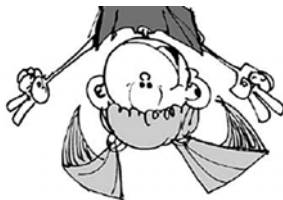




# Child Protection TOOLKIT for schools





## Child Protection TOOLKIT for schools

### This Child Protection Toolkit includes:

#### I. Child Protection Manual for schools (*reference tool*)

##### *Target readers:*

School board members, school directors, school child protection specialists and all other school partners involved in a community-based child protection network.

#### II. Child Protection Training Handbook for professionals working in the field of child protection (separate booklet).

##### Target readers:

Child Protection workers, Child Protection specialists, Focal Point person for child protection, Child Protection Unit Workers, School psychologists, headmasters, teachers, parent committee members, medical staff, social workers, community animators and all other professionals and non-professionals working in direct contact with children.

### How to use this TOOLKIT?

The **Child protection Manual for schools** includes a step-by-step **guide** to structure the implementation of child protection standards in your school, and guidelines on how to establish and empower the role of the school in a community-based child protection network.

In addition, the **Child Protection Handbook** is a practical Self-study Training book which supports protection workers and those with diverse careers in your school to grow in their professional roles by developing skills and competencies related to working with children.



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# Preface

All child protection models and concepts outlined in this Child Protection Manual were elaborated between 2006 and 2009 in a participatory process involving nearly 100 people working in the field of child protection and education in Albania. In close collaboration with international and local experts, internationally proven child protection tools and procedures have been adapted to the Albanian context.

The first draft of the Manual has been pilot-tested for two years by more than 50 child protection workers (school psychologists, teachers, headmasters and child protection unit workers) in more than 150 schools in five regions of Albania (Durrës, Fier, Tirana, Korça and Elbasan).

Thanks to all for your precious feedback, as well as the input of rich training and resource materials which have helped to improve the Child Protection Toolkit. It should now prove even more useful for the protection of children in the school environment. Where possible the original authors have been acknowledged, and apologies for any one whose work has been missed.

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This product has been developed in close collaboration between Terre des hommes, a Swiss child protection NGO actively engaged in the development of a child protection network in Albania since 1993 and the Albanian Ministry of Education and Science.

With many thanks,  
Aline Koller

**Author**

Aline Koller, Child Protection Consultant, Terre des hommes Foundation, Switzerland





# Introduction to the Child Protection Manual for Schools (reference tool)

You are a school director, school child protection specialist, school psychologist, school board member, school educational staff or parent - and thus have both the great joy and responsibility of working for the protection of children in your school.

We hope this Child Protection Manual will serve you as a support tool!

## □ How to use this Child Protection Manual?

This Child Protection Manual is intended to be a *reference tool* for all school actors and partners concerned with child protection. It can be consulted by professionals in charge of child protection response e.g. school psychologists, school social workers, medical staff or others, and as well by school management staff e.g. school directors and school board members who have the mandate to ensure that their school is a safe and child-friendly place where children can grow and blossom in a protected environment.

All Sections and Chapters are complementary. At the end of each chapter there is a short summary of its core messages and a checklist to help you make sure you remember the key learning points. All Annexes mentioned are an integral part of the Manual



## Introduction

and can be found in Section C. References are listed in Section D, and Section E provides a glossary with definitions of terms and concepts for specialized psychosocial and protection terminology.

Abbreviations used:

CPS      Child Protection Specialist

NGO      Non-profit organization

***Enjoy reading!***

# CHILD PROTECTION

*The child protection framework provides an overview of the most important concepts related to child protection. It outlines the role and responsibilities of the school and a focal point person for child protection within the school in a community-based child protection network.*

## Section A

### Frames of reference



# Chapter 1: Child protection

*The first chapter provides an overview of key definitions and theoretical concepts related to child protection. A common set of definitions and ideas will allow a better understanding of the interventions proposed in this Manual to meet child protection standards within schools.*

## 1.1. Defining child protection

Child Protection implies the interdisciplinary measures undertaken to guarantee the survival and acceptable development of children, in respect of their rights. Child protection is considered not only as preventive action but as well positive action focused on the provision of services until the child is no longer at risk.

### **Building blocks to keep in mind when defining protection include:**

#### *Protection as rights-based:*

The Convention on the Rights of the Child (CRC), ratified and signed by almost all countries in the world and in 1992 by the Republic of Albania, is a statement of rights given to individuals under 18. These international rights are in total congruence with most of the essential needs of children. The aim of the CRC is to ensure that children's basic needs are met and to guarantee that children can reach their full potential.

*Protection as state responsibility:*

Protection is the foremost responsibility of a state towards its citizens. Only where and when a state cannot meet its responsibility is it charged with enabling the provision of action by impartial international organizations.

*Protection as empowerment:*

Protection is fundamentally about people. It is a mistake to think of states, authorities and agencies as the sole actors in the protection of populations at risk. Communities have their own child protection mechanisms and develop coping mechanisms constantly adapting to changing life circumstances, but many children do not benefit from them. Community based intervention should take into account these coping mechanisms in order to reinforce them, and make them available to all children. People are always key actors in their own protection.

## 1.2. Child protection within school

As elaborated in the United Nation Convention on the Rights of the Child, education constitutes one of the basic criteria for a child's healthy and safe development. While the parents have the primary role in bringing up children, schools play a substantial role in the integration process of children in society. The school remains one of the first instruments through which the child understands and becomes part of the community. Therefore schools are one of the main settings in a child's socialisation process.

School is also a place where a child is encouraged to reach it's full potential in a child friendly environment. It is within the school community where a child can develop protection mechanisms which strengthen his or her own well-being, and can experience herself/himself as a key actor in his or her own protection. Within the safe environment of a school community, a child can also exercise the responsibilities of a citizen who can contribute to the well-being and protection of others.

Children are human beings with rights, needs and resources. Schools have the obligation to set up the conditions where they can enjoy their rights and develop happily. So what does a child need to grow, develop and live a healthy and satisfying life?

An operational child protection safety network within schools is needed to bridge the education system, at-risk communities, and social services (*see figure 1*). A child protec-

Section A

tion specialist (CPS) must be appointed within each school with the mandate to assure the operational functioning of a child protection network within the school and to coordinate local child protection responses with other public and private stakeholders. The child protection specialist is in charge of monitoring child protection concerns, setting up prevention activities, and identifying vulnerable children in need of coordinated child protection responses such as supporting the reintegration process of children in school. Children who drop out of school are very exposed to a large spectrum of negative social phenomenon, including child labour, abuse, and exploitation and trafficking.

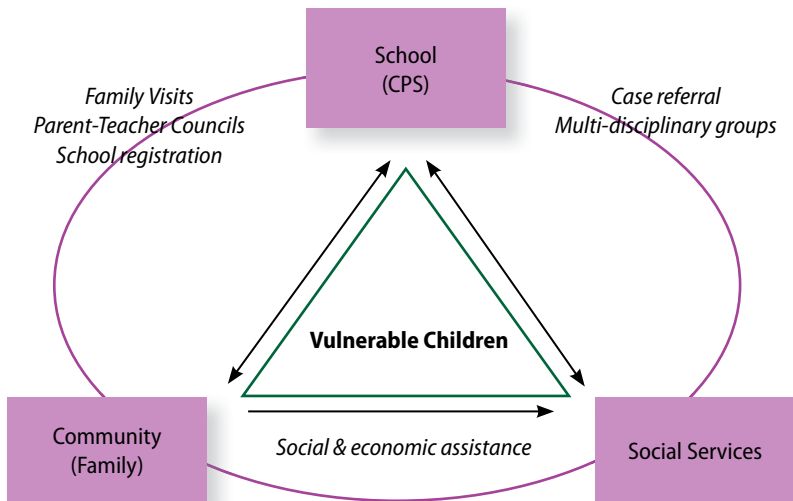


Figure 1



# Chapter 2:

## Child protection measures

*Chapter two illustrates the overall framework for child protection interventions. It begins by expressing child protection response principles and defines the final aim of child protection measures as well as the target population.*

### 2.1. Principles

#### Using a systemic approach

Child development is seen as a complex phenomenon embedded in constant interactions between individual, family, community and societal elements within a specific context. Since these elements continuously influence each other, intervention aims to create an environment in which individuals are empowered to act upon the system surrounding them.

#### Using a gender approach

Using a gender-sensitive approach takes into account the situation, dynamics and needs of each member of the community – men, women, boys and girls – in order to better achieve the objectives in the initial stage of selecting target groups and the most appropriate way to influence change.

### **Considering the child as actor**

Although the notion of a “child-centred” approach is widespread, children are seldom consulted and heard. Every child has personal and social resources which he or she employs at different moments in his or her life. Interventions focus on the identification of internal and external resources and needs in order for the child to develop protection mechanisms for his/her own well-being.

### **Working with families**

The psychosocial well-being of adults, particularly parents and caregivers has a direct impact on that of children, and should thus be addressed through concurrent parent and teacher focused interventions.

### **Ensuring consultation and participation**

All child protection responses should always be carried out in the best interest of the child. A child’s right for expression should always be applied. While it can be achieved with different levels of implication and success, being consulted and involved in what concerns his or her own protection measures is an undeniable right and proof of respect for children.

### **Ensuring coordinated and organized protection**

In any difficult situation, the efficiency of the relief efforts for the child depends considerably on good coordination mechanisms and partnerships between all actors. A multi-disciplinary working environment includes representatives from Governmental bodies (education, judiciary, police, health, and social services), UN institutions, NGOs, civil society and religious institutions. The main objective is to ensure there is no overlapping and that gaps are identified and covered.

### **Integrated approach**

An integrated approach to psychosocial work is recommended for child protection responses, in which education, healthcare, social services and legal support and other helping services are involved and coordinated.

### **Prevention and protective environment**

Protection measures should be implemented in a way that contributes to protecting children from further harm. This includes creating a protective environment through for example public education about the effects of violence on children, and training caregivers including parents to recognize these effects on children.



## 2.2. Final Aim

The final aim of child protection is that children benefit from concrete protection measures aimed ensuring their development to their full potential. Based on this ultimate aim, each child protection case will have defined objectives, results and strategies according to the principles outlined under 2.1.

## 2.3. Target groups

Considering the large scope of intervention in child protection, beneficiaries include stakeholders ranging from children and families to community leaders and government authorities.

### Children

According to the Convention on the Rights of the Child (CRC) a child is any individual under the age of 18. Direct beneficiaries can include Infants (0-5 yrs), Children (6-12 yrs), Adolescents (13-18 yrs) and/or Young Adults (19-25 yrs). While a large number of children can be at risk, special attention and resources must be devoted to the following categories of children:

- Unaccompanied and separated children
- Displaced children
- Disabled children (mentally or physically)
- Children living with very vulnerable parents
- Sick or injured children
- Children living in the street
- Children running a household
- Child victims or witnesses of abuse or violence
- Children severely psychologically affected
- Adolescents

### Families/parents or caretakers

To a certain extent, parents can be beneficiaries of child protection action plans since helping a child often requires helping the parents or the family. Severe difficulties met by parents (one or both) generate problems within the family structure. The answer

has to be systemic. As key actors responsible for the child's well-being, parents or caretakers need specific support in order to ensure proper care and attention for their children. Action undertaken towards and with adults can be in the form of individual support, family support, or by means of large scale group activities (i.e. awareness raising, education, health, hygiene etc). According to different contexts and needs, target groups will include mothers, fathers and/or both.

### **Communities/ key GO or NGO actors**

Working through the community is a principle fundamental to child protection. In cases of child protection, the involvement and support of key members of the community (i.e. community or religious leaders, teachers, social workers, health workers etc.) is essential for the organization and implementation of the child protection response. Moreover, the community can be targeted directly by a prevention program. Empowerment of existing structures can be done for example through awareness raising, material support, training and information dissemination.

# Chapter 3:

## References and models on child development

*Chapter three gives an overview of child development stages. It provides information on the concepts of vulnerability and resiliency, as well as on short and long term risks of distressful life situations for the well-being of a child.*

### 3.1. Basic concepts on child development

The **ecological model** visualizes (figure 2) child development as a complex phenomenon embedded in interactions between the individual, family, community and societal elements within a specific context. Since these elements continuously influence each other, **systemic child protection** responses aim to create an environment in which individuals are empowered to act upon the system surrounding them.

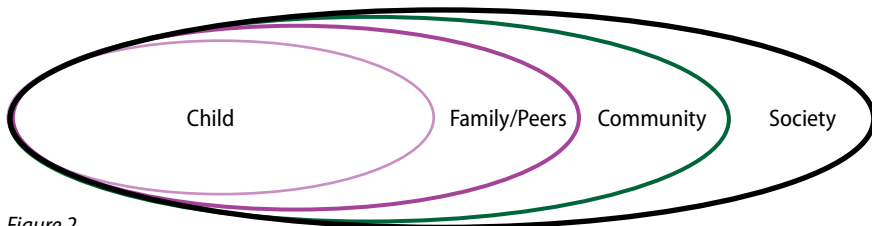


Figure 2

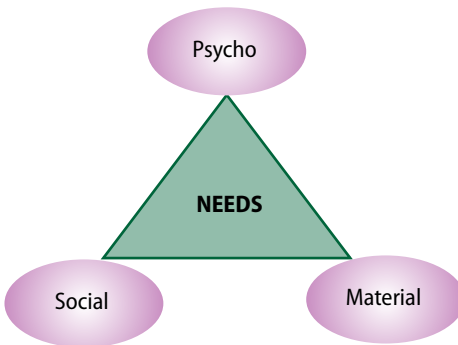
## Section A

First, personal factors that can explain the personal distress of a child include: injuries, lack of basic care and food, physical insecurity, temperament etc. The second level explores how social relations increase or decrease the risk of complex behavioural and emotional problems. Such factors may include separation from the caregiver, loss of a family member, being a victim of domestic violence and relations with peers. Thirdly, regarding community structures, it has been found that destruction of schools, workplaces, neighbourhoods as well as forced displacement from homes and communities strongly contribute to a child's **vulnerability**. Finally, the fourth level examines the larger societal factors that influence a child's behaviour: cultural norms, gender norms, attitudes with regard to child protection and policies related to education, health, economics and social welfare which may maintain levels of inequality of care.

Based on the research of John Bowlby and Marie Ainsworth, the bond between parents and child is one of the most important variables determining the course of development through childhood. The kind of care infants and children receive from the primary caretaker determines, to a significant degree, the kind of **attachment** they form. When infants are well cared for, otherwise known as securely attached infants, they tend to develop a positive self-image and confidence, the ability to socialize, the will to explore and the ability to cope with problems as they arise. Securely attached infants will explore the environment confidently because they are venturing out "from a secure basis".

While a secure basis is fundamental to normal development, children have other needs which have to be continuously addressed.

**These needs can be categorized in three groups:**



**material needs** (i.e. food, shelter, clothing, medical care, security, money)

**social needs** (i.e. family, friends, school, religion, culture, community, activities)

**psychological needs** (i.e. love, care, values, spiritual belief, sense of belonging, recognition, independence)

Figure 3

We often look at the child's **material** needs and forget the **social** and **psychological** needs.

Love and care is just as important for healthy development as is proper feeding. There is no hierarchical order among the three components but **continuous interaction** and **interdependence** (see figure 3).

All adults working with children should develop the basic skill of first understanding **their own personal needs** in order to become better equipped to meet children's psychosocial needs.

It is important to think about your own experiences and personal life history in order to understand and recognise the filters which influence your perception and interaction with children (for more information and practical exercise read the Child Protection Handbook).

### The psychosocial development of a child

The word 'psychosocial' underlines the dynamic relationship between psychological and social effects. This suggests that each person is influenced by the integration of:

- **psychological component:** mind, thinking, emotions, cognitions, feelings and behaviour
- the **social world** e.g. the environment, culture, traditions, spirituality, interpersonal relationships with family, community and friends and life tasks such as school or work.

The psychological (internal resources) and social (external resources) well-being of a person are inextricably interconnected. For example, a child who is displaced and separated from family and friends is likely to experience intense feelings of loss and fear, while community efforts to respond and protect others may increase feelings of solidarity and optimism.

### Psychological development in children includes the capacity to grow on two levels:



**Social development** in children includes the ability to:

- form attachments to caregivers and peers
- establish and maintain social relationships
- learn the social codes of behaviour of one’s own culture

□ **What do we mean by the term “psychosocial well-being”<sup>1</sup>?**

When we think about psychosocial work in child protection we are focusing on activities to promote the well-being of children and their families. Such well-being can be thought of as having 3 core domains, all of which affect a child’s ability to function:

- **The individual capacity of a person.** This is a person’s physical and mental health, their position in society, their ability to access resources such as food and water, social services, education, and health care. For children, this will include their level of **vulnerability** and resiliency, as well as their developmental stage.
- **Family and community functioning.** This is the degree to which a person can carry out everyday activities, such as attending school or going to work, and the availability of essential services. It also includes the network of support from family and friends, and wider groups within the community e.g. religious groups, colleagues and peers. For children, this includes the existence of supportive caregivers, and other social resources such as extended family members, school friends, and teachers.
- **Societal Culture and Values.** These are the elements of life which give a sense of meaning, unite communities, and contribute to a person’s identity e.g. ethnic, religion etc.

## 3.2. Brief overview on the psychosocial development from childhood to adulthood

Before 6 years of age a child mostly needs:

- **Security and routine;**
- **love and affection** from primary care givers;

---

<sup>1</sup> Well-being is defined by the World Health Organization as being a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity.

- competent and efficient **satisfaction of needs** through primary care givers;
- a stimulating and **child friendly environment**.

### During childhood from 6 to 12

*A child needs:*

- parental love
- parental care
- schooling
- play
- guidance

### In childhood from 6 to 12 years:

- a child is becoming more **aware of himself** and **those around him** (change of perspective);
- a child starts to establish meaningful **relationships outside the family**;
- a child interacts with family, friends, teachers, and others to develop more **inner resources** and **social skills**.

#### **Agim ...**

is 8 years old. He attends school every day and is beginning to learn how to read and write. He often comes home with his schoolwork and proudly shows it to his mother. However small his accomplishments may be, he wants them to be recognised. Agim plays with his friends and cousins, pretending to be a father and mother or a teacher with students. He also enjoys being around his father, asking him endless questions about god and the world.

### During adolescence from 12 to 18

*A child needs:*

- recognition & sense of belonging
- to develop self-awareness & self-confidence
- to take more responsibilities
- expression of sexuality
- peer relations & social skills
- formal & informal education
- discovery & adventure
- freedom & independence

## Section A

- role models
- internalization of cultural and moral rules
- hope for the future

### **An adolescent learns and develops through:**

- Finding sense of self in society
- Criticising and rebelling
- Risky behaviour
- Questioning life and death
- Finding role models
- New ideas and thoughts
- Developing own sense of morality, belief, values
- Separation from family

### **Alketa is 16 years old ...**

*She has experienced many changes over the last few years. Her body has developed and she now looks more like a woman than a child. She also wants to be treated like a lady and to make her own decisions. Sometimes, though, she seems embarrassed of her body and acts like a child again. When her parents give her certain rules, she purposely disobeys them. Alketa doesn't enjoy being at home; she always wants to be with her girlfriends. They can chat for hours after school or on the phone.*

**Always keep in mind that each child is unique and develops at its own rhythm!**

### **During adulthood a person needs:**

- Family, partner, children
- Companionship
- Income generating activities
- Leisure activities
- Roles within the society
- Responsibilities



❑ **How can a Child Protection Specialist support a child's psychosocial development?**

Psychosocial interventions aim at promoting the following **12 competences**:

- (1) Secure attachment with caretakers
- (2) Meaningful peer attachments and social skills
- (3) Trust in oneself and in others
- (4) Sense of belonging
- (5) Self esteem and self-confidence
- (6) Ability to access opportunities
- (7) Optimism about the future
- (8) Self-efficiency
- (9) Empathy, change of perspective
- (10) Problem-solving and solution oriented thinking
- (11) Adaptability, coping mechanism
- (12) Regulation and expression of emotions

### 3.3. Child development and distressful life situations<sup>2</sup>

Research has shown that some children are able to overcome stressful life events or challenging development tasks more easily than others. **Resiliency** can be defined as the ability to respond to a traumatizing or stressful life event by using internal and external resources. In order to understand resiliency it is essential to identify internal and external protective factors that buffer the effects of stressful life situations.

❑ **What factors increase a child's resiliency to psychosocial problems?**

**Resiliency** is a person's ability to overcome difficulties and adapt to change. For children, the presence of parents or caregivers who are able to provide support and safety is a key factor in significantly increasing their resilience to the negative effects of a distressful life situation or challenging development task. Children look to their parents

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<sup>2</sup> Child Protection Manual for intervention in humanitarian crisis, Terre des hommes, Lausanne (2007).

## Section A

or caregivers regarding how to respond to crisis and change. This is why we often see that children are only doing as well as their parents. When a parent is able to show that it is ok to grieve and to be upset while still functioning, then a child is far more likely to respond accordingly (Note that the culture of a society and gender roles will affect how mothers and fathers display grief and coping mechanisms). Once children have lost the protection of their family or if the family is seriously weakened, children are far more vulnerable to secondary stress.

Resilience is determined by two main factors:

- Characteristics of the child
- Environmental factors

Factors which are likely to increase resiliency and promote recovery (otherwise known as **protective factors**), include:

Protective characteristics of the child	Protective environmental factors
Takes positive steps to solve problems e.g. talks to others about feelings	The existence of a secure attachment or bond with caregivers/parents
Takes responsibility for own actions	Parents who are models of coping and appropriate behavior
Is hopeful about the future	Caregivers who the child can trust and provide warmth and support
Is respectful of self and others	People who set limits for the child
Has the ability to play/ interact with others and be alone	People who encourage the child to learn how to do things themselves (autonomy) and who help when they are in trouble
– Benefits from good physical and mental health conditions including a positive self concept, a high sense of self esteem, coping mechanisms, emotion regulation, age adequate motor skills, cognitive and social skills etc.	Presence of supportive family, friends and community support network
	Establishment of routines e.g. school attendance
	Access to shelter, hygiene, and medical care
	Access to education and/or economic opportunities
	Child friendly environment with stimulating opportunities to learn and develop

Child protection measures should work to promote protective factors in the environment and in the child, in order to increase resiliency. Studies have shown that children that are resilient have characteristics such as a developed intelligence, an ability to be efficient, strong self-esteem, developed social capacities, the ability to anticipate and plan ahead and a good sense of humour and optimism<sup>3</sup>.

### A story of resiliency:

*« My name is Ermir. I will be 11 next October. I live in Elbasan with my mother and my two sisters. After two years of elementary school, I went to Greece with two other children. The person who took us was called Dritan. We started to beg at the seaside in Paralia. Sometimes at night we got cold and snuggled up together under the bridge. Dritan burned us with his cigarettes because I did not bring enough money. One day, when I was begging I had an accident; a car hit me. I stayed at the hospital for several months. Then I was taken to a centre with lots of other Albanian children. There I studied my third year of elementary school in Greek and I was the best. I also played football. I missed my family. Then I took the bus to go to the boarder where my mother and my uncle were waiting for me. Last year I began my fourth year of elementary school with my friends here in Elbasan. We also play football after school. When I am older, I would like to be a social worker who helps children who are working in the street to get back to school. »*

### What are common psychosocial reactions of children to stressful life situations?

While there are cultural variations, psychological distress generally impacts children by limiting their ability to engage in the world around them and to participate in routines such as school and play. **A common first sign of distress is a child not interacting with others or not expressing curiosity in his or her surroundings.**

### What are the primary and secondary reactions and effects of distressful life situations on children?

It is important not to overgeneralise about reactions to stressful life circumstances since the unique characteristics of an event will affect the resulting psychological

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<sup>3</sup> Oerter R., Mondada L., *Entwicklungspsychologie*, 2002, Belz Verlag.

## Section A

and social impact. For example, the inability to locate, identify and bury loved ones can negatively affect a family's initial ability to accept a death. Viewing the loss of the father as an act of God may increase a families ability to rebuild their lives.

In a distressful life situation, every child and adult will react differently; depending on age, personal background, nature of the event and current family situation. A person can experience the different effects listed in *table 1*. These short term (primary) effects are normal reactions to abnormal situations.

Early childhood	School age children	Adolescents
Regression in behaviour	Marked reactions of fear and anxiety	Decreased interest in social activities peers, hobbies, school
Decreased appetite	Increased hostility with siblings	Inability to feel pleasure
Nightmares	Somatic complaints (e.g. stomach aches)	Decline in responsible behaviours
Muteness	Sleep disorders	Rebellion, behaviour problems
Clinging	School problems	Somatic complaints
Irritability	Decreased interest in peers, hobbies	Eating disorders
Exaggerated startle response	Social withdrawal	Change in physical activities (increase/decrease)
	Apathy	Confusion
	Reenactment via play	Lack of concentration
	Post traumatic stress disorder	Risk taking behaviours
		Post traumatic stress disorder

*Table 1*

**Primary psychosocial reactions and effects can also be categorised as follows:**

**Physical reactions:** rapid heart beat and breathing, tense and/or aching muscles, dizzy, great deal of or lack of energy, psychosomatic problems (pain without any physical cause).

Children who have been continually exposed to violence often express a significant change in their beliefs and attitudes, including a fundamental loss of trust in others.

**Changes in Thinking:** only thinking about the distressful event, getting confused, difficulty in concentrating, changes in beliefs, flashbacks, inability to trust others, thinking only of others at expense of oneself. Children may also have an increased sense of purpose.

**Changes in Emotions:** feeling angry, sad or hopeless. Guilt, insensitivity to feeling anything (becoming numb), erratic mood changes or lack of empathy for others. Children may also feel increased attachment to others.

**Behavioural changes:** Children may appear nervous, aggressive, withdraw from others and activities, have problems sleeping or show antisocial behaviour or 'strange behaviour' (e.g. hoarding things). Distressed children may regress in behaviour, particularly at younger ages. For example, an infant who slept through the night may no longer do so; a toddler who was toilet trained may return to soiling himself/herself for a period of time. Older children may revert to play from a younger age, resume an old habit such as thumb sucking or rocking, or become more dependent and fearful of separation from the parent or caregiver. Adolescents can be particularly vulnerable when the gradual gaining of independence from the family is disrupted.

Example of how children reactions will vary according to the child:  
"Our children go through similar experiences but respond differently. Some of our children become anxious and fearful and cling to us, others become withdrawn and depressed. Some of our children don't seem to be affected and go right on with their play. I have six children...two don't leave the house, two spend their time watching TV and observing events around them, and the other two are outside playing and enjoying themselves."  
(Parents Report)

**Degree of impact on daily living situation:** It is important to note that the degree of impact on the daily living situation of the child and the social disruption they might

## Section A

experience are part of the most distressing components of a stressful life event or situation (e.g. increased poverty, displacement, family tensions). For example, girls who have been sexually abused and impregnated often say that their stigmatization and lack of money to feed their babies are their biggest stresses.

**Duration of the critical life situation:** The longer the situation continues, the greater the risks to the child's psychosocial well-being. Long term impacts may include greater distrust and alienation, and increased strain on family survival and coping.

**The table below shows the mechanisms which may temper the normal long-term psychosocial development of a child (secondary effects):**

Age and vulnerability	Long term outcome
<p><b>Early childhood (0–5 yrs)</b> Development of basic cognitive and social abilities occurs in the first few years of life. Adverse factors — poor diets, infections, disease, lack of cognitive stimulation — can cause poor physical and intellectual growth.</p>	<ul style="list-style-type: none"> <li>• Irreversible effects on physical and cognitive growth and development.</li> <li>• Increased likelihood of learning disabilities, delayed school entry, poorer school performance, and increased likelihood of early drop out and lower grade attainment.</li> </ul>
<p><b>School age children (6–14 yrs)</b> Family resource constraints, gender bias, inadequate infrastructure and public services prevent school attendance and health service provision.</p>	<ul style="list-style-type: none"> <li>• Loss of human capital development and capacities.</li> <li>• Persistence of gender inequalities.</li> <li>• Social exclusion</li> </ul>
<p><b>Adolescence &amp; youth (15–24 yrs)</b> Lack of opportunity to access and complete primary and/or secondary schooling; to relevant non-formal education, including life, livelihood, and marketable skills development; to relevant health services and reproductive health information. Poor job market opportunities magnified by specific barriers posed by employers to hiring first job seekers. Lack of participation in decisions and policies that affect the lives of adolescents and youth.</p>	<ul style="list-style-type: none"> <li>• Long-term unemployment or low-wage employment.</li> <li>• Reduced productivity.</li> <li>• Inter-generational transmission of household and community violence.</li> <li>• High economic costs of risky behaviours and forgone assets for development.</li> <li>• Lost opportunities for involving youth as agents of better governance, accountability, and development of democracy.</li> </ul>

Table 2

**Scope of secondary effects of the distressful situation:** The immediate effects of a traumatic or stressful life event can create a breakdown in the traditional system which supports the child. The stressful life event can also have significant **secondary** psychosocial effects, which may be more damaging to the long-term psychosocial well-being of the child, families and communities (*see table 2*). For example, the death of a parent, lack of education, or significant health problems are more likely to cause lasting negative impacts if assistance is not available.

**❑ Which factors can be identified that will slow down the establishment of psychosocial well-being?**

**Factors that may slow down or prevent psychosocial recovery are known as “risk factors”.**

- Injury, handicap, physical disability
- Death of a family member
- Separation from caregivers
- Persecution and/or exposure to violence
- Lack of adequate food, shelter, and medical care
- Inadequate substitute care
- Forced displacement from home and community
- Separation from friends and community
- Physical insecurity
- Exploitation and/ or physical or sexual abuse
- Denial of educational opportunities, health care, and other services.

Child Protection Specialists must provide attention at all times to avoid, as much as possible, the child finding him/herself in this type of situation.

**❑ What may be positive outcomes of traumatic life events for children and their families?**

Children frequently exhibit great resiliency, demonstrating personal strength and resourcefulness. Community activities create opportunities for increased solidarity, social support and generosity. Additionally:

- » Children may develop coping mechanisms
- » Children may learn how to access resources and experience self-efficiency
- » Children and communities may become more aware of their rights



## Section A

- » Children and communities can become more active
- » Children may have access to new services
- » There may be opportunities for social change (e.g. inclusion of previously marginalised groups)

How can culture and gender impact on a child's reaction to a stressful life situation?

### Culture

The ways in which children, adults and communities respond to and overcome difficult situations largely depend on cultural factors. What is considered normal, what makes you feel better, your daily routines, and who you look to for guidance are all influenced by the traditions and norms within a society or sub-society.

- **Impact on parenting:** Who looks after children and how they are parented are influenced by traditions, local laws and values.
- **Impact on status, traditional roles and ethnicity.** Culture influences our place in society, the language we speak, and our gender roles.
- **The role of faith, how people define crises, express grief, and accept support vary greatly from region to region.** In a critical life situation mental health problems may be severely stigmatized or openly discussed, social work support mistrusted or welcomed, or traditional healing rituals encouraged or ridiculed, depending upon where a child has lived.

### Gender

Traumatic life situations affect men, women, boys and girls differently because they have different roles in society. In some contexts, being a boy or girl may be more significant than the fact of being a child. Different sub-societies have contrasting ideas about children's vulnerabilities and their capacities.

- **Females:** Girls may be less likely to have opportunities to attend school or take part in other activities that would help them to develop friendships or skills. They may face problems of gender discrimination throughout their life cycle, special risks, and pressures to conform to roles that limit their opportunities and constrain their life choices in particular ways not faced by boys. For example, a girl who has been raped may be rejected by her family and be unable to



marry, resulting in poverty and social exclusion. Mothers responsible for caring for the children while managing the household may have little time to be able to grieve. They may have to resort to negative coping mechanisms to support the family, such as the exchange of sex for money.

- **Males:** Boys are frequently under pressure from peers, their families and the community to perform according to gender roles that relate to masculinity. It may be harder for boys to show or discuss fear, sorrow, or anxiety. Fathers who were traditionally the breadwinner may experience a loss of identity and role when unemployed.

### Summary

A systemic child protection response involves the child as an actor in their own protection, embedded in interaction with family, community and societal elements.

During successive stages of childhood, children have different psychological, social and physical needs. The secure attachment to primary care-givers is one of the most important needs for the healthy psychosocial development of a child. The Child Protection Specialist within the school system should establish a relationship with the child and the family. Without good rapport no short term work will be accomplished. In the long term it is often the presence of a relationship with a caring aware adult that makes the greatest difference in the child's psychosocial well-being. In the ideal case a child, through constant interaction with his/her family and community, acquires resources, develops resiliency and follows a path towards a state of well-being.

Personal vulnerabilities can be addressed by interventions which promote strategies and human competences that can help children cope with stressful life situations. Their resilience can be enhanced by interventions that strengthen **internal** and **external** protective factors, which buffer the negative external and internal **stressors**.

### Resiliency is:

- The capacity to manage oneself (emotional and behaviour regulation) when faced with difficult circumstances;
- The capacity to see difficulties as a challenge and opportunity to grow;

## Checkpoint

Try to answer the following five questions. To check if your answers are right, go back to the corresponding chapters.

### *Question 1*

What is the difference between a rights-based and a need-based child protection approach? How do both approaches relate to the individual responsibility to be a key actor in one's own protection?

### *Question 2*

What do we understand by an integrated and coordinated child protection response?

### *Question 3*

Who are the main target population for child protection measures?

### *Question 4*

Define psychosocial well-being.

### *Question 5*

What are the primary and secondary psychosocial reactions and effects of distressful life situations and events?



# Chapter 4: The Convention on the Rights of the Child

*Chapter four provides a summary of the key legal instruments which relate to psychosocial support in child protection. This section gives general information on the Convention on the Rights of the Child and its application in Albania. All child protection measures outlined in this Manual are in accordance with the CRC and the values it represents.*

## 4.1. Introduction

The Convention on the Rights of the Child has been used around the world to promote and protect children's rights. In the years since its adoption the world has seen significant advances in the fulfilment of children's rights to survival, health and education through the provision of essential goods and services, and a growing recognition of the need to create a protective environment to shield children from exploitation, abuse and violence. However there is still much to be done to create a child friendly world. Progress has been uneven, with some countries lagging considerably behind others in giving child rights its deserved prominence on their national agenda. In several regions and countries some of the gains appear in danger of reversal from threats like poverty, armed conflict and HIV/AIDS.

Built on varied legal systems and cultural traditions, the Convention is a universally agreed set of non-negotiable standards and obligations. These basic standards—also called human rights—set minimum entitlements and freedoms that should be respected by governments. They are founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability and therefore apply to every human being everywhere. With these rights comes the obligation of both governments and individuals not to infringe on the parallel rights of others. These standards are both interdependent and indivisible; we cannot ensure some rights without—or at the expense of—other rights.

### ❑ What is the Convention on the Rights of the Child?

The Convention on the Rights of the Child is an international treaty that recognizes the human rights of children, defined as persons up to the age of 18. The Convention establishes in international law that State Parties must ensure that all children—without discrimination in any form—benefit from special protection measures and assistance; have access to services such as education and health care; can develop their personalities, abilities and talents to the fullest potential; grow up in an environment of happiness, love and understanding; and are informed about and participate in achieving their rights in an accessible and active manner.

### ❑ What is the new vision of the child in the Convention?

The Convention provides a universal set of standards to be adhered to by all countries. It reflects a new vision of the child. Children are neither the property of their parents nor are they helpless objects of charity. **They are human beings and are the subject of their own rights.** The Convention offers a vision of the child as an individual *and* a member of a family and a community, with rights and responsibilities appropriate to his or her age and stage of development. Recognizing children's rights in this way firmly sets a focus on the whole child. Previously seen as negotiable, the child's needs have become legally binding rights. No longer the passive recipient of benefits, the child has become the subject or holder of rights.

### ❑ How does the Convention on the Rights of the Child define a child?

The Convention defines a "child" as a person below the age of 18, unless the relevant laws recognize an earlier age of majority.

**❑ How was it decided what should go into the Convention on the Rights of the Child?**

The standards in the Convention on the Rights of the Child were negotiated by governments, non-governmental organizations, human rights advocates, lawyers, health specialists, social workers, educators, child development experts and religious leaders from all over the world, over a 10-year period. The result is a consensus document that takes into account the importance of tradition and cultural values for the protection and harmonious development of the child. It reflects the principal legal systems of the world and acknowledges the specific needs of developing countries.

**How does the Convention on the Rights of the Child protect children's rights?**

It constitutes a common reference against which progress in meeting human rights standards for children can be assessed and results compared. Having agreed to meet the standards in the Convention, governments are obliged to bring their legislation, policy and practice into accordance with the standards in the Convention; to transform the standards into reality for all children; and to abstain from any action that may preclude the enjoyment of those rights or violate them. Governments are required to report periodically to a committee of independent experts on their progress to achieve all the rights.

**❑ How does the international community monitor and support progress on the implementation of the Convention?**

The Committee on the Rights of the Child, an internationally elected body of independent experts that sits in Geneva to monitor the Convention's implementation, requires governments that have ratified the Convention to submit regular reports on the status of children's rights in their countries. The Committee reviews and comments on these reports and encourages States to take special measures and to develop special institutions for the promotion and protection of children's rights. Where necessary, the Committee calls for international assistance from other governments and technical assistance from organizations like UNICEF.

**❑ How many countries have ratified the Convention on the Rights of the Child?**

More countries have ratified the Convention than any other human rights treaty in history—192 countries had become State Parties to the Convention as of November 2005.

## Is the Convention on the Rights of the Child a legal binding instrument?

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too.

The Convention sets out these rights in 54 articles (see the summary of the Convention in Annexe 1 for more details) and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four **core principles** of the Convention are **non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child**. Every right spelled out in the Convention is inherent in the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services.

By agreeing to undertake the obligations of the Convention (by ratifying or acceding to it), national governments have committed themselves to protecting and ensuring children's rights, and agreed to hold themselves accountable for this commitment before the international community. States parties to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

## 4.2. Implementation responsibilities for the Children's Rights Convention

The implementation of the Children's Rights Convention asks for continuous effort at the individual, community, national and international level to apply the standards and values outlined in the treaty (see *Figure 4*).

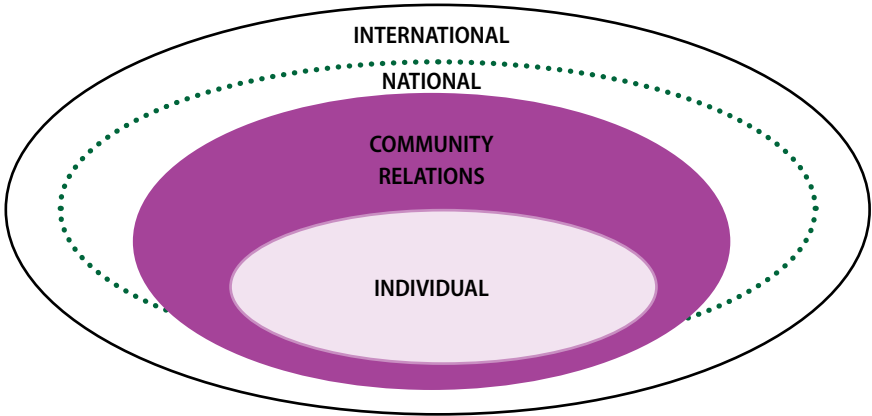


Figure 4

Every one of us has a role to play in ensuring that every child enjoys their childhood. At an individual level, if you are a parent, teacher, child protection specialist or other professional working with children, you can contribute to its implementation by raising awareness on the Convention of the Rights of the Child among children, by including children in relevant decision-making and aligning all your actions to the values of the CRC. On the community level, it should be verified that governmental actions and policies are in accordance with the Child Right's Convention, that communities are involved in promoting and protecting children's rights and that a forum for children's participation in society is in place. On the national level, parliamentarian can ensure that all existing and new legislation and judicial practice is compatible with the country's international obligations; governmental actions, policies and budgets should be monitored. The international community should advocate and integrate the best interests of children in all decisions taken.

### 4.3. Articles of the Convention on the Rights of the Child (CRC) related to the provision of psychosocial child protection measures

All children are entitled to protection and care under several national, regional and international instruments. In complex child protection cases the deliberate violation

## Section A

of rights is a frequent characteristic and it has a significant influence on children's psychosocial well-being. Advocating for protection from violence or abuse, and access to basic services such as clean water, shelter and education will be one of the most effective ways to promote psychosocial well-being.

Which articles of the Convention on the Rights of the Child (CRC) can I use to relate to the provision of psychosocial support?

**Protection against abuse and neglect** – Article 19 outlines the duty of governments to protect children from all forms of maltreatment by parents or others responsible for the care of the child, and to establish social programmes to prevent abuse and support psychosocial recovery:

**Article 19.1:** States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child

**Article 19.2:** Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

**Rehabilitative Care** – Article 39 defines the duty of governments to make sure that a child affected by armed conflict, torture, neglect, maltreatment or exploitation, receives psychosocial support to restore well-being.

**Article 39:** States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.



## 4.4. General overview of the Albanian legal framework on the Rights of the Child

### UN Convention of the Rights of the Child

Albania signed the UN Convention on the Rights of the Child in March 1992. According to the Albanian Constitution, the convention ratified by the Parliament has become part of the Albanian legal system and it is directly implemented. In addition, it has superiority over laws of the country that are not compatible with it. The Albanian authorities are obliged to implement it and to bring Albanian legislation into conformity with the CRC standards.

### Albanian legislation

The Albanian Constitution which is the supreme law of the country provides a wide range of protection for children in the framework of the general provisions on human rights and fundamental freedoms, and specifically by article 54. It guarantees their rights to be protected from violence, ill treatment, exploitation and child labour, especially under the minimum age for work, which could damage their health and morals or endanger their life or normal development.

In addition, the Constitution in a specific provision recognizes and guarantees the right of education, including mandatory school education (to be specified by the law), free public education and the right of education in public and private schools at all levels.

In regards to legislation, there is not a specific law which deals only with the rights of children. The issues regarding child protection are included in various legal acts, including laws, secondary legislation and national strategies which provide special provisions about the rights of children.

The main legal acts in this domain are:

1. The Family Code, which protects the rights of children in relation to their family;
2. The Criminal Code and the Code of Criminal Procedures, which provide special sessions for crimes committed against children and special procedures for minors who have committed criminal offences;
3. The Labour Code, which establishes the minimum age of work and prohibits forced labour;
4. The legislation on social services which establishes the criteria and means of intervention by the State for children in need;

5. The legislation on education which includes several laws and bylaws which regulate the education system in Albania;
6. The legislation on health care and the protection of minors from consumption of alcoholic drinks;
7. The National Strategy on Children, adopted in 2005 by the government of the Republic of Albania, which provides four actions to be taken for the improvement of children's situation in various fields, in conformity with the CRC obligations.

Although the existing Albanian legislation ensures the protection of children to a considerable extent, it has to be developed further in order to be able to fully guarantee their rights. An important element remains the enhancement of the activity of State's institutions in charge of implementing the legislation.

### Child protection issues facing children in Albania today<sup>4</sup>

The 2005 general elections resulted in Albania's first peaceful transfer of power since 1992. But even as its democracy matures, Albania remains one of the poorest nations in Europe. Malnutrition is especially concentrated in rural areas and in the northern regions.

- Few pregnant mothers receive adequate prenatal care. Neonatal deaths account for the highest number of infant and child deaths.
- Child survival has improved dramatically since the 1990s. But some regions, especially the northeast and the peri-urban areas of Tirana and Durres, continue to lag behind.
- Despite high enrolment rates, only about 52 per cent of children actually attend primary school.
- Seventy per cent of Roma children lack birth certificates, which are needed to attend school or access health services in public clinics.
- Several risk factors – including migration, a reluctance to use condoms and a rise in intravenous drug use – threaten to raise HIV/AIDS rates among young people.
- Child trafficking remains a concern. Some impoverished families send their children abroad to work or rely on their children to beg in the streets.

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<sup>4</sup> All information as published on Unicef website: [www.unicef.org](http://www.unicef.org) in July 2009.

- No government structure holds primarily responsibility for addressing the issue of physical and psychological violence against children, whether in the home or at residential care institutions.

### Activities and results for children

- The government has assumed full responsibility for funding routine immunizations. National coverage rates now exceed 97 per cent.
- In both urban and rural communities, 99 per cent of births are registered.
- In Albania's northern districts, hundreds of health-care workers have been trained in prenatal and obstetric care and better case management of common childhood illnesses.
- Maternity wards and community-based support groups are encouraging mothers to breastfeed.
- A new Country Programme of Cooperation signed in 2006 by the Albanian government and UNICEF. It focuses on providing basic services to vulnerable populations, especially children and women from ethnic minorities and rural areas.
- UNICEF continues to promote universal salt iodization, which will eliminate iodine deficiency disorders.
- Working with UNICEF, the Albanian government funds the purchase of antiretroviral drugs for people with HIV/AIDS. Other initiatives include youth-friendly, confidential HIV/AIDS testing and school-based lessons to increase awareness of HIV/AIDS prevention.
- A National Plan of Action to Combat Child Trafficking has been developed. Greece and Albania are cooperating to address this problem along their border.
- A project to reform Albania's juvenile justice system is underway.
- The Ministry of Education is working with UNICEF to develop new school curricula and standards

### Summary

The principles and values outlined in the Children's Rights Convention should guide all reflections and actions taken in child protection. In particular the four core principles of the Convention: **non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child should always be taken into consideration.** Child Protection Specialists are



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constantly confronted with balancing these four core principles; for example respect for the views of the child vs. the best interest of the child.

Child protection specialists have to adapt to local circumstances and base their child protection response on the existing resources to provide appropriate child protection services for children in Albania today.

### Checkpoint

Try to answer the following five questions. To check if your answers are right, go back to the corresponding chapters.

#### *Question 1*

When is the birthday of the Convention on the Rights of the Child??

#### *Question 2*

What is new about the vision on children and childhood outlined in the Convention?

#### *Question 3*

Who is responsible for the implementation of the Child Rights Convention in Albania?

#### *Question 4*

When did Albania sign the Child Rights Convention?

#### *Question 5*

What are the biggest challenges regarding the application and implementation of the Child Rights Convention in Albania today?

Annexes to Section A:

Annexe 1: Summary of the Convention on the Rights of the Child

# Section B

The child protection  
mandate of the school





# Chapter 5:

## The child protection mandate of the public education system

*The fifth chapter provides the general framework and understanding of the role of the school and its actors in the protection of children.*

### 5.1. Education and child protection in Albania

Children are one of the most exposed and unprotected groups at risk of negative social phenomena in Albania today. Over the past ten years, thousands of Albanian children have become victims of trafficking, outside or within the country, and suffered various forms of exploitation, including but not limited to sexual exploitation and child labour. The phenomenon became widely visible in 1999 when large numbers of children exhibited long term or permanent absences from schools. Even today, children who abandon school or who are considering school abandonment are still deemed to be at high risk for child trafficking, while a considerable number of Albanian child victims of trafficking or other forms of exploitation have never been able to attend school.

School abandonment is a result of various factors often outside the school context. Very often the family of the child fails to acknowledge the importance of school attendance due to economic and social conditions, or because of their perception of the role of the child within the family. However, school abandonment can also be a decision made by the child him/herself due to internal factors, such as discrimination and neglect within the school environment. Usually the phenomenon is caused by a dynamic interaction of several factors, and therefore should be addressed with a systemic approach.

As elaborated in the United Nation Convention on the Rights of the Child, education constitutes one of the basic criteria for a child's healthy and safe development (see also Annexe 2: CRC – the aims of education). While the parents have the primary role in bringing up children, schools play a substantial role in the integration of children in society. The school remains one of the first instruments through which the child understands and becomes part of the society. It plays an indispensable role in developing the child's personality, skills and talents to the fullest. Moreover, children abandoning school are very exposed to a large spectrum of negative social phenomenon, including child labour, abuse, exploitation and trafficking.

Although the Albanian authorities recognize the dangers and risk factors of child exploitation and trafficking, and have begun to address the issue through the creation of child protection units and the adoption of national strategies to protect children, an operational child protection safety network has not yet been established to bridge the education system, at-risk communities, and social services. The education system is progressing in mainstreaming child protection issues within the curricula. However, efforts in this direction still need to be re-enforced. On occasion such efforts are hindered by the existing staff capacities, financial limitations, and lack of coordination with other relevant public and private social service providers. Nevertheless, the school environment is a central structure in the protection of children. The education system plays a critical role in the detection, protection, and reintegration of vulnerable children.

This Manual shall contribute to the empowerment of the school in the protection of children.

### The example of Child Trafficking

Since 2003, 155 children at risk and victims of trafficking, roughly 10 percent of all children under protection through TACT (Transnational Action Against Child Trafficking), have been identified due to the awareness raising campaigns in the school; on some occasions the cases have been referred to Terre des hommes by teachers and headmasters. Additionally, as a direct outcome of awareness campaigns in the Albanian school system, peer detection and prevention has increased. As a result of information provided by other children, Tdh in cooperation with the State authorities has succeeded in preventing cases of child trafficking.

Therefore, one of the main tools in protecting vulnerable children or seeking their reintegration is the school itself. As elaborated above, the school plays a crucial role in protecting children from negative phenomenon and contributes directly to their safe and healthy development. In support of this idea, child protection activities have to focus on the collaboration of educational staff, families, communities and official and private stakeholders to assure the detection of children at risk and the reintegration of victims of child protection issues.

The Ministry of Education and Science, Terre des hommes, Unicef and other partner NGOs recognize the current need to develop a coordinated community based approach to assist vulnerable children through the establishment of a multi-disciplinary child protection safety network. All organizations recognize the instrumental role of the school in this process. All actors are also confident on the increasing commitment of the school in this direction, as evidenced by the introduction and development of the psychologist services in schools. The recent initiative of Ministry of Education to offer the psychologist service in school aims to promote the fullest development of children within school and support enhancement of the educational process. The psychologist is in a strategic position regarding child protection issues within schools. They are designed to be reference points for both the educational staff, parents and the pupils. The information the psychologist obtains can be instrumental in improving the teacher-pupil relation, in addition to assisting children who face problems of various kinds within the school. The psychologist is entitled to assist children feeling discriminated and neglected or facing psychosocial problems within the family, including pressure to abandon school due to mobbing or psychological stressors related to the school environment. Moreover, according to their responsibilities, they bridge the gap between the community, private and public service providers and the school regarding issues of child protection. The school psychologist is therefore in the best position



to coordinate child protection concerns within the school and to fulfil the duties of the child protection specialist within school. In areas where no school psychologist position is opened, another educational staff member such as the assistant director or a headmaster can be assigned to the child protection specialist mandate.

This Child Protection Manual and its Child Protection Training Handbook should help fill existing gaps in capacity and resources for a Child Protection Specialist within school, with the objective to further advance the child protection mandate of the public education system. Through this process, the child protection role of the school will be formalized and institutionalized through the appointment, training, and operationalization of a child protection specialist. Their job will be to coordinate and refer cases within a network of community-based child protection actors and public stakeholders and to implement child protection standards within the school.

### 5.2. Schools and child protection worldwide

All child protection tools and procedures presented in this Manual are the result of a participatory process, where international and national experts from the field of child protection and education adapted internationally proven concepts, standards and procedures to the Albanian context. Based on school child protection experiences in the US, UK, Australia and Switzerland, best practices and guidelines have been drafted for Albania.

Every country in Europe has a different structure for the protection of their children depending on local circumstances. At the same time, all European countries aim for the same results and base their procedures for the safety of their children on the same values and principles. This Manual aims to provide tools adapted to today's reality in Albania, but which can also be further developed to meet tomorrow's difficulties as well. Working out a clear network organization within the school and assuring the links to the partner stakeholders in the environs should help you to keep the final vision in mind. While the reality today sometimes looks different and asks for flexibility and adaptation in the application of procedures, it's even more important that structures are clear and steps are taken to work towards the common objective. To safely steer the boat into the harbour one needs a clear destination and a good compass along the way.




## Section B

As a functioning child protection network is just about to be established and re-enforced, all protection workers are currently confronted with the challenge of facing many very difficult situations while having few resources and referral structures available. Over the next few years efforts will be made to empower the existing structures and to establish more specialized services for children. In the meantime, even more than ever in case management, creative solutions need to be found and case managers need to have a clear vision in mind to stay on track and be consistently motivated. With the growing experience of all structures involved in child protection (community, social services and school), child protection measures and responses will become progressively more efficient.

Annexes to Chapter 5:

Annexe 2: CRC – the aims of education



# Chapter 6: Actors and responsibilities within the school child protection network

*Chapter six gives an overview of the actors involved in the child protection network within schools. A clarification of roles and responsibilities is delineated.*

## Professional roles and responsibilities

In the coordination of a multidisciplinary child protection network, it is enormously important to well define each actor's duties and responsibilities. The clarification of roles and mandates helps to assure activities and interventions are carried out in the best interest of the child, and to reinforce the professional commitment of each person involved.

The availability of the actors outlined in this section may vary significantly from one region to another. It is thus important to build upon existing human resources in a

given local context, yet as well to keep the ideal vision of a multi-disciplinary child protection network in mind.

### **Child Protection Specialist within school**

As the child protection specialist (CPS) within schools, the school psychologist (or if no school psychologist service is available the assistant director or any other appointed person e.g. teacher, headmaster) coordinates prevention activities, detection and case referral as well as reintegration of children within the school context. This activity is a natural extension of duties to:

- Ensure direct services for children and students in need;
- Ensure counselling services and training for school staff and parents;
- Conceptualize and realize the psychologist service in accordance with the development of educational and education institutions' policies;
- Ensure coordination with public service providers in a multi-disciplinary child protection response;
- Organize prevention activities for students;
- Implement a common monitoring tool for child protection issues within schools to coordinate case follow-up and monitoring for statistical purposes.

Based on the World Health Organization's definition of the healthy development and well-being of a child, the child protection specialist within a school should be able to call upon a multi-disciplinary child protection response team in schools, including the school director and/ or assistant director, school social worker and a nurse or/and medical doctor whenever needed. If the cases are not of a nature to be dealt with in the school itself, the CPS is in the position to refer cases to the Child Protection Unit or other public and private stakeholders. All cases regarding legal issues and where police are to be involved should be referred to the Child Protection Unit Worker, for he or she can carry out the necessary assessment and case evaluation (see also Chapters 9 to 12 for more information on the duties of the CPS).

### **School director / headmasters**

The School director is responsible for the safety of children in his or her school. He or she provides the necessary working conditions for a Child Protection Specialist within the school, makes sure the child protection standards are applied in the recruitment process of educational staff, and facilitates in the planning of prevention activities within the school or any other activities related to the implementation of child protection standards and values.

### **School social worker (SSW)**

The school social worker is in charge of child protection prevention activities with pupils and collaborates closely with the Child Protection Specialist in the organization of psychosocial activities for specific target populations. This duty can be assigned to a teacher or other volunteer if your school does not have such a position yet.

### **Teachers**

Teachers have the duty to identify vulnerable children, children at risk and victims of abuse, to refer them to the CPS and to assist CPS in the re-integration of children within the school environment. Teachers are responsible for developing their professional skills and knowledge about child protection issues by taking part in the awareness raising activities and trainings proposed by the CPS or other stakeholders.

### **Parents' committee and parents**

The parents' committee plays an essential role in the link between the school and the community when providing protection to a child. The Parents' committee can be an important source of information for case detection, and also the main partners in the reintegration of children in school and community. Furthermore, parents of those children who need assistance should as much as possible be involved in awareness raising activities and in the process of action plan elaboration and implementation if in the best interest of their child.

### **Pupils**

Students are important actors in the establishment of a protection network within their schools. Peer to peer support and safety measures are an essential part of a school's safety network. Students should always be heard and their opinion and view point included in the decision-making process.

### **Pupil's government**

The pupil's government plays an important role in the detection of vulnerable children, in the peer support and assisted re-integration of children within the school environment, as well as in the organization of prevention activities.

### **School child protection watch group**

This group is constituted by students of different ages and acts as a catalyst for putting in place peer support mechanisms within school. This small group of motivated students works closely with the CPS to plan peer prevention activities and to provide

support for children in need for protection measures (for example buddy system). The School child protection watch group plans activities with the support and guidance of the CPS.

### **School doctor and other medical personal**

The school doctor or medical assistant is available for medical check-ups whenever needed.

### **Task force group for child protection**

This group is in charge of advancing the implementation of child protection standards and values in school (for more details see Chapter 7.3.)

### **Child protection Unit worker (CPW)**

The Child Protection Unit worker is the main counterpart for the CPS within the social service structure for all cases which go beyond the CPS's mandate and need to be referred to another state authority in charge of child protection. CPS should support the CPW's prevention activities within the community. CPW can as well provide information about local stakeholders available for child protection response, training for school staff etc.

### **Police inspector**

The police inspector in charge of the area where the school is located is available for prevention activities (such as public order, being safe on the road, etc.) and/ or for child protection measures in cases of child delinquency, severe aggressive behaviour and reported child abuse.



# Chapter 7: Implementing child protection standards in schools

*Chapter seven provides a step by step guide to introduce the necessary standards and values for child protection, and means of meeting them for schools. It offers an excellent opportunity not only for the improvement of the quality and professionalism of those working with children within schools, but most importantly, it will help to achieve a greater impact for and with children.*

## 7.1. Introduction

More than fifteen years after the almost universal ratification of the United Nations Convention on the Rights of the Child, there is much to be done to ensure the full respect and protection of children's rights. Often invisibly, children are still today very vulnerable to violence in different contexts in every region of the world, including Albania. The establishment of clear national norms in accordance with international standards is a crucial achievement, but must always be followed by action. Those who work with and care for children naturally play an important role in this process; they

clearly face challenges in making the principles and ideas contained in international and national norms part of daily reality.

Protection efforts require a very clear understanding of the roles and responsibilities towards the care and protection of children. To achieve successful results, staff and other representatives need to be aware of the roles they play and the responsibilities they have while interacting with children, directly or indirectly.

States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

**Article 19** – United Nations Convention on the Rights of the Child (UNCRC)

## 7.2. Child protection standards<sup>1</sup>

### □ Why standards?

Standards are used in many different areas of life. They describe the basic level of performance or ability that is required for a product or service to be effective and do the job it was designed to do. In this case, we are defining what needs to be in place in schools to protect children. The standards also list criteria – indicators that will help you decide whether this standard has been met. The criteria give details of the steps that a school needs to take to meet the standard in each area.

### Applying the standards locally

The standards have been written in a way that makes them relevant and achievable. At the same time, it should be recognised that they may be more difficult or challenging to apply in some regions and local contexts than in others. Given the enormous variation in local practice and circumstances, it is important schools adapt the standards and guidelines to fit the local context in which they will be applied. However, the

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<sup>1</sup> Adapted from <http://www.keepingchildrensafe.org.uk>



principles that support these standards (below) should always be adhered to and not be changed so much that children are not protected as a result.

### Advantages of implementing child protection standards

#### 1. Children are protected

No standards can offer complete protection for children, but following these standards minimises the risk to children of abuse and exploitation.

#### 2. School staff and teachers are protected

By implementing these standards, all representatives will be clear about how they are expected to behave with children and what to do if there are concerns about the safety of a child.

#### 3. The school is protected

By implementing these standards schools make clear their commitment to keeping children safe. The standards will help them to move towards best practice in this area and deter potential abusers.

## 7.3. Step by step guide to implement child protection standards in your school

### Step 1 *Task force group creation*

Create a **task force group** for child protection in your school.

This group should be constituted of the following six members: School board representative, school director or assistant director, school child protection specialist and/or school psychologist, headmaster, a parents' committee representative and a student government representative.

### Step 2 *Action plan elaboration*

The task force group fills out the **school self-audit** (see *annexe 3*) and takes decisions on priorities. An **action plan** to achieve the standards is elaborated and

## Section B

monitored, with the support of the **Checklist** for child protection in school (see *annexe 4*).

### Step 3 Meeting the standards

Concrete actions are undertaken to empower the child protection network within the school, and to meet the ten child protection standards.

### Step 4 Impact evaluation

To measure the impact of the actions undertaken and to see if the standards are met in your school, the task force group sets clear indicators (see *Annexe 4*) and evaluates on a regular basis the extent to which they are met. The school self-audit should be filled out every two years (see *Annexe 3*), the policy and procedures reviewed every 3 years, and the referral guide up-dated every 6 to 12 months. For quality assurance of the child protection response, internal and external audits should take place regularly (see *Chapter 8 for more information*).

#### Overview of the standards

Standard 1	A written policy and declaration on protecting children
Standard 2	Putting the policy into practice
Standard 3	Preventing harm to children
Standard 4	Written guidelines on behaviour towards children
Standard 5	Meeting the standards in your school
Standard 6	Equal rights of all children to protection
Standard 7	Communicating the message large
Standard 8	Education and training in child protection
Standard 9	Access to advice and support
Standard 10	Implementing and monitoring of the standards

### Standard 1: A written policy and declaration on protecting children

#### What is the standard?

All schools should have a written policy on keeping children safe. This is generally known as a child protection policy.

## ❑ Why should schools meet this standard?

The policy communicates that the school is committed to protecting children. It makes clear to everyone that children must be protected, helps to create a safe and positive environment for children, and shows the school is taking its duty of care seriously. All school staff sign a Child Protection declaration to express their commitment.

### Criteria

- 1.1 The school has a child protection policy.
- 1.2 The policy is written in a clear and easily understandable way.
- 1.3 The policy is publicised, promoted and distributed widely.
- 1.4 The policy is approved and signed by the relevant management body (e.g. School board members, School director, Assistant school director, Educational staff, Parents' Committee, student government).
- 1.5 All staff or other representatives are required to comply with the policy – there are no exceptions.
- 1.6 The policy is reviewed *at minimum* every three years, and is adapted whenever there is a significant change in the school or if there are any legal changes.
- 1.7 The policy clearly describes the school's understanding and definitions of child protection concerns.

### Ways of providing evidence

**The following documents can be used to provide evidence that the standard has been met:**

- a copy of the policy and procedures (*see Annexe 5*)
- a list of names to show who the policy has been sent to
- examples of ways the policy has been promoted, including to teachers, communities, parents and to children
- a copy of the policy signed by the management board of the school
- a child protection declaration signed by all staff members which declares that they have read, understood and accepted the Child Protection policy and procedures of the school.
- written evidence and statistics of how child protection issues are dealt with in the school, and a timetable for review (*see Annexe 6* and Chapter 8 for more information on the school child protection case management system).

**Important!**

In *Annexe 5* you will find a standardized example of a school child protection policy and procedures. It is strongly recommended for all schools to implement this policy and procedures. If modifications and adaptations to the local context are necessary, they should be approved by the school's child protection task force group, and a copy of the modified policy and procedures should be submitted to the regional directorate of education. On page 41 you will also find an example of the child protection declaration which should be signed by all educational staff members and all other actors involved in direct contact with children.



Republic of Albania  
Ministry of Education and Science

**DECLARATION BY PERSONS  
UNDER (VOLUNTARY OR REMUNERATED) CONTRACT/ MANDATE  
WITH THE  
MINISTRY OF EDUCATION**

I, the undersigned, .....  
hereby declare:

- 1) That I have not in the past been subject to any sentence for individual behavior incompatible with the responsibility of caring for or overseeing children or minors, and have never been subject to any administrative measure of investigation for criminal acts or breach of conduct jeopardizing the physical or psychological integrity of children;
- 2) That I have received and taken due note of the document relating to the Child Protection Policy (school child protection procedures and support materials) and that I undertake to respect this policy and procedures; this document being continually redefined, the latest version will always be accessible and all members of staff will be adequately advised of any new developments;
- 3) That I have been informed that in the event of suspicion of behavior incompatible with responsibility for children and contrary to the policy of prevention established by the Ministry of Education, the former reserves the right to take protective measures involving provisional suspension; that I have been informed that in the event of consistent evidence and known incidents contradictory to the protection of the children placed under my responsibility, the Ministry of Education shall take appropriate administrative and legal measures, without limit of time or place;
- 4) That I have been informed that in the event of termination of contract on the grounds of violation of the physical and/or psychological integrity of children, the Ministry of Education shall reserve the right to inform other institutions which may apply for professional references of the termination of contract for serious violation of the principles of the protection of children, within the legislative framework applicable to the protection of information.

..... (date) .....(place)

Signature: .....

## Standard 2: Putting the policy into practice

### ❑ What is the standard?

There should be clear guidance on what to do when a child protection incident or concern arises within the school.

### ❑ Why should schools meet this standard?

Clear procedures and guidance will help to make sure there is a prompt response to concerns about a child's safety or welfare. They also help a school to meet any legal or practice guidance requirements.

## Criteria

- 2.1 There are clear child protection procedures in place that provide step by step guidance on what action to take if there are concerns about a child's safety or welfare.
- 2.2 The child protection procedures are available to everyone (including children, parents/carers and teachers) and actively promoted. Consideration should be given to language, different ways of communicating and making sure that everyone can find the information easily.
- 2.3 The child protection procedures are consistent with international standards and good practice in the protection of children. They should also take account of issues that arise as a result of different regional contexts.
- 2.4 There is a person or person(s) with clearly defined responsibilities for child protection, at each level of the school system.
- 2.5 There is a process for recording incidents, concerns and referrals and storing these securely, so that confidential information is locked away.
- 2.6 There is a process for dealing with complaints by parents/carers and by young people about unacceptable and/or abusive behaviour towards children, with clear time frames for resolving the complaint.
- 2.7 There is guidance on confidentiality and information-sharing which makes clear that the protection of the child is the most important consideration.

**You should ensure you have the following information:**

- how to respond to a child who says they, or another child, are experiencing abuse
- how to respond to allegations against a member of educational staff or another person
- how to respond to concerns about a child's welfare where there are concerns but no specific allegation has been made
- contact details for local child protection services – where they exist
- information on the people who are involved, i.e., which children and families
- and which representatives
- definitions of abuse and child protection concerns
- how some groups of children are particularly vulnerable, including disabled children.

**Ways of providing evidence**

**The following documents can be used to provide evidence that the standard has been met:**

- a copy of written procedures and guidance (*see Annexe 5*)
- a flow chart that describes steps in the child protection process (*see Chapter 8*)
- name and duties of those people with special responsibility for child protection in the school (*see Chapter 6 for more information*).
- examples of forms for recording details of child protection incidents (*see Child Protection Handbook for more information*).
- statistics on child protection reporting and responses (*see Annexe 6*).

**Standard 3: Preventing harm to children**

**□ What is the standard?**

Processes exist to help minimise the possibility of children being abused by those in positions of trust.

**□ Why should schools meet this standard?**

Some people who work in or who seek to work in schools pose a risk to children. It is possible to minimise the dangers and to prevent abuse by putting certain measures in place.

## Criteria

- 3.1 There are agreed ways of recruiting educational staff and assessing their suitability to work with children.
- 3.2 All those who have the opportunity for regular contact with children, or who are in positions of trust, complete a form declaring any previous court convictions. They are also required to have other checks made on them where possible.
- 3.3 There are clear ways both inside and outside the school for staff members to raise concerns, confidentially if necessary, about unacceptable behaviour towards children by other staff members.
- 3.4 There is guidance on assessing all possible risks in working with children – especially in activities that involve time spent away from home.
- 3.5 Projects and programmes make sure that children are adequately supervised and protected at all times.
- 3.6 Guidelines exist for appropriate use of information technology (such as email, digital cameras, websites, internet) to make sure that children are not put in danger and exposed to abuse and exploitation.

### **You should ensure you have the following:**

- at least two suitable references are taken up for all staff members who have
- regular contact with children, and evidence of identity and any relevant qualifications are seen
- a policy on recruitment that applies to everyone who has contact with children, even if the contact is not direct or a part of their job
- prevention strategies that reflect the fact that abuse may not necessarily be planned in advance
- basic guidelines on setting up websites, the use of videos and photography of children.

## Ways of providing evidence

**The following documents can be used to provide evidence that the standard has been met:**

- a copy of agreed methods for recruiting (*see Annexe 5*)
- examples of application, reference and declaration forms
- a copy of the document explaining how representatives can confidentially
- discuss their concerns about children with senior staff and information about this procedure



- use of tools that can help determine dangers (risks) to children in planning activities with children, and development of guidelines for child protection
- examples of plans for transporting children or taking them on trips
- evidence of written proof of contact with, or identification of, agencies that
- are in a position to provide details of an applicant's past behaviour, such as
- criminal records information.

### Standard 4: Written guidelines on behaviour towards children

#### ❑ What is the standard?

There are written guidelines that describe what is appropriate behaviour, such as codes of conduct or codes of practice towards children.

#### ❑ Why should schools meet this standard?

Children should experience a safe, positive and encouraging learning environment. Written standards of behaviour for everyone should define what constitutes acceptable and unacceptable behaviour towards children. These guidelines can help minimise opportunities for abuse and help prevent false allegations being made against school staff and other representatives.

#### Criteria

- 4.1 There are written guidelines for behaviour.
- 4.2 The school provides guidance on appropriate/expected standards of behaviour of adults towards children.
- 4.3 There is guidance on expected and acceptable behaviour of children towards other children.
- 4.4 There are alternative positive ways of managing the behaviour of children that do not involve physical punishment or any other form of degrading or humiliating treatment.
- 4.5 School management and headmasters promote a culture that ensures children are listened to and respected as individuals.
- 4.6 The consequences of breaking the rules are clear and linked to the school's disciplinary processes.

**You should ensure you have the following:**

- written guidelines that describe what is appropriate behaviour of adults with
- children, both at work and in the community.
- information that makes it clear that discrimination, prejudice, or oppressive
- behaviour or language in relation to any of the following are not acceptable:
- race, culture, age, gender, disability, religion, sexuality or political views

**Ways of providing evidence**

**The following documents can be used to provide evidence that the standard has been met:**

- guidelines for adult-to-child behaviour (see code of conduct in Annexe 5) and for child-to-child behaviour (*see example below*).

**Code of conduct for students<sup>2</sup>**

- The student is attentive during the lessons in school.
- The student is careful with the vocabulary used with teachers as well as schoolmates.
- The student is a good example for his/her schoolmates.
- The student learns to communicate correctly and with respect, as well as to ask for explanations.
- The student knows his/her rights and responsibilities.
- The student knows where to complain if his or her rights are not respected.
- The student participates actively in the policy-making and protection of his/her school.

*This policy was elaborated by the Child Protection Task Force Group of “Perikli Ikonomi” High School, Fier.*

**Standard 5: Meeting the standards in your school**

**□ What is the standard?**

Clear guidance exists on how the school’s guidelines will be adapted to fit with local circumstances.

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<sup>2</sup> The local code of conduct for students must always be elaborated by pupils in a participatory process.

### ❑ Why should schools meet this standard?

Albanian educational staff work in a variety of settings with great variations in understanding about arrangement for child protection. There are sometimes different understandings of what child abuse means. The school needs to give clear guidance to staff, parents and other local stakeholders on how the child protection policy will be adapted and applied practically in these different circumstances. The guidelines must be applied in ways that are sensitive to different local contexts, but without condoning practices that are harmful to children.

### Criteria

- 5.1 The school carries out a local mapping exercise to analyse the legal, social welfare and child protection arrangements in the contexts in which it works.
- 5.2 Guidance covers the distinction between children generally in need of protection and those in need of protection from specific acts of maltreatment.
- 5.3 The UN Convention of the Rights of the Child (UNCRC) or regional equivalent is clearly identified as the basis for child protection.
- 5.4 There is a participatory process of dialogue and discussion through which differences between what is acceptable behaviour locally and what is acceptable under the child protection policy can be resolved.
- 5.5 There is an appropriate process for reporting and responding to child protection incidents and concerns that fits with local systems for dealing with incidents of child abuse.
- 5.6 Guidance exists on establishing a reporting procedure based on the local child protection system and resources.

### You should ensure you have the following:

- advice on how to establish local understanding and definitions of abuse and child protection
- a document that makes clear a child is someone under the age of 18.

### Ways of providing evidence

The following document can be used to provide evidence that the standard has been met:

- a document describing practices used.
- a document with list of referral contacts for specialist advice (*see Annexe 7*).

## Standard 6: Equal rights of all children to protection

### ❑ What is the standard?

Steps are taken to address the needs of all children to be protected from abuse.

### ❑ Why should schools meet this standard?

Abuse happens to male and female children of all ages, race, gender, religion or disability, sexual orientation, social background or culture. Some children, such as disabled children, are particularly vulnerable. Prejudice and discrimination can prevent some children getting the help they need. Schools should take steps to ensure that all children are protected and receive the support they require.

### Criteria

- 6.1 The child protection policy makes it clear that all children have equal rights to protection.
- 6.2 Child protection procedures, guidance and training help representatives to recognise the particular risks faced by some children and the extra difficulties they face getting help due their race, gender, age, religion or disability, sexual orientation, social background or culture.
- 6.3 Codes of conduct/behaviour include statements about the responsibility of adults and children to treat one another with dignity, respect, sensitivity and fairness.
- 6.4 Codes of conduct/behaviour make it clear that all behaviour that discriminates, offends or is violent is unacceptable, and that complaints will be acted on.
- 6.5 Processes for dealing with complaints are fair and transparent and include a right of appeal.

### You should ensure you have the following:

- a written statement saying that the school is committed to the protection of all children.

### Ways of providing evidence

The following documents can be used to provide evidence that the standard has been met:

- copies of sections from relevant, agreed guidelines

- examples of how training programmes include issues of equality and child protection
- a copy of a complaints form and document explaining the system of questioning decisions.

### Standard 7: Communicating the message large

#### ❑ What is the standard?

Systems and processes are put in place to ensure that everyone in the school knows how to respond to child protection concerns, are asked their opinion on protecting children and have their opinions listened to.

#### ❑ Why should schools meet this standard?

Policies and procedures put in place by schools to keep children safe are only effective if people are aware of them, can contribute to their development and have the opportunity to express their views on how they are working.

#### Criteria

- 7.1 Information about the school's commitment to keeping children safe is openly displayed and available to everyone.
- 7.2 Children are made aware of their right to be safe from abuse.
- 7.3 Information for children, teachers and parents/carers is made available about where to go for help in relation to child abuse and other child protection concerns.
- 7.4 Information provided is in a format and language that can be easily understood by everyone, including children.
- 7.5 Everyone in the school knows who has responsibility for child protection and how to contact them.
- 7.6 Contact details are readily available for local child protection services, such as safe houses, advocacy services, national authorities, emergency medical help and local telephone helplines.
- 7.7 Steps are taken to find out the views of children on policies and procedures and how they are working.

**You should ensure you have the following:**

- a process to ensure that children are consulted and listened to, to ensure their voices are heard and that their views inform and influence the development of protection measures in the school.

**Ways of providing evidence**

**The following documents can be used to provide evidence that the standard has been met:**

- examples of resources and materials that encourage listening to and participation of, children, including those with different communication methods
- school child protection watch groups are active
- information about who and where the Child Protection Specialist is for children and adults to go to when they have a worry or a concern, and how to contact them (see example communication on page 49).
- education programmes which include guidance on keeping children safe, and information on rights to protection from abuse and exploitation.

**Example communication tool for parents and teachers**

**Child protection concerns us ALL!**

Please fill out the following questionnaire<sup>3</sup> and answer every question with yes or no. For all yes answers, please state the number of children in your environment who fulfil this concern.

<b>What are the circumstances of your concern?</b>	<b>Number</b>
Did you <b>witness</b> child abuse?	Yes/No
Do you <b>suspect</b> someone of child abuse?	Yes/No
Has someone <b>alleged</b> abuse of a child?	Yes/No
Has someone <b>disclosed</b> abuse of a child to you?	Yes/No

<sup>3</sup> All information is treated with confidentiality !

**Does your concern fit any of the following categories of abuse?**

Do you think a child may have been <b>neglected</b> ?	Yes/No
Do you think a child may have been <b>physically</b> abused?	Yes/No
Do you think a child may have been <b>emotionally</b> abused?	Yes/No
Do you think a child may have been <b>sexually</b> abused?	Yes/No

Do you know a child who attends school <b>irregularly</b> ?	Yes/No
Do you know a child who is <b>not attending school</b> at all?	Yes/ No
Do you know a child who is demonstrating chronic <b>health problems</b> ?	Yes/ No
Do you know a child who is <b>not participating</b> in activities (play)?	Yes/ No
Do you know a child who has inexplicable or suspicious <b>physical injuries</b> ?	Yes/ No
Do you know a child who is <b>aggressive, overly sensitive, passive, or clingy</b> ?	Yes/ No
Do you know a child who is displaying <b>sexualized behaviours</b> outside his/her age group or social context.	Yes/ No

**If you answered yes to any of the questions above, your duty is to report your concerns to one of the following persons, don't delay – a child may be at risk of serious harm if you do!**

**Contact person in the school:**

Name:

Title: Child protection specialist

Location:

Telephone:

E-mail:

**If you have concerns about informing the person in this box please feel free to advise the person in the following box.**

**Contact person in the child protection unit:**

Name:

Title: Child protection unit worker

Location:

Telephone:

E-mail:

**This person will examine the information and, if considered necessary, agree to emergency steps and an action plan with a time frame and responsibilities.**

## Standard 8: Education and training in child protection

### ❑ What is the standard?

There are learning opportunities for staff to develop and maintain the necessary attitudes, skills and knowledge to keep children safe.

### ❑ Why should schools meet this standard?

Everyone in contact with children has a role to play in their protection. They can only carry out this role confidently and effectively if they have the right attitude towards children, are sufficiently aware of child protection issues and have the necessary knowledge and skills to keep children safe. Schools have a responsibility to provide training and development opportunities for their staff, and to ensure that children are also included in programmes to learn more about their own protection. There should be learning opportunities for staff to develop and maintain the necessary skills and understanding to protect children.

### Criteria

- 8.1 All members of staff, parents, volunteers and other associates have training on child protection when they join the school. This includes an introduction to the school's child protection policy and procedures.
- 8.2 All members of staff, parents and volunteers are provided with opportunities to learn about how to recognise and respond to concerns about child abuse.
- 8.3 Children are provided with advice and support on keeping themselves safe.
- 8.4 Staff members and volunteers with special responsibilities for keeping children safe have relevant training and regular opportunities to update their skills and knowledge.
- 8.5 Training is provided to those responsible for dealing with complaints and disciplinary procedures in relation to child abuse and inappropriate behaviour towards children.
- 8.6 Training and written guidance on safer recruitment practice is provided for those responsible for recruiting and selecting staff.
- 8.7 Opportunities exist for learning from practical case experience. It should be fed back into the school training and professional development programme.



**You should ensure you have the following:**

- a way of identifying staff training needs
- a budget for training staff on child protection
- people who are experienced in child protection and can provide training.

**Ways of providing evidence**

**The following documents can be used to provide evidence that the standard has been met:**

- a copy of training plans and/or programmes
- records of course attendance
- induction documentation/guidance
- course evaluations
- weekly peer counselling schedule for CPSs
- training schedule for the child protection watch group members for peer identification and assistance.

**Standard 9: Access to advice and support**

**❑ What is the standard?**

Arrangements are made to provide essential information and support to those responsible for child protection. Children who need help are assisted.

**❑ Why should schools meet this standard?**

Child abuse is distressing and can be difficult to confront. Schools have a duty to ensure advice and support are available to help people to play their part in protecting children. Children need someone to turn to when they are being abused. Often they do not know where to go for help.

**Criteria**

- 9.1 Children are provided with information on where to go to for help and advice in relation to abuse, harassment, bullying and other child protection concerns.
- 9.2 Staff members with special responsibilities for child protection have access to specialist advice, support and information on child protection.

- 9.3 Contacts are established at a national and/or local level with the relevant child protection/welfare agencies that can provide information, support and assistance to children and staff.
- 9.4 Arrangements are in place to provide support to individuals – both educational staff members and families, during and following an incident, allegation of abuse or a complaint.

**You should ensure you have the following:**

- named staff who can provide advice and guidance (CPS)
- effective working relationships with local staff and other organisations that
- may offer support to children.

**Ways of providing evidence**

**The following documents can be used to provide evidence that the standard has been met:**

- copies of information for children about sources of support
- information (leaflets, information sheets etc) about training, advice and support – for staff, parents, and children
- lists of contacts for specialist advice and information (*see Annexe 7*).

**Standard 10: Implementing and monitoring of the standards**

**❑ What is the standard?**

The school develops a plan of action to monitor the effectiveness of the steps it is taking to protect children.

**❑ Why should schools meet this standard?**

To keep children safe, policies, procedures and action plans have to be implemented across all parts of the school environment. Checks are needed to ensure this is happening consistently. The evaluations of those involved inside and outside the school can help to improve the effectiveness of any measures taken.

### Criteria

- 10.1 There is a written action plan showing what steps will be taken to protect children, who is responsible for implementing these measures and when these will be completed.
- 10.2 The human or financial resources necessary for implementing the plan are made available.
- 10.3 Policies and practices are reviewed at regular intervals, ideally at least every three years. They are revised based on changes in needs, legislation, guidance, experience, and changes within the school, and so on.
- 10.4 Processes are in place to ask children, parents/carers and educational staff about their views on policies and practices for the protection of children.
- 10.5 All incidents, allegations of abuse and complaints are recorded and monitored.
- 10.6 Arrangements are in place to monitor compliance with child protection policies and procedures.
- 10.7 A child protection watch group is in place to reinforce peer to peer identification.

### You should ensure you have the following:

- regular management meetings such as supervision and appraisal sessions and team meetings to provide an opportunity for ongoing monitoring of policy implementation
- ways of consulting with children on how safe they feel in school and what they would do if they had a complaint.

### Ways of providing evidence

The following documents can be used to provide evidence that the standard has been met:

- a written copy of a child protection policy
- a record of a date planned for review and who is responsible
- a summary of the number of incidents of abuse and number of complaints (*see annexe 4*)
- names of the child protection watch group members and list of activities and case identification
- list of measures undertaken to improve the child friendliness of the school
- example of impact evaluation forms to evaluate changes according to clearly set indicators

### Example impact evaluation forms

#### Short questionnaire for teacher's

Gender:

Age:

Does your school have a child protection policy and procedures? Yes No

Do you know to whom you have to report if you have a concern about a child?

If yes, please name the person:

Have you ever reported a concern? Yes No

Have you attended training on child protection issues?

How many?

What were the topics covered in the training workshops?

What would you do if you come to know about a child who has been abused?

Please explain the steps you would take.

*All information will be treated with confidentiality.*

#### Short questionnaire for parents<sup>4</sup>

Gender:

Age:

Does the school your child attends have a child protection policy and procedures?

If you are concerned about your child, to whom would you turn?

Have you ever asked educational advice from a professional in your child's school?

If yes, how often? Who did you contact?

Are you part of the parents' committee? Yes No

Have you attended any parent meetings where topics of child protection were covered?

If yes, please state how many:

What topics were covered?

What would you do if you come to know about a child who has been abused? Please explain the steps you would take.

*All information will be treated with confidentiality.*

<sup>4</sup> For parents with low education level, these questionnaires might have to be carried out in a personal interview.

**Short questionnaire for students<sup>5</sup>**

**Gender:**

**Age:**

Does your school have a child protection policy and procedures? Yes No

To whom would you go if you are concerned about a friend's well-being?

Name of the person:

To whom would you go if you have a question concerning yourself – your feelings, your behaviours, your school performance, your family situation?

Name the person:

Have you ever sought help from teachers or the school psychologist in your school?

If yes, for what reason?

What do you think will happen if you report about a friend who is not doing well? Please explain.

*All information will be treated with confidentiality.*

**Summary of Chapter 5, 6 and 7**

Schools should implement effective measures to prevent and respond to child protection concerns and to assure a child friendly school environment where children are stimulated to develop to their full potential.

**Each school actor has a well defined role and responsibilities within the school child protection network. Each school actor is responsible to affirm that:**

- » Yes, my school has a child protection policy and procedures in place;
- » Yes, all old and new school staff members have signed the child protection declaration;
- » Yes, my school has a child protection case management system in place and file confidentiality is applied;
- » Yes, my school has an appointed focal point person for child protection concerns and this person is known to parents, children and educational staff;

<sup>5</sup> For students this kind of survey can be carried out in a focus group discussion setting by an outside evaluator.

## Section B

- » Yes, my school follows protection measures when recruiting staff;
- » Yes, my school has written guidelines for behaviour which are known to parents, teachers and students;
- » Yes, my school has available information on where to go with child protection concerns;
- » Yes, my school integrates children in decision-making processes (child participation);
- » Yes, my school provides training on child protection issues for parents, teachers and pupils;
- » Yes, my school has a list of contacts for specialist advice and information in the region;
- » Yes, my school has undertaken measures to improve the child friendliness of the school environment;
- » Yes, my school has a child protection watch group in place to reinforce peer support.

### Checkpoint for Chapters 5, 6 and 7

Try to answer the following five questions. To check if your answers are right, go back to the corresponding chapters.

#### *Question 1*

Who are the main actors within the school child protection network?

#### *Question 2*

Why does it make sense to implement child protection standards in schools?

#### *Question 3*

What are the four steps in the implementation of the child protection standards?

#### *Question 4*

How will I measure if the safety of my school has improved?

#### *Question 5*

How can I make sure everyone is aware of the policy and procedures?



**Annexes to Chapters 5, 6 and 7:**

- Annexe 3. School self-audit
- Annexe 4. Checklist for child protection in schools
- Annexe 5. Child protection policy and procedures
- Annexe 6. Monthly child protection report form for schools
- Annexe 7. Referral Guide



# Chapter 8: Child protection case management system for schools

*Chapter eight focuses on the methodology and mechanisms required to implement a child protection case management system in schools.*

## 8.1. Introduction

The first step in protecting children is to make sure that all actors involved in working with children know what to do if a child-protection issue within the school becomes apparent. A case management system supports an action-oriented child-protection response where children are assisted most efficiently and adequately.

### Beneficiaries of child protection measures

**Although all children are at risk for child protection concerns, problems become particularly acute for those who are already vulnerable, such as:**

- Mentally and physically disabled children
- Children running a household



- Children with careless or absent parents
- Children with vulnerable parents or guardian/s (e.g. elderly, disabled, poor or with dependency problem such as alcoholism or drug abuse)
- Children living on the street situation
- Children working
- Separated or displaced children
- Children without birth certificate or formal documentation
- Children from minority populations

### Child protection actors and partners

Protecting children intrinsically implies working with their caretakers, communities and/or service providers. Bearing this in mind, there are several key partners.

#### *Caretakers and families*

Since parents and families are often part of the problem and the solution, they must be considered as principal partners. They can be targeted directly at the family level (home visits, family awareness raising, counselling etc) or empowered through group activities such as parents' committees and discussion groups.

#### *School actors and other community actors*

Key actors in the school include teachers, headmasters, school directors, pupil government and pupils, school social workers or health personal; they may be strong resources and/or serve as facilitators in addressing problems and setting up support mechanisms for a child.

#### *Local non-governmental and/or community-based organizations*

These organizations generally have experience in specific areas and will be familiar with existing networks, and thus are often relevant and valuable partners.

#### *Government institutions*

In child protection issues, activities should be undertaken in partnership with existing governmental structures (for social work, health, education, law and order (police), etc.). A particularly important partner is the child protection unit.

#### *United Nations agencies and international non-governmental organizations*

These bodies can play a role in providing care, sharing information and pressuring governmental authorities.

## 8.2. Identification of children at risk

Identification of vulnerable children is the first step towards protection. There are several sources and methods of how to identify children in need of protection.

### a) Outreach/ screening

A large data collection process to detect children in need of protection and obtain an overall picture of the school can be carried out by the Child Protection Specialist.

Clear indicators for protection concerns include:

- » A child attends the school irregularly,
- » A child is not attending school,
- » A child is demonstrating ongoing health problems,
- » A child is not participating in activities,
- » A child has inexplicable or suspicious physical injuries,
- » A child is aggressive, overly sensitive, passive, or clingy or is displaying sexualized behaviours outside his/her age group or social context.

For the screening, questionnaires can be distributed to teaching staff, parents and students. This large outreach allows a general overview on the situation in a school and allows an estimation of prevalence for specific child protection concerns (see definition below). Within the same communication tool (*see page 49 for an example questionnaire*) each actor within the school child protection network is reminded of his or her duty as a citizen and care taker to report cases of child protection concerns (awareness raising). Further, the person to whom concerns should be reported (child protection specialist or child protection unit worker) largely becomes known in the school environment.

**Prevalence:** The proportion of individuals in a population affected by a phenomenon. Prevalence is a statistical concept referring to the number of cases that are present in a particular population at a given time.

**Incidence:** The frequency with which something, such as a disease or disorder, appears in a particular population or area. In disease epidemiology, the incidence is the number of *newly* diagnosed cases during a specific time period. The incidence is distinct from the prevalence which refers to the number of cases alive on a certain date.

### **b) Community collaboration**

A high level of involvement of the community is decisive for identification of vulnerable children. Communities must be made aware of risks and problems faced by children. Every citizen should be aware that he or she is responsible to signal a child protection concern.

It is in the mandate of the child protection unit to identify specific people (focal point person) within the community to be empowered and trained in the detection of vulnerable children. Such people may include health workers (medical doctors, nurses etc), staff from non-governmental organizations, religious and community leaders, members of community-watch groups, women's groups or parents' committee members.

The CPS is the main focal point person within the school system for issues concerning child protection. The CPS also serves as a resource person to train other community actors within the school child protection network such as school teachers, headmasters and parents or other focal point persons outside of the school environment.

### **c) Information sharing**

Each CPS is responsible for reporting and sharing concerns and information with their direct supervisor (regional psychologist coordinator), Child Protection Unit workers, UN agencies and other coordination bodies. Highlighting risks and needs facilitates advocacy for improved services.

## **8.3. Case management and referral system**

The crucial operational feature of the case management system outlined below is to separate responsibilities between the CPS, other educational staff members within the school, the child protection unit workers and other local stakeholders in charge of child protection. Furthermore, it seeks to create a culture of 'risk assessment' within the CPS function and to promote all educational staff to take 'ownership' of child protection cases. Finally, another key aspect of a case management system is to categorise cases and to thus attach responsibilities to the differing levels of risk and issues.

**a) Categories for child protection issues, including sub-categories**

**Type of Protection Issue:**

- A. Abuse/Violence
  - i. Physical
  - ii. Sexual
  - iii. Psychological/Emotional
  - iv. Neglect
  
- B. Social
  - i. Labour
  - ii. Schooling
  - iii. Vocational
  - iv. Trafficking
  - v. Unaccompanied
  - vi. Displacement
  - vii. Alcohol/Substance Abuse
  - viii. Family Breakdown/Conflict
  - ix. Domestic Violence
  - x. Poverty
  - xi. Unemployment
  - xii. Homelessness
  - xiii. Revenge blood
  - xiv. Discrimination (culture, gender)
  
- C. Health
  - i. Medical
  - ii. Mental
  - iii. Disability
  
- D. Psychological
  - i. Behavioural problems
  - ii. Emotional problems
  - iii. Trauma
  
- E. Other
  - i. Developmental problems
  - ii. Teacher student conflicts
  - iii. Peer violence
  - iv. School performance

## b) Risk assessment in child protection

Risk assessment is a foundational strategy of child protection intervention. More often risk assessment amounts to an individual's thoughts based on experience and judgement. Decisions based only on subjective interpretation have been found to be faulty and often put children at more risk. Schools need to develop a system which minimises poor decisions based on an individual's judgement and moves rather to a model that promotes cross checking and decision accountability.

Once the CPS has received a signal that a child's file has been opened, a risk assessment must be carried out. The following risk levels have a brief description of what high, medium, low and no action signifies, along with actions required and timeline reporting, as well as a clarification of responsibilities among different child protection actors.

### HIGH - 1

- » **High Risk** – A child is likely to be seriously harmed or injured, subjected to immediate and ongoing sexual abuse, or be permanently disabled, trafficked or die if left in his/her present circumstances without protective intervention.

If a case is rated HIGH, an **immediate** action plan should be put into operation by the child protection unit worker.

Within **24 hours** of identifying a child at 'high risk', the case should be brought to the attention of the Regional Psychologist Coordinator who will immediately report the case to the Child protection Unit worker. The thought process should be 'the sooner the better'.

Ongoing weekly and/or daily risk assessments are conducted by the Child protection Unit worker until the case is stable.

**Important!** High risk cases are always reported directly to the Regional Psychologist Coordinator who refers it to the Child Protection Unit. These cases are NOT in the mandate of the CPS, but must be referred to the Child Protection Unit structure accompanied with the respective child information.

## MEDIUM - 2

- » **Medium Risk** – A child is likely to suffer some degree of harm if he or she remains in the home without an effective protective intervention plan. Intervention is warranted. However, there is no evidence that the child is at risk of imminent serious injury or death.

Within **5 days** of identifying a child at 'medium risk', an in-depth assessment/ situation analysis should be carried out by the CPS, a case plan elaborated and ongoing risk assessments conducted. The case should be brought to the attention of the Regional Psychologist Coordinator and, if necessary, reported and referred to the Child Protection Unit structure. The thought process should be 'the sooner the better'.

## LOW - 3

- » **Low Risk** – The home is safe for children. However, there are concerns about the potential for a child to be at risk if services are not provided to prevent the need for protective intervention.

Within **14 days** of identifying a child at 'low risk', CPS should carry out an in-depth assessment/ situation analysis, set a clear and realistic date for follow-up along with an action plan approved by Regional Psychologist Coordinator. The thought process should be 'the sooner the better'.

## NO ACTION - 4

- » **No Action** – The home is safe for children and there are no indications of potential risk to a child.

These cases do come up and should not be discouraged. Once a case is reported, CPS must carry out a risk assessment and can come to the conclusion that no action is necessary. NO ACTION is a risk assessment decision. At minimum a report should be completed and the risk assessment double checked.

Within **14 days** of identifying a case with a 'no action' response, the CPS should carry out the in-depth assessment/ situation analysis and the no action finding should be authorised by the Regional Psychologist Coordinator.

If cases are referred to the Child Protection Unit, NGOs or other Government services, the referral must be detailed and the proper reporting documents used. A report should be completed for all cases, both for the sake of accountability and in the possible event of future report(s) or re-categorisation (see Child Protection Handbook for more information on single case management).

Through using 'A – E' categories, and the numbers '1 – 4' for risk levels, individual cases are classified. An example is the rape of a child would be classified as **A1**. A child experiencing violence at home would be classified under domestic violence, Bix, depending on the circumstances it would be rated as Bix1 or Bix2.

If there are multiple issues, such as neglect (Aiv), not attending school regularly (Bii) and homelessness (Bxii) occurring on the same time, then **the highest rating takes precedent** and should be the priority action within the case plan. If the priority issue is resolved to a satisfactory level, then the case can be reclassified along with primary case management responsibility. Of course it is possible to work on several issues at the same time as they often overlap with each other; different axes of an action plan are dynamic and interactive.

**Who has responsibility for case management is defined as the following:**

**Child Protection Specialist within the school:** A 3–4, B3–4, C2–4, D2–4, E2–4

**Child Protection Unit Worker:** A1–2, B1–2, C1, D1, E1

### c) Referral

A referral system should be set up before incidents occur. Make sure your school has a list of child protection referral partners (*see referral guide in Annexe 7*).

Cases referred to Child Protection Unit are no longer coordinated by the CPS within the school. But if the action plan elaborated by the Child Protection Unit worker foresees school re-integration or other interventions involving the school, the CPS within the school acts as the focal point person for Child Protection Unit workers in the school environment. They should closely follow these cases, and attend Case Management meetings coordinated by the Child Protection Unit workers as well.

## Referral FLOW CHART

The chart below is designed to visually describe the movement of reports through the Child Protection system and also assist in determining who has 'primary' case management responsibility.

Some key aspects are:

- Case identification can be reported by any actor within the school protection network (e.g. pupils, teachers, headmasters, parents, school director, parents' committee members or any other professional and non-professional in direct or indirect contact with children).
- All case reporting forms are submitted to the CPS in charge of the school.
- An external appointed expert in child protection regularly carries out an audit of the school protection case management system for quality assurance.
- Statistics are reported by the Regional Psychologist Coordinator on a quarterly basis to monitor overall prevalence and incidence rates of child protection issues in the region.

## 8.4. Case management responsibilities

### a) Primary case management responsibility

There are two levels of case management responsibility, namely 'primary' and "supervisory". This supervision system provides accountability and capacity to monitor decisions throughout the system.

Primary case management responsibility is in the hand of the CPS. CPS is responsible for contact and coordination with referral agencies, the child, family members, educational staff, and community members, as well as for putting actions into place following an approved case management plan.

The Child Protection Specialist is responsible for monitoring the progress on the leading child protection issue at hand, and to notify the different actors involved in the child protection response about developments at case management meetings.



CPS manages simple cases such as those related to education, development problems, referral for simple medical problems etc, and establishes regular contact with the family/ families, teaching staff and the community by:

- working at the grassroots level in close association with children, families, teaching staff and other community members;
- carrying out collection of information for the assessments and family visits;
- referring most serious cases to the Child Protection Unit with the approval of supervisor;
- identifying local resources and partners at the school and community level;
- managing simple cases according to a clearly defined action plan and monitoring the progress and impact of the interventions (*see Child Protection Handbook for detailed information on single case management*);
- reporting the schools child protection incidents in the monthly child protection report form for schools (*see Annexe 6*);
- organizing of awareness-raising activities within the school environment.

### **b) Supervisory case management responsibility**

Supervisory case management responsibility is in the hand of the regional psychologist coordinator or another appointed supervisor who assists the CPSs actions when necessary, approves and revises decisions taken, carries out field monitoring and Case Management meetings and approves referrals to Child Protection Unit or other stakeholders.

School Psychologist coordinators (or another appointed supervisor) are specialized staff members who systematically support the CPS in handling the most sensitive cases requiring strict monitoring and urgent cases that require specific skills, confidentiality and immediate action such as referral to Child Protection Unit. Their duties include:

- managing the most sensitive cases;
- monitoring all cases (including those managed by CPS alone);
- identifying resources and partners at the a higher level (city, district, national);
- referring cases to Child Protection Unit;
- managing data collection (*see Annexe 6*) for monitoring and statistical purposes;
- being in charge of training in child protection for grassroots-level staff;
- supervising school child protection awareness-raising activities carried out by CPS.

The child protection within school case management system has inbuilt decision, risk and category monitoring primarily through the case management responsibility function and fortnightly Supervision Case Management Meeting schedule between primary case manager and supervisory case manager.

## 8.5. Case management meetings

Case management meetings should be held for all cases.

### a) Supervision case management meetings

Fortnight supervision case management meetings should take place on a regular basis. It is recommended that there will be separate meetings for categories, taking into account who has the responsibility and how immediate actions need to be taken. The regional psychologist coordinator chairs the meetings and distributes the schedule of their occurrence to the CPSs.

Applies for categories: A3–4, B3–4, C2–4, D2–4, E2–4

Child Protection Specialist: Primary Case Managers.

Regional Psychologist Coordinator: Supervisory Case Manager.

Supervision case management meeting attendees: CPS and supervisor

The CPS should submit a list of cases to be discussed to his or her supervisor before the supervision case management meeting takes place. The CPS must know the cases well and present updates at the meeting. The CPS monitors case progress and documents all actions and decisions taken in the corresponding section of the child file (see *Tool 1 in Child Protection Handbook for detailed information*).

### Supervision Case Management Meeting guidelines

- Regular meetings to be conducted at least every two weeks
- All meetings are to be documented
- All high risk cases to be reviewed at every meeting
- All cases to be closed are reviewed
- All low and medium cases without action in prior 3 weeks to be reviewed

### b) Coordination meetings

These meetings should be conducted with a small group of relevant child protection staff and key action plan implementation actors under the chair of the primary case manager. These meetings take place whenever the primary case manager finds it necessary to discuss the next steps, and to assure an integrated and coordinated child protection response according to the mutually agreed action plan.

### c) Peer counselling

In every team there are people with different experiences who can help each other in the management of difficult cases. Peer counselling allows, without external support (supervision), helps to analyse difficult cases. A secondary benefit is that when the team works together on psychosocial issues team spirit is reinforced, and you get to know each others' personal and professional resources and skills better! Sharing with another professional is always helpful when you face difficulties with a case and are not sure how to manage it! In Annexe 8 you can find an example of a peer counselling model.

## 8.6. Case monitoring for statistical purposes

### □ Why submitting monthly school child protection reporting forms?

The case management monitoring form serves as a tool to gather information and statistics on child protection issues within one school, as well as the regional and national level. While each CPS submits the monthly reports for the school(s) he or she is in charge of (*Annexe 6*), the supervisor collects the data in the electronically available system, and submits them to the Ministry of Education for national statistics.

## 8.7. Auditing

Beyond the built-in quality and accountability systems as outlined above, an appointed external expert staff should conduct regular audits to ensure that decisions, processes and functions were carried out correctly and with the 'best interests of the child' as a main focus.

## Summary

Through awareness raising campaigns and effective communication tools adapted to each target population, all school actors should be made aware of their responsibility to signal child protection concerns. A case management system provides the framework for consistent and effective responses to children in need for support.

Child Protection Specialists take the role of primary case managers for all cases which fall under their mandate and are supported by their supervisory case manager. To develop and implement a formal review process, to ensure staff accountability and appropriate follow-up and management of cases, is an integral part of quality assurance in a case management system. This quality assurance process is necessary to maintain a clear structure for liability and responsibility. It must be adhered to closely. Furthermore, through the establishment and maintenance of information and risk-management systems that are based on accountable decisions, it is easier and more possible to achieve goals.

- CPS who initiates the assessment of a case and his or her supervisor (regional psychologist coordinator) determine the category and risk level. This is to encourage a risk assessment culture within the CPS position, but to avoid a decision being made by just a single person.
- The CPS is responsible for reclassifying reports and following developments in a case he or she is in charge of as primary case manager, and to record determinations made at the case management meetings regarding the case.
- It is crucial that always it is a single person who is in charge of a child's protection response action plan coordination. This "primary" case manager coordinates the action plan implementation with partners, and is in charge of monitoring, evaluation and proposition for case closure.

Each Child Protection Specialist submits a monthly child protection report form to collect data on child protection issues for statistical purposes.

## Checkpoint

### *Question 1*

Please explain what a risk assessment culture means.

### *Question 2*

Please explain the different responsibilities of primary and supervisory case manager.

### *Question 3*

Who is responsible for the identification of vulnerable children?

### *Question 4*

Define the prevalence and incidence of child protection issues. How are they linked to the case management monitoring report for statistical purposes?

### *Question 5*

What is the purpose of case coordination meetings, how often do they take place and who is part of these meetings?

Annexes to Chapter 8:

Annexe 6. Monthly Child Protection report form for schools

Annexe 7. Referral Guide

Annexe 8. Peer counselling model



# Chapter 9: Duties and competences of a child protection specialist (CPS)

*Chapter nine gives an overview of the core professional and personal competences and skills required of Child Protection Specialists.*

## 9.1. Who are Child Protection Specialists?

Child protection specialists help children and youth succeed academically, socially, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments for all students that strengthen connections between home and school. Child protection specialists should be highly trained in both psychology and education. They must complete at minimum a Master's degree program in a psychosocial related field of studies, and should have profound knowledge in mental health, child development, school organization, learning styles and processes, behaviour, motivation, and effective teaching. Child protection specialists must be certified and/or licensed with a certificate in child protection.

## 9.2. What do Child protection Specialists do?

Child protection Specialists work to find the best solution for each child and situation. They use different strategies to address student needs and to improve school and district-wide support systems. CPS work with children individually and in groups. They also develop programs to train teachers and parents about effective teaching and learning strategies, techniques to manage behaviour at home and in the classroom, working with students with disabilities or with special talents, addressing abuse of drugs and other substances and preventing and managing crises.

In addition, CPS provide the following services.

### Consultation

- Collaborate with teachers, parents, and administrators to find effective solutions to learning and behaviour problems.
- Help others understand child development and how it affects learning and behaviour.
- Strengthen working relationships between teachers, parents, and service providers in the community.
- Provide educational advice to parents and teaching staff.

### Evaluation

- Evaluate eligibility for special services.
- Assess academic skills and aptitude for learning.
- Determine social-emotional development and mental health status.
- Evaluate learning environments.
- Carry out risk assessment for vulnerable children.

### Intervention

- Provide psychological counselling to help resolve interpersonal or family problems that interfere with school performance.
- Work directly with children and their families to help resolve problems in adjustment and learning.
- Provide training in social skills and anger management.
- Help families and schools manage crises such as death, illness, or community trauma.
- Support the re-integration of vulnerable children within the school environment.

### Prevention

- Design programs specifically for children at risk of failing at school.
- Promote tolerance, understanding, and appreciation of diversity within the school community.
- Develop programs to make schools safer and more effective learning environments.
- Collaborate with school staff and community agencies to provide services directed at improving psychological and physical health.
- Develop partnerships with parents and teachers to promote healthy and safe school environments.

### Research and Planning

- Help to evaluate the effectiveness of academic and behaviour management programs.
- Identify and implement programs and strategies to improve school safety.
- Use evidence-based research to develop and/or recommend effective interventions.
- Implement programs and strategies for awareness raising in child protection issues.

### Growing Up Is Not Easy

**All children and adolescents face problems from time to time. They may:**

- Feel afraid to go to school
- Have difficulty organizing their time efficiently
- Lack effective study skills
- Fall behind in their school work
- Lack self-discipline
- Worry about family matters such as divorce and death
- Feel depressed or anxious
- Experiment with drugs and alcohol
- Think about suicide
- Worry about their sexuality
- Face difficult situations such as getting a job or quitting school
- Question their aptitudes and abilities

Child Protection specialists/ School Psychologists help children, parents, teachers, and members of the community understand and resolve these concerns. The following situations demonstrate how CPS may typically approach problems.



### **Family Problems**

The teacher noticed that Anila, an able student, had stopped participating in class discussions and had difficulty paying attention. The school psychologist was asked to explore why Anila's behaviour had changed so much. After discovering that Anila's parents were divorcing, the school psychologist provided counselling for Anila and gave her parents suggestions for this difficult time. Anila's behaviour and self-esteem improved, and she felt more secure about her relationship with her parents.

*CPS/ School Psychologist can be trusted to help with delicate personal and family situations that interfere with schooling.*

### **Reading Problems**

Dritan's parents were concerned about his difficulty in reading. They feared he would fall behind and lose confidence in himself. In school the teacher noticed that Dritan understood what was presented in verbal form, but that he needed the help of his classmates to do written work. After observing Dritan and gathering information about his reading and writing skills, the school psychologist collaborated with his parents and teachers to develop a plan to improve his reading and writing. The plan worked, and both Dritan's reading and his self-esteem improved.

*CPS/ School psychologists can help prevent future problems when they intervene with learning problems early on.*

### **A Potential Dropout**

Ilire was a high school student who often skipped class. He had very poor behaviour and had been suspended from school on various occasions for fighting. After establishing a relationship with Ilire, the school psychologist taught him simple techniques to relax and to control his anger. Ilire's mother and his teacher worked together on a plan designed by the school psychologist to establish limits and to improve communication.

*CPS/ School psychologists recognize that changes in the school environment and at home can improve the quality of life for children and their families.*

### 9.3. Professional competences and skills of Child Protection specialists

1. CPS recognize the strengths and limitations of their training and experience, engaging only in practices for which they are qualified. They enlist the assistance of other specialists in supervisory, consultative, or referral roles as appropriate in providing services. They must continually obtain additional training and education to provide the best possible services to children, families, schools, communities, trainees, and supervisees.
2. Competence levels, education, training, and experience are declared and accurately represented to clients in a professional manner.
3. CPS engage in continuing professional development. They remain current regarding developments in research, training, and professional practices that benefit children, families, and schools.
4. CPS refrain from any activity in which their personal problems or conflicts may interfere with professional effectiveness. Competent assistance is sought to alleviate conflicts in professional relationships.
5. School psychologists know the *Principles for Professional Ethics and the basic values of the CRC* and thoughtfully apply them to situations within their employment setting or practice.
6. CPS are aware of their emotions and stress coping mechanisms, and know when to refer a case to a colleague or to seek for help.
7. CPS are skilled in communication techniques, conflict management and mediation as well as leadership and self-assertive behaviour, in order to achieve objectives in a professional manner.



# Chapter 10: Professional relationships of a child protection specialist

*Chapter ten gives an overview of the different professional relationships a CPS engages with in their duties and mandate.*

## 10.1. General

1. CPS are committed to the use of their professional expertise for the purpose of promoting improvement in the quality of life for children, their families, and the school community. This objective is pursued in ways that protect the dignity and rights of those involved. School psychologists accept responsibility for the appropriateness of their professional practices.
2. CPS respect all persons and are sensitive to physical, mental, emotional, political, economic, social, cultural, ethnic and racial characteristics, gender, sexual orientation, and religion.
3. CPS in all settings maintains professional relationships with children, parents, and the school community. Consequently, parents and children are to be fully informed about all relevant aspects of school psychological services

in advance. The explanation should take into account language and cultural differences, cognitive capabilities, developmental level, and age so that it may be understood by the child, parent, or guardian.

4. CPS attempt to resolve situations in which there are divided or conflicting interests in a manner that is mutually beneficial and protects the rights of all parties involved.
5. CPS are responsible for grasping the nature and role of their personal loyalties or objectives in their work. When these commitments may influence a professional relationship, CPS inform all concerned persons of relevant issues in advance, including when applicable their direct supervisor, for consideration of reassignment of responsibilities.
6. CPS do not exploit clients through professional relationships or condone these actions in their colleagues. No individuals, including children, clients, employees, colleagues, trainees, parents, supervisees and research participants, will be exposed to deliberate comments, gestures, or physical contacts of a sexual nature. CPS do not harass or demean others based on personal characteristics. CPS do not engage in sexual relationships with their students, supervisees, trainees, or past or present clients.
7. Dual relationships with clients are avoided. Namely, personal and business relations with clients may cloud one's judgment. CPS are aware of these situations and avoid them whenever possible.
8. CPS attempt to resolve suspected detrimental or unethical practices on an informal level. If informal efforts are not productive, the supervisor or (in the event it concerns the supervisor) the next person in the hierarchy is contacted for assistance, and procedures established for questioning ethical practice are followed:
  - a) The filing of an ethical complaint is a serious matter. It is intended to improve the behaviour of a colleague that is harmful to the profession and/or the public. Therefore, CPS make every effort to discuss the ethical principles with other professionals who may be in violation.

- b) CPS enter into the complaint process thoughtfully and with concern for the well-being of all parties involved. They do not file or encourage the filing of an ethics complaint that is frivolous or motivated by revenge.
  - c) Some situations may be particularly difficult to analyze from an ethical perspective. CPS consult ethical standards from related fields, and seek assistance from knowledgeable, experienced CPS and relevant regional/national experts and associations, in order to ascertain an appropriate course of action.
  - d) CPS document specific instances of suspected ethical violations (i.e., date, time, relevant details) as well as attempts to resolve these violations.
9. CPS respect the confidentiality of information obtained during their professional work. Information is revealed only with the informed consent of the child, or the child's parent or legal guardian, except in those situations in which failure to release information would result in clear danger to the child or others. Obsolete confidential information will be shredded or otherwise destroyed before placement in recycling bins or trash receptacles.
10. CPS discuss confidential information only for professional purposes, and only with persons who have a legitimate need to know.
11. CPS inform children and other clients of the limits of confidentiality at the outset of establishing a professional relationship.

## 10.2. Pupils

- 1. CPS understand the intimate nature of consultation, assessment, and direct service. They engage only in professional practices that maintain the dignity and integrity of children and adolescents.
- 2. CPS explain important aspects of their professional relationships in a clear, understandable manner that is appropriate to the child's or other client's age and ability to understand. The explanation includes the reason why services were requested, who will receive information about the services provided, and the possible outcomes.

3. When a child initiates services, CPS understand their obligation to respect the rights of a child to initiate, participate in, or discontinue services voluntarily. When another party initiates services, the CPS will make every effort to secure voluntary participation of the child.
4. Recommendations for program changes or additional services will be discussed with appropriate individuals, including any alternatives that may be available.

### 10.3. Parents, Legal Guardians, and appointed caregivers

1. CPS explain all services to parents in a clear, understandable manner. They strive to take into account the values and capabilities of each parent. Service provision by interns, practicum students, or other trainees should be explained and agreed to in advance.
2. CPS recognize the importance of parental support and seek to obtain that support by making certain there is direct parent contact prior to seeing the child on an ongoing basis. (Emergencies and “drop-in” self-referrals will require parental notification as soon as possible. The age and circumstances under which children may seek services without parental consent varies greatly).
3. CPS encourage and promote parental participation in designing services provided to their children. When appropriate, this includes linking interventions between the school and the home, tailoring parental involvement to the skills of the family, and helping parents gain the skills needed to help their children.
4. CPS respect the wishes of parents who object to school psychological services and attempt to guide parents to alternative community resources.
5. CPS discuss with parents the recommendations and plans for assisting their children. The discussion includes alternatives associated with each set of plans, which show respect for the ethnic/cultural values of the family. The parents are informed about sources of help available at school and in the community.

6. CPS discuss the rights of parents and children regarding creation, modification, storage, and disposal of confidential materials that will result from the provision of school psychological services.

## 10.4. Community

1. CPS are also citizens, thereby accepting the same responsibilities and duties as any member of society. They are free to pursue individual interests, except to the degree that those interests compromise professional responsibilities.
2. CPS may act as individual citizens to bring about social change in a lawful manner. Individual actions should not be presented as, or suggestive of, representing the field of child protection or the School psychology service within schools.
3. As employees CPS do not engage in or condone practices that discriminate against children, other clients, or employees (if applicable) based on race, disability, age, gender, sexual orientation, religion, national origin, economic status, or native language.
4. CPS avoid any action that could violate or diminish the civil and legal rights of children and other clients.
5. CPS adhere to federal, state, and local laws and ordinances governing their practice and advocacy efforts. If regulations conflict with ethical guidelines, CPS seek to resolve such conflict through positive, respected, and legal channels, including advocacy efforts involving public policy.

## 10.5. Other Professionals

1. To best meet the needs of children and other clients, CPS cooperate with other professional disciplines in relationships based on mutual respect, and promote multi-disciplinary and systemic child protection responses.

2. CPS recognize the competence of other professionals. They encourage and support the use of all resources and sectors to best serve the interests of children by coordinating integrated intervention measures if needed.
3. CPS should strive to explain to other professionals their field and their professional competences, including roles, assignments, and working relationships.
4. CPS cooperate and coordinate with other professionals. If a child or other client is receiving similar services from another professional, CPS promote coordination of services.
5. The child or other client is referred to another professional for services when a condition or need is identified which is outside the professional competencies or scope of the CPS.
6. When transferring the intervention responsibility for a child or other client to another professional, CPS ensure that all relevant and appropriate individuals, including the child, are notified of the change and the reasons for the change.
7. When CPS suspect the existence of detrimental or unethical practices by a member of another profession, informal contact is made with that person to express the concern. If the situation cannot be resolved in this manner, the appropriate professional organization is contacted for assistance in determining the procedures established by that profession for examining the practices in question.
8. CPS who employ, supervise, or train other professionals, accept the obligation to provide continuing professional development. They also provide appropriate working conditions, fair and timely evaluation, and constructive consultation.


## 10.6. Trainees and Interns

1. CPS who supervise interns are responsible for all of the professional practices of the supervisees. They assure children and other clients and the profes-



sion that the intern is adequately supervised, as designated by the practice guidelines and training standards for CPS.

2. CPS who conduct or administer training programs provide trainees and prospective trainees with accurate information regarding program sponsorships/ endorsements/ accreditation, goals/objectives, training processes and requirements, and likely outcomes and benefits.
3. CPS who are faculty members in colleges or universities, or who supervise clinical or field placements, apply these ethical principles in all work with Child protection trainees. In addition, they promote the ethical practice of trainees by providing specific and comprehensive instruction, feedback, and mentoring.
4. CPS faculty members and clinical or field supervisors uphold recognized standards of the profession by providing training related to high quality, responsible, and research-based child protection and school psychology services. They provide accurate and objective information in their teaching and training activities; identify any limitations in information; and acknowledge disconfirming data, alternative hypotheses, and explanations.
5. School psychology faculty members and clinical or field supervisors develop and use evaluation practices for trainees that are objective, accurate, and fair.



# Chapter 11: Professional principles and practices for Child Protection Specialists

*Chapter ten gives an overview on professional principles and practices for CPS.*

## 11.1. Advocacy

1. CPS typically serve multiple clients including children, parents, and systems. When the CPS is confronted with conflicts between client groups, the primary client is considered to be the child. When the child is not the primary client, the individual or group of individuals who sought the assistance of the CPS is the primary client.
2. CPS consider children and other clients to be their primary responsibility, acting as advocates for their rights and welfare. If conflicts of interest between clients are present, the CPS supports conclusions that are in the best interest

of the child. When choosing a course of action, CPS take into account the rights of each individual involved and the duties of school personnel.

3. CPS' concerns for protecting the rights and welfare of children are communicated to the school administration and staff as the top priority in determining services.
4. CPS understand the Albanian public policy process to be of assistance in their efforts to advocate for children, parents/families, and systems.

### 11.2. Service Delivery

1. CPS attempt to become integral members of the school safety network and to be committed to the duties to which they are assigned. They establish clear roles for themselves within that system.
2. CPS who provide services to several different groups may encounter situations in which loyalties are conflicted. As much as possible, the stance of the CPS is made known in advance to all parties to prevent misunderstandings.
3. CPS promote changes in their schools and community service systems that will benefit children.

### 11.3. Assessment and Intervention

1. CPS maintain the highest standard for educational and psychological assessment and direct and indirect interventions.
  - a) In conducting psychological, educational, or behavioural evaluations or in providing therapy, counselling, or consultation services, due consideration is given to individual integrity and individual differences.
  - b) CPS respect differences in age, gender, sexual orientation, and socioeconomic, cultural, and ethnic backgrounds. They select and use appropriate assessment or treatment procedures, techniques, and strategies. Decision-making related to assessment and subsequent interventions is primarily data-based.

2. CPS are knowledgeable about the validity and reliability of their instruments and techniques, choosing those that have up-to-date standardization data and are applicable and appropriate for the benefit of the child.
3. CPS use multiple assessment methods such as observations, background information, and diverse information sources from other professionals (teachers, school director, school medical doctor, police inspector etc), parents and children to reach comprehensive conclusions.
4. CPS use assessment techniques, counselling and therapy procedures, consultation techniques, and other direct and indirect service methods that the profession considers to be responsible, research-based practice.
5. CPS do not condone in any way the use by unqualified persons of psychological or educational assessment techniques, or the misuse of the information these techniques provide.
6. CPS develop interventions that are appropriate to the present problems; they are consistent with the information collected and interpreted. They likewise modify or terminate the action plan when updated information indicate the plan is not achieving the desired goals.
7. CPS use current assessment and intervention strategies that assist in the promotion of mental health for the children they serve.

#### 11.4. Reporting Data

1. CPS ascertain that information about children and other clients only reaches authorized persons.
  - a) CPS adequately interprets information so the recipient can better help the child.
  - b) CPS assist schools to establish procedures to properly safeguard confidential material.

2. CPS communicate findings and recommendations in language readily understood by the intended recipient. These communications describe potential consequences associated with the proposals.
3. CPS prepare written reports in such form and style that the recipient of the report will be able to assist the child and/or parent. Reports should emphasize recommendations and interpretations.
4. CPS review all of their written documents for accuracy, signing them only when correct. Interns and practicum students are clearly identified as such, and their work is co-signed by the supervising CPS. In situations where more than one professional has participated in the data collection and reporting process, CPS make certain that the multiple sources of data are clearly identified as such in the written report.
5. CPS comply with all laws, regulations, and policies pertaining to the adequate storage and disposal of records to maintain appropriate confidentiality of information.

### 11.5. Use of Materials and Technology

1. CPS obtain prior written consent from relevant parties or they remove identifying data presented in public lectures or publications.
2. To ensure confidentiality, student/client records are not transmitted electronically without a guarantee of privacy. In line with this principle, a receiving FAX machine must be in a secure location and be used by employees cleared to work with confidential files; and e-mail messages must be encrypted or else stripped of all information that identifies the specific student/client.
3. CPS do not accept any form of remuneration in exchange for data from their client data base without informed consent.

## 11.6. Research, Publication, and Presentation

1. When designing and implementing research in schools, CPS choose topics and employ research methodologies, subject selection techniques, data-gathering methods, and analysis and reporting techniques that are grounded in sound research practice.
2. Prior to initiating research, school psychologists working in schools without review committees should have at least one other colleague, preferably a CPS, review the proposed methods.
3. CPS follow all legal procedures when conducting research, including following procedures related to informed consent, confidentiality, privacy, protection from harm or risks, voluntary participation, and disclosure of results to participants. CPS demonstrate respect for the rights of and well-being of research participants.
4. In publishing reports of their research, CPS provide discussion of limitations of their data and acknowledge existence of disconfirming data, as well as alternate hypotheses and explanations of their findings.



# Chapter 12: Guidelines for Child Protection Specialists

*Chapter twelve points out practice guidelines for the individual CPS/ school psychologist and the responsible unit within the regional directory of education.*

## 12.1. General

The first section presents the responsibilities of the individual CPS/school psychologist. The second section outlines responsibilities that should be assumed by the unit responsible for providing psychological services within the regional education directory (e.g. school psychologist coordinator) that employs CPS/school psychologists. The “unit” is defined as the entity that is responsible for ensuring schools, students, and families receive comprehensive psychological services and child protection standards are implemented within the school. Not all CPS/school psychologists or school psychological service units will be able to meet every standard listed within this document. Nevertheless, it is anticipated these guidelines will serve as a model of “good practice” for program development and professional practice on a national, regional and local level. CPS/ School psychologists will understand it is in their own best interest—and that of the school, parents, and children they serve—to adhere to and support these *Guidelines*.

## 12.2. Practice Guidelines for Child protection specialists

### Practice Guideline 1

CPS use a decision-making process in collaboration with other team members to (a) identify academic and behaviour problems as well as child protection concerns, (b) collect and analyze information to understand the problems, (c) make decisions about service delivery, and (d) evaluate the outcomes of the service delivery.

School psychologists must (a) utilize current professional literature on various aspects of education and child development, (b) translate research into practice through the problem-solving process, and (c) use research design and statistics skills to conduct investigations to develop and facilitate effective services.

### Practice Guideline 2

CPS must have the ability to listen well, participate in discussions, convey information, and work together with others at an individual, group, and systems level. CPS must understand the degree to which policy influences systems, systems influence programs, programs and interventions impact consumers, and the methods to facilitate organizational development through strategic change.

### Practice Guideline 3

CPS (in collaboration with Regional Education Department) develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.

### Practice Guideline 4

CPS make decisions based on multiple theoretical perspectives and translate current scientific information to develop effective behavioural, affective, or adaptive goals for all students. They facilitate the implementation of psychosocial programs/interventions to achieve these goals, and monitor progress towards these goals.

### Practice Guideline 5

CPS/ School psychologists have the sensitivity, knowledge, and skills to work with individuals and groups with a diverse range of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.



**Practice Guideline 6**

CPS/ School psychologists demonstrate their knowledge of schools as systems when they work with individuals and groups to facilitate structure and public policies that create and maintain schools and other systems as safe, caring, and inviting places for all persons in that system.

**Practice Guideline 7**

CPS/ School psychologists shall appropriately utilize prevention, health promotion, and crisis intervention methods based on knowledge of child development, psychopathology, diversity, social stressors, change, and systems.

**Practice Guideline 8**

CPS/ School psychologists have knowledge of family influences that affect students' wellness, learning, and achievement, and are involved in public policy that promotes partnerships between parents, educators, and the community.

## **12.3. Practical Guidelines for Supervisors in the Regional Education Departement**

**Unit Guideline 1: Organization of Service Delivery**

School psychological services are provided in a coordinated, organized fashion and are delivered in a manner that ensures the provision of a comprehensive and seamless continuum of services. Services are delivered following the completion of a strategic planning process based on the needs of the consumers and an empirically supported program evaluation model.

**Unit Guideline 2: Climate**

It is the responsibility of the unit to create a climate in which school psychological services can be delivered with mutual respect for all parties. Employees of the unit have the freedom to advocate for the services that are necessary to meet the needs of consumers and are free from artificial, administrative, or political constraints that might hinder or alter the provision of appropriate services.

### **Unit Guideline 3: Recruitment, work place and social, economical benefits**

School psychological services units ensure that (a) an adequate recruitment and retention plan for employees exists to ensure adequate personnel to meet the needs of the system; (b) all sources of funding, both public and private, are used and maximized to ensure the fiscal support necessary to provide adequate services; (c) all employees have adequate technology, clerical services, and a physical work environment; and (d) employees have adequate personnel benefits necessary to support the work of the unit, including continuing educational professional development.

### **Unit Guideline 4: Communication and Technology**

The school psychological services unit ensures that policies and practices exist which result in positive, proactive communication and technology systems both within the unit, its central organizational structure, and those organizational structures with which the unit interacts.

### **Unit Guideline 5: Supervision**

The school psychological services unit ensures that all personnel have levels and types of supervision adequate to ensure the provision of effective and accountable services. Supervision is provided through an ongoing, positive, systematic, collaborative process between the CPS/ school psychologist and the school psychology supervisor. This process focuses on promoting professional growth and exemplary professional practice leading to improved performance by all concerned including the CPS/ school psychologist, supervisor, students, and the entire school community.

### **Unit Guideline 6: Professional Development and Recognition Systems**

Individual CPS/ school psychologists and the school psychological services unit develop professional development plans annually. The school psychological services unit ensures that continuing professional development of its personnel is both adequate for and relevant to the service delivery priorities of the unit, and that recognition systems exist to reflect the continuum of professional development activities embraced by its personnel.

## **Summary**

Child protection specialist serves as the focal point person for child protection concerns in schools. They take the role of catalysts in the implementation of child protection standards and values and empower the schools child protection safety network.

They collaborate closely with educational staff and school management, parents and other professionals to provide the best service possible for children.

They document all actions taken and provide child protection statistics for the school where they work.

Child Protection specialists are well trained in both psychology and child protection to best serve children in need of protection. They have profound knowledge in mental health, child development, school organization, learning styles and processes, behaviour, motivation and effective teaching and parenting methods.

They carry out their duties according to professional ethics and always advocate and act in the best interest of the child.

### Checkpoint

Try to answer the following five questions. To check if your answers are right, go back to the corresponding chapters.

#### *Question 1*

What is the mandate of a Child Protection Specialist within school?

#### *Question 2*

What skills and competences should a Child Protection Specialist continuously develop?

#### *Question 3*

Who are the main collaboration partners of the Child Protection Specialists in and outside of the school?

#### *Question 4*

How is a Child Protection Specialist meant to resolve conflicts of interest between different parties?

#### *Question 5*

What metaphor would you use to explain the role of the school child protection specialist within the community-based child protection network?



# Section C

Annexes

## List of annexes:

### Section A

Annexe 1: A summary of the Convention on the Rights of the Child (CRC)

### Section B

Annexe 2: CRC - The aims of education

Annexe 3: School self-audit


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Annexe 6: Monthly child protection reporting form for schools

Annexe 7: Referral Guide

Annexe 8: Peer counselling model



# Annexe 1.

## A summary of the Convention on the Rights of the Child (CRC)

**Article 1 (Definition of the child):** The Convention defines a ‘child’ as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

**Article 2 (Non-discrimination):** The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn’t matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3 (Best interests of the child):** The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for

children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

**Article 4 (Protection of rights):** Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services. Governments are then obliged to take all necessary steps to ensure that the minimum standards set by the Convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed, but come about through the same process by which any law is created or reformed within a country. Article 41 of the Convention points out the when a country already has higher legal standards than those seen in the Convention, the higher standards always prevail.

**Article 5 (Parental guidance):** Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues "in a manner consistent with the evolving capacities of the child". The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

**Article 6 (Survival and development):** Children have the right to live. Governments should ensure that children survive and develop healthily.

**Article 7 (Registration, name, nationality, care):** All children have the right to a legally registered name, officially recognised by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.



## Annexe 1. A summary of the Convention on the Rights of the Child (CRC)

**Article 8 (Preservation of identity):** Children have the right to an identity – an official record of who they are. Governments should respect children’s right to a name, a nationality and family ties.

**Article 9 (Separation from parents):** Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

**Article 10 (Family reunification):** Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

**Article 11 (Kidnapping):** Governments should take steps to stop children being taken out of their own country illegally. This article is particularly concerned with parental abductions. The Convention’s Optional Protocol on the sale of children, child prostitution and child pornography has a provision that concerns abduction for financial gain.

**Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making – not give children authority over adults. Article 12 does not interfere with parents’ right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child’s participation in decisions must be appropriate to the child’s level of maturity. Children’s ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

**Article 13 (Freedom of expression):** Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

**Article 14 (Freedom of thought, conscience and religion):** Children have the right to think and believe what they want and to practise their religion, as long as they are

not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. Religious groups around the world have expressed support for the Convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the Convention recognizes that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The Convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others.

**Article 15 (Freedom of association):** Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

**Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

**Article 17 (Access to information; mass media):** Children have the right to get information that is important to their health and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children's books.

**Article 18 (Parental responsibilities; state assistance):** Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children – the Convention does not take responsibility for children away from their parents and give more authority to governments. It places a responsibility on governments to provide support services to parents, especially if both parents work outside the home.

**Article 19 (Protection from all forms of violence):** Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure

that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child’s level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.

**Article 20 (Children deprived of family environment):** Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

**Article 21 (Adoption):** Children have the right to care and protection if they are adopted or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.

**Article 22 (Refugee children):** Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

**Article 23 (Children with disabilities):** Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

**Article 24 (Health and health services):** Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.

**Article 25 (Review of treatment in care):** Children who are looked after by their local authorities, rather than their parents, have the right to have these living arrangements looked at regularly to see if they are the most appropriate. Their care and treatment should always be based on “the best interests of the child”. (see Guiding Principles, Article 3)

**Article 26 (Social security):** Children – either through their guardians or directly – have the right to help from the government if they are poor or in need.

**Article 27 (Adequate standard of living):** Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.

**Article 28: (Right to education):** All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

**Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

**Article 30 (Children of minorities/indigenous groups):** Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

**Article 31 (Leisure, play and culture):** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

**Article 32 (Child labour):** The government should protect children from work that is dangerous or might harm their health or their education. While the Convention protects children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the tasks they do be safe and suited to their level of development and comply with national labour laws. Children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play.

**Article 33 (Drug abuse):** Governments should use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

**Article 34 (Sexual exploitation):** Governments should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

**Article 35 (Abduction, sale and trafficking):** The government should take all measures possible to make sure that children are not abducted, sold or trafficked. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

**Article 36 (Other forms of exploitation):** Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

**Article 37 (Detention and punishment):** No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.

**Article 38 (War and armed conflicts):** Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or join the armed forces. The Convention's Optional Protocol on the involvement of children in armed conflict further develops this right, raising the age for direct participation in armed conflict to 18 and establishing a ban on compulsory recruitment for children under 18.



## Section C

**Article 39 (Rehabilitation of child victims):** Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

**Article 40 (Juvenile justice):** Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

**Article 41 (Respect for superior national standards):** If the laws of a country provide better protection of children's rights than the articles in this Convention, those laws should apply.

**Article 42 (Knowledge of rights):** Governments should make the Convention known to adults and children. Adults should help children learn about their rights, too. (See also article 4.)

**Articles 43–54 (implementation measures):** These articles discuss how governments and international organizations like UNICEF should work to ensure children are protected in their rights.

# Annexe 2.

## CRC – The aims of education

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***The Aims of Education : . 17/04/2001.***

***CRC/GC/2001/1. (General Comments)***

Convention Abbreviation: CRC

GENERAL COMMENT NO. 1  
The Aims of Education  
Article 29 (1)

(2001)

**Article 29 (1), Convention on the Rights of the Child**

"1. States Parties agree that the education of the child shall be directed to:

"(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

“(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

“(c) The development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

“(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

“(e) The development of respect for the natural environment.”

## Appendix

### GENERAL COMMENT 1 (2001): THE AIMS OF EDUCATION

#### The significance of article 29 (1)

1. Article 29, paragraph 1, of the Convention on the Rights of the Child is of far-reaching importance. The aims of education that it sets out, which have been agreed to by all States parties, promote, support and protect the core value of the Convention: the human dignity innate in every child and his or her equal and inalienable rights. These aims, set out in the five subparagraphs of article 29 (1) are all linked directly to the realization of the child’s human dignity and rights, taking into account the child’s special developmental needs and diverse evolving capacities. The aims are: the holistic development of the full potential of the child (29 (1) (a)), including development of respect for human rights (29 (1) (b)), an enhanced sense of identity and affiliation (29 (1) (c)), and his or her socialization and interaction with others (29 (1) (d)) and with the environment (29 (1) (e)).

2. Article 29 (1) not only adds to the right to education recognized in article 28 a qualitative dimension which reflects the rights and inherent dignity of the child; it also insists upon the need for education to be child-centred, child-friendly and empow-



ering, and it highlights the need for educational processes to be based upon the very principles it enunciates.(1) The education to which every child has a right is one designed to provide the child with life skills, to strengthen the child's capacity to enjoy the full range of human rights and to promote a culture which is infused by appropriate human rights values. The goal is to empower the child by developing his or her skills, learning and other capacities, human dignity, self-esteem and self-confidence. "Education" in this context goes far beyond formal schooling to embrace the broad range of life experiences and learning processes which enable children, individually and collectively, to develop their personalities, talents and abilities and to live a full and satisfying life within society.

3. The child's right to education is not only a matter of access (art. 28) but also of content. An education with its contents firmly rooted in the values of article 29 (1) is for every child an indispensable tool for her or his efforts to achieve in the course of her or his life a balanced, human rights-friendly response to the challenges that accompany a period of fundamental change driven by globalization, new technologies and related phenomena. Such challenges include the tensions between, *inter alia*, the global and the local; the individual and the collective; tradition and modernity; long- and short-term considerations; competition and equality of opportunity; the expansion of knowledge and the capacity to assimilate it; and the spiritual and the material.(2) And yet, in the national and international programmes and policies on education that really count the elements embodied in article 29 (1) seem all too often to be either largely missing or present only as a cosmetic afterthought.

4. Article 29 (1) states that the States parties agree that education should be directed to a wide range of values. This agreement overcomes the boundaries of religion, nation and culture built across many parts of the world. At first sight, some of the diverse values expressed in article 29 (1) might be thought to be in conflict with one another in certain situations. Thus, efforts to promote understanding, tolerance and friendship among all peoples, to which paragraph (1) (d) refers, might not always be automatically compatible with policies designed, in accordance with paragraph (1) (c), to develop respect for the child's own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own. But in fact, part of the importance of this provision lies precisely in its recognition of the need for a balanced approach to education and one which succeeds in reconciling diverse values through dialogue and respect for difference.

Moreover, children are capable of playing a unique role in bridging many of the differences that have historically separated groups of people from one another.

### The functions of article 29 (1)

5. Article 29 (1) is much more than an inventory or listing of different objectives which education should seek to achieve. Within the overall context of the Convention it serves to highlight, *inter alia*, the following dimensions.

6. First, it emphasizes the indispensable interconnected nature of the Convention's provisions. It draws upon, reinforces, integrates and complements a variety of other provisions and cannot be properly understood in isolation from them. In addition to the general principles of the Convention – non-discrimination (art. 2), the best interest of the child (art. 3), the right to life, survival and development (art. 6), and the right to express views and have them taken into account (art. 12) – many other provisions may be mentioned, such as but not limited to the rights and responsibilities of parents (arts. 5 and 18), freedom of expression (art. 13), freedom of thought (art. 14), the right to information (art. 17), the rights of children with disabilities (art. 23), the right to education for health (art. 24), the right to education (art. 28), and the linguistic and cultural rights of children belonging to minority groups (art. 30).

7. Children's rights are not detached or isolated values devoid of context, but exist within a broader ethical framework which is partly described in article 29 (1) and in the preamble to the Convention. Many of the criticisms that have been made of the Convention are specifically answered by this provision. Thus, for example, this article underlines the importance of respect for parents, of the need to view rights within their broader ethical, moral, spiritual, cultural or social framework, and of the fact that most children's rights, far from being externally imposed, are embedded within the values of local communities.

8. Second, the article attaches importance to the process by which the right to education is to be promoted. Thus, efforts to promote the enjoyment of other rights must not be undermined, and should be reinforced, by the values imparted in the educational process. This includes not only the content of the curriculum but also the educational processes, the pedagogical methods and the environment within which education takes place, whether it be the home, school, or elsewhere. Children do not lose their human rights by virtue of passing through the school gates. Thus, for example, education must

be provided in a way that respects the inherent dignity of the child and enables the child to express his or her views freely in accordance with article 12 (1) and to participate in school life. Education must also be provided in a way that respects the strict limits on discipline reflected in article 28 (2) and promotes non-violence in school. The Committee has repeatedly made clear in its concluding observations that the use of corporal punishment does not respect the inherent dignity of the child nor the strict limits on school discipline. Compliance with the values recognized in article 29 (1) clearly requires that schools be child-friendly in the fullest sense of the term and that they be consistent in all respects with the dignity of the child. The participation of children in school life, the creation of school communities and student councils, peer education and peer counselling, and the involvement of children in school disciplinary proceedings should be promoted as part of the process of learning and experiencing the realization of rights.

9. Third, while article 28 focuses upon the obligations of State parties in relation to the establishment of educational systems and in ensuring access thereto, article 29 (1) underlines the individual and subjective right to a specific quality of education. Consistent with the Convention's emphasis on the importance of acting in the best interests of the child, this article emphasizes the message of child-centred education: that the key goal of education is the development of the individual child's personality, talents and abilities, in recognition of the fact that every child has unique characteristics, interests, abilities, and learning needs.<sup>(3)</sup> Thus, the curriculum must be of direct relevance to the child's social, cultural, environmental and economic context and to his or her present and future needs and take full account of the child's evolving capacities; teaching methods should be tailored to the different needs of different children. Education must also be aimed at ensuring that essential life skills are learnt by every child and that no child leaves school without being equipped to face the challenges that he or she can expect to be confronted with in life.

Basic skills include not only literacy and numeracy but also life skills such as the ability to make well-balanced decisions; to resolve conflicts in a non-violent manner; and to develop a healthy lifestyle, good social relationships and responsibility, critical thinking, creative talents, and other abilities which give children the tools needed to pursue their options in life.

10. Discrimination on the basis of any of the grounds listed in article 2 of the Convention, whether it is overt or hidden, offends the human dignity of the child and is capable of undermining or even destroying the capacity of the child to benefit from

educational opportunities. While denying a child's access to educational opportunities is primarily a matter which relates to article 28 of the Convention, there are many ways in which failure to comply with the principles contained in article 29 (1) can have a similar effect. To take an extreme example, gender discrimination can be reinforced by practices such as a curriculum which is inconsistent with the principles of gender equality, by arrangements which limit the benefits girls can obtain from the educational opportunities offered, and by unsafe or unfriendly environments which discourage girls' participation. Discrimination against children with disabilities is also pervasive in many formal educational systems and in a great many informal educational settings, including in the home.<sup>(4)</sup> Children with HIV/AIDS are also heavily discriminated against in both settings.<sup>(5)</sup> All such discriminatory practices are in direct contradiction with the requirements in article 29 (1) (a) that education be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential.

11. The Committee also wishes to highlight the links between article 29 (1) and the struggle against racism, racial discrimination, xenophobia and related intolerance. Racism and related phenomena thrive where there is ignorance, unfounded fears of racial, ethnic, religious, cultural and linguistic or other forms of difference, the exploitation of prejudices, or the teaching or dissemination of distorted values. A reliable and enduring antidote to all of these failings is the provision of education which promotes an understanding and appreciation of the values reflected in article 29 (1), including respect for differences, and challenges all aspects of discrimination and prejudice. Education should thus be accorded one of the highest priorities in all campaigns against the evils of racism and related phenomena. Emphasis must also be placed upon the importance of teaching about racism as it has been practised historically, and particularly as it manifests or has manifested itself within particular communities. Racist behaviour is not something engaged in only by "others". It is therefore important to focus on the child's own community when teaching human and children's rights and the principle of non-discrimination. Such teaching can effectively contribute to the prevention and elimination of racism, ethnic discrimination, xenophobia and related intolerance.

12. Fourth, article 29 (1) insists upon a holistic approach to education which ensures that the educational opportunities made available reflect an appropriate balance between promoting the physical, mental, spiritual and emotional aspects of education, the intellectual, social and practical dimensions, and the childhood and lifelong aspects. The overall objective of education is to maximize the child's ability and oppor-

tunity to participate fully and responsibly in a free society. It should be emphasized that the type of teaching that is focused primarily on accumulation of knowledge, prompting competition and leading to an excessive burden of work on children, may seriously hamper the harmonious development of the child to the fullest potential of his or her abilities and talents. Education should be child-friendly, inspiring and motivating the individual child. Schools should foster a humane atmosphere and allow children to develop according to their evolving capacities.

13. Fifth, it emphasizes the need for education to be designed and provided in such a way that it promotes and reinforces the range of specific ethical values enshrined in the Convention, including education for peace, tolerance, and respect for the natural environment, in an integrated and holistic manner. This may require a multidisciplinary approach. The promotion and reinforcement of the values of article 29 (1) are not only necessary because of problems elsewhere, but must also focus on problems within the child's own community. Education in this regard should take place within the family, but schools and communities must also play an important role.

For example, for the development of respect for the natural environment, education must link issues of environment and sustainable development with socio-economic, sociocultural and demographic issues. Similarly, respect for the natural environment should be learnt by children at home, in school and within the community, encompass both national and international problems, and actively involve children in local, regional or global environmental projects.

14. Sixth, it reflects the vital role of appropriate educational opportunities in the promotion of all other human rights and the understanding of their indivisibility. A child's capacity to participate fully and responsibly in a free society can be impaired or undermined not only by outright denial of access to education but also by a failure to promote an understanding of the values recognized in this article.

### **Human rights education**

15. Article 29 (1) can also be seen as a foundation stone for the various programmes of human rights education called for by the World Conference on Human Rights, held in Vienna in 1993, and promoted by international agencies. Nevertheless, the rights of the child have not always been given the prominence they require in the context of such activities. Human rights education should provide information on the content

of human rights treaties. But children should also learn about human rights by seeing human rights standards implemented in practice, whether at home, in school, or within the community. Human rights education should be a comprehensive, life-long process and start with the reflection of human rights values in the daily life and experiences of children.(6)

16. The values embodied in article 29 (1) are relevant to children living in zones of peace but they are even more important for those living in situations of conflict or emergency. As the Dakar Framework for Action notes, it is important in the context of education systems affected by conflict, natural calamities and instability that educational programmes be conducted in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict.(7) Education about international humanitarian law also constitutes an important, but all too often neglected, dimension of efforts to give effect to article 29 (1).

### **Implementation, monitoring and review**

17. The aims and values reflected in this article are stated in quite general terms and their implications are potentially very wide ranging. This seems to have led many States parties to assume that it is unnecessary, or even inappropriate, to ensure that the relevant principles are reflected in legislation or in administrative directives. This assumption is unwarranted. In the absence of any specific formal endorsement in national law or policy, it seems unlikely that the relevant principles are or will be used to genuinely inform educational policies. The Committee therefore calls upon all States parties to take the necessary steps to formally incorporate these principles into their education policies and legislation at all levels.

18. The effective promotion of article 29 (1) requires the fundamental reworking of curricula to include the various aims of education and the systematic revision of textbooks and other teaching materials and technologies, as well as school policies. Approaches which do no more than seek to superimpose the aims and values of the article on the existing system without encouraging any deeper changes are clearly inadequate. The relevant values cannot be effectively integrated into, and thus be rendered consistent with, a broader curriculum unless those who are expected to transmit, promote, teach and, as far as possible, exemplify the values have themselves been convinced of their importance. Pre-service and in-service training schemes which promote the principles reflected in article 29 (1) are thus essential for teachers, educational administrators

and others involved in child education. It is also important that the teaching methods used in schools reflect the spirit and educational philosophy of the Convention on the Rights of the Child and the aims of education laid down in article 29 (1).

19. In addition, the school environment itself must thus reflect the freedom and the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin called for in article 29 (1) (b) and (d). A school which allows bullying or other violent and exclusionary practices to occur is not one which meets the requirements of article 29 (1). The term “human rights education” is too often used in a way which greatly oversimplifies its connotations. What is needed, in addition to formal human rights education, is the promotion of values and policies conducive to human rights not only within schools and universities but also within the broader community.

20. In general terms, the various initiatives that States parties are required to take pursuant to their Convention obligations will be insufficiently grounded in the absence of widespread dissemination of the text of the Convention itself, in accordance with the provisions of article 42. This will also facilitate the role of children as promoters and defenders of children’s rights in their daily lives. In order to facilitate broader dissemination, States parties should report on the measures they have taken to achieve this objective and the Office of the High Commissioner for Human Rights should develop a comprehensive database of the language versions of the Convention that have been produced.

21. The media, broadly defined, also have a central role to play, both in promoting the values and aims reflected in article 29 (1) and in ensuring that their activities do not undermine the efforts of others to promote those objectives. Governments are obligated by the Convention, pursuant to article 17 (a), to take all appropriate steps to “encourage the mass media to disseminate information and material of social and cultural benefit to the child”.(8)

22. The Committee calls upon States parties to devote more attention to education as a dynamic process and to devising means by which to measure changes over time in relation to article 29 (1). Every child has the right to receive an education of good quality which in turn requires a focus on the quality of the learning environment, of teaching and learning processes and materials, and of learning outputs. The Committee notes the importance of surveys that may provide an opportunity to assess the

progress made, based upon consideration of the views of all actors involved in the process, including children currently in or out of school, teachers and youth leaders, parents, and educational administrators and supervisors. In this respect, the Committee emphasizes the role of national-level monitoring which seeks to ensure that children, parents and teachers can have an input in decisions relevant to education.

23. The Committee calls upon States parties to develop a comprehensive national plan of action to promote and monitor realization of the objectives listed in article 29 (1). If such a plan is drawn up in the larger context of a national action plan for children, a national human rights action plan, or a national human rights education strategy, the Government must ensure that it nonetheless addresses all of the issues dealt with in article 29 (1) and does so from a child-rights perspective. The Committee urges that the United Nations and other international bodies concerned with educational policy and human rights education seek better coordination so as to enhance the effectiveness of the implementation of article 29 (1).

24. The design and implementation of programmes to promote the values reflected in this article should become part of the standard response by Governments to almost all situations in which patterns of human rights violations have occurred. Thus, for example, where major incidents of racism, racial discrimination, xenophobia and related intolerance occur which involve those under 18, it can reasonably be presumed that the Government has not done all that it should to promote the values reflected in the Convention generally, and in article 29 (1) in particular. Appropriate additional measures under article 29 (1) should therefore be adopted which include research on and adoption of whatever educational techniques might have a positive impact in achieving the rights recognized in the Convention.


25. States parties should also consider establishing a review procedure which responds to complaints that existing policies or practices are not consistent with article 29 (1). Such review procedures need not necessarily entail the creation of new legal, administrative, or educational bodies. They might also be entrusted to national human rights institutions or to existing administrative bodies. The Committee requests each State party when reporting on this article to identify the genuine possibilities that exist at the national or local level to obtain a review of existing approaches which are claimed to be incompatible with the Convention. Information should be provided as to how such reviews can be initiated and how many such review procedures have been undertaken within the reporting period.



26. In order to better focus the process of examining States parties' reports dealing with article 29 (1), and in accordance with the requirement in article 44 that reports shall indicate factors and difficulties, the Committee requests each State party to provide a detailed indication in its periodic reports of what it considers to be the most important priorities within its jurisdiction which call for a more concerted effort to promote the values reflected in this provision and to outline the programme of activities which it proposes to take over the succeeding five years in order to address the problems identified.

27. The Committee calls upon United Nations bodies and agencies and other competent bodies whose role is underscored in article 45 of the Convention to contribute more actively and systematically to the Committee's work in relation to article 29 (1).

28. Implementation of comprehensive national plans of action to enhance compliance with article 29 (1) will require human and financial resources which should be available to the maximum extent possible, in accordance with article 4. Therefore, the Committee considers that resource constraints cannot provide a justification for a State party's failure to take any, or enough, of the measures that are required. In this context, and in light of the obligations upon States parties to promote and encourage international cooperation both in general terms (arts. 4 and 45 of the Convention) and in relation to education (art. 28 (3)), the Committee urges States parties providing development cooperation to ensure that their programmes are designed so as to take full account of the principles contained in article 29 (1).



# Annexe 3.

## School self-audit

### The self-audit tool

*This self-audit tool is an ideal way to measure how far (or near!) your school is from meeting the standards on making children safe, and where you need to improve.*

*The material has been adapted for use as a school audit tool for child protection from the Keeping children Safe toolkit<sup>1</sup>.*

### Using Checkpoints

The checkpoints below are designed to draw out an explicit list of the minimum requirements (criteria) that all schools committed to protecting children should be striving to meet. However, depending on the context, environment and conditions you work in, some of the checkpoints may seem more relevant than others. This self-audit tool will be a useful guide and you may wish to delete or add criteria to ensure relevance to your particular school environment (the self-audit web allows for additional criteria).

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<sup>1</sup> <http://www.keepingchildrensafe.org.uk>

Before you start, take and date a copy of the questionnaire and then follow the steps outlined below. You can then keep a record in order to review your progress at a later date (at least every two years).

The self-audit tool asks you to think about six different areas of your school:

1. children and the school
2. policies and procedures
3. preventing harm to children
4. implementation and training
5. information and communication
6. monitoring and review.

There are six statements/standards within each area. Read each statement and decide whether each statement is:

- A. in place
- B. partially done
- C. not in place

Tick the A, B or C box as appropriate.

	<b>Children and the school</b>	<b>A</b>	<b>B</b>	<b>C</b>
1.	The school is very clear about its responsibility to protect children and makes this known to all who come into contact with it.			
2.	The way educational staff and other representatives behave towards children suggests they are committed to protecting children from abuse.			
3.	There is good awareness of the UN Convention of the Rights of the Child (UNCRC) or other children's rights instruments, and this is seen as a basis for child protection in the school.			
4.	The school manager and senior staff such as headmasters ensure children are listened to and consulted, and that their rights are met.			
5.	The school makes it clear that all children have equal rights to protection.			
6.	The school manages children's behaviour in ways which are non-violent and do not degrade or humiliate them.			

## Section C

	<b>Policies and procedures that help keep children safe</b>	<b>A</b>	<b>B</b>	<b>C</b>
1.	The school has a written child protection policy or has some clear arrangements to make sure that children are kept safe from harm.			
2.	The policy or arrangements are approved and endorsed by the relevant management bodies.			
3.	The policy or arrangements have to be followed by everyone.			
4.	There are clear child protection procedures in place that provide step-by-step guidance on what action to take if there are concerns about a child's safety or welfare.			
5.	There is a named child protection person/s with clearly defined role and responsibilities.			
6.	The child protection procedures also take account of local circumstances.			
	<b>Preventing harm to children</b>	<b>A</b>	<b>B</b>	<b>C</b>
1.	There are policies and procedures or agreed ways of recruiting representatives and for assessing their suitability to work with children, including where possible police and reference checks.			
2.	There are some written guidelines for behaviour or some way of describing to staff and other representatives what behaviour is acceptable and unacceptable, especially when it comes to contact with children.			
3.	The consequences of breaking the guidelines on behaviour are clear and linked to school disciplinary procedures.			
4.	Guidance exists on appropriate use of information technology such as the internet, websites, cameras etc to ensure that children are not put at risk.			
5.	Where there is direct responsibility for running/providing activities, including residential care, children are adequately supervised and protected at all times.			
6.	There are well-publicised ways in which staff/ representatives can raise concerns, confidentially if necessary, about unacceptable behaviour by other educational staff or school representatives.			

<b>Implementation and training</b>		<b>A</b>	<b>B</b>	<b>C</b>
1.	There is clear guidance to staff, partners and other organisations (including partners such as police within the school) on how children will be kept safe.			
2.	Child protection must be applied in ways that are culturally sensitive but without condoning acts that are harmful to children.			
3.	There's a written action plan on what steps will be taken to protect children.			
4.	All members of staff and volunteers have training on child protection when they join the school. It includes an introduction to the school's child protection policy and procedures and the signing of the child protection declaration form.			
5.	All members of staff and other representatives are provided with opportunities to learn about how to recognise and respond to concerns about child abuse and other child protection issues.			
6.	Work has been undertaken with all school partners to agree about good practice expectations based on these standards.			
<b>Information and communication</b>		<b>A</b>	<b>B</b>	<b>C</b>
1.	Children are made aware of their right to be safe from abuse.			
2.	Everyone in the school knows which named staff member has special responsibilities for keeping children safe and how to contact them.			
3.	Contact details are readily available for local child protection resources, safe places, national authorities and emergency medical help.			
4.	Children are provided with information on where to go to for help and advice in relation to abuse, harassment and bullying.			
5.	Contacts are established at a national and/or local level with the relevant child protection/welfare agencies as appropriate.			
6.	Staff members with special responsibilities for keeping children safe have access to specialist advice, support and information.			

	Monitoring and review	A	B	C
1.	Arrangements are in place to monitor compliance with child protection measures put in place by the school.			
2.	Steps are taken to regularly ask children and parents/carers their views on policies and practices aimed at keeping children safe and the effectiveness of these.			
3.	The school uses the experience of operating child protection to influence policy and practice development.			
4.	All incidents, allegations of abuse and complaints are recorded and monitored according to the child protection case management system for schools.			
5.	Policies and practices are reviewed at regular intervals, ideally at least every three years; and internal and external audits are taking place.			
6.	Children and parents/carers are consulted as part of these reviews of safeguarding policies and practices.			

### The self-audit web

When you have finished the self-audit tool, transfer your answers to the web using different coloured pens or three different kinds of shading. The self-audit web lets you make a diagram of your school, showing how well your school is doing in making children safe, and where you need to take further action. Use a different colour, or different kind of shading for A, B and C.

Please note that this web reflects the standards outlined in Chapter 7. They have been grouped into six categories to make it easier. The aim of this exercise is to map out any gaps in each of the six sections. Once the key criteria above have been read and ticked as either: **in place**, **partially done** or **not in place**, transfer the results to the web using the shading key below. The web illustrates visually the stage reached by the school in safeguarding children, highlights where further action needs to be taken. Please note that there is no intended hierarchical progression from 1 – 6; the aim rather of this exercise is to reveal any gaps.

# Annexe 4.

## Checklist for child protection in schools

### 1. General information

Town:

Name of the school:

Name of the CPS/ FPP in charge of the school:

Name of CPS supervisor:

Name of the school director:

### 2. Child protection framework for schools

#### Stage 1: Setting up the framework

To do	Indicator		Date
1. Self-audit is filled out.	– Copy of school self-audit	<input type="checkbox"/>	
2. Task force group for child protection is in place.	– List of names of key people involved	<input type="checkbox"/>	
	– Meeting reports	<input type="checkbox"/>	
3. School action plan is elaborated.	– Copy of school child protection action plan	<input type="checkbox"/>	

## Section C

To do	Indicator		Date
4. The school has the standardized child protection policy.	– Copy of child protection policy in Albanian (only if modifications have been made to the standardized policy of CPM).	<input type="checkbox"/> <input type="checkbox"/>	
5. Approval and review of child protection policy and procedures.	– Copy of the policy and procedures signed by the management board of the school; – A record of a date already set to review child protection procedures and who is responsible.	<input type="checkbox"/> <input type="checkbox"/>	
6. Information on child protection procedures.	– A document providing information on CP procedures is designed, including the name of the child protection specialist (FPP/CPS) and a case reporting flow chart.	<input type="checkbox"/>	
7. Recruitment procedures are in place and applied.	– A copy of agreed methods for recruiting procedures according to CPM.	<input type="checkbox"/>	
8. The school has written guidelines for behaviour.	A copy of the three guidelines: – educational staff to student; – student to student; – guidance on physical contact.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. CPP declaration is designed.	– Copy of the CPP declaration (only if modifications have been made to the standardized declaration in CPM).	<input type="checkbox"/>	
10. School child protection file confidentiality is applied.	– A secure place for file storing is identified; – Confidentiality and access to file information is clarified among key actors.	<input type="checkbox"/> <input type="checkbox"/>	
11. Regular internal and external audit is set up.	– Copy of a document providing information on when and by whom the internal and external audit of the CP system will be carried out.	<input type="checkbox"/>	



## Stage 2: Implementation of child protection measures

To do	Indicator		Date
12. Educational staff are trained on how to recognise child protection concerns.	– List of awareness raising workshop dates and topics.	<input type="checkbox"/>	
13. Parents are trained on how to recognise child protection concerns.	– List of awareness raising workshop dates and topics.	<input type="checkbox"/>	
14. Pupils are trained on how to recognise child protection concerns.	– List of awareness raising workshop dates and topics.	<input type="checkbox"/>	
15. Child protection procedures have been communicated to: students	– Copy of written communication materials and communication channels used, – Copies of information for children about sources of support.	<input type="checkbox"/> <input type="checkbox"/>	
16. Child protection procedures have been communicated to: educational staff	– Copy of written communication materials and communication channels used; – Copies of information for educational staff about sources of support, e.g. list of contacts for specialist advice and information.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
17. Child protection procedures have been communicated to: parents	– Copy of written communication materials and communication channels used; – Copies of information for parents about sources of support.	<input type="checkbox"/> <input type="checkbox"/>	
18. A child protection declaration is signed by all educational staff members.	– Copy of CPP declaration signed by all school staff members.	<input type="checkbox"/>	
19. Visual accessibility of the CP policy and procedures in school.	– The CP policy and procedures are visualized in the school house.	<input type="checkbox"/>	
20. A behaviour declaration is visualized in each classroom and school building.	– All classrooms have behaviour guidelines and consequences that are applied with consistency; – The school house has visualized its behaviour guidelines.	<input type="checkbox"/> <input type="checkbox"/>	

## Section C

To do	Indicator		Date
21. Child Protection case reporting system is in place.	<ul style="list-style-type: none"> <li>– Written evidence of how CP issues are dealt with in the school, and a timetable for reviews (CM meetings);</li> <li>– Examples of forms for recording details of CP incidents (CP tools for single case management);</li> <li>– Summary of the number of incidents and complaints (monthly case management reports);</li> <li>– Community mapping of CPU on child protection stakeholders;</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
22. Measures have been undertaken to improve the child friendliness of the school environment.	– List of events and measures undertaken.	<input type="checkbox"/>	
23. Weekly peer counselling sessions for case discussions are taking place on a regular basis.	– List of cases discussed (see detailed list below).	<input type="checkbox"/>	
24. Fortnightly CM supervision meetings take place on a regular basis.	– List of CP meetings (see detailed list below).	<input type="checkbox"/>	
25. School child protection watch groups are in place.	<ul style="list-style-type: none"> <li>– Names of group members;</li> <li>– Activities and meetings carried out by the group.</li> </ul>	<input type="checkbox"/>	

### Stage 3: Evaluation

Impact evaluation	Indicators	
26. 70% of the students are aware of the child protection policy, procedures and behaviour guidelines and consequences.	Survey	<input type="checkbox"/>
27. 100% of the educational staff are aware of the child protection policy, procedures and behaviour guidelines and consequences.	Survey	<input type="checkbox"/>
28. 50% of the parents are aware of the child protection policy, procedures and behaviour guidelines and consequences.	Survey	<input type="checkbox"/>

Impact evaluation	Indicators	
29. Quality of child protection response has improved.	Internal audit	<input type="checkbox"/>
30. Quality of child protection response has improved.	External audit	<input type="checkbox"/>
31. Well-being of children has improved.	Questionnaire	<input type="checkbox"/>
32. Capacity for class room management of teachers has improved.	Evaluation	<input type="checkbox"/>
33. Positive parenting skills of parents have improved.	Questionnaire	<input type="checkbox"/>

### 3. Child Protection Case management system for schools

#### Single case management overview

Date	New cases (II)	Ongoing (IV)	Referred (V)	Closed (VIII)	Total open files (IX)
May 2007					
June 2007					
July 2007					
May 2007					
June 2007					
July 2007					
August 2007					
September 2007					
October 2007					
November 2007					
December 2007					
January 2008					
February 2008					
March 2008					
April 2008					
May 2008					
June 2008					

**List of weekly peer counselling sessions attended by the CPS in charge of the school**

Date	Case discussed (file number)	Presented by

**Supervision Case Management meetings between CPS and supervisor**

Date	List of case files discussed (by priority 1, 2, 3, 4)	Total number of cases

**Internal and external audits**

Last date of external audit	Name, position, organization
Last date of internal audit	Name, position, organization

**4. School child protection activities**

**a. Awareness raising workshops on child protection issues with parents**

Date	Topic	Number of parents present

**b. Awareness raising workshops on child protection issues with teachers**

Date	Topic	Number of teachers present*

**c. Awareness raising workshops on child protection issues with pupils**

Date	Topic	Number of pupils present

**d. School child protection watch group activities**

Date	Target population	Type of activity	Topic	Number of participants

**e. Measures undertaken to improve the child friendliness of the school**

**Annexe 5.**  
**School Child Protection policy  
and procedures**

**Republic of Albania  
Ministry of  
EDUCATION AND SCIENCE**



**CHILD PROTECTION PROCEDURES  
&  
SUPPORT MATERIALS  
for schools**

# CONTENTS

## PROCEDURES

1. Management responsibilities
2. Recruitment and Selection
3. Developing Management Systems
4. Raising and Reporting Concerns
5. Implementing the School Child Protection Policy
6. Implementation Planning and Monitoring tools
7. Format for Reporting Progress

## SUPPORT MATERIALS

1. Briefing Paper 1: on school commitment to Child Protection
2. Briefing Paper 2: on school Child Protection Policy
3. Briefing Paper 3: on the Universal Categories of Child Abuse
4. Code of Conduct
5. Raising & Reporting Concerns Framework

## 1. Roles and responsibilities

**School board:** by mandate from the Ministry of Education and Science, the school management board has overall responsibility for the school Child Protection Policy and Procedure implementation.

**School directors:** are responsible for determining policy and good practice.

**Child Protection Specialists within schools:** are responsible for the day to day operation of the Child Protection procedures in accordance with the policy.

**School educational staff members:** have the duty to adhere to the child protection policy and procedures.

The “(name of the school to be inserted) school” sets out clear responsibilities for all school staff to ensure implementation of the **Child Protection Policy** is carried out across the school environment. The school director with the support of the school child protection specialist has direct responsibility for ensuring all individuals, whatever their status and role, who come into contact with children receive full awareness training in this policy and its accompanying procedures. Records of training should be compiled for subsequent monitoring purposes, and can be used to partly determine the effectiveness of policy implementation during evaluation.

Where concerns of child abuse arise the school director has the responsibility to ensure that mandatory internal reporting is undertaken to protect the child. He or she must also decide on the correct course of action, based on this policy and its accompanying procedures, how best to deal with the specific case. In all cases the “best interest of the child” shall be considered above anything else.

### Employees (and others)

All school employees and others should be aware, through this policy document, of their responsibilities and duty of care to ensure child abuse is prevented. In addition, employees and others should also be aware of their pre-determined role in protecting children and responsibility for mandatory reporting concerns where witnessing, allegations, disclosures or suspicion of child abuse or other child protection concerns occur. The schools **Code of Conduct** sets out the specific behaviour requirements of all employees and others along with what is, and is not, considered acceptable behav-



our with children. Where employees and others are considered to engage in high risk behaviour in their professional and/or private lives, thus breaking the Code of Conduct, the code will be strictly enforced through disciplinary procedures to ensure the highest moral and ethical standards of the school are upheld.

**Where concerns of child abuse arise, the “(insert the name of your school)” will consider its legal obligations to report those concerns to relevant, competent authorities and terminate employment.**

## 2. Recruitment and selection

Evidence suggests that individuals predisposed, intentionally or unintentionally, to abusing children, sexually, physically and/or emotionally often target organisations working with children such as schools.

While recruitment and selection processes cannot provide fail-safe guarantees, nevertheless rigorous procedures emphasising the importance of child protection can reduce the risk by acting as a deterrent and by helping to detect those presenting a potential risk to children.

**Information to all applicants for a position within the school includes;**

- Briefing paper 1 - Commitment to Child Protection
- Briefing paper 2 - Key Messages of the School Child Protection Policy
- Code of Conduct
- Child protection statement in advertisement for post
- Child protection statement and specific responsibilities included in the job description

**At interview:**

- passport plus one other form of identification,
- resolution of employment gaps,
- questions on convictions and disciplinary record,
- questions on child protection issues relevant to the role,
- criminal record check if possible,
- two reference checks,
- original evidence of qualifications claimed on application form,
- job history check.

### 3. Developing child protection management systems

#### Management culture

It is essential for school directors to develop an open and aware culture whereby educational staff and others can raise concerns about child abuse, and be confident of a positive response from school directors and child protection specialists regarding the concern itself and support for their needs if necessary. An open and aware culture is vital in establishing a child protective environment and is demonstrated by:

- listening and responding to concerns raised by employees and others including children,
- regular opportunities for informal discussions,
- observing and responding to signs of anxiety and stress,
- raising concerns on sensitive matters,
- providing support to individuals in difficult circumstances,
- giving and receiving critical feedback,
- clear and open communication,
- making decisions and taking actions when concerns are raised.

The school board has a responsibility to assess the management culture and ensure an enabling environment exists for the effective implementation of the Child Protection Policy. Raising and reporting concerns, albeit no doubt one of the most difficult steps to take, is crucial to dealing with concerns of child abuse. Consequently, employees and others must feel that a positive and supportive environment exists.

During the implementation discussions emphasis should be placed on the criteria set out above which describes an open and aware management culture, and what will need to change to develop a culture in line with this policy. The management culture will also need to reflect awareness of the issues of child abuse by challenging bad practice and adopting a risk management approach. Attention is drawn to procedures of the Code of Conduct and the need to provide support to employees and others in order for them to meet the requirements of the policy.

#### Support and development of employees and others

##### Systems

Recruitment, induction, supervision, meetings and debriefing are examples of the systems whereby school directors with the support of the school child protection special-

ist have a responsibility to ensure child protection issues are mainstreamed and fully integrated. These responsibilities can be summarised as follows;

- A minimum requirement of awareness raising and information on the child protection policy; specific local procedures should be incorporated into induction training for new employees and existing employees;
- For employees with direct contact with children: regular supervision and support meetings will be the forum to discuss practical questions of child protection;
- Regular opportunities to discuss concerns will help develop an open and aware culture, and raise issues at an early stage.

### Support

Where concerns and sensitive child protection matters arise, the "(insert name of the school)" has a duty to provide support to employees and others e.g. through training or via access to professional support and counselling, ensuring that;

- Employees and others have access and support in raising and reporting concerns on child abuse, and challenging bad practice;
- Concerns are listened to and responded to in a positive manner;
- Actions taken are discussed (in compliance with the policy) and agreed to with school management;
- Reports and information are treated with confidentiality, and only forwarded on a 'need to know' basis.

As part of the implementation process, existing systems for the support and development of employees and others should be assessed with a view to incorporating requirements of the Child Protection Policy.

## 4. Raising and reporting concerns

Any person working or coming into contact with children, supported or attending an event organised by the "(insert name)" school, has a responsibility to raise and report concerns on the safety or welfare of the children. Employees and others should report concerns directly to the school child protection specialist.

School directors have a responsibility to ensure that a clear, detailed reporting mechanism (e.g. Raising Concerns Framework) by which concerns can be raised quickly and effectively is in place, visible and translated into understandable language for each target population.

The “(insert name)” school will ensure the interests of anyone reporting such concerns are properly protected, and that all reports **made in good faith** will be viewed as evidence of the individual's concern for the best interest of the child and the school. This will remain the case regardless of the outcome of any subsequent investigation.

## 5. Implementing the child protection policy

There are three main elements to the effective implementation of the policy and they are;

- raising awareness of the policy,
- developing and implementing local procedures,
- developing and implementing management systems.

The School Child Protection Policy, procedures and support materials should be disseminated to all internal (educational staff, students etc.) and external groups (parents, community partners etc.). A process of formal briefings should be the main tool for disseminating the policy, along with discussions, presentations and development of local procedures and support materials. Emphasis should be placed on all employees and others becoming aware of the content of the policy and the requirement it places upon them in protecting children. Discussion should be encouraged to determine specific obstacles to overcome in the development of local procedures.

### Formal briefings

All employees should be formally briefed by the school child protection specialist with the support of the school director. This briefing should include a discussion period where issues and concerns can be raised. Where questions are raised they should be dealt with during the discussion period. However if major concerns are raised that cannot be dealt with, these should be noted and brought to the attention of the school director.

## 6. Implementation planning and monitoring tools

A school child protection action plan and support materials are designed to assist the implementation process of the School Child Protection policy and standards. They provide the basis for monitoring and reporting progress towards full implementation.

Action Planning Sheets summarise the main requirements and management responsibilities for implementing and operating under the policy.

The school case monitoring system for child protection issues serves as a management tool and for the establishment of national child protection statistics.

## 7. Format for reporting progress

Implementation of the Child Protection Policy is subject to a monitoring process. This tool is important in order to;

- ensure full implementation across the school,
- raise practical difficulties in implementing the policy,
- identify support needs for implementation and operation,
- assist with evaluation and review of the policy,
- ensure gathering information on the policy in practice.

Progress reports are required at six month intervals following the launch of the policy. The first report identifies implementation activities carried out and planned. It is an opportunity to raise immediate issues or support needs for implementation of the policy.

The six month report should detail the overall experience of the implementation process, lessons learned and issues for future consideration and support.

The Checklist for child protection in schools can help to structure, monitor and evaluate the implementation process of the child protection policy and procedures.

The above mentioned report should be submitted to the School management board and the Regional Education Department.

## Briefing paper 1: SCHOOL COMMITMENT TO CHILD PROTECTION

***The (insert name) school believes that a child's rights and welfare are paramount. The priority of the school is to promote the rights of the child and safeguard his/her welfare, taking into consideration the child's feelings and needs arising from race, religion, ethnicity and language.***

The (insert name) school has developed this policy as a statement of intention towards safeguarding the welfare of children in its care.

It is the policy of (inset name) school to protect children's rights which includes the prevention of abuse in all forms: physical, emotional and sexual abuse. The school recognises abuse of children occurs in all societies, in all cultures and historically in many organisations and institutions. The school therefore will seek out and fight the ignorance, secrecy and harm that accompany child abuse wherever it occurs and whenever the school encounters it. The (insert name) school is working towards creating an environment of child protection by raising awareness through advocacy, giving a voice to children through empowerment, training educational staff and parents in both the prevention of child abuse and recognising the signs of child abuse and reporting and dealing with it.

The (insert name) schools' commitment to child protection can be summarised as follows;

- **Prevention** – By raising awareness of child abuse and risks to children through the implementation of this policy.
- **Protection** – Minimising the risks to children by risk assessment of all positions where contact with children occurs, and promoting awareness of child abuse. Applying 'best practice' in recruitment and selection. Protecting and supporting children, employees and others where suspicion, allegations, disclosure and witnessing of child abuse occurs.
- **Rehabilitation and integration** – Raising concerns and reporting suspicions, allegations, disclosures and witnessing of child abuse internally within the school and, where appropriate, to relevant competent authorities. Knowing beforehand, what steps to take and whom to contact, in the event of child protection concerns. Protecting and supporting children, employees and others experiencing child abuse through psychological, medical and legal means where necessary.

## Briefing paper 2:

### KEY MESSAGES OF THE SCHOOL CHILD PROTECTION POLICY

*It is the policy of the (insert name) school to protect children's rights which includes the prevention of child abuse in all forms: neglect, physical, emotional and sexual abuse. The school recognises abuse of children occurs in all societies and cultures, and historically in many organisations. It is therefore logical that employees and others are likely to be faced with concerns of abuse at some point.*

#### Aims

The School Child Protection Policy aims to;

- Raise awareness throughout the school environment about child abuse.
- Provide guidance to employees and others and define expectations in dealing with preventing, raising, reporting and responding to concerns of child abuse.
- Reduce the risk of child abuse through the recruitment and selection of employees and others.
- Reduce the risk of child abuse by developing an open and aware management culture within the school and in the work with children.

#### Key messages

The (insert name) schools Child Protection Policy states;

- (Insert name) determines to promote the rights of the child in its programmes and activities and therefore determines to fight child abuse as a major issue.
- All employees and others at the (insert name) school are clear about their roles and responsibilities in the prevention of child abuse.
- All employees and others at the (insert name) school are clear about how to receive, respond to, and report and receive concerns of child abuse should they arise.

#### Developments

##### □ What effect does the policy have on employees and others?

- Recruitment and selection procedures will be continually updated/improved.
- Formal briefings and raising awareness will be aimed at all employees and others.
- School directors with the support of the school child protection specialist are responsible for the implementation of the policy.
- Reporting of concerns of child abuse are mandatory for all employees and others.
- Procedures for raising and reporting concerns of child abuse are developed and continuously reinforced.

## Briefing paper 3: UNIVERSAL CATEGORIES OF CHILD ABUSE

The four universal categories of child abuse are defined as follows and act as a reference;

- **Sexual abuse**

Actual or threatened sexual exploitation of a child including all forms of sexual activity such as rape, incest and pornography.

- **Physical injury**

Actual or likely physical injury to any child or a failure to prevent physical injury or suffering.

- **Neglect**

The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger including cold or starvation; failure to carry out important aspects of care resulting in the impairment of the child's health or development.

- **Emotional abuse**

Actual or likely severe adverse effects on the emotional and behavioural development of a child, caused by persistent or severe emotional ill-treatment or rejection. All abuse involves emotional ill-treatment.

**For more information please consult the Child Protection Handbook.**

## 4. Code of Conduct

### Introduction

The Code of Conduct is a statement of the professional expectations the school has of its employees and others when they come into contact with children in the course of their work. All employees and others in contact with children shall be aware of its



requirements. They should bear in mind that a “Duty of Care” exists whereby employees and others not only have to apply principles of good practice in their work with children, but in addition have a responsibility and legal duty to ensure the protection and safety of children in their care. Children are vulnerable to the risk of harm from a variety of sources, and employees and others have a responsibility to reduce risk by challenging bad practice, thereby identifying and mitigating risks to children with whom they work.

For child abuse to take place, particularly sexual abuse, the child and the adult(s) will generally be alone and away from public view. Thus the best defence for employees and others is to avoid situations in which contact and behaviour cannot be observed.

The Code of Conduct represents a general framework for adult behaviour and contact with children other than their own. Employees and others are required to operationalise the Code of Conduct, as part of the Child Protection Policy, in programmes and activities.

**Within the context of their profession and bearing in mind the rights of the child will be upheld by the (insert name of the school), employees and others in contact with children are obliged to;**

- strive to understand children within the local context in which they live,
- work with children in a spirit of co-operation and partnership based on mutual trust and respect,
- work with children in ways which enhance their capacities and capabilities, and develop their potential,
- treat children with respect and recognise them as individuals in their own right,
- regard children positively and value them as individuals with specific needs and rights,
- value the views of children and take them seriously.

**The aim of this Code of Conduct is to uphold the rights of the child, the (insert name) school believes it is the right of children to;**

- be listened to and have their views given careful consideration,
- be encouraged and helped to participate in decisions which affect them,

- have their welfare and development promoted and safeguarded so that they can achieve their full potential,
- be considered players in their own development with health, safety, well being and their best interest considered of paramount importance,
- be valued, respected and understood within the context of their own culture, religion and ethnicity,
- have their needs identified and met within the context of the family wherever possible.

**Within the context of their profession, employees and others in contact with children, should always;**

- empower children by promoting children's rights and raising awareness,
- avoid situations which isolate children and where behaviour cannot be observed such as in cars, offices and homes,
- challenge poor practice and recognise potential pitfalls which might lead to child abuse,
- promote a culture of openness where issues and concerns can be raised and discussed,
- organise awareness workshops with children to define acceptable and unacceptable behaviour with adults,
- openly discuss with children their contacts and relationships with employees and others,
- discuss issues of concern with children and explain to them how to raise concerns,
- identify and avoid compromising and/or vulnerable situations which might lead to accusations,
- ensure when making images of children (photos, video etc) that they are respectful, that the children are adequately clothed and that sexually suggestive poses are avoided,
- be aware that physically handling a child, perhaps to offer comfort, can be misconstrued by observers or the child,
- on trips/tours away from home ensure that another adult is always present if a child's room is visited at any time; the door should always be left open.

**Within the context of their profession, and bearing in mind the rights of the child will be upheld by the (insert name) school, employees and others in contact with children should never.**

- use any form of physical “punishment” including hitting, physical assault or physical abuse,
- enter any form of sexual relations with children,
- engage in any form of inappropriate physical behaviour,
- act in a manner or organise activities which are abusive or place children at risk from abuse,
- develop abusive or exploitative relations with children,
- use language or act in a physically or sexually provocative and inappropriate manner,
- stay overnight in the same room with any child other than your own,
- invite a child to their place of residence unless there is prior formal approval,
- do things for children of a personal nature which they are capable of doing for themselves such as washing, undressing, using the toilet, etc.,
- condone or participate in activities where the child’s behaviour is likely to lead to abusive or illegal acts,
- shame, humiliate, belittle or degrade children or engage in emotional abuse,
- discriminate through preferential treatment of a child i.e. gifts, sponsorships, money,
- spend excessive time alone with a child, excluding them from others,
- take images of children (photos, video etc) which are detrimental or explicit, and undermine the child’s dignity,
- at any time make comments to the media on child protection matters.

## 5. SCHOOL REPORTING CONCERNS FRAMEWORK

If you are concerned about the safety and welfare of a child you must follow this procedure;

**What are the circumstances of your concern?**

Did you <b>witness</b> child abuse?	Yes/No
Do you <b>suspect</b> someone of child abuse?	Yes/No
Has someone <b>alleged</b> abuse of a child?	Yes/No
Has someone <b>disclosed</b> abuse of a child to you?	Yes/No

**Does your concern fit any of the following categories of abuse?**

Do you think a child may have been <b>neglected</b> ?	Yes/No
Do you think a child may have been <b>physically</b> abused?	Yes/No
Do you think a child may have been <b>emotionally</b> abused?	Yes/No
Do you think a child may have been <b>sexually</b> abused?	Yes/No

Do you know a child who attends school <b>irregularly</b> ?	Yes/No
Do you know a child who is <b>not attending school</b> at all?	Yes/ No
Do you know a child who is demonstrating ongoing <b>health problems</b> ?	Yes/ No
Do you know a child who is <b>not participating</b> in activities (play)?	Yes/ No
Do you know a child who has inexplicable or suspicious <b>physical injuries</b> ?	Yes/ No
Do you know a child who is <b>aggressive, overly sensitive, passive, or clingy</b> ?	Yes/ No
Do you know a child who is displaying <b>sexualized behaviours</b> outside his/her age group or social context.	Yes/ No


If you answered yes to any of the questions above, your duty is to report your concerns to one of the following persons. Don't delay - a child may be at risk of serious harm if you do!

**Contact person in the school:**

Name:  
Title: Child protection specialist  
Location:  
Telephone:  
E-mail:  
**If you have concerns about informing the person in this box please feel free to advise the person in the following box.**

**Contact person in the child protection unit:**

Name:  
Title: Child protection unit worker  
Location:  
Telephone:  
E-mail:  
**This person will examine the information provided and, if considered necessary, agree emergency steps and an action plan with a time frame and responsibilities.**



# Annexe 6.

## Monthly child protection reporting form for schools<sup>\*</sup>

### 1. General information

Month:
Town:
Name of the school:
Name of the FPP/CPS:
Name of the school director:
Name of the CPS supervisor:

### 2. Child Protection Framework for schools

Tasks completed this month	Indicators provided

<sup>\*</sup> To be filled out by CPS/FPP in charge of the school

Goals & objectives for next month	Indicators to be submitted

### 3. Single case management overview for the school

#### CASE IDENTIFICATION

##### I. Case referral to CPS (with case report form)

Total number of child protection concerns reported:

Number referred by *teachers*:

Number referred by *students*:

Number referred by *parents*:

Number identified by *CPSs*:

Number referred by *others* (specify):

#### CASE FILES

##### II. Total number of **new** child protection **files** opened during this month

Type	Total	Risk level 1	Risk level 2	Risk level 3	Risk level 4
<b>A Abuse</b>					
i. physical					
ii. sexual					
iii. psychological/ emotional					
iv. neglect					
<b>B Social</b>					
i. labour					
ii. schooling					
iii. vocational					
iv. trafficking					

Section C

Type	Total	Risk level 1	Risk level 2	Risk level 3	Risk level 4
v. unaccompanied					
vi. displacement					
vii. alcohol/ substance abuse					
viii. family breakdown/ conflict					
ix. domestic violence					
x. poverty					
xi. unemployment					
xii. homelessness					
xiii. revenge blood					
xvi. discrimination (culture, gender)					
<b>C Health</b>					
i. medical					
ii. mental					
iii. disability					
<b>D Psychological</b>					
i. behavioural problems					
ii. emotional problems					
iii. trauma					
<b>E Other</b>					
i. developmental problems					
ii. teacher student conflicts					
iii. peer violence, mobbing					
iv. school performance					

**III. Cases of child trafficking**

a) Number of children at risk of trafficking interviewed by CPS: \_\_\_\_\_

b) Number of new cases of children detected by CPS:

Total  'at risk of trafficking'  suspected victims of trafficking





**IV. Total number of on-going cases (from previous months):**

**V. Case referral**

Total number of children referred by the school CPS to local structures:

**CPU:**

*Anti-Trafficking round tables:*

*Other stakeholders (please specify):*

**CHILD PROTECTION RESPONSE**

**VI. Number of family visits**

- Total
- For the initial risk assessment of a child
- For the in-depth situation analysis of a child
- For parent training and educational advice
- Case follow-up monitoring visit

**VII. Case management meetings**

**a) List of peer counselling sessions attended by school CPS**

Date	Case discussed (file number)	Presented by
1.		
2.		
3.		
4.		

**b) Supervision Case Management meetings held between CPS and supervisor**

Date	Case files discussed (by priority 1, 2, 3, 4)	Total
1.		
2.		

**VIII. Total number of case closures:**

Average duration of file opening in months<sup>2</sup>:

**IX. Total number of open files at the end of the month:**

Ongoing cases from previous months (IV)	
+ new cases (II)	
<b>Subtotal</b>	
– referrals (V)	
– case closures (VIII)	
<b>Total of open files (IX)</b>	

**Internal and external audits**

Last date of external audit	Name, position, organization
Last date of internal audit	Name, position, organization

<sup>2</sup> Months between file opening to file closure for all files closed, divided by the number of files closed.

## 4. School child protection activities

### a. Awareness raising workshops on child protection issues with parents

Topics	Total number of parents

### b. Awareness raising workshops on child protection issues with teachers

Topics	Total number of teachers*

### c. Awareness raising workshops on child protection issues with pupils

Topics	Total number of pupils

### d. School child protection watch group activities

Date	Target population	Type of activity	Topic	Number of participants

### e. Measures undertaken to improve the child friendliness of the school

Signature of Child Protection Specialist:

Signature of Child Protection supervisor:

Signature of school director:

# Annex 7.

## Referral GUIDE

This form is to be updated regularly and frequently checked for its accuracy by CPS

Date of completing this form (last up-date):

<b>Name of the school:</b>		
Address		Telephone

<b>School director:</b>	Name	Telephone
<b>Assistant school director:</b>	Name	Telephone

<b>Child protection specialist:</b>	Name	Telephone
<b>Other child protection specialists in the region:</b>	Name	Telephone

<b>Regional Psychologist coordinator:</b>	Name	Telephone
<b>Child protection Unit worker:</b>	Name	Telephone

**Family Health Worker/ nurse or other medical assistance:**  
 Name Telephone  
 Address:  
 Opening hours/ availability:

**Nearest Hospital for Emergency Admission:**  
 Address Telephone

**Nearest Mental Health Clinic:**  
 Address Telephone

**Nearest Police Station:**  
 Address Telephone

**Nearest Women's and Children's Police:**  
 Address Telephone  
 Contact Officer Name:

**Social Service assistance (legal & economical issues):** Name Telephone  
 Address

**Nearest women's shelter:** Name Address  
 Telephone

**Other relevant people or institutions details:**

Name  
 Address Telephone  
 Name  
 Address Telephone

# Annexe 8.

## Peer counselling model

*To be efficient in case discussion, a clear structure should be established from the beginning.*

### *A story concerning case discussion:*

Ollga feels overwhelmed by one of the children she works with. She meets her friend Mirela who also works as a CPS for coffee break. She starts sharing about the difficulties she is faced with a particular child. But already after the first two phrases, Mirela starts telling her about a similar case she had to deal with not too long ago. At the end of the discussion, Ollga knows a lot more about Mirela's case and the challenges she has been faced with, but still has no answer of how she could approach her own case for which she needed help. ... She feels very much alone with her concerns.

### Intervision vs. informal "coffee break" discussions

<i>Intervision</i>	<i>Informal "coffee break" case discussion</i>
Professional setting	Non-professional setting
Structured	Not structured
A clear time frame	No time limits
1 person presents the case, 1 person chairs the round table discussion, the others provide technical support	No clear roles
Only one case is discussed at the time	Jumping between several cases is possible
Everyone puts their professional know-how in the service of a colleague's case analysis	No clear rules for who supports whom

Introduction of the Intervision scheme (adapted from Riedo & Aebischer, 2003)

## A. General framework and procedures

- Only one case is discussed at each session. These sessions should take place on a regular basis, for example every week. There is a defined time limit to the case discussion.
- Decide on the moderator for the round table discussion. The role of this person is to redirect the discussion to the topic of the current case and the objective chosen, as well as to watch the time. A rotation system should be followed so that for each session someone different chairs the round table case discussion. It is of course essential that the person presenting the case and the chair are never the same person during the same session.

## B. Steps to follow

### Overview

1. Meteo
  2. Concrete question to the resource group
  3. Description of the situation
  4. Construction of hypothesis
  5. Metaphor
  6. Propositions for case management
  7. Action plan
  8. Meta-evaluation of the meeting
- Next meeting: Flashback

### 1. Meteo

The moderator opens the sessions and asks everyone how they feel today. This brief exercise allows you to feel the temperature of the participants present during this intervention session.

### 2. Concrete question to the resource group

The person who presents a case articulates a clear objective and addresses his or her question to the group: What do you expect from the group? Which results do you wish to achieve?

### 3. Description of the situation (5–10min)

A brief description of the situation should provide information on the context, the situation, the emotions and feelings involved, and the incident or stress factor that

activated the last difficult situation: Who was involved? What did I observe? What did I do? What were the short term and long term results? What were the difficulties I faced?

The other group members listen attentively. They only ask questions about understanding “what happened”.

#### **4. Construction of hypothesis (15min)**

- The person presenting the case gives a brief interpretation of the situation from his or her standpoint.
- The group now has the task to multiply the hypothesis. The aim is not to come up with true or false analysis, but rather to open the situation to different points of views and interpretations.
- The person presenting his/her case now listens actively, without making comments, nor taking a position or judging the propositions.

#### **5. Metaphor (5min)**

- Again, the person presenting the case does not express himself to justify.
- Every member of the group chooses a metaphor to illustrate the case. The idea is to visualize the role of the person presenting the case in the management of this difficult situation/ case. Usually pictures are better remembered and might help the person presenting the case to see himself or herself more objectively. Metaphors help us switch from the actor position where we are often too involved (narrow perception) to the analyzer position (meta-overview of the situation at hand).

(Example for metaphors: I see you like a clown in the circus or I see you like a little current, always adapting yourself, or I see you as a folder, trying to hold everything together etc)

#### **6. Case management propositions (5–10min)**

- The members of the group propose adequate solutions for the management of the presented case. They can propose ideas from their own experience or theoretical knowledge.
- The person presenting the case takes notes of the propositions without criticizing or commenting.



### **7. Action plan (5min)**

To close the round table, the person who presented the case summarizes those elements that were helpful to his or her own reflection, and which propositions he would like to apply to the present case within the next few weeks.

The group listens but no longer intervenes.

### **8. Meta-evaluation**

- At the end of the round table discussion it is important to discuss the general functioning of the meeting. Participants should ask about how the feedback was received. They can also propose and discuss future modifications of the rules for the round table discussion (such as time, place etc) or other participant concerns.

### **Next round table : Flashback**

The person who presented a case the prior week briefly presents feedback on the results of the applied measures that were proposed in the action plan.



# Section D

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### Website Resources

#### Albanian legislation

[http://www.mpcs.gov.al/dshb/images/stories/raporte-publikime-artikuj/raporti\\_i\\_i-re\\_dhe\\_filestar-\\_cedaw.pdf](http://www.mpcs.gov.al/dshb/images/stories/raporte-publikime-artikuj/raporti_i_i-re_dhe_filestar-_cedaw.pdf)

<http://www.legjislacionishqiptar.gov.al/doc.jsp?doc=docs/Ligj%20Nr%209669%20Dat%C3%AB%2018-12-2006.htm>

#### ARC Action for Rights of Children

[www.savethechildren.net/arc](http://www.savethechildren.net/arc)

**National Association for School Psychologists (USA)**

<http://www.nasponline.org>

**Keeping children safe Collation**

[www.keepingchildrensafe.org.uk](http://www.keepingchildrensafe.org.uk)

**UNICEF**

[www.unicef.org](http://www.unicef.org)

**World Health Organization (WHO)**

[www.who.int](http://www.who.int)



# Section E

GLOSSARY WITH DEFINITIONS  
OF TERMS AND CONCEPTS



This glossary explains some of the words and phrases often used in this Child Protection Manual. It should be a good reference if you have difficulty with the language used. The words are identified as nouns, adjectives or verbs.

### Word Meaning/definition

**Audit** (noun/verb) Inspection, examination, assessment, review.

**Child** According to the UNCRC: any individual under the age of 18. This is the general definition even if local country definitions of when a child reaches adulthood are different.

**Child protection** Whatever individuals, organisations, countries and communities do to protect children from abuse and exploitation. This abuse might include domestic violence, child labour, commercial and sexual exploitation and abuse, HIV/Aids, and physical violence.

**Child protection policy** A written document that states an organisation's commitment to keep safe the children it works with or comes into contact with. A policy explains how an organisation approaches child protection, their attitudes and basic principles. Clear advice and guidelines about what individuals and the organisation should do if a concern is raised about a child or someone's behaviour. A clear, concise guide for staff about what is and what is not acceptable behaviour or practice when working with children.

**Criteria** (noun) the standards, measures, or expectations used to evaluate someone or something e.g. I gave him the selection criteria for the job – information about what skills and experience we were looking for in an employee.

**Discrimination** (noun) Unfair treatment of a person or group.

**A "duty of care"** A duty to care e.g. all organisations that come into contact with children have a duty of care to those children – it is not a choice – they *have a responsibility* to take care.

**Empower** (verb) To give the power to; or enable someone to have power or control, or express their feelings and opinions – e.g. how can we empower children to speak out if



they have been abused? How can we give children the confidence and self-belief to speak out?

**Facilitate** (verb) Lead, make happen e.g. the trainer facilitates the course.

**Gender** (noun) Whether someone is male or female.

**In place** Happening, present, exist e.g. it is very important to have your policy and procedures in place before an incident takes place.

**Implement** (verb) To put in place, to make happen e.g. she implemented the policy – they had a policy and she made it happen in reality, put it into practice.

**Incidence** is the frequency with which something, such as a disease or disorder, appears in a particular population or area. In disease epidemiology, the incidence is the number of newly diagnosed cases during a specific time period. The incidence is distinct from the prevalence which refers to the number of cases alive on a certain date.

**Mandatory** (adjective) Something that everyone in an organisation has to do or agree to, compulsory.

**Mapping** (noun/verb) Assessing something in a visual way, making a map of e.g. your school, so that you can see where you need to make changes. A plan or assessment or overview.

**Material needs** Basic physical needs e.g. shelter, food, access to medical treatment, money etc.

**Measures** (noun) Steps, action plans, notes on procedures e.g. we should take all the necessary measures to keep children safe.

**Participation** (noun) Involvement.

**Participatory** (adjective) Involving, inclusive.

**Prejudice** (noun) A judgement made prior to acquiring proper information or experience, usually negative. e.g. disabled people talked about the prejudice they experi-

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ence every day from people who expect them to be unable to do anything for themselves, or think that all disabled people think the same.

**Prevalence** is the proportion of individuals in a population affected by a phenomenon. Prevalence is a statistical concept referring to the number of cases that are present in a particular population at a given time.

**Primary care-giver** The person who gives most care, or has most responsibility e.g. as his mother and father had died, his aunt was now his primary care-giver.

**Proactive** (adjective) Positive, encourages action before a problem or action, takes initiative.

**Promote** (verb) 1. To make known, to make popular and important. e.g. the organisation promoted healthcare and education for children in the region.

**Safeguard** (verb) To keep safe.

**Screening** (noun) Checking thoroughly – can be used in several contexts: e.g. medical: She was screened for cancer; Cancer screening is free. e.g. a company must have strict screening procedures in place when recruiting new staff'; All new employees were screened.

**Screening procedures** A way of checking for something – previous experience; disease etc.

**Situation-specific** Something that only happens/has meaning in a particular situation.

**Stakeholder** (noun) Everyone who has a role in or responsibility for, or will be affected by, a particular programme, policy, event etc. e.g. the organisation held a meeting for all stakeholders to decide what the goals should be for the coming year.

**Standard** Basic, bottom line, fundamental.

**Systemic** means that child development, well-being and protection are seen as complex phenomenon embedded in constant interactions between individual, family, community and societal elements within a specific context.

**Testimony** (noun) Evidence, statement.

**Welfare** Safety, security, contentment, well-being.

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