needs emerge and so on.
- This is what we mean by saying that the basic human needs are

organized into a hierarchy of relative prepotency' (Maslow, 1943, p. 375).

Children need trusted support and consistent guidance from adults for them to realize their full development (Mwamenda-1994).

Rights of Child

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.

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. Rights are legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention, or ethical theory, for many educators, their professional responsibility is supported by a deep personal commitment to the welfare of children. The value of this personal commitment is significant because without it, child abuse and neglect and treatment efforts would be only superficial or ineffective.

The teaching and recognition of dignity and rights of children provided by the CPAs, become the ground on which to urge for the restraining of abusive parents/ guardians/ educators from abusing the dignity and those rights proper to children during the education process. Therefore, parents /guardians do not possess an unrestrained authority over their children, but their rights and duties are limited by the rights and duties

of others, directly by those of their children and indirectly by those of state and church and by those of other educators e.g. relatives and teachers.

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.

Children's Responsibilities

The state of being the person who caused something to happen a duty or task that you are required or expected to do something that you should do because it is morally right, legally required. Educators must be aware of issues surrounding physical contact with a child, what is considered appropriate versus inappropriate in everyday classrooms activities as well as the issue of alternative disciplinary measures as opposed to corporal punishment.

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.

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.

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

4

GUIDELINES ON PROTECTING CHILDREN



Introductory Discussion

Look at the picture on the page starting this chapter.

1. What do you think is happening in the picture on page 35?
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?

Roles and responsibilities for child protection within the school system

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

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.

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 co-operate in preventing any form of violence against children.

The Role of Educators in Preventing and Responding to Child Abuse and Neglect

There are many reasons why educators are so vital in identifying, treating, preventing child abuse and maltreatment. First, they have close and consistent contact with children. Secondly, educators have a professional and legally mandated responsibility for reporting suspected abuse and maltreatment. While educators facilitate children's learning, children cannot learn effectively if their attention or energy is sapped by the conflicts inherent in being maltreated. Thirdly, school personnel have a unique opportunity to advocate for children, as well as provide programs and services that can help children and strengthen families. It is important to realize that a positive relationship with a supporting adult.

Children and adolescents spend a large portion of their time in school, which gives educators more access to students than most other professionals. For the purpose of this manual, the term "educator" is meant to encompass not only the classroom teacher, but also other school personnel involved in serving the child. is intended to expand the information provided in a Coordinated Response to Child Abuse and Neglect:

- ⊙ The Foundation for Practice by addressing issues unique to education professionals.
- ⊙ Identifying reasons why educators are concerned;
- ⊙ Recognizing child abuse and neglect; Reporting Child abuse and neglect;
- ⊙ Providing support after the report-what schools can offer;
- ⊙ Preventing child abuse and neglect.

Every form of maltreatment (e.g., physical abuse, neglect, sexual abuse, and emotional maltreatment) is inflicted on school-age children. In addition, many children who live in homes where domestic violence occurs are not only in danger of a misdirected blow, but probably suffer emotional consequences from witnessing this disturbing behaviour. Knowledgeable educators can pick up indicators of possible maltreatment by observing children's behaviour at school, recognizing physical signs, and noticing family dynamics during routine interactions with parents. Physical signs of maltreatment are those that are readily observable. They may be mild or severe, such as numerous, deep bruises or broken bones, or more subtle, such as malnutrition or the wearing of inappropriate clothing (e.g. a lack of warm clothing in winter).

Behavioural indicators may exist independently or may accompany physical indicators. Children who have witnessed family violence also may demonstrate this through their behaviour. There might be subtle clues, such as the educator's intuitive or "gut feeling" that something is wrong. There might be sexual behaviours in young children indicating sexual knowledge not ordinarily possessed by young children. Being victimized by abuse also may result in inappropriate behaviour, such as sexual or physical aggression toward younger children.

If any person reasonably suspects that a child

- Ⓒ may be,
- Ⓒ has been
- Ⓒ or is likely to be abused, they must take action.

When educators are considering the possibility of neglect, it is important to look for consistencies. They should ask themselves the following questions:

- ⊙ Does the child consistently demonstrate unattended material needs?
- ⊙ Is the child stealing or hoarding food consistently or only Occasionally?
- ⊙ Would looking at the family in the context of the community or the culture provide any answers?
- ⊙ Is this culturally acceptable child-rearing, a different lifestyle, or true neglect as defined by law?
- ⊙ Does the child describe parental behaviour that might indicate the presence of substance abuse?
- ⊙ Does the child miss a lot of school?
- ⊙ Is the child having difficulty staying awake in school?
- ⊙ Is the child inappropriately dressed for the weather?
- ⊙ Does the child exhibit poor hygiene consistently?

Neglect usually permeates a family, with all children subject to similar treatment, as the case example above illustrates. It also shows how neglect can have an inter-generational cycle. It often is difficult for parents to break this cycle if they have not witnessed appropriate caretaking skills and behaviours or if they have not received services that provide relevant treatment, instruction, or education. This lack of experience and knowledge of appropriate parenting skills sometimes leads to other difficulties. For instance, it is not uncommon to see a parent-child role reversal where children appear to be taking on parental roles and responsibilities. This can be a heavy burden and these adolescents often “drift” out of the home rather than formally leave, as the case

Role of Parents

Parents receive their children as a gift. It is indeed good news bringing joy, happiness and love in the family. Both parents are expected to regard their child as their own. The creator has given fathers as much responsibility as mothers. Mothers accept their responsibilities naturally. Fathers need more help and guidance from the Christian community to accept their role. Children need gentle loving care from their parents or guardians both father and mother are role models for their children (Pope Francis - *Joy of Love no.285*). When parents do not protect their children from harm or meet their basic needs as with cases of child abuse and neglect society has a responsibility to intervene to protect the health and welfare of these children. Any intervention into family life on behalf

of children must be guided by laws that protect children, sound professional standards for practice, the Constitution of the country and strong philosophical and ethical underpinnings.

Reporting Abuse

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.



How to Identify Sexually abused children

Sexually abused children keep the secret not only because the perpetrator may have threatened them, their families, or their pets, but also because they feel they are to blame for their involvement and fear that no one will believe them if they report the abuse. The abuse also may create fear in boys about their sexuality or masculinity.

When sexually abused children begin to tell of their abuse by sexually acting out, the

clues may seem clearer to some adults. Children who are being or have been sexually abused will sometimes abuse their peers or younger children. This seems to be their way of trying to make sense of the abuse they have received. They have learned sexual stimulation and, therefore, may stimulate themselves or peers.

It may be more difficult to detect the symptoms of sexual abuse in adolescents because of their increased knowledge about sexuality. Yet, teens that exhibit intense promiscuity and self-injurious behaviour (e.g. Eating disorders or self-mutilation) may be vealing conflicts they feel they cannot handle.

The following are some clues that a child may be involved with a sexual predator or is accessing sexually graphic material:

- ⊙ Be aware if a child:
- ⊙ Prevents others from viewing the computer screen;
- ⊙ Has disks that he or she will not allow others to see; Uses files that end with (gif and .jpg) these may be files that are quite innocent or could contain pornography;
- ⊙ Takes significant time away from schoolwork to use the computer;
- ⊙ Begins to exhibit furtive or secret behaviour when using the Internet.

There are several legal categories of sexual assault perpetrators including:

The known adult: This abuser targets children outside the home and often does so within the context of a trusted relationship. All too frequently, there are cases of coaches, neighbours, youth group leaders, religious leaders, and others who exploit their contact with a child or with several children as an opportunity to sexually assault them.

The peer: The sexual assault of a teen or adolescent by a date or another peer is believed to be significantly under-reported to law enforcement, in part because the victims often feel some level of responsibility for the abuse. Although the pressure to engage in sexual activity while dating is not new, acquaintance rape goes beyond repeated sexual requests or “guilt trips” in an effort to gain sexual compliance. The stranger. Whether from inside or outside of the family, most victims know the individual who perpetrates sexual violence against them. There are cases, however, of sexual assault being perpetrated by a stranger. These situations are so shocking or frightening that they often gain a higher level of notoriety or press coverage, which may make them seem more common than they really are.

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

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.

will fear for the lives of their loved ones. 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.

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.

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.

"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.

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

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.

the child that he or she enjoyed it and wanted it to happen.

Bribery

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

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.

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.

1. **"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.

2. "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.

3. "You don't have to keep a secret that makes you feel uncomfortable or someone 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.

4. "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 about

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 /guardians 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.

Responding to Concerns/Allegations

Catholic institutions under the responsibility of ZCBC and / or Religious Congregations should follow the procedures and guidelines laid down by:

1. The ZCBC Child Protection Policy- procedures in Responding to concerns and allegations in the Catholic institutions.
2. The Ministry of Public Service Commission: Statutory Instrument of 2000 dealing with Allegations of Misconduct of improper associations.

The Core Principles of ZCBC's response to concerns and allegations.

- ⊙ Child welfare is considered paramount.
- ⊙ Impartiality: Investigations will be open minded and impartial.
- ⊙ Safety: will take a PRECAUTIONARY approach.
- ⊙ Confidentiality: maintaining confidential information of the details of the actors, alleged victims, abusers.
- ⊙ Partnership with parents: ZCBC and all its Agents will work in partnership with parents.
- ⊙ Whistle blower protection: disclosures will be treated in confidence.
- ⊙ Swiftness: Investigations will be concluded in a timely manner.
- ⊙ Dignity: Human Dignity is respected at all times.
- ⊙ Separation of investigation and disciplinary Decision making.
- ⊙ Truthfulness and honesty is important in matters of Child Protection.

If any person reasonably suspects that a child may be, has been or is likely to be abused, they must take action. To do nothing is not any option. As an agent of the Zimbabwe Catholic Bishops' Conference (ZCBC), to do nothing is against the Code of conduct. All survivors of Sexual abuse and violence can be referred to any of the victim friendly services, at which time they can be supported to access any services within the system relevant to their protection, care and support. Sensitizing teachers, health staff and the general community members to signs of abuse enables them to provide support to

children who require protection, enabling their access to appropriate victim friendly services. The response to concerns and allegations of child abuse set out below is intended to clarify the implementation of Child Protection Policy as well as meeting the requirements of Civil Law.

Key stakeholders in a Child Protection System

- ⊙ Children (there is no child protection without involving children), Formation of Child led Child Protection committees.
- ⊙ Church (Clergy, Religious men and women, the Faithful baptised Christians, Parishioners, Guilds and Associations, Youths.
- ⊙ Local communities Non - Governmental Organisations, Community Based Organisations, Faith- Based Organisations, Local Leaders, Religious Leaders, Volunteers, Community Members.
- ⊙ Government structures (Ministries)- Law Enforcement Agents, and the Judiciary.

Effective Child Protection System



CHILD PROTECTION COMMITTEES

1. Child Protection Officers (CPOs)-are the delegated persons within the institution responsible for Child Protection issues:

- ⊙ They chair the Child protection committee meetings.
- ⊙ They network with other child protection agencies.
- ⊙ They keep records of issues on Child safeguarding.
- ⊙ They communicate with the Authorities of the institution.
- ⊙ They liaise with the Diocesan committee.

The names of the committee members to be displayed for the benefit of the institution and for children to report.

2. Child Protection Advisors (CPAs)- these could be legal or medical practitioners, social workers, psychologists or counsellors. The persons chosen should have a working understanding of the Zimbabwean Legal system on child protection policies. They are supposed to understand the operations of the Catholic church. They are supposed to have sound knowledge on the ZCBC Child Protection Policy.

Roles and Responsibilities of Civil Society Organisation

- ⊙ 24 Hour Helpline Services
- ⊙ Counselling and psychological support services
- ⊙ Medical monitoring and support e.g. post exposure prophylaxis, forensic examination
- ⊙ Legal assistance
- ⊙ Disability services e.g rehabilitation, assistive devices
- ⊙ Support services to children outside the family environment
- ⊙ Support services to children in emergencies
- ⊙ Community awareness on safeguarding children through social mobilization
- ⊙ Advocacy on child safeguarding issues in communities
- ⊙ Capacity building of local child protection structures
- ⊙ Identification and referral of cases to relevant stakeholders
- ⊙ Advocate for service provision by the government and other agencies
- ⊙ Mobilise resources to support and complement government efforts

- ⊙ Strengthening and supporting statutory mandate of government systems through capacity building, mentoring and technical back-stopping.

Culture

When cultural values conflict with the laws of the State, this is problematic, but the laws remain the same. Where culturally based behaviours could be seen as abusive, it is usually the practice of CPOs to try to educate the parents about the laws and to work with them. Some educators question their right to intervene in such instances. -e.g.in early marriages, due to religion and some cultural practices, cultural values.

Reporting child abuse within the school

It is extremely disturbing for most educators to consider that a fellow colleague might be abusing children. In the event that this does occur, however, children need special protection. A common response when a fellow educator is suspected of abuse, especially if that person is popular or a long-time employee, is to deny or ignore it. Sometimes the abuser is transferred to another school. Even with a suspension or reprimand, the violation is likely to recur in the absence of intervention and monitoring. If a child reports that he or she is being sexually, physically, or even emotionally abused by school personnel, the educator should remember that it takes courage for an abused child to talk to someone. The educator must consider facts and consistencies. Older children may invent stories, but they usually contain obvious inconsistencies. The educator should follow school policy and procedures, which usually involve contacting Child Protection Officers (CPOs).

Protocols usually require immediate notification of the school administrator. The situation should not be discussed among another school staff. The accused has a reputation and the right to know of the accusation, but it is the investigator (who may be a CPOs caseworker or law enforcement) who should talk with the accused colleague. Not doing so often leads to a witch-hunt atmosphere and is not beneficial to students or faculty. It also is inappropriate to ask the children to tell their stories initially in front of the accused. There is a significant difference in power and resources between teachers and students. It is important to remember that schools are mandated reporters whether the abuser is an outsider or a school employee.

Talking with the Child

It is the educator's role to report any suspicions of child maltreatment. There are times when CPOs may request more information in order to meet statutory guidelines for accepting a report. In these instances, or when a child discloses maltreatment to an educator, it is important to remember: CPOs or law enforcement has the responsibility to assess and investigate. It is critical that the educator not lead the child. The child may be afraid to tell the whole truth because of: - Fear of being further hurt by the abuser if he or she tells; A belief that the abuser may go to jail; Fear that the child may be removed from the home; Feelings of loyalty and attachment to the parent, no matter how bad the situation might be. The child may feel that the abuse or neglect is normal. Unfortunately, it can be very easy to fall into the role of confidant to an abused child who has begged that no one be told. The case example below describes such a situation.

Important to remember:

The educator should not appear shocked as a strong reaction may affect the child's comfort level. If self-disclosing, praise the child for revealing what has happened to him or her. It is not up to the educator to determine if the child is telling the truth.

When talking with a child concerning a possible inflicted injury or condition of neglect, the educator should refrain from asking leading questions.

Let the child tell his or her story without probing for information that the child is unwilling to give. The child should be made as comfortable as possible under the circumstances.

The child should be put at ease, and the educator should sit near the child, not behind a desk or table.

The educator who talks with the child should be the designated person to handle such matters (e.g., the school social worker).

Children often feel or are told that they are to blame for their own maltreatment and for bringing "trouble" to the family; therefore, it is important to reassure children that they are not at fault.

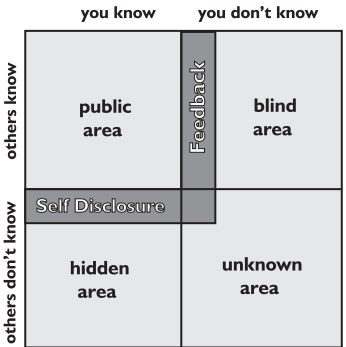
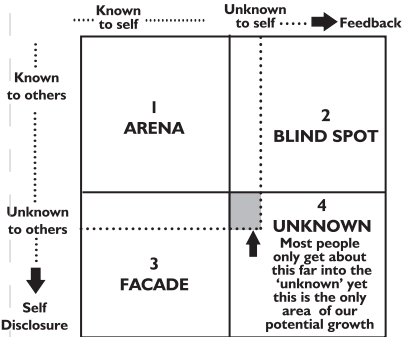
If maltreatment is suspected, the educator must always remember that he or she is a mandated reporter, and this should be explained to the child in an age-appropriate way.

The child may be afraid that either he or she will be taken from the home or the parent

may be arrested. If such a fear is expressed, the educator should acknowledge not knowing what will occur. Children may be fearful of others learning about their maltreatment issues. The educator should assure the child that the information would not be shared with classmates or others who have no need to know. It is vital, however, that the educator also acknowledge that in order to provide help to the child, it may be necessary to discuss these issues with other school personnel, law enforcement, or CPOs. It is important that the educator abides by the promise to protect the child's right to confidentiality.

The Johari Window

The Johari Window model is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group. The Johari Window model can also be used to assess and improve a group's relationship with other groups.



Johari quadrant 1 - 'open self/area' or 'free area' or 'public area', or 'arena'

Johari region 1 is also known as the 'area of free activity'. This is the information about the person - behaviour, attitude, feelings, emotion, knowledge, experience, skills, views, etc - known by the person ('the self') and known by the group ('others').

The aim in any group should always be to develop the 'open area' for every person, because when we work in this area with others we are at our most effective and productive, and the group is at its most productive too. The open free area, or 'the arena', can be seen as the space where good communications and cooperation occur; free from distractions, mistrust, confusion, conflict and misunderstanding.

Johari quadrant 2 - 'blind self' or 'blind area' or 'blindspot' Johari region 2 is what is known about a person by others in the group, but is unknown by the person him/herself. By seeking or soliciting feedback from others, the aim should be to reduce this area and thereby to increase the open area ie, to increase self-awareness. This blind area is not an effective or productive space for individuals or groups. This blind area could also be referred to as ignorance about oneself, or issues in which one is deluded. A blind area could also include issues that others are deliberately withholding from a person. We all know how difficult it is to work well when kept in the dark. No-one works well when subject to 'mushroom management'. People who are 'thick-skinned' tend to have a large 'blind area'.

Johari quadrant 3 - 'hidden self' or 'hidden area' or 'avoided self/area' or 'facade' Johari region 3 is what is known to ourselves but kept hidden from, and therefore unknown, to others. This hidden or avoided self represents information, feelings, etc, anything that a person knows about him/self, but which is not revealed or is kept hidden from others. The hidden area could also include sensitivities, fears, hidden agendas, manipulative intentions, secrets - anything that a person knows but does not reveal, for whatever reason. It's natural for very personal and private information and feelings to remain hidden, indeed, certain information, feelings and experiences have no bearing on work, and so can and should remain hidden. However, typically, a lot of hidden information is not very personal, it is work- or performance-related, and so is better positioned in the open area.

Johari quadrant 4 - 'unknown self' or 'area of unknown activity' or 'unknown area' Johari region 4 contains information, feelings, latent abilities, aptitudes, experiences etc, that are unknown to the person him/herself and unknown to others in the group. These unknown issues take a variety of forms: they can be feelings, behaviours, attitudes, capabilities, aptitudes, which can be quite close to the surface, and which can be positive and useful, or they can be deeper aspects of a person's personality, influencing his/her behaviour to various degrees. Large unknown areas would typically be expected in younger people, and people who lack experience or self-belief.

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 other diseases ;
- ⊙ 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 CHIDLINELINE FREEPOST, P.O. Box 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 also refer to other organisations that can give support.

Department of Social Services (DSS)

- ⊙ Can provide counseling and referral.
- ⊙ 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 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.

Appendix 1

Protocol at School Level

There are several important questions to consider when designing a school protocol, such as:

1. Does the protocol reference the State law that requires educators who have “reasonable cause to believe” that a child is being abused or neglected to report such suspicion to the local CPOs?
2. Who within the school does the educator notify if they have suspicions? Who does the classroom teacher notify? A nurse? The principal? A school Social Worker?
3. What specific information does the reporter need to know in order to report?
4. What other school personnel should be involved?
5. Who makes the report to CPOs? How? Who is responsible for monitoring or receiving feedback from CPOs once the report is filed? (Or anyone of the committee members)
6. What information should be included in the report. Does the protocol indicate that all reports must be kept confidential and in separate file from the students' regular school file?
8. What follow-up is expected on reported cases?
9. Does the protocol state that all school staff will receive notification of the protocol?
10. What role will the school play in possible community or Child Protection committees?
11. What commitment does the school have to in-service training or community programs?
12. All success in Child Protection is through regular review meetings as per need (daily, weekly, fortnightly, monthly or quarterly)

Appendix 2

Reporting Checklist

The following checklist can be used to prepare information for a report:

1. Does the educator know the procedure outlined in the reporting policy of the school/Institution? Does he or she have the necessary information required for a report? Does the school/ Institution have the necessary report forms?
2. Has the information been documented? Has it been written down to help organize it in the educator's mind?
3. Has the information been analysed? The educator should consider what causes him or her to suspect abuse or neglect in this particular case. The educator should list the symptoms-physical and behavioural.
4. Has the reporter witnessed any parent-child interaction that may suggest possible abuse, such as belittling or threatening comments? Does the parent see the child as worthwhile, different from "normal" children, or hard to handle? However, organizing one's thoughts will help in simplifying the process. Additionally, there are some other questions the reporter may want to ask himself or herself in preparation for this process:
5. Has the educator talked with his or her administrator about the support available once the report is made? Has the educator considered what will happen if the parents try to remove the child from the class?
6. Has the educator set up a support system for him- or herself with other educators, professionals, or friends?

Teamwork within a school cannot be overemphasized. For example, a classroom teacher concerned about bruises on a student might consult the school nurse. If a staff member notices unexplained behaviour, a referral to the school social worker or psychologist might be in order. While it is important to respect a child's right to confidentiality, such a referral may be made in a confidential manner. The effectiveness of teamwork is another reason why many schools are adopting the Child Protection Team approach. Child protection team members play a variety of roles within the school/ Institution, and they may shed light on the child's situation from a perspective that was not known or obvious to the reporter.

References

- ACPD (2012). *Caring For Us Takes Care of Tomorrow*. Harare: ACPD
- ACPD (2015). *Discovering the Children's Rights Rainbow*. Harare: ACPD
- Apostolic Exhortation of the Holy Father Francis, *The Joy of Love* (2016). Africa: Paulines Publications.
- Character Education Partnership (2010). *A Framework for School Success. Principles of Effective Character Education*. Washington: USA
- Compendium of the Social Doctrine of the Church (2005). Pontifical Council for Justice and Peace.
- Erikson, E.H. (1950). *Childhood and Society*. New York: Norton.
- Fellows, S. 2008. *Trafficking Body Parts in Mozambique and South Africa*. Maputo: Human Rights League.
- Harper, F. D., Harper, J. A., & Stills, A. B. (2003). Counseling children in crisis based on Maslow's hierarchy of basic needs. *International Journal For The Advancement Of Counselling*, 25 (1), 10-25.
- UNICEF Mozambique. *Child Trafficking is a Crime*, paper presented to the Migration Dialogue for Southern Africa (MIDSA) Workshop on Trafficking in Persons, 7-9 October, Maputo, 2002.
- UN Commission on Human Rights Commission on Human Rights Continues Debate on Integration of the Human Rights of Women, Speakers Address Issues of Violence against Women, Poverty and Gender Discrimination, and Trafficking in Girls and Women, Press release, 57th Session, 9 April, 2001.
- The Education Act (1987). Harare: Government Printers.
- ZCBC Child Protection Policy Document (2015). Harare: Zimbabwe.
- Zimbabwe Constitution (2013). Harare: Government Printers.