



Improving & Monitoring Protection systems
Against Child Trafficking and exploitation

TRAINING TOOLKIT



With the financial support of the Prevention of and
Fight against Crime Programme European
Commission – Directorate – General Home Affairs

The project 'Improving Monitoring and Protection Systems Against Child Trafficking and Exploitation' (IMPACT) was implemented by four partner organisations in Cyprus, Greece, Italy and Portugal between September 2012 and February 2014. The project partners are the Centre for the Advancement of Research & Development in Educational Technology (CARDET) in Cyprus, the Family and Childcare Centre (KMOP) in Greece, Defence for Children International (DCI) in Italy, and the Centre for Social Intervention Studies (CESIS) in Portugal. KMOP was in charge of the project management whereas DCI Italy developed and coordinated the research.

This training toolkit was written by Roberta Ruggiero, Professional Trainer, in close cooperation and consultation with Pippo Costella, Research Adviser and Daja Wenke, Research Coordinator. It builds significantly on the IMPACT Transnational Analysis.

Introduction

This module provides guidance on how to utilise the content of the IMPACT project in a training context, using experience-based training methodology. IMPACT believes that national child protection systems hold the central responsibility for providing support and assistance to child victims and children at risk and that a protection-focused response will by itself not suffice to effectively address child exploitation and trafficking. Many vital measures for the prevention of exploitation and the empowerment of children fall into the remit of policy sectors that may not be under the control of a national child protection system including social and economic policies, the labour market and employment, migration regime, the education and health systems, and matters of governance, such as fiscal policies, budget allocation and the rule of law. In consequence, a national child protection system can only fulfil its mandate when it is understood as an integral part of a broader system for the implementation of the Convention on the Rights of the Child and when the public administration is operating effectively to make these systems work.

Therefore, our training activities focus on three main elements: (1) introduction of new knowledge, (2) developing skills and (3) changing attitudes so that those operating in child protection systems and related stakeholders can carry out their roles in an effective and child-sensitive manner.

Many participants come to training programmes with a considerable amount of experiences, expertise and practical knowledge. Therefore with the final aim of adding new information and develop skills and attitudes of participant to be able to carry out their professional role and work with children more effectively, this guide defines possible training activities drawn upon the participants' experience. In doing so the training module uses the so-called partnership learning procedures which actively involves participants, draws on concrete working experience of participants and is practice-oriented. The training activities here suggested are based on this adult learning theory, which links what has been learnt to the real world through empirical analysis with the understanding of the fact that adults learn best through discussion, sharing of experiences, practical exercises, discovery and analysis. As result, the training module limits the use of lectures by facilitator and emphasise active partnership learning.

The training Module is organised in six sessions, namely:

Session 1 - Centrality of the person: mapping cooperation and coordination among the various actors involved

Session 2 - Continuity between needs and rights

Session 3 - A holistic perspective

Session 4 - Areas of analysis: inclusion and/or exclusion, compliance of laws, policies and practices, appropriateness and effectiveness of strategies implementation, policy coherence.

Session 5 - Context, vulnerability and resources.

Session 6 - Systemic dimension

For each session, a brief description of training activities is provided on the basis of the IMPACT assumptions and main findings. The training activities here suggested can be differently organised in terms of time and pedagogical approaches in compliance with the professional experience and knowledge of participants.

Each training session is ended by a bibliographic reference list meant to integrate the background knowledge material contained in the IMPACT Transnational Analysis 2013.

Session 1**Centrality of the person: mapping cooperation and coordination among the various actors involved****Session 1 - Assumptions:**

IMPACT was conceived to propose a forward-looking approach to address the exploitation and trafficking of children. The underlying assumption is that structural vulnerability to exploitation and trafficking needs to be redressed in order for anti-trafficking measures to take hold. The guiding hypothesis of IMPACT is that the full implementation of the UN Convention on the Rights of the Child into practice would contribute significantly to protecting children at risk and preventing the exploitation of children, including in the context of trafficking. The underlying assumption is that structural vulnerability to exploitation and trafficking needs to be redressed in order for anti-trafficking measures to take hold.

IMPACT proposes therefore to complement measures that address situations of exploitation with measures that are targeted at addressing the underlying socio-economic and structural factors that create an environment in which children are vulnerable to exploitation. Therefore, strengthening the capability of the public administration to implement child rights standards effectively and consistently into child rights practice is considered the key strategy for reducing the risk of exploitation, enhancing children's resilience and offering stronger protection from exploitation and trafficking.

This approach shall be considered complementary to the traditional anti-trafficking responses, proposing strong partnerships, cooperation and coordination of all the relevant sectors and actors involved. The promotion of human rights standards and their implementation into practice is considered the foundation on which anti-trafficking responses can lead to more sustainable results. It provides an opportunity to leverage the impact of traditional anti-trafficking measures and is expected to render the precious resources invested in this field more effective.

In light of the background, approach and objectives of IMPACT, the project conducted research and consultations across a range of policy sectors reflecting the human rights of the child as afforded under the Convention. The sectors under analysis included health, education, protection, care and accommodation, work and employment, migration, sports and leisure time, and justice. This broad approach reflects the aspiration to work with a holistic understanding of the person and his or her rights and needs, which are considered as inter-related and indivisible. It aimed to promote a child-centered approach to the analysis of policy and practice. The CRC was used to guide the identification of rights and needs and a mapping of the relevant responses in policy and practice.

Session 1 - objectives:

The intent of this first session is to underline that the centrality of the person should be a guiding consideration for any intervention. In this context 'centrality' is conceived as the recognition of the uniqueness of the human being. Therefore, the biographic, cultural and economic elements of the child's story, and the child's interaction with each actor represent the conditions able to determine the pertinence and efficacy of the intervention. Once recognised this holistic idea of 'centrality', the mandates and roles of the different actors could be reassessed, outlined and synergic operational relations could be further developed.

In giving a central role to the child involved in our reasoning, the centrality of the stakeholders' ability/capacity to develop coordinated strategies that respond to needs and rights of the child concerned becomes important as well.

Therefore, the ability of the different actors to operate on the basis of their own mandate in strict synergic collaboration with the other actors involved and to implement integrated and inter-sectorial protection strategies is crucial.

In order to develop a systemic approach to child protection and prevention, specific attention should be dedicated to the analysis of these specific inter-mandate operational abilities. Moreover, these capacities to interact and to cooperate and coordinate effectively are essential for the definition of professional mandates as well.

Note: *At this point it will be important to underline that the idea of 'centrality' represents as well a fundamental assumption to address the rigidity and ambiguity of mandates and their legal foundations.*

Learning objectives for participants

- To understand the value of the central role of the child involved along with the centrality of the stakeholders' ability/capacity to develop coordinated strategies that respond to needs and rights of the child concerned
- To become familiar with specific inter-mandate operational abilities
- To value the capacities of interaction and cooperation as essential for the definition of professional mandates as well.

Session 1 - Training activities and agenda outline:

Total time required 4 – 4,5 hours

A. Introduction – 20 minutes

Introduction to session agenda, objectives and expectations, along with the presentation of the session assumptions using as background material the information included in the Chapter I of the IMPACT Transnational Analysis 2013. In doing so the facilitator presents a brief, interactive lecture on the centrality of the human beings and the principles behind it, how it could be applied to the national or local situation to enhance cooperation and coordination among the various actors involved.

B. Presentation of the participants – 40 minutes

The facilitator asks each participant to introduce him- or herself with biographical/experiential elements. The intention is to avoid focusing only on their professional roles and mandates. A possible question could be in abstract one of the following:

- What factor or element makes you feel protected?
- When did you feel protected?
- When did you feel particular at risk?

Each participant is required to write an element of risk or protection on a post-it. The facilitator pastes all the post-it on a flip chart and, once gathered all of them, picks each one at a time and asks the participant that wrote that specific element to explain it. It is one of the possible 'icebreakers' which could allow participants to share something about them in a non-threatening and enjoyable way. The facilitator should identify the most suited question on the basis of the participants' characteristics.

C. Definition of a common language and interaction ground – 40 minutes

The facilitator presents three case stories to the participants. The stories will propose different situations of children from vulnerability to 'normality'.

Using the elements identified by the participants presenting themselves in the introductory round, the facilitator outlines per each one of the case stories the possible moments of risk and protection faced by the child involved. Before moving to the next point, the facilitator invites participants to select a case story out of the three presented. The case story singled out will be used for the upcoming sessions. The participants indicate their decision voting by show of hands.

The facilitator underlines that the three case stories provided are unique (are not exemplification) and therefore they require a systemic intervention operatively flexible and able to better suit the reality of the child involved.

Once a case story has been identified, the participants are invited to answer these two questions:

- a) What elements could support the creation of a direct relation with the child?
- b) Who could assist me in the process to support, protect and empower the child?

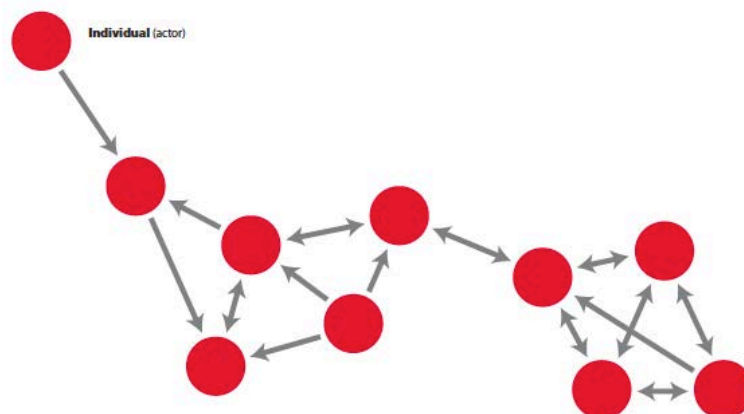
The facilitator notes the participants' responses to the questions on two different flip charts and comments the elements most frequently recurring in the answers provided.

D. Small group activity – 60 or 90 minutes

Participants are divided in small groups with 4-5 participants in each. In each group, a participant briefed by the facilitator will direct the group activity and act as rapporteur of the group.

Each group takes responsibility to work on the case story selected during the previous activity and develop on the basis of the working experience of the small-group participants their inter-disciplinary and multi-stakeholder forms of collaboration. Through the use of a sociogram, which will be introduced by the rapporteur as a graphic representation of the structure of inter-institutional relations in a group situation, each one of the small group participants is invited to describe their own professional sociogram that they will activate in order to respond to the needs and rights of the child concerned in the case story selected.

The professional sociogram represents their own mandate's operational synopsis, a depiction of the professional links that each one has on the basis of their mandate. The graphic representation below is an example of the possible illustration that the rapporteur of the small group could use to introduce the sociogram in the discussion.

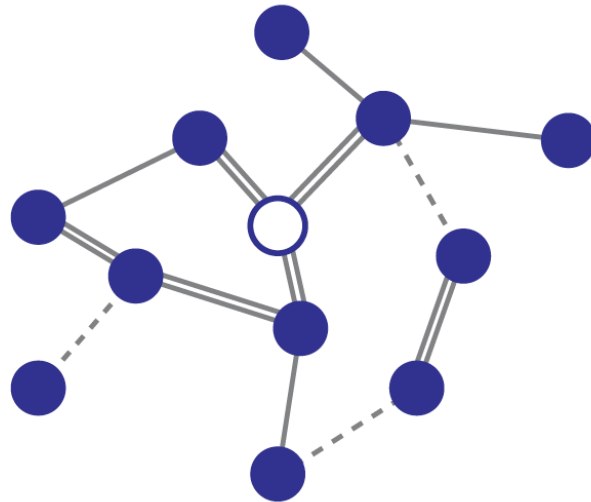


On the basis of the answers provided by the participants the facilitator could indicate, directly on the sociogram previously drafted, the sectors mentioned and underline the operational synopsis identified throughout the participants' individual presentations.

On the basis of the time allocated to this session the facilitator can eventually further develop the discussion asking question such as:

- Is it there a special connection node or a connection edge?
- What are these synapses based and structured upon?

A graphic representation of the connection node or edge can be the following one:



The facilitator will note on the first sociogram used the eventual connection nodes and the connection edges along with the reasons for these professional synapses.

The aim of the exercise is for participants to cover the basic ground rules for developing and implementing a cooperation and coordination among the various actors involved with an approach centred on the needs and rights of the person.

Alternatively, the facilitator could do this activity in plenary with the entire group of participants always using as starting point of the discussion the selected case story. This alternative is feasible with a group of no more than 10 participants.

E. Partnership learning moment - 30-45 minutes

Each team is asked to present the outcomes of their group activity to the full group. Following each presentation, the facilitator underlines the recurrent aspects raised on the centrality of the human beings and the pivotal role played by the coordination and collaboration among the different actors involved. The facilitator keeps track of the general suggestions and insights gained from these activities.

F. Lessons application - 30 minutes

Once all the groups have presented the outcomes of their work and all the flip charts have been reviewed, the facilitator and the participants work together to identify: (1) key lessons that could be

extracted from this experience; (2) considerations to be kept in mind when developing strategies, interventions, services; (3) what steps could be taken to increase more effective use of this approach.

G. Closing - 10 minutes

The facilitator reviews the list of the insights developed in the course of the session as main outcomes and briefly presents once more the IMPACT methodological assumptions related to the centrality of the human beings by using a PPT with the following list:

- Each person is unique in her/his history and has a specific set of relations with the surrounding context
- Every intervention is determined by the integration of perspectives between the different actors involved
- Every intervention should be based and enacted upon a systemic set of functional relations aimed at enhancing responses through their connection and integration

The facilitator should thank the participants and time should be allowed for any final questions or observations.

Session 1 – Further bibliographic references:
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KMOP/Defence for Children Italy (2013), IMPACT Transnational Analysis

Roose, R. & De Bie, M. (2008), Children's rights - A challenge for social work, *International Social Work* 51(1) pp.37-46

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Parton, N. (2000), Some Thoughts on the Relationship between Theory and Practice in and for Social Work, *British Journal of Social Work*, 30(4) pp. 449-463.

Ife, J. & Fiske L. (2006), Human Rights and Community Work. Complementary Theories and Practices, *International Social Work* 49(3) pp. 297-308

Ife, J. (2001), Human Rights and Social Work. Towards Rights-Based Practice, Cambridge University Press

Hoyle, C. & Bosworth, M. (2011), Labelling the Victims of Sex Trafficking: Exploring the Borderland between Rhetoric and Reality, *Social Legal Studies* vol. 20 no. 3 313-329

Munro, V. E. (2008), Of Rights and Rhetoric: Discourses of Degradation and Exploitation in the Context of Sex Trafficking. *Journal of Law and Society*, 35: 240–264.

Session 2 - Assumptions:

The IMPACT findings suggest that the rights of the child are being addressed strongly through a legalistic and administrative approach. The Convention on the Rights of the Child is however far more than a legal document. The Convention has a programmatic character that expands the notion of rights to a more holistic understanding of the person. It promotes an understanding of the child not only as a vulnerable person in need of protection, but as a rights holder and citizen who contributes to the society with his or her evolving capacities. It guides an assessment of the rights and needs of the child across all aspects of the child's person and development. It relates to social and economic aspects, health and education, the development of skills and capacities, and the child's socio-political participation. When the rights afforded under the Convention are understood not only article by article but also holistically, it can guide policy makers and practitioners in developing more systemic approaches to child rights policy planning and implementation. The evidence collected by IMPACT suggests that this understanding and vision might get lost in implementation.

The Convention offers guidance for policy makers across all sectors concerned with responses to child exploitation and trafficking, including social welfare and child protection, law enforcement and the judiciary, labour, education, health, and immigration. A child rights-based and protection-oriented response is therefore not in conflict with a criminal justice or migration management response, but is cross-cutting and bears an inherent potential for integrating and reconciling these different political mandates and agendas.

Session 2 - Objectives:

The intent of this second session is twofold. The first purpose is to start an open discussion on the continuity and interconnection between 'needs' and 'rights', while the second is to introduce the international legal framework as a referral map for the developing and undertaking of interventions of protection with a holistic, systemic and preventive approach.

The overall framework of legal statements set down by the UN Convention on the Rights of the Child (Convention) in combination with the other international legal provisions concerned is introduced as the referral structure within which the analysis and the national and trans-national strategies have to be developed.

The law is not exclusively considered in its primary legal meaning, but also as contributing factor at the identification of an area of intervention. In addition to the legal standards, the Convention provides also a framework of different thematic areas that need to be considered when developing holistic approaches in policy and practice. These thematic areas cover a continuum of measures for prevention, protection and empowerment of the child. Therefore, the Convention enables the identification of a common ground of action as result of the blending between the intervention operated throughout strategies and policies and the legal standards guaranteed by the international law.

From this approach, the needs and rights as enshrined by international norms are classified in four areas: Survival, Development, Protection and Participation. These four dimensions represent the referral map of a holistic approach minded not only to underline the centrality of the person involved, but also the preventive and protective resources available to tackle the trafficking phenomenon.

Learning objectives for participants

- To know the international and regional guidelines on children's rights

- To understand how to use UN Convention on the Rights of the Child as reference/guiding legal framework and benchmark for the identification of the systemic strategies of prevention, protection and empowerment of the child
- To familiarise with the identification of a common ground of action as result of the blending between the intervention operated throughout strategies and policies and the legal standards guaranteed by the international law
- To examine the capacities of national and local systems of child protection to cover the needs and rights of the child with regard to prevention, protection.

Session 2 - Training activities and agenda outline:
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Total time required 3-3.5 hours

A. Introduction – 20 minutes

Introduction to the session agenda and its objectives and expectations, along with the presentation assumptions using as background material the information included in the Chapter 2d and the Conclusions of the IMPACT Transnational Analysis 2013.

B. Brainstorming: the needs/rights of the child – 30 minutes

Always referring to the case story selected during the previous session, the facilitator invites the participants to identify the rights and correlated needs of the child involved. The facilitator notes the group's responses on the flip chart, and reiterates that the purpose of the session will be to identify the correlation of the needs of the child with his/her rights.

On the basis of the answers provided, the facilitator underlines how every single need identified is guaranteed by a legal provision and the recognition of a right to our child.

C. Short lecture – 30/40 minutes

The facilitator presents a brief interactive lecture on the 'Rights/Needs Framework' and the principles behind it, how it could be applied to the national or local situation to enhance the effective implementation of the rights of the child involved. The overall framework of legal statements set down by the UN Convention on the Rights of the Child (Convention) in combination with the other international legal provisions concerned is introduced as the referral structure within which the analysis and the national and trans-national strategies have to be developed.

The facilitator underlines that the law is not exclusively considered in its primary legal meaning, but also as contributing factor at the identification of an area of intervention. The national and international legal standards provide a framework of different thematic areas that need to be considered when developing holistic approaches in policy and practice.

In particular, the Convention provides the more comprehensive framework of these thematic areas of intervention covering a continuum of measures for prevention, protection and empowerment of the child. Therefore, the Convention enables the identification of a common ground of action as result of the blending between the intervention operated throughout strategies and policies and the legal standards guaranteed by the international law. This should find a translation in the national and local reality through the national and local legal provisions. Therefore it would be important that the facilitator makes some references to the national legislation dealing with the implementation of the UN Convention emphasising.

The facilitator presents the children's rights and correlating needs as these are afforded under the UN Convention on the rights of the child, as exemplification, clustered in 4 dimensions eventually using the following graphic representations (SDPP map):



Source: GATE Guardians Against Child Trafficking and Exploitation, 2012.

D. Open discussion – Possible synergic intervention - 60minutes

Always referring to the case story selected the facilitator asks the participants the following questions:

- A. What are the implications for the child and the actors involved in considering not only the needs dimension but also that of the rights?
- B. Being a fully-fledged rights holder, what does this imply for our child?
- C. What changes if we speak about rights and not only about needs?

The facilitator notes the answers on a flip chart. In doing so the facilitator should reiterates that one of the purposes of the session will be to improve the ability to use the legal provisions as instruments of support of synergic and more appropriate actions of prevention, protection and empowerment.

Once they have done this, the facilitator can ask the participants if they have any further comments and what are the key lessons that have learned from the discussion that can be applied to real-life and work situations.

Note: to better perform this last brainstorming, it would be useful to integrate the SDPP map with a graphic representation of the possible interventions.

E. Lesson application – 30 minutes

Once all the participants have expressed their comments and observations , the facilitator and the participants work together to identify: (1) key lessons that could be extracted from this experience; (2) considerations to be kept in mind when operating; (3) what steps could be taken to increase more effective use of this approach.

F. Closing 20 minutes

The facilitator reviews the activities undertaken in the course of the session and discusses how they have accomplished the objectives set out at the beginning of the session. It would be important here to have a brief discussion on how participants may apply what they shared/learned into their working life.

In closing the session, the facilitator briefly presents the IMPACT methodological assumptions related to the ‘Continuity between needs and rights’ by using a PPT with the following list:

- Every intervention should be based on the holistic recognition of rights which have to be fulfilled

- The identification of needs and their responses should be integrated and guided by the symmetrical identification of rights to which the individual is entitled
- The continuity between needs and rights provide a functional map to orient analysis, programming and interventions

Participants should be thanked and time should be allowed for any final questions or observations.

Session 2 – Further bibliographic references:
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KMOP/Defence for Children Italy. (2013), IMPACT Transnational Analysis.

Archard, D. and Macleod, C. (eds.). (2002), *The Moral and Political Status of Children: New Essays*, Oxford: Oxford University Press.

Archard, D. and Skivenes, M. (2009), 'Balancing a Child's Best Interests and a Child's Views,' *International Journal of Children's Rights* 17: 1–21.

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Brennan, S. and Noggle, R. (1997), 'The Moral Status of Children: Children's Rights, Parents' Rights, and Family Justice', *Social Theory and Practice*, 23: 1–26.

Brennan, S. (2002), 'Children's Choices or Children's Interests: Which do their Rights Protect?' in *The Moral and Political Status of Children: New Essays*, D. Archard and C. Macleod (eds.), Oxford: Oxford University Press: 53–69.

Bronfenbrenner, U. (1977), *Toward an experimental ecology of human development*. *American Psychologist*, Vol. 32(7), Jul 1977, 513-531.

Connolly, M. & Ward, T. (2008), *Morals, Rights and Practice in the Human Services: Effective and Fair Decision-Making in Health, Social Care and Criminal Justice*, Jessica Kingsley Publishers.

KMOP/Defence for Children Italy. (2012), *GATE Guardians Against Child Trafficking and Exploitation*.

Milligan, I. and Stevens, I. (2006), 'Balancing Rights and Risk: The Impact of Health and Safety Regulations on the Lives of Children in Residential Care', *Journal of Social Work* 6(3): 239–54.

UN High Commissioner for Refugees. (2008), *UNHCR Guidelines on Determining the Best Interests of the Child*. UNHCR. Retrieved April 29, 2012, from: <http://www.unhcr.org/4566b16b2.pdf>

Verhellen, E., *Convention on the Rights of the Child*, Garant, 2000, pp. 52-62.

Zermatten, J. (2010), *The Best Interests of the Child, Literal Analysis, Function and Implementation*, Working Report.

Munro, VE. (2008), *Of rights and rhetoric: Discourses of degradation and exploitation in the context of sex trafficking*. *Journal of Law and Society*, 2008.

Session 3 - Assumptions:

IMPACT proposes to complement measures that address situations of exploitation with measures that are targeted at addressing the underlying socio-economic and structural factors that create an environment in which children are vulnerable to exploitation. From a policy making perspective, this has three implications: a) national child protection systems need to be strengthened to identify and respond to all forms and contexts of exploitation and children at risk; b) national child protection systems need to be embedded into broader strategies for the implementation of the CRC; and c) due attention needs to be given to ensure that these systems are operating effectively and that national laws and policies are implemented into child rights practice.

National child protection systems hold the central responsibility for providing support and assistance to child victims and children at risk. Yet, a protection-focused response will by itself not suffice to effectively address child exploitation and trafficking. Many vital measures for the prevention of exploitation and the empowerment of children fall into the remit of policy sectors that may not be under the control of a national child protection system. They include social and economic policies, the labor market and employment, migration regime, the education and health systems, and matters of governance, such as fiscal policies, budget allocation and the rule of law. In consequence, a national child protection system can only fulfill its mandate when it is understood as an integral part of a broader system for the implementation of the Convention on the Rights of the Child and when the public administration is operating effectively to make these systems work.

Against this background, IMPACT engages in a discussion of the capability of the public administrations to implement child rights standards effectively and consistently into child rights practice. Strengthening the capability of the public administration to implement is considered the key strategy for reducing the risk of exploitation, enhancing children's resilience and offering stronger protection from exploitation and trafficking. This approach shall be considered complementary to the traditional anti-trafficking responses, proposing strong partnerships, cooperation and coordination of all the relevant sectors and actors involved. The promotion of human rights standards and their implementation into practice is considered the foundation on which anti-trafficking responses can lead to more sustainable results. It provides an opportunity to leverage the impact of traditional anti-trafficking measures and is expected to render the precious resources invested in this field more effective.

Session 3 - Objectives:

The intent of this third session is to clarify the necessity of a wider integration and connection among cross-cutting elements and specialised policies for sustainable interventions of prevention and protection enabling a holistic approach to the person outside the emergency setting.

In relation to policies and strategies primarily developed to respond to certain categories of children, IMPACT aims to identify the relation between interventions dedicated to specific problems and specific categories of children with a transversal approach. This approach facilitates the identification of the most conducive elements to the effective and sustainable realizations of these interventions.

Learning objectives for participants

- To familiarise with the variety of all those dimensions able to link specific interventions and policies with their operational context in a more cross-cutting and holistic manner.
- To use the analysis of this transversal connection better in order to enable the determination of the grade of effectiveness of the interventions in both, the prevention and protection fields.

Session 3 - Training activities and agenda outline:

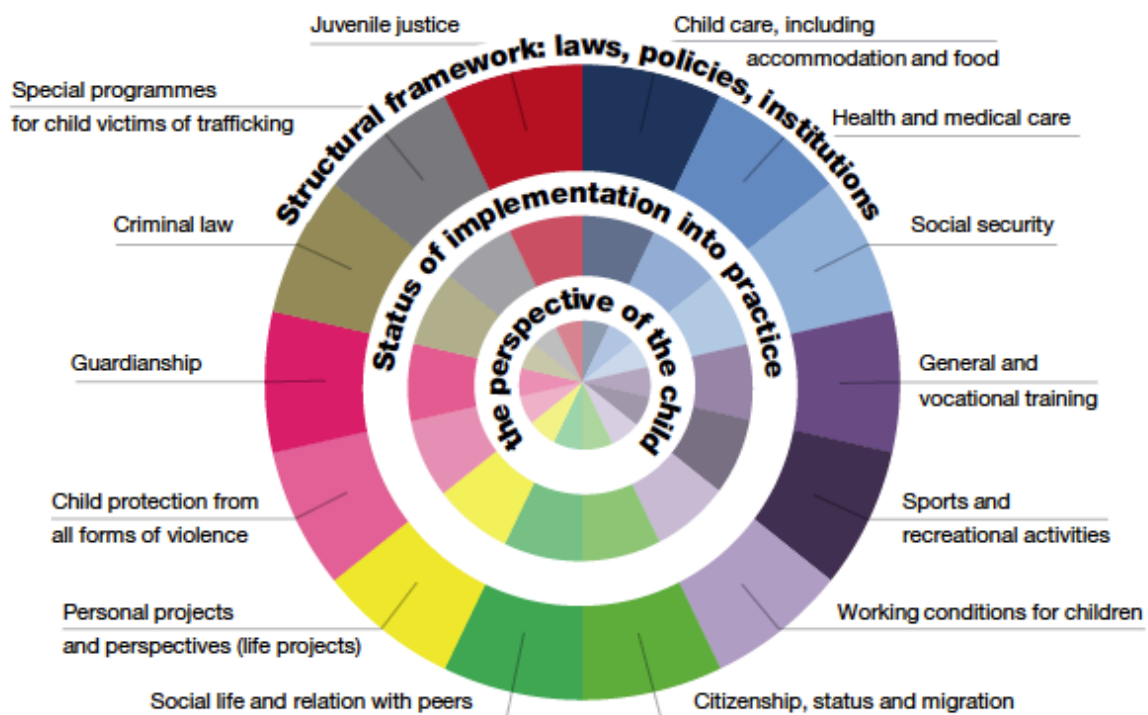
Total time required 4-4.5 hours

A. Introduction – 20 minutes

Introduction to the session agenda, objectives and expectation, along with the presentation of assumptions using as background material the information included in the Chapters 2c and 5.d of the IMPACT Transnational Analysis 2013. In doing so the facilitator presents a brief, interactive lecture, the ‘vertical and horizontal approach’ and the principles behind it, how it could be applied to the national or local situation to enhance the effective implementation of the rights of the child involved.

B. Short lecture – 30/40 minutes

The facilitator uses the pie chart illustrating the dimensions and the sectors under analysis in IMPACT. The facilitator could introduce the vertical and horizontal dimension as this is defined in the IMPACT project eventually using the following graphic representations (see figure below).



It illustrates the sectors under analysis in IMPACT and the IMPACT assumptions for a synergic and comprehensive system of protection. The pie chart can be used as guide for testing out the IMPACT assumptions and to identify possible strategies and courses of actions needing an integrative interaction of the different sectors with regard to the structural framework (laws, policies and

institutions), the status of their implementation and operation in practice, and the perspective of the child (centrality of the person).

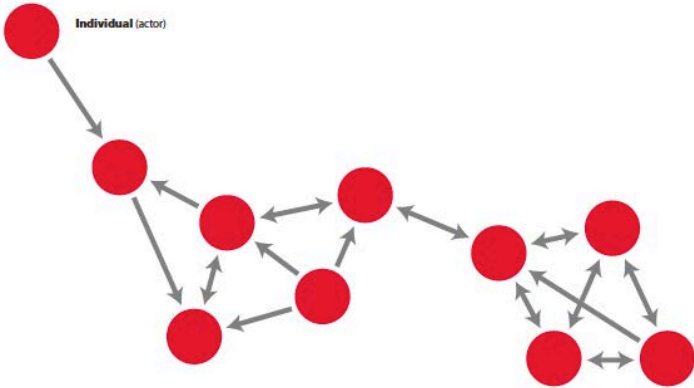
The facilitator here should integrate the lecture with practical examples and national experiences related to the implementation of the vertical and horizontal approach, as background material could be used the information included in the Chapters 2c and 5.d of the IMPACT Transnational Analysis 2013.

C. Discussion – 30 minutes

The facilitator opens the discussion on the aspects presented and uses the pie chart illustrating the dimensions and the sectors analysed. Once the comments of the participants and their reactions have been gathered, the facilitator further underlines that the pie chart defines a ground of intervention including the different dimensions and sectors of action. The facilitator makes some practical examples on how the pie chart could be used with an operational approach.

D. Small group activity – 60 or 90 minutes

The group of participants is then divided in small groups of 5 persons to perform a role play. Always referring to the case story selected during Session 1 and using (a) the list of needs and rights of the child involved identified during Session 2 and (b) the pie chart discusses before, each group is requested to develop a virtuous professional sociogram as that introduced during Session 1 (see figure below) graphically to be presented on a flip chart:



The group is asked to examine the case story and the child’s condition and merging the needs/rights of the child involved is tasked to develop a professional sociogram covering the sectors and the dimensions which need to intervene in order to put into place a synergic system on intervention for the protection and empowerment of the child. In drafting and organising this synergic sociogram, each small group is responsible for the identification of:

- A special connection node or a connection edge
- The element/s upon which these synapses are based and structured.

The aim of the exercise is for participants to familiarise with the basic ground rules for the implementation of a synergic protection system in practice.

Note: this activity could in part sound similar to the one planned in Session 1. But the one in Session 1 should be developed on the basis of the participants' working experience, whereas this one in Session 3 requires the drafting of the ideal professional sociogram of intervention.

E. Partnership learning moment (role play and discussion) – 45 minutes

Each team is asked to present to the plenary their professional sociogram along with the key elements justifying its structure, the special connection node identified and the elements upon which these synapses are based.

Following each presentation, the facilitator leads a group discussion asking the participants to comment of the group's sociogram presented. In order to ensure that critique is offered in a constructive way, it must be closely monitored by the facilitator to ensure that the comments are targeted to the analysis of the sociogram by the whole group of participants and that these do not slip into negative criticism.

F. Lessons application – 30 minutes

Once all the groups have presented the outcomes of their work and all the flip charts have been reviewed, the facilitator and the participants work together to identify: (1) key lessons that could be extracted from this experience; (2) considerations to be kept in mind when operating to setting up strategies, interventions, services; (3) what steps could be taken to increase more effective use of this approach.

G. Closing 10 minutes

The facilitator reviews the list of the insights developed in the course of the session as main outcomes and briefly presents once more the IMPACT methodological assumption related to the centrality of the human beings by using a PPT with the following list:

- Interventions aimed at responding to specific rights and urgencies have to be implemented in synergic collaboration with dimensions which might not seem immediately related
- The effectiveness of specific interventions should derive from a comprehensive analysis of the individual needs and rights
- Multi-sectorial analysis and action are key to develop protective contexts for individuals

The facilitator should thank the participants and time should be allowed for any final questions or observations.

Session 3 – Further bibliographic references::

KMOP/Defence for Children Italy. (2013), IMPACT Transnational Analysis.

Barnett K and Wedge J. (2010), Child Protection Systems in Emergencies. A discussion paper, Child Protection Working Group.

Cohen, B.J. (2002), Alternative organizing principles for the design of service delivery systems. Administration in Social Work, 26(2).

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Session 4

AREAS OF ANALYSIS: inclusion and/or exclusion, compliance of laws, policies and practices , appropriateness and effectiveness of strategies implementation, policy coherence

Session 4 - Assumptions:

IMPACT engages in a discussion of the capability of the public administrations to implement child rights standards effectively and consistently into child rights practice. Strengthening the capability of the public administration to implement is considered the key strategy for reducing the risk of exploitation, enhancing children’s resilience and offering stronger protection from exploitation and trafficking. This approach shall be considered complementary to the traditional anti-trafficking responses, proposing strong partnerships, cooperation and coordination of all the relevant sectors and actors involved. The promotion of human rights standards and their implementation into practice is considered the foundation on which anti-trafficking responses can lead to more sustainable results. It provides an opportunity to leverage the impact of traditional anti-trafficking measures and is expected to render the precious resources invested in this field more effective.

The effective implementation of the Convention would essentially contribute to identifying and redressing the structural factors that contribute to creating vulnerability to exploitation and trafficking. The Convention provides for a continuum of measures for prevention, protection and empowerment and can thereby lead policy makers in the development of more inclusive and appropriate responses that are considered more cost-effective and sustainable. As has been noted by the Committee on the Rights of the Child, effective protection from violence, exploitation and abuse can only be achieved in an environment that safeguards and promotes all the human rights of the child in an integrated way. The Convention guides an assessment of the rights and needs of the child across all aspects of the child’s person and development. It has a programmatic character that expands the notion of rights to a holistic understanding of the person.

The IMPACT study assessed to which degree national laws and policies are *compliant* with the standards afforded under the Convention. The study examined the level of *inclusion* of the various sector-specific approaches in policy and practice, and to which degree their implementation into child rights practice is *appropriate* and *effective* to respond to children’s needs and rights. It analysed the *coherence* between different sector-specific policies from a child rights perspective as well as the coherence between legal obligations and political commitments and the practice.

Session 4 - Objectives:

The intent of this fourth session is to share and test out the 5 areas of analysis able to orient the evaluation of the effectiveness of interventions. In relation to policies and strategies primarily developed to respond to certain categories of children, the aim is to use these 5 areas as benchmark with the participants in practical exercises.

The IMPACT project analyses how and to which degree child welfare and protection systems are effective to reduce the risk of child trafficking and exploitation and to protect child victims and children at risk. It assesses to which degree national laws and policies are compliant with the standards afforded under the Convention. The analysis further examines the level of inclusion and/or exclusion of the various national welfare and protection systems, and to which degree their implementation into child rights practice is appropriate and effective to respond to children’s needs and rights. Those criteria are crucial in the drafting and implementation of synergic strategies (law,

policy and practice) tackling effectively child trafficking and exploitation. Moreover, they represent the settings through which it is possible to reiterate the relation between the centrality of the person and the answers that the context is able to envision and provide in the framework of the system of protection.

Learning objectives for participants

- To use these 5 areas benchmark as to analyse and in the meanwhile assess the effectiveness of the policies, strategies and programmes.
- To familiarise with the use of these 5 areas to develop effective interventions as for a practical oriented tool in the planning of effective the policies and strategies.

Session 4 - Training activities and agenda outline:
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Total time required 4-4.5 hours

A. Introduction – 20 minutes

Introduction to session agenda, objectives and expectations, along with the presentation of the session assumptions using as background material the information included in the Chapter 2 c and d of the IMPACT Transnational Analysis 2013.

B. Brief lecture – 60 minutes

The facilitator presents in details the research findings and provides examples identified at the national level. In particular referring to national experiences, the facilitator provides an overview of the findings related to all or part of the country involved in the IMPACT Project (Italy, Greece, Cyprus and Portugal). The presentation is organised in two parts:

First part - 30 minutes: The presentation related to the findings of the IMPACT Project will be related to all the 5 areas of analysis, namely: inclusion and/or exclusion, compliance of laws, policies and practices, appropriateness and effectiveness of strategies implementation, policy coherence. This will provide an overview of the findings with a comparative approach.

Second part - 30 minutes: The facilitator provides information about one specific area of analysis (one out of the five mentioned) per each one of the country involved or on a selection of them

C. Discussion – 30 minutes

The facilitator opens the discussion on the aspects presented. Once gathered the comments and the reaction of the participants, the facilitator further underlines that the 5 areas of analysis contribute and orient the assessment of the effectiveness of the interventions in relation to policies and strategies primarily developed to respond to certain categories of children. The facilitator makes some practical examples on how the 5 areas of analysis could be used in practice.

D. Small group activity – 60-90 minutes

The group of participants is then divided in small groups of 5 persons to perform a role play. Always referring to the case story selected during Session 1, on the basis of the presentation and discussion each group is requested to apply the elements discussed to the case story selected answering to the following question:

What is, in your opinion, hampering the success of interventions and strategies?

While elaborating their answers, each group is asked to identify possible operational solutions.

E. Partnership learning moment -30 minutes

Each team is asked to present to the plenary their list of elements which hamper the success of interventions and strategies. Each rapporteur of the small group is asked to present and explain why

they decided to present these elements selected and their connection with the effectiveness of the intervention and how the system could deal with that.

Following all the presentations, the facilitator notes on a flip chart the ideas raised and leads a group discussion asking the participants to comment on the ideas presented by the different groups. In order to ensure that critique is offered in a constructive way, it must be closely monitored by the facilitator to ensure that the comments are targeted to the analysis of the sociogram by the whole group of participants and that these do not slip into negative criticism.

Once the participants have offered their comments, the facilitator can ask the group if they have any further comments and what are the key lessons learnt from the role play that can be applied to real-life situations.

F. Lessons application – 30 minutes

Once all the groups have presented the outcomes of their work and all the flip charts have been reviewed, the facilitator and the participants work together to identify: (1) key lessons that could be extracted from this experience; (2) considerations to be kept in mind when operating to setting up strategies, interventions, services; (3) what steps could be taken to increase more effective use of this approach.

G. Closing 10 minutes

The facilitator reviews the list of the insights developed in the course of the session as main outcomes and briefly presents once more the IMPACT methodological assumptions related to the centrality of the human beings by using a PPT with the following list:

- The capacity to develop protection is directly related to the consideration of an integrated set of criteria. These criteria could be aiming, for instance, at the following:
- Consideration for the uniqueness of each individual and her/his story;
- Prevention of discrimination within the child protection system;
- Ensuring compliance with human rights together with effective monitoring and implementation of national and international standards

The facilitator should thank the participants and time should be allowed for any final questions or observations.

Session 4 – Further bibliographic references::

KMOP/Defence for Children Italy. (2013), IMPACT Transnational Analysis.

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CESIS. (2013), IMPACT National Report Portugal.

Esping-Andersen, G. (2002), "A child-centered social investment strategy", in G. Esping-Andersen with D. Gallie, A. Hemerijck and J. Myles (eds.), *Why we need a new welfare state*, Oxford, Oxford University Press, pp. 26-67.

KMOP/Defence for Children Italy. (2012), *GATE Guardians Against Child Trafficking and Exploitation European Report*.

Fluke, J. D. and Wulczyn, F. (2010), *A concept note on child protection systems monitoring and evaluation*, UNICEF.

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Session 5 - Assumptions:

The term 'vulnerability' is commonly used in the debate on child trafficking. Children are often *per se* considered 'vulnerable' and in need of special protection. A systematic conceptual debate on vulnerability for the context of protection from exploitation and trafficking has however not yet taken place although vulnerability is considered a key concept in relation to the prevention of trafficking and the identification of children at risk.

Existing definitions have reached consensus that vulnerability is an aggregate concept composed of a dynamic interaction of risk and resilience. Vulnerability is caused by risk and balanced by resilience, i.e. the capacity to handle the risk. Measures that seek to reduce risks and at the same time strengthen resilience will therefore be well placed to reduce vulnerability. For the context of child exploitation, this implies a need to combine protection measures to minimise risks of exploitation with empowering measures to strengthen resilience and contribute to broad-scale prevention.

Risk and resilience, as the determinants of vulnerability, are neither isolated nor static but need to be understood according to a dynamic ecological model: personal risks and resilience are closely intertwined with risks and resilience deriving from direct and indirect relations, systems and environments that individuals are exposed to and interact with.

IMPACT understands the vulnerability of a child to exploitation and trafficking according to an ecological model where sources of risk and resilience derive from different levels. The ecological model expresses the dynamic relations between different elements and layers of the child's ecology and their interaction with the person. For policy making, this implies that legal approaches of enacting child rights standards and strengthening the accountability of public authorities need to be combined with developmental and 'bottom-up' approaches to strengthen the assets of children and families as well as protective mechanisms at the local level. Therefore for the purpose of the IMPACT study, child vulnerability to exploitation and trafficking is understood as a multi-sectoral, ecological and rights-based concept. It refers to the limited chances of a child to fully exercise his or her rights as afforded under the Convention on the Rights of the Child. Vulnerability depends on the number and severity of infringements or violations that a child is or may be exposed to (the *risk*) as well as the child's *resilience*. Risk and resilience are understood according to an ecological model. They interact at multiple levels and are accumulating: personal risk and resilience are closely intertwined with risk and resilience deriving from relationships, socio-political systems and the environment. Child vulnerability can be caused or exacerbated when the capability of the public administration to implement child rights standards is weak and when it does not succeed to safeguard the human rights of the child in practice. This is understood as *structural vulnerability*. Structural vulnerability is related to state structures, action or inaction, and can result in the violation of the rights of the child.

Session 5 - Objectives:

The intent of this session is to clarify how every strategy of protection could consider the context as a dimension able to stimulate and produce vulnerability or on the contrary to value the resources available and the child resilience.

The grade of vulnerability of a human being is not only determined by endogenous characteristics, but also by the availability and shortage of opportunities in the referral context. From this point of

view the grade of vulnerability can be interpreted as the chance or not to rely on resources, opportunities and protection mechanisms provided by the context of interaction.

This idea of vulnerability implies the perception that the personal difficulties and problems can be overcome through effective counteracting interventions, which a systemic model of prevention, protection and empowerment should be able to provide. Following this approach, the identification and assessment of the available resources, as well as the structural factors that influence the risk and resilience of the child are central aspects of each possible strategy and intervention.

Learning objectives for participants

- To understand the concept of vulnerability not only determined by personal endogenous characteristics, but also by the availability of opportunities and protection mechanisms
- To familiarise with the identification of context related factors which could contribute to make a child vulnerable or to increase his/her vulnerability
- To understand the importance of identifying and assessing the available resources and structural factors that influence the risk and resilience of the child as central aspects in the planning and implementation of strategy and intervention

Session 5 - Training activities and agenda outline:
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Total time required 4 – 4,5 hours

A. Introduction – 20 minutes

Introduction to session agenda, objectives and expectations along with the presentation of the session assumptions related to the vulnerability concept using as background material the information included in the Chapter 2.b of the IMPACT Transnational Analysis 2013.

B. Brainstorming – 30 minutes

The facilitator invites the participants to take into consideration the position of the child involved in the case story selected (see Session 1) and try to look at the situation in which he/she is involved from the perspective of the child. The facilitator poses the following question to the group of participants:

- What are the elements making our Child more vulnerable?

On a flip-chart previously prepared, the facilitator notes the answers provided by the participants during this fare of ideas and reiterates that the purpose of the session is to identify structural factors impacting negatively on the vulnerability of the child. The elements identified by the participants might not be structural at first sight. In this case the facilitator should further support the discussion in order to identify the underlying structural factors.

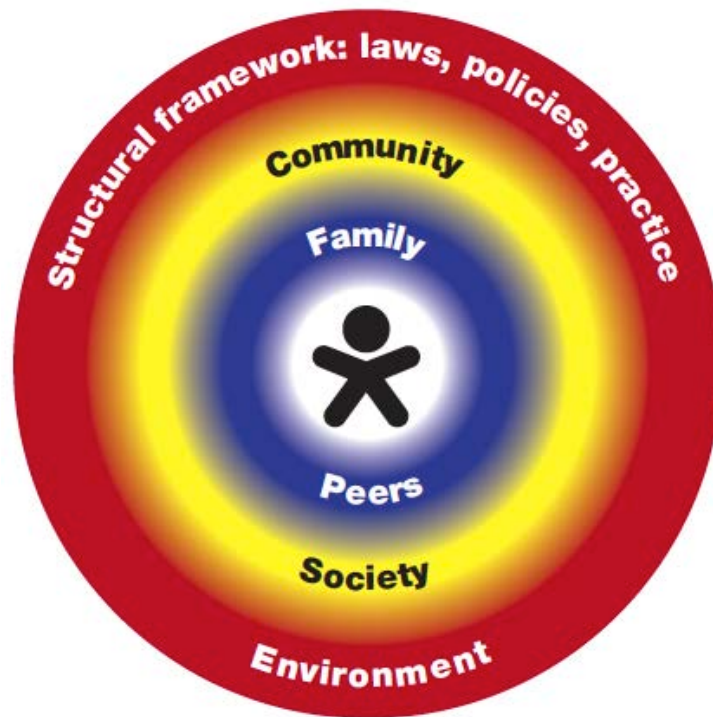
C. Short lecture – 30/40 minutes

Using the information provided in the IMPACT Transnational Analysis 2013, the reading material suggested as support to this session here below and the facilitator's own knowledge of the situation in the country, the facilitator should present a brief interactive lecture on the 'contextual and ecological understanding of 'vulnerability'' and the principles behind it. The content of the lecture should be tailored to the level of knowledge that participants have on the topic. Ideally this short lecture should cover:

- the essential foundation of the IMPACT approach to a contextual and ecological understanding of 'vulnerability'

- how child victims of exploitation and trafficking are affected by a complex interaction of risks and resilience factors
- the essential aspects of the concept of ‘structural vulnerability’ as a guiding concept for the analysis and understating of structural factors contributing the child vulnerability.

The facilitator could introduce the ecological understanding of ‘vulnerability’ as this is defined in the IMPACT project, eventually using the following graphic representations (see figure below).



IMPACT Transnational Analysis 2013
Risk and resilience influencing child vulnerability at all levels of the ecological model

The facilitator should make reference to the situation at the local level in the context in which the training is taking place as well as presenting good practices from other places or countries. These external national positive experiences could be identified in the IMPACT national Reports 2013 and in the facilitator’s own knowledge. In case the facilitator is not aware of positive practices at the local or national level, selected participants could be invited to present experiences from other contexts or countries. If the facilitator decide to use this latter option he/she needs to verify the profile of the participants, identify those who could present a national experience and contact them in due time before the session to organise their intervention.

D. Discussion – 30 minutes

The facilitator opens the discussion on the aspects presented. Once gathered the comments of the participants and their reactions the facilitator further underlines that many of these causes of the vulnerability of a child are rooted in underlying structural factors that contribute to creating vulnerability to exploitation and trafficking. As the children who are exploited have often previously been denied their rights, child trafficking is considered not only a result of criminal activities; it is essentially indicating the weak capability of national governments to effectively safeguard children’s rights to a safe and healthy development. The facilitator makes some practical examples.

E. Small group activity – 60-90 minutes

The facilitator splits the plenary into small groups of 4-5 participants and asks each group to work on the case story selected during Session 1 and on the basis of the elements making our Child more vulnerable as identified during the previous brainstorming. Each group should then discuss in what ways our Child could become less vulnerable or stronger while facing possible risks of trafficking and exploitation.

F. Partnership learning moment -30 minutes

Each team is asked to present to the plenary their list of ways which could make our Child less vulnerable or stronger while facing possible risks of trafficking and exploitation. Each Rapporteur of the small group is asked to present the reasoning justifying the ways selected and their connection with the effectiveness of the intervention and how the system could deal with that.

Following all the presentations, the facilitator notes on a flip chart the ideas raised and leads a group discussion asking the participants to comment on the ideas presented by the different groups. In order to ensure that critique is offered in a constructive way, it must be closely monitored by the facilitator to ensure that the comments are targeted to the analysis of the suggestions by the whole group of participants and that these do not slip into negative criticism.

Once the participants have shared and discussed their comments, the facilitator can ask the group if they have any further comments and what are the key lessons learnt from the role play that can be applied to real-life situations.

G. Lessons application – 30 minutes

Once all the groups have presented the outcomes of their work and all the flip charts have been reviewed, the facilitator and the participants work together to identify: (1) key lessons that could be extracted from this experience; (2) considerations to be kept in mind when operating to setting up strategies, interventions, services; (3) what steps could be taken to increase more effective use of this approach.

H. Closing 10 minutes

The facilitator reviews the list of insights developed in the course of the session as main outcomes and briefly present once more the IMPACT methodological assumptions related to the centrality of the human beings by using a PPT with the following list:

- The level of vulnerability of each individual is directly related to her/his surrounding context
- Vulnerability per se is not the problem, it becomes a problem when it represents the possibility to be exposed to dangerous contexts
- The resources of the individual have to be considered as the basis for any intervention

The facilitator should thank the participants and time should be allowed for any final questions or observations.

Session 5 – Further bibliographic references:
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KMOP/Defence for Children Italy (2013), IMPACT Transnational Analysis.

Alwang, Jeffrey; Paul B. Siegel; Steen L. Jorgensen (2001), Vulnerability: A view from different disciplines, Social Protection, The World Bank, *Social Protection Discussion Paper* No. 0115.

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Engle, Patrice L., Sarah Castle, Purnima Menon (1996), *Child Development, Vulnerability and Resilience*, International Food Policy Research Institute, FCND Discussion Paper No. 12, Washington, available at: <http://www.ifpri.org/divs/fcnd/dp/papers/dp12.pdf> (accessed February 2014).

Haynes, P. (2003), *Managing Complexity in the Public Services*. Maidenhead: Open University Press.

Hassett, P. and I. Stevens (2005), *Risk Management and Risk Assessment: A Training Pack*. Glasgow: SIRCC.

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Session 6 - Assumptions:

Child protection systems need to be effectively integrated into systemic approaches for the implementation of the Convention. There are many areas that are essential for prevention, empowerment and building resilience that cannot be addressed by a child protection approach alone. On the basis of this assumption, it was a central objective of IMPACT to test the hypothesis that strengthening the implementation of the Convention on the Rights of the Child will contribute to preventing child exploitation and trafficking and protecting children at risk. The objective was to understand the correlations between the status and quality of implementation and the vulnerability of children to exploitation and trafficking. Through the selective discussion presented in the IMPACT transnational analysis, the study comes to the conclusion that the national structures and systems (in place within the four countries analyzed) do not yet provide a sufficiently strong basis for anti-trafficking measures to take hold. Gaps have been identified primarily with regard to two issues: a) national child protection systems are not yet sufficiently prepared to prevent exploitation and trafficking and to protect children at risk; and b) national child protection systems have not yet been effectively integrated into broader strategies for the implementation of the Convention. Although the national laws and policies are considered to offer a sufficient margin of action within all four countries, the overall finding is that these laws and policies are not being implemented consistently into practice. Implementation gaps continue to create an environment in which children are vulnerable to exploitation and trafficking.

The study concludes that there remains a need to strengthen national child protection systems, to promote inclusion and services by valuing diversities, to promote coherence between child protection policies and immigration regime, to promote efficiency by investing in prevention, to integrate national child protection systems into broader strategies for the implementation of the Convention.

Session 6 - Objective:

The intent of this session is to underline that each protective intervention should be developed with the awareness that each social context can either facilitate or encumber it.

Once clarified that the dimensions involved are different (quantitative, qualitative, mediation, coordination, legislative and economic), the session specifies that every intervention centred on the child should consider thoroughly all these dimensions, with the final aim of undertaking a successful intervention notwithstanding the adverse imposed conditions.

The actions implied in prevention and protection strategies are influenced and defined by systemic dimensions which can facilitate the setting up or strengthening them. The analysis of these dimensions enables the adaptation of interventions and strategies throughout the evaluation and analysis of facilitating or impeding elements. The link between micro and macro levels represents the essential dimension for the positioning of the intervention and for locating it in a more comprehensive framework of action.

Learning objectives for participants

- To understand the essential foundations of the systemic approach to the development of successful protective intervention
- To familiarise with the identification of context dimensions and with the idea that each social and economic context can either facilitate or encumber protective intervention. Therefore,

adverse dimension became pivotal elements in the development of strategies and intervention.

- To understand that dimensions involved are different and that they unanimously contribute to the shaping of the protective intervention.

Session 6 - Training activities and agenda outline:

Total time required 4 – 4,5 hours

A. Introduction – 20 minutes

Introduction to session agenda, objectives and expectations along with the presentation of the session assumptions related to the systemic dimension shaping the effectiveness of actions and strategies using as background material the information included in the concluding Chapter of the IMPACT Transnational Analysis 2013. The facilitator should place a particular emphasis on the systemic dimension influencing and identifying the opportunity to carry out effective actions and strategies. The facilitator here should integrate some practical example to clarify what this 'systemic dimension' means in practice and could be operationally used

B. Discussion – 30 minutes

The facilitator opens the discussion on the aspects presented. Once the comments and reactions of the participants have been gathered, the facilitator makes some additional practical examples on how this approach could be used to understand better the context of action in its complexity. Through an operational oriented approach, the facilitator uses examples identified in the IMPACT Transnational Analysis 2013 and based on his/her own knowledge.

A. Brainstorming – 30 minutes

Always referring to the case story selected during Session 1, the facilitator invites the participants to identify 4 elements facilitating or hindering the intervention dedicated to our specific child. The facilitator notes the participants' responses on the flip chart, and reiterates that the purpose of the session will be to identify which strategies we use in relation to our specific context. On the basis of the answers provided, the facilitator underlines how the systemic dimension requires the interaction with the other actors characterising that specific system.

B. Small group activity – 60/90 minutes

The group of participants is then divided in small groups of 5 persons to perform a role play. Each group, building on the elements identified during the previous brainstorming, is responsible for the elaboration of a specific plan of intervention. Therefore each group should explain which strategies they use in relation to our specific context. The facilitator underlines that the systemic dimension requires the interaction with the other actors characterising that specific system. Each group is tasked to provide an answer to the following question:

- *Which kind of proactive approach should I develop towards the other actors of that social context in order to support the fulfilment of the rights that our child child is entitled to?*

C. Partnership learning moment -30 minutes

Each team is asked to present to the plenary the outcomes of their discussion. Following all the presentations, the facilitator notes on a flip chart the ideas raised and leads a group discussion asking the participants to comment on the ideas presented by the different groups. In order to ensure that critique is offered in a constructive way, it must be closely monitored by the facilitator to ensure that the comments are targeted to the analysis of the of the suggestions by the whole group of participants and that these do not slip into negative criticism. The facilitator notes down the answers provided and with the support of the participants try to also classify them on the basis of the sector and the range of action. Once the participants have offered their comments, the facilitator can ask

the group if they have any further comments and what are the key lessons learnt from the role play that can be applied to real-life situations.

D. Lessons application – 30 minutes

Once all the groups have presented the outcomes of their work and all the flip charts have been reviewed, the facilitator and the participants work together to identify: (1) key lessons that could be extracted from this experience; (2) considerations to be kept in mind when operating to setting up strategies, interventions, services; (3) what steps could be taken to increase more effective use of this approach.

E. Closing 10 minutes

The facilitator reviews the list of the insights developed in the course of the session as main outcomes and briefly presents once more the IMPACT methodological assumptions related to the centrality of the human beings by using a PPT with the following list:

- The environmental consideration of factors which are not directly determined within each single intervention should be considered the basis for the conception and implementation of any strategy
- Every action to protect individuals should also symmetrically address the causes that are determining the problem she/he is encountering
- A 'resilient' protection system has to consider the paramount interests of each individual

The facilitator should thank the participants and time should be allowed for any final questions or observations.

Session 6 – Further bibliographic references:
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Coveney, P. and P. Highfield (1995), *Frontiers of Complexity: The Search for Order in a Chaotic World*. London: Faber and Faber.

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Wilson, S. (2009), Proactively managing for outcomes in statutory child protection: The development of a management model. *Administration in Social Work*, 33.

Conclusion and evaluation

The facilitator with the collaboration of the participants summarises the six elements of the IMPACT model presented. The facilitator should thank the participants and time should be allowed for any final questions or observations.

The facilitator distributes a questionnaire for the evaluation of the training module (sample here below).

Note: *The questionnaire could be distributed either at the end of the entire training module or at the end of each session.*

Sample evaluation Form

Please complete the following evaluation form so we can improve this training.

Training place _____

Date: _____ Facilitator/s: _____

We ask you to take a moment to provide your feedback. Your responses are anonymous and will be used to improve future consultative methods. Your feedback is important to us.

Please circle your response to each statement.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
1. The training covered what I expected it to cover.	1	2	3	4	5	0
2. The training satisfied my professional needs in this area.	1	2	3	4	5	0
3. The training's objectives were clearly stated.	1	2	3	4	5	0
4. The training's objectives were achieved.	1	2	3	4	5	0
5. The training's content was interesting.	1	2	3	4	5	0
6. The Facilitator was effective.	1	2	3	4	5	0
7. The level of interactivity was appropriate.	1	2	3	4	5	0
8. The supporting resource materials supplied for the working groups are relevant and useful to me.	1	2	3	4	5	0

Please circle 'Yes' or 'No' to the following statements	Response	If 'No' please circle or comment
1. The duration of the training was right for me.	Yes / No	Too long / too short
2. The pace of the training was right for me.	Yes / No	Too fast / too slow
3. The level of difficulty of the content was right for me.	Yes / No	Too easy / too difficult
4. I believe that I can now work differently in this area.	Yes / No/ Not Applicable	

What aspects of the training did you gain the most benefit?

Have you any suggestions about how this training could be improved?

What did you like best about this training?

What did you like least about this training?

Further Comments:

Thank you for your feedback