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The Effectiveness of a Training Program on Al- Aqsa University English Major Student Teachers' Acquisition of Child Protection Standards

فاعلية برنامج تدريبي في اكتساب معايير حماية الطفل لدى الطلبة
المعلمين تخصص لغة إنجليزية في جامعة الأقصى

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إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ اسراء وائل عبد الهادي العاصي لنيل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

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واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن يسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا

أ.د. عبدالرؤوف علي المناعمة

Abstract

The Effectiveness of a Training Program on Al-Aqsa University English Major Student Teachers' Acquisition of Child Protection Standards

This study aimed at investigating the effectiveness of a training program on Al-Aqsa University English major student teachers' acquisition of child protection standards.

To achieve the study aims, the researcher adopted the experimental approach in which she selected a representative sample of (36) Al-Aqsa University English major student teachers. The sample of the study submitted to eleven-session child protection training program, designed by the researcher, for six weeks. To collect the data, the researcher constructed achievement test and used it as a pre and post-test. The data of the study were analyzed using T.test paired sample and T.test independent sample. Effect size technique was used to measure the effect size of the training program on the experimental group. The findings of the study showed that there were statistically significant differences between the main scores attained in the pre-test and those attained in the post-test in favor of the post-test due to the use of the training program.

Thus, the study findings showed that the training program was effective in acquiring student teachers child protection standards. In the light of the study results, the researcher recommends to adopt the training program designed by the researcher as a course for developing student teachers' knowledge of child protection standards, and also recommends curricula designer to design a compulsory university course to develop student teachers' knowledge of child protection standards to prepare them to fulfill their role in protecting children when they enter the profession.

المخلص

فاعلية برنامج تدريبي في اكتساب معايير حماية الطفل لدى الطلبة المعلمين تخصص لغة

إنجليزية في جامعة الأقصى

هدفت هذه الدراسة إلى الكشف عن أثر استخدام برنامج تدريبي في اكتساب معايير حماية الطفل لدى الطلبة المعلمين تخصص لغة إنجليزية في جامعة الأقصى. ومن أجل تحقيق هدف الدراسة استخدمت الباحثة المنهج التجريبي ذو المجموعة الواحدة. حيث طبقت الدراسة على عينة عشوائية من (36) طالبة من الطلبة المعلمين تخصص لغة إنجليزية في جامعة الأقصى. خضعت عينة الدراسة إلى برنامج تدريبي صممه الباحثة حول معايير حماية الطفولة و مكون من إحدى عشرة جلسة لمدة ستة أسابيع. ويغرض جمع البيانات قامت الباحثة بإعداد اختبار تحصيلي واستخدمته كاختبار قبلي واختبار بعدي حيث تم التحقق من صدقه وثباته. هذا وقد تم تحليل البيانات ومعالجتها إحصائياً باستخدام اختبار (ت) للعينات المرتبطة واختبار (ت) للعينات المستقلة. أظهرت نتائج الدراسة فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية في الاختبار القبلي وبين متوسط درجاتهم في الاختبار البعدي لصالح الاختبار البعدي تعزى لاستخدام البرنامج التدريبي، وهكذا أثبتت نتائج الدراسة الأثر الفعال للبرنامج التدريبي في إكساب الطلبة المعلمين معايير حماية الطفل. وفي ضوء هذه النتائج أوصت الباحثة باعتماد البرنامج المقترح الذي قامت الباحثة بإعداده، كمقرر لتنمية المعرفة حول معايير حماية الطفولة لدى الطلبة المعلمين، وكذلك أوصت الباحثة أيضاً مصممي المناهج بضرورة تصميم مساق مختص كمادة مستقلة لتنمية المعرفة والوعي لدى الطلبة حول معايير حماية الطفل وتدريب هذا المساق كمتطلب جامعي لإعداد هؤلاء الطلبة المعلمين بحيث يكونون قادرين على أداء واجبهم نحو حماية الطفل عند دخولهم المهنة.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قَالَ تَعَالَى: ﴿قُلْ لَوْ كَانَ الْبَحْرُ مَدَادًا لَكَلِمَتِ رَبِّي لَنَفِدَ الْبَحْرُ
قَبْلَ أَنْ تَنْفَدَ كَلِمَتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾﴾

[الكهف: 109]

Dedication

I would like to dedicate this work to:

- ❖ My mother and father, whose support and prayers enabled me to get such success...
- ❖ My brother and sisters who have always supported and encouraged me to complete this thesis...
- ❖ My grandfather, grandmother, uncles and aunts who have kept me in their prayers to finish this work...
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List of Abbreviations

CAN	Child Abuse and Neglect
CP	Child Protection
CPQE	Child Protection Questionnaire for Educators
CPS	Child Protection Services
CRC	Convention on the Rights of the Child
CSA	Child Sexual Abuse
ECAQ	Educators and Child Abuse Questionnaire
HIV	Human Immunodeficiency Virus
NQTs	Newly Qualified Teachers
PEF	Protective Environment Framework
UN	United Nations
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization

Chapter I

Introduction

Chapter I

Introduction

This chapter introduces the study background concerning the introduction, the need for the study, the problem statement, the research questions and hypotheses, the purpose of the study, the significance of the study, limitations of the study and operational definitions of key terms.

Introduction

Children are one of the most vulnerable groups, they are not always able to protect themselves, so they always required special care and attention. Children have the same rights as adults, all people should be aware of these rights especially those who are in usual contact with children.

Children rights are the human rights of children with particular attention to the rights of special protection and care afforded to minors (Amnesty International, 2008). One of the human rights instruments that concerned with children's rights is the Convention on the Rights of the Child (CRC). The CRC addresses political, social, civil and cultural rights in one comprehensive framework. It applies to all children at all times in all situations (Medrano & Tabben-Toussaint, 2012, P.7). CRC concerns with protecting children from exploitation whether it is sexual or economic; torture; and death penalty for crimes committed by people under the age 18 (Blanchfield, 2013, P. 2).

Children are vulnerable for neglect and abuse with its different forms: physical, emotional and sexual. Perpetrators of child abuse can be a parent or a family member, a school personnel member, a nurse or a humanitarian worker. Abuse has many negative impacts on children's life, behaviors and relationships, so inclusive child protection system working with different groups: governments, parents, communities and different professionals who may be in contact with children should be followed. It also should work on strengthen the children's capacity to protect themselves and address the causes of maltreatment. UNICEF defines child protecting as "preventing and responding to violence, exploitation and abuse against children – including commercial sexual

exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage." (UNICEF, 2006, P.1).

A child protection system consists of policies, legal procedures, coordination strategies among government organizations and non-government organizations working in child protection field, knowledge of child protection and good practices, child protection principles and minimum standards, services for responding to and preventing child abuse, skillful child protection workers, adequate funding and children's participation. Every child has the right to be safe from harm. In spite of this fact, every year the physical, emotional and mental well-being of children around the world are intimidated by maltreatment such as violence, neglect, exploitation and abuse. Studies around the world show that nearly twenty percent of women and five to ten percent of men report that they had been exposed to sexual abuse as children. Other studies report that nearly a quarter and a half of all children report frequent physical abuse (Butchart A& Harvey, 2006, P. 11). Moreover, there are approximately 215 million children engaged in child labor; 115 million of them are engaged in hazardous work (International Labour Organization, 2010, P. 5).

Family is considered the first safety net for children, so parents hold the main responsibility to provide their children with their basic needs and to protect them.

Each person in contact with children has the obligation of being aware with child protection basics. Child protection is not only an individual concern, but a community issue as well. Educators play an important role in increasing children's well-being in different way. They are an integral part of the community and can be engaged in combating child maltreatment (Crosson-Tower, 2003, P. 8).

Children in schools have high potentiality to be abused by their teacher, it is very common for teachers to abuse children emotionally and physically for things the children do and sometimes for very minor reason. Children also maybe abused by other children in schools. Since students spend a large part of their time at school, educators have more access to children than other professionals, have a unique opportunity to identify child abuse and play an important role in child protection. Hence, there is an

essential need for pre-service child protection education and preparation for teachers to be able to fulfill their roles in protecting children.

Many studies such as (Kenny, 2001; Hawkins and McCallum, 2001; Arbolino, 2006) confirm that teachers play an important role in protecting children and preventing child abuse. The matter that may prevent them from performing their roles might be their insufficient awareness about child abuse and its forms and indicators, in addition to lack of knowledge in children rights and child protection standards and procedures.

Baginsky (2007) highlights that teachers should be clear about their role in protecting children. Many studies showed that there is a lack of pre-service child protection education and training (Kee & Dillenburger, 2009, P. 321).

There are many previous studies which connect between child protection and education, and prove that teachers lack knowledge of child protection. For example, Butts (2014) study found that more than half of teachers did not receive sufficient knowledge and preparation about child maltreatment and mandated reporting in their pre service preparation. It concluded that a more uniform training system about mandated reporting and child abuse should be implemented for teachers. Fenton (2012) study and Mathews (2011) study also found that there is a significant need for child protection education for pre-service and in-service teachers. Moreover, Goldman study (2010) recommended that these student-teachers should receive more effective training related to child sexual abuse issues. It also provided a recommendation for curricula designer to design a university course for pre-service teachers about child sexual abuse. These studies strengthen the researcher's belief and attitude toward the strong need of this study.

1.1 The Need for the Study

The researcher worked in the field of child protection for a few years, and now she works as an education officer. Throughout this period, the researcher has found that children in Gaza are exposed to abuse with its different forms; physical, emotional, sexual, neglect and exploitation. Since students spend a large part of their time at school, educators have more access to children than other professionals, have a unique opportunity to identify child abuse and play an important role in child protection, so the

researcher strongly believes that teachers should be aware of the child protection standards and should be prepared during their pre-service university education in order to strengthen their role in protecting children. Hence, the researcher designed a training program to acquire Al-Aqsa University English major student teachers child protection standards and decided to investigate its effectiveness.

1.2 Research Problem

The research investigated the effectiveness of a training program on Al-Aqsa University English major student teachers' acquisition of child protection standards.

1.3 Research Questions

The problem of the study can be stated in the following main question:

What is the effectiveness of a training program on Al-Aqsa University English major student teachers' acquisition of child protection standards?

The following sub questions have emerged from the above main one:

1. What are the child protection standards?
2. What is the proposed framework of the training program in the light of child protection standards?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers' knowledge of child protection standards before and after attending the training program?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers' knowledge of child protection standards due to the English major (with its two tracks (1) English Language Teaching Techniques and (2) English Language Teaching).

1.4 Research Hypotheses

- 1- There are no statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers' knowledge of child protection standards before and after attending the training program.
- 2- There are no statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers' knowledge of child protection standards due to the English major (with its two tracks (1) English Language Teaching Techniques and (2) English Language Teaching).

1.5 Objectives of the Study

1. Identifying child protection standards that student teachers should acquire.
2. Designing a training program in the light of child protection standards.
3. Identifying significant differences in the level of Al-Aqsa University student teachers' knowledge of child protection standards before and after attending the training program.
4. Identifying statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers' knowledge of child protection standards due to the English major (with its two tracks (1) English Language Teaching Techniques and (2) English Language Teaching).

1.6 Significance of the Study

1. There are no local previous studies (within the researcher's best knowledge) connecting between child protection and education.
2. This study may contribute to raising student teachers' awareness of child rights and protection.
3. This study introduced a training program on child protection standards that may be helpful for other researchers.
4. This current study results may contribute to teacher developing teacher preparation program.

1.7 Limitations of the Study

This study is limited to:

1. The academic year 2016-2017.
2. Al-Aqsa University in Gaza.
3. Al-Aqsa University English major student teachers.

1.8 Operational Definitions of Terms

Effectiveness

The degree of improvement in student teachers' knowledge of child protection standards as a result of receiving a training program measured by eta square.

Training Program:

It is a group of knowledge experiences, values, and skills that aims at acquiring Al-Aqsa University English major student teachers' child protection standards through a group of organized activities.

Student Teachers:

They are the students who are enrolled at the Faculty of Education and who are being prepared to be teachers. Here, the student teachers are the students of Al-Aqsa University English major with its two tracks: (1) English Language Teaching Techniques and (2) English Language Teaching.

English Major:

It is one of Al-Aqsa University Faculty of Education majors and it has two tracks: English Language Teaching Techniques and (2) English Language Teaching).

Acquisition:

It is the development of Al-Aqsa University English major student teachers' knowledge of child protection standards.

Child Protection:

The researcher adopted UNICEF definition of this term which is "preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage". (UNICEF, 2006, P.1).

Child Protection Standards:

The researcher adopted Child Protection Working Group definition which defines this term as standards that were developed between January 2011 and September 2012 by the participation of over 400 individuals from 30 organizations and 40 countries to support child protection work in humanitarian setting. (Child Protection Working Group, 2012, P.20).

Summary

This chapter has introduced the study background. The introduction addressed the dependent variable of the study: child protection standards. It also discussed the rational need of the study from the researcher's point of view. It presented the main question of the study and the four sub questions derived from the main one. In this chapter also, the researcher presented the objectives as well as the significance of the study. Finally, the researcher introduced her own operational definitions of the key study terms.

Chapter II

Literature Review

Chapter II

Theoretical Framework & Literature review

Part I: Theoretical Framework

Introduction

This chapter reviews the literature related to the study dependent variable, child protection standards. It also introduces previous studies related to it. Moreover, it presents the researcher's commentary on these previous studies. This section reviews literature related to child protection.

2.1 Understanding Child Protection

Child maltreatment is an international legal, health and social issue. It occurs in many different settings and in every culture, country and context (Medrano & Tabben-Toussaint, 2012, P. 9).

Children need to be protected, as they are one of the most vulnerable groups and they are not matured enough and do not have the capacity to protect themselves. The younger the child is, the more vulnerable for abuse he/she is. Children who are exposed to abuse or neglect are at increased risk of emotional, behavioral, developmental and social problems.

UNICEF uses the term 'child protection' to refer to "preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage." (UNICEF, 2006, P.1).

Child protection system should be an inclusive system working with different groups: governments, parents, communities and different professionals who may be in contact with children. It also should work on strengthening the children's capacity to protect themselves and address the causes of maltreatment.

2.1.1 United Nations Convention on the Rights of the Child

Children are protected by an array of international guidelines and protocols. One of the human rights instruments concerned with children's rights is the Convention on the Rights of the Child (CRC), a human rights treaty that the United Nations (UN) adopted in 1989. The CRC was developed because it was generally felt that the Universal Declaration of Human Rights — adopted in 1948 and applying equally to all human beings, children and adults alike — did not define the rights of children with enough precision. The CRC addresses political, social, civil and cultural rights in one comprehensive framework. It applies to all children at all times in all situations (Medrano & Tabben-Toussaint, 2012, P. 7).

According to CRC, a child is "every human below the age of 18 years". One of the most important principles that should be primarily considered in all actions and procedures concerning the child is the best interest of the child. Countries that ratified CRC agree on taking all the appropriate legislations and measures to ensure that all children have the rights agreed on in CRC. CRC concerned with protecting children from exploitation whether sexual or economic, torture and death penalty for crimes committed by people under the age 18. It also calls for protecting refugees, orphans and children with disabilities (Blanchfield, 2013, P. 2).

The United Nations Convention on the Rights of the Child Guiding Principles:

Medrano & Tabben-Toussaint (2012, P.7-8) clarify the following CRC guiding principles:

1. **Non-discrimination (Article 2):** The convention is applicable for all children regardless of their gender, race, ethnicity, religion, abilities, sexual orientation or color.
2. **Best interests of the child (Article 3):** The best interest of the child is a primary consideration when making any decision or taking any action concerning children. Any adult deals with children should think deeply how this taken decision or action will affect the children and do what is the best for them.

3. **Right to life, survival and development (Article 6):** All children have the right to live, and government institutions should provide the services that ensure children survival and health development.
4. **Respect for the views of the child (Article 12):** when taking any decision concerning children, children have the right to express their opinions and views towards this decision, and they should be listened to and their views should be considered. This does not mean that children to be given the authority over the adults. Children involvement in taking the decision depends on the maturity level of children; teenagers are given greater chance to participate in making the decision than children of a preschool, as children's ability to express themselves develops with age.

2.2 Roles and Responsibilities in the Protection of Children

Families, communities and governments play an important role in protecting children. Children themselves also have roles which depend on their age and their level of maturity. All children have the right to be safe and to receive the care that enables them to survive and succeed in life. Family is the first safety net for children and holds the responsibility to provide the care for children, to meet their needs and to protect them, so it is important to build the capacity and raise the awareness of the families to protect their children through different awareness sessions, and through providing the families with services that strengthen their role in fulfilling their children needs and protecting them.

Medrano & Tabben-Toussaint (2012, P. 7) explain that communities also have responsibilities in protecting children through their organizations. These organizations can provide child protection services for children and their parents, these services should be based on the needs of children and their parents utilizing the community resources. These organizations also have a role in monitoring and reporting child abuse. Community intervention is especially important in countries where child protection system does not exist. In such countries, the community has a main role in supporting people in need for protection, but sometimes there is a lack in the community resources and in the community stakeholders' expertise needed to provide such services. The state

holds the main responsibility for protecting children; a national child protection system should be established by the government, the components of this system should be properly and effectively coordinated to strengthen the environment surrounding the child to be more protective.

2.3 Protective Environment Framework

United Nation (2008, P. 3-4) explains that the Protective Environment Framework (PEF) which is created by UNICEF comprises eight elements that are critical to child protection. These elements work to strengthen protection and decrease vulnerability. UNICEF approach in securing a protective environment adopts non-discrimination principle; all children have equal rights to access services regardless of their sex, race, ethnicity, color or other factors. The eight elements are:

1. Attitudes, customs, and practices: Children rights should be respected by all social norms, traditions and customs. These norms and traditions should support children in need for protection and condemn harmful practices against children.
2. Governmental commitment to protecting children: Government should establish and enforce a strong legal child protection framework that goes along with international policies and international child protection and legal standards.
3. Legislation and enforcement: adequate legislative framework to protect children should be designed, adopted, implemented and enforced
4. Open discussion and engagement with CP issues: It is about advocating for child protection issues, giving children the chance to talk about their child protection concerns and prioritizing child protection by nongovernmental organizations.
5. Building the capacity of people in contact with children: It is about building the capacity of people who are in contact with children, such as teachers, social workers, health workers and others who have any interaction with children, to provide them with the knowledge of child protection and to improve their skills to identify, respond and report child abuse.
6. Improving life skills, knowledge and participation of children: Educating children, girls and boys, about their rights and the services available to protect them will increase their knowledge and ability to protect themselves.

7. Providing recovery and reintegration services: It is about providing different services for children, such as social, health and education services, in addition to providing rehabilitation and reintegration services for abused children. These services should be provided with full consideration of the children's self-respect and dignity and without discrimination.
8. Monitoring child protection issues. It includes an effective monitoring system that follow up child protection issues through collecting data related to the nature and frequency of abuse.

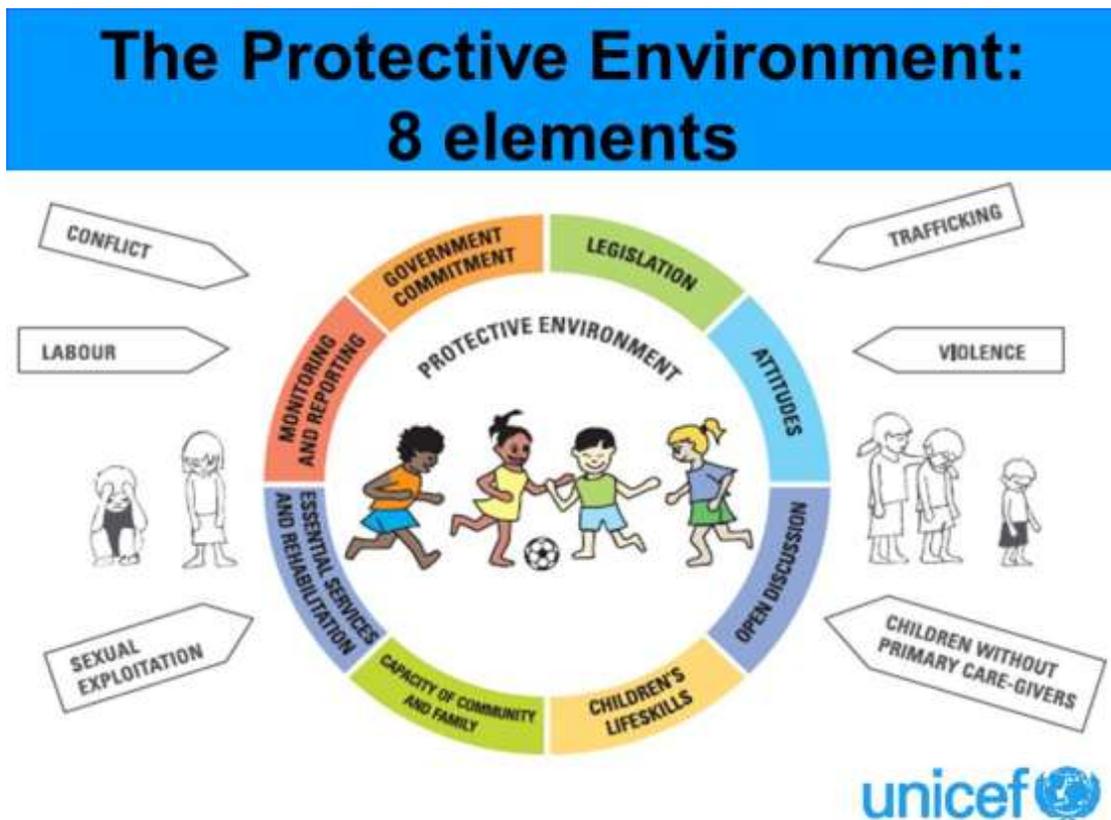


Figure (2.1): UNICEF Protective Environment Framework (Landgren, 2005, P. 228)

After presenting these elements, it is clear that the child protection work should be inclusive, multidisciplinary and multisectoral working on all social norms, policies, legal frameworks and integrating all people in usual contact with children. Hence, the researcher sees educators are a part of the protective environment, as they are one of the groups who are in close contact with children and have a role in protecting them, so the researcher believes that there is a need to raise the awareness of the educators about child protection standards, and that is accorded with the aims of this study.

2.4 Child Maltreatment

"The World Health Organization has defined child maltreatment as all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of relationship of responsibility, trust or power." (Farghaly, 2011, P. 87).

Medrano & Tabben-Toussaint (2012, P.9) state that child maltreatment is considered as a human rights, health and social issue. Enormous amounts of time, effort and money are spent on prevention and support services for victims. The nature, severity and consequences of maltreatment can vary widely. The consequences depend on the duration, frequency and intensity of the maltreatment; the victim's age; the abuser's age; and the rehabilitation/remedial services the victim receives. In extreme cases, maltreatment results in death.

Child maltreatment is a common issue that may happen in every culture. Maltreated child will often experience more than one form of abuse as well as other behavioral and social challenges in their lives. Children may be abused by anyone; a family member, one of the relatives, a friend, a teacher or a health worker.

2.4.1 Forms of Child Maltreatment

2.4.1.1 Physical Abuse

According to Child Welfare Information Gateway (2016, P. 2), physical abuse is defined as "any non-accidental physical injury to the child" and can include kicking, striking, or burning the child, or any action that leads to a physical impairment of the child.

2.4.1.1.1 Signs of Physical Abuse

The National Society for the Prevention of Cruelty to Children (2009, P. 3-4) clarifies that most of children may be exposed to many cuts and bruises during their daily life, so sometimes it is confusing to determine whether it is accidental or non-accidental injury.

Mostly accidental injuries appear over bony parts of the body such as shins, elbows, and knees. Injuries should be interpreted according to the medical and social history of the child, in addition to his/her developmental stage and the explanation given. Some indicators that might indicate physical abuse are unexplained injuries and those that are inconsistent with the given explanation or with the child's age. Furthermore, the injuries seen over the soft parts of the body such as abdomen, buttocks, cheeks and back might be an indicator as the accidental injuries in these parts are unlikely.

- **Physical signs of physical abuse may include:**

- Sprains, multiple bruises, fractures, or broken bones
- Human bite marks
- Signs of tooth and hair loss
- Burns from cigarettes or hot water
- Unexplained injuries on any part of the body.
- Internal injuries noticed through pain, difficulty with organs normal functioning, and bleeding from body orifices.
- Injuries not consistent with the children's age

- **Changes in behavior that may also indicate physical abuse:**

- Fear of being asked by parents for an explanation
- Shrinking back when being touched
- Withdrawn behavior
- Describing him/herself as a bad person
- Getting afraid to go home
- Frequent absence from school
- Depression and anxiety
- Sleeping and eating disorder
- Aggressive behaviors toward other

2.4.1.1.2 The Consequences of Physical Abuse

According to National Child Traumatic Stress (2009, P. 3-4), physical abuse has the following consequences on children and their parents:

- **Children:**

It is believed that physical abuse makes children more aggressive, submissive and fearful. It teaches children that violence is a way to solve problems and control others. The beliefs, behaviors and attitudes that grow out of physical abuse affect badly children's social life and performance and his/her relationship with others. Sometimes children who are exposed to physical violence are reluctant to make friends, and they do not easily trust other people. They may also feel fearful of their parents. Being physically abused may make the child helpless, depressed, anxious, and make them feel guilty, angry or ashamed. Therapy and support are needed to help children to overcome these negative effects of the physical abuse.

- **Parents:**

When children's behavior is affected badly by the physical abuse, parents also may feel more anxious and stressed. Punishing a child physically by parents does not always lead to the results that parents seek, hence, the parents may escalate the punishment and then both, the parent and the child, may get locked in a greater cycle of violence. In addition, parents also may feel more depressed and upset about their abilities as a parent.

The researcher adds that many of children are exposed to physical abuse in the school whether by a member of the school personnel or by other students, so the researcher affirms the urgent need of implementing awareness sessions related to punishment alternatives and child protection for teachers to reduce physical abuse against children in schools. This goes along with the research program that targeted Al-Aqsa University student teachers through their preparation period to make them aware of child protection standards.

2.4.1.2 Emotional Abuse

Wekerle (2012, P. 1) defines emotional maltreatment as a care provider's failure to provide a developmentally- appropriate, supportive and stimulating environment, including persistent or pervasive actions such as frequent name-calling and lack of affection.

According to NSPCC (2012, P. 3), emotional abuse may include the following actions:

- Not giving the child the opportunity to interact with others
- Blaming the child and making him/her feel afraid
- Failing to show emotions when dealing with children
- Making a child feel that he/she is worthless
- Shouting at a child
- Continuously criticizing a child and making fun of him
- Calling a child with bad names

2.4.1.2.1 Signs of Emotional Abuse

Emotional abuse is difficult to be detected, as there are no apparent physical indicators. Emotionally abused children may have a developmental delay because of a failure to thrive. (The National Society for the Prevention of Cruelty to Children, 2009, P. 4).

Prevent Child Abuse America (P.1) states that behavioral signs of emotional abuse include changes in the child's behavior, attention seeking behaviors, poor self-esteem, clingy, sadness and depression, aggressiveness, destructive behaviors, inability to emotionally react with others, bedwetting, isolation, learning problems and/or sudden speech disorder, in addition to poor relationships with others, fear of going home, being alone, lack of self-confidence or slow physical, emotional or intellectual development.

The researcher adds that some level of emotional abuse is included in all forms of child abuse, so these indicators may overlap with the indicators of other forms of abuse and it may also occur alone.

2.4.1.2.2 Emotional Abuse Effects

Emotional abuse has serious and long-term effects on children. They may suffer from anxiety, depression, estrangement, lack of self-confidence, low self-esteem, speech and sleep disorders or problems in their relationship with others.

Emotional abuse effects may continue with these children as they are getting older; teenagers find it difficult to have satisfactory relationships with others and trust in

others. Moreover, they find it difficult to get rid of the complex negative feelings left over from their childhood. They may also be aggressive towards their children and not being able to appreciate their emotional needs (Prevent Child Abuse America, P. 2).

If the emotionally abused child is left unaddressed and without any support, this may lead to depression and anxiety, so professional counseling or other supportive interventions is urgently needed as emotional abuse has longer-term effects than other types of abuse.

2.4.1.2.3 Emotional Abuse Prevention

As parents are considered the first safety net for children, they should be aware of emotional abuse signs and effects, so concerned individuals should increase education about emotional abuse among parents and in the community. Parents also should be strongly encouraged to develop good attachment with their children and to express their warmth and positive feelings and emotions towards them (Prevent Child Abuse America, P.3).

The researcher adds that awareness sessions about emotional abuse should be implemented with educators to be able to address emotionally abused children in school, and this goes along with the target group of the research program.

2.4.1.3 Sexual Abuse:

According to 1999 WHO Consultation on Child Abuse Prevention (62): "Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person." (NSPCC, 2009, P. 5).

2.4.1.3.1 Sexual Abuse Signs:

Sexual abuse can be identified through the following physical and behavioral signs:

- **Physical Signs:**

NSPCC (2009, P.5) states that sexually abused child may demonstrate the following physical signs:

- an unusual discharge
- chronic itching and bleeding from the genitals
- pregnancy
- difficulty in walking or sitting down
- sexually transmitted infection

- **Behavioral Signs:**

Canadian Centre for Child Protection Inc (2014, P.5) clarifies that sexually abused children mostly show dramatic change in their behaviors, the matter which requires the caregiver's attention and support. The section below explains some of the possible behavioral signs of sexual abuse.

- **Advanced sexual knowledge:** The child use sexual language and have sexual knowledge that is unexpected for him/her to know. This may include knowing information and details of sexual activity.
- **Clingy:** The children become more dependent and they increasingly loss their self-confidence and their trust in their abilities.
- **Sexualized behavior:** Sexually abused children may show sexual behaviors that are inappropriate for their age. These behaviors may be with toys or with other children.
- **Being frightened from a specific adult:** The child shows fear and resistance to spend time with a specific person.
- **Withdrawn:** The child may become increasingly withdrawn. She/he avoids communicating with others and playing with her/his peers who previously enjoyed in playing with them.

- Showing excessive emotions towards a specific adult: The child may show excessive emotions towards and seek time with a particular adult, as this adult may give her/him extra attention, money, gifts or other privileges.
- Decrease in academic achievement: The sexually abuse child demonstrates decline in her/his school performance.
- Self-destructive behaviors: The child may harm her/himself, and she/he may commit suicide, as he feels her/himself worthless and there is no point to be alive.
- Aggressive: The child becomes more aggressive towards others.
- Sleep disorder: The child has difficulty falling asleep or she/he may spend more time in sleeping, she/ he may also experience nightmares.

2.4.1.3.2 Effects of Child Sexual Abuse

Sexual abuse has long-term emotional and psychological effects that cause more damage to the child. Alexander (2011) calls sexual abuse a "chronic neurologic disease" and explains how the abuse inflicts many of negative consequences for victims. According to Finkelhor and Berliner (1995), more than 40% of sexual abuse victims exhibit no long term negative effects of the abuse experience. The negative effects of child sexual abuse may include social isolation, post-traumatic stress, eating and sleeping disorder, depression, anxiety and self-destructive behaviors such as self-harm and suicide. Furthermore, feeling of shame and guilt are other negative consequences that prevent the children from making a disclosure. (Allnock, 2010). Calder (2010) found that sexually abused children were more than twice as likely to commit suicide. Moreover, sexual abuse affects badly brain functioning, as the brain damaged by the abuse experience (Mizenberg et al. 2008). Sexual abuse also has physical effects such as sexually transmitted diseases and pregnancy (NSPCC. 2013 P.4-5).

2.4.1.3.3 Tips for Protecting Children from Sexual Abuse

National Child Traumatic Stress Network (2009, P. 4) suggested the following tips to protect children from sexual abuse:

1. Keep on your mind that a child might be abused by someone she/he knows and trusts.
2. Explain to the child that she/he can say no when she/he does not want to be touched and to say no to touch others.
3. Teach children the differences between good and not good touches.
4. Explain to children that they have to depend on themselves not on other adults or other children to take care of their private body parts and teach them how to do so.
5. Trust your instincts, if you feel uncomfortable to leave a child with someone, do not do that.

2.4.1.4 Child Neglect

Child Welfare Information Gateway (2013, P. 3) defines child neglect as the "failure of a parent, guardian, or other caregiver to provide for a child's basic needs."

2.4.1.4.1 Types of Child Neglect

Child Welfare Information Gateway (2013, P. 3) also explains the following common types of neglect:

- Physical neglect: failing to provide a child with her/his basic needs such as food, clothing or shelter.
- Educational neglect: failing to educate a child or to fulfill her/his education needs.
- Medical neglect: failing to provide proper health care to a child.
- Emotional neglect: failing to meet a child's emotional and psychological needs.

2.4.1.4.2 Signs of Neglect:

Depanfilis (2006, P.15-16) states that neglect can be difficult to be determined whether it occurred or not. The following are some indicators of neglectful caregivers:

- Blame the child for her/his negative behavioral changes that might be an indicator for a child development or a child abuse.

- Seem to be indifferent to the child.
- See the child as a bad or worthless person.
- Continuously criticize the child.
- Do not appreciate the child's achievement.
- Behave in a bad manner.

Neglect indicators can be visible in child's appearance. Neglected child may:

- Seem hungry and come to school without breakfast.
- Appear dirty or smelly.
- Have repeated injuries due to lack of supervision.
- Appear tired and listless.
- Have untreated medical problems.
- Have inadequate clothes such as not wearing a coat in winter
- Have poor communication and social skills.

2.4.1.4.3 Effects of Neglect on Children

- Effects on Relationships and Attachment:

The relationship between a child and her/his primary caregiver is described by attachment theory. This attachment is described as a poor attachment when the child does not have a good relationship with her/his primary caregiver due to neglect. Poor attachment affects the way the child interacts with others and the relationships she/he has through their life (Howe, 2011).

- Effects on Brain Development:

The first years of children life affect greatly on the way their brain develops. Child's experience of neglect can be damaging, for example, if a child is malnourished, her/his neural cells become weak causing lower brain function. Child's poor attachment and interaction with their primary caregivers affect badly developing her/his language and communication skills. Neglect can significantly change the way children's brain function. This may lead to memory impairments, depression, posttraumatic stress

disorder, dissociative disorders as well as panic disorder (Child Welfare Information Gateway, 2009).

Neglect does not include situations of poverty, where a parent/caregiver cannot afford to provide for their child but is trying to do so.

2.4.1.5 Child Exploitation

According to the legal dictionary, child exploitation is the use of a child for others' personal or financial advantages such as for profit or for sexual gratification. It often leads to crucial treatment of the child, as the activity she/ he forced to participate in affects physically and emotionally the child and can cause social problems.

2.4.1.5.1 Common Types of Child Exploitation

- Sexual Exploitation of a Child:

Sexual exploitation is an exploitive relationship in which a child receives something such as money, food, drugs, gifts or affection to take a part in a sexual activity (Believe in Children Barnardo's Scotland, 2014, P. 7)

- Economic Exploitation of a Child:

According to the legal dictionary, economic exploitation of a child refers to using a child for economic profit, this may include child slavery, child labor, child sex tourism as well as illegal adoption of a child for gain.

Looking at all of these forms of abuse helps the researcher greatly in designing the training program implemented on Al-Aqsa University student teachers.

2.5 Factors that Contribute to Child Maltreatment

Medrano & Tabben-Toussaint (2012, P.14-16) clarifies that in households and communities affected by poverty, lack of parental or adult care, social stigma and discrimination, harmful gender norms, disability, lack of birth registration and child

(also called early) marriage increase the likelihood that children will be maltreated. This section considers each of these contributing factors in detail.

2.5.1 Poverty

Although maltreatment is not confined to families living in poverty, economic difficulties make children more vulnerable to maltreatment. It can lead to neglect and to temporary or permanent abandonment. Poverty also pushes children to work and can take them into the most dangerous forms of child labor.

Children in poor households are more likely to be raised by a single parent and to have inadequate parental supervision. As a result, they are also more likely to be involved in risky behaviors or to be exploited as prostitutes, increasing their own risk of contracting HIV. Heads of household or caregivers who are poor are prone to emotional distress and anxiety which can lead to child neglect and physical and emotional violence against children. Furthermore, the combination of poverty and other vulnerability factors, such as harmful gender norms, can place children — especially girls — at risk of curtailed education, sexual exploitation and early marriage.

2.5.2 Lack of parental or adult care

Parents are children's main source of care and protection. In their absence, children are more vulnerable to neglect, violence and exploitation. Moving in with extended family members or an unrelated family does not necessarily solve the problem, especially when placement in these alternative family-based care settings is inadequately supervised. Children who live in alternative family-based care risk being pulled out of school and put to work; moreover, decisions in these households tend to favor biological children. The vulnerability of children who lack parental care increases in the absence of an extended family that can provide alternative adult care. Girls often take on a significant burden of unpaid care and household labor, with negative consequences for their education, development and health. Children who lack parental or adult care may end up living in institutions, such as orphanages. Research has shown that institutional care has negative consequences on the well-being, safety and development of children. Children without parental or adult care may also end up on the streets, where they can

be physically and sexually abused and exploited, or in a child-headed household, where they may turn to dangerous survival strategies.

2.5.3 Stigma and discrimination

Social stigma refers to prejudice and bad attitudes towards people whose personal characteristics or beliefs are perceived to be different or contrary to cultural norms. Stigma often leads to acts of discrimination: physical and emotional maltreatment, neglect and denial of basic services. Children affected by HIV frequently suffer such discrimination. Stigma and discrimination isolate children socially, making it hard for organizations to reach them with services and support and increasing their vulnerability to abuse and exploitation.

2.5.4 Harmful gender norms

Gender is the composite of norms and roles attached to being a man or a woman, a girl or a boy, in a particular social and cultural context. Each culture has its own sets of norms and roles and these can enhance inequalities between the sexes. Harmful gender norms increase females' vulnerability to violence, poverty and disease. For instance, norms that encourage men/boys to be aggressive and dominant and women/girls to be submissive can place girls at risk for physical, emotional and sexual violence. Many girls experience gender based discrimination, and have therefore limited access to basic health care, social and education services, increasing their vulnerability to abuse and exploitation. Girls who are not empowered to seek services and information and make decisions to protect themselves are also more vulnerable to HIV and other diseases.

2.5.5 Child (also called early) marriage

According to CRC child marriage is any marriage of a child who is younger than eighteen. Girls' marriage is considered a form of gender discrimination. Married children are more vulnerable to abuse, violence and exploitation. Child marriage affects badly girls' physical and mental well-being as child's pregnancy put the child at increased risk of death. It also deprives them from education and from participating in

community activities. Sometimes families tend to marry their child early to stop the expense of supporting them or to get the child wealth.

After presenting these factors, the researcher confirms the necessity of adopting the protective environment frame work created by UNICEF and which is working inclusively on eliminating these factors.

2.6 Educators' Roles in Protecting Children

Children spend long time in school which plays an important role in developing their cognitive, social or psychological skills and abilities due to their participation in different activities with their peers and teachers. Due to the close contact between children and their teachers in school, teachers have unique opportunities to identify child abuse cases and report them.

Many studies such as (Kenny, 2001; Hawkins and McCallum, 2001; Arbolino, 2006) confirm that teachers play an important roles in protecting children and preventing child abuse. The matter that may prevent them from performing their roles might be their insufficient awareness about child abuse and its forms and indicators, in addition to lack of knowledge in children rights and child protection standards and procedures.

Baginsky (2007) highlights that teachers should be clear about their role in protecting children. Many studies show that there is a lack of pre-service child protection education and training such as a study conducted by the UK's National Society for the Prevention of Cruelty to Children (NSPCC; Baginsky, 2001) which found that newly qualified teachers (NQTs) were not prepared effectively during their university education to respond to child protection issues (Kee & Dillenburger, 2009, P. 321).

Hence, the researcher confirms that pre-service preparation of teachers for their role in child protection is important, and this goes along with the general aim of this research.

According to Crosson-Tower (2003, P.18), educators' roles in protecting children are:

1. Recognizing child abuse and neglect.
2. Reporting child abuse and neglect.

3. Providing support after the report.
4. Preventing child abuse and neglect.

2.6.1 Recognizing Child Abuse and Neglect:

Educators play an essential role in identifying child abuse cases as they are in close contact with these children, so they have access to these children more than other professionals. Many studies as (Kenny, 2004 & Kenny, 2001) show that educators are not aware enough of the indicators of child abuse forms, so training programs should be designed for school personnel on the indicators of child abuse so they can easily identify them.

2.6.2 Reporting Child Abuse and Neglect:

All educators (teachers, principals, administrators, school nurse or school social workers) should be involved in reporting child abuse and neglect. This involvement is guided by the state law and legislations.

The school personnel should follow special reporting mechanisms and procedures which are created by the school in coordination with Child Protection Services (CPS). The school staff must be familiar with these mechanisms and procedures. When any of the educators reports a child abuse case to the school child protection team which is considered responsible for reporting child abuse cases to the CPS , this does not mean that his/her role is stopped, he/she may be contacted by a caseworker of CPS for further information and clarification. A suspected child abuse case should be reported as soon as possible. Late reporting may be harmful for the child. The reporter may keep taking notes on the child case even after reporting and provide them to CPS.

Two reports (oral and written) should be made to child protection agency. The oral report should be made immediately, then to be followed with the written report within 24 to 48 hours. The written reports usually should include child's name, age and gender; parents' name and address; nature of child's injury; any observed prior injury; reporters' action, reporters' name and contact information. Some times more information is required such as any information that would help in identifying the injury cause,

information that would help in identifying the perpetrator, and other information about the family and the child that will aid in the risk assessment (Crosson-Tower, 2003, P. 31-32)

- **Difficulties that May be Encountered When Reporting**

According to Karageorge & Kendall (2008, P. 28-29), there are some barriers that discourage educators from reporting child abuse such as personal feelings, relationships with the family, the CPS investigation, unclear program policies and procedures for educators and court involvement.

Other barriers are teacher's lack of knowledge about the legal procedures of reporting abuse (Payne, 1991; Wurtele & Schmitt, 1992), and their lack of knowledge also about child abuse indicators is also an obstacle in reporting (Abrahams et al., 1992; Kenny, 2002). Furthermore, there is a lack in the mandatory reporting procedures trainings that teachers receive. (Plante, 1995). (Kenny, 2004, P.1313).

Previous experiences of reporting might be a challenge that prevent educators from reporting, as educators who have bad experience related to reporting will be reluctant to involve him/herself again in such issue, in addition to some educators' belief that nothing will be done if they report so they prefer not to do so.

2.6.3 Providing Support after Reporting

2.6.3.1 School Activities Supporting the Abused Child

The properly structured school programs can offer various chances to support the abused child. School programs should offer different activities that increase the abused child's contact with classmates, and encourage her/him to make new friends in order to counteract the feeling of isolation that abused child frequently experiences. Sympathetic and warm teacher can be very supportive for this child. Schools can be considered as a focal point for providing special services to families and their children. School programs should be designed based on the child's needs to address them. Well-structured school learning projects for reducing reliance and enhancing cooperation, conflict resolution, peer mediation and effective problem solving can be very helpful for

abused children. Some skillful teachers design different activities to recognize children's feelings and to encourage them expressing their feelings. Others also integrate problem solving activities in the lesson as a part of the curriculum. Hence, children learn how to effectively make decisions, and they can feel empowered by learning this skill. (Crosson-Tower, 2003, P. 40-41)

The researcher adds that school should develop professional counseling and psychological support programs for those maltreated children in order to help them to overcome the negative impacts of abuse.

2.6.3.2 School Programs for Parents:

School can train parents and family on some ways through which they can help their abused or neglected children. According to Karageorge & Kendall (2008, P. 56), these ways may include:

- Understanding children's behavior before punishing the child: For example, when neglected children steal food, this should not be perceived as stealing, but as an expected result of food deprivation. The same, physically abused children may kick, hit, or bite, these aggressive behaviors are a result of physical abuse, as it may increase this aggression and the child's feeling of insecurity.
- Teaching suitable social behaviors: Many maltreated children lack appropriate ways to interact with others. One of the ways to teach these children is to model positive and appropriate behaviors, for example, open communication or suitable physical contact.
- Listening to and talking with abused children: The caregivers should build confident and strong relationship with their child, so the child trusts her/his caregiver and starts to share feelings with her/him.
- Caring for abused children based on their emotional age: Abused children mostly will be emotionally delayed, so caregivers should care for these children according to their emotional needs and age not to their chronological age.

The researcher confirms that school has a unique position to provide support for abused children and their families through different awareness sessions and trainings designed

according to the needs of these people. The existence of skillful and trained educators is great and helpful for families and their children. Hence, the researcher confirms on the necessity of preparing the educators and training them on these skills through their studying and preparation period in the university.

2.6.4 Preventing Child Abuse and Neglect

2.6.4.1 Self-Protection Training for Children

Crosson-Tower (2003, P. 49) assumes that school can provide self-protection trainings that can help children to protect themselves from abuse, these trainings should teach them what to do if they are abused or if they feel that they are at risk of abuse. Well-designed programs and skillful and trained educators are needed to achieve this.

Children in schools should receive trainings related to life skills which have positive practical effects that will be reflected in their childhood, and which enhance students' self-esteem and self-sufficiency, in addition to socialization skills which children can acquire through their participation in effective daily school activities. The researcher also believes that teaching problem solving skills will help children to better relate and communicate with others.

2.6.4.2 Trainings and Development Programs for the School Staff:

All school personnel members should receive continuous trainings related to identifying, reporting and preventing child abuse, these trainings can also furnish information on their professional responsibilities and strengthen their roles to protect children (Crosson-Tower, 2003, P. 51).

This goes along with the current research program that targeted Al-Aqsa University English major student teachers to raise their awareness about child protection standards, as the researcher believes that educators should receive trainings and have academic courses related to child protection through their preparation period in the university. Through looking at the academic plans of these student teachers, the researcher has found that the academic plans lack courses related to child protection, so the researcher recommends to include such courses in the academic plan of these teacher students.

2.6.4.3 Awareness Programs for Parents

School plays an important role in strengthening the parents' role in preventing child abuse, this can be achieved through different awareness such as ones related to child development stages so that parents can identify how children act, think and grow, and others related to punishment alternatives and behavior modification in order to reduce abusing children by their parents. In addition to child protection trainings in order to increase the parents' ability to protect their children from abuse. The researcher confirms on the necessity of these awareness sessions for parents, as they are considered the first safety net for children and the primary responsible for their protection.

2.7 Child Protection Minimum Standards

2.7.1 Child Protection Standards Development

Child protection standards are based on the experience of the participants working in the child protection sector. They were formulated between 2011 and 2012. An initial draft was developed by a team containing child protection workers, other humanitarian and policy makers. This was done through reviewing the existing policies and tools and learning from various humanitarian situations. These standards were reviewed at national and local levels to check their relevance and applicability, and subsequently revised. Over 400 individuals from 30 organizations and 40 countries participated in developing standards (Child Protection Working Group, 2012, P.20).

2.7.2 Child Protection Standards:

Child Protection Working Group (2012, P. 10-20) describes these standards which are grouped into four categories as the following:

2.7.2.1 Standards to Ensure Quality Child Protection Response:

- Standard 1: Coordination

All of child protection related bodies, humanitarian agencies, authorities and civil society coordinate their efforts to ensure a full and effective child protection response.

Coordination can create multi-sectoral response that enhances and strengthens child protection system and work in the long term.

- **Standard 2: Human Resources**

Child protection services should be delivered by qualified staff. Human resources procedures and recruitment processes include measures to protect children from abuse and exploitation by humanitarian workers. This standard leads human resources' focus when mobilizing child protection workers.

- **Standard 3: Communication, Advocacy and Media**

Child protection issues should be advocated and communicated for with fully respect for children's dignity, safety and best interests.

Humanitarian agencies communicate and advocate for child protection issues through bringing children's stories and issues to the general public. This should be done in strategic and ethical manner. However, if this done wrongly, it can negatively affect the children and their families.

- **Standard 4: Programme Cycle Management**

Child protection programs build on the existing resources, capacities, and structures. They address the upcoming child protection needs and risks identified by children. These programs should be designed based on the existing information and need assessment. Children and communities should be engaged in program design and monitoring and evaluation. Ways in which the existing child protection system can be strengthened should be integrated into these programs.

- **Standard 5: Information Management**

Up-to-date information related to child protection should be collected, used, and shared with full consideration of confidentiality and child's best interests. Information related to a specific child protection case should be shared only if it is necessary. Information

about the overall child protection situation should be used to enhance the programmatic decisions taken to protect children.

- **Standard 6: Child Protection Monitoring:**

Systematic monitoring process should take place from the first stages, information indicating patterns and levels of abuse, neglect and exploitation should be collected continuously to inform and enhance effective response.

2.7.2.2 Standards to Address Child Protection Needs:

- **Standard 7: Dangers and Injuries**

Children should be protected from injury, harm and disability caused by environment dangers. Injured children's physical needs should be responded to in a timely and effective way. Children with disability can be at greater risk especially during the emergency. Moreover, displacement can put children at unfamiliar risks, for example, road traffic, floodwaters and explosive remains of war. Child's injuries should be addressed quickly and appropriately in order to avoid any opportunity of long-term injury.

- **Standard 8: Physical Violence and Other Harmful Practices**

Children should be protected from physical abuse and other harmful practices. Physical abuse survivors should receive age-appropriate responses. Abuse increases in humanitarian settings and children are more vulnerable for domestic violence, physical, emotional and sexual abuse. Weak protective environment around children may lead to family and/or community members abusing children.

- **Standard 9: Sexual Violence**

Children should be protected from sexual abuse, and survivors should have access to age-appropriate, safe and holistic response. During emergency, children are more vulnerable for sexual abuse and are more easily coerced and exploited than adults.

Sexual abuse is existed in all emergencies but it is often unclear. Sexually abused children should be addressed quickly and effectively.

- **Standard 10: Psychosocial Distress and Mental Disorders**

Children's resilience and coping mechanisms should be strengthened, and psychologically affected children should receive appropriate and efficient support. Children experiencing stressful situations mostly demonstrate behavioral changes, problems in social relations and physical reactions. Appropriate psychological care should be provided to these children.

- **Standard 11: Children Associated with Armed Forces or Armed Groups**

Children should be protected from recruitment by armed groups, and should be released and reintegrated into the community. Children are used by the armed groups in many ways including spies, informants or combatants or for sexual purposes.

- **Standard 12: Child Labour**

Children should be protected from worst form of child labor especially those related to the emergency. During emergency, there is a high possibility for children to lose their breadwinners, livelihood and/or education opportunities, so they become more vulnerable to child labour. Timely and effective response should address these children especially those connected to worst form of child labor.

- **Standard 13: Unaccompanied and Separated Children**

Unaccompanied and separated children should be cared for and protected with fully consideration of their best interests. Children separated from their parents and families are at increased risk of abuse, exploitation and neglect during emergency. The prevention and response need to include actions to address the separation itself (prevention of separation, family tracing and reunification) as well as interim or alternative care.

- **Standard 14: Justice for Children**

All children who come into contact with justice system as witnesses, victims, or offenders should be dealt with according to international standards. For children in conflict with the law, detention should be a last resort, and where possible, diversion and alternative measures involving families and communities should be used.

2.7.2.3 Standards to Develop Adequate Child protection Strategies

- **Standard 15: Case Management**

Children with urgent child protection needs should be identified and should have access to culturally appropriate services and multi-sectorial response.

Case management is a process for helping children and their families through social services. Children should be appropriately involved throughout the process, and their best interests should be considered.

- **Standard 16: Community-based Mechanisms**

Children should be protected from abuse and exploitation through community-based mechanisms and process. Effective mechanisms include local structures and processes that promote or support the wellbeing of children.

- **Standard 17: Child-friendly Spaces**

Child friendly spaces that provide different structured activities in a safe and stimulating environment should be available and accessible for all children.

Child-friendly spaces are nurturing and stimulating environments in which children have access to free recreation and learning activities to regain sense of normality and continuity. They require collaboration among sectors and should be designed and operated in a participatory manner.

- **Standard 18: Protecting Excluded Children**

All children should have access to protection and basic services, and factors leading to exclusion should be identified and addressed. Exclusion is commonly connected with stigmatized social status, belonging to an ethnic or religious minority, gender, or economic standing. Humanitarian crises can make exclusion worse, but may also offer opportunities for change.

2.7.2.4 Standards to Mainstream Child Protection in other Humanitarian Sectors.

- **Standard 19: Economic Recovery and Child Protection**

Economic recovery programs phases; assessment, design, monitoring and evaluation, should address child protection concerns. Children and their families should have access to adequate support to empower their livelihoods. Economic recovery programs should reach families where child protection services are most needed, and should increase children's opportunities to be with their families, receive education, and prevent exploitation.

- **Standard 20: Education and Child Protection**

Education programs phases; assessment, design, monitoring and evaluation should address child protection concerns. Children should access safe, protective, relevant and flexible learning opportunities. Quality education affects positively on children's wellbeing before, during and after emergencies. It requires close collaboration between education and child protection actors on various issues including child-friendly spaces and child protection prevention measures.

- **Standard 21: Health and Child Protection**

Health programs phases; assessment, design, monitoring and evaluation should address child protection concerns. Children have access to health services in a protective way considering children's age and developmental needs. Health intervention is a basic part

of any approach that aims to support children in need for protection. Health activities must be implemented in a protective way.

- **Standard 22: Nutrition and Child Protection**

Nutrition programs phases; assessment, design, monitoring and evaluation should address child protection concerns. All children and their caregivers should access to adequate, safe and suitable nutrition services and food. Children are vulnerable to different forms of under-nutrition during emergencies. Risk-prevention measures should be included within nutrition activities.

- **Standard 23: Water, Sanitation and Hygiene (WASH) and child protection**

WASH programs phases; assessment, design, monitoring and evaluation should address child protection concerns. All children should access to suitable WASH services that reduce violence risks. WASH workers should ensure that their interventions are implemented in a protective way for children and their caregivers.

- **Standard 24: Shelter and Child Protection**

Shelter programs phases; assessment, design, monitoring and evaluation should address child protection concerns. All children and their families should have appropriate and safe shelter that fulfills their basic needs. Children's vulnerability may increase during and after crises as children may be living alone or with reduced or new family.

- **Standard 25: Camp management and child protection**

Camp management programs phases; assessment, design, monitoring and evaluation should address child protection concerns. Camp structures should ensure children's safety and well-being. Camp management should consider child protection, for example, through the physical planning of the camp, the way services are distributed, or the decisions taken that affect children's life. Camp managers need to make sure that children are not exposed to risks in the camps, and respond when these are identified.

- **Standard 26: Distribution and Child protection**

Children should have access to humanitarian services through efficient and protective distribution system that safeguards children from violence and exploitation. Distribution of life-saving services is one of the most urgent actions to be taken in an emergency response, and one that can significantly improve children's wellbeing. The way in which food and other relief items are distributed has a significant effect on the threats experienced by women and children. Any kind of distribution needs to incorporate a child protection approach. It should be timely, comprehensive and extremely well planned.

These standards are considered the main base for any humanitarian worker and for every one that may be in contact with children. Accordingly, the researcher highly believes that teachers should be aware of these standards, as they are in close contact with children. Hence, the researcher designed a training program to acquire Al-Aqsa University student teachers these standards.

Part II: Previous Studies

This section presents studies related to child protection in education. In addition, it presents the researcher's commentary on those studies.

2.8 Studies Related to Child Protection in Education:

Falkiner & Others (2017)

This study aimed at identifying the barriers that prevent teachers from reporting child maltreatment and whether they believe that it is important to ask the child about the maltreatment before reporting. The researcher conducted thirty semi-structured interviews with teachers. The results were analyzed revealing some barriers that affect teachers' decision to report such as lack of trainings about mandatory reporting, the need for certainty before taking a decision to report and the ambiguity of neglect concept. Furthermore, the study found that teachers have the certainty of their suspicion of child maltreatment by asking the suspected child victim. Finally the study gave some recommendations that help to overcome encountered barriers when making a report of a suspected child abuse case.

Shaaban & Hammad (2016)

This study aimed at investigating the effectiveness of a counseling program on developing the awareness of Faculty of Education student teachers of the danger of abusing children with special needs, in addition to identifying the level of their awareness of children with special needs abuse. The sample of the study consisted of 40 students divided into two groups; experimental group containing 20 student teachers and control group containing also 20 student teachers. The main tool used in this study was the student teachers' awareness of abusing children with special needs scale created by the researchers. The findings of this study showed that there were statistically significant differences on all dimensions of the scale between the experimental group and the control one in favor of the experimental group. The study confirmed that the counseling program was effective in raising the student teachers' awareness of the danger of abusing children with special needs.

Karadag (2014)

This study investigated preschool teachers' experiences and knowledge of child maltreatment and neglect signs. The study used a questionnaire which applied with 197 preschool teachers. The researcher used another scale, a 34-item Likert-type scale, to measure teachers' ability to identify child abuse signs. The study results showed that 10.65% of preschool teachers received training related to violence against children, and 2.03% of them received trainings about child abuse. Generally, 35% of teachers have prior knowledge of child abuse and experience with maltreated child. Furthermore, the study result analysis indicated that there are some significant factors which have positive influence on preschool teachers' ability to identify child abuse such as being a parent, having experience with maltreated children, having training in child abuse and neglect, and having higher job position. The study concluded that teacher trainings in child abuse and neglect have a very positive effect on preschool teachers' knowledge of child abuse possible indicators.

Butts (2014)

This study aimed to identify teachers' experiences in mandatory reporting, and to know whether they have received trainings on child abuse and mandated reporting and what they believe these trainings should include. The researcher used a mixed-mode online questionnaire including questions from Teachers and Child Abuse Questionnaire. The study found that more than half of teachers did not receive sufficient knowledge and preparation about child maltreatment and mandated reporting in their pre service preparation. Teachers believed that they should receive pre-service trainings and education about identifying child abuse and reporting procedures. Based on these findings, the study concluded that a more uniform training system about mandated reporting and child abuse should be implemented for teachers due to the inconsistency in knowledge among the profession.

Bazon & Faleiros (2013)

This study aimed to recognize educational professionals' beliefs about reporting child abuse, how they deal with child abuse cases, and the reasons that prevent professionals

from reporting. The sample of the study consisted of 22 school principals and 139 teachers. The study used a questionnaire to identify the knowledge level on the subject, it contains an open question to address the act of reporting. The analysis of data indicated that most teachers faced child abuse cases and reported these cases to the school administration that mostly prefers not to report but to refer them for treatment. The study identified that the main reasons that prevent educational professionals from reporting are fear from reporting and lack of trust in the child protection system.

Walsh & Others (2012)

The present study aimed at identifying factors affect teachers' decision to report child sexual abuse (CSA). It was conducted in three jurisdictions of Australia which have different reporting polices and laws focusing on teachers' past and expected future of reporting child sexual abuse. 470 teachers from rural and urban schools were surveyed to identify their experience and knowledge of reporting policy, legislations and procedures. The study identified the factors that affect teachers' past and expected future of reporting through using logistic regression modeling.

The study results found that teachers who have actual experience of reporting child sexual abuse in the past have higher knowledge of reporting policy and have more ability to get rid of their concerns about reporting consequences. Moreover, it found that teachers who indicate intention to report are more likely to have convincing grounds for suspecting child sexual abuse, to realize that serious harm has been inflicted to the child, to be aware that reporting suspected CSA is a school policy requirement, and to be able to get rid of their fearful concerns of ramifications for reporting CSA.

Scholes & others (2012)

This study examined key considerations for selecting CSA prevention programs to be implemented in school and the understandings needed to inform the facilitation prevention curriculum relevant to school context. Furthermore, the study examined concerns about the lack of sufficient development for educators about child protection, and the need to improve and develop understanding about the best practices of prevention program through pre-service and in-service programs. The study identified

five considerations to inform teachers' facilitation of child sexual abuse prevention curriculum. According to this finding, the study advanced calls by Wurtele (2009) and presented child sexual abuse prevention 'best practices' overview and 'model programs' list for educators.

McKee & Dillenburger (2012)

This study examined the effectiveness of a child maltreatment protection training program on primary teaching students' knowledge. To identify the program effectiveness, the study used Child Protection Questionnaire for Educators (CPQE). The study revealed that participants' knowledge increases after submitting to the child protection training, and that post assessment scores vary among groups. The study confirmed the program effectiveness and provided evidences of a future needs for pre-service trainings.

Fenton (2012)

This research examined student teachers' responses to a strengths-based child-protection module developed by the researcher for pre-service teachers. This thirteen week module was created to detect child protection perspectives and to formulate teaching strategies for child protection. The researcher used different qualitative data collection methods such as individual interviews and focus groups which all of them were modified using strengths principles. The research results showed that there is a significant need for child- protection education for pre-service teachers.

Mathews (2011)

This study investigated the teachers' needs for pre-service trainings related sexual abuse, as teachers have an essential role in dealing with maltreated children and a legal role in reporting suspected child sexual abuse. The study found that teachers need trainings to develop the knowledge and promote the confidence needed to deal with sexually abused children. The study also explained the health and educational consequences of child sexual abuse and its legal and social context, highlighting why teachers need this

training. Findings recommended that there is a need for pre-service and in-service trainings for teachers.

Goldman (2011)

This study aimed to examine child abuse content and its intervention that student teachers believe they should learn. This study targeted university students who were being trained to be prepared for their profession. The quantitative analyses of the results showed that participants' gender affect their responses to questions about university training, and confirmed on the importance of a previous acquaintance with sexual abuse victims, the university course length and previous employment. The analysis of qualitative data showed that student teachers prefer the content knowledge which relates to their role as a mandatory reporter of child sexual abuse. They prefer practical knowledge of school educators' responses and procedures regarding child's disclosure. This study provides guidance for educators and curricula designer to design child sexual abuse courses for pre-service teachers.

Alvarez & others (2010)

The current study aimed at developing a training curriculum to help professionals in reporting suspected child abuse. The study sample consisted of 55 student mental health professionals who were randomly selected to participate in workshop that related to either learning to be sensitive to ethnicity or reporting suspected child abuse. The study found that participants in reporting suspected child abuse condition gained significant knowledge of child abuse reporting legislations and more ability to recognize child maltreatment.

Goldman (2010)

This study investigated how primary school teachers deal with child sexual abuse, even though many of them did not have compulsory child protection training in their pre-service education. The sample of the study included 81 Bachelor of Education student-teachers who were surveyed using a questionnaire. The gathered qualitative data provided insights into student teachers' knowledge of child sexual abuse and their

competence in child sexual abuse mandatory reporting. The results showed that all of these participants feel that they are not prepared enough to deal with child sexual abuse in schools and that they are not aware of Department's policy. The study recommended that these student-teachers should receive more effective training related to child sexual abuse issues. It also provided a recommendation for curricula designer to design a university course for pre-service teachers about child sexual abuse.

Kee & others (2009)

This study aimed to assess and differentiate the child abuse and neglect training needs of first year student teachers. The researcher used multiple-choice tests to assess the participants' knowledge of CAN, reporting policies and procedures and appropriate work with children. The study found that there is a lack in this knowledge, so the study recommended that there is a proved need to develop pre-service child protection education.

Goldman (2009)

This study aimed to identify how student teachers source their information about their role as mandatory reporters of sexual abuse, as they were not provided with child protection courses during their pre-service university education. The study targeted a group of Bachelor of Education student-teachers, asking them to clarify the child protection professional information they received during the 4 years of their education. The study findings showed that child protection courses are absent from the university education so the information of these student teachers was rare and sporadic, so the study recommended the planners of university curricula to design appropriate university courses and trainings for student teachers about child protection that qualify teachers to fulfill their roles as mandated reporters of child sexual abuse.

Goebbels & others (2008)

This study aimed at investigating the determinants of educators' reporting behavior using concepts from the Integrated Change Model. The data were collected from the sample of the study which included 296 teachers working in 15 schools in Australia.

The study results showed that 19% of teachers had never suspected child abuse, this group of teachers were less likely to be able to identify child abuse signs and in higher need for support regarding abuse. It showed also that 81% of those teachers always report child abuse; 82% of them are consistent reporters who were more likely to have higher ability to recognize and report child abuse than teachers who were not consistent reporters (18%).

Yetman (2007)

Teachers have access to children and their families more than other professionals and they have a unique opportunity to identify and report child abuse. Hence, improving and developing teachers' awareness of mandatory reporting laws and procedures are important. This study investigated the effects of the legislations followed to protect children on teachers' reporting practices, and also investigated the barriers that may confront teachers when reporting. The study identified a number of barriers that prevent teachers from reporting. Based on the identified barriers, the study recommended that more efforts should be made at the school level to ensure that teachers are aware of their responsibilities and roles with respect to mandatory reporting legislations of suspected abuse. Educators need to have more knowledge and to be more confident to respond and report child abuse. As well, attention should be given to new teachers engaging them in training related to identifying and reporting child abuse.

Goldman (2007)

This study aimed to assess student teachers' knowledge and awareness of child sexual abuse and its mandatory reporting. A questionnaire applied with 81 Bachelor of Education student-teachers. The study results showed that in spite of these student-teachers have a fundamental awareness of their role, they are still unconfident to identify child sexual abuse and to respond appropriately to suspicions of it. The study recommended that more effective and appropriate pre-service education programs should be developed.

Arbolino& Allyn (2006)

In some states teachers are mandated to report suspected child abuse, so some states designed trainings to provide school personnel with information regarding procedures and policies of reporting child abuse. There is little research on training effectiveness, impact and maintenance. Two studies investigated the effects of child abuse mandated reporting training on teachers. The first study examined the effects of a training compared with a no training group. The second study replicated these results and examined the effects of multiple exposures to the measures.

The participants, who were teachers in a Master Program I Education, were randomly assigned to the groups. In the first study, a pre-test was used with the two groups, the training group received a training and a post-test one week later, and then both groups received a 2-month maintenance assessment. In the second study, one group received a pre-test, one week later both groups received training and an immediate post-test, and then both groups received a 2-month maintenance. In both studies, teachers received training showed significant gains in knowledge, skill and reporting confidence as compared to those who had not received the training. It is found that additional exposure did not indicate initial effects, but may have impacted maintenance. The studies also found that what the participants gained of these knowledge and skills were maintained two months after training. The study concluded that this child abuse training is effective.

Kenny (2004)

The study aimed to determine teachers' knowledge of child abuse signs, legal issues surrounding child maltreatment, reporting procedures and their attitude toward corporal punishment. The study used the Educators and Child Abuse Questionnaire (ECAQ) (Kenny, 2001) which contains questions on knowledge about symptoms of child abuse and laws and procedures of reporting child abuse. The sample of the study included two hundred teachers working in the southeast region of the US. The study results showed that most of teachers are unaware of child abuse symptoms and reporting procedures. They also reported that school administration were in disagreement with teachers' roles as mandated reporter. The study recommended that teachers should receive trainings

related to child abuse and reporting guidelines; and support when they deal with suspected child abuse.

Mary (2003)

This study examined the role of newly qualified teachers in Great Britain in child protection. A group of the participants had participated before as student teachers in a course related to the teachers' role in protecting children. The researcher distributed questionnaires to 461 teachers, 308 of them previously engaged in child protection course. Other questionnaires were also distributed to 34 schools to be given for teachers entered the job between 2000 to 2001. 98% of the participants believed that teachers have a role in protecting children. 26% of the participants reported that they had not participated in any training related to teachers' role in protecting children. 92% of the participants reported that the training course is useful in their professional practice. Many teachers confirmed on the importance of regular trainings for newly qualified teachers. The study recommended that pre-service and in-service trainings should be a requirement for teachers' employment.

Kenny (2001)

Kenny (2001) study aimed to determine teachers' awareness of child abuse and reporting procedures and barriers encountered when reporting, and to determine whether there were ethnic or gender differences in reporting. The tool used in this study was a questionnaire conducted with 197 teachers. 73% of the sample reported that they had never reported a child abuse. 11% of teachers believed that abuse may have occurred, but failed to report. Moreover, teachers reported that they were not sufficiently prepared to report abuse through their pre-service education. The study identified some common reasons for not reporting abuse such as fear of making inaccurate report, lack of trust in child protection services, and unclear physical signs of abuse. The study also found that there were no gender differences in reporting. Most of teachers reported that they received insufficient training in child abuse symptoms and reporting procedure. The study recommend that teacher should receive more education and trainings that address their perceived barriers and help them to be more confident in reporting child abuse cases.

McCallum & Hawkins (2001)

McCallum & Hawkins (2001) study investigated the effectiveness of mandated notification training on individuals' tendency to report child abuse cases. Moreover, it aimed to identify factors that affect individuals' decision to report and to investigate whether these factors were influenced by this mandated notification training. The participants were allocated randomly into two groups: a no training and a recent training group. In addition, the researcher included another group of participants who were previously submitted to a training. Five vignettes were responded to by 41 educators who had recently finished the training, 31 persons who had not finished the training and 73 persons who had previously finished the training. The study found that there were no differences in the probability of reporting between trained and untrained groups. It also found that ambiguous indicators of abuse had a negative effect on reporting probability.

Hawkins & McCallum (2001)

This study aimed at investigating the effectiveness of South Australian Education Department Mandated Notification Training in preparing educators to fulfill their reporting duty. The researcher used a three-sample independent groups design. A survey was responded to by 41 educators who had recently finished the training, 31 persons who had not finished the training and 73 persons who had previously finished the training. The study found that the training program increased the participants' ability to identify the signs of abuse, their knowledge of their reporting roles and responsibilities, and how to deal with child's disclosure of abuse. The study concluded that the training is successful and effective in achieving its aims.

Fossey & Hinson (2000)

The study objective was to determine elementary classroom teachers' abilities to identify abuse symptoms and their understanding of the reporting process. The study found that many teachers were unable to identify child abuse signs and were unclear about reporting procedures. It found also that some were deliberately preferring not to report due to the belief that non-effective relief will be provided to the abuse child. Moreover, some teachers were not aware of the impunity provisions used to protect

them and of the criminal punishment for not reporting, and others have concerns about reporting consequences. The study concluded that teachers are in need of training to be more aware of child abuse signs, to be more familiar with reporting mechanisms, and to clarify misunderstandings about the law.

2.9 Commentary on Previous Studies:

The researcher clearly recognized from the previous studies that all of them concentrated on the great importance of child protection education for pre-service teachers during their university education, as all of these studies believe in the important role that teachers play in protecting children from abuse.

The current study objective agreed with the objectives of the previous studies which is to acquire students teachers child protection knowledge. Some of these studies, like this study, used the experimental approach implementing child protection trainings with these student teachers, and examined the effectiveness of these trainings in acquiring students child protection knowledge, examples of these studies are Shaaban & Hammad (2016), McCallum & Hawkins (2001), McKee & Dillenburger (2012), Alvarez & others 2010. While others, such as Kenny (2001), Hawkins & McCallum (2001), Mary (2003), Walsh & others (2012), Fossey & Hinson (2000), Shumba (2003), Butts (2014), Bazon & Faleiros (2013), Karadag (2014), used the descriptive approach assessing the student teachers' knowledge of child protection issues through implementing surveys and questionnaires.

The sample of this study, which is a group of university student teachers, agreed with these previous studies samples, as they aimed to prepare these pre-service teachers to play their role in child protection when they enter their profession.

These studies used different tools each according to its objective. For example, some studies as Kee & others (2009), Arbolino & Allyn (2006) and McKee & Dillenburger (2012) used pre and post-test which is the same tool used in this study. While others used other different tools; Shaaban & Hammad (2016), Walsh & others (2010), Yuen Choo & others (2012) used a special scale designed by the researcher, others such as Kenny (2001), Hawkins & McCallum (2001), Mary (2003), Walsh & others (2012),

Fossey & Hinson (2000), Shumba (2003), Butts (2014), Karadag (2014), Kenny (2004), Goldman (2007), Goldman (2010), Fenton (2012) used questionnaires to assess the participants' knowledge of child protection issues and others used interviews and focus group discussions as Falkiner & others (2017).

The results of the current study agreed with most of previous studies results. This study showed that there is a lack in student teachers' knowledge of child abuse and child protection and reporting procedures, and that there are important demands for child protection education for student teachers, this result accords with the results of many of the previous studies such as Fenton (2012), Goldman (2010), Mathews (2011), Kee & others (2009), Goldman (2009), Fossey & Hinson (2000), Kenny (2001), Yetman (2007), Mary (2003). Moreover, this study showed that the applied child protection training programs were effective in increasing the participants' awareness and knowledge in child protection, this result also accords with the findings of these studies Shaaban & Hammad (2016), McKee & Dillenburger (2012), Arbolino & Allyn (2006) and Hawkins & McCallum (2001).

This study accords with most of the previous studies in the recommendation that there is an urgent need for pre-service child protection education, and that university curricula designer should design appropriate child protection courses and trainings to prepare pre-service teachers for their careers.

Summary:

In the first section of this chapter, the researcher reviewed literature related to the study dependent variable such as understanding child protection, child protection principles, roles and responsibilities in child protection, child maltreatment presenting broadly the different forms of it as well as child protection in education going widely through the roles of educators in protecting children. Finally, the researcher synthesized literature related child protection standards. In the second section of this chapter, the researcher reviewed previous studies related to the subject of this study, which enriched the researchers' background and expanded the subject of the study. The following chapter will tackle the methodology of the study.

Chapter III

Research Design

Chapter III

Research Design

Introduction

This chapter discusses the procedures which were followed throughout the study. It introduces a complete description of the methodology, the population, the sample, the instruments, the pilot study, the research design, and the statistical treatment for the study findings.

3.1 Research Design

To achieve the aim of the study, the researcher adopted the experimental approach. One group was selected to implement the training program on, a pre and post-test were used to determine the effectiveness of the training program.

The experiment lasted for six weeks. The training program was implemented by the researcher.

3.2 Population of the Study

The population of the study included Al-Aqsa University English major student teachers (with its two tracks (1) English Language Teaching Techniques and (2) English Language Teaching), whose number amounts to (389).

3.3 Sample of the Study

The sample included 36 of Al-Aqsa University English major student teachers (21 ELT student teachers and 15 ELTT student teachers) who were selected randomly.

Table (3.1): The distribution of the sample

Group	Experimental	ELT	ELTT
Count	36	21	15

3.4 Study Variables

The study included the following variables:

1. The independent variable was the training program.
2. The dependent variable was English major student teachers' knowledge of child protection standards.

3.5 Instrumentation

To achieve the aims of the study, the researcher used the following tools:

- A content analysis tool.
- Pre and post-test (Achievement Test).

3.5.1 Training Program

To construct the training program, the researcher looked at a group of similar previous studies, such as (UNICEF, 2006 & El-Asi, 2010), to be aware of constructing training program procedures, and also she based mainly on child protection minimum standards. (See appendix 2).

The training program designed by the researcher according to the following procedures: for the training program (See Appendix 7).

1. Analyzing the academic plans of English major with its two tracks (English Language Teaching Techniques and English Language Teaching) to identify the needs related to child protection knowledge.
2. Identifying the general aims and the specific objectives of the training program.
3. Choosing the content of the training program.
4. Identifying the training methods and techniques.
5. Identifying the teaching aids.
6. Identifying the evaluation methods.
7. Introducing the program for the referees.

8. Determining the time needed to implement the training program.
9. Implementing the training program.

The following section describes these procedures in details:

1. Analyzing the Academic Plans of English Language Major with its Two Tracks (English Language Teaching Techniques and English Language Teaching) to Identify the Needs Related to Child Protection Knowledge.

To achieve the study aims and to identify the needs related to child protection knowledge that the researcher based on to select the training program content, the researcher analyzed the academic plans of English language major (with its two tracks (1) English Language Teaching Techniques and (2) English Language Teaching) according to the following procedures:

1. Analyzing the academic plans in order to identify the needs related to child protection knowledge, so the researcher prepared a content analysis tool consisting of two columns: child protection minimum standards and the availability level.
2. Preparing the first draft of the content analysis tool which consists of 26 child protection standards according to the design explained in the table below: See (Appendix 3).

SN.	Child Protection Minimum Standard	Availability level			
		High	Medium	Low	Unavailable

3. The validity of the content analysis tool: the researcher introduced the tool to a group of referees specialized in child protection and to other methods and instructions specialist to get their recommendations about the tool.
4. The reliability of the content analysis tool: the researcher assured of the tool reliability by analyzing the content analysis of the academic plans, then one of the researcher colleagues analyzed the academic plans content again to identify the needs. Then the researcher calculated the percentage of

agreement between the two analysis by using Copper Equation."(Copper: 1979, 907).

The agreement percentage:

$$\text{The agreement percentage} = \frac{\text{Number of agreement times}}{\text{number of} + \text{number of agreement times} + \text{disagreement times}} \times 100\%$$

(Nashwan & Mahdi, 2006)

The agreement percentage was high, 93.6%, and this proves the analysis reliability.

5. Adjusting the first draft of the tool according to the referees' recommendations and preparing the final design of it. See (Appendix 3).

Based on the analysis of the academic plans, it is found that the academic plans lack courses that address child protection standards, and there is only one course, " Legal Culture and Human Rights", covers only 5% of child protection standards. According to the analysis results, the following needs related to child protection standards knowledge were identified:

- The terms child, CRC, children rights, child abuse, child protection, and children in need of special protection, physical abuse, emotional abuse, sexual abuse, neglect, exploitation and protective environment.
- The elements of protective environment.
- Child protection principles.
- Forms of child abuse.
- Different actors involved in child abuse.
- Factors associated with child abuse in their communities.
- Different form of each child abuse type- physical abuse, emotional abuse, and sexual abuse- and of neglect and exploitation.
- Signs and symptoms of each child abuse type- physical abuse, emotional abuse, and sexual abuse- and of neglect and exploitation.
- Effects of each child abuse type- physical abuse, emotional abuse, and sexual abuse- and of neglect and exploitation.

- Children who are more affected by abuse.
- The terms of ‘Child labour’, ‘child work’ and ‘worst forms of child labour’.
- Activities included in child labour.
- Factor contributing in child labour.
- Effects of child labour on children.
- Ways in which child labour can be eliminated in the community.
- Roles of duty bearers (government, NGOs/CBOs, community and family) in protecting children.
- Reasons why educators are concerned about child abuse and neglect.
- Roles of educators in protecting children.
- The aims of child protection standards.
- Child protection minimum standards.

2. The General Aims of The Training Program:

The current training program aims at:

1. Acquiring Al-Aqsa University English major student teachers child protection minimum standards.
2. Enhancing Al-Aqsa University student teachers' knowledge and awareness of child protection.

3. The Specific Objectives of the Training Program:

The specific objectives of the training program, which are related to the content knowledge of the training sessions, are:

1. Explain the meaning of the terms child, CRC, children rights, child abuse, child protection, and children in need of special protection, physical abuse, emotional abuse, sexual abuse, neglect and exploitation.
2. Describe the term protective environment.
3. Identify the elements of protective environment.
4. Describe child protection principles.
5. Explain types of child abuse.

6. Explain different actors involved in child abuse.
7. Describe factors associated with child abuse in their communities.
8. Describe different forms of Physical abuse.
9. Identify the signs and symptoms of Physical abuse.
10. Explain the effects of Physical abuse on children.
11. Describe the different forms of emotional and sexual abuse.
12. Identify the signs and symptoms of emotional and sexual abuse.
13. Explain the effects of emotional and sexual abuse.
14. Explain preventative measures of sexual and emotional abuse.
15. Describe the different forms of child neglect and child exploitation.
16. Identify the signs and symptoms of child neglect and child exploitation.
17. Explain the effects of child neglect on children.
18. Identify children who are more affected by abuse.
19. Explain the meaning of ‘Child labour’, ‘child work’ and ‘worst forms of child labour’ terms.
20. Identify activities included in child labour.
21. Explain factors contributing in child labour.
22. Explain the effects of child labour on children.
23. Discuss ways in which child labour can be eliminated in the community.
24. Explain roles of duty bearers (government, NGOs/CBOs, community and family) in protecting children.
25. Identify reasons why educators are concerned about child abuse and neglect.
26. Describe the roles of educators in protecting children.
27. Define child protection standards.
28. Explain the aims of child protection standards.
29. Describe child protection minimum standards.

4. The Content of the Training Program:

The training program content was selected in the light of the previous identified objectives, in addition to other previous studies and designed training programs. The researcher selected the following topics to make up the content: understanding child

protection, child abuse, child protection issues, roles of duty bearers, child protection in education and child protection minimum standards.

5. The Training Methods and Techniques:

It is already known that learners learn in different ways, and there is no one method valid for all lessons, so the researcher used different techniques to present the training program content for learners such as role playing, drawing pictures, case study, power point presentation, video presentation, games, brain storming, group discussions and working in pairs and dialogue and discussion technique.

6. The Teaching Aids:

The researcher used various teaching aids and equipments that are suitable for presenting the training program content.

1. LCD projector.
2. Lab top .
3. White board.
4. Markers.
5. Flip chart papers.
6. Flip chart stand.
7. Colures.
8. Pens.
9. Writing papers.

7. The Evaluation Methods:

The researcher followed the following evaluation methods:

Pre-evaluation: represented through the pre-test.

Formative evaluation: through responding to the questions suggested through presenting the session.

Post-evaluation: represented through the post-test.

8. The Time Required to Implement the Training Program:

It is about the time required to achieve the aims of the training program .The training program lasted for six weeks, two sessions weekly.

9. The Implementation of the Training Program:

The training program was implemented by the researcher who followed the following procedures:

- 1- Informing the participants with the aim of the training program.
- 2- Implementing the pre-test with the participants.
- 3- Providing the participants with the training program.
- 4- Implementing the training program sessions according to the following steps:

- **Introduction:**

For each session, the researcher used an introduction activity which was related to the session topic.

- **Presentation:**

The researcher presented the training program content using different suitable methods and techniques that increased the participants' motivation and participation.

- **Formative Evaluation:**

It was done through responding to the suggested questions through the discussion with the participants and through responding to the activities that they were engaged in. The researcher considered to vary the evaluation methods.

- **Summative Evaluation:**

It was done through responding to the questions that took place in the end of the session.

5. Implementing the post-test with the participants after finishing the training implementation.

3.5.2 Achievement Test:

Based on the previous studies, the achievement test was prepared by the researcher to measure the participants' achievement in child protection standards. It was used as a pre-test applied before the experiment and as a post-test applied after the experiment.

3.5.2.1 The General aims of the Test:

The test aimed at measuring the effectiveness of a training program in acquiring Al-Aqsa University English major student teachers child protection standards.

3.5.2.2 The First Draft of the Test:

The initial design of the test included one question, a multiple choice question, with 52 items grouped under six sections. The test specification illustrated in Table (3.2) below.

Table (3.2): Test specification

SN.	Topic	Number of questions	Which questions
First section	Understanding child protection	5	1, 2, 3,4 ,5
Second section	Child abuse	15	6,7,8 ,11, 12, 13, 14, 15, 16 ,17, 18 ,19, 20, 21, 23
Third section	Child protection issues	10	9, 10, 22, 24, 25, 26, 27, 36, 37, 51
Fourth section	Roles of duty bearers	5	38, 39, 44, 48, 50
Fifth section	Child protection in education	7	28, 29, 40, 42, 45, 47, 52
Sixth section	Child protection minimum standards	10	30, 31, 32, 33, 34, 35, 41, 43, 46 ,49
		Total: 52 questions	

3.5.2.3 The Pilot Study

The test was applied on a random sample of (30) students from Al-Aqsa University in Gaza City, who have the same characteristics of the study sample. The results were

statistically analyzed to assess the validity and reliability of the test as well as the time needed. The items of the test were modified in the light of the statistic results.

- **Time Estimation**

The trial application on the pilot study helped in estimating the time which is needed for answering the test questions according to the following equation:

$$\frac{\text{Time of the first student} + \text{Time of the last student}}{2} = 55 + 65 \div 2 = 60$$

Therefore, the time of test was (60) minutes.

3.5.2.4 The Validity of the Test

Al Agha (1996, p.118) states that "a valid test is the test that measures what it is designed to measure". The study used the referee validity and the internal consistency validity.

- **The Referee Validity**

The test was introduced to a group of specialists in English language and methodology in Gaza universities and to child protection experts and workers. The test was modified according to their recommendations; four of the test items were deleted according to these recommendations. For the referee list see (Appendix 1).

- **The Internal Consistency Validity**

Al Agha (1996, p.121) confirms that the internal consistency validity indicates the correlation of each item degree with the total average of the test. It also indicates the correlation coefficient of each domain average with the total average. This validity was calculated by using Pearson Formula. Table (3.3) shows the correlation coefficient of every item of the test.

Table (3.3): Correlation coefficient of each item within its domains

Domains	Items	Pearson correlation	Domains	Items	Pearson correlation	Domains	Items	Pearson correlation
Introduction to child protection	1	*0.431	Child protection issues	9	**0.613	Child protection and education	28	**0.805
	2	**0.685		10	**0.488		29	**0.839
	3	**0.741		22	**0.545		40	**0.638
	4	**0.520		24	**0.790		42	**0.837
	5	**0.536		25	**0.674		45	**0.520
Child abuse	6	**0.742		26	*0.422	47	**0.705	
	7	**0.530		27	**0.685	Child protection minimum standards.	30	*0.419
	8	**0.620		36	**0.650		31	**0.786
	11	**0.472		37	**0.612		32	**0.737
	12	**0.504		Roles of duty bearers	38		**0.898	33
	13	**0.588	39		**0.810		34	*0.453
	14	**0.788	44		**0.575		35	**0.694
	15	**0.742	48		**0.758		41	**0.735
	16	**0.940			43		**0.470	
	17	**0.634			46	**0.575		
	18	**0.649						
	19	**0.864						
	20	**0.849						
21	**0.525							
23	**0.868							

*r table value at df (28) and sig. level (0.05) = 0.361

**r table value at df (28) and sig. level (0.01) = 0.463

The table (3.4) shows that correlations of the test items were significant at (0.05, 0.01), this indicates that there was a consistency between the items. Accordingly, the test was highly valid for the study.

The researcher also made sure of the correlation between the domains with the total score of the test as shown in table (3.4).

Table (3.5): Pearson Correlation coefficient for every domains of the test with the total score of the test

Domains	Pearson Correlation
Introduction to child protection	**0.833
Child abuse	**0.955
Child protection issues	**0.926
Roles of duty bearers	**0.840
Child protection and education	**0.848
Child protection minimum standards.	**0.918

*r table value at df (28) and sig. level (0.05) = 0.361

**r table value at df (28) and sig. level (0.01) = 0.463

As shown in the table (3.4), there is a relation correlation between the domains and the total degree of the test, sig. level at (0.01, 0.05), that shows a high internal consistency of the test which reinforces the test validity.

3.5.2.5 Reliability of the Test

The test is reliable when it gives the same results if it is applied again for the same purpose and in the same conditions (Al-Agha, 1996, P.120). The test reliability was measured by the Spilt- half technique.

Split-Half Method

The reliability of the test was measured by KR20 and the Spilt-half techniques. Table (3.5) shows (KR20) and Split half coefficients of the test.

Table (3.6): (KR20) and Split half coefficients of the test sections

Topic	No. of items	KR20	Split half coefficients of the test domains
Introduction to child protection	5	0.683	0.808
Child abuse	15	0.922	0.942
Child protection issues	9	0.792	0.863
Roles of duty bearers	4	0.755	0.757
Child protection and education	6	0.818	0.780
Child protection minimum standards.	9	0.777	0.818
Total: questions	48	0.683	0.808

The results showed that the Spilt-half coefficient is (0.808) and KR20 is (0.683), and this indicates that the test reliability was high and strong.

3.5.2.6 Difficulty Coefficient of the Test

Difficulty coefficient is measured on the pilot study by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994, p.308). The difficulty coefficient of each item was calculated according to the following formula for the pilot study which counted (30):

$$\text{Difficulty Coefficient} = \frac{\text{No. of students who gave wrong answers}}{\text{the total number of students}}$$

Table (3.7): Difficulty coefficient for each item of the test

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.69	25	0.69
2	0.75	26	0.75
3	0.69	27	0.69
4	0.75	28	0.69
5	0.69	29	0.75
6	0.69	30	0.69
7	0.63	31	0.69
8	0.75	32	0.63
9	0.63	33	0.63
10	0.75	34	0.69
11	0.75	35	0.63
12	0.69	36	0.75
13	0.63	3	0.63
14	0.63	38	0.69
15	0.75	39	0.69
16	0.69	40	0.75
17	0.75	41	0.50
18	0.31	42	0.44
19	0.63	43	0.31
20	0.69	44	0.38
21	0.63	45	0.63
22	0.75	46	0.38
23	0.69	47	0.31
24	0.75	48	0.56
Total difficulty coefficient		0.64	

Table (3.6) shows that the difficulty coefficient wobbles between (0.31 – 0.75) with total average (0.64), that means that each item is acceptable or in the normal limit of difficulties according to the point of view of assessment and evaluation specialists.

3.5.2.7 Discrimination Coefficient:

It is about the test ability to differentiate between the high achievers and the low achievers. The discrimination coefficient was calculated according to the following formula:

$$\text{Discrimination Coefficient} = \frac{\text{No. of the student who has the correct answer from the high achievers}}{\text{No. of high achievers students}} - \frac{\text{No. of the student who has the correct answer from the low achievers}}{\text{No. of low achievers students}}$$

Table (3.7) shows the discrimination coefficient for each item of the test:

Table (3.8): Discrimination coefficient for each item of the writing test

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.63	25	0.63
2	0.50	26	0.50
3	0.63	27	0.63
4	0.50	28	0.63
5	0.63	29	0.50
6	0.63	30	0.63
7	0.75	31	0.63
8	0.50	32	0.75
9	0.75	33	0.75
10	0.50	34	0.63
11	0.50	35	0.75
12	0.63	36	0.50
13	0.75	3	0.75
14	0.75	38	0.63
15	0.50	39	0.63
16	0.63	40	0.50
17	0.50	41	0.75
18	0.63	42	0.38
19	0.75	43	0.63
20	0.63	44	0.75
21	0.75	45	0.75
22	0.50	46	0.50
23	0.63	47	0.63
24	0.50	48	0.63
Total Discrimination coefficient			0.62

Table (3.7) shows that the discrimination coefficient wobbles between (0.50 – 0.75) with total average (0.62), this means that each item is acceptable or in the normal limit of discrimination according to the point of view of assessment and evaluation specialist.

3.5.2.8 The Final Version of the Test:

After adjusting the test in the light of the referees' recommendations and making sure of its validity and reliability, the achievement test consisted of one question, a multiple choice question, with 48 items grouped under six sections which cover six topics. The number of questions in each section are set to be accorded with time spent in teaching each section. Each question is given one mark, so the total mark of the test is 48. The test specifications are illustrated in the table below. (See Appendix 4).

Table (3.9): Table of specifications

SN.	Topic	Number of questions	Which questions
First section	Understanding child protection	5	1, 2, 3,4 ,5
Second section	Child abuse	15	6,7, 8, 11, 12, 13, 14, 15, 16, 17, 18 ,19, 20, 21, 23
Third section	Child protection issues	9	9, 10, 22, 24, 25, 26, 27, 36, 37,
Fourth section	Roles of duty bearers	4	38, 39, 44, 48
Fifth section	Child protection and education	6	28, 29, 40, 42, 45, 47
Sixth section	Child protection minimum standards.	9	30, 31, 32, 33, 34, 35, 41, 43, 46
		Total: 48 questions	

3.6 Procedures of the Study

- 1- Studying and revising the researches and previous studies conducted in this field.
- 2- Constructing the theatrical frame.
- 3- Designing the tools of study.

- 4- Analyzing the content of the academic plans of English language major (with its two tracks (English Language Teaching Techniques and English Language Teaching)).
- 5- Designing the training program.
- 6- Implementing the training program.
- 7- Analyzing the data and interpreting the results.
- 8- Presenting recommendations and suggestions in the light of the study.

3.7 Statistical Analysis Procedures:

The pre and post treatment essay tests were collected, computed, and analyzed by using Statistical Package for Social Science (SPSS). The significance level used was 0.05. The following statistical styles were used:

- 1- Spearman correlation: to determine the internal consistency validity of the test items.
- 2- KR20 technique: to measure the reliability of the test items.
- 3- Split-half technique: to test the reliability of the test items.
- 4- T-Test used to measure the statistical differences in means.
- 5- Effect size level by using T value and Eta square, and Cohen's d: to check the effect volume (extent) of the evident significant differences between the pre and the post-test scores within the experimental group.

Summary:

This chapter introduced the procedures of constructing and applying the study tool, the statistical analysis that the researcher used in analyzing the results of the pre and post-test. It also presented a brief description of the training program designed by the researcher, and how it was constructed and implemented. The next chapter presents the data analysis and results of the study hypotheses.

Chapter IV

Results & Data analysis

Chapter IV

Results & Data analysis

Introduction

This study aimed at investigating the effectiveness of a training program on Al-Aqsa University English major student teachers' acquisition of child protection standards. This chapter highlights the study findings regarding the study questions. The researcher used different statistical methods to treat the collected data.

4.1 Answers to Research Questions

The following are the analyses of the study findings in connection with the study questions and hypotheses.

4.1.1 Answer to the First Question:

The first research question was formulated as "What are the child protection standards?"

The researcher explained the child protection standards in detail in the theoretical frame. Moreover you can see (Appendix 2) for the list of these standards.

4.1.2 Answer to the Second Research Question

The second question was formulated as "What is the proposed framework of the training program in the light of child protection standards?"

The researcher explained the framework of the training program while going through the study procedures in the third chapter. Moreover, see (Appendix7) for the training program.

4.1.3 Answer to the Third Question

The third question was formulated as "Are there statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers' knowledge of child protection standards before and after attending the training program?"

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers' knowledge of child protection standards before and after attending the training program.

To examine this hypothesis, the researcher used T.test paired sample to measure the differences between the pre and post-test for experimental group, as shown in table (4.1):

Table (4.1): T.test paired sample results of differences between pre and post -test for experimental group for all of the sections and total degree of the test

Domains	group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Introduction to child protection	Pre	36	2.917	0.874	6.786	0.000	sig. at 0.01
	post	36	4.167	0.775			
Child abuse	Pre	36	6.194	2.412	10.201	0.000	sig. at 0.01
	post	36	11.000	2.788			
Child protection issues	Pre	36	4.222	1.416	5.982	0.000	sig. at 0.01
	post	36	6.583	2.234			
Roles of duty bearers	Pre	36	1.833	1.108	4.847	0.000	sig. at 0.01
	post	36	3.000	1.042			
Child protection and education	Pre	36	3.167	1.813	3.765	0.001	sig. at 0.01
	post	36	4.500	1.384			
Child protection minimum standards.	Pre	36	2.917	1.360	8.225	0.000	sig. at 0.01
	post	36	6.167	1.630			
SUM	Pre	36	21.250	5.437	10.199	0.000	sig. at 0.01
	post	36	35.417	7.466			

"t" table value at (35) d f. at (0.05) sig. level equal 2.02

"t" table value at (35) d f. at (0.01) sig. level equal 2.70

Table (4.1) shows that the T. computed value (10.199) was greater than T. tabulated value (2.02), which means that there were statistically significant differences between the pre and post-test in all sections and in the total degree of the test towards the post-test. The table also shows that there is a statistically significant difference between the means of the pre-test and post-test in favor of the post-test. The mean of the post-test was (35.417), whereas that of the pre-test was (21.250), and this means that the training program is effective.

To show the extent of the training effect, the researcher used Eta square " η^2 " and "d" size effect (Qtteit, 2009, P.1):

The researcher computed " η^2 " using the following formula:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

And "d" value using the following formula:

$$d = \frac{2t}{\sqrt{df}}$$

Table (4.2): The Table References to Determine the Level of Size Effect (η^2) and (d)

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
d	0.2	0.5	0.8

The results of " η^2 " and "d" values shown in Table (4.2) indicate a large effect size of the training Program.

Table (4.3) shows the effect size of training program of the test.

Table (4.3): The Effect Size of training program on the experimental group in the Post-Test

Skill	t value	η^2	D	Effect volume
Introduction to child protection	6.786	0.568	2.294	large
Child abuse	10.201	0.748	3.448	large
Child protection issues	5.982	0.506	2.022	large
Roles of duty bearers	4.847	0.402	1.639	large
Child protection and education	3.765	0.288	1.273	large
Child protection minimum standards.	8.225	0.659	2.780	large
Total	10.199	0.748	3.448	Large

Table (4.3) shows that the effect size of the training program is large on English major student teachers' knowledge of child protection. This means that the effect of training program is significant.

4.1.4 Answer to the Fourth Question

The four question was formulated as "Are there statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers' knowledge of child protection standards due to the English major (with its two tracks (1) English Language Teaching Techniques and (2) English Language Teaching)?"

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers' knowledge of child protection standards due to the English major (with its two tracks (1) English Language Teaching Techniques and (2) English Language Teaching).

To examine this hypothesis, the researcher used T.test independent sample whose results are outlined in table (4.4) below.

Table (4.4): Means, std. deviation t. value , and sig. level to know the difference between the student teachers' knowledge due to English major two tracks (1) English Language Teaching Techniques (ELTT) and (2) English Language Teaching(ELT).

Domains	group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Introduction to child protection	ELTT	15	4.267	0.799	0.649	0.521	not sig.
	ELT	21	4.095	0.768			
Child abuse	ELTT	15	10.800	3.509	-0.359	0.722	not sig.
	ELT	21	11.143	2.220			
Child protection issues	ELTT	15	6.933	2.219	0.790	0.435	not sig.
	ELT	21	6.333	2.266			
Roles of duty bearers	ELTT	15	2.867	1.125	-0.643	0.524	not sig.
	ELT	21	3.095	0.995			
Child protection and education	ELTT	15	4.533	1.598	0.120	0.905	not sig.
	ELT	21	4.476	1.250			
Child protection minimum standards.	ELTT	15	6.333	2.127	0.513	0.611	not sig.
	ELT	21	6.048	1.203			
SUM	ELTT	15	35.733	9.647	0.212	0.833	not sig.
	ELT	21	35.190	5.680			

“t” table value at (34) d f. at (0.05) sig. level equal 2.02

“t” table value at (34) d f. at (0.01) sig. level equal 2.70

The previous table (4.4) shows that computed T value is less than the critical ($\alpha \leq 0.05$) in all items, and this proves that there are no statistically significant differences at ($\alpha \leq 0.05$) due to English major (with its two tracks (1) English Language Teaching Techniques and (2) English Language Teaching).

Summary:

This chapter presented the data analysis of the study hypotheses and their results. The hypothesis results were statistically analyzed using different statistical methods. It is clear that there are significant differences in student teachers' knowledge of child protection standards after receiving the training program. The next chapter presents conclusions and recommendations.

Chapter V
Conclusions and
Recommendations

Chapter V

Conclusions and Recommendations

Introduction:

This chapter discusses the findings of the study and summarizes the conclusions drawn based on those findings. Moreover, the chapter suggests some recommendations that can be valuable for syllabus designers and researchers.

5.1 Study Findings:

- 1- There were statistically significant differences at ($\alpha = 0.05$) in Al-Aqsa University student teachers' knowledge of child protection standards before and after attending the training program in favor of the knowledge they got after attending the training program.
- 2- There were no statistically significant differences at ($\alpha = 0.05$) in Al-Aqsa University student teachers' knowledge of child protection standards due to the English major (with its two tracks (1) English Language Teaching Techniques and (2) English Language Teaching).

5.2 Discussion of Study Findings:

the current study aimed at investigating the effectiveness of a training program on Al-Aqsa University English major student teachers' acquisition of child protection standards, so the researcher designed a training program and implemented it on Al-Aqsa University student teachers to determine whether the program is effective in achieving its stated aim. Based on these study findings, it was shown that the training program is significantly effective in acquiring the student teachers child protection standards.

5.2.1 The Findings in Relation to the Study First Hypothesis:

The researcher investigated the first hypothesis which was formulated as follows:

There were no statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers' knowledge of child protection standards before and after attending the training program.

The results indicated that the T. computed value (10.199) was greater than T. tabulated value (**2.02**), which means that there were statistically significant differences at ($\alpha = 0.05$) in the total mean score of the pre-test and that of the post-test in favor of the post-test.

There was also a statistically significant difference between the means of pre-test and post-test in favor of the post-test. The mean of the post-test was (35.417), whereas that of the pre-test was (21.250).

It can be concluded that the results of this hypothesis proved the effectiveness of the designed training program on student teachers' acquisition of child protection standards. In other words, the student teacher' achievement in the post-test was significantly improved after receiving this training. This result accords with the results of many of the previous studies such as Shaaban & Hammad (2016), McKee & Dillenburger (2012), Arbolino & Allyn (2006) and Hawkins & McCallum (2001).

The researcher believes that student teachers' knowledge of child protection standards are a major requirement to enter the profession, so the university should prepare the students adequately to be able to fulfill their role in protecting children. In spite of this fact, the researcher found that these student teachers have not received any university course related to child protection and their child protection knowledge was very limited and this was shown in the pre-test. After receiving the training course, the participants' knowledge was significantly improved, and this was shown in the post-test. This researcher attributes this result to the strength, benefits and effectiveness of the training program in acquiring student teachers child protection standard. More specifically, the researcher attributes this result to the flexible way of presenting the knowledge which

accords with the participants' needs; and to the various techniques_ role play, drawing pictures, case study, power point presentation, video presentation, games, brain storming, group discussions and working in pairs_ that were used as they helped greatly in crating motivated and attractive teaching environment. This environment increased learners' participation and motivation, helped the participants to gain the knowledge easily, and provided them with more opportunities to demonstrate their abilities and make use of the gained knowledge.

Moreover, enriching the training program with visual stimuli such as using written documents, colors, pictures and drawings affects positively the participants' engagement and participation. This is noticed by the researcher while implementing the training program.

5.2.2 The Findings in Relation to the Study Second Hypothesis

The researcher investigated the second hypothesis which was formulated as follows:

There were no statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers' knowledge of child protection standards due to the English major (with its two tracks (1) English Language Teaching Techniques and (2) English Language Teaching).

The results indicated that the T. computed value (0.833) was less than T. tabulated value (**2.02**), which means that there were no statistically significant differences at ($\alpha = 0.05$) between the mean scores of English Language Teaching Techniques student teachers and the mean score of English Language Teaching student teachers.

There was also no statistically significant difference between the means of the two groups. The mean of the English Language Teaching Techniques student teachers was (35.733), whereas that of the English Language Teaching student teachers was (35.190).

The researcher attributes this result to what she has reached from analyzing the content of the academic plans of English Language major (with its two tracks: 1) English Language Teaching Techniques and 2) English Language Teaching), as it was shown

that there were no courses in both of the academic plans related to child protection standards, so the student teachers of both of English major tracks have not received enough knowledge related to child protection. Moreover, the training program was successful and effective in introducing the needed child protection knowledge for these students of the two English major tracks, as they were engaged together in this training.

5.3 Conclusion:

Based on the study findings, the following conclusions were reached:

- Al-Aqsa University English language major student teachers have limited knowledge about child protection.
- Al-Aqsa University academic plans of English language major tracks (English Language Teaching Techniques and English Language Teaching) lack courses related to child protection.
- The training program was significantly effective in increasing students' knowledge about child protection standards, as it contains rich information introduced through different effective techniques.

5.4 Pedagogical Implications:

1. Teachers should be aware of child protection standards.
2. Teachers should be aware of their role in protecting children.
3. Teachers should receive child protection courses during their university education to be prepared to be able to fulfill their roles in protecting children when they enter the profession.
4. Teachers should be able to identify and report child abuse cases identified in school.
5. University academic plans should include child protection courses.
6. Using active learning strategies increase the learners' participation and help them to acquire the knowledge easily.

5.5 Recommendations:

Based on the results of the study, the researcher suggests some recommendations that are directed to the following:

1. Developing both of the academic plans of English language major (English Language Teaching Techniques and English Language Teaching) in the light of the suggested training program.
2. Designing a compulsory university course to develop student teachers' knowledge of child protection.
3. Adopting the training program designed by the researcher as a course for developing student teachers' knowledge of child protection.
4. Connecting between the university education and education outside the university represented through research centers specialized in this field.
5. Developing education programs in the light of the local and international updates in child protection field.
6. Strengthen the relationship between the universities and the community-based organizations working in child protection field to enhance the understanding of child protection standards.
7. Developing the educational systems to include child protection standards and principles in accordance with Islam norms.
8. Engaging community based organizations working in child protection field in formulating the educational strategies and policies of education programs to include child protection awareness programs.
9. Developing plans and specializing budget for mainstreaming child protection standards.
10. Developing the skills and building the capacity of the university staff on child protection.

5.6 Recommendations for Further Studies:

1. The level of Al-Aqsa University academic staff members' knowledge of child protection standards.

2. The effectiveness of Al-Aqsa University Faculty of Education programs in acquiring student teachers child protection knowledge.
3. The level of school teachers' knowledge of child protection.
4. Teachers' attitudes towards their role in child protection.
5. The effectiveness of a child protection training program on developing the student teachers' understanding and awareness of child protection.
6. The obstacles that prevent school teachers from fulfilling their role in protection children.
7. A suggested child protection framework to be included in the universities' academic plans.

Summary:

This chapter discussed the study findings in relation to its hypotheses, and gave a conclusion for the study findings. It also provided some pedagogical implications, recommendations for all stakeholders to include child protection course in the university curriculum and recommendations for further studies.

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Appendixes

Appendix (1) Referees List

SN.	Referee Name	Institution
1.	Mrs. Lauren Murray	Save the Children- Kenya
2.	Dr. Hassan Mahdi	Al-Aqsa University
3.	Dr. Wael El-Asi	Al-Aqsa University
4.	Dr. Mohammed Hamdan	Gaza University
5.	Prof. Ezzo Afana	Islamic University of Gaza
6.	Dr. Ashraf Alhenawi	Al-Aqsa University
7.	Dr. Shawki Ghannam	Al-Aqsa University
8.	Prof. Abed almo'ty Alagha	Islamic University of Gaza
9.	Dr. Wael Al-Heweti	Al-Aqsa University
10.	Dr. Majdi Aqel	Islamic University of Gaza
11.	Dr. Bassam Abu Hasheish	Al-Aqsa University
12.	Dr. Adnan Daloul	Al-Aqsa University

Appendix (2)

Child Protection Minimum Standards List

Standards to Ensure Quality Child Protection Response

Standard 1: Coordination

Standard 2: Human resources

Standard 3: Communication, advocacy and media

Standard 4: Programme cycle management

Standard 5: Information Management

Standard 6: Child protection monitoring

Standards to Address Child protection Needs

Standard 7: Dangers and injuries

Standard 8: Physical violence and other harmful practices

Standard 9: Sexual violence

Standard 10: Psychosocial distress and mental disorders

Standard 11: Children associated with armed forces or armed groups

Standard 12: Child labour

Standard 13: Unaccompanied and separated children

Standard 14: Justice for children

Standards to Develop Adequate Child Protection Strategies

Standard 15: Case management

Standard 16: Community-based mechanisms

Standard 17: Child-friendly spaces

Standard 18: Protecting excluded children

Standards to Mainstream Child Protection in other Humanitarian Sectors

Standard 19: Economic recovery and child protection

Standard 20: Education and child protection

Standard 21: Health and child protection

Standard 22: Nutrition and child protection

Standard 23: Water, sanitation and hygiene (WASH) and child protection.

Standard 24: Shelter and child protection

Standard 25: Camp management and child protection

Standard 26: Distribution and child protection

(Child Protection Working Group, 2012. P. 10-20).

Appendix (3) Content Analysis Tool

Child Protection Minimum Standard	Availability Level			
	High	Medium	Low	Unavailable
Standards to ensure quality child protection response				
Standard 1: Coordination All of child protection related agencies coordinate their effort to ensure an effective child protection response.				√
Standard 2: Human resources Child protection services should be delivered by qualified staff.				√
Standard 3: Communication, advocacy and media Child protection issues should be advocated and communicated for with fully respect for children's dignity, safety and best interests.			√	
Standard 4: Programme cycle management Child protection programs build on the existing resources, capacities, and structures. They address the upcoming child protection needs and risks identified by children.				√
Standard 5: Information Management Up-to-date information related to child protection should be collected, used, and shared with full consideration of confidentiality and child's best interests.				√
Standard 6: Child protection monitoring Systematic monitoring process should take place from the first stags. Information about child abuse should be collected continuously to inform and enhance effective response.				√ √

Standards to address child protection needs				
<p>Standard 7: Dangers and injuries</p> <p>Children should be protected from injury, harm and disability caused by environment dangers.</p>			√	
<p>Standard 8: Physical violence and other harmful practices</p> <p>Children should be protected from physical abuse and other harmful practices. Physical abuse survivors should receive age-appropriate responses</p>			√	
<p>Standard 9: Sexual violence</p> <p>Children should be protected from sexual abuse and survivors should have access to age-appropriate, safe and holistic response</p>				√
<p>Standard 10: Psychosocial distress and mental disorders</p> <p>Children's resilience and coping mechanisms should be strengthened and psychologically affected children should receive appropriate and efficient support.</p>				√
<p>Standard 11: Children associated with armed forces or armed groups</p> <p>Children should be protected from recruitment by armed groups, and should be released and reintegrated into the community.</p>				√
<p>Standard 12: Child labour</p> <p>Children should be protected from worst form of child labor especially those related to the emergency.</p>			√	
<p>Standard 13: Unaccompanied and separated children</p>				√

unaccompanied and separated children should be cared for and protected with fully consideration of their best interests.				
Standard 14: Justice for children All children who come into contact with justice system as witnesses, victims, or offenders should be dealt with according to international standards.			√	
Standards to develop adequate child protection strategies				
Standard 15: Case management Children with urgent child protection needs should be identified and should have access to culturally appropriate services and multi-sectorial response.				√
Standard 16: Community-based mechanisms Children should be protected from abuse, exploitation through effective community-based mechanisms and process				√
Standard 17: Child-friendly spaces Child friendly spaces that provide different structured activities in a safe and stimulating environment should be accessible for all children.				√
Standard 18: Protecting excluded children All children should have access to protection and basic services, and factors leading to exclusion should be identified and addressed.				√
Standards to mainstream child protection in other humanitarian sectors.				
Standard 19: Economic recovery and child protection				√

economic recovery programs phases; assessment, design, monitoring and evaluation, should address child protection concerns.				
Standard 20: Education and child protection Education programs phases; assessment, design, monitoring and evaluation, should address child protection concerns.				√
Standard 21: Health and child protection Health programs phases; assessment, design, monitoring and evaluation, should address child protection concerns.				√
Standard 22: Nutrition and child protection Nutrition programs phases; assessment, design, monitoring and evaluation, should address child protection concerns				√
Standard 23: Water, sanitation and hygiene (WASH) and child protection WASH programs phases; assessment, design, monitoring and evaluation, should address child protection concerns.				√
Standard 24: Shelter and child protection Shelter programs phases; assessment, design, monitoring and evaluation, should address child protection concerns.				√
Standard 25: Camp management and child protection Camp management programs phases; assessment, design, monitoring and evaluation, should address child protection concerns.				√
Standard 26: Distribution and child protection Children should have access to humanitarian services through efficient and protective distribution system that safeguard children from violence and exploitation.				√

Appendix (4) The Achievement Test

The Islamic university_ Gaza
Deanery of Graduate Studies
Faculty of Education
Curricula & English Teaching
Methods Department



Child Protection Training Pre and Post-Test

Time required: 60 minutes.

Student Name:

Student Major: English Language Teaching Techniques English Language Teaching

Student academic level: Level 1 Level 2 Level 3 Level 4

Dear student, kindly answer all the following questions and transfer the answers into the schedule found in the end of the questions.

Choose the correct answer:-

1. Preventing and responding to violence, exploitation and abuse against children
This definition refers to
 - A. Child abuse
 - B. Child protection
 - C. Child participation
 - D. Child exploitation

2. A protective environment for children ensures that
 - A. Children live in safety and dignity, and communities are aware of the risks which children face.
 - B. Children live without a primary caregiver.
 - C. Laws are in place to punish those who abuse children.
 - D. A & C are correct.

3. CRC guiding principles include the following except
 - A. Best interests of the child
 - B. Respect
 - C. Survival and development
 - D. Child participation

4. CRC principle, non-discrimination, implies that
 - A. All children have the same rights regardless their gender, race, ethnicity, religion, abilities, sexual orientation or color.
 - B. Children should participate in decisions that affect them.
 - C. Child information should not be shared with others other than the relevant parties and only the relevant information.
 - D. The procedures that taken to protect children should not inflict further harm.

5. Which of the following CRC principles implies that certain factors should be considered in determining outcomes.
 - A. Best interests of the child
 - B. Non-discrimination
 - C. Survival and development
 - D. Child participation

6. The five types of child abuse are:
 - A. Neglect, exploitation, physical abuse, sexual abuse, emotional abuse
 - B. Physical abuse, emotional abuse, deprivation, exploitation, emotional abuse
 - C. Exploitation, physical abuse, sexual abuse, economical abuse, emotional abuse
 - D. Neglect, deceiving, physical abuse, sexual abuse, emotional abuse.

7. Actors involved in child abuse/violence may include
 - A. Self-abuse
 - B. Actors within an organization (e.g. Social workers, teachers, house parents, sponsors)
 - C. Societal abuse
 - D. All of the above

8. Which of the following factors associated with child abuse in their communities
 - A. Martial conflict
 - B. Lack of self-confident
 - C. Cultural traditions
 - D. All of the above

9. For which of the following groups it is compulsory to report child abuse?
 - A. Caregivers
 - B. Doctors and social workers
 - C. Anybody required protecting and taking care of the child's welfare.
 - D. All of the above

10. Who should be engaged in a case plan for a child who is experiencing abuse?
 - A. The care giver and the child
 - B. Someone unrelated
 - C. The notifier
 - D. All of the above

11. There may be a link between emotional abuse and
 - A. Child development in the early years
 - B. Eating disorders
 - C. Both a and b
 - D. Having marks and bruises

12. The children who are at more risk of physical abuse are
- A. Children who have experienced other forms of abuse
 - B. Children with parents who suffer from mental issues
 - C. Children with parents who are in a domestically abusive relationship
 - D. All of the above
13. A care giver's failure to provide a developmentally- appropriate, stimulating and supportive environment This definition refers to
- A. Physical abuse
 - B. Emotional abuse
 - C. Sexual abuse
 - D. Child exploitation.
14. Making a child perform degrading acts, this is considered
- A. Physical abuse
 - B. Child labour
 - C. Emotional abuse
 - D. None of the above
15. Emotional abuse can have adverse effects on all of the following except
- A. Child's parents financial status
 - B. Child's self esteem
 - C. Child's social life
 - D. Child's academic achievement
16. The following activities are considered non-contact sexual activities, except
- A. Involving a child in looking at abusive images.
 - B. Encouraging child to behave in inappropriate sexual ways.
 - C. Involving a child in watching sexual activities.
 - D. Direct touching and raping.
17. The following could be signs of emotional abuse, except
- A. Poor self-esteem
 - B. Slow physical and intellectual development.
 - C. Tooth or hair loss
 - D. Suddenly behave differently.

18. The perpetrator of sexual violence is most likely to be
- A. Someone the child knows
 - B. A stranger
 - C. A bigger child
 - D. A woman
19. The following are the effects of sexual abuse on children, except
- A. Social isolation
 - B. Relationship problems
 - C. Low self-confidence and poor self esteem
 - D. High trust in others.
20. Persistently failing to provide for, or secure for a child, their basic physical, developmental or psychological needs, whether deliberately, or through carelessness or negligence. This definition refers to
- A. Sexual abuse
 - B. Child exploitation
 - C. Neglect
 - D. None of the above
21. Failing to meet a child's emotional and psychological needs. This refers to
- A. Physical neglect
 - B. Emotional neglect
 - C. Medical neglect
 - D. Educational neglect
22. Which group of the following children would be considered vulnerable?
- A. Children living in the street.
 - B. Children involved in child work.
 - C. Children in conflict with law.
 - D. A & C are correct.
23. Exploitative relationships where children receive something (e.g. Drugs, gifts, money) to be engaged in a sexual activity. This refers to
- A. Economic exploitation
 - B. Child work
 - C. Neglect
 - D. Sexual exploitation

24. Which of the following children are more affected by abuse:
- A. Children live with a primary care giver
 - B. Children with disabilities
 - C. Children involved in child work
 - D. All of the above
25. A child who has lost one or both of her/his parents because of death and is under the age of 18 years. This definition refers to
- A. Separated children
 - B. Orphans
 - C. Unaccompanied children
 - D. All of the above
26. Work that prepares children for their adulthood and is a part of socialization. This refers to
- A. Child labor
 - B. Child work
 - C. Child exploitation
 - D. None of the above
27. The following are considered child labor activities except
- A. Trade activities
 - B. Helping parents in agriculture activities during holidays
 - C. Children use to gather alms
 - D. Mining work
28. Which of the following is considered a role of educators in protecting children.
- A. Reporting child abuse and neglect
 - B. Providing support after the reporting
 - C. Preventing child abuse and neglect
 - D. All of the above.

29. Which of the following would be considered a challenge that may be faced when reporting a child abuse?
- A. Previous experiences reporting
 - B. Personal feeling
 - C. Young age of child
 - D. A & B are correct.
30. Child protection minimum standards aim at:
- A. Improving the quality of child protection work
 - B. Improving accountability within child protection work.
 - C. Enabling better advocacy on child protection issues.
 - D. All of the above
31. Child protection standard, communication, advocacy and media, is grouped under which of the following groups of standards
- A. Standards to ensure the quality of child protection response.
 - B. Standards to address child protection needs.
 - C. Standards to develop adequate child protection strategies.
 - D. Standards to mainstream child protection in other sectors.
32. All of child protection related bodies, humanitarian agencies, authorities and civil society coordinate their efforts to ensure a full and effective child protection response. This refers to
- A. Child protection minimum standard 1: Coordination
 - B. Child protection minimum standard 2: Human resources
 - C. Child protection minimum standard 3: Communication, advocacy and media
 - D. Child protection minimum standard 4: Programme cycle management
33. Child protection minimum standard 2, Human resources, implies that
- A. Child protection issues should be advocated and communicated for with fully respect for children's dignity, safety and best interests.
 - B. Child protection services should be delivered by qualified staff.

- C. Up-to-date information related to child protection should be collected, used, and shared with full consideration of confidentiality and child's best interests.
- D. Information about child abuse should be collected continuously to inform and enhance effective response.
34. A child who has been separated from both of his/her parents and other relatives and is not being cared for by an adult who, by custom or law, is responsible for doing so. This definition refers to
- A. Separated child
 - B. Unaccompanied child
 - C. Orphan
 - D. None of the above
35. Child protection minimum standard 14, justice for children, is grouped under which of the following groups of standards
- A. Standards to ensure the quality of child protection response.
 - B. Standards to develop adequate child protection strategies.
 - C. Standards to mainstream child protection in other sectors.
 - D. Standards to address child protection needs.
36. Children who have no able parents or caregivers, staying alone or with elderly care provider or have no stable place of abode and lacks access to basic services. This definition refers to
- A. Abused children
 - B. Vulnerable children
 - C. Orphans
 - D. Non from the above
37. 'Worst forms of child labour' term refers to
- A. Work that cause irreversible psychological or physical damage or threaten the children's lives.
 - B. Work that prepare children for their adulthood and it is considered as a part of socialization.
 - C. Work that affects on children's health and development and interfere with her/his education.
 - D. B & C are right.

38. Which of the following would be considered a role of government in child protection?
- A. Enforcing child protection laws and policies.
 - B. Monitoring child protection situation.
 - C. Establishing mechanisms for child protection.
 - D. All of the above.
39. Which of the following would be considered a role of Ministry of Labour in child protection?
- A. Providing health services to children.
 - B. Providing education.
 - C. Providing vocational programs and training for youth.
 - D. Advocating for children's rights.
40. Which of the following would be considered a reason why educators are concerned about child abuse and neglect?
- A. Educators have consistent and close contact with children.
 - B. Educators have mandated responsibility for reporting suspected child abuse.**
 - C. Educators always have the ability to protect children.
 - D. A & B are correct.
41. Child protection standard 6, child protection monitoring, implies that
- A. Child protection issues should be advocated and communicated for with fully respect for children's dignity, safety and best interests.
 - B. All of child protection related agencies coordinate their effort to ensure an effective child protection response.
 - C. Information about child abuse should be collected continuously to inform and enhance effective response.
 - D. None of the above.

42. Which of the following would be considered a role of school after reporting a child abuse case?
- A. Sharing relevant information with the organization to which the case is reported.
 - B. Providing support for the child, the parents and the family.
 - C. Providing school activities supporting the abused child.
 - D. All of the above.
43. Children separated from both parents, or from their legal care giver, but not necessarily from other relatives. This definition refers to
- A. Unaccompanied children
 - B. Separated children
 - C. Orphans
 - D. Abused children
44. Which of the following duty bearers would be involved in advocating for children's rights?
- A. Government
 - B. Ngos/cbos
 - C. Community
 - D. All of the above.
45. Reporting a child abuse case found in the school
- A. Is voluntary
 - B. Is mandatory
 - C. Depends on the relationship between the educator and the maltreated child.
 - D. Depends on the educator's years of experience in education.
46. Which of the following standards is grouped under child protection standards that mainstream child protection in other sectors?
- A. Protecting excluded children.

- B. Justice for child protection.
- C. Economic recovery and child protection.
- D. Child protection monitoring.

47. School involvement in preventing child abuse would include

- A. Providing awareness sessions for parents about child protection.
- B. Establishment of child protection laws and referral mechanisms.
- C. Providing self-protection training for children.
- D. A & C are correct

48. The following are roles of Ministry of Home Affairs except

- A. Providing health services to children.
- B. Reporting child abuse.
- C. Arresting law breakers.
- D. Protecting service providers.

With My Best Wishes

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
B	D	B	A	A	A	D	D	D	A	C	D	B	C	A	D	C	A

19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
D	C	B	D	D	B	B	B	B	D	D	D	A	A	B	B	D

36	37	38	39	40	41	42	43	44	45	46	47	48
B	A	D	C	D	C	D	B	D	B	C	D	A

Appendix (5) Tool Arbitration Letter

The Islamic university_ Gaza
Deanery of Graduate Studies
Faculty of Education
Curricula & English Teaching
Methods Department



Tool Arbitration

Dear

The researcher is conducting a research titled ‘The Effectiveness of a Training Program on Al-Aqsa University English Major Student Teachers’ Acquisition of Child Protection Standards’.

Research questions:

The problem of the study can be stated in the following main question:

What is the effectiveness of a training program on Al-Aqsa University English major student teachers’ acquisition of child protection standards?

The following sub questions have emerged from the above main one:

1. What are the child protection standards?
2. What is the proposed framework of the training program in the light of child protection standards?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers’ knowledge of child protection standards before and after attending the training program?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers’ knowledge of child protection standards due to the English major (with its two tracks (1) English Language Teaching Techniques and (2) English Language Teaching)?

To conduct this research, the researcher has to implement a training program which requires designing a tool, test, to measure the effectiveness of this training on student teachers’ acquisition of child protection standards. So could you kindly comment and assist on this tool? Feel free to delete or add whatever you see appropriate to the tool. Thanks in advance.

Researcher: Israa El-Asi

Appendix (6)

The Training Program Arbitration Letter

The Islamic university_ Gaza
Deanery of Graduate Studies
Faculty of Education
Curricula & English Teaching
Methods Department



Training Program Arbitration

Dear

The researcher is conducting a research titled ‘The Effectiveness of a Training Program on Al-Aqsa University English Major Student Teachers’ Acquisition of Child Protection Standards’.

Research questions:

The problem of the study can be stated in the following main question:

What is the effectiveness of a training program on Al-Aqsa University English major student teachers’ acquisition of child protection standards?

The following sub questions have emerged from the above main one:

1. What are the child protection standards?
2. What is the proposed framework of the training program in the light of child protection standards?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers’ knowledge of child protection standards before and after attending the training program?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) in Al-Aqsa University student teachers’ knowledge of child protection standards due to the English major (with its two tracks (1) English Language Teaching Techniques and (2) English Language Teaching)?

To conduct this research, the researcher prepared a child protection training program to be implemented on student teachers at the university. So could you kindly comment and assist on this program? Feel free to delete or add whatever you see appropriate to the program.

Thanks in advance.

Researcher: Israa El-Asi

Appendix (7)

The Training Program

The training program title: Child protection training program

Length of training: 21 hours

Number of sessions: 11

Target group: Al-Aqsa University English major students

The general aims of the training program:

The current training program aims at:

1. Acquiring Al-Aqsa University English major student teachers child protection minimum standards.
2. Enhancing Al-Aqsa University student teachers' knowledge and awareness of child protection.

Session	Time required	Activities
First session	80 minutes	<ul style="list-style-type: none"> - Welcome the participants. - General introduction to the training course. - Implement the pre-test.

Session	Time required	Topics
Second session	130 minutes	<ul style="list-style-type: none"> - Definition of a child according to the CRC. - Introduction to the Convention on the Rights of the Child (CRC). - Child Protection Definitions: <ul style="list-style-type: none"> o Children rights o Child abuse o Child protection o Children in need of special protection o Protective environment - Child protection principles.

Objectives:

By the end of this session, participants will be able to:

1. Explain the definition of a child, CRC, child rights, child abuse, child protection, and children in need of special protection.
2. Describe protective environment term.
3. Identify the elements of protective environment.
4. Describe child protection principles.

Training techniques:

Presentation, brain storming and group discussions.

Resources:

Flip chart, Markers, blue tack, pens and writing papers.

Activities:**Step 1: 5 minutes**

Welcome the participants and explain the objectives of the session.

Step 2: 5 minutes

Start by explaining that according to the CRC (1989) ‘a child is any human person who has not reached the age of eighteen years’. (Blanchfield, 2013, P. 2).

Step 3: 10 minutes

Through power point slides present to the participants the convention on the rights of child ‘CRC’ so they can have a general understanding of this convention. Allow time for discussion and comments.

Children are protected by an array of international guidelines and protocols. One of the human rights instrument that concerned with children's rights is the Convention on the Rights of the Child (CRC), a human rights treaty that the United Nations (UN) adopted in 1989. The CRC was developed because it was generally felt that the Universal Declaration of Human Rights — adopted in 1948 and applying equally to all human beings, children and adults alike — did not define the rights of children with enough precision. The CRC addresses political, social, civil and cultural rights in one comprehensive framework. It applies to all children at all times in all situations. (Medrano & Tabben-Toussaint, 2012, P. 7).

Step 4: 15 minutes

Ask the participants in groups of three to list down children rights, let them present what they have written, then discuss and list down the responses on flip chart paper. Based on these responses, present the definition of child's rights.

Children's rights are the children' human rights_with particular attention to the rights of care and special protection afforded to minors. Children's rights include their rights to human identity, association with family, access for basic needs, physical protection, proper education, food, and sufficient health care, freedom from discrimination and protection of children's civil rights. (Amnesty International, 2008)

Step 5: 15 minutes

Ask the participants in groups of three to list down the main forms of child abuse. Ask the participants to present what they have written, discuss and list down the responses on the flip chart. Based on these responses, explain what is meant by child abuse.

The World Health Organization has defined child maltreatment as all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of relationship of responsibility trust or power (Farghaly, M. 2011, P. 87).

Step 6: 15 minutes

Once the participants are aware of the child abuse existence in their societies, let them present their understanding of child protection through brain storming. Listen to their responses and discuss. Then present the below child protection definition.

UNICEF uses the term 'child protection' to refer to preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage (UNICEF, 2006, P.1).

Step 7: 10 minutes

Introduce the concept of "children in need of special protection" highlighting that some children are more vulnerable for risks than others due to some specific factors.

CNSP are "children who find themselves in vulnerable situations or whose circumstances make them vulnerable to risky behaviors or the inability to enjoy certain rights for their personal development and livelihood." (UNICEF, 2006, P.18)

In a brainstorming session, ask the participants to identify such groups of children in their societies.

This may include:

- Children living in the street
- Orphans and vulnerable children
- Children involved in employment
- Children sexually exploited

Step 8: 20 minutes

In a brainstorming session, ask the participants to describe the characteristics of a protective environment. Discuss and list the characteristics on a flipchart, based on their responses of the participants, explain the protective environment term.

A protective environment is about living in safety and dignity. It helps ensure that children are in school, laws are in place to punish those who exploit children, governments are truly committed to protection, communities are aware of the risks which children face, civil society addresses certain “taboo” issues and monitoring is in place to identify children who are at risk of exploitation (UNICEF, 2006, P.19).

Introduce the protective environment chart created by UNICEF and hang the chart on the wall discussing all the elements of the protective environment with the participants.

The Protective Environment: 8 elements



Step 9: 30 minutes

Explain to the participants that you will introduce child protection principles which are stated in Convention on the Rights of the Child. Introduce CRC guiding principles, discuss each one of them and allow for questions and comments.

CRC Principle 1: Survival and Development

All children have the right to live, and government institutions should provide the services that ensure children survival and health development (Medrano & Tabben-Toussaint, 2012, P.7).

Ask the Participants the following question:

What would this principle look like in Gaza during an emergency?

CRC Principle 2: Non-discrimination

The convention is applicable for all children regardless their gender, race, ethnicity, religion, abilities, sexual orientation or color (Medrano & Tabben-Toussaint, 2012, P.7).

Ask the Participants the following question:

How have you seen this principle in your work/lives and how do you think this could be improved?

CRC Principle 3: Respect for the views of the

When taking any decision concerning children, children have the right to express their opinions and views towards this decision, and they should be listened to and to consider their views. This does not mean that children to be given the authority over the adults. Children involvement in taking the decision depends on the maturity level of children; teenagers are given greater chance to participate in making the decision than children of a preschooler as children's ability to express themselves develops with age (Medrano & Tabben-Toussaint, 2012, P.8).

Highlight the point that the level of children participation in making decisions depends on his/her maturity. Ask the participants about the importance of children participation in decision. Listen to their responses and discuss.

CRC Principle 4: Best Interests of the Child

The best interest of child is a primary consideration when making any decision or taking any action concerning children, any humanitarian worker or any adult deals with children should think how this taken decision or action will affect the child and do what is the best for him/her. (Medrano & Tabben-Toussaint, 2012, P.8).

Step 10: 5 minutes

Close the session by asking the participants to share one thing that they learned that day, and thank the participants.

Session	Time required	Topics
Third session	120 minutes	<ul style="list-style-type: none"> - Child abuse definition - Types of child abuse - Different actors involved in child abuse - Factors associated with child abuse in communities - Physical abuse definition - Forms of physical abuse - Signs of physical abuse - Effects of physical abuse on children

Objectives:

By the end of this session, participants will be able to:

1. Define child abuse
2. Explain forms of child abuse
3. Explain the different actors involved in child abuse
4. Describe factors contributing to child abuse.
5. Define physical abuse
6. Describe different forms of physical abuse
7. Identify the signs and symptoms of physical abuse
8. Explain the effects of physical abuse on children.

Training techniques:

Presentation, brain storming, group discussions, games and role play

Resources:

Flip chart, Markers, blue tack, pens, cards and writing papers

Activities:

Step 1: 5 minutes

Welcome the participants, recap what was covered in the last session, and explain the objectives of this session.

Step 2: 5 minutes

Start by asking the participants to memorize the definition of child abuse which was covered in the previous session, listen to them and make comment, then show them the definition again.

Step 3: 15 minutes

In a brain storming session, ask the participants about the forms of child abuse. Listen to the participants' responses and then explain to them that the major forms of abuse are:

1. Physical abuse
2. Emotional abuse
3. Sexual abuse
4. Neglect
5. Exploitation

Explain to the participants the definitions of these forms. Allow for discussions, questions and comments.

Sexual Abuse: According to 1999 WHO Consultation on Child Abuse Prevention (62): "Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person" (NSPCC, 2009, P.5).

Physical Abuse: is defined as “any non-accidental physical injury to the child” and can include kicking, striking, or burning the child, or any action that leads to a physical impairment of the child". (Child Welfare Information Gateway, 2016, P. 2).

Neglect: defined child neglect as the failure of a parent, guardian, or other caregiver to provide for a child’s basic needs. (Child Welfare Information Gateway, 2013 P. 3)

Emotional abuse: emotional maltreatment refers to a care provider's failure to provide a developmentally- appropriate, supportive and stimulating environment, including persistent or pervasive actions such as frequent name-calling and lack of affection. (Wekerle 2012, P. 1)

Child exploitation: according to the legal dictionary child exploitation is the use of a child for others' personal or financial advantages such as for profit or for sexual gratification. It often leads to crucial treatment of the child, as the activity she/ he forced to participate in affects physically and emotionally on the child and can cause social problems.

Tell the participants that we will go thoroughly through all these forms in the coming sessions.

Step 4: 15 minutes

In groups of three ask the participants to identify and list down different actors involved in child violence/abuse against children, let each group to present what they have written, discuss and write the responses on flip chart. Based on the participants’ responses, introduce the different actors involved in child abuse/ violence against children and discuss them.

- Self-harm: such as committing suicide.
- Peer abuse: such as bullying
- Abuse by adults: such as parents, a family member or other adult people.
- Societal abuse: such as a school personnel or a police member.

Step 5: 15 minutes

Ask the participants in groups to think and discuss the factors contributing to child abuse in their societies. Ask groups to make their presentations, allow for comments,

discussion and questions through the presentations. Then introduce the following factors discussing how they are related to child abuse.

- Poverty
- Lack of parental care
- Social stigma and discrimination
- Harmful gender norms
- Child Marriage

(Medrano & Tabben-Toussaint, 2012, P. 14-16).

Step 6: 15 minutes

Ask the participants to recall the definition of physical abuse which was covered in the beginning of the session. Listen to the responses and discuss, then show them the definition again.

Ask the participants to prepare a role play about physical abuse. Ask a group of volunteers to perform what they have prepared. Then, discuss the role play through using these guiding questions.

- What type of abuse did you see in this play?
- How common is this type of abuse in your society?
- Who are the physical abuse perpetrators in your society?

Step 7: 15 minutes

Ask the participants to draw on papers a physically abused child, then to hang these pictures on the wall, then try together to identify some examples of physical abuse. List down the forms on the flip chart, then introduce the following forms of physical abuse.

Examples may include being:

- Hit.
- Slapped.
- Kicked.
- Poisoned.
- Shacked.

- Burned.
- Suffocated

Step 8: 15 minutes

Divide the participants into three groups, and tell them that a flip chart paper will be passed through these three groups, and in turn, each group will be given three minutes to list down signs of physical abuse on this flip chart paper. Once the first group finish, they should pass the flip chart to the second group who should complete the list of the signs without duplicating any sign written by the first group, then to pass the paper to the third group.

Once all groups finish, hang the flip chart on the board and ask a participant from each group to present his/her group's part. Then introduce the following signs to enhance what is mentioned by the participants.

Physical signs:

- Sprains, multiple bruises, fractures, or broken bones
- human bite marks
- Signs of tooth and hair loss
- Burns from cigarettes or hot water
- Unexplained injuries on any part of the body.
- Internal injuries noticed through pain, difficulty with organs' normal functioning, and bleeding from body orifices.
- injuries not consistent with the children's age

Behavioral signs:

- fear of being asked by parents for an explanation
- shrinking back when being touched
- withdrawn behaviour
- describe him/herself as a bad person
- getting afraid to go home
- frequent absence from school

- depression and anxiety
- sleeping and eating disorder
- aggressive behaviors toward other

(The National Society for the Prevention of Cruelty to Children, 2009, p. 3-4).

Step 9: 15 minutes

Give each participant a card and ask them to write one effect of physical abuse on children on this card, then to put these cards in a basket that will be passed through them. After gathering all of these cards in the basket, pick the cards one by one from the baskets, read it aloud and discuss.

Then show the participants the following effects as an addition to what they have mentioned.

- depression
- poor self-esteem
- personality disorders
- anxiety disorders
- suicide attempts
- disassociation
- aggressive behavior
- eating disorders
- use of drugs
- alcohol abuse
- post-traumatic stress
- self-harming behaviors

(National Child Traumatic Stress, 2009, P.3-4).

Step 10: 5 minutes

Close the session by ask one of the participants to recap what is covered in the session and thank the participants.

Session	Time required	Topics
Fourth session	140 minutes	<ul style="list-style-type: none"> - Emotional abuse definition - Forms of emotional abuse - Signs of emotional abuse - Effects of emotional abuse on children - Preventative measures of emotional abuse - Sexual abuse definition - Forms of sexual abuse - Signs of sexual abuse - Effects of sexual abuse on children - Preventative measures of sexual abuse

Objectives:

By the end of this session, participants will be able to:

1. Define emotional and sexual abuse
2. Describe the different forms of emotional and sexual abuse
3. Identify the signs and symptoms of emotional and sexual abuse
4. Discuss the effects of emotional and sexual abuse
5. Explain preventative measures of sexual and emotional abuse

Training techniques:

Brain storming, group discussions, case studies, games and role play.

Resources:

flip chart, Markers, blue tack, pens, cards and writing papers

Activities:

Step 1: 5 minutes

Welcome the participants, recap what was covered in the last session, and explain the objectives of the session.

Step 2: 5 minutes

Ask the participants to recall the definition of emotional abuse term which was covered in the previous session, listen to the responses, discuss and show them the definition again.

Step 3: 15 minutes

Divide the participants into three groups, and ask them to discuss the following question:

What does emotional abuse include?

Ask the participants to present what they have written, write the responses on the board and discuss them with the participants.

Show the participants the following forms of emotional abuse as an addition to what they have mentioned. Allow for comments and questions.

Emotional abuse includes:

- Not giving the child the opportunity to interact with others
- Shouting at a child
- Failing to show emotions when dealing with children
- Making a child feel that he/she is worthless
- Blaming the child and making him/her feel afraid
- Calling a child with bad names
- Continuously criticizing a child

(NSPCC, 2012, P. 3)

Step 4: 15 minutes

Give each participant a card and ask them to write one sign of emotional abuse on this card, then to put these cards in a basket that will be passed through them. After gathering all of these cards in the basket, pick the cards one by one from the baskets and read it aloud and discuss it with the participants.

Then show the participants the following signs as an addition to what they have mentioned.

- Risk taking behaviour
- Anxiety
- Estrangement
- Low self-esteem
- Problems in their relationship with others.
- Depression

(Prevent Child Abuse America P. 2).

Step 5: 15 minutes

Ask the participants to prepare a role play about the effects of emotional abuse. Ask a group of volunteers to perform what they have prepared. Then, discuss the role play through using these guiding questions.

- *How was the child affected in the role-play?*
- *What are the other effects of emotional abuse on children?*

Show them the following effects as an addition to what they have mentioned, allow for questions and comments.

- Anxiety
- Estrangement
- Depression
- Low self-esteem
- Lack confidence
- Problems in their relationship with others.

- Be aggressive towards other children
- Difficulty to trust in others.

(Prevent Child Abuse America P. 2).

Step 6: 5 minutes

Conclude this part by asking the participants to think about preventative measures of emotional abuse.

Step 7: 15 minutes

Divide the participants into three groups and give each group a copy of case study related to sexual abuse, ask them to read it and discuss the following questions. (The case study is attached in the end of this session).

- *What is the type of abuse that the child is exposed to in this case study?*
- *How common is this type of abuse in your society?*

Discuss participant's responses and introduce the second part of the session by writing 'sexual abuse' on the flip chart.

Ask the participants to recall the definition of sexual abuse which was covered in the previous session. Discuss their responses and show them the definition again.

Highlight the points that:

- *Perpetrators of sexual abuse are mostly well-known to children.*
- *Children do not lie about sexual abuse, so we have to take all allegations seriously.*

Step 8: 10 minutes

Explain to the participants that sexual abuse may include direct contact and non-contact activities, ask them to give examples.

Step 9: 10 minutes

Through a brain storming session, ask the participants to list down the signs and symptoms of sexual abuse, listen to their responses, note them on the board and discuss them.

Show them the following signs to enhance what they have mentioned.

- Chronic itching and bleeding from the genitals
- An unusual discharge
- Difficulty in walking or sitting down
- Sexually transmitted infection
- Pregnancy

(NSPCC, 2009, P. 5)

Step 10: 15 minutes

Give each participant a card and ask them to write one negative effect of sexual abuse on children on this card, then to put these cards in a basket that will be passed through them. After gathering all of these cards in the basket, pick the cards one by one from the baskets, read it aloud and discuss it with participants.

Then show the participants the following effects as an addition to what they have mentioned.

- Depression and anxiety
- Low self esteem
- Social isolation
- Self-destructive behavior such self-harm and suicide attempts
- Post-traumatic stress
- Eating and sleeping disorder
- Feeling of shame and guilt
- Sexually transmitted diseases.
- Pregnancy

(NSPCC. 2013 P.4-5)

Step 11: 15 minutes

Ask the participants to conduct an assignment on the measures that can be taken to prevent child sexual abuse. Ask them to do it in home and bring it with them next session.

Step 12: 5 minutes

Close the session by asking one of the participant to recap what is covered in this session and thank the participants.

Case study related to sexual abuse

Name: Ali

Age: 9 years old

Ali is a 9-year-old child who recently lost his mother, and his father is in a bereavement period and suffering from the loss of his wife. The father is unable to take care of his child, so he sent Ali to live with his uncle.

Ali is now participating in a family center's activities, the case manager started to notice inappropriate sexual behaviors while he is playing with other kids.

The case manager started to observe the child to see if his behavior is repetitive or not. Once the case manager saw that the behavior was in fact repetitive, he started to collect data about Ali. Then the case manager called the father to discuss Ali's situation.

After the assessment, Ali reported that he was exposed to sexual harassment by his uncle many times, and he was threatened to be beaten if he told anyone.

Ali is afraid to stay with his uncle, and he is showing some psychological and behavioral problems like: fear, nightmares, bedwetting, anxiety, sleeping problems, difficulties to concentrate, and low school achievement.

Session	Time required	Topics
Fifth session	130 minutes	<ul style="list-style-type: none"> - Definition of child neglect - Types of child neglect - Signs of child neglect - Effects of child neglect on children - Child exploitation definition - Common forms of child exploitation - Signs of child exploitation - Children who are more affected by abuse

Objectives:

By the end of this session, participants will be able to:

1. Define child neglect and child exploitation
2. Describe the different forms of child neglect and child exploitation
3. Identify the signs and symptoms of child neglect and child exploitation
4. Discuss the effects of child neglect on children
5. Identify children who are more affected by abuse

Training techniques:

Brain storming, group discussions and working in pairs.

Resources:

Flip chart, Markers, blue tack, pens, and writing papers

Activities:

Step 1: 5 minutes

Welcome the participants, recap what was covered in the last session, and explain the objectives of the session.

Step 2: 10 minutes

Start by writing 'child neglect' on the board and ask the participants to recall the definition of child neglect term which was covered in the previous session. Listen to the responses, discuss and show them the definition again.

Step 3: 15 minutes

In pairs, ask the participants to discuss types of child neglect. Then ask some pairs to make their presentations, write the responses on the board and discuss them with the participants.

Show the participants the following types of child neglect to enhance what they have mentioned. Allow for comments and questions.

Types of Child Neglect

Child protection experts have identified the following common types of neglect:

- Physical neglect: failing to provide a child with her/his basic needs such as food, clothing or shelter
- Educational neglect: failing to educate a child or to fulfill her/his education needs.
- Medical neglect: failing to provide proper health care to a child.
- Emotional neglect: failing to meet a child's emotional and psychological needs.

(Child Welfare Information Gateway, 2013 P. 3)

Step 4: 15 minutes

Through brain storming session, ask the participants to explain how they can identify a neglected child. Listen to their responses, write them on the board and discuss them with the participants.

Then show the participants the following signs as an addition to what they have mentioned.

- Seem hungry and come to school without breakfast.
- Appear tired and listless.
- Appear dirty or smelly.

- Have untreated medical problems.
- Have poor communication and social skills.
- Have inadequately clothes such as not wearing a coat in winter
- Have repeated injuries due to lack of supervision.

Depanfilis D. (2006, P.15-16)

Step 5: 15 minutes

Ask the participants in groups of three to discuss and explain the effects of child neglect. Discuss and analyze the responses. Ask for a volunteer to note down the responses on the board.

Show them the following effects as an addition to what they have mentioned. Allow for questions and comments.

- Memory impairments
- Delayed speech and language
- Posttraumatic stress disorder
- Depression
- Bad relationships with others
- Poor life and communication skills
- Dissociative disorders and panic disorder
- Low self esteem
- Affect the way children's brain function

(Child Welfare Information Gateway, 2009,).

Step 6: 5 minutes

Conclude this part by highlighting that if the family is not able to provide their child with his/her needs due to poverty, this is not considered child neglect.

Step 7: 10 minutes

Start by writing 'child exploitation' on the board, ask the participants to recall the definition of child exploitation term which was covered previously. Listen to the responses, discuss and show them the definition again.

Step 8: 15 minutes

Ask the participants to go into their societies and discuss the common types of child exploitation. Listen to their responses, note them on the board and discuss them.

Show them the following types to enhance what they have mentioned.

Sexual Exploitation of a Child

Sexual exploitation is a form of sexual abuse, in which a child is manipulated or forced into taking part in a sexual act. This could be as part of a seemingly consensual relationship, or in return for attention, affection, money, drugs, alcohol or somewhere to stay (Believe in Children Barnardo's Scotland,2014, P. 7).

Economic Exploitation of a Child

According to the legal dictionary, economic exploitation of a child refers to using a child for economic profit, this may include child slavery, child labor, child sex tourism as well as illegal adoption of a child for gain.

Step 9: 15 minutes

Through brain storming session, ask the participants to list down the signs and symptoms of child exploitation, listen to their responses, note them on the board and discuss them.

Show them the following signs as an addition to what they have mentioned.

- Has money or expensive items not given by parents
- Very tired and sleeping in school
- School absenteeism
- Physical impacts: damage to hands or legs, bent back etc.

Step 10: 5 minutes

Conclude this part by asking the participants to think about the factors that contributes into child exploitation.

Step 11: 15 minutes

Introduce the following part 'children who are more affected by abuse' for the participants, discuss with them and allow for questions and comments.

Children who are more likely to experience abuse:

1. Children with disabilities
2. Children in conflict with law
3. Children with parents who suffer from mental health issues.
4. Children in alternative care
5. Children who have experienced other forms of abuse
6. Children living in poverty.

Step 12: 5 minutes

Conclude the session by asking the participants to recap what has been covered and thank the participants.

Session	Time required	Topics
Sixth session	130 minutes	<ul style="list-style-type: none"> - Definition of orphan and vulnerable children - Children who would be categorized as vulnerable - Factor that contribute to the vulnerability of children - Risks that orphan and vulnerable children face - Preventative measures of risks that orphan and vulnerable children face - Children living on/in the street definition - Factors contributing to children living in/on the street - Risks and dangers faced by children living on the street - Interventions that can be undertaken for children living on the street

Objectives:

By the end of this session, participants will be able to:

1. Define ‘Orphan’, ‘vulnerable children’ and ‘children living on the street’ terms
2. Identify children who would be categorized as vulnerable
3. Outline factor that contribute to the vulnerability of children
4. Explain risks that orphan, vulnerable children and children living on the street face
5. Discuss preventative measures of risks that orphan and vulnerable children face
6. Outline factors that contribute to children living in the street
7. Discuss interventions that can be undertaken for children living on the street

Training techniques:

Brain storming and group discussions.

Resources:

Flip chart, Markers, blue tack, pens and writing papers

Activities:

Step 1: 5 minutes

Welcome the participants, recap what was covered in the last session, and explain the objectives of the session.

Step 2: 10 minutes

Ask the participants in pairs to define the terms 'orphan' and 'vulnerable child' separately, listen to some pairs' responses, discuss, analyze and comment. Then show them the following definitions. Allow for questions and comments.

Orphan: A child who has lost one or both parents due to death and is under the age of 18 years. (UNICEF, 2006, P.106).

Vulnerable Child: This is one who has no able parents or guardians, staying alone or with elderly grandparents or lives in a sibling headed household or has no fixed place of abode and lacks access to health care, material and psychological care, education and has no shelter. (MOG&CS, 2003). (UNICEF, 2006, P.106).

Step 3: 10 minutes

Ask the participants to list down children who would be categorized as vulnerable. Listen to their responses, note them on the board and discuss them. Then show them the following groups of vulnerable children as an addition to what they have mentioned.

- Child involved in employment
- Children living in the streets
- Children with disabilities
- Abused children
- Children in conflict with the law

(UNICEF, 2006, P. 106)

Step 4: 15 minutes

Ask each participant to write a factor contributing to children vulnerability in their societies on a piece of paper. Gather the pieces of papers from the participants and ask a volunteer to read them. Discuss the factors with the participants and allow for comments and questions. Then show them the following factors to enhance what they have mentioned and allow for comments and questions.

- Poverty
- Alcohol and drug abuse
- Inaccessibility to education.
- Orphan hood
- Stigma
- lack of economic and social support

(UNICEF, 2006, P. 106)

Step 5: 10 minutes

Ask the participants, through a brain storming session, to identify the risks that orphan and vulnerable children face. Note their responses, analyze and discuss. Then show them the following risks as an addition to what they have mentioned.

- sexual abuse
- child labor
- juvenile
- prostitution
- delinquency
- health problems
- other psychological problems
- alcohols and drug abuse
- dropping out of school

(UNICEF, 2006, P. 106)

Step 6: 10 minutes

Close this part by asking the participants, through a brain storming session, to think about some preventative measures of these risks.

Step 7: 10 minutes

Introduce the second part of the session by asking the participants to share their understanding about the meanings that ‘children living on the street’ term implies.

Explain to the participants the definition of ‘children living on the street’ term.

The term “street child” was developed in the 1980s to refer to “any girl or boy for whom the street (in the broadest sense of the word, including unoccupied dwellings, wasteland, etc.) has become his or her habitual abode and/or source of livelihood, and who is inadequately protected, supervised or directed by responsible adults.” (United Nation Human Rights, 2011, P 9)

Step 8: 15 minutes

Ask the participants in groups of three to discuss the factors that contribute to children living in the street. Listen to their responses and discuss them. Then show them the following factors. Allow for questions and comments.

- Poverty
- Bad familial relations
- Dropping out of school
- Natural disasters and wars
- Large family size
- Low educational level of parents

(Defense for Children International Palestine Section, 2005, P 17-19).

Step 9: 20 minutes

Show the participants a video expressing risks and dangers faced by children living on the street. Ask the participants to comment on what they have seen in the video, then to list down dangers faced by children living on the street.

Dangers may include:

- substances, alcohol and drug abuse
- child abuse of various forms
- violations of their rights
- being involved in child labor.

(United Nation Human Rights, 2011, P. 12)

Step 10: 15 minutes

In groups of three, ask the participants to discuss the measures and procedures that can be undertaken to combat children living on the street situation. Ask the groups to make their presentations. Discuss and comment on what they have said.

Show them the following interventions to enhance what they have mentioned, allow for questions and comments.

- Empowering children to be able to defend themselves and protect their rights.
- Mobilizing the resources to empower family and community and strengthening existing mechanisms.
- Involving governmental bodies in improving the living conditions of children in street situations
- Establishing a primary educational system, which can reintegrate drop out children
- Provision of formal education and vocational skills training
- Involving local associations and Non-governmental organisations in protection system.
- Media play an important role in changing the way community perceive the issue of children in streets.

(Terre des hommes, 2010, P. 11)

Step 11: 10 minutes

Close this part by asking the participants to share one thing that they have learned in this session.

Session	Time required	Topics
Seventh session	85 Minutes	<ul style="list-style-type: none"> - Child labour, child work and worst forms of child labour definitions. - Activities included in child labour - Factor contributing to child labour - Effects of child labour on children - Ways in which child labour can be eliminated in the community

Objectives:

By the end of this session, participants will be able to:

1. Explain the meaning of child labour, child work and worst forms of child labour terms.
2. Identify activities included in child labour.
3. Explain factor contributing in child labour.
4. Explain the effects of child labour on children.
5. Discuss ways in which child labour can be eliminated in the community.

Training techniques:

Brain storming, group discussions, and games.

Resources:

Flip chart, markers, blue tack, pens, cards and writing papers

Activities:

Step 1: 5 minutes

Welcome the participants, recap what was covered in the last session, and explain the objectives of the session.

Step 2: 15 minutes

Write the terms child work and child labor on the board. Ask participants to write on a piece of paper the difference between the two concepts giving examples of each. Listen to participants' responses, discuss and then explain the meanings of the two terms.

Child labour: related to work that affect on children's health and development and interfere with her/his education.

Child work: work that prepare children for their adulthood and it is considered as a part of socialization (UNICEF, 2006, P.116).

Step 3: 15 minutes

Ask the participants, Through a brain storming session, to list down some activities of child labor.

Receive their responses, discuss and comment. Then show them the following to enhance what they have mentioned.

- Agricultural labour activities
- Mining work
- Recruitment in armed conflicts
- Offering a child for prostitution
- Domestic activities
- Trade activities
- Work in industry
- Labour activities

(UNICEF, 2006, P.116)

Step 4: 15 minutes

Explain to the participants that some work threat the children's lives and therefore is dangerous to children

In a brain storming session, ask the participants to define the concept “worst forms of child labour” giving some examples of activities of it. Listen to the participants' responses, discuss and then explain the following to enhance and enrich the discussion.

According to ILO, worst forms of child labour are these that cause irreversible physical or psychological damage or threaten the children's lives.

It include working in mines, underwater, at dangerous heights, harmful chemicals, plantations, working in tunnels and working during the night. (UNICEF, 2006, P. 117).

Step 5: 15 minutes

Divide participants into groups and ask them to discuss the factors contributing to child labour in their society. Then, receive feedback from groups, discuss the causes and make comments. Note them on a flip chart.

- Poverty
- Low cost of child labour
- Lack of education
- Absence of workers' organizations
- Lack of regulations and laws
- Discrimination

(International Labour Office 2011,P.9-13)

Step 6: 15 minutes

Give each participant a card and ask them to write one negative effect of child labour on children on this card, then to hang these cards on the walls. Then ask all the participants to go around in the room and read all the effects written on the cards and discuss them together.

Show them the following effects to enhance what they have mentioned.

- Health problems which sometimes might be severe
- Developmental delay
- Deprivation from education
- Social problems and difficulties to have relationships
- Poor childhood conditions
- Physical and mental torture
- Vulnerability to abuse and exploitation

Step 7: 5 minutes

End the session by asking each participant to prepare an assignment on ways in which child labour can be eliminated in the society.

Session	Time required	Topics
Eighth session	100 minutes	- Roles of duty bearers in protecting children

Objectives:

By the end of this session, participants will be able to:

1. Explain roles of duty bearers (government, NGOs/CBOs, community and family) in protecting children.

Training techniques:

Brain storming, group discussions, games and role play.

Resources:

Markers, flip chart, blue tack, pens, cards and writing papers

Activities:

Step 1: 5 minutes

Welcome the participants, recap what was covered in the last session, and explain the objectives of the session.

Step 2: 15 minutes

Start by telling the participants that since the protection issues we covered in the previous sessions are common in our community, it is important to go through the roles of duty bearers in protecting children.

In groups of three ask the participants to discuss the role of the government in protecting children. Receive the responses, note them on the board, analyze and discuss them. Then show them the following roles to enhance what they have mentioned. Allow for questions and comments.

- Policy making
- Establishing mechanisms for child protection
- Establishing appropriate legislation
- Enforcing child protection laws and policies
- Adopting international instruments on child protection
- Mobilizing resources to fulfill children's needs
- Advocating for child protection
- Monitoring child protection situation.

(UNICEF, 2006, P.141)

Step 3: 20 minutes

Divide the participants into 5 groups, assign each group a governmental ministry to discuss its role in protecting children. Ask each group to assign a minister to represent the group in the whole meeting that will be held to discuss the roles of the ministries in protecting children.

When the groups finish, ask the ministers of the 5 groups to make their presentation through playing the roles of ministers in a meeting.

1. Ministry of Home Affairs

- Reporting child abuse.
- Protect service providers
- Arresting law breakers

2. Ministry of Justice

- Reinforcement of children's rights.
- Ensuring juvenile justice.

3. Ministry of Education

- Provide education.

4. Ministry of Health

- Rehabilitation of nutritional units.
- Provide health service for children

5. Ministry of Labor and Vocational Training

- Eliminate child labor.
- Provide vocational programs and trainings for youth.

(UNICEF, 2006, P.142)

Step 4: 15 minutes

In groups of three, ask the participants to name organizations working in child protection in their societies and discuss the work these organizations do in child protection. Then to discuss the roles that NGOs and CBOs should play in protecting children. Let each group to make their presentation, comment and discuss what they have presented. Then show them the following roles to enhance what they have mentioned.

Roles of CBOs/ NGOs

- Mobilizing resources to protect children.
- Take action on child protection issues.
- Establishing children's activities.
- Provide support for needy children.
- Advocating on child's rights.
- Strengthening coping mechanisms.
- Empowering communities and families economically.

(UNICEF, 2006, P. 147)

Step 5: 10 minutes

Wind up this topic by asking participants to mention how they are going to engage themselves with these agencies in child protection.

Step 6: 15 minutes

Ask the participants, in pairs, to discuss the role of the community in protecting children.

Listen to the participants' responses, note them down on the board, analyze and discuss. Then show them the following roles to enhance what they have mentioned.

Role of the community in child protection

- Guarding child rights and interests
- Providing support for needy children.
- Mobilizing resources to protect children.

- Establishing support groups.
- Advocating on child's rights.
- Monitor and report child abuse.
- Establishing systems for family support

(UNICEF, 2006, P. 149)

Step 7: 10 minutes

Close the session by asking the participants to think more deeply and discuss the role of the family in protecting children.

Session	Time required	Topics
Ninth session	150 minutes	<ul style="list-style-type: none"> - Reasons why educators are concerned about child abuse and neglect. - Roles of educators in protecting children.

Objectives:

By the end of this session, participants will be able to:

1. Identify reasons why educators are concerned about child abuse and neglect
2. Describe the roles of educators in protecting children.

Training techniques:

Brain storming, group discussions and presentation.

Resources:

Markers, flip chart, blue tack, pens, and writing papers

Activities:

Step 1: 15 minutes

Start by telling the participants that in this session we are going to cover child protection in education.

In a brain storming session, ask the participants to identify reasons why educators are concerned about child abuse and neglect. Listen to their responses, analyze and discuss.

Then introduce the following reasons to enhance what they mentioned.

- Educators have consistent and close contact with children.
- Educators have mandated responsibility for reporting suspected child abuse.
- School has a unique chance to advocate for children and provide services for children and their families.

(Crosson-Tower, 2003, P. 9)

Highlight the following point:

Children spend long time in school which plays an important role in developing their cognitive, social or psychological skills and abilities due to their participation in different activities with their peers and teachers. Due to the close contact between children and their teachers in school, teachers have unique opportunities to identify child abuse cases and report them.

Step 2: 15 minutes

In groups of three ask the participants to discuss the roles of educators in protecting children. Listen to their responses, analyze and discuss. Then introduce the following roles of educators in protecting children.

- Identifying child abuse and neglect
- Reporting child abuse and neglect
- Providing support after the reporting
- Preventing child abuse and neglect

(Crosson-Tower, 2003, P.8)

Explain to the participants that these roles will be covered in detail in this session.

Highlight the point that the first role is covered in detail in the previous sessions which talk about types of child abuse and signs and symptoms of each type.

Step 3: 25 minutes

Explain the second role of educators, reporting child abuse and neglect, through introducing the following. General discussion is the main technique that will be used in this part.

Reporting Child Abuse and Neglect:

All educators (teachers, principle, administrators, school nurse or school social workers) should be involved in reporting child abuse and neglect. This involvement is guided by the state law and legislations.

The school personnel should follow special reporting mechanisms and procedures which are created by the school in coordination with Child Protection Services (CPS).

The school staff must be familiar with these mechanisms and procedures. When any of the educators reports a child abuse case to the school child protection team which is considered responsible for reporting child abuse cases to the CPS , this does not mean that his/her role is stopped, he/she may be contacted by a caseworker of CPS for further information and clarification. A suspected child abuse case should be reported as soon as possible. Late reporting may be harmful for the child. The reporter may keep taking notes on the child case even after reporting and provide them to CPS.

Two reports (oral and written) should be made to child protection agency. The oral report should be made immediately, then to be followed with the written report within 24 to 48 hours. The written reports usually should include child's name, age and gender; parents' name and address; nature of child's injury; any observed prior injury; reporters' action, reporters' name and contact information. Some times more information is required such as any information that would help in identifying the injury cause, information that would help in identifying the perpetrator, and other information about the family and the child that will aid in the risk assessment. (Crosson-Tower, 2003, P. 31-32).

Step 4: 15 minutes

In brain storming session, ask the participants to discuss the difficulties that may be encountered when reporting.

Listen to their responses, note them down, analyze and discuss. Then show them the following difficulties. Allow for questions and comments.

- Personal feelings
- Previous experiences reporting
- Conflict with Child's best interest of child
- Child protection services investigation
- Unclear procedures and policies
- Court involvement

(Karageorge & Kendall, P.28-29, 2008)

Step 5: 15 minutes

Introduce the third role of educators, providing support after reporting, in protecting children through highlighting the following point.

Reporting suspected cases of abuse is just the beginning of the child protection process. Rehabilitation and strengthening the family still lie ahead.

Divide the participants into two groups, ask the first group to think and discuss how school can support the maltreated child, and the second one to discuss how school can support the family of the maltreated child. Then ask the groups to make their presentations showing them the following to enhance what they have said.

Providing Support after Reporting**1. School Activities Supporting the Abused Child**

The properly structured school programs can offer various chances to support the abused child. School programs should offer different activities that increase the abused child's contact with classmates, and encourage her/him to make new friends in order to counteract the feeling of isolation that abused child frequently experiences. Sympathetic and warm teacher can be very supportive for this child. Schools can be considered as a focal point for providing special services to families and their children. School programs should be designed based on the child's needs to address them. Well-structured school learning projects for reducing reliance and enhancing cooperation, conflict resolution, peer mediation and effective problem solving can be very helpful for abused children.

Some skillful teachers design different activities to recognize children's feelings and to encourage them expressing their feelings. Others also integrate problem solving activities in the lesson as a part of the curriculum. Hence, children learn how to effectively make decisions, and they can feel empowered by learning this skill. (Crosson-Tower, 2003, P.40-41).

2. School Programs for Parents

School can train parents and family on some ways through which they can help their abused or neglected children. According to Karageorge & Kendall (2008, P. 56) these ways may include:

- Understanding children's behavior before punishing the child: For example, when neglected children steal food, this should not be perceived as stealing, but as an expected result of food deprivation. The same, physically abused children may kick, hit, or bite, these aggressive behaviors are a result of physical abuse, as it may increase this aggression and the child's feeling of insecurity.
- Teaching suitable social behaviors: Many maltreated children lack appropriate ways to interact with others. One of the ways to teach these children is to model positive and appropriate behaviors, for example, open communication or suitable physical contact.
- Listening to and talking with abused children: The caregivers should build confident and strong relationship with their child, so the child trusts her/his caregiver and starts to share feelings with her/him.
- Caring for abused children based on their emotional age: Abused children mostly will be emotionally delayed, so caregivers should care for these children according to their emotional needs and age not to their chronological age.

Step 6: 5 minutes

Introduce the fourth role of educators, preventing child abuse and neglect, in protecting children through highlighting the following points.

School play an important unique role in preventing child abuse and neglect, as it has access to students and their families, so different abuse prevention programs should be designed and implemented with children and their families by trained and skillful staff.

Step 7: 45 minutes

Divide the participants into three groups, assign each group a part of school involvement in prevention. Give each group a handout explaining to them that this part will be introduced by them. Ask each group to go through these handouts and prepare a five minute presentation.

First Handout:**Self-protection training for children**

School can provide self-protection trainings that can help children to protect themselves from abuse, these trainings should teach them what to do if they are abused or if they feel that they are at risk of abuse. Well-designed programs and skillful and trained educators are needed to achieve this. (Crosson-Tower, 2003, P. 49).

Children in schools should receive trainings related to life skills which have positive practical effects that will be reflected in their childhood, and which enhance students' self-esteem and self-sufficiency, in addition to socialization skills which children can acquire through their participation in effective daily school activities.

Second Handout:**Trainings and Development Programs for the School Staff:**

All school personnel members should receive continuous trainings related to identifying, reporting and preventing child abuse, these trainings can also furnish information on their professional responsibilities and strengthen their roles to protect children. (Crosson-Tower, 2003, P. 51).

Third Handout:**Awareness Programs for Parents**

School plays an important role in strengthen the parents' role in preventing child abuse, this can be achieved through different awareness such as ones related to child development stages so that parents can identify how children act, think and grow, and others related to punishment alternatives and behavior modification in order to reduce

abusing children by their parents. In addition to child protection trainings in order to increase the parents' ability to protect their children from abuse

Step 8: 10 minutes

Conclude the session by asking the participants about the importance of school involvement in child protection.

Session	Time required	Topics
Tenth session	130 minutes	<ul style="list-style-type: none"> - Definition of Child protection standards - Aims of child protection standards - Child protection minimum standards to ensure quality child protection response - Child protection minimum standards to address child protection needs

Objectives:

By the end of this session, participants will be able to:

1. Define child protection standards
2. Explain the aims of child protection standards
3. Describe child protection minimum standards that ensure quality child protection response
4. Describe child protection minimum standards that address child protection needs

Training techniques:

Brain storming, discussions and presentation.

Resources:

Markers, flip chart, blue tack, pens and writing papers

Activities:

Step 1: 5 minutes

Welcome the participants, recap what was covered in the last session, and explain the objectives of the session.

Step 2: 25 minutes

Start by explaining to the participants that standards describe the basic level of performance or ability that is required for a service to be effective and do the job it was designed to do.

Highlight the following point.

Child protection standards are based on the experience of the participants working in the child protection sector. They were formulated between 2011 and 2012. An initial draft was developed by a team containing child protection workers, other humanitarian and policy makers. This was done through reviewing the existing policies and tools and learning from various humanitarian situations. These standards were reviewed at national and local levels to check their relevance and applicability, and subsequently revised.

Over 400 individuals from 30 organizations and 40 countries participated in developing standards. (Child Protection Working Group, 2012, P.20).

Through brain storming session, ask the participants about their expectations towards the aims of these standards. Listen to their responses then present the following aims of these standards.

The CPMS aim at:

- Establishing common principles among people working in child protection.
- Improving accountability within child protection work.
- Improving the quality of child protection work.
- Enabling better advocacy on child protection issues.
- Providing a synthesis of good practices and learning to date.

(Child Protection Working Group, 2012, P.17)

Step 3: 15 minutes

Based on what was covered in all previous sessions, ask the participants in groups of three to deduce some of child protection standards. Listen to their responses, note them down, analyze and discuss.

Point out that child protection minimum standards are grouped into four groups:

1. Standards to ensure the quality of child protection response
2. Standards to address child protection needs
3. Standards to develop adequate child protection strategies
4. Standards to mainstream child protection in other sectors

Tell the participants that these four groups of standards will be covered in detail in this session and in the coming one. Highlight that these standards are found in (child Protection Working Group, 2012, P.10-20)

Step 4: 30 minutes

Introduce the first group of standards, standards to ensure the quality of child protection response, one by one in detail linking each standard with what was covered in the previous sessions, and allow for comments and questions.

Standard 1: Coordination

All of child protection related bodies, humanitarian agencies, authorities and civil society coordinate their efforts to ensure a full and effective child protection response. Coordination can create multi-sectoral response that enhances and strengthens child protection system and work in the long term.

Standard 2: Human Resources

Child protection services should be delivered by qualified staff. Human resources procedures and recruitment processes include measures to protect children from abuse and exploitation by humanitarian workers. This standard leads human resources' focus when mobilizing child protection workers.

Standard 3: Communication, Advocacy and Media

Child protection issues should be advocated and communicated for with fully respect for children's dignity, safety and best interests.

Humanitarian agencies communicate and advocate for child protection issues through bringing children's stories and issues to the general public. This should be done in strategic and ethical manner. However, if this done wrongly, it can negatively affect the children and their families.

Standard 4: Programme Cycle Management

Child protection programs build on the existing resources, capacities, and structures. They address the upcoming child protection needs and risks identified by children. These programs should be designed based on the existing information and need assessment. Children and communities should be engaged in program design and monitoring and evaluation. Ways in which the existing child protection system can be strengthened should be integrated into these programs.

Standard 5: Information Management

Up-to-date information related to child protection should be collected, used, and shared with full consideration of confidentiality and child's best interests. Information related to a specific child protection case should be shared only if it is necessary. Information about the overall child protection situation should be used to enhance the programmatic decisions taken to protect children.

Standard 6: Child Protection Monitoring

Systematic monitoring process should take place from the first stags, information indicating patterns and levels of abuse, neglect and exploitation should be collected continuously to inform and enhance effective response.

Step 5: 5 minutes

Ask the participants to summarize this group of standards by recapping what is said about each standard.

Step 6: 40 minutes

Introduce the second group of standards, standards to address child protection needs, linking each standard with what was covered in the previous sessions. Allow for discussions, questions and comments.

Standard 7: Dangers and Injuries

Children should be protected from injury, harm and disability caused by environment dangers. Injured children's physical needs should be responded to in a timely and effective way. Children with disability can be at greater risk especially during the emergency. Moreover, displacement can put children at unfamiliar risks, for example, road traffic, floodwaters and explosive remains of war. Child's injuries should be addressed quickly and appropriately in order to avoid any opportunity of long-term injury.

Standard 8: Physical Violence and Other Harmful Practices

Children should be protected from physical abuse and other harmful practices. Physical abuse survivors should receive age-appropriate responses. Abuse increases in humanitarian settings and children are more vulnerable for domestic violence, physical, emotional and sexual abuse. Weak protective environment around children may lead to family and/or community members abusing children.

Standard 9: Sexual Violence

Children should be protected from sexual abuse, and survivors should have access to age-appropriate, safe and holistic response. During emergency, children are more vulnerable for sexual abuse and are more easily coerced and exploited than adults. Sexual abuse is existed in all emergencies but it is often unclear. Sexually abused children should be addressed quickly and effectively.

Standard 10: Psychosocial Distress and Mental Disorders

Children's resilience and coping mechanisms should be strengthened, and psychologically affected children should receive appropriate and efficient support. Children experiencing stressful situations mostly demonstrate behavioral changes,

problems in social relations and physical reactions. Appropriate psychological care should be provided to these children.

Standard 11: Children Associated with Armed Forces or Armed Groups

Children should be protected from recruitment by armed groups, and should be released and reintegrated into the community. Children are used by the armed groups in many ways including spies, informants or combatants or for sexual purposes.

Standard 12: Child Labour

Children should be protected from worst form of child labor especially those related to the emergency. During emergency, there is a high possibility for children to lose their breadwinners, livelihood and/or education opportunities, so they become more vulnerable to child labour. Timely and effective response should address these children especially those connected to worst form of child labor.

Standard 13: Unaccompanied and Separated Children

Unaccompanied and separated children should be cared for and protected with fully consideration of their best interests. Children separated from their parents and families are at increased risk of abuse, exploitation and neglect during emergency. The prevention and response need to include actions to address the separation itself (prevention of separation, family tracing and reunification) as well as interim or alternative care.

Highlight the difference between unaccompanied and separated children.

Separated children – Any child separated from both parents, or from previous legal or customary primary care-giver, but not necessarily from other relatives. This may, therefore, include children accompanied by other adult family members. (UNHCR, 2014, P.1)

Unaccompanied children: – Any child who has been separated from both parents and other relatives and is not being cared for by an adult who, by law or custom, is responsible for doing so. (UNHCR, 2014, P.1)

Standard 14: Justice for children

All children who come into contact with justice system as witnesses, victims, or offenders should be dealt with according to international standards. For children in conflict with the law, detention should be a last resort, and where possible, diversion and alternative measures involving families and communities should be used.

Step 7: 10 minutes

Close the session by asking a volunteer to recap what was covered in this group of standards.

Session	Time required	Topics
Eleventh session	125 minutes	<ul style="list-style-type: none">- Child protection minimum standards to develop adequate child protection strategies- Child protection minimum standards to mainstream child protection in other humanitarian sectors- Implementing the post-test.

Objectives:

By the end of this session, participants will be able to:

1. Describe child protection minimum standards that develop adequate child protection strategies
2. Describe child protection minimum standards that mainstream child protection in other humanitarian sectors

Training techniques:

Brain storming, group discussions and presentation.

Resources:

Markers, flip chart, blue tack, pens and writing papers

Activities**Step 1: 5 minutes**

Welcome the participants, recap what was covered in the last session, and explain the objectives of the session.

Step 2: 45 minutes

In groups of three ask the participants to discuss some standards they expect to be included in the third group of standards, standards to develop adequate child protection strategies. Listen to their responses, note them down, analyze and discuss.

Then, introduce the third group of standards one by one in detail linking each standard with what was covered in the previous sessions, allow for comments and questions.

Standard 15: Case Management

Children with urgent child protection needs should be identified and should have access to culturally appropriate services and multi-sectorial response.

Case management is a process for helping children and their families through social services. Children should be appropriately involved throughout the process, and their best interests should be considered.

Standard 16: Community-based Mechanisms

Children should be protected from abuse, exploitation through community-based mechanisms and process. Effective mechanisms include local structures and processes that promote or support the wellbeing of children.

Standard 17: Child-friendly Spaces

Child friendly spaces that provide different structured activities in a safe and stimulating environment should be available and accessible for all children.

Child-friendly spaces are nurturing and stimulating environments in which children have access to free recreation and learning activities to regain sense of normality and continuity. They require collaboration among sectors and should be designed and operated in a participatory manner.

Standard 18: Protecting Excluded Children

All children should have access to protection and basic services, and factors leading to exclusion should be identified and addressed. Exclusion is commonly connected with stigmatized social status, belonging to an ethnic or religious minority, gender, or economic standing. Humanitarian crises can make exclusion worse, but may also offer opportunities for change.

Step 3: 10 minutes

Conclude this part by asking a volunteer to recap what was covered in this group of standards.

Step 4: 40 minutes

Divide the participants into 7 groups and give each group a standard of the following standards that develop child protection strategies, and ask them to present it providing a practical example of a program that could fulfill/support this standard.

Standard 19: Economic Recovery and Child Protection

Economic recovery programs phases; assessment, design, monitoring and evaluation, should address child protection concerns. Children and their families should have access to adequate support to empower their livelihoods. Economic recovery programs should reach families where child protection services are most needed, and should increase children's opportunities to be with their families, receive education, and prevent exploitation.

Standard 20: Education and Child Protection

Education programs phases; assessment, design, monitoring and evaluation should address child protection concerns. Children should access safe, protective, relevant and flexible learning opportunities. Quality education affects positively on children's wellbeing before, during and after emergencies. It requires close collaboration between education and child protection actors on various issues including child-friendly spaces and child protection prevention measures.

Standard 21: Health and Child Protection

Health programs phases; assessment, design, monitoring and evaluation should address child protection concerns. Children have access to health services in a protective way considering children's age and developmental needs. Health intervention is a basic part of any approach that aims to support children in need for protection. Health activities must be implemented in a protective way.

Standard 22: Nutrition and Child Protection

Nutrition programs phases; assessment, design, monitoring and evaluation should address child protection concerns. All children and their caregivers should access to adequate, safe and suitable nutrition services and food. Children are vulnerable to different forms of under-nutrition during emergencies. Risk-prevention measures should be included within nutrition activities.

Standard 23: Water, Sanitation and Hygiene (WASH) and child protection

WASH programs phases; assessment, design, monitoring and evaluation should address child protection concerns. All children should access to suitable WASH services that reduce violence risks. WASH workers should ensure that their interventions are implemented in a protective way for children and their caregivers.

Standard 24: Shelter and Child Protection

Shelter programs phases; assessment, design, monitoring and evaluation should address child protection concerns. All children and their families should have appropriate and safe shelter that fulfills their basic needs. Children's vulnerability may increase during and after crises as children may be living alone or with reduced or new family.

Standard 25: Camp management and child protection

Camp management programs phases; assessment, design, monitoring and evaluation should address child protection concerns. Camp structures should ensure children's safety and well-being. Camp management should consider child protection, for example, through the physical planning of the camp, the way services are distributed, or the decisions taken that affect children's life. Camp managers need to make sure children are not exposed to risks in the camps, and respond when these are identified.

Standard 26: Distribution and Child protection

Children should have access to humanitarian services through efficient and protective distribution system that safeguards children from violence and exploitation. Distribution of life-saving services is one of the most urgent actions to be taken in an emergency response, and one that can significantly improve children's wellbeing. The way in which food and other relief items are distributed has a significant effect on the threats experienced by women and children. Any kind of distribution needs to incorporate a child protection approach. It should be timely, comprehensive and extremely well planned.

Step 5: 10 minutes

Conclude this session by asking the participants to recap what is covered in this session.

Step 6: 15 minutes

Implement the post-test and thank the participants.