SESSION 1: INTRODUCTION

University of Prishtina
‘Hasan Prishtina’

Improving the protection and wellbeing of children in Europe: enhancing the curriculum

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Disclaimer:
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SESSION OBJECTIVES:

The expected learning outcomes are as follows:

• Comprehend and apply relevant theory and research on child protection and wellbeing
• Consider and apply national policy and legislation as it relates to child protection and wellbeing
• Consider the impact of values, ethics and morals upon practice in child protection
• Demonstrate the appropriate skills in identifying and assessing potential risks to the child
• Develop and apply an appropriate intervention and management strategy
• Compile together with clients the goals to plan interventions and implement them
• Preparing discussions for a concrete situation with children and their family.
• Discuss the effects of professional intervention on the child and family.
The Knowing – Being – Doing model of social work at its core is about the continuous interrelatedness of each of the components, hence the use of head, hands and heart, which all make up the body.

Knowing – gaining/using theory and critical reflection in your practice
Being – using empathy and utilising your own experience and personality
Doing – putting it all into practice, in essence social work is about hands on experience, meeting and working with clients face to face

Lefevre, 2008
Social workers need to have adequate knowledge to be able to provide services for child protection. In this context students, will gain:

- **General knowledge about the profession or the professional identity**
  - (knowledge on the history of the development of the profession and child protection, organizations or institutions that provide child protection as well as professional ethics).

- **Knowledge in context, the theme of child protection**
  - (structure of social services in Kosovo, Kosovo's political system, the legal system in Kosovo, social and political aspect, educational and political aspect, cultural issues and political aspect, policies on community development.

- **Theoretical knowledge of other scientific disciplines**
  - (psychology, sociology, pedagogy, social work sciences, ethnology, economics) which relate to aspects of child protection.
What are the values and ethics underpinning practice with children and their parents/carers?

This will include the personal, professional and organisational factors which influence how social workers engage:

- **Self-perception and reflection**
  - (thinking and feeling, perception of people, self-understanding of individual and professional values, social role)

- **Relationship with requirements and/or charges**
  - autonomy and self-responsibility, initiative, emotional control, accepting insecurities approach towards social pressure

- **Self-representation**
  - (consistency of values and behaviours, congruence of verbal and nonverbal communication, sovereign attitude)

- **Learning** (motivation to learn and curiosity, flexibility, creativity, learning styles, learning strategies)

- **Professional (including registration) and organizational factors**
  - (what is the culture and practice, what is valued within the organization)
What skills do students need to possess and demonstrate so that they can help children and their parents/carers?

This will include an ability to communicate effectively using a range of methods including play with children and young people:

- **Negotiation**
  - leadership talks, negotiating with institutions, coordination and networking, handling of conflicts

- **Communication** (counselling skills, empathy, techniques and confidentiality)

- **Unifying of the resources and the delegation**
  - (guidance in the assistance's system, determining the needs and merging resources, relations and attitudes)

- **Compilation of the process in a participatory manner**
  - (individual or family activity, awareness of public opinion and the establishment of public opinion, the creation of the participative structures).
CASE STUDY OVERVIEW
(KOSOVO)

Definition of child protection:
‘child protection refers to preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage’ (Unicef, 2006, p.1).

Provide each student with a copy of the case study
**ACTIVITY**

**Preparation:**
- Divide the students in groups
- Create groups with min. 3 to max. 6 students in one group

Each group to use the following list of key terms from the definition to link and rate the scale of potential risk faced by the individuals presented in the case study.

- Violence and abuse
- Exploitation
- Child labour
- Sexual exploitation and trafficking
- Harmful traditional practice
## Kosovo

(Ashkali and Egyptians are included under the umbrella term Roma)

### Country Data

<table>
<thead>
<tr>
<th>Roma Population</th>
<th>CoE 2012 “average” estimate</th>
<th>37,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated % of population</td>
<td>2.07%</td>
<td></td>
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</tbody>
</table>

### Roma Integration Strategy

Strategy for the Integration of Roma, Ashkali and Egyptian Communities in Kosovo 2009-2015

### Roma Integration Action Plan

2009-15 Roma, Ashkali and Egyptian Action Plan

### Government Bodies Responsible for Roma Integration

- Deputy Prime Minister Office
- Inter-ministerial Steering Committee
- Office of Good Governance, Human rights, Equal opportunities and Non-discrimination, under the Office of the Prime Minister
- Ministry for Communities and Return
- Office for Community Affairs
- Communities Consultative Council, under the Office of the President

### Independent Bodies Involved in Roma Integration

- Ombudsman

### Bodies Involving NGO in Preparing/Implementing Roma Policies

- Office of Good Governance at the Prime Minister’s Office

### State of Play: Roma Data in Priority Areas

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Indicator</th>
<th>Percentage/Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
<td>Attend pre-school education</td>
<td>16.1% (16.1% females)</td>
</tr>
<tr>
<td></td>
<td>Placed in special schools</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Complete primary education</td>
<td>88% (73% females)</td>
</tr>
<tr>
<td></td>
<td>Complete secondary</td>
<td>34% (27% females)</td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td>Employed</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Employment in informal sector</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Unemployed</td>
<td>-</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>Access to health insurance</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Infant mortality</td>
<td>41 per 1,000</td>
</tr>
<tr>
<td></td>
<td>Life expectancy</td>
<td>-</td>
</tr>
<tr>
<td><strong>Housing</strong></td>
<td>No drinking water at home</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>No electricity</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Holding property documents</td>
<td>-</td>
</tr>
</tbody>
</table>

(Unicef, 2011, p. 17).
The case study will discuss in greater detail in the next sessions, *also the relationship between different influence factors and child well-being and protection.*

➢ As well as the theoretical principles and the practice in relation to the case study.


THANK YOU!

FALEMINDERIT!