

EYE OF THE CHILD TRAINING CENTER

TRAINING COURSES AND CONFERENCES IN CHILD PROTECTION

Introduction

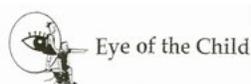
The recent enactment of the Child Care, Protection and Justice Act, has provided ample space for stakeholders to fulfill their mandate in Child Care, Protection and access to Justice for Children. The law has improved the country's systems and legal mechanism on the protection and rights of children. This law prevents and addresses issues of child abuse, abduction, trafficking, and harmful cultural practices. This is accomplished by putting together all the issues of child protection, care and justice that were in various laws and policies into one law. The law further recognizes that the primary duty of childcare rests with the parents or guardians. The provisions in this act underscored the duty of stakeholders in child protection and parents by specifically providing that parents provide care, guidance, maintenance and protection from abuse and neglect of children. It cannot be assumed that just because someone is a professional or a parent, is in a position to respond to a child safety and protection needs and that they have the skills or the confidence to do so as expected by the law.

Child protection training is a specialized field which is currently not adequately covered in social work qualifications or training for professionals working with children like Teachers, NGOs, Child Workers in Faith Institutions, Parents, Care Givers, Tradition Leaders, Police, Magistrates, Media, Peace Keepers, Doctors or Nurses.

Many people in these roles assume that they would know how to recognize and respond to child abuse if the situation arose. Sadly the reality is quite different. Time and again, after a tragic child death, family, neighbors, and professionals are criticized because they failed to recognize the abuse and did not respond to protect the child. Child Protection Training are designed for participants to increase knowledge and skills and keep children safe.

For Eye of the Child Training Center, this new law provides a concrete platform on which to exercise its mandate of building the capacity, skills and knowledge through offering Training on all aspects of Child Protection. The training are delivered by professionals with a wealth of frontline experience. The Center now offers the following trainings:-

1. [Basic Training in Child Protection](#)
2. [Training of Trainers in Child Protection](#)
3. [Child Protection Institution Workshop](#)
4. [Development of Child Protection Policies](#)
5. [Center Diploma in Child Protection](#)



1. Basic Training in Child Protection

The five Days basic training in child protection develop awareness and understanding of participants in child protection processes and the Child Care, Protection and Justice Act (2010).

What is the course about?

It will enable participants to get a better understanding of the processes involved in child protection. They will then be able to see how these fit in relation to the enforcement of the Child Care, Protection and Justice Act (2010) and their role in their organizations.

Who is this course for?

Everyone whose work brings them into contact with children or with parents. This includes employees and volunteers. The course provides valuable opportunities to support individuals to develop skills, gain underpinning knowledge and understanding in Child Protection.

What level is the course and do I need any specific skills?

This is a beginner course and participants need no specific child protection skills.

By the end of the course you should be able to:

- identify what is meant by child protection and child abuse;
- name the categories of child abuse and neglect and recognize the signs and indicators of each;
- identify the relevant guidance that provides the framework for child protection in the Child Care, Protection and Justice Act (2010);
- know how to respond to concerns of children in need of child protection; and
- identify and address barriers that prevent children and adults reporting concerns.

How will I be taught?

Through face-to-face learning from experienced professionals. A range of methods are used to help to build up skills and knowledge and there will be opportunities for field visits. Methods include formal input, large and small group discussions, working with case scenarios and use of DVD materials.



2. Training of Trainers in Child Protection

This five days training of trainers workshop in child protection support participants to deliver their own child protection training.

What is the course about?

It will help participants develop core skills in planning, designing, delivering and evaluating child protection training.

Who is this course for?

Those who deliver child protection training. They may be employed as trainers or undertake training as part of their substantive role.

What level is the course and do participants need any specific skills?

This is a professional development course and participants need to have basic awareness of child protection.

By the end of the course you should be able to:

- identify, develop and practice strategies to ensure that issues relating to diversity are fully integrated in training
- describe the different theories about the adult learning process and understand how the training cycle operates at an individual and organizational level
- identify your own and others' preferred styles of learning, and understand how different learning styles influence the training process
- demonstrate awareness of the emotional component for child protection training and identify strategies to manage this at various stages of the training event
- identify and list performance objectives for a training event
- renew knowledge relating to group processes and apply this to the design of training events
- describe a range of training methods and their relationship to learning outcomes and group process
- identify the problems and benefits of co-working
- demonstrate and share skills in relation to the presentation of material and the facilitation of discussions
- identify the various methods and levels involved in the evaluation of the effectiveness of training.

How will I be taught?

The training runs for five days through an interactive face-to-face training programme involving a range of methods including: large and small group discussions, formal input, case studies and presentations.

3. Child Protection Workshops

Institutions and Organizations (Faith Institutions, Schools, Companies, and Government Departments) can sponsor a three days workshop for its membership and staff in Child Protection.

Objectives

- Participants have a clear understanding of the legal framework of child rights and child protection and how it applies in their national and local context;
- Participants are familiar with different forms of abuse and maltreatment of children and know procedures and strategies of prevention; and
- Participants are in a position to develop a Plan of Action as basis for the elaboration of a Child Protection Policy for their own organization or institution.

Content

After having explored the legal framework of child rights and child protection as well as the different cultural attitudes and values about children and childhood, the workshop also focuses on the illustration and definitions of different forms of child abuse. Through practical examples and concrete exercises the participants share their own experiences gained from the field work in order to elaborate a mutual understanding on critical and warning challenges while working with children.

4. Institutions Seminar on the Development of Child Protection Policies

A child protection policy (CPP) articulates an organization's zero tolerance approach to child abuse. An important step towards achieving this objective would be for every institution which works with children to develop and adhere to a child Protection policy which would have clear cut guidelines and protocols to provide for a safe and conducive environment for both children and the adults with whom they interact. On the one hand it helps protect the staff of an organization from allegations of abuse, giving them the confidence to know there is a clear cut system of redress in case an allegation is leveled; on the other, a CPP will also help organizations be proactive in safeguarding children.

This is especially significant as there is enough evidence, both anecdotally and research based, to indicate offenders often intentionally target child-serving organizations due to the proximity and accessibility the work offers to children - a corollary to the well established fact that children are usually abused by people who are responsible for their well being and welfare and whom they trust.

Abusers particularly take advantage of those organizations they perceive as unsafe - lack of protocols and supervision, careless in managing risks.

It is imperative therefore to acquaint Institutions with the concept of the need to have a policy. Since each organization has its own specificities with regard to its structures and systems, they need to be assisted with an understanding of evolving a policy suited to their uniqueness but within a framework of non negotiable, for reducing and managing risks of child abuse by persons engaged in delivering the organization's program activities.

Time and again, after a tragic child abuse incident in Institutions, leaders, and professionals are criticized because they failed to recognize the abuse and did not respond to protect the child.

To this end, Eye of the Child Training Centre organized a one day seminar for Institutions that work with children in development of Child Protection Policies.

Aim of the seminar

To develop guidelines on how to develop Child Protection Policies and Procedures

Objective of the seminar

- Highlight standards that organisation need to meet in order to make them safe for children
- Develop a child protection policy and procedures that fits the Institution, work and situations
- Use the seminar to audit the Institutions systems and safety of children
- Learn from legal experts on acceptable behavior towards children

Seminar Programme

Session 1: Why do we need Child Protection Policy and Procedures for Institutions

Session 2: Overview of the Child, Care, Protection and Justice Act (2010)

Session 3: Guidance to criminal records check for staff recruitment

Session 4: Self audit and developing a child protection Policy and Procedures

Session 5: Institution ownership and Child Protection draft Policy and Procedures

Session 6: Designing Reporting Procedures

Session 7: Producing the draft strategy

Session 8: Developing Implementation Strategies

5. Center Diploma in Child Protection Studies

The Course is conducted over a period of one year through 5 days training workshops and assignments are provided every three months for a period of one year.

Element 1 - Child Development

In order to understand and respond to the developmental needs of children, learners will gain an understanding of the development of physical, intellectual, language and social skills of children from birth to adolescence and explore events and relationships which have an impact on this.

Element 2 - Child Development from an Abuse Perspective

Learners will gain an overview of the sexual, emotional, moral, ethical and social development of children. They will investigate the relationship between developmental processes and child abuse, and integrate this knowledge with the understanding of the likelihood that children are more vulnerable at different stages of their development

Element 3 - Introduction to Emotional Abuse

Learners will gain an understanding of the causes and effects of emotional abuse of children, will develop an awareness of the particular needs of emotionally abused children and form some practical responses for working with these children.

Element 4 - Sexual Abuse

Learners will gain an understanding of the dynamics of sexual abuse, and the theoretical and practical issues in protecting children from sexual abuse. They will have the opportunity to explore how they, in their work capacity can respond to a child's needs and behaviours in a manner that is sensitive, constructive and appropriate and is most likely to enhance the child's healing and rehabilitation.

Element 5 - Physical Abuse

Learners will gain an understanding of the causes and effects of physical abuse. They will have the opportunity to explore how they, in their work capacity can respond to a child's needs and behaviours in a manner that is sensitive, constructive and appropriate and is most likely to enhance the child's healing and rehabilitation.

Element 6 - Domestic Violence

Learners will gain an understanding of the causes and effects of domestic violence and of intervention programmes available in Malawi. They will develop an awareness of how children are affected by in domestic violence and of safe practices that may be followed to provide the most appropriate help and support for children.

Element 7 – Recognition of Self

Learners will have an opportunity to explore their own values, beliefs, needs and personal reactions to issues concerning child abuse and be able to use this in a positive and constructive way when working or involved with children.

Element 8 – Children Involved in Family Changes and Fostering

Learners will gain an understanding of the types of family changes that children are likely to experience, and the causes and effects of such changes. Learners will discover appropriate ways to respond to the needs and behaviours shown by the child, in order to help the child through any adjustments that need to be made. They will learn ways of responding constructively and sensitively to the child's need and behaviours throughout the fostering process and methods of assisting the child in the adjustments that need to be made.

Element 9 – Working with Families

Learners will develop an understanding of a range of family types and some of the difficulties that workers face in being involved in helping certain families. They will investigate strategies that will enable them to approach such families when there are issues to be resolved regarding the care of children, and work through the perceived barriers.

Element 10 – Children at Risk

Learners will consider a number of approaches to assessment of risk, and gain practice in deciding on the degree to which a situation might put a child at risk. They will gain an understanding of the situations and indications that suggest a child or family may be at risk of abuse and identify the possible seriousness of that abuse.

Element 11 – Meetings with Families

Learners will gain an understanding of the nature and uses of family meetings, and some of the problems and difficulties that may be encountered. They will develop the knowledge and skills to initiate a family meeting and to ensure that the objectives for calling the meeting are met. They will recognise the role of the Strengthening Families service in supporting this process.

Element 12 – Practical Ways of Supporting Children and Families

Learners will develop their awareness of the extra needs that families of abused children encounter and of some practical ways that workers can provide appropriate support. They will discuss further pressures placed on families of children with disabilities and special needs, and discover how they might advocate on behalf of these children.



Element 13 – Responding to Children and Families in other Cultures

Learners will develop an understanding of the values and beliefs of different Malawian cultures, and an awareness of how these values are expressed. They will explore practices and processes that will enable them to work with other cultures, while respecting the values of the families involved.

Element 14 – Sexual Offenders and Children who Abuse

Learners will develop an understanding of patterns of offender behaviour, profiles of those who abuse against children and an overview of at least one treatment programme. They will consider signs that will alert them to those who might be future offenders.

Learners will also gain an understanding of some of the behavioural patterns of children who sexually abuse others and the issues this raises for them and their families. They will discuss causes of youthful offending, and possible responses to this problem.

Element 15 –Child Protection Programmes

Learners will develop an awareness of self protection programmes for children and the availability of programmes. They will explore assumptions behind protection programmes and issues to be considered in offering such programmes

Element 16 – Children with Disabilities

Learners will gain an understanding of the ways in which children with disabilities are vulnerable to all forms of abuse, by virtue of their own limitations or the attitudes of others. They will develop an awareness of the needs of children with disabilities suffering from abuse and some constructive and suitable ways of responding to those needs.

Element 17 – Family Group Conferences

Learners will gain an understanding of the function and legal status of Family agreements and Family Group Conferences (FGC) and an awareness of the roles of those attending FGC's.

Element 18 – Guardianship and the Child Justice Courts

Learners will gain an overview of the role and function of the child Justice court and of ways children and families can be supported when they are dealing with family court issues. They will develop an appreciation of how children are affected by family breakdown and the process of clarifying care, contact and guardianship

Element 19 – Interviewing Children who may have been abused

Learners will gain an understanding of the reasons for undertaking evidential interviews of children who have been abused and the processes and protocols undertaken in those

interviews. They will become aware of the role that they can play in supporting a child or family going through this process.

Element 20 – Going to Court

Learners will gain an understanding of the issues involved for children who have to appear in court and of the most effective ways of preparing children for this experience. They will examine the court processes, and any part that they themselves may be required to undertake.

Element 21 – Case Review Board

Learners will gain an understanding of the role of the Case Review Board and of the relationship to their own work with children

Element 22 – Child Protection Policies

Learners will gain an awareness of the need for organizations to prepare a child protection policy. They will develop an understanding of the items that should be included in such a policy and of the process to be undertaken and the issues to be addressed in writing a comprehensive child protection policy.

Element 23 – Case Management and Preparing reports about children

Learners will gain an understanding of the elements that make up an effective report, and the process of planning and presenting an effective report. They will have practical experience in writing and critically assessing reports.

Element 24 – Communicating to Children

Learners will identify some techniques on how to talk to children about child abuse in the most appropriate way and when these techniques may be appropriate.

Element 25 – Issues in Child Protection

Learners will gain an awareness of some of the developments that are occurring in services that effect children, and be alerted to remain constantly aware that changes are happening all the time. They will become alert to the interconnected role that the public and private agencies play, and of how they might respond to opportunities arising.

Element 26 – Practical Child Advocacy

Learners will learn some ways of acting as a child advocate and gain an understanding of appropriate actions that they might take. They will identify some of the difficulties they might encounter in acting as child advocates and gain an overview from various standpoints.



FOR MORE INFORMATION

REGISTRATIONS / DATES / VENEUE / ARRENGEMENT OF IN HOUSE TRAINING
AND FEES.

PLEASE CONTACT:

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