Basic Orientation on Child Protection
I am a CHILD. have RIGHTS!
HOW TO USE THE FLIPCHART:

1. This flipchart serves as a guide in disseminating information about child abuse. It includes: types of child abuse, rights of children against child abuse, precautionary measures to prevent abuse, and how to protect children against abuse.

2. This is ideal for small groups not more than twenty (20) members.

3. It is best to put the flipchart on a table. Make sure that the back pages can only be seen by the facilitator and not by the participants. At the back of each page are the directions on how the facilitator will explain the topic on the front page. A lightbulb will signify that the page is for the facilitator only.

4. The use of manila paper, poster paper, or chalkboard by the facilitator would also be helpful in some parts of the flipchart to encourage participation, although this is not necessary.

5. The creativity of the facilitator in teaching is encouraged. He or she may add relevant information or activities that will help the participants understand the topic better.
Who is a "Child"?
**Who is a “Child”**?

**FOR THE FACILITATOR**

1. Ask the participants to identify who the “child” is in the picture and ask why they think he or she is a child.

2. Ask the participants what word or words come to mind when they hear the word “child.”

3. List the answers on a manila paper, poster paper, or chalkboard, if such materials are available. Write in big letters so it will be visible to the participants.

4. Ask the participants how their community perceives children and whether these perceptions are positive or negative.

5. After the activity, explain that each child is a precious gift who should be loved and cared for by all the members of the community.
A "child" is:

- Below eighteen (18) years of age, or
- Eighteen years old or older, but is unable to fully take care or protect himself or herself from abuse because of a physical or mental disability or condition.
A “child” is:

FOR THE FACILITATOR:

- Begin the discussion by mentioning that each one of us has his or her own idea of who a child is and what it means to be a child. Continue the discussion by saying that there is a legal definition of a “child.”
- Explain the meaning of “child” according to Philippine law.

According to Republic Act 7610, or the Child Abuse Act, a “child” is:

- Below eighteen years of age, or
- Eighteen years old or older but is unable to fully take care of or protect herself or himself from abuse, neglect, cruelty, exploitation, or discrimination, mental disability, or condition.
Every child has rights.

Survival

Protection

Development

Participation
FOR THE FACILITATOR:

1. Explain to the participants that every child has rights. These rights can be subdivided into four categories, which are: (a) survival, (b) development, (c) protection, and (d) participation.

2. Explain that you will discuss each category of children’s rights one by one to help the participants understand the concept of children’s rights.
Right to Survival

Every child has a right to:

1. Be born and have a name and a nationality.
2. Be free.
3. Have a loving and caring family.
4. Have adequate food and shelter.
5. Have a healthy and active body.
Right to Survival

FOR THE FACILITATOR:

1. As the discussion continues, emphasize the four categories of the rights of a child to the participants.

2. Start the discussion about the right of the child to survival. Based on the picture, ask the participants what they think the right to survival means.

3. After the participants share their understanding about the right to survival, explain its definition.

4. Ask the participants if the right to survival is recognized in their community and ask them to share how their community recognizes and respects this right.

The right to survival is the right of children to meet all of their needs for them to live decently, peacefully, and with dignity as a person and as a child. Other examples of this aside from those listed in the picture are the following:

1. Be provided immediate and appropriate medical attention such as vaccines and medicine when sick;
2. To live in a place with a clean environment;
3. Have clean and safe water for drinking, bathing, and cooking.
Right to Development

Each child has a right to:

1. Have a good education.
2. Develop his or her own talents and skills.
3. Learn his/her values and culture.
4. Have time for play and leisure.
FOR THE FACILITATOR:

1. Ask the participants to describe the illustration.

2. Based on the picture, ask the participants to share what they think the right to development means.

3. After the participants share their understanding about the right to development, explain its definition.

4. Ask the participants if the right to development is recognized in their community and ask them to share how their community recognizes and respects this right.

The **right to development** is the right of children to improve their skills and talents so they will grow as responsible and useful citizens. Other examples of this right aside from those listed in the illustration are the following:

1. Be provided with information that are appropriate to their age and maturity.
2. Learn and love their culture.
3. Develop their own beliefs and mentality.
4. Attend school and other forms of education.
Right to Protection

Each child has a right to:

1. Be protected against any form of violence, including those resulting from conflict, war, and calamities;
2. Live in a safe and peaceful environment;
3. Be protected and helped by the government.
Right to Protection

FOR THE FACILITATOR:

1. Ask the participants to describe the illustration.

2. Based on the picture, ask the participants to share what they think the right to protection means.

3. After the participants share their understanding about the right to protection, explain its definition.

4. Ask the participants if the right to protection is recognized in their community and ask them to share how their community recognizes and respects this right.

The right to protection is the right of children to be safeguarded against any form of violence, exploitation, or abuse. Along with this is the right to be safe during calamities or any kind of disaster, including conflict and war.
Right to Participation

ELECTION 2015
Mitig de Avance

Every child has a right to:

1. Participate in decision-making processes on matters that affect him or her.
2. Express his or her own opinion.
3. Create youth organizations.
4. Participate in peaceful assemblies or gatherings.
Right to Participation

FOR THE FACILITATOR:

1. Ask the participants to describe the illustration.

2. Based on the picture, ask the participants to share what they think the right to participation means.

3. After the participants share their understanding about the right to participation, explain its definition.

4. Ask the participants if the right to protection is recognized in their community and ask them to share how their community recognizes and respects this right.

The right to participation is the right of children to join in the decision-making processes on matters that affect them. Along with this is the right to express and hear their views and opinions, taking into consideration their age and maturity.
Every right has a corresponding responsibility.

**Survival**
- I will eat healthy food.

**Protection**
- Always tell me if you'll go home late.
- I will discipline my child through a positive manner and not by inflicting harm on him or her.
- I'm sorry, Papa.

**Development**
- I will study well.

**Participation**
- I will listen to the opinions of children on matters that affect them.

**Monthly Meeting**
Every right has a corresponding responsibility.

FOR THE FACILITATOR:

1. Tell the participants that each right of a child has an equal or corresponding responsibility. Ask who they think, based on the picture, are the people responsible for protecting and fulfilling the rights of children.

2. Emphasize that all of us have the responsibility, whether a child or an adult, members of the government, parents, and other members of the community, to ensure that the rights of children are respected, protected, and realized.

3. Ask them how they can support and uphold each category of children’s rights as a child or an adult, as members of the government, or as citizens or members of the community. Discuss this by going through each category of right, one by one.
What is "Child Abuse"?

It is the violation of the rights of children through any of the following:

1. Maltreatment
2. Neglect
3. Exploitation
What is "Child Abuse"?

FOR THE FACILITATOR:

1. Read and discuss the meaning of child abuse in the illustration.
2. Ask the participants to give examples of child abuse based on their understanding of the term.
What are the different forms of MALTREATMENT?

- Physical
- Sexual
- Emotional
What are the different forms of MALTREATMENT?

FOR THE FACILITATOR:

1. Ask the participants what kind of abuse they can see in the illustration.

2. Explain that there are three forms of maltreatment. It can be physical, sexual, or emotional.

3. Explain that you will be discussing each form of maltreatment one by one in order for the participants to have a better understanding of each concept.
What are the different forms of MALTREATMENT?
Physical Abuse

Ouch! Huhu...
Dad drank too much alcohol again...
Physical Abuse

FOR THE FACILITATOR:

1. Ask the participants what kind of abuse they can see in the picture.
2. Explain the definition of physical abuse.

What is physical abuse of a child?

Any physical force intended to cause pain, bruises, injury or discomfort to the child, or even death, depending on the degree of harm inflicted, which may also result from severe discipline or any physical punishment.
What are the different forms of MALTREATMENT?
Sexual Abuse
FOR THE FACILITATOR:

1. Explain that the next form of maltreatment is sexual abuse.

2. Ask the participants who are the possible victims of sexual abuse.

3. Emphasize that like any other form of abuse, any child could be a victim of sexual abuse, whether a boy or a girl.

4. Explain also that like any other form of abuse, anyone can commit sexual abuse – a child or an adult; a boy or a girl; or anyone who is expected to take care of the child like the child’s parents, relatives, house helpers, or friends.

What is sexual abuse of a child?

Sexual abuse is:

1. Rape, which may be committed by:
   a. Engaging in sexual intercourse with a child through force, coercion, intimidation, or fraud, grave abuse of authority, or while the child is unconscious or otherwise deprived of reason;
   b. Engaging in sexual intercourse with a child whose age is below 12 years old even with consent;
   c. Insertion of the penis into a child’s mouth or anal orifice, or any instrument or object, into the genital or anal orifice of the child.

2. Sexual molestation or lascivious acts.
What are the different forms of MALTREATMENT?
Emotional Abuse

You’re just like your good-for-nothing father.
You little idiot, I wish you were never born!
You’re such a stupid kid.
Moron!

OMG! You’re so ugly my dog looks better than you.
Class, you’re hilarious.

anne_21: Ewww. Something stinks!
leah_cutie: @anne_21 Yeah, I think it’s him.
Emotional Abuse

FOR THE FACILITATOR:

1. Ask the participants what their understanding of emotional abuse is and encourage them to give examples.

2. Explain the definition of emotional abuse and give other examples.

What is emotional child abuse?

It is the psychological or emotional maltreatment of children that destroys and violates their dignity as human beings and as children. The examples of emotional abuse are the following acts directed towards a child:

1. Shaming
2. Threatening
3. Being judgmental
4. Actions that can cause fear or insecurities to a child
5. Insulting
6. Cursing
What is Child Neglect?
FOR THE FACILITATOR:

1. After explaining the three general forms of maltreatment, mention that neglect is also a form of child abuse.

2. Ask the participants to describe the illustration. Ask them if they see examples of neglect in the picture.

3. Explain the meaning of child neglect.

What is child neglect?

1. It is the failure to give or attend to the primary needs of a child according to the financial capacity of the child’s family.

2. Example of primary needs of a child are: food, clothing, shelter, hygiene, and guidance.
What are the different forms of CHILD EXPLOITATION?
What are the different forms of child exploitation?

FOR THE FACILITATOR:

1. For this part, tell the participants that aside from maltreatment and neglect, another form of child abuse is exploitation.

2. Ask the participants to describe the illustration. Ask them if they can see any form of exploitation in the picture.

3. Read and discuss the definition of exploitation.

What is child exploitation?

Child exploitation is the use of children for:

1. Prostitution
2. Pornography or any form of lewd publications or shows that involve children
What are the different forms of CHILD EXPLOITATION?

Prostitution
FOR THE FACILITATOR:

1. Tell the participants that "prostitution" is one form of child exploitation.

2. Explain the definition of "prostitution".

3. Ask the participants if they are aware of this kind of abuse, especially if it is happening in their communities.

What is prostitution?

Prostitution is engaging a child in sex or lascivious acts in exchange for money, profit or other consideration.
What are the different kinds of CHILD EXPLOITATION?

- Pornography
FOR THE FACILITATOR:

1. Mention that aside from prostitution, another form of child exploitation is “pornography”.

2. Ask the participants about their understanding of the word “pornography” based on the picture.

3. Explain the definition of “pornography”. Ask the participants if they are aware of this kind of abuse, especially if it is happening in their communities.

What is pornography?

Pornography refers to any representation of a child in materials such as videos, audio clips, images, books, magazines, internet or other forms of media, where the child is engaged in real or simulated sexual activities; or any representation of the sexual part of the child.

Pornography may happen through the internet if the child is made to perform sexual or lascivious acts, whether real or simulated, or show any sexual part in a chat room or through a web camera or any other device.
What are the different kinds of CHILD EXPLOITATION?

Child Labor

- CAUTION!
- FIRE HAZARD AREA
- Achee!
- KABOOM!
- CHINITERED
FOR THE FACILITATOR:

1. Ask the participants what they see in the illustration.

2. After this, share the definition of “child labor” to them and provide examples.

3. Ask the participants if “child labor” is happening in their communities and what they think are the possible reasons why this is happening.

What is Child Labor?

Child labor is the employment of children in work that is dangerous, hazardous to their health, morals, dignity, or well being. Prostitution and pornography are examples of child labor. Other examples are:

1. Using dangerous machines or equipment
2. Using children to commit crimes such as selling and making prohibited drugs, or begging
3. Using harmful chemicals
4. Making children work for any kind of task if his or her age is lower than 15 years old, except if:
   a) The child is working in a family business under the sole responsibility of his or her parents and this does not interfere with his or her education and it is not harmful to the child.
   b) If the child’s participation is needed for public information or entertainment.
Who are capable of abusing children?
Who are capable of abusing children?

FOR THE FACILITATOR:

1. Ask the participants who among the people in the illustration can possibly commit child abuse.

2. Emphasize that anyone can commit child abuse. Enumerate the persons who can commit child abuse to emphasize the point.

3. Tell the participants that whoever commits child abuse is liable under the law. He or she can be charged with a crime, be imprisoned, and be made to pay a fine.

ANY PERSON can possibly commit child abuse, such as:

1. Parents
2. Siblings
3. Uncles, aunts, or other relatives
4. Teachers
5. Neighbors
6. House helps or caregivers
7. Managers or establishment owners
8. Officials or employees of government
Where can child abuse happen?
Where can child abuse happen?

FOR THE FACILITATOR:

1. Ask the participants where child abuse can happen.

2. Emphasize that child abuse can happen anywhere; even in places where children are expected to be safe from harm.

Child abuse can happen ANYWHERE – at home, school, community, church, office, private or public places.
What are the possible effects of child abuse?
What are the possible effects of child abuse?

**FOR THE FACILITATOR:**

1. After studying the different kinds of child abuse, ask the participants what they think the effects of child abuse are, based on the pictures.

2. Explain the possible effects of child abuse.

3. Emphasize that these effects may linger and stay with the child until they grow older. Mention that the effects of child abuse may change depending on the child and the kind of abuse that he or she has experienced.

**Among the possible effects of child abuse are:**

1. Loss of self-confidence
2. Becoming withdrawn from other people especially adults
3. Depression or restlessness
4. Loss of appetite
5. Difficulty in sleeping
6. Fits, tantrums or frequently getting into fights with others
7. Suicide
8. Low grades in class or the loss of interest in his or her studies
9. Abuse of other children, or upon reaching adulthood, the abuse of his or her own children or other children
10. Sickness, disability, or death, depending on the gravity of the abuse
How do we fight and prevent child abuse? For the children

1. I will know my rights and share my knowledge to other members of my community.
2. I will avoid dangerous situations or places.
3. I will not trust strangers right away.
4. I will ask permission from my parents before I leave our house.
5. I will not hesitate to tell my parents, teachers, and other people I trust if I am being abused or placed in dangerous situations.
FOR THE FACILITATOR:

1. Call the attention of the children and emphasize that it is also their responsibility to protect themselves from abuse.

2. Have them read some of the ways to fight and prevent child abuse written in the illustration and ask them to give examples of what else they can do.

3. Emphasize that they should not be ashamed if they are abused, and that they must tell the proper authorities immediately so that they can be helped.

How can children fight and prevent child abuse?

1. Know their rights and share their knowledge to other members of my community.
2. Avoid dangerous situations or places.
3. Not trust strangers right away.
4. Ask permission from their parents before they leave their house.
5. Not hesitate to tell their parents, teachers, and other people they trust if they are being abused or placed in dangerous situations.
How do we fight and prevent child abuse?
For Parents and Adults

I will listen and respond to their cries for help.

I will be sensitive to the needs of children.

I will not inflict injuries or harm on my child when I am disciplining him or her.

I will report to the authorities if I learn of any child being abused.
FOR THE FACILITATOR:

1. Call the attention of the parents and adults and emphasize that it is their responsibility to protect their children from child abuse.

2. Have them read some of the ways to fight and prevent child abuse that are seen in the illustration and ask them to give other examples.

How can parents and adults fight and prevent child abuse?

1. Respect the rights of the children.
2. Avoid physical contact when disciplining children.
3. Speak to the children in a gentle manner when they have done something wrong.
4. Listen and respond to the children’s cries for help and be sensitive to their needs.
5. If you learn about a child being abused, tell the proper authorities.
What do we do when a child has been abused?
FOR PARENTS AND ADULTS

**Step 1**
Report!
Police
Barangay
Social Worker
Authority

**Step 2**
Keep the child away from the abuser!

**Step 3**
Support the child in filing and pursuing the case.
FOR THE FACILITATOR:

1. Explain what the parents or adults can do when a child is being abused. Have them read the phrases in the picture and explain each step.

2. You may ask if they know where their barangay office is and if they know the nearest police station and hospital in their area.

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Step 1:
Report to the police, the barangay, to a social worker, or other authorities.

Step 2:
Keep the child away from the abuser. Remove him or her from the place where the perpetrator resides, and ensure that the child is given proper medical attention, if necessary. If possible, do this with the help of the police, barangay, or social worker.

Step 3:
Support or help the child in filing and pursuing a case against his or her abuser.
What can be done to support or help a child in filing and pursuing a case?

FOR PARENTS AND ADULTS

Accompany the child and explain the process to him or her.

Make sure that the child is comfortable.

Remember that it's never your fault.

Make the child understand that it is not his or her fault.
What can be done to support or help a child in filing or pursuing a case?
(FOR PARENTS AND ADULTS)

FOR THE FACILITATOR:

1. Emphasize that providing support to victims of child abuse is very important. Ask what can be done to support or help the child file and pursue a case against his or her abuser.

2. Read the words in the illustration and explain. Ask the participants for other examples.

Things that can be done to support or help a child in filing and pursuing a case:

1. Accompany the child to the nearest police station, barangay, social welfare office, or other authorities and explain the process to him or her.

2. Make sure that the child is comfortable.

3. Make the child understand that it is not the child’s fault that he or she is abused.
REMEMBER:
If a child has been abused...

1. Do not be afraid to tell the proper authorities.

2. It's not the child's fault if he or she has been abused.
REMEMBER: If a child has been abused...

1. Do not be afraid to tell the proper authorities.
2. It’s not the child’s fault if he or she has been abused.

FOR THE FACILITATOR:

1. Emphasize the importance of the two points listed. Explain why these points are important.

Read the written reminders and explain that these are reminders not only for adults, but also for children.

Important things to remember when a child has been abused:

1. Do not be afraid to tell the proper authorities.
2. It is not the child’s fault if he or she has been abused.
Where can we report instances of child abuse?

- Barangay
- Bantay Bata 163
- DSWD Crisis Intervention Unit - 734-8635
- Department of Justice Inter-Agency Council Against Trafficking (DOJ IACAT) Action No: 1343
- Local Social Welfare and Development Office
- National Bureau of Investigation (NBI)-Violence Against Women and Children Desk (VAWCD)
- PNP-Women and Children Protection Desk
- Mga NGO o pribadong organisasyon na tumutulong sa bata
  - ASSOCIATION COMPASSION ASIAN YOUTH - (02) 455-4115
  - CHILD PROTECTION NETWORK - (02) 404-3954
  - CHILDHOPE ASIA PHILIPPINES - (02) 563-2242 / 563-4647 / 561-7118
  - FOOD FOR THE HUNGRY PHILIPPINES - (02) 247-6003 / 247-4186
  - KANLUNGAN SA ER-MA MINISTRY, INC. - (02) 526-1733 / 522-4952
  - KUYA CENTER FOR STREET CHILDREN - (02) 705-1207
  - OPEN Heart Foundation worldwide, inc. - (02) 428-3520
  - PANGARAP FOUNDATION, INC. - (02) 551-3733
  - PARENTING FOUNDATION OF THE PHILIPPINES, INC. - (02) 659-0340
  - TAHANAN STA. LUISA, INC. - (02) 931-9853
  - TULOY FOUNDATION, INC. - (02) 775-0683
FOR THE FACILITATOR:

1. Read the listed agencies or organizations where cases of child abuse can be reported to.

2. Know the contact numbers and locations of these organizations and share the information to the participants.

3. You may write down the information on a manila paper or poster paper that can be read by all, or you can make a directory and provide copies to all the participants.
What do communities without child abuse look like?
FOR THE FACILITATOR:

1. Ask the participants what they see in the illustration.

2. Explain that their answers describe what a community without child abuse is like.

3. Conduct a short activity. Divide the participants into two groups. Give each group manila paper or poster paper, pencils, and coloring materials. Ask them to draw a picture of their ideal community that is fit for children; a community where children are safe and free from abuse; a community that affirms that children are indeed precious.

3. Give each group the opportunity to share and explain their drawings.

4. If there are no materials for drawing, ask the participants to share what they think a community ideal for children should be like.
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I am a Child.
I have Rights!

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Consuelo Foundation,
27th Floor, Citibank Tower
8741 Paseo de Roxas
Makati City, Metro Manila,
Philippines
PHONE (63-2) 848 0601
Fax (63-2) 848 0553
email: philinfo@consuelo.org
Website: www.consuelo.org

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