

# S U M M E R C A M P S

## PROTECTION, LEARNING and FUN!

**A Practical Handbook**  
**to Organizing**  
**Summer Camps**  
**for Children**

The banner is white with a black border and features several small heart icons. Below the banner, four simple cartoon children (two girls and two boys) are holding the banner's corners. They are drawn in a simple, friendly style with large heads and small bodies. The background behind the banner is a light blue sky with white clouds and a green hill.



Summer Camps  
Protection, Learning and Fun!  
A practical Handbook to Organizing Summer Camps for Children

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The pictures published in this document have been made during the 2011 Tdh summer camp activities with full consent from both children and parents/guardians.

Since its creation in 1960, the mission of Terre des hommes (Tdh) has been able to come to the aid of children in need. It endeavours at all times to defend the rights of children, in times of war and natural disasters, or in less publicised situations of distress. Tdh has development projects and emergency relief programmes in more than 30 countries. This engagement is financed by individual and institutional donations, of which 85% flows directly into the Tdh programmes.

Enhancing child protection systems – [www.Tdh.ch](http://www.Tdh.ch)  
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# S U M M E R C A M P S

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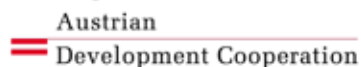
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## PREFACE

A good summer camp provides an appropriate and safe environment where children feel comfortable, have fun, learn new and interesting things about life and themselves, strengthen their physical and emotional skills to cope with new experiences and challenges, develop skills to express and communicate their thoughts and concerns, and build confidence in themselves by developing new friendships and actively participating in inclusive activities. As such, investing in summer camp programs provides countless benefits to children in general and especially vulnerable children who are at risk of abuse and/or exploitation.

This document represents a simple guideline for planning and organizing a summer camp for vulnerable children in need of protection. These guidelines target Child Protection Units, civil society, government agencies and community based organizations, nongovernmental organizations (NGOs), schools and other child protection/welfare/rights/education stakeholders who wish to conduct summer camp activities. Although these guidelines are built upon Tdh's experience in Albania and all the references are in line with the local context in the country, they can be easily adjusted and used as a basis in other countries.

Building on the extensive experience of Tdh, this document reflects on the positive practices and challenges encountered during the process of planning and organizing summer camps, and provides practical guidelines for CPUs and other actors interested in organizing such activities.

We hope this Guideline will inspire Child Protection Units and all other local actors to organize summer camps for children, every year from now and on. We hope this document will also inspire local governments and various public and private donors to invest in these great initiatives which provide children with positive experiences and memories that last a lifetime!

*From the Authors and Staff of  
Terre des hommes Foundation, Delegation in Albania*



## About Terre des hommes Delegation in Albania

**Terre des hommes - Child Relief**, is a Swiss foundation based in Lausanne, without preoccupation of political, racial or confessional bias has been active in Albania since 1993. In Albania, Terre des hommes is currently implementing the CPSN project: Developing a Child Protection Safety Net in Albania, a multi donor and partner project. The CPSN project envisions a fully-functioning statutory child protection system and a local community committed to taking proactive child protection actions in order to protect children against all forms of abuse, violence, exploitation, neglect and/or trafficking.

### "Developing a Child Protection Safety Net in Albania" Project envisions:

**Establishing Child Protection Units** – Tdh is supporting the establishment and capacity development of Child Protection Units (CPU) in several municipalities, as the special institutional structures for ensuring child protection at the local level. Envisioned as the key element in the development of a comprehensive child protection system in Albania, the CPUs work to identify children in need or at risk of abuse, exploitation, violence and/or trafficking. The CPUs provide child protection through case management model, and offer direct support and services by coordinating actions and protective measures taken by the various multidisciplinary actors involved.

**Strengthening child protection within the education system** – Tdh is assisting schools to play an active part in the child protection system through a clear capacity building plan that includes technical assistance to the Regional Directorates of Education and child protection training targeting school psychologists, teachers and directors in order for them to be better equipped to identify children in need of support, refer them to adequate services and facilitate their integration in the school environment.

**Supporting vulnerable communities** – In partnership with Roma organisations, Tdh supports the development of **Community Counselling Groups** which offer child protection advice and counselling to vulnerable families and help identify and refer cases of children in need or at risk by linking them to the appropriate public and non-public service providers in their localities. The rationale for this type of intervention relates to the notion that communities, especially vulnerable Roma and Egyptian minorities that suffer social and economic discrimination, can play a significant role in ensuring safe environments for their children.

**Direct support to improving well-being and resilience of vulnerable children** – At the local level, Tdh supports the organization of psychosocial activities for vulnerable children, and strengthen the capacities of local caregivers from NGOs, schools, social workers, residential institutions to deliver quality services for children including through sports and recreational activities.

**Committed to local empowerment** - Tdh has helped establish Help for Children Foundation (Ndihmë për Fëmijët), a major local organization which implements projects for highly vulnerable children and families in Albania, the local organization Common Actions Against Poverty and is a founding and active member of the United for Child Care and Protection (commonly known as BKTF), a dynamic network of 25 local and international non-public organizations actively engaged in child protection advocacy work in Albania.

**MOVE** Project, funded by UEFA, aims to improve the well-being of children at risk of exploitation and trafficking by reinforcing psychosocial and methodological competencies of the persons (animators, teachers, educators, social workers) in charge of them or working with them.

**MARIO** Project aims to enforce better protection of children on the move in Europe and put pressure on European Institutions and national decision-makers about child trafficking issues.



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# Glossary

**Abuse:** The term abuse as used throughout the following document refers to the following: sexual abuse, emotional abuse, physical abuse, psychological abuse, neglect, exploitation, discrimination, forced child labour, begging, trafficking, and domestic violence. Each of these forms of abuse is often translated into poor physical and emotional development of the child, behaviour problems and social exclusion, impeding children's capacities to enjoy the full and harmonious development of their personality as enshrined in the United Nations Convention on the Rights of the Child.

**Child Protection Unit (CPU):** A structure within the Social Services Department in the Municipalities where at least one worker, specifically trained on child protection, operates. The Child Protection Worker (CPW) is responsible for the coordination and management of all referrals and cases of children at high risk or victims of abuse. The CPU offers both preventive and responsive services including direct interventions such as counselling and family support to children in need who are referred to, or come into contact with the unit. It is the role of this unit to assess the situation and coordinate interventions in the best interest of the child to ensure the child is protected and thus enabled to develop to his/her full potential. The work of the CPU is conducted in close collaboration with other members of the child protection system, such as teachers, school psychologists, doctors, police officers and law authorities. Children, parents, professionals and members of the public may refer child protection concerns to this unit, whenever they arise.

**Commune:** A commune in Albania represents an administrative-territorial and community residential area, a municipality with a rural character. The subdivisions within the commune are called villages or cities. The determination of the territory of subdivisions is done by the communal council.

**Community Counselling Group (CCG):** "Community Counselling Groups" are volunteer groups formed mainly by community members and parent volunteers which focus on providing counselling to vulnerable families, giving information on well-established child protection models and referring cases of children in need of protection to the municipal CPU, the school or other relevant local structures.

**Directorate of Services and Social Care:** a local structure of Municipality/Commune guided by principles of decentralization in charge of policies and implementations in the field of social protection

**Directory of Services and Social Protection:** A municipality structure that includes the CPU sector. The exact name for the directory can be different in each municipality.  
**Residential Institution:** a facility that is licensed to provide residential care and developmental guidance to 16 or more children who do not routinely return to the homes of their parents or guardians.

**Roma minority group:** An ethnic group with origins in Northern India who are widely dispersed across Europe with their largest populations in Central and Eastern Europe.

**Social Animator:** Summer camp personnel member or volunteer that interacts directly with children during summer camp activities. The social animator's role is to animate age appropriate sports, educational and social activities for groups of children, and to also ensure the safety and security of the children under his/her supervision during all summer camp activities. The social animator is sometimes referred to as the/an animator.

**Social State Services (SSS):** A state agency in Albania which operates under the Ministry of Labour, Social Affairs and Equal Opportunities. It is an executive body in charge of policies and legislation in the field of social welfare.





# 1. Introduction and Background



Children from "Zyber Hallulli" Residential Institution prepare a 'Thank you' banner at the end of Summer Camp, Tirana, 2011

Each year, as the weather warms up, children and parents start thinking about summer, school holidays, the change of daily routine, and the possibility of participation in a summer camp. For kids, summer camps offer fun, new experiences and encounters with new friends. For parents, summer camps offer more support in their efforts to ensure the welfare of their children by engaging them in fun and educational activities during school holidays. For children who face economic hardship, stigmatization, and marginalization, the participation in organized summer camps is an opportunity to

escape their impoverished lives and only focus on being children, learning and having fun in a safe and respectful environment. For the CPU, the summer camps are an opportunity to identify children in need of support and protection.

A good summer camp provides an appropriate and safe environment where children feel comfortable, have fun, learn new and interesting things about life and themselves, strengthen their physical and emotional skills to cope with new experiences and challenges, develop skills to express and communicate their thoughts and concerns, and build confidence in themselves by developing new friendships and actively participating in inclusive activities. In this way, summer camps serve as a good opportunity in meeting their needs in various aspects related to personal development and overall physical, emotional, social, spiritual, psychological and intellectual well-being.

Since 2001, Terre des hommes (Tdh) in Albania and its partners, including UNICEF, the Austrian Development Cooperation (ADC), Norwegian Ministry of Foreign Affairs, Oak Foundation, Raiffeisen Bank, MEDICOR and others have supported the Child Protection Units (CPUs) in eight municipalities and four communes across the country in organizing summer camps for children in need. In 2011, Tdh and its partners supported within the Child Protection Safety Net (CPSN) Project (October 2009 - April 2012) the involvement of about 1,100 children in summer camps, organized in the regions of Durrës, Fier, Elbasan, Vloa, Gjirokastra, Saranda, Korça and Pogradec. In addition, Tdh supported a variety of local organizations, such as ARSIS, Children of the World and of Albania (FBSH), Romani Baxt, as well as Residential Institutions in organizing similar activities for children in need.

The success of these camps is related not only to the participation of about 1000 children annually, but also to the fact that the majority of children involved in these camps come from families and communities with limited socio-economic opportunities. In addition participation in summer camps can enable children and their families to access vital support, counselling and other forms of assistance that can help them recover from traumatic experiences and better (re)integrate in social and academic life. Furthermore, past experience has shown that summer camps can also serve to identify other children at risk and/or in need of protection or services



■ "Friendship" Summer Camp attendants during camp in Korça, 2011

within the region, county or municipality, as the children themselves attract other children to these camps.

Summer camps have helped in the identification of a significant number of children at risk and in need of support and protective services. These children were subsequently supported by the CPUs through case management, in cooperation with various actors of inter-disciplinary group at the local level, which enabled the provision of necessary services and assistance.

As well camp personnel in close cooperation with the CPUs can help in providing other services necessary to promote the welfare and development of children depending on local needs and context. This might include preparation for school classes, informational sessions on rights issues and child protection, education sessions on health and hygiene issues and conflict management.

### 1.1 Core Objective and Target Audience of this Guideline

Building on the extensive experience of Tdh, this document reflects on the positive practices and challenges encountered during the process of planning and organizing summer camps, and provides practical guidelines for CPUs and other actors interested in organizing such activities. Information contained in this document was gathered on site through a questionnaire and consultation process with the CPUs and the Regional offices of Terre des hommes covering the areas of Durrës, Fier, Elbasan, Vlorë, Gjirokastra, Saranda, Korça and Pogradec. This was supplemented by the experience and knowledge of other personnel from Tdh in Albania.

This document represents a simple guideline for planning and organizing a summer camp for vulnerable children in need of protection. These guidelines target CPUs, civil society, government agencies and community based organizations, nongovernmental organizations (NGOs), schools and other child protection/welfare/rights/education stakeholders who wish to conduct summer camp activities. Although these guidelines are built upon Tdh's experience in Albania and all the references are in line with the local context in the country, they can be easily adjusted and used as a basis in other countries.

### 1.2 Main Objectives of a summer camp may include:

- 👉 Fun, play, social skills development, life skills and self-protection skills.
- 👉 Establishing a safe and welcoming environment for entertainment, education and socialization of children, with a special focus on vulnerable children.
- 👉 Promoting and strengthening the participation of children in the whole process of assessment, planning, implementation, monitoring and evaluation of the camp.
- 👉 Awareness and building of knowledge and skills in protection and rights of children.
- 👉 Development of partnership between various organizations and local



structures for protection and welfare of children.

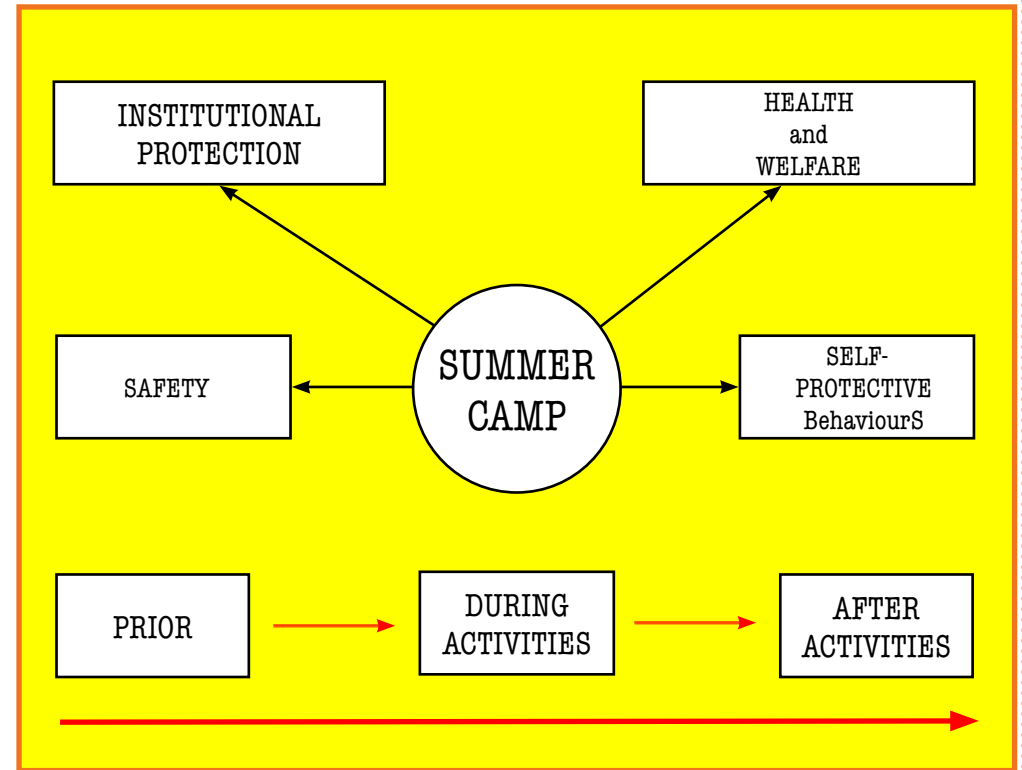
- ☞ Identification of children at risk and/or in need for support and protection by the CPUs, as well as referral and treatment of cases of these children.

**While it is important that children have fun and enjoy the summer camp while learning new skills, it is essential that this is done in a way that ensures their protection. The dimensions of the protection of children during the Summer Camp include:**

- ☞ **Security** (such as secured premises where the camp is located, food safety, various games and activities that take place).
- ☞ **Institutional Arrangements** (this includes the process of selection, training and employment of personnel for the camps operation and complaints mechanism; identifying cases of children at risk and/or with special needs; building the program activities; and fund raising).
- ☞ **Children's Health and Welfare** (includes 'promotion of emotional, physical and psychological health, and making the camp activities a positive experience for children.
- ☞ **Building and strengthening of self protection skills and behaviours** in children as the summer camp serves as a good opportunity for young children to adopt positive behaviour, as well as to acquire knowledge about their rights and learn techniques that will allow them to protect themselves and other children.

Attention to these aspects should be given before, during and after the implementation of summer camp activities.

**Diagram of Child Protection Aspects at Summer Camp**



*"I value the summer camp organized here in Vlora, not only because of the wonderful activities it organizes for my children but also because it gives my children the opportunity to occupy their time in a valuable way. It takes them away from the street, even if it's just for a few hours", said F.K. a parent from Vlora.*



Children provide feedback during a consultation session in Tirana Summer Camp, 2011

### 1.3 Importance of Child Participation

The core principles of summer camp activities should reflect the foundations and vision of the United Nations Convention on the Rights of the Child (UN CRC), in particular promoting the best interest of the child as well as child participation and empowerment. The principle of participation requires that children should be provided with a suitable environment and opportunities to express their wishes and opinions regarding activities, including choosing whether to attend a summer camp

or not, without feeling obliged to do so. This process is very important but delicate since it requires children to be informed in advance, be included in discussions and be well informed about the purpose of activities and opportunities offered by the summer camp.

The concept of participation and involvement of children begins with the notion that children are not passive or helpless and without capacity. Rather, this principle recognizes children as capable and active communicators who participate and are involved in activities that affect the improvement of their general welfare. This participation also occurs vertically between children and the organization/institution and horizontally between the children themselves through processes focused on child-to-child interaction.

Summer camps provide an excellent opportunity for entertainment and learning for all children. For children in need particularly, summer camps offer a unique opportunity to break away from their difficult life circumstances, even temporarily, and to be able to enjoy their childhood.

At the same time, summer camp activities enable children to develop important psycho-social skills essential in creating positive and healthy relationships with their peers and reliable adults, within a safe and supportive environment. By being part of the summer camps, children also have the opportunity to be involved in many entertaining activities such as psycho-social games, drawing classes, dancing, singing, outdoor excursions, visits to museums, theatrical activities and historical and archaeological site seeing.

### 1.4 The importance in organizing summer camp activities

Summer camp programs are designed and developed with the purpose of helping children to learn and strengthen their social skills. The program team is constantly consulting with children to reflect thoughts, feelings and ideas along the development of new activities. Moreover, summer camps allow identification of children who require



support and preparation for starting the new academic year. Summer camp programs aspire for fulfilling the children's needs, including the enrichment of knowledge during summer season school break holidays.

The need to stimulate and activate the children during the summer is particularly strong among families in need and those living under difficult social and economic circumstances. Summer camps assist low income families to gain the opportunity to provide their children entertainment and educational experiences, while somehow mitigating the inequality gap in relation to economically well-off families.

Besides these advantages, summer camp programs help children to gain a more positive school experience by addressing the specific instructional needs they may have and encourage regular attendance at school. During the daily summer camp activities, all children without exception are encouraged to actively participate in all activities in order for them to be able to increase their self-confidence, build new friendships, and increase confidence and cooperation among peers and their trusted adults, all of which are affecting the improvement of their general psychosocial welfare. In addition, children are engaged in awareness activities concerning rights and their protection issues in order to be able to avoid or mitigate the impact of potential risk situations such as abuse, neglect, violence, labour exploitation, forced begging or trafficking.

Reflections and evaluations of the camps by participating children from past years have demonstrated that summer camps are a good opportunity for having fun, making new friendships, learning from each other, helping each other, and strengthening self-confidence. Through the Summer Camps, the children build positive and collaborative relationships with their peers and the reliable adults around them, and make new and interesting insights on art, history and on their rights. At the same time, the evaluation process of summer camps from previous years has also indicated cases of children who do not feel very involved, are isolated from other children, or suffer from neglect or abuse from surrounding adults. Reflections of children should serve as a message to reflect on ways of involving children, communicating and behaving with them. At

the same time, reflections of children deserve close attention as they are indicative of children's experience at the camp, their self-esteem and the outcomes of creating relationships with others and camp personnel.

Summer camps can provide positive experiences and memories that will last a lifetime. Therefore, investing in summer camp programs provides countless benefits to children in general and especially vulnerable children who are at risk of abuse and/or exploitation. For these reasons, all local actors with an interest in or currently working in the field of child rights and protection, should be actively involved in organizing summer camps for children in their communities. Their collaborative efforts can ensure the provision of educational and entertainment activities for participating children, in a safe and supportive environment.





## 2. Preliminary Preparations



■ A summer camp Working Group prepares for summer camps, 2011

Organizing a summer camp is a challenging process which requires planning, hard work and dedication, cooperation and coordination among different actors, proactive logistic and programmatic planning and adequate funding. It also requires sound decision-making in order to positively impact the welfare and development of participating children. Nevertheless, the process is manageable, especially with proper and timely planning, with effective partnership and support from inter-disciplinary actors and above all by periodically consulting with children themselves. **It is generally advisable to start the process of preliminary preparations at**

**least three months in advance, paying close attention to the aspects listed below:**

- ✦ Identification of partners willing to collaborate, support and carry out summer camp activities, and the defining of specific duties and responsibilities for each actor involved.
- ✦ Raising and acquiring sufficient funds for summer camps.
- ✦ Identification of children wanting to participate and acquiring respective parental/guardian consent.
- ✦ Securing camp environments that offer children safety and protection throughout the entire duration of camp.
- ✦ Secure professional camp personnel, including teachers, volunteers, managers of activities, MOVE<sup>1</sup> animators, etc.
- ✦ Preparing clear and concise job descriptions outlining respective duties and responsibilities for all personnel working directly with children during the summer camp.
- ✦ How to prepare the camp activities program in consultation with children, parents and camp personnel, while considering at all times the main purposes summer camp will serve.
- ✦ Listing and acquiring all materials and resources necessary for carrying out activities.
- ✦ Ensuring all logistical aspects for setting up the camp are met and camp is fully promoted in schools, communities, etc.
- ✦ Ensuring personnel are prepared at full capacity to work with children and that they are properly trained to engage all participants in fun and learning activities which make them feel protected, supported, safe and included at all times.

<sup>1</sup> The MOVE project, implemented by Tdh in three Eastern European countries (Albania, Moldova and Romania), is a project for **vulnerable children** who have mostly been **victims of physical and emotional abuse, neglect and exploitation** and who are living in poor social and economic family conditions. Through **psychosocial games, sport and football fair play events**, all implemented using the "Movement, Games and Sport" methodology (MGS), these children find themselves **more integrated in their neighbourhoods, they increase their self-confidence, are less aggressive and violent with each other. Only qualified personnel who have been trained by Tdh to use the MGS methodology are allowed to use it during the summer camp activities. "MOVE guidelines" are available upon request.**



- ☞ Ensuring that as a crucial collaborative effort between the CPU, children and camp personnel, a mechanism is in place to address all issues, especially those relating to child protection and safety.
- ☞ Secure an internal mechanism for continuously monitoring the progress of camp.
- ☞ Carry out periodic assessments of camp activities' impacts on the children and adults.

## 2.1 Partners and Building Partnerships

The process of successfully planning, organizing and implementing summer camps requires the collaboration of a broad range of partners. In this context, the CPU of the municipality or the commune may refer to its existing partners, various local organizations and service providers, public and non-public actors, to secure the necessary support for initiating a summer camp. Ideal partners are organizations primarily interested on issues of children and whose work relates directly to them. Based on past experiences, ideal partners can be: Local Government Unit, the Regional Education Directorate, local non-profit associations or community residential centers including those working for women's and Roma population rights, various cultural institutions, Residential Institutions (including Orphanages), Community Advisory Groups, Student Government Bodies, Day-care Centers for Children, Schools, Kindergartens, and local business (to act as sponsors). Any partnership should be formalised by having each party sign a cooperation or understanding agreement which clearly expresses the commitment, roles and responsibilities of each partner.

## 2.2 Acquiring Funds

CPUs should seek funding for organizing summer camps both internally and externally. Internally, they should initially seek financial support from the Directorate of Services and Social Care in the local government Unit, Municipality or Commune. All initial

CPU fund raising efforts should be concentrated towards acquiring budgeting from the Commune or Municipal Government. In order to successfully achieve this, it is important for the CPU worker(s) to prepare in good time summer camp plans and a budget and present it to the Municipality Council or Commune for approval. The chairman/chairwomen and the Council of Municipality/Commune are the strategic actors that should be contacted by an official request or by organizing meetings that present the project proposal of summer camp. The provision of financial support and inclusion of summer camp activities in the budgets of local government structures guarantees the continuity of these camps in the future. It is also an indicator for commitment and concrete support that the local government offers for children in need of protection. Considering the fact that the local government's budget is often characterized by limitations and by inevitable internal competition for allocation of funds for a number of projects and local needs, CPUs may consider increasing funds by contacting other external sources such as local businesses, various associations, civil society organizations, and Chamber of Commerce.

**It is generally advisable to start the process of preliminary preparations at least 3 months in advance!**

**“Living together in a multicultural environment is a big step toward becoming equal with European societies,”** said Llambi Bllani, an animator in the summer camp. **“Hopefully we can instill these values in our children today in order to have a more civilized society tomorrow.”**

Please refer to annex 14 for budgeting for the summer camp activities.



## 3. Planning And Organizing



Elbasan Child Protection Worker presents herself during a summer camp activity in Elbasan, 2011

### 3.1 The role of Child Protection Unit

It is crucial that the CPU consults with participant children, parents, members and representatives of respective local communities and all other partners for the planning and organizational aspects of summer camp activities. Such consultations can help achieve the overall objective of these summer camps in providing for the needs of vulnerable children.

The CPU as the initiator of these activities plays an important role, not only during consultation sessions with children and other actors, but especially in mobilizing local partners and coordinating their respective duties and responsibilities during the planning and implementation phases of summer camp activities. The CPU, acting always in accordance with the set of basic principles which guide its work, should ensure the application of child protection standards and protection of children's rights at all time during this process. The successful accomplishment of this task can be also aided by continuous consultation sessions with children, which can help in learning more about any protection and rights concerns that participant children may have.

A recommended practice is to establish a Working Group prior to the beginning of the processes of planning and evaluation of needs for summer camp activities. This working group, made up of volunteers, usually consisting of 3-4 representatives of local actors (including children), should support the CPU in evaluating the needs to be addressed throughout summer camp activities and in drafting initial plans to raise necessary funds.

The role of the CPU in the planning and organizing phase of a summer camp, includes but is not limited to:

- ☞ Conducting various consultations to identify needs of children at local level (this can be facilitated by local partners that work directly with children).
- ☞ Establishing a working group with different partners for the summer camp (including representatives of children).
- ☞ Coordinating the duties of each partner.
- ☞ Identifying and selecting children to be involved in the camps starting with children that CPU works with, children of communities in need and other children that may have been suggested from partners.
- ☞ Serving as the main point of contact for ensuring that parental/guardian consent is obtained for the participating children.
- ☞ Selecting the environment for setting up the camp, as well as requesting permission from relevant local structures.
- ☞ Selecting the camp personnel in close consultation with the Working Group



■ A participant of Gjirokastra Summer Camp presents one of his creations produced during summer camp recreational activities, 2011

and the Director of the local Directory of Services and Social Protection.

- ☞ Assisting with the design and management of the budget and plan of activities for the summer camp.
- ☞ Serving as the main point of contact for receiving consent from relevant institutions relating to activities outside the camp. These activities can include outdoor camping and visits to the zoo or the swimming pool.

Following the conclusion of consultations with children, parents, and partners in the local community, as well as the acquirement of funds for summer camp, the Working

Group can start initiating the logistic preparations and camp program.

### 3.2 Children's Role

Active and constructive cooperation with children throughout the process of organizing, planning and implementing summer camp activities is extremely important, not only because it reflects the thoughts and desires of children and teaches them a positive model of behaviour and cooperation, but also as it encourages an active involvement of children that allows them to develop abilities of communication, decision making, establishing trusting relationships, as well as gaining values of civil participation in different processes.

### 3.3 Parent's/Care taker's Role

#### General responsibilities of all parents:

Parents have an important role in the organizational and implementation process of summer camps. As such, parents should always be informed and inclusively involved in activities from the beginning of the summer camp. Regular inclusion and consultation can also assist parents to better understand the needs and desires of children and be able to address their concerns even after the camp has ended.

#### Specific roles in the implementation process of summer camp activities:

Parents can become the main supporters of better implemented activities by facilitating the children's daily participation in camp. At the same time, parents themselves can actively participate in the camps, by helping camp personnel, organizing games and meetings, and by supervising outdoor activities. Involvement in running the camp can be beneficial for parents, giving them a chance to see and reflect upon the progress of their child. For example, past years experience has demonstrated in numerous cases that after witnessing and learning of the benefits of receiving an education during summer camp activities, parents have decided to enrol children in school immediately after the camp has concluded. Nevertheless, parent's involvement in implementation of camp activities should be appropriate, specifically channelled using the parent's skills and capacity, and closely supervised by the camp's organizers.



## 4. Logistic Preparations



■ The location of summer camp should have adequate indoor and outdoor environments.

### 4.1 Determining the Location of Summer Camp

Various factors must be considered when determining the location for holding summer camp activities. It is recommended that an appropriate summer camp location meets the following conditions, although it is recognised that all of these features may not always be possible:

- ☞ A location close to the community so it is easily accessible for parents

and provides possibilities for greater participation of children within the community.

- ☞ A safe environment where appropriate activities can be implemented according to the participants'/beneficiaries age-groups and needs.
- ☞ Offers an environment with green spaces and fresh air.
- ☞ Meets sanitary needs of children and personnel.
- ☞ Provides suitable conditions for children with special needs such as physical and/or mental disability.
- ☞ A closed space is available for use when needed. Although most summer camp activities are held outdoors, an indoor environment should be available in case of bad weather conditions.
- ☞ A location that is able to accommodate comfortably the total number of participating children and other camp attendants.

### 4.2 Duration of Summer Camp

The duration of a summer camp is directly correlated with and should be set in accordance with financial availabilities, summer camp program objectives and the nature of planned activities. In consequence, after the duration period has been set, the CPU and summer camp working group should ensure that the framework for the summer camp provides sufficient time for rest and meals. It is advised that summer camp activities last for at least a minimum period of 4 weeks.

### 4.3 Organizing Promotional Campaigns for Summer Camp at the Local Level

In order to ensure wide participation in summer camps, children and parents must be informed on time on the availability of summer camps, on the daily scheduled activities, the start and duration period of the camps, the location of the camp, contact numbers and all other aspects requiring preparation time for children and parents. As



such, a promotional campaign should be prepared in collaboration with other local partners, with the children, parents and the local media in order to assure proper distribution of information and ensure full participation.

Some typical methods for informing children and parents in the community are:

- ☞ In Person - passing the information to parents and children with whom the CPU works.
- ☞ By preparing posters and/or leaflets regarding summer camp activities and distributing them in CPUs, schools, Residential Institutions and other local institutions in the community.
- ☞ By informing parents and children through the Community Counselling Groups and/or Community Groups.
- ☞ By informing parents and children through other local partner organizations.
- ☞ Public announcement advertisements in local media such as TV stations, radio and newspapers (taking into consideration that this is costly and will need funds).

It is important that any promotional summer camp campaigns be planned and budgeted during the planning phase of summer camp activities. A monitoring mechanism should be also established in order to be able to evaluate and identify the most effective and profitable ways to attract the attention of children willing to participate in the camp. This information can help planning in future years.

#### 4.4 Identifying and Targeting Child Participants

Despite the desire to include the most children in summer camps, setting a limit of the number of children that can participate is inevitable. This ensures the provision of better quality activities and services to participant children. Therefore, as mentioned earlier, priority should be given to:

- ☞ Children with cases directly managed by the CPU
- ☞ Children belonging to families and communities in need
- ☞ Children in street situations
- ☞ Children who come from Residential Institutions
- ☞ Children identified in previous summer camps
- ☞ Children referred from local partners such as, NGOs and community based organizations

Of course, all the children residing within the community(s) should be welcomed to take part in the camps, without discrimination, according to their needs. Nevertheless, it is important to keep in mind that the number of children participating in a summer camp must be manageable by the human, financial and material resources in order to ensure the achievement of summer camp objectives and goals and to guarantee the quality of offered activities and safety.



■ A sample summer camp information flyer



## 5. Summer Camp Personnel



■ Durrës Summer Camp Personnel during a planning meeting, 2011

### 5.1 Recruiting and Choosing Summer Camp Personnel

Summer camp personnel are generally composed of volunteers, animators, management team and programs leaders. The chosen individuals must have the qualifications / experience needed for working with children, professional and personal capacity to be able to conduct activities with children, and the proper motivation and enthusiasm required when working with children at risk or in need of protection. Personnel should be selected based on their knowledge and understanding of issues

and problems concerning children, based on previous related experience. Such experience, especially when generated through the same local context, provides an advantage as personnel can easily adapt to participant children and can better attend to their needs.

The working group members should determine the appropriate number of personnel for each position, depending on the number of children participating and the number and type of activities which will be implemented. According to the standards of the Albanian Ministry of Education, the ratio should be one animator responsible for 15 children. In cases when there are children with special needs, the ratio should be one animator responsible for 10 children. In all cases, adequate supervision should be met throughout all activities.

Each position must have a job description for its duties, including responsibilities, qualifications and qualities required for the persons interested in the job. Please find attached a job description sample in annex 9.

It is important that all the personnel selected as part of the summer camp personnel, including volunteers and parents, -meet the following knowledge and competencies:

#### 5.1.1 Professional Knowledge and Experience:

- Experience in working directly with children at risk / in need of protection
- Recognize the principles and rights of children under the UN Convention and the proper International laws
- Be sensitive regarding discrimination and gender equality issues
- Be knowledgeable about the needs and concerns of children at risk and/or in need of protection.
- Be trained in facilitating psychosocial MOVE games for kids (optional)
- Have knowledge / training on administrating first/emergency aid



Children during an activity organized by Vlora Summer Camp Personnel, Vlora, 2011

### 5.1.2 Personal Qualities and Competences:

- a. Good communications skills
- b. Show the needed motivation, initiative and enthusiasm
- c. Have good skills in mediating and conflict management
- d. Have personal integrity, work ethic and dedication to ensure the welfare and protection of each child during the camp.

More specifically, the summer camp personnel, regardless of their role, must fulfill at any time the tasks, roles and responsibilities listed below:

- ☞ Must demonstrate professional training, personal skills, desire and previous experience in working with children.
- ☞ Must have the knowledge, care and attention regarding the child's issues, needs and rights.
- ☞ Must show personal integrity, positive character and a sense of responsibility.
- ☞ Must have knowledge regarding the local context and the issues related to children in the community.
- ☞ Must show good listening and communication skills with children and mediation skills to resolve problems or conflicts.
- ☞ Must be ready and alert in order to identify and refer the cases of at-risk children to the CPUs.
- ☞ Must show a good character and professionalism references from the current and previous employers.
- ☞ Must demonstrate openness and will to reflect and improve their skills in working with children.
- ☞ Have or are willing to receive appropriate training on child protection related issues given by the CPU and/or the responsible organization.
- ☞ Participate actively and successfully in first aid training organized by the Albanian Red Cross.
- ☞ In cases when the animators facilitate psycho-social activities with children in the camps, they must demonstrate skills and certificate concerning their qualifications.

Please refer to annex 7 for behaviour management guidelines for all camp personnel.



## 5.2 Main Responsibilities of the Summer Camp Personnel

The camp's personnel, under the direction and supervision of the CPUs, must be constantly attentive to the welfare and progress of the children attending the camps. In this context, the camp personnel should:

- ☞ Ensure that all the children have their freedom, opportunity and space to express opinions, concerns and suggestions regarding any aspect of the summer camp
- ☞ Carefully observe and monitor changes in the behaviour of each child and be able to notice any indicators for potential physical, emotional and psychological abuse
- ☞ Address the needs and concerns observed or those raised by the children themselves
- ☞ Avoid any bias, discrimination or exclusion against each of the children by treating them at any moment with respect, dignity and equally.
- ☞ Be able to work collaboratively as part of a team and to seek support where necessary, including when there are child protection concerns

**Note: each summer camp should have one person who overall in charge of all camp activities and personnel during the entire duration of the camp.**

## 5.3 Training and Mentoring Summer Camp Personnel

After the selection of summer camp personnel, Working Group members, under the supervision of the CPU, should coordinate and ensure that selected personnel received appropriate training on:

- ☞ Camp Internal Regulation
- ☞ Child Protection Policy
- ☞ Child Abuse
- ☞ Conflict management and promotion of positive behaviour training
- ☞ First aid course
- ☞ Training about planning and delivering activities with children
- ☞ Camp administration
- ☞ Camp's monitoring and evaluation processes
- ☞ Self-protection and child participation

Please refer to annex 10 for a package of training topics for summer camp personnel.

## 5.4 Personnel Supervision Aspects During Summer Camp

Supervision of summer camp personnel is a process which ensures the provision of quality activities and services to children during summer camps. Such supervision consists of organizing sessions/meetings with camps personnel on a daily/weekly basis to discuss progress of summer camps; identification of matters of concern relating to children and parents; and developing and discussing intervention plans/strategies.

This process should also serve as a self reflection platform for the camps' personnel. This could include issues such as: ways in which personnel should interact with children during summer camp activities; strengthening their ability to identify issues related to protection, security and general wellbeing of the children; receiving appropriate support in relation to challenges they may face while addressing certain issues; opportunity to express concerns, difficulties and/or dissatisfaction During the sessions with their supervisors, personnel members are encouraged to ask for appropriate support from other colleagues, supervisors, partners or the CPU.

Please refer to annex 8 for Coordinator report sample, annex 11 for reflection with animators.



## 5.5 Guaranteeing Physical Safety and Emotional Wellbeing of Children

A summer camp offers entertainment, educational opportunities and personal development for children, only as long as it guarantees their physical safety and emotional wellbeing. In addition to safety rules and protocols with regards to sportive and physical activities carried out in the camp (such as swimming, mountain hiking), CPUs or other organizing parties should ensure that a summer camp builds on:

- 👉 Behaviour Codes
- 👉 Internal Regulations regarding the safety at the summer camp
- 👉 Clear reporting procedures relating to protecting protection
- 👉 First aid kit

These procedures should be in place by the first day of the summer camp and in close cooperation with children, CPU and summer camp personnel. It is important to remember that ground rules for children should not be too strict, but firm to the level which protects children and allows them to feel comfortable and respected. At the same time, these rules should promote positive ways of cooperation, respect for each other and the importance of safety.

When the process of personnel recruitment does not follow appropriate selection procedures including references and criminal checks, the safety and wellbeing of children is compromised and can lead to physical, emotional and sexual abuse. Behaviour Codes for children and personnel must clearly state that children should never be left alone with a personnel member, or in the case of a younger age groups, they should never be left alone under the supervision of young camp volunteers or other participating children.

Please refer to annex 10 for package of orientation topics, annex 16 for Child Protection Policy, and annex 6 for basic emergency medical kit.

## SAMPLE BEHAVIOUR CODE FOR CAMP PERSONNEL

All staff members of summer camp, including volunteers, who are responsible for facilitating the entertainment and educational activities with children, must respect the following rules and procedures:

- Follow guidance and training delivered by CPU and partners.
- Implement daily tasks correctly and in a professional manner.
- Always keep on name tag so children, parents and other visitors in the camp are able to address personnel by name.

### 1. Guarantee physical safety and emotional wellbeing of children by considering:

- Prevention of harmful physical and emotional actions towards and between children.
- Solution of conflicts and fights between children.
- Children who are not involved and seem withdrawn from activities.
- Children who leave activity or camp not accompanied.

### 2. To help children to entertain and learn during the camp by:

- Treating every child with respect and dignity.
- Ensuring that needs of the children come first.
- Promoting positive, cooperative and comprehensive atmosphere during the day.
- Cooperating with other staff members to implement daily program according to objectives.
- Actively participating in logistical arrangements for the delivery of daily activities.

### 3. During the work with children:

- It is forbidden to use negative language, swearing, or offending children at any time.
- Forbidden to take harmful actions and/or use any form of physical violence against any child.
- Conflicts must be solved peacefully and if possible, be referred to the leader of summer camp and/or CPU.
- Smoking is not allowed during the daily program or in the presence of children.
- All employees or visitors should wear simple and appropriate clothes during summer camps and their work with children.

### 4. Maintenance of materials and equipment

All materials and equipment used for the delivery of activities with children must be used according to needs and protected from damages, thefts or loss.

### 5. Following camp's rules: (examples of ground rules decided together with children)

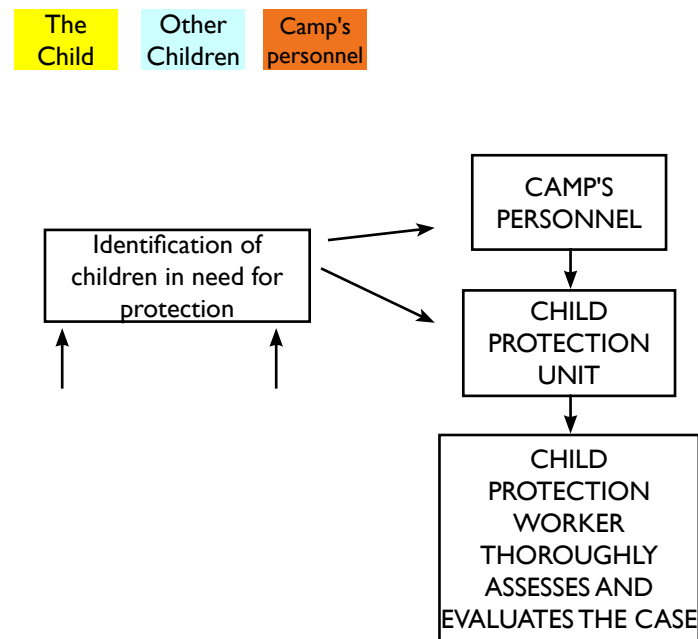
- Respect children and colleagues
- Be fair and objective.
- Entertain together with children.
- Do not speak on your mobile.
- Listen attentively to children all the time.
- Appraise and encourage all the time.



## 5.6 Identification Mechanism for Children at-risk or in need for Protection

Past experience has shown that summer camps can help identify children in risk situations or in need for protection. During past years, there have been various cases of children involved in summer camps that were identified as cases ‘in risk’ situations or in need for protection. For reference though, this identification must be carried out by the camp’s personnel in collaboration and consultation with the Child Protection Worker whom should offer advice and support on a regular basis. In case there are indicators/concerns which lead to a case of a child who may be at risk, personnel in the camp should respond immediately by contacting the respective CPU. It is recommended that the CPU, in cooperation with the summer camp personnel, set up a clear mechanism for identification and referral. It is important that children, personnel and leaders of the camp are clear about the mechanism, and roles and responsibilities in relation to children in need for protection. Being in continuous contact with children who participate in the camp, the personnel have direct opportunities to learn about their concerns through individual conversations, while solving conflicts, assessment of daily activities with children and development of psycho-social games. This can give valuable insight into the worlds, and experiences of the children.

## Diagram of the Identification Mechanism



“I am very happy Teta Nadi convinced my parents to let me come to camp. I was tired of always staying home and doing house chores. At camp I made new friends, played fun and interesting games, learned new things and read a lot of stories and books! I was never tired and always happy!”, said Xh. a 12 year girl from Elbasan.

“I am happy to see my kid happy. I hope this camp will continue for many years to come,” responded the father of a camp participant.

Please refer to annex 10; package of orientation topics, for indicators of signs of child abuse.



## 6. Preparation Of Program Activities



Child from "Zyber Hallulli" RI expresses his thoughts during a feedback session organized with the children during Summer Camp, Tirana, 2011

parents and Community Counselling Groups. Furthermore, summer camp personnel members should be able to adapt daily program and the program of the following week according to the group dynamics, needs and problems which may be identified and presented by children during the time they participate in the camp. In principle, it is recommended that planning activities include all of the following aspects simultaneously:

- ☛ Learning and entertainment aspect.
- ☛ Sensitizing a about child protection issues, and development of self protection knowledge
- ☛ Informative aspect about child's rights.
- ☛ Promoting participation of children.
- ☛ Involvement of children without discrimination (race, gender, ethnicity, socio-economic level).
- ☛ Adapting activities to the children's age group and developing capacity related to duration of activity, level of difficulty, dynamics, intensity, etc.
- ☛ Positive contribution for children to be able to increase self-confidence, cooperation with others, open communication and integration.
- ☛ Be informative of the value of schooling by preparing children to return to school after the summer is over.
- ☛ Positive promotion of cultural traditional values.

An activities calendar should be drafted in detail on a daily and weekly basis and be placed somewhere visible so that children, parents/caretakers can always be informed about all relevant information.

### 6.1 Important Aspects of Planning Activities with Children

The CPU in cooperation with the summer camp personnel should take into account that the summer camp activities in addition to meeting the objectives of summer camps should reflect the perspective and needs initially expressed by children,

Please refer to annex 15 for recommended timeframe for preparation of summer camp activities, annex 5 for a sample weekly activity plan table and to annex 13 for enhancing child protection through activities and games matrix.



Children from Elbasan summer camp during an educational activity, 2011

## 6.2 Feedback from Children

As mentioned above, participation of children is a key in guaranteeing that summer camp is child focused and child led. Including children in the decision making process of the summer camp and encouraging their full participation holds many advantages, and a few are mentioned below:

- ✦ The active participation of children guarantees their rights to be heard and be able to express their ideas.
- ✦ When a child is actively involved throughout the entire process, his/her self-esteem and self-confidence can be greatly improved.
- ✦ Including children in the decision making process can become supportive for personnel and greatly impact the outcomes of activities, allowing them to become more dynamic, stimulating and successful.
- ✦ Helps to easily and more accurately identify the needs of children, their surrounding environments and the community they live in.
- ✦ Participation and inclusion can help stimulate children's self- protection abilities and may further develop the resilience of children's self-protecting capabilities.
- ✦ Provides an excellent opportunity for experience and knowledge sharing for both children and adults.
- ✦ Helps to further develop children's psycho-social wellbeing.

There are numerous ways to guarantee child participation: meeting with children to plan activities or to hear their experiences and feedback on previous years' activities; inviting and allowing child-led awareness raising groups to organize activities; discussing various child focused topics through role play activities; including children in the planning and decision making process of daily activities (when appropriate); having a "comments and suggestions" box where any willing child can drop a written comment/suggestion anonymously; using a rotation system for each group supervisor, educator or animator.

Furthermore, it is important to train all summer camp personnel, especially the group supervisors or animators organizing activities, on how to appropriately adapt child participation-focused activities and exercises in order to best suit children's capabilities, their skill sets and age.

Please refer to annex 4 for a reflection with children questionnaire.



Participants of Elbasan Summer Camp learn about the importance of personal hygiene, Elbasan, 2011

### 6.3 Combining Entertainment, Learning and Protection

The main objectives of activities organized during summer camp should reflect upon and be able to guarantee children's right to entertainment, education, protection and entertainment.

Psycho-social games and activities, the core of Tdh's MOVE Project, are an excellent

and recommended model to follow in order to ensure the above. These games' primary focus is the overall physical and psycho-social well-being of children, combining elements of entertainment, education and protective measures for vulnerable children.

Equally, informative sessions, led by a specialist or trained animators, on topics such as child responsibilities and rights, promoting the value of schooling and education, gender equality, respect for cultural diversity, protection from abuse and violence, peer to peer education, minority language courses, attending a theatre show or historical sight-seeing, are some positive examples of activities which were proven successful from past experiences and were suggested by the children themselves. Offering children alternative choices and opportunities to actually practice topics of discussion during informative sessions is also highly recommended as it allows children to freely express their desires regarding which topics that should be taught.

Please refer to annex 10 "package of training topics" for concrete examples.

### 6.4 Suggested Methodology for Ensuring Child Participation

A very important aspect that camp organizers should take into consideration is that activities should be organized based on the **needs of children**, and in **cooperation and consultation with them**. If 'child participation' is truly to be achieved during the summer camp, children should be allowed to identify and express their own needs as well as be allowed to choose the types of activities best suited for them. Nevertheless, providing children with the opportunity to decide on the activities they would like to be involved in, does not mean that no adult supervision and support should be present during the decision-making process.

All planned activities and games must also be adapted according to the stage of the summer camp implementation processes. For example, at the initial stage of the summer camp implementation process, activities can be focused more on getting to know each other, collaborating with one another, adapting to camp and forming



Children from Gjirokastra during a MGS methodology-based game aiming to increase children's self-protection abilities, Gjirokastrë, 2011

and working in groups, whereas later on, activities can focus on topics identified by children which specifically meet their needs.

In order to facilitate the process of 'getting to know each other', both amongst children and children and camp personnel, organized activities should ensure that different age groups and ethnic backgrounds are mixed in with one another and not separated. Mixing age groups and cultures will not only allow camp participants and personnel to connect with one another, it can also allow for the creation of trustworthy and

memorable relationships with adults and peers. This way, children can also learn about new cultures and on the importance of respecting cultural and ethnic diversity.

Children constantly learn from adults and for each other, at the same time, adults can greatly learn from children. This two ways learning process can be best achieved when adults create safe and caring environment that allows children to freely express their opinions without any fear of judgment and be able to carefully listen and absorb the opinions of children. As such, as part of the planning process, it is important to create and devote the necessary space and time for the organization of feedback and discussion sessions with children. Discussions should be held either in small groups or on an individual basis and should aim towards comprehending the progress of camp activities and the learning achievements of children. Feedback and discussion sessions can also assist camp personnel to identify any specific needs or issues which may be particularly concerning for the children.

### 6.5 Activities for Developing Self-Protection Abilities of Children

Activities carried out during summer camp can have an additional focus, that of progressing children's self-protection skill set. Such focus is in particular importance for developing children's abilities to protect themselves and their ability to secure their own safety in surrounding environments. By engaging children in activities which help them to be able to analyze their surrounding environments and determine at risk situations, children will also be able to learn about and recognize danger. Developing children's ability to recognize danger can also assist them in developing the ability to avoid and/or safely respond to any dangerous situations. Such skills set is further developed by activities which are composed of informative and awareness-raising elements on children's rights and protection, as well as withhold elements which promote social interaction with peers, adults working in the camp and/or other adults.



Some types of activities which aim to develop this skill set are:

- ☞ Activities which develop the ability to trust others, work in groups, identify risk, participate in decision making and recognize appropriate and inappropriate physical contact. These activities can be organized in different ways such as: games, role plays in dramatized versions, exhibitions, discussions, traditional games and nature walks. These can also assist in distributing key messages and information on 'how to better protect one self's and peers' and 'steps to take when facing unfamiliar situations'.
- ☞ These activities can be carried out to meet specific aspects in developing children's self protective behaviour. For example, one activity can focus on teaching children what is an appropriate and inappropriate physical touch and if instances of inappropriate physical touch (e.g. in intimate places) occur, what are the necessary steps to be taken to first identify the happening, stop it or prevent it altogether. When discussing such topic(s), it is equally important to provide the necessary information which will direct children towards any needed assistance. Other suggested topics for activities include self-identity (knowing your name and surname and that of your parents and your origin), building trustworthy relationships and trusting others, communicating with peers and adults, cooperating and working in groups.
- ☞ First aid training for children has proven in the past to be successful. First aid training not only teaches children basic steps they should know in order to better care for themselves, it also allows them to be better suited to care for their friends or family members when necessary. When targeting vulnerable children or those in street situations, as part of the first aid training, the children should receive a basic "street survival guide" so they can learn about personal hygiene, how to protect themselves under extreme weather conditions and stay hydrated. Such information can be beneficial and achieve a critical difference in these children's lives. First aid training can be organized in cooperation with other organizations such as Red Cross or Paramedics/ Ambulance crew.

At the same time it is recommended that **all** summer camp activities and games [not just specifically targeted activities] include elements which enhance children's abilities to self-protect. However, all planned activities should be well balanced without focusing too much on one topic and underestimating others. A balanced activity plan will help children to understand the importance of being alert of risky situations, while also help to avoid any unnecessary fear or panic. Summer camp organizers should always keep in mind that while the main objective of the activities is to provide children with the opportunity to have fun, the camp should also equip them with tools and knowledge that will support their self-protection, well-being and future prospects.

### **CAUTION!**

#### **Some non recommended activities with children**

- ❖ Activities which may not be appropriate for the children's age, their development capabilities, as well as physical, mental and psycho-social wellbeing.
- ❖ Activities which promote violence and abuse.
- ❖ Activities which may discriminate and exclude children on the basis of cultural and ethnic diversity, age group and gender.
- ❖ Activities which may exclude children in one way or another.
- ❖ Activities which children do not want to participate. In these cases it is important to discuss with the child his/her unwillingness to participate and offer alternative activities.

Mira, a girl from Elbasan who participated in the camp commented: "My teacher always asked what games we liked and what we wanted to play. We decided the games, not her! And I always played even when I was a little tired. The camp was a lot of fun!"



Children during a summer camp activity, working on producing handicrafts, 2011

## 6.6 Developing Necessary and Supporting Documentation and Forms

### 6.6.1 Administrative Materials that Should Be Prepared in Advanced

In order to facilitate the organization and implementation processes of the summer camp, it is recommended that the initially established working group, under the supervision of CPU, prepares and gathers the following set of standard documentations, including all forms and lists:

- ☛ A Code of Conduct and Behaviour for camp's personnel and an Internal Regulations Agreement for all those included in the camp

- ☛ A Code of Conduct and Behaviour and an Internal Regulations Policy for child participants
- ☛ Procedures ensuring Physical Protection and Safety within Camp (Please refer to annex 12)
- ☛ Complaint reporting form (please refer to annex 2)
- ☛ Suggestions Forms for Children's Use and the set of Procedures thereafter (including a Drop Box of Complaints/Suggestions)
- ☛ A List of contact numbers of the parents/guardians
- ☛ Calendar of Activities and Field trips
- ☛ Permission Forms for parents/guardians for Participation in Camp and Use of Pictures (please refer to annex 1)
- ☛ List of emergency contact numbers
- ☛ List of partners' contact information
- ☛ Application Forms for Employment in the Camp
- ☛ Evaluation Form for cases of children deemed at risk
- ☛ ID Badges with full name of the personnel
- ☛ ID Badges with the full name for each participating child
- ☛ Monitoring and Evaluation Forms for activities organized with children (please refer to annexes 3, 4 and 11).

**“The animators asked me on a daily basis how I was... they spoke with soft voices and never yelled at me. This made me feel loved, protected and valued. I felt part of a group!”** said I. a boy from Elbasan who insisted that his camp animator return next year.

**“It is very important to make decisions as a group”** says Jona, a 14 year old girl who attended the Korça Summer Camp.



## 7. Reflections On Past Issues



Children playing a MGS Methodology - based game during summer camp in Korça, 2011

While developing the plan for organizing a summer camp, the planners in collaboration with the CPU, must prepare a 'Potential Risks Assessment Strategy and Action Plan', which will help them predetermine and design an action plan for any problems/challenges that could arise during any time while the camp is running. Early discussion and planning for potential problems/challenges can assist camp organizers in avoiding or being prepared to face any situations that may occur.

Some of the challenges faced during the years of implementation of summer camp activities include:

- ☞ Non inclusion of children and not consulting with them during every aspect of the decision-making process.
- ☞ Non inclusion of children whose cases are currently handled by the CPUs.

- ☞ Lack of a proper referral mechanism for cases of children in need of protection and services and in some cases the absence of a CPU.
- ☞ Lack of qualified personnel that are able to respond to the needs of children and accomplish the camp's objectives.
- ☞ Poor coordination, lack of entertainment, education and protective elements.
- ☞ Failure to update the activities plan on a daily basis.
- ☞ Lack of attention on behalf of the camp's personnel to listen and be attentive to needs and concerns raised by children.
- ☞ Lack of experience in successfully organizing and administering all steps of the activities.
- ☞ Failure to fully integrate all groups of children and to fully fulfill summer camp program objectives such as increasing the challenge level of summer camp activities.
- ☞ Failure of local government structures to finance summer camp activities.
- ☞ Choosing an inappropriate environment for children.
- ☞ Low regular child attendance during summer camp
- ☞ Inability to train camp personnel appropriately
- ☞ Failure to avoid separatism of children based on ethnicity.
- ☞ Failure to respect the age / development when dividing children into groups.
- ☞ Lack of meeting standards of nutritious food.
- ☞ Lack of activities tailored towards children with limited abilities.
- ☞ Inadequate tasks and responsibilities sharing between summer camp personnel.
- ☞ Lack of supervision during summer camp activities.
- ☞ Failure to set a functioning rotation method of the personnel for sharing information and/or managing difficulties faced.
- ☞ Lack of emergency contacts list



## 8. Monitoring And Evaluation Of Summer Camp Activities



■ Summer camps provide an opportunity for all children to LEARN, FEEL PROTECTED and HAVE FUN.

The monitoring and evaluation processes should be a reflective process, which includes children, the camp's personnel, the CPU, parents and other partner organizations.

It is recommended that reflection and monitoring processes are carried out on a regular basis (daily, weekly and monthly) according to a predetermined plan which also complies with the identified needs and opportunities available. This will help to identify any immediate necessities which could arise during daily activities and may be addressed throughout the implementation of camp activities.

### 8.1 Children's Role in the Evaluation Process:

Children can play an important role in the process of evaluating the needs for the summer camp activities as well as throughout the activities in planning, organizing, evaluating, implementing, and monitoring the impact of summer camp. Depending on the group, the adults should think of different forms of organizing the activities so that they are efficient, children are heard, and their suggestions are taken into consideration. Children should become part of the process through discussions about their desires, and needs. At the end of summer camp activities, an evaluation that reflects on the implementation process should take place, in order to evaluate the communication process with children, their interaction experiences and lessons learned from this experience. This process can be organized in different ways such as group communicating, games and questionnaires.

At the same time, it is recommended that at the end of the camp, a final reflection and evaluation process should be conducted the camp's personnel. This process could be facilitated and led by the CPU, while being assisted by children and other participating actors.

The evaluation process as a whole is very important for better assessing the quality and impact that the summer camp and its activities have had on children and their overall wellbeing, any positive outcomes achieved, as well as the lessons learnt. A well designed and developed evaluation processes can help improve and ensure the success of any future planned summer camp.

**"I like to play these games because we can express how we feel and give ideas on what we can change,"** said a 12-year old participant in the Durrës summer camp.



# Annex 1

(The logo of the organization /foundation)

## AUTHORIZATION FOR PARTICIPATION AND USAGE OF THE IMAGES

Through this letter, I (name/surname of the parent /caregiver) \_\_\_\_\_ PARENT/CAREGIVER of (name, surname of child/ children) \_\_\_\_\_

\_\_\_\_\_ authorize my daughter/son to take part in the Summer Camp organized by (the name of the foundation/organization) \_\_\_\_\_ during the period (month/year) \_\_\_\_\_. Through this letter, I do also authorize taking pictures of my child/children during the participation in the summer camp and the usage of these photographs for communication materials and for the aim of promoting the activities of (name of the foundation /organization) \_\_\_\_\_.

### Signature:

Town: \_\_\_\_\_

Date: \_\_\_\_\_

### Read and agreed:

Name /Surname \_\_\_\_\_

Signature: \_\_\_\_\_



# Annex 2 - Format For Complaint Reporting

If you are worried about the safety and wellbeing of a child you **must** follow these procedures:

Please mention the causes of your worry?

Have you ever **witness** child abuse? \_ Yes \_ No

Do you have **concerns** that someone has abused or is abusing a child and/or children? \_ Yes \_ No

Have someone **stated** that he/she has concerns that someone is/ has been abusing a child? \_ Yes \_ No

Has anyone **confessed to you** that someone has or is abusing a child? \_ Yes \_ No

Does your concern fit in one of these categories of abuse?

Do you think that a child is being neglected? \_ Yes \_ No

Do you think that a child has been **physically** abused? \_ Yes \_ No

Do you think that a child has been **emotionally** abused? \_ Yes \_ No

Do you think that a child has been **sexually** abused? \_ Yes \_ No

Your concern is justified if you answer YES to at least one of the above questions. Your duty is to report your concern to one of the persons listed below! Do not postpone reporting – a child may be at high risk if you do not report!

Contact Person in the country
Name: XXX
Address/phone: XXX

If your concern regards the contact person, you can report to the person stated in the box below.

Contact Person in the Headquarters
Name: XXX
Address/phone: XXX



## Annex 3 - Monitoring Tool: Observation Tables For Coaching

The following seven points have to be observed during the activity and commented during the feedback.

### I. Personal and social competences: attitude and leadership

#### Communication

- Animators show self-confidence.
- Animators stand in a place where children can see and hear them.
- Animators speak in a loud, clear and simple way.
- Animators give short instructions and demonstrate the exercises.

#### Empathy / motivation

- Animators are positive, smiling, encouraging, and motivating all children.
- Animators listen to children and are open to their suggestions.

### II. Social competences: authority and respect

#### Rules and limits

- Animators set clear limits to children to be respected in the group.
- Animators manage the group when there is disorder.
- Animators set consequences if rules are not respected.
- Animators react appropriately in case of conflict.

#### Respect

- Children respect the animators.
- Children respect one another.
- Children respect the rules of fair-play.
- Children respect the equipment and help to collect it at the end of the lesson.

### III. Methodological competence: organization and planning

#### Planning

- Animators have a planned written lesson plan.
- Animators have prepared the necessary material which is close-by and ready to be used.
- Animators have chosen a place and material which are safe for children.

#### Division of the lesson

- Animators have concisely planned for all three phases/sections of the activity.
- Animators have planned each phase/section of the lesson/activity with appropriate exercises and/or games.

#### Time management

- Animators have set an appropriate time for each part/phase of the activity and respected it.
- Animators have respected the time available/set.

### IV. Methodological competence: participation and variety

#### Participation

- Animators have divided the group in several smaller groups in order to enable children to be active at all times.
- Children are always active in the exercises, there is very few waiting time.
- Children have the opportunity to play every role in a game.

#### Variety

- Animators vary the organization between individual, in pair, small groups and whole group activities.
- Exercises have an appropriate duration period which avoids activities from being too long or short.



## Annex 3 continued...

### Imagination

- Children are motivated and have fun during the activity.
- Children's imagination is stimulated further.
- Animators have made an effort to find original exercises and games.

### V. Methodological competence: objectives and progression

#### Objectives

- Animators have communicated clear objectives to the children at the beginning of the lesson/activity.
- Animators have set clear physical objectives to be met during a lesson/activity.
- Animators have set clear psychosocial objectives to be met during a lesson/activity.
- The objectives are adapted to the age group (not too easy, not too difficult).
- The objectives can be observed as clear behaviours.

#### Progression

- The exercises/activities increase in difficulty throughout the lesson.
- There is a logical link between the exercises/activities.
- Children can learn through successive steps (no final form without preparation).

### VI. Methodological competence: learning process

#### Learning process

- Animators respect the three steps of learning (experimentation – experimentation – correction).
- Animators give individual and group corrections during and after the activity.
- Animators give time to children to repeat and improve the exercises and movements.

### Quality

- Animators request and lead children towards achieving the best quality for activity implementation.
- Animators adapt the activity to reach a certain qualitative outcome, if the activity is too difficult.

### Feedback

- Animators ask children questions about what was difficult and what they have learned.
- Animators give feedback to children about positive outcomes and what needs to be improved next.

### VII. Methodological competence: cooperation / competition

#### Cooperation

- All children are integrated and must work to reach a collective objective all together.
- Animators organize games where there is no exclusion of children.

#### Competition

- Animators insist more on the quality of actions and the importance of playing than the notion of 'winning' or 'losing'.
- Animators put children in situations which promote personal competition rather than team competition.
- Animators reach a balance between cooperative games (one single group) and competitive games (several teams).



## Annex 4 - Reflections With Children

### Reflection form with children (This reflection must be undertaken regularly on a weekly basis)

**Aim:** Documentation of the process of reflection and consultation with children on activities, games and relationship with other children and grown-ups during the summer camp.

**Group of children /Town:** \_\_\_\_\_

**Number of children participating:** \_\_\_\_\_

**Age group:** \_\_\_\_\_

**Duration of the activity /reflection:** 30 minutes

**Note:** It is important to explain to the children the aim of this reflection session and it is vital to underline the importance of active involvement and the freedom of sharing thoughts.

The moderator/animator must make sure to organize the reflection through different age based and suggestion based games.

### Orienting questions:

What has happened during this week in the summer camp? How did the week start, how did it proceed, what happened?

Which are some of the activities the children have participated in?

Who are some of the people/children or adults they have met for the first time in the camp? The moderator asks also if the children have met some of their friends in this camp?

Do they like the activities organised in the camp? Why?

Indicate 2-3 things the children learned from the activities?

How do children feel with the activities? (did they take an active part in the and/or did they feel comfortable?)

Which of the activities they liked most during this week? Why?

How do they feel with other children? What about with the personnel of the camp?

Do they need a special help from the camp personnel?

What would they wish to do differently? Why?

What activities would they like to organise during the following weeks?

What have they noticed about other children? Is everyone involved? Are all the children having fun?

A special need or something new that has occurred?

Have they shared this need with anyone else ( e.g parent, friend or anyone else)?

**Other notes:** (the moderator writes down shortly any other issues noticed during the reflection process)

**Name and Surname of the moderator:** \_\_\_\_\_



## Annex 5 - Sample Of A Weekly Planning Table Per Day

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Staff meeting 8.00-9.00	<ol style="list-style-type: none"> <li>1. Camp's staff arrives early.</li> <li>2. Each one wears a badge with their name on.</li> <li>3. Daily plan is discussed in regards to the activities that will be delivered.</li> <li>4. Assigning tasks among all staff members.</li> <li>5. Initial preparations for delivery of activities before the children arrive.</li> <li>6. Feedback on the previous day of the camp (observations, reactions, etc.)</li> </ol>				
Registration From 8.45	<p>The arrival of each child will be noted in a registration list. Children will be guided as to where to go Each one will take a badge with their name</p>				
Warm Up activity 9.00- 9.15	<p>A song A very short game, etc.</p> <p>It is important to have a warm up/energizer activity for all children before they start the day in the summer camp. Children will feel happy and full of energy to start the daily activities of the summer camp.</p>				
<b>PART I</b> 9.15-9.45	<p><b>Activity I</b> Topic: Children's rights and duties</p> <p><b>Being listened to and taken seriously</b> <b>The aim</b> To think about what article 12 means and to come up with ways to tell adults about it.</p> <p><b>What you need</b> Paper, pens and a large sheet of paper with article 12 written on it <b>Article 12 says that:</b> "Every child or young person who has a view has the right to express that view freely in all matters affecting them. Their views must be taken seriously, taking into account their age and maturity. This is called giving their views 'due weight'."</p> <p><b>How to do it</b> Ask for a volunteer to read out article 12. Ask your group what they think 'a right to express a view' means. Then split your group into pairs and ask them to:</p> <p><i>*We suggest using this model, as a format for discussing "Children's rights and duties". Please be sure to discuss all article of CRC</i></p>				





## Annex 5 continued...

	<p><b>Basic Materials:</b> paper plates, paint, cereals, crackers, silk plant leaves, sea shells, sand, cellophane, wax paper, hot glue, wiggle eyes, coloured chalk, empty glass or plastic bottle, no-bake modelling clay, wooden skewers, crafting lace, paint, construction paper, sponge, thumbtack, pencil, sequins, glue, drawing paper, crayons, headband, coloured floss, buttons.</p>	<p><b>What you'll need for preparing a memory box:</b></p> <ul style="list-style-type: none"> <li>• A ruler</li> <li>• A large shoe box with a lid</li> <li>• Decorative paper or kid's artwork</li> <li>• Scissors and a glue stick</li> <li>• Clear Contact paper</li> <li>•</li> </ul> <p><b>How to make it:</b></p> <ol style="list-style-type: none"> <li>1. Measure all the sides of the box and the lid. Measure the decorative paper or artwork to fit each panel of the box, 1/4 inch smaller than the margin on all sides. Cut the paper to size.</li> <li>2. Cover the back of one paper panel with glue. Glue the paper panel on the box, smoothing from the center out. Repeat with the remaining panels.</li> <li>3. Using the grid on the back of the Contact paper, measure and cut Contact paper panels the same size as the box panels.</li> <li>4. Peel off the backing, one at a time, place Contact paper panels over the decorative paper or artwork, smoothing from the centre out. Do the same for the lid. Cut a slit in the lid's centre if desired.</li> </ol>
<p><b>Part 4</b> 12.30-13.00</p>	<p><b>Activity 4</b> <i>Topic: Health and children</i></p>	<p><b>Washing Hands is Fun!</b> Washing hands can be fun and more importantly can be integrated into summer camps activities.</p> <p><b>First part of activity/Examining hands</b> Use a magnifying glass to take a closer look at hands and nails. Show children places where germs can live and get them to inspect the lines on their hands and fingers.</p> <p>Also explain</p> <ul style="list-style-type: none"> <li>• What is a germ?</li> <li>• Germs are tiny creatures, so tiny you cannot see them</li> <li>• Germs are found everywhere</li> <li>• You pick germs up on your hands when you touch things like: doors, pencils, toilet seats, pets and even when you sneeze</li> <li>• Bad germs can make you sick</li> </ul>



## Annex 5 continued...

		<ul style="list-style-type: none"> <li>• How can you help protect yourself from bad germs?</li> <li>• Wash your hands with soap and water</li> </ul> <p><b>Second part/Have fun with soap!</b> Show that washing hands is fun through the use of colourful child friendly soap dispensers and a foaming soap - children of all ages love to play with bubbles! If we teach our children that good hand hygiene is fun then it will develop from being a game into normal behaviour.</p>
Break/Time to go home.	Refreshment/Snacks: Ensuring that all refreshments are healthy and fresh	
Ending day activity 13.00- 13.15	A song A very short game, etc.	It is important to finish the day with a warm up/energizer activity for all children, so this way they will have a good feeling from the day.

### Very important:

1. Each activity should have the name of the person responsible for the organization and progress of the activity.
2. Make sure that games are appropriate to the age group of children and capacity in particular for those who have limited abilities.



## Annex 6 - Basic Emergency Medical Kit

In case of emergency, a well-stocked first aid kit could be a lifesaver. Whether you buy a first aid kit or put one together, make sure it has all the items you may need.

Remember to include any personal items, such as medications and emergency phone numbers, or other items suggested by your doctor. It is also very important that you check the kit regularly and the expiration dates of each item in order to replace out-of-date contents. Make sure the flashlight batteries work. Store your first aid kit in a secure place out of the reach of young children.

- First-aid manual
- Sterile gauze
- Adhesive tape
- Adhesive bandages in several sizes
- Elastic bandage
- Antiseptic wipes
- Antibiotic cream (triple-antibiotic ointment)
- Antiseptic solution (such as hydrogen peroxide)
- Prescription medications (if the child/adult is given these by the family doctor)
- Soap and/or Antibacterial hand cleanser (gel or lotion)
- Thermometer
- Children's paracetamol
- Tweezers
- Sharp scissors
- Safety pins
- Disposable instant cold packs
- Calamine lotion - an antipruritic (anti-itching agent) to treat mild pruritic conditions such as sunburn, eczema, rashes, poison ivy, and insect bites and stings
- Alcohol wipes or ethyl alcohol
- Plastic gloves (at least two pairs)
- Flashlight and extra batteries
- Mouthpiece for giving CPR (can be obtained from your local Red Cross)
- Blanket (stored nearby)
- List of emergency phone numbers

### For Simple Minimum Care:

Natural soap  
Cotton  
Bandages  
Plaster  
Compress (sterile)

### In case of wounds / skin irritations:

To clean and disinfect:

1. Clean with a natural soap and dry with clean sterile bandage
2. Disinfect with **Hydrogen Peroxide** – painless but very efficient

To dry the wounds or for skin irritation, use **Eosin**, 2 or 3 times per day by applying it on with clean cotton.



## Annex 6 continued...

### **Eye irritation or burning - Dacryoserum**

To clean the eye in case of irritation or burning.

### **Insect bites - Do not scratch!**

**Primalan** (mequitazine) – antihistamine

Child over 12 years old (*more than 40 kg*): 10 mg per day in 1 or 2 doses (i.e. 1 dose morning and night, or 2 doses at night)

Child 6 to 12 years old: 2.5 mg (i.e. ½ dose) for each 10 kg of the child's weight and per day split in 1 or 2 doses

i.e. *for a child of 20 to 30 kg (about 5mg in total)* - ½ dose in the morning and ½ dose at night or 1 dose at night

i.e. *for a child of 30 to 40 kg (about 7.5mg in total)*: ½ dose in the morning and 1 dose at night or 1 ½ dose at night

### **In case of temperature (fever) / headache/ pain**

**Paracetamol** – exist in sachet of 250mg and 500 mg

Dose: 60mg/kg of the child/ 1 DAY – split in 3 or 4 times in one day

Example: a child of 15kg would take about 1 sachet of 250mg at breakfast, at lunch and at diner (= 750mg in the day - better to give a bit less than the normal dose than too much)

### **In case of vomiting - Primperan**

Dose: 0,3mg/kg/day – split in 3 doses anti-vomiting

### **In case of diarrhea - Smecta**

1 to 6 sachets per day for children and about 3 per day for toddlers – no toxic usage. Make sure to regularly drink water.

**In case of dehydration** - Drink plenty of liquids including water, tea, juice, etc.

**Note: It is very important for each summer camp to have at least one professional health care practitioner to administer all the mentioned above procedures. It is not a recommended practice that any summer camp personnel administer medication to children.**



## Annex 7 - Behaviour Management

### General Strategies for Encouraging Good Behaviour & Managing Difficult Behaviour

- Wherever possible ignore bad behaviour and concentrate on good behaviour.
- Reinforce positive behaviour through reward activities.
- Criticize the behaviour but not the person: e.g. 'Hitting is bad because... ' not 'you are bad for hitting'.
- Create opportunities for learning: e.g 'As you broke a cup this time, remember next time not to carry so many'
- Ensure that children feel secure while attending summer camp.
- Do not let conflict situations escalate.
- Use positive phrasing: e.g: don't say "do not put the cup there" but instead say "please put the cup on the table instead of leaving it there".
- Be fair and give children an opportunity to explain.
- Allow children to take responsibility for a task or to care for a friend when needed.
- Listen and empathize with feelings being expressed, even if you do not agree. Don't judge!
- Apologize: when you are wrong!



## Annex 8 - Coordinator Report (Bi-Weekly)

### Date of report:

**Title of the Camp:**

**No. of Children planned to participate:**

**Average No. of children participating per week:**

**Region:**

**Note:** The aim of this report is to gather information on the key aspects of the summer camp and therefore it must be based on the weekly reflections held with children and animators and also on a close follow up of the activities of the summer camp. Each of the sections must provide sufficient information in order to give a full overview on the summer camp.

- ◆ **Feedback on the reflection with children:** (this section must include the points mentioned below; the information must be gathered based on the weekly reflection with the children and the animators and on the ongoing follow up of the institution/organization personnel who have organized the summer camp).
  - The knowledge gained through the activities
  - The relationship children have with their peers and with the camp personnel
  - The activities suggested by the children for the upcoming weeks
- ◆ **Feedback with the animators:** (same as the comments mentioned above)
  - The aim of the activity
  - The involvement of children in the activities
  - Demands/needs expressed by the children during the week
  - Issues discussed with the parents/caregivers of the children
- ◆ **Review of the plans in the framework of the activities for the period to come:**
  - Reflection for the activities organized and which have resulted as appropriate for the children. Explain the reasons why. Mention how you plan to introduce new activities.
  - Proposal for the organization of other activities



## Annex 8 continued...

- ◆ **The promotion of the camp (please write how was the camp promoted week after week).**
  - Relations with the partners
  - Visitors
  - Media
  - Other
  
- ◆ **Identification and the management of the cases of children at risk:** *(here must be noted, without giving details, such as names, but only by using acronyms of the cases identified and referred to the Child Protection Structures)*
  - Identification of cases of children at risk (shortly describe how the case was identified)
  - Cases of children managed from the child protection structures and that frequent the summer camp.
  
- ◆ **The story of the week:** *(here you must write a success story, a special activity quoting children, max. 300 words)*

Coordinator: \_\_\_\_\_

Town: \_\_\_\_\_



# Annex 9 - Sample Job Description Of An Animator Or Leader Of Activity

## Roles and Responsibilities of Summer Camp Animators

### Goal

The main role of animator in the summer camp is to organize, coordinate and facilitate activities with children according to a plan. The animator ensures active participation of children during summer camp activities and carries them out in accordance with guidelines, policies and procedures that aim to protect and respect child's rights.

### Main Tasks Include but Are Not Limited To:

- ☞ Developing summer camp plans in cooperation with supervisors and other animators, as well as in consultation with children on a regular basis.
- ☞ Developing activities according to the plan and ensuring that children take part and feel free to express their skills, talents and wishes.
- ☞ Ensuring that children feel safe.
- ☞ Supervising children to guarantee their safety in the camp.
- ☞ Providing continuous monitoring of activities of children in the camp by observing their behaviour and body language, talking to children and providing them with a safe environment.
- ☞ Consulting on regular basis, daily or weekly, with children and other colleagues at the summer camp in order to ensure progress of summer camp.
- ☞ Ensuring that children arrive home safely by accompanying them and meeting with parents and their caretakers.
- ☞ Attending all needs and concerns observed or raised by children and constructively addressing them according to the best interest of the child.
- ☞ Avoiding any kind of judgement, discrimination or exclusion towards children by constantly treating them with respect and dignity.
- ☞ Referring identified cases of children in need of protection to the person responsible or to the Child Protection Unit.
- ☞ Safeguarding confidential information shared by children in the camp (in particular abused, violated and exploited children). These cases should be referred according to the camp procedures.
- ☞ Preparing reports according to the format and request of camp's supervisor.

### Skills and Competences

- ☞ Ability and experience in working with children.
- ☞ Being informed and knowledgeable on problems and situations of children in danger or in need.
- ☞ Be knowledgeable on child rights and protection.
- ☞ Have knowledge on how to organize games with children.
- ☞ Have knowledge on gender equality issues (an advantage).
- ☞ Possess very strong communication skills.
- ☞ Posses very strong facilitation and mediation skills.
- ☞ Be creative.
- ☞ Take initiatives.
- ☞ Be motivated to work with children.
- ☞ Be open to new ideas.
- ☞ Must have positive references from employers speaking of their knowledge, behaviour and experience with children.
- ☞ Have integrity.
- ☞ No criminal background (verify with criminal check certificate – mandatory).



# Annex 10 - Package Of Orientation Topics

**Purpose:** This comprehensive package of topics is intended to guide the child protection workers on the knowledge to be provided to summer camp personnel before starting their work with children. Please take into consideration the fact that the following topics serve as reference points and highlight the key issues on which every summer camp employee must be well informed.

## 1. What is summer camp?

### Brief presentation of how the Summer Camp functions:

All personnel that will work with children during summer camp may they be new or experienced employees, hired personnel or volunteers, must be informed on how a summer camp functions and the impact its activities have on the lives of children, parents and community. Principles of the UN Convention of the Rights of the Child, especially principles emphasizing child participation and the best interest of the child, must be conveyed by staff to children during summer camp.

## 2. Learn of the Needs and Problems of the Children Attending Camp

Summer camp employees must be informed in advance about the socio-economic context of families of the children attending summer camp. This information will assist them be more sensitive regarding the needs and desires of children, and to be more productive in their work.

Before the summer camp starts operating, it is important to inform employees about:

- The social issues faced by the children who will attend the summer camp
- What does it mean to be a child with social problems? (e.g. Single parent household, orphans, children living on the street, children who work)
- How do these problems affect the general wellbeing of the child?
- From which services can children with social problems benefit in local institutions, public and private day care centers?

**It is recommended to invite representatives from local institutions, public and private day care centers to share information with the summer camp personnel about services provided to children.**

## 3. Child Abuse

### What is abuse?

Forms of abuse: physical, emotional, sexual, neglect

### Warning signs that indicate that a child may be physically abused:

- Has always marks or wounds on the body.
- The child is always in alert or scared, as if he/she is waiting for something bad to happen to him/her.
- The child is afraid to go home.
- His/her clothes are not appropriate to the season (winter clothing used during the summer in order to cover the signs of possible physical violence).

### Warning signs that indicate emotional abuse:

- The child is not attached to the parents or caretakers.
- Displays extreme behaviour (too passive or too aggressive).
- Is not able to express his/her emotions.
- Is constantly afraid and anxious about whether he/she has done the right thing or not.

### Warning signs which indicate that a child may be neglected:

- Child's personal hygiene is not good, clothes are not appropriate for the season.
- Is constantly sick and/or not attended to.
- The child is left alone and exposed to situations that jeopardize his/her health and wellbeing.
- Do not attend kindergarten, defined school schedules or is consistently absent.



## Annex 10 continued...

### Warning signs that indicate that a child may be sexually abused:

- Has difficulty walking or sitting.
- Has knowledge or interest in sexual acts/behaviour which are inappropriate for his/her age.
- Tries consistently to avoid the same person without any particular reason.
- Suffers from Sexually Transmitted Infections (STIs) or is pregnant before the age of 16 years old
- Has abandoned his/her family or has left home.

### The Role of the CPU and Referral Systems

All summer camp personnel must be familiar with the duties and responsibilities of the CPU at the local level as well as the referral procedures regarding the cases of children in need of protection.

## 4. Child Protection Policies

### Presentation of a Child Protection Policy

All employees should be introduced to a Child Protection Policy or Procedures document prior to summer camp start. Please refer to annex 16 for a sample Child Protection Policy based on that of Terre des hommes'.

### General Professional Rules to Remember

Principles that should guide the work of every summer camp employee include respect the best interest of the child, raise awareness on their rights, establishes relations based on mutual trust, and enhance children' potential/opportunities.

### Specific rules to be applied when working with children

These include avoiding isolation of the child with only one person from the personnel; avoiding situations that could lead to allegations of abuse; and reporting of any problems that may be arise or may be indicated by children.

### Behaviours and Actions that should be avoided when working with children

Physical punishment, child exploitation and discrimination, sexual harassment or performing sexual acts, use of inappropriate vocabulary, and unnecessary assistance while performing personal need.

### Taking position on concerning issues:

Each summer camp employee has the duty to raise concerns and report any case where child abuse may be suspected.

## 5. Promoting positive behaviour and conflict management techniques

When working with children in summer camps, the personnel should organize games that:

- Stimulate participation and social interaction in groups and not use games that cause conflicts and promote aggressive behaviour in children.
- Treat children with respect. Positive reinforcement and understanding during the activities of the camp can promote positive behaviour among children. Avoid the use of threats or punishment, or any other behaviour that may put the child in an uncomfortable position when managing conflicts.
- Children with special needs. Summer camp can be attended by children with special needs who have difficulty in expressing themselves, performing certain actions, or who may exhibit signs of aggression while interacting in games. When managing conflict, camp personnel must consider any special needs that children may have.
- Expressing anger. Children may express anger in different situations and in order to avoid further frustration or a difficult situation, summer camp personnel must never respond to a child with the same attitude. Instead they should try to comfort the child by telling him/her that they understand why he/she is angry, but that the situation needs to be further discussed when the child is more relaxed.



## Annex 10 continued...

### 6. Planning and implementing activities with and for children

#### Things to consider when planning activities for children

- **Age and Development Capabilities:** Games should be developed in accordance with the age and the development capabilities of the participating children so everyone can be included.
- **Children's Health:** Camp personnel must ensure that children are feeling well; are well fed and have attended to their personal needs.
- **Emotional State:** It is advised that summer camp personnel observe on a daily basis and carefully how children interact with each other and the camp personnel. We must be attentive in noticing children who exhibit changes in behaviour, understand the cause, and stimulate their involvement in the camp in accordance with their wishes. No child should be forced to engage in any of the activities against his will.
- **The level of information that participating children may have:** Animators should constantly communicate with the children in order to understand their level of knowledge about topics and issues that are planned for the camp. The issues discussed in the camp should be of interest to the children and must not be repetitive. The children who have consolidated knowledge can be of support for the animators during the activities.
- **Flexibility in planning the games:** Camp employees must be flexible when planning activities. Planning alternative activities or games is advised.

#### Suggested topics to be presented in the form of activities:

##### Child Rights and Responsibilities

Different activities can be organized to promote child rights and responsibilities.

##### Health

- Personal hygiene (bathing, washing hands and face, brushing of teeth, etc).
- Food and Nutrition (providing basic and simplified information on healthy and non healthy foods).
- Smoking/Use of Drugs (children are informed, in accordance with their age, on

various drugs and the negative effect of their use).

**It is very important that personnel and participating children apply the knowledge acquired on these topics during the summer camp.**

##### Protecting the Environment

As part of their daily routine, children can engage in activities such as maintaining a clean summer camp environment and premises, or planting and caring for flowers and plants. Children can also be informed on the environmental damages caused by wastes, gas and fuels.

##### Animals

Discussions on how to properly care and treat animals are highly advised. Another advised activity can be visiting a zoo or an animal's museum.

##### Reading and Books

Reading helps children learn new things and is vital in developing a good self image. Reading skills are important for success in school and work and books can be fun and an activity which helps develop imagination in children. Hence, it is advised that at least one activity planned during the week be focused on reading and books.

##### Sports

Sports need to be included in the weekly summer camp plans as not only do they provide for children's physical wellbeing but they can also help to social skills such as cooperation and/or communication.

##### Remedial Classes

Remedial classes for children who have learning difficulties can also be an option during summer camps. These classes can be oriented towards improving language or mathematics skills. Remedial classes should be an option for only those children wishing to receive the extra study support and hours.



## Annex 10 continued...

### Crafts Classes

Learning handicraft is learning a life skill. There is great value in teaching a child how to produce a handmade product or material. Handmade products or materials include pictures, frames, cards, flowers, trees, seashell critters, sand-filled bottles, marbled clay beads, paper plate sun, pencil pinwheels, treasure map, braided friendship bracelets, summer headbands and/or kites.

### 7. Safety During Summer Camp

Throughout the summer camp personnel should be mindful of:

- Organizing physical games during early morning, when the sun is not very strong.
- Choosing locations which offer plenty of shade.
- Avoiding too much sun exposure, especially during peak hours.
- Ensure children have access to emergency contact information and carry with them at all times a business card with contact information of the camp supervisor/manager.

### 8. First Aid Training

All summer camp personnel should be provided with first aid training. Older children who participate in the camp should also be invited to attend such training. The appropriate age group should be agreed among the camp organizers, leaders and social animators. Contacting the nearest Red Cross branch to offer First Aid trainings is highly advised.

### 9. Summer Camp Internal Rules and Duties of Social Animators

As previously explained, all employees should be introduced in advance to a set of internal rules, responsibilities and procedures to be followed at all times during summer camp. These should also be visibly available within the camp premises. Internal

rules, responsibilities and camp procedures must be explained to all participating children in a way which is clear and understandable.



## Annex II - Reflection with the animators

*(This reflection must be undertaken regularly each week)*

**Aim:** The documentation of the process of reflection and consultation with children on the activities, games and relationship with other children and grown-ups during the summer camp.

**Town:** \_\_\_\_\_

**Number of the social animators participating:** \_\_\_\_\_

**The duration of the activity /reflection:** 30 minutes

Which were some of the activities organized during the summer camp?  
(Describe the activities organized during the week in the summer camp)  
What was the objective of the organized activities?  
What knowledge did the children acquire from the activity? (use direct quotes of the children obtained during the reflection with children activities)  
Which are some of the difficulties faced during the activity/how were they managed? (describe a concrete situation)  
How many children took part in the summer camp during the week?  
Did the children raise any concerns, have any request or expressed being in needs during the week?  
Did you evidence any cases of children in need of protection or referral to the CPU?  
Which are some the activities that the children have suggested for the following weeks? (refer to the things that the children said during the reflection sections)  
How do children feel with each other and the personnel of the camp? (refer to the things children have shared during the reflection sections organized with them)  
Did you have any contact with the parents/caregivers of the children? What have you discussed with them?  
Did the children ask for any special help from the personnel of the camp?  
Did any accident jeopardizing children's physical safety or their health occur during the week?  
Are there any suggestions/ideas which have been provided by parents/caregivers on activities/games?



# Annex 12 - Self Protective Behaviour / Keeping Children Safe

## General Introduction & Overview

### What do we mean?

Developing 'Self Protective Behaviours', sometimes also known as 'Keep Safe Work', is an umbrella term which covers a wide range of skills, knowledge and capacities that children need to acquire in order to protect themselves and to promote their own safety and wellbeing.

While self protective behaviours should be taught separately or addressed in depth with groups / individuals who are particularly vulnerable or at risk, awareness of protection issues can also be raised in general interactions with children and through the normal course of our work.

Although there are circumstances (such as if abuse has occurred or in especially dangerous situations) where it is necessary to ensure that accurate information is given, in general we can think of helping children develop their self protective behaviours in the same way that parents, aunts and uncles, grandparents and elders typically help children through giving good advice and raising awareness. We should never forget that, because of the experiences of the children we are working with, they may not have had the chance for such 'obvious' messages and information to be given.

### Starting with the child.....

In general (though not always!) children who regard themselves as worthless, or who lack confidence to assert themselves are more likely to become victims, so one important thing we can do is to help promote and reinforce children's self-confidence and self esteem.

### Practical Issues.....

There are many practical issues relating to health and safety that can easily be addressed with children. While we do not always consider these as 'keep safe' (as often that refers to protection from abuse and exploitation), addressing these more 'practical' issues can help ease into thinking about more sensitive subjects.

Practical health and safety issues we can explore simply with children:

- Hygiene – for example hand washing and teeth brushing
- Nutrition – including healthy foods for growth and development
- Health – including smoking and drugs
- Safety – including crossing roads safely, dangers of playing near trains, by electricity and in / near water, what to do if lost

Even where children do not have access to basic commodities, for example if they live on the streets or in very poor families, it is important to both think about what they can realistically do and to also raise their awareness generally. Just because things are difficult now, it does not mean that the situation will always be the same. We need to prepare children for the future, which might be very different from their present.

### Safeguarding Against Abuse and Exploitation

When we talk of keep safe work, it is often more closely associated with helping children to protect themselves from abuse and exploitation. We must of course remember that the responsibility for protecting children rests with adults, and although there are things that children can do to increase their own self protection we must be careful not to give a message that children are 'to blame' if they do end up in situations of abuse.

Unless working therapeutically with a selected group of children or an individual child (and with appropriate support and supervision), it is not advisable to explore specific situations of abuse / experiences. Instead, we can think about general guidance including:



## Annex 12 continued...

- Raising awareness of what abuse and exploitation means and children's right to protection.
- Identifying situations where children may be more at risk /more in danger – including the risks of going off with strangers.
- Recognizing the difference between an 'appropriate' and 'inappropriate' touch.
- Identifying adults who are 'safe'. People and places to go to if something bad happens.
- Understanding actions that can help protect children – such as shouting/making noise, saying NO, walking away.

An '**Appropriate**' touch avoids areas covered by swimsuits /underwear and is a form of touching which does not make us feel uncomfortable. An '**Inappropriate**' touch is normally a form of touching which makes us feel unhappy and uncomfortable or something people may want it to be kept a secret.

Everyone keeps 'Secrets' but these should not make anyone feel unhappy or sad. Secrecy is not the same as privacy.

### Finally.....

Adults can often feel uncomfortable speaking with children about sensitive issues, including abuse and exploitation. It is useful to remember that unless undertaking a specifically focused piece of work on keeping safe, only a general level of knowledge is required. Since we want children to develop their own protective behaviours, the trick is not to have all the answers, but to instead help children think through some of the issues. Doing this helps the child develop their critical thinking – this is necessary as we cannot foresee every 'danger' / situation, so if we can help children understand the underlying issues and principles then they have the chance to use these as situations arise.



# Annex B - Enhancing Child Protection

## ENHANCING CHILD PROTECTION THROUGH ACTIVITIES & GAMES: Tips, Ideas and Reminders for the Summer Camps

**It must be remembered that the primary focus of activities and games run as part of the summer camps is not protection – but it is having fun and learning life and social skills.**

### Before Starting an Activity:

Organisers should:

- Ensure facilitators / animators have been selected on basis of suitability to work with children.
- Check location of activities has been assessed for safety / dangers and any necessary action taken to reduce any risks (if on beach make sure one of the animators can swim).
- Ensure there is a sufficient supervision – ideally at least two animators (so that if there is an incident one supervisor can deal a situation, while the other supervises children).
- Give training / orientation on child protection and code of conduct to facilitators / animators.
- Ensure that there is access to first aid / medical attention (either, for example, by liaising with Red Cross or making sure that the location of the nearest hospital / clinic is known). Ensure that arrangements have been made for children to travel to and from the camp (for example by providing transport or arranging with parents).
- Ensure access to car / taxi in the case of emergency
- Liaise with parents (where these can be contacted) to ensure agreement for attending the camps and to seek any information necessary to ensure wellbeing and safety (for example, if medicine needed).

### During Activities:

- At start of each day, negotiate / remind children of the 'rules' of the camp and give out any special safety notices that may apply to the day (for example if going on outing).
- Particularly if going on a trip, make sure that children are given address of camp / telephone number to contact and know what to do if they get separated / lost / any concerns.
- Remember to make a register / head count each morning – if expected children are missing, ask other children if they know where there are. Report any missing children.
- Check quality of food and refreshments before distributing.
- Remember weather – children can quickly over heat if playing in sun.

Various issues can be explored during the activity itself or during the feedback / end of game debrief and during breaks in sessions, depending on the issues raised. This includes very practical information to help children take better care of themselves (around topics such as health, hygiene and nutrition).

**All activities create opportunities to explore child protection issues with children and to help them develop core skills needed to keep themselves safe. However we do not necessarily need to do this ALL the time! We do not want to make children fearful or overly vigilant. Child Protection should be accordingly discussed with children.**

❖ **FOLLOWING INSTRUCTIONS / COPYING OTHERS** – When should children follow others / do as they are told? Are there any situations where it is not wise to follow others / do what we are told? When might we put ourselves in danger by following others or by not doing as we are told?

❖ **INVOLVES PHYSICAL CONTACT** – Is there some kind of physical contact that is not right (e.g. good and bad touch)? What can we do if we think the way someone is touching us is not right / something we are not comfortable with (e.g. tell them to stop, tell someone else what is happening)?



## Annex B continued...

- If possible obtain / produce 'child friendly' versions of child protection policy and procedures.

The facilitator / animator should:

- Be aware of who to contact in case of concerns / need of support, or where to refer a case.
- Be clear regarding roles and responsibilities to ensure the protection of children.
- Be aware of who has ultimate responsibility for the camp.
- Check if any attending children have any 'special needs' / anticipate any problems that may occur.
- Decide how to use the space and time available in order to ensure that children are protected from potential effects of weather – including sun.

Awareness of other issues concerning personal security and developing behaviours and strategies to assess and manage personal risk (sometimes called 'keep safe' or self protective behaviours') can also be raised and explored during the camps. For example, if a game / activity is about:

❖ **IDENTITY** – Check that that children know their own (full) name, names of any caregivers / parents and their address – any information that would help reunite or identify a child if they were found after being lost / separated in an emergency or trafficked

❖ **TRUST** – How do children decide who to trust? Are there any people they should trust? Who are the adults in children's lives that they should trust / go to if they had a problem (e.g. CPU workers, teachers)? Who should we not automatically trust (e.g. just because people give us gifts / are nice to us)?

❖ **MAKING DECISIONS/CHOICES** – How do children make choices? Can they think of a situation when they could make a choice that would not be a good choice and could put them in danger? What could they do differently?

❖ **BEING RESPONSIBLE / TAKING RESPONSIBILITY** – How does it feel to be responsible? Are there times when we are expected to be responsible for something that does not feel right or safe (e.g. looking after younger siblings)? What could be done in such situations?

❖ **COPYING OTHERS** - What sort of things should we watch out for to help keep others and ourselves safe? What should we do / say if we see things that concern us / things we think are not right? Are there times when we should not become involved (for example if our own safety at risk)?

❖ **COOPERATING** – Explore with children if they think there are ways that they could work together to help keep themselves safer (e.g. looking out for each other, joining together to speak out about concerns, etc).



## Annex B continued...

### Remember:

- It is not necessary (or possible) to 'know the right answer' to everything! Instead exploring issues with children should be the focus. Ask them what they think, and why! However it is useful, when the opportunity arises, for some clear messages to be given – for example, children have a right to say no and to be protected.
- What children say can give good insight into their lives and the risks they may be exposed to.
- Watch out for any 'warning signs' that might indicate something to be of concern. These include children who are overly aggressive, withdrawn or use physical sexual touch on others. Also watch out for signs of physical abuse such as bruises and injuries.
- 'Appropriate Touching' generally avoids areas covered by swimsuits / underwear and does not make anyone feel uncomfortable. 'Inappropriate touching' is normally something that makes us feel uncomfortable or something people want us to keep secret.
- 'Secrets' are things that everyone keeps but they should not make us feel bad or unhappy. Secrecy is not the same as privacy.
- Children learn from experience and observation, so make sure 'lessons' are carried throughout the camps and not just in sessions. For example, it makes no sense to teach children about personal hygiene and then not encourage children to wash their hands (or for the animator not to wash their hands, when they tell children they should!

### After Finishing:

The facilitator / animator should:

- Report any concerns to CPU / discuss any worries with Senior Personnel / Supervisor. It is better to report a concern – and for this to be 'nothing to worry about' than not to say anything. This could place a child in danger.
- Seek further training or support on issues which are not known to your or make you feel less confident about handling any situation that may have arisen as a result.
- Debrief with co-facilitator regarding the day, and handover any important information to next team of animators (if there is a change).



# Annex 14 - Budgeting The Summer Camp

Description of the article	Time	Number of Units	Price per Units	Allocation Rate	Total cost of the project	Local government	Other donators
<b>Salaries and National Staff Benefits</b>							
	month / week						
Animator							
Volunteer							
Teacher							
<b>Total Salaries and Benefits</b>				0%	0	0	
Cost of Office/tools							
Rent							
<b>Total Office Costs</b>					0	0	
<b>Cost of Activity Implementation/organization</b>							
pencils							
coloured pencils							
drawing books							
cartridge paper							
scissors							
modelling clay							
first aid box							
tape recorder							
megaphone							
book of intelligence games							
flipchart holder							
A4 paper							
pencil sharpener							
puzzles							
flipchart paper							
tire							
camera							
uniforms (two colors)							
glue							
picture developer							



# Annex 14 continued...

TOTAL ACTIVITY 1							
<b>Beach Excursion</b>							
transportation costs from camp location to beach & vice versa							
beach ball							
tennis rackets & balls							
volleyball nets							
balloons							
beach caps							
tents							
bags							
drinks, water, food							
plastic cups							
TOTAL OF ACTIVITY 2							
<b>Cultural Activities</b>							
transport to different cultural sites							
tickets to visit museum 1, 2							
tickets to visit Museum 3							
tickets for games in the park							
Juice, water, food							
cocktail to celebrate the end of the summer camps							
plastic cups							
TOTAL ACTIVITY 3							
TOTAL COST							



## Annex 15 - Sample Timetable For Preparation Of Summer Camp Activities

Steps	Time Frame	Responsible Persons
Child Protection Worker (CPW) prepares a list of potential actors, which can be part of working group.	90 days before SC	CPW
CPW discusses/shares the potential list of actors with his/her supervisor.	90 days before SC	CPW/Supervisor of CPW
CPW meets the directors of potential actors to discuss on summer camp.	60 days before	CPW/Supervisor of CPW
CPW prepares the invitation/request official letter/form for attendance in a technical summer camp organizational meeting to all the potential actors.	60 days before	CPW/Supervisor of CPW
Supervisor of CPW runs the meeting with actors. <ul style="list-style-type: none"> <li>• General description of summer camp, aim, activities, funding</li> <li>• Invite actors to be part of Working Group for summer camp organization and implementation</li> </ul>	60 days before SC	CPW/Supervisor of CPW
CPW organizes several meetings with the members of the Working Group to share duties and the responsibilities: <ul style="list-style-type: none"> <li>• finding a safe place to organize activities</li> <li>• Involvement of children who are cases managed by the CPW and children from vulnerable communities.</li> <li>• Draft budget and activity planning requirements</li> <li>• Hold consultative meetings with children</li> </ul>	30 days before	CPW/members of working groups



# Annex 16 - Child Protection Policy

## Working with Children and Keeping Them Safe

Any organization working with children and youth should follow a ZERO Tolerance approach towards child protection concerning issues. All organizations which make provision for children and young people must ensure that:

- the welfare of the child is paramount\
- all children, whatever their age, culture, disability, gender, language, racial origin religious beliefs and/or sexual identity have the right to protection from abuse
- all suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately
- all personnel (paid/unpaid) working in sport have a responsibility to report concerns to the appropriate officer.

In order to ensure the above a clear Child Protection Policy should be in place and must be understood and accepted by all organization's employees.

The following is a Sample Child Protection Policy retrieved from Terre des hommes' own Summer Camp Child Protection Policy.

## Policy Statement/Aims

*Terre des hommes, Mission in Albania* has a duty of care to safeguard all children involved in *Summer Camps* from harm. All children have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be taken into account. *Terre des hommes* will ensure the safety and protection of all children involved in *Summer Camps* through adherence to the Child Protection guidelines adopted by *Terre des hommes*.

## What is a "child"?

As per Article 1 of the United Nations Convention on the Rights of the Child and the Albanian State Law **every person** under the age of 18 years old is a child. A child is a person, a member of a family and of the community. He/she is a delicate human being, dependent until adulthood and requires protection during the various stages of development. In accordance with a child's age and his/her development capabilities,

a child has rights and responsibilities.

## Policy Aims

The aim of the *Terre des hommes* Child Protection Policy is to promote good practice:

- providing children and young people with appropriate safety and protection whilst attending *Summer Camps*
- allow all personnel /volunteers to make informed and confident responses to specific child protection issues.

## Good Practice Guidelines

All personnel should be encouraged to demonstrate exemplary behaviour in order to promote children's welfare and reduce the likelihood of allegations being made. The following are common sense examples of how to create a positive culture and climate.

## Good Practice Means

- Always working in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets).
- Treating all young people/disabled adults equally, and with respect and dignity.
- Always putting the welfare of each young person first, before winning or achieving goals.
- Maintaining a safe and appropriate distance with players (e.g. it is not appropriate for personnel or volunteers to have an intimate relationship with a child or to share a room with them).
- Building balanced relationships based on mutual trust which empowers children to share in the decision-making process.
- Involving parents/care providers wherever possible.
- Ensuring that at tournaments or residential events, adults should not enter children's rooms or invite children into their rooms.
- Being an excellent role model - this includes not smoking or drinking alcohol in the company of young people.
- Giving enthusiastic and constructive feedback rather than negative criticism.



## Annex 16 continued...

- Recognizing the developmental needs and capacity of young people and disabled adults - avoiding excessive training or competition and not pushing them against their will.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.
- Requesting written parental consent if *Summer Camp* officials are required to transport young people in their cars.

### Practices to be avoided

The following should be **avoided** except in emergencies. If cases arise where these situations are unavoidable it should be with the full knowledge and consent of someone in charge or the child's parents. For example, a child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child up at the end of a session:

- avoid spending time alone with children away from others
- avoid taking or dropping off a child to an event or activity.

### Practices never to be sanctioned

The following should **NEVER** be sanctioned. You should never:

- engage in rough, physical or sexually provocative games, including horseplay
- share a room with a child
- allow or engage in any form of inappropriate touching
- allow children to use inappropriate language unchallenged
- make sexually suggestive comments to a child, even in fun
- reduce a child to tears as a form of control
- fail to act upon and record any allegations made by a child
- do things of a personal nature for children or disabled adults, that they can do for themselves
- invite or allow children to stay with you at your home unsupervised.

"I loooooove the camp!"

"We learn new things!"



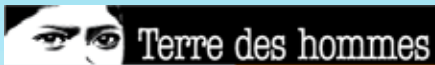
"We play new games!"

"I Never get Bored!"

"I feel safe and loved!"







Terre des hommes

Mirëqenie për fëmijët | aide à l'enfance  
Kinderhilfe | child relief | [www.tdh.ch](http://www.tdh.ch)

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