

Social Work Perspective on Child Protection and Child Rights

Specialization Training Course for Child Protection Workers



Course Guide FIRST EDITION - 2013

SOCIAL WORK INSTITUTE
Khumaltar – Lalitpur – Nepal



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About this guide

This resource guide provides a reference for trainers and participants of the Specialization Training Course on Social Work Perspective on Child Protection and Child Rights, which addresses child protection workers engaged in the protection of children and promotion of their rights.

The Course Guide introduces about objectives, contents and requirements of the Specialization Training Course, presenting the features of the various units. The syllabus, in fact, has been designed and conceived in a way that tackles the most urgent child protection issues and draw attention on the challenges and effects related with the implementation of different protection interventions.

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Title

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Message by the Chair



Dear **Supporters, Students and Teachers**,

the Social Work Institute has been engaged in training youths to facilitate positive social transformation since 1987, while also engaging directly with vulnerable communities through local partners.

We are pleased at this time to initiate the First Edition of the 'Specialization Training Course on Child Rights and Child Protection', which has been launched in June 2013, in partnership with Amici dei Bambini.

This represents a new milestone for SWI, moved by the aspiration to educate and develop committed and knowledgeable young people to work with children around the country, and ensure their safety, security and positive future.

SWI has been engaged in preparing young women and men of Nepal to serve their country in the field of social development over the last twenty six years. Over the years, we have trained hundreds of young people from remote villages, cities and NGOs/INGOs. At this time we would like to request your support and cooperation in taking this new initiative forward for the benefit and further development of children in Nepal. We would like to take this opportunity to express our gratitude to you and all those who have collaborated and supported us in our efforts to contribute positively to the society.

With the launching of this multi-faceted "Social Work Perspective on Child Rights" Specialization Training Course, we hope to fulfil the Institute's vision in a more effective way, on order to work for social justice, raise awareness against repressive elements of our society and engender a real desire for personal and societal freedom.

We hope that you all will continue to support us to move towards this Vision and help us to contribute to our nation to make it a happier and secure place for everybody to live in.

Mr. Paras Mani Lama

Chair - SWI

Message by the Head

Dear well **wishers and all concerned**,

The "Specialization Training Course on Social Work Perspective on Child Rights and Child Protection" is a specialization course for Child Rights upholders and others from different walks of life that care and want to reach out to society. Benefits from this crucial course shall multiply manifold.

The journey towards this goal gears us up to catch the spirit for the children. We are happy to state that all participants and our committed youth social workers shall be team players with the team carrying out this training. All power to this work for a good cause: we shall overcome!



Namaraj Silwal

Head of SWI Project and Administration

1. The Project EDU-CARE in the context of child protection in Nepal



Children's rights are too often violated in Nepal due to multiple and various factors, such as the extreme poverty of many families, social turmoil, fragmented political and social context. Due to these reasons, many children are separated from their families or are at risk of being abandoned.

In the last years, the country has witnessed a dramatic growth in the number of children living in residential child care homes, above all in the Kathmandu Valley. Lack of proper support and guidance to vulnerable families has resulted in the separation of the children from their biological families.

The effects are dramatic, such as increase of child labour, street children, exploitation, school drop-out and other forms of violation of children's rights. To tackle these problems, institutionalization has been the only protective measure in the past, while less attention was given to promote family preservation, mechanisms of de-institutionalization, putting in place interventions that encourage family reunification or adoption as last resort.

Hence, it emerged the need to address the inadequacy and poor training of professionals and social operators on issues closely related to vulnerable children and their families. This need is even stronger if we consider the fact that there is a significant demand for professionals in the field of child protection by public institutions and NGOs' side in the country, as well as the need to recognize this important profession.



In this context, the project 'EDU-CARE: Social Operators active in the protection of the child protection and in the promotion of the children's rights in Nepal' was developed by Amici dei Bambini (Ai.Bi.), thanks to the generous contribution of CAI (Commissione per le Adozioni Internazionali), and is being implemented in partnership with the St. Xavier's College and the Social Work Institute (SWI).

Moreover, other 11 partner organizations among NGOs and government agencies are engaged in the implementation of the project EDU-CARE.

The project is being implemented in close coordination and collaboration with the Ministry of Women, Children and Social Welfare (MoWCSW), the Central Child Welfare Board (CCWB), the Social Welfare Council (SWC) and other concerned government and non government agencies.

The partner organizations operate in the field of child protection for promoting de-institutionalization and family preservation, and run programs in ECD, parents education, health issues, formal and non-formal education, micro-credit programs, vocational trainings, and so on.



Thanks to this broader partnership, the project EDU-CARE aims to contribute in the prevention of child abandonment and prolonged stay of children in institutions in Nepal, by promoting effective mechanisms to support poor households, empowering the parents, fostering the social inclusion of young care leavers, strengthening the child protection system through the enhancement of local educational resources on social work.

By launching two different but complementary specialization courses on child rights and child protection, by the St. Xavier's College and the Social Work Institute, the project aims at increasing the interventions' effectiveness of social operators engaged in the management and/or implementation of child protection programs at I/NGOs, civil society organizations and local government bodies.

Through the support to education institution concerned with the training of human resources, the Project EDU-CARE aims at highlighting the importance of the social operator's profile to effectively work and reach out vulnerable children and their families.

The Specialization Training Course is supported by the generous contribution of CAI (Commissione per le Adozioni Internazionali), promoted by the Italian INGO Amici dei Bambini (Ai.Bi.), and implemented by the St. Xavier's College and the Social Work Institute, thanks to a fruitful partnership and synergy among different stakeholders.



**Thanks to the generous
contribution of CAI**

2. The organizing partners

Amici dei Bambini



Ai.Bi. is an Italian humanitarian non-governmental organization, established in Italy in 1986. Ai.Bi. operates in 25 countries in Eastern Europe, Latin America, Africa, Asia, North and South America.

Ai.Bi. operates in Nepal since 2006 through various interventions aimed at supporting and strengthening vulnerable children and their families. In the previous years, Ai.Bi. has promoted socio-sanitary projects aimed at improving the health conditions of children, as well as projects for supporting vulnerable children and their families, and preventing abandonment.

At present, the organization is carrying out projects aimed at strengthening child protection mechanisms in the country, promoting children rights and training human resources specialized in supporting vulnerable children and their families.

Social Work Institute

Vision: ***The Social Work Institute envisions a just, socially conscious, interdependent and a free society.***

Social Work Institute (SWI) was established in 1987 under the auspices of the Nepal Jesuit Society (NJS) by br. James F. Gates, S.J. the institution aims at fostering the national development of Nepal by developing competent human resources through long and short-term training programmes and workshops. The institute also implements grassroots level community development projects mobilizing its alumni and partners with local organizations.



The institute's primary focus is in empowering people to become interdependent aspiring social and economical liberations, and to raise awareness against the repressive and oppressive elements of our society promoting social justice.

The Social Work Institute (SWI) conducts the training to young professionals who are engaged in development work and social work in their own community. The SWI's teaching methodology is inspired by a mix approach, aimed at enhancing the knowledge base, skills and capabilities so that the trained human resource is equipped with knowledge and skills to work with individuals, families and the community.



SWI is also implementing programs/projects to uplift socially and economically deprived people of Nepal by partnering local CBOs, as well as community development activities to engender personal and societal freedom based on the concept of animation. Such projects are called 'Micro Projects'.

The projects are designed in such a way that the institute can pursue its philosophy, principles and approaches to development and social work, by mobilizing its training graduates. It can also be an area from which the institute can derive practical information for the institute's training course for Social Workers.

The SWI only works with its alumni in implementing projects in the rural areas of Nepal. At present, SWI is implementing various projects in different parts of the country in partnership with 26 cooperatives and 13 community based organizations (CBOs).

Training offer and community programs

The primary focus of the training programmes offered at SWI is to develop quality human resources to work with communities and individuals in Nepal. It focuses in developing individual's skills, knowledge and attitude required to effectively work with people for their further growth and development.

Among the training programmes offered there is:

- *3 month training program for professionals*
- *Short term training and workshop for human resource development:*
- *Diploma Course: 9 month social work training course*

Concerning the Community Development Programs, these are aimed at uplifting socially and economically deprived people in Nepal through community development activities to engender personal and societal freedom.

At present the institute is implementing a project on NGO capacity Building by supporting 5 NGOs/CBOs and cooperatives: Jugeda Animation Project, Calendar project, IPM (Integrated Pest Management) Project and calendar Project.

In the past Social Work Institute has implemented several projects in Nuwakot, Tanahu (Bandipur), Bardiha (Rajapur), Dang (Deukhuri), Dang (Uarahari), Salyan, Dadeldhura, Baitadi, Okhaldhunga, Bara, Makawanpur, Saptari (Rajbiraj), Shyanga, Chitwon (Madi).

3. Rationale of the Specialization Course

Within the framework of the Project EDU-CARE, two different but at the same time complementary specialization courses on Social Work Perspective on Child Rights and Child Protection were designed, and launched by two renewed institutions with long experience in social work: the St. Xavier's College and the Social Work Institute (SWI) in Kathmandu.

Although both institutions aim to train professional profiles that will operate in favour of vulnerable families, in the attempt to prevent child abandonment and promoting family preservation, the course offered by St. Xavier's College aims to train Child Rights Managers, while the one offered by the Social Work Institute will produce Child Protection Workers.

Strong of the experience and expertise of the two partner institutions, the Specialization Course offered by St. Xavier's College aims at training professional profiles that will design, submit and manage projects and interventions that address vulnerable children and their families. On the other side, the operators trained by the Social Work Institute will be placed on the front line of social work and will directly work with children at risk of abandonment and their families.



The design and development of the two curricula was done based on the outcomes of a 'Study on Child Welfare Policies, Services and Aptitude for Care and Protection of Vulnerable Children and their Families', which was conducted by the Scientific Committee of the Project EDU-CARE and which represents an important pillar of the Project.

The study has provided important insights and documented existing policies and programmes of the Government of Nepal related to the care and protection of vulnerable children. Among the areas covered by the study, it is important to mention the identified of existing social services programmes in favour of vulnerable children and their family; a map out of 'replicable practices' as well as weaknesses, overlaps and gaps of these services; provided guidance and recommendations for increasing the capacity of professionals engaged at NGOs and government agencies in the protection of children at risk of abandonment and in fostering family preservation.

Based on the outcomes of the study, these findings were used for and reflected in the design and development of the two curricula of the Specialization Courses which are offered by St. Xavier's College and the Social Work Institute.

4. The Specialization Courses: purpose and overview

The Specialization Course on Social Work Perspective on Child Rights and Child Protection is designed with the purpose of producing trained human resources equipped with practical knowledge, skills and attitude on social work within the perspectives of child rights and child protection.

This course is aimed at meeting the demand of trained workforce in the country and to contribute in the field of child protection and in the promotion of the children's rights. Thus, the course has been designed and developed based on the competencies and skills required to be performed by Child Rights Workers in child protection work in a variety of agencies and community settings, for serving a diverse population, including vulnerable groups of children and their families in the country.



5. Objectives of the course

The Specialization Course aims:

- To introduce and develop basic skills, knowledge and attitude required to perform tasks and duties of child protection social worker;
- To promote knowledge, understanding and awareness about child rights, child protection and of social justice among social workers, students, teaching staff and other operators involved in child care and protection;
- To expose the learners to various theoretical concepts and practical activities required to be child protection social workers;
- To apply the knowledge and skills of social work practice to intervene with children who are in need of protection;
- To demonstrate foundation knowledge and skills in social work perspectives with focus on child protection and children rights;

6. Schedule of the course

The Specialization Course lasts for about 7 months, spread over **880 Learning Hours**, which comprehend classroom learning, practical learning, self study and supervision.

Classes are held on daily basis, from Sunday to Friday, during the day time. The medium of instruction is Nepali. However, a basic level of English is required. Classes take place in the premises of the Social Work Institute, located in Khumalatr, Lalitpur, Nepal.

7. Target participants

The specialization training course is open to candidates who are both already engaged in the protection of vulnerable children and their families, and those who would like to start their career in the field of child protection and child rights.

For the First Edition of the Specialization Training Course around 30 participants are expected to be enrolled.

8. Entry qualification and selection criteria

To be eligible to apply for the Specialization Training Course, candidates should meet the following requirements:

- At least SLC passed or equivalent for those who is graduated from SWI;
- At least +2 passed or equivalent for those who are not graduated from SWI;
- Strong sense of ethical and social awareness;
- Ability to successfully complete the training course;
- Open to change themselves and willing to accept new ideas;
- Should have a strong feeling towards working with people in the area of Child protection, social and development work in Nepal.

Working experience in the field of child rights and child protection will be considered an asset. Moreover, individuals of ethnic minorities, marginalized groups, different able people and females are highly encouraged to participate and will be given preference.

Applicants will have to provide the documents listed below:

- Fill up application form and submit it to SWI Office within the given deadline, along with two passport size photographs of the candidate;
- Submit copy of certificate of academic qualifications;
- Attend the entrance examination conducted by SWI;

Applicants who have passed the entrance examination will be shortlisted and invited for the interview with the Selection Committee.

9. Structure and curriculum of the course

The Specialization Course lasts for about 7 months, spread over **880 Learning Hours**, of which **380 hours** will be spent for class learning, self study and supervision; **100 Hrs** will be allocated for Social Work Field Practicum in organizations within the Kathmandu Valley, during the period of theoretical sessions; **400 Hrs** will be assigned for pursuing internship activities with NGOs/CBOs at the learners' respective districts. The internship will be assigned upon the completion of theoretical sessions and the field placement.

Moreover, during the Course exposure visits will be organized by the Social Work Institute in different agencies and organizations for enhancing participants' learning. Course participants are required to undertake self-study, small-scale studies and prepare a report on subject of their interest with the help of supervisors allotted to them, as per requirement.



The teaching methods used during the Specialization Training Course follow a combination of both theory and practice. The theoretical teaching will be delivered by means of lectures, discussions, assignments, interactions, seminars, group works, and paper presentations; while the practical component will be pursued through demonstrations, observations, guided and self practice, block placement and field work.

The following instructional media and materials will be used for effective instruction and demonstration:

- Printed Media Materials (assignment sheets, case studies, handouts, information sheets, performance check lists, textbook, etc.);
- Non-projected Media Materials (display, models, flip chart, poster, writing board etc.);
- Projected Media Material opaque projections, overhead transparencies, slides etc.);
- Audio visual materials (audiotapes, films, slide-tape programmes, videodiscs, videotapes etc.)
- Computer based Instructional Materials.

PARTS	UNITS	DURATION
PART A Social Work	Introduction to Social Work	12 Hrs
	Foundation of Social Work	6 Hrs
	Social Work Practice and Skills	6 Hrs
PART B Child Rights	Rights of the Child	12 Hrs
	Child Development	12 Hrs
	Child in the Context of the Family	12 Hrs
	Child Protection within the Context of Nepal	12 Hrs
	Children at Risk	24 Hrs
	Child Welfare Policies and Laws	12 Hrs
	Existing Child Welfare Programmes and Services in Nepal	12 Hrs
PART C Child Welfare and Protection in Action	Working with Children (<i>Micro</i>)	24 Hrs
	Working with Family (<i>Mezzo</i>)	6 Hrs
	Working with Groups (<i>Mezzo</i>)	6 Hrs
	Working with Community (<i>Macro</i>)	9 Hrs
	Professional Values and Ethics of Social Worker Engaged in Child Welfare	6 Hrs
	Case Management	12 Hrs
	Psychosocial Support to Vulnerable Children and their families	12 Hrs
	Alternative Care of Children without Primary Care Givers	18 Hrs
PART D Macro Tools	Resource Mobilization	15 Hrs
	Agency Management at Local and District Levels	6 Hrs
	Project Cycle Management	18 Hrs
	Research Method in Social Research	12 Hrs
	Techniques for Proposal Writing	12 Hrs
	Techniques for Report Writing	18 Hrs
PART E PRACTIKUM	Concepts of Field Work and Practical Aspects	10 Hrs
	Social Work Field Practikum	100 Hrs
	Field Praktikum Presentation	6 Hrs
PART F Enhancing Practical Skills	Training of Trainers	18 Hrs
	Awareness Raising/Communication Skills	30 Hrs
	Basic RRA/PRA	10 Hrs
PART G INTERNSHIP	Concepts of Internship and Practical Aspects	8 Hrs
	Internship	400 Hrs
	Internship Presentation	6 Hrs
	TOTAL	880

RATIONALE:

Frontal classes:	380
Social Work Field Practicum:	100
Internship:	400
Total Learning Hours Covered:	880

10. Learning across the curriculum: parts and units outline

PART A: SOCIAL WORK

Unit 1: Introduction to Social Work (12 hrs)

1. Description

The unit introduces the basic concepts of Social Work and help the participants to understand the dynamics and basic principles of Social Work. The participants will obtain an understanding of concept, philosophy, principles and values which form the base for social work practice.

2. Overall Objective

Participants will have knowledge on related concepts of social work, historical development of social work, nature of social work and scope of social work.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Identify historical milestones in the development of social work education and social work practice in West, East and Nepal.
- Distinguish professional action from charity or voluntary action
- Understand relationship of social work with other disciplines. Know the major contribution of other disciplines to social work.
- Explain the concept of social functioning as the domain of social work.
- Discuss on the purpose and scope of social work.
- Describe the nature of social work

4. Course Details

- 1.1. Historical Development of Social Work in West (i.e. USA, UK), East (i.e. Philippines, India) and in Nepal
- 1.2. Conceptual Framework of Social Work

5. Suggested references

UNICEF Training of Trainers on Social Work (2005). Introduction to Social Work Concepts and Nature.

DuBois, Benda & Karla Krogsrud Miley (2008). Social Work: An Empowering Profession, Boston, U.S.A.: Allyn & Bacon (Chapter 1, p.10-13).

Brenda DuBois, Karla Krogsrud Miley [Year??]. Social Work Purpose Louise C. Johnson, Stephen J. Yanca [Year??]. Social Work Practice: A generalist Approach.

Shrestha, S. K., (2013). Social Work: Concept, Principle and Process. Kathmandu, Nepal.

Prof. Vinton L. & Prof. Neil Abell (2008). Social Work Profession and Education, Indira Gandhi National Open University School of Social Work, Kalyan Enterprises, Delhi.

Prof. Neil Abell & Dr. Ashok Sarkar (2008). History of Social Work: Global Scenario, Indira Gandhi National Open University, School of Social Work, Kalyan Enterprises, Delhi.

Dr. Neena Pandey, Ms. Manju Gupta, Ms. Sashmita Patel, Bishnu Mohan Dash, Mr. K.K. Singh & Ms. Nita Kumari (2008). Evolution of Social Work Practice in India, Indira Gandhi National Open University, School of Social Work, Kalyan Enterprises, Delhi.

Mr. Joseph Varghese (2008). Basic Concepts of Society, Indira Gandhi National Open University, School of Social Work, Bengal offset Works, New Delhi.

Unit 2: Foundation of Social Work (6 hrs)

1. Description

This unit develops the understanding among participants on principles and values which form the base for social work practice. The values and principles guide Social Worker's conduct.

2. Overall Objective

To develop understanding among participants/trainees on values and principles of social work.

3. Specific Objectives

At the end of the sessions of the units, the participants will be able to:

- Discuss values and principles of social work.
- Relate and clarify personal values with that of professional values of a Social Worker.
- Apply the principles and values of social work in the practice

4. Course Details

1. Philosophy of Social Work
2. Values of Social Work
3. Principles of Social Work
 - 3.1 Acceptance
 - 3.2 Individualization
 - 3.3 Purposeful expression of feelings
 - 3.4 Non-judgemental Attitudes
 - 3.5 Self-determination
 - 3.6 Controlled emotional involvement
 - 3.7 Access to resources
 - 3.8 Confidentiality
 - 3.9 Accountability
 - 3.10 Worker's self awareness

5. Suggested references

Allyn & Bacon (2002). Social Work: An Empowering Profession, Boston, U.S.A (Chapter 5, p. 109-133).

J.B. Lippincott [Year??]. Working with People: The helping process (Chapter 13, 14).

Barry Cournoyer [2008]. The Social Work, Skills Workbook (5th Edition), Indiana University-Purdue University Indianapolis.

Introduction to Social Work Concepts and Nature, UNICEF Training of Trainers on Social Work, 2005 (unpublished document).

Unit 3: Social Work Practice and Skills (6hrs)

1. Description

The unit describes about different theories of social work and the application of skills into practice.

2. Overall objective

To develop understanding of the participants/trainees on different social work theories and skills.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Describe four practice systems of social work.
- Explain different steps of problem solving process and importance of relationship building.
- Apply the systems framework and planned change theory in the analysis of a case situation.
- Describe what goes on at each phase of the helping process giving emphasis on the simultaneous operation of the task functions and depth of working relationship the social worker employs in the problem-solving effort.
- Acquire skills to apply the system framework, problem solving process and relationship building skills in the analysis of a case situation.

4. Course Details

1. Systems framework and planned change theory in Social Work practice
 - 1.1.1 Four practice Systems of Social Work
2. Social Work Helping Process vis-à-vis Problem Solving Process
 - 2.1 Helping/Problem solving process
 - 2.1 Relationship building skills
3. Problem Solving Tools
 - 3.1 Observation
 - 3.2 Listening
 - 3.3 Interview
 - 3.4 Communication
 - 3.5 Home Visit

5. Suggested references

Introduction to Social Work Concepts and Nature, UNICEF Training of Trainers on Social Work, 2005 (unpublished document).

Brill Naomi I. [1978]. Working with people: The Helping Process. J. B. Lippincott Company, Philadelphia, PA, U.S.A. (Chapter 5 and 7, p. 65-88, 89-103).

DuBois, Benda & Karla Krogsrud Miley (2008). Social Work An Empowering Profession. Boston, U.S.A.: Allyn & Bacon.

Hepworth, Dean H., & Jo Ann Larsen (2006). Direct Social Work Practice: Theory and Skills (4th ed). U.S.A.: Brooks/Cole Publishing Co.

Hull, G. & Kirst-Ashman, K. (2004). The Generalist Model of Human Services Practice. U.S.A.: Brooks/Cole.

Hutchison, Elizabeth D. (1999). Dimensions of Human Behavior: The Changing Life Course. U.S.A.: Pine Forge Press.

Skidmore, R.A., Milton, T. G., & Farley, W. (1997). Introduction to Social Work. U.S.A.: Allyn and Bacon.

Allen Pincus. Anne Minahan ((1973). Social Work Practice: Model and Method, F.E. Peacock Publishers, Inc., Itasca, Illinois.

PART B: CHILD RIGHTS

Unit 4: Rights of the Child (12 hrs)

1. Description

The unit provides definition of 'child' according to national legislation and the relevant international instruments and explore understanding of childhood in socio-cultural context. This unit deals with the rights of the child with particular reference to the prevailing national legislations and major international instruments. Moreover, the unit discusses fundamental principles of the Convention on the Rights of the Child, 1989.

2. Overall Objective

The participants will develop knowledge base in defining 'child' and 'childhood' and understand basic concept of the rights of the child and the fundamental principles.

3. Specific Objectives

At the end of sessions of the unit, the participants will be able to:

- Define child as per the provisions of the national legislation and international instruments.
- Describe the socio-cultural construct of childhood and significance of family environment in child development.
- Explain about the basic rights of the child and the four general principles of the Convention on the Rights of the Child, 1989.

4. Course Details

1. 'Who is a Child?'
 - 1.1 Defining 'Child' as per national legislation
 - 1.2 Defining 'Child' as per international instruments (i.e. CRC)
2. Understanding childhood
 - 2.1 Socio-cultural context in construction of childhood
 - 2.2 Family environment for childhood
 - 2.3 Diversity in construction of childhood
3. Concept of the Rights of the Child
 - 3.1 Provisions of the Interim Constitution of Nepal 2063
 - 3.2 Provisions of national legislations
 - 3.3 Provisions of the Convention on the Rights of the Child, 1989
 - 3.4 Provisions of other international instruments (relevant to children)
4. Basic Principles of the Conventions of the Rights of the Child, 1989
 - 4.1 Principle of non-discrimination
 - 4.2 Principle of best interest of the child
 - 4.3 Principle of survival and development of the child
 - 4.4 Principle of rights to be heard

5. Suggested references

CCWB (2012), Balbalika sambandi Rastriya tatha antarastriya pramukh kanooni prabadhanharu (in Nepali).

Unit 5: Child Development (12 hrs)

1. Description

Child Development describes the various developmental life span of the child. The unit covers the developmental stages, variations, roles of significant adults; attachment and bonding, socialization of the child and supportive and hindering cultural practices.

2. Overall Objective

The participants will gain knowledge on the various developmental life span of the child.

3. Specific Objectives

At the end of sessions of the unit, the participants will be able to:

- Understand the different perspectives related to developmental stages, variations and role of significant adults.
- Develop an understanding of characteristics, needs and normal development stages from childhood to adolescence.
- Able to identify the roles of significant adults to care and support the child.

4. Course Details

1. Developmental Life Span
 - 1.1 Developmental Stages and its characteristics
 - 1.2 Developmental Variations Deviations
 - 1.3 Roles of significant adults (parents, grand-parents and other care givers) to care and Support the Child
2. Stimulation (and Care) in Early Childhood Years

5. Suggested references

Elizabeth B. Hurlock (1997). Child Development, Sixth Edition, TATA McGraw-Hill Edition, Delhi, India.

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Nirmala Uperiti (2060). Child Development and Family Relationship, M. K. Publishers and Distributes, Bhotahiti, Kathmandu.

Hem Raj Bhusal (2069 B.S.). *Balbikas Ra Samajikaran*, Alka Printers and Publishers Pvt. Ltd., Kathmandu, Nepal.

6. Child in the Context of the Family (12 hrs)

1. Description

Child in the context of family explains the importance of family environment in child's upbringing and their personality development.

2. Overall Objective

To enable participants' understanding child in the context of person and environment.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Participants will be able to understand family as a social system.
- Participants will be able to relate family child relationship.
- Participants will be able to identify parent's rights and obligation.

- Participants will acquire knowledge on strengthening families to ensure care and protection of their children.

4. Course Details

1. Child in the Context of Person and Environment
2. Ecological Framework
3. Family as a Social System
4. Family Child Relationship (Attachment and bonding)
5. Child's rights vis-a-vis parent's rights and obligation
6. Strengthening Families to Ensure Care and Protection of their Children
7. Attachment and Bonding
8. Resilience and Coping in Children
9. Socialization (of child)
 - 9.1 Concept of Socialization
 - 9.2 Development of self
 - 9.3 Internalization of Social Norms and Values
10. Cultural Practices (supportive and hindering practices)

5. Suggested references

Elizabeth B. Hurlock (1997). Child Development, Sixth Edition, TATA McGraw-Hill Edition, Delhi, India.

Introduction to Social Work Concepts and Nature, UNICEF Training of Trainers on Social Work, 2005 (unpublished document).

Matthew Colton, Robert San and Margaret Williams (2001). An Introduction to Working with Children: A guide for Social Worker, Palgrave Publishers Ltd, New York.

Nirmala Uperiti (2060). Child Development and Family Relationship, MK Publishers and Distributes, Bhotahiti, Kathmandu, Nepal.

Unit 7: Child Protection within the Context of Nepal (12 hrs)
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1. Description

Child protection refers to the situation where all children are enjoying their basic rights and are protected from all sorts of abuse, exploitation, neglect, traditional harmful practices and discrimination. This session deals with the concept of consequences and child protection concerns in Nepal.

2. Overall Objective

To gain knowledge of child protection concept and its distinct perspectives.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Understand the concept, definition of child protection.
- Gain skills to identify all sorts of abuse, exploitation, neglect, traditional harmful practices and discrimination.
- Explain four major consequences of harms against children to the child and her/his family.

4. Course Details

1. Definition
2. Harms against Children
 - 2.1 Abuse (Physical, Emotional, Sexual)
 - 2.2 Exploitation
 - 2.3 Neglect
 - 2.4 Discrimination
 - 2.5 Traditional Harmful Practices
3. Consequences of Harms against Children
 - 3.1 On the child (in her/his childhood and adulthood)
 - 3.2 In the Family
4. Child Protection Concerns in Nepal

5. Suggested references

Jennie Lindon (2003). Child Protection, Second Edition, Hodder & Stoughton, UK.

केन्द्रीय बालकल्याण समिति, पुल्चोक र बालअधिकार अध्ययन प्रतिष्ठान (२०१०), बालसंरक्षण (बालसंरक्षणमा क्रियाशील संघसंस्था तथा कार्यकर्ताहरूको लागि शिक्षण प्रशिक्षण एवम् स्व-अध्ययन स्रोत पुस्तक (लेखक: चन्द्रिका खतिवडा), काठमाडौं ।

Unit 8: Children at Risk (24 hrs)

1. Description

Children-at-risk refers to some vulnerable group of children who are in need of special care and protection. This session deals with definition, characteristics, causes, policies, and legal provisional, programs and roles of government, NGO and social worker while working with vulnerable groups of children.

2. Overall Objective

To enhance participants knowledge dealing effectively with some vulnerable groups of children

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Gain knowledge on different perspectives of working with vulnerable group of children.
- Identify magnitude of child protection concerns.
- Inter-relate empowerment and children participation for protection.

4. Course Details

1. Some Vulnerable Groups of Children: Characteristics, causes, consequences (bio-psycho-social), policy and legal provisions, programmes/interventions, Roles of GO, NGOs & Social Work (18 hrs)
 - 1.1 Street Based Children
 - 1.2 Child labour (Including Domestic Child Labour)
 - 1.3 Children of Parents Living in Slum Communities
 - 1.4 Children with Disability
 - 1.5 Children of Single Parents
 - 1.6 Children without Parental Care
 - 1.7 Children in Institutional Care
 - 1.8 Young Care Leavers
 - 1.9 Children in Conflict with the Law (delinquent, victimized children and witness)

- 1.10 Children affected by armed Conflict
- 1.11 Children affected by HIV and AIDS
- 1.12 Children living in Prison as dependent
- 1.13 Children left without attended in work situation (i.e. Brick Kilns, Construction)
- 1.14 Children of Survivors (i.e. Trafficking, Massage Parlours)
2. Issues and Magnitude of Child Protection Concerns in the Field (Classroom exercise to come up with specific issues in the Regions)
3. Empowerment of Children and Child participation

5. Suggested references

Jennie Lindon (2003). Child Protection, Second Edition, Hodder & Stoughton, UK.

केन्द्रीय बालकल्याण समिति, पुल्चोक र बालअधिकार अध्ययन प्रतिष्ठान (२०१०), बालसंरक्षण (बालसंरक्षणमा क्रियाशील संघसंस्था तथा कार्यकर्ताहरूको लागि शिक्षणप्रशिक्षण एवम् स्व-अध्ययन स्रोत पुस्तक (ले.: चन्द्रिका खतिवडा), काठमाडौं ।

Unit 9: Child Welfare Policies and Laws (12 hrs)

1. Description

Child welfare policies and laws describe the National Policies and Laws, Regional Instruments, International Declarations and Conventions related to children, application of child Protection related legal provisions and government structures and roles.

2. Overall Objectives

To help participants gain knowledge on National, Regional and International Declarations and Conventions related to children.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Learn national, regional and Instruments related to rights of the child and child protection.
- Apply child protection related legal provisions.
- Identify Government structures and roles.

4. Course Details

1. National Policies and Laws
 - 1.1 Constitutional Provisions
 - 1.2 National policy on Children in Nepal
 - 1.3 National Laws related to rights of the child and child protection
2. Regional Instruments (SAARC)
 - 2.1 SAARC Conventions
 - 2.2 SAIEVAC
3. International Declarations and Conventions related to children
 - 3.1 UN Convention on the Rights of the Child, 1989
 - 3.2 ILO Conventions (Relevant to Child Labour)
 - 3.3 UN Guidelines for the Alternative Care of Children, 2009
4. Applications of Child Protection Related Legal Provisions (Case Studies)

5. Government Structures (Child Welfare Related) and Roles
 - 5.1 National Level
 - 5.2 District Level
 - 5.3 Sub-District Level
6. Policy Development and Advocacy

5. Suggested references

केबाकस (२०६९) बालबालिकासम्बन्धी राष्ट्रिय तथा अन्तर्राष्ट्रियस्तरका प्रमुख कानून, केन्द्रीय बालकल्याण समिति, पुल्चोक, ललितपुर ।

Unit 10: Existing Child Welfare Programmes and Services in Nepal (12 hrs)

1. Description

Existing Child welfare programmes and services in Nepal covers the different organizational structures in child related services. The unit gives emphasis on different structures in the community, Interfaces of Child Related Services and Accountability of services.

2. Overall Objective

To help participants understand on existing Child welfare programmes and services in Nepal.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Acquire knowledge on organizational structures in child related services.
- Define interfaces of child related services.
- Recognize accountability of stakeholders.

4. Course Details

1. Social Welfare/Services
 - 1.1 Continuum of Welfare Services
2. Organizational Structures in Child Related Services
 - 2.1 Structures in the Community
 - 2.2 Structures related to Child Care Homes (Residential Facilities)
 - 2.3 Interfaces of Child Related Services (Education, Health, Justice, etc)
 - 2.4 Community Organization as strategies for working with children
 - 2.5 Programmes and Services of:
 - 2.5.1 GO
 - 2.5.2 I/NGOs
 - 2.5.3 Partnership with GO and NGOs
 - 2.6 Concept of Child Rights Based Programming Approach
 - 2.7 Accountability of Stakeholders
 - 2.7.1 UNCRC and Principle of Accountability
 - 2.7.2 Role of Civil Society Organizations
 - 2.7.3 Role of Government as 'Primary Duty-Bearer'

5. Suggested references

केबाकस र बालअधिकार अध्ययन प्रतिष्ठान (२०१०), बालसंरक्षण (बालसंरक्षणमा क्रियाशील संघसंस्था तथा कार्यकर्ताहरूको लागि शिक्षण प्रशिक्षण एवम् स्व-अध्ययन स्रोतपुस्तक (लेखक: चन्द्रिका खतिवडा), काठमाडौं ।

PART C: CHILD WELFARE AND PROTECTION IN ACTION

Unit 11: Working with Children (Micro) (24 hrs)

1. Description

Social work skills is working with children means that how to use basic skills while working with children. Social work assessment tools and intervention means different approach that is required for practice.

2. Overall Objective

To deliver different inter personal relationship building, communication, recording, referral and networking skills.

To deliver four different social work tools and interventions such as functional, client centered, task centred, crisis intervention

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Explain different basic social work skills required for working with children.
- Learn about the basic social work skills working with children.
- Implement basic skills in practice.
- Learn four different social work tools and interventions such as functional, client centred, task centred, and crisis intervention.
- Apply tools and interventions.

4. Course Details:

1. Basic Social Work Skills Required for Working with Children

1.1 Interpersonal Relationship Building

1.2 Active Listing

- Ability to maintain clarity of focus
- Ability to recall the experience of being a child and to relate that to the work in hand
- Ability to get children to talk or express themselves and ability to feel comfortable in the presence of children and to have them feel comfortable with you.
- Ability to facilitate children's play
- Ability to decentre from an adult perspective to engage the child
- Ability to continue working uninterrupted despite the emergence of painful and disturbing material
- Ability to respond to the different vocabulary, idioms, and expression of children
- Ability to be the diplomat

1.3 Communication

- Concept of Communication
- Means of communication
- Types of communication
- Barriers of effective communication
- Skills of communication
- Communication skills dealing with children

- 1.3.1 Case Work (Assessment, Planning, intervention, Evaluation, Termination)
- 1.3.2 Identification of special care and services for children
- 1.3.3 Documentation (Recording the Processes and Report Writing)
- 1.3.4 Referral and Networking, Coordination
- 1.4 Selected Social Work Assessment Tools and Interventions (To be identified with the Social Work Professionals)
 - 1.4.1 Functional
 - 1.4.2 Task Centered
 - 1.4.3 Crisis Interventions
 - 1.4.4 Introduction to different Services

5. Suggested references

Matthew Colton, Robert San and Margaret Williams (2001). An Introduction to Working with Children: A Guide for Social Worker, Palgrave Publishers Ltd, New York. (Chapter 3, p.53-65).

Nancy Boyd Webb [2011]. Social Work Practice with Children, Second Edition (Chapter 7, p.143-166).

Louise C. Johnson, Stephen J. Yanca [2009]. Social Work Practice: A generalist Approach, Allyn & Bacon, Incorporated. United States, [Chapter 7, p.140-170].

J. Clare Wilson and Martine Powell (2001). A Guide to Interviewing Children: Essentials Skills for Counsellors, Police, Lawyers and Social Workers, South Wind Production Private Limited, Singapore.

Unit 12: Working with Family (Mezzo) (6 hrs)

1. Description

'Working with Family' explains the various skills required while working with Family. Social work is a holistic discipline. The specific skills that social workers bring to their work with children and families is understanding of work towards a better society through individual and group work so that the work in small section can contribute to the greater good of society.

2. Overall Objective

To help participants learn on the concept of family and different skills working with family.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Develop skills to work with family.
- Understand the meaning, significance and changing dynamics of family.
- Demonstrate the skills in practice level.

4. Course Details

- 4.1 Family: Meaning and Functions
- 4.2 Changing trends in Family Structures in the context of Nepal
 - 4.2.1 Living together
 - 4.2.2 Later age marriage
 - 4.2.3 Single parent families
 - 4.2.4 Increasing rate of divorce, Separation and Remarriage
- 4.3 Current influences in Families
- 4.4 Understanding families using 4R Models

- 4.5 Family Dynamics and Roles
 - 4.5.1 Power and decision making
 - 4.5.2 Parent-children relationship
 - 4.5.3 Socialization in families
- 4.6 Family Assessment and Intervention
 - 4.6.1 Socialization of family norms
 - 4.6.2 Family environments
 - 4.6.3 Family dynamics
- 4.7 Basic Social Work Skills Required for Working with Family
 - 4.7.1 Ability to work in partnership with parents
 - 4.7.2 Ability to be honest and open even when the information you have to share is unpleasant or painful
 - 4.7.3 Ability to communicate with adults
 - 4.7.4 Ability to negotiate
 - 4.7.5 Ability to provide counselling, warmth, empathy, and understanding
 - 4.7.6 Ability to tolerate people's pain and anger

5. Suggested references

Matthew Colton, Robert San and Margaret Williams (2001). An Introduction to Working with Children: A Guide for Social Worker, Palgrave Publishers Ltd, New York.
 Elizabeth B. Hurlock (1997). Child Development, Sixth Edition, TATA McGraw-Hill Edition, Delhi, India.

Desai, M (Ed) (1994). Enhancing the Role of the Family as an agent for Social Change and Economic Development, Tata Institute of Social Sciences, Bombay.

Hartman and Laird (1983). Family Centered Social Work Practice. The Free Press, New York.

Dr. Beena Antony & Dr. Archana Kaushik (2008). Family The Basic Unit of Society, Indira Gandhi National Open University, School of Social Work, Bengal Offset Works, New Delhi.

Unit 13: Working with Groups (Mezzo) (6 hrs)

1. Description

Working with Groups explains the various skills required while working with Groups as well as about different existing children groups. The specific skills that social workers bring to their work with children and families is understanding of work towards a better society through group work so that the work in small section can contribute to the greater good of society.

2. Overall Objective

To help participants learn on different skills working with groups.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Develop skills to work with groups.
- Understand the meaning and significance of group dynamics.
- Demonstrate the skills to work in group in practice level.

4. Course Details

1. Definition and concept of group
2. Types of group (Recreational, Peer, therapeutic, self-help, etc.)
3. Group dynamic
4. Social Work Skills for working with Groups

- 4.1 Rationale for use of Groups
- 4.2 Principles of Group Work
- 4.3 Banana Splits Groups for children of Divorce
- 4.4 Facilitation and Moderation skills for working with Groups
- 4.5 Communication Skills for working with Groups
- 4.6 Considerations in Planning a Group for children
- 4.7 Different types of groups for/of children
 - 4.7.1 Children's Club
 - 4.7.2 Peer Group
 - 4.7.3 Youth Group
 - 4.7.4 Young Care Leavers
- 4.8 Phases of Group work (Initial, middle and termination)
- 4.9 Crisis Intervention with Groups

5. Suggested references

Colton M., Sanders R.; Williams M. (2001). An introduction to working with children: A guide for Social Worker. Basingstoke: Palgrave (Chapter 3).

Unit 14: Working with Community (Macro) (9 hrs)

1. Description

The unit introduce about the community and importance of community to proper functioning of different structures of society. It will elaborate on the different community organization process and skills required to work with community.

2. Overall Objective

To make participants understand on concept of community, community organization and the process and social work skills required working with community.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Understand the concept of community, different types of community and community organization.
- Learn process of community organization.
- Acquire basic social work skills required to work with community.

4. Course Details

- 1. Definition and types of Community
- 2. Definition of Community Organization
- 3. Basis of Community Organization Process
- 4. Community Organization Process
- 5. Models of Community Organization
- 6. Basic Social Work Skills Required for Working with Community
- 7. Stakeholders analysis
 - 7.1 Basic concept of Participation
 - 7.2 Empowerment
 - 7.3 Leadership
 - 7.4 Power dynamics
 - 7.5 Conflict and its mitigation
 - 7.6 Gender issues

8. Role of Self-help and Voluntary Organizations
 - 8.1 Cooperatives
 - 8.2 NGOs
 - 8.3 Forest Users' Groups
 - 8.4 Mother's Groups
 - 8.5 Private Sectors

5. Suggested references

Chowdhry, AD. Paul (1990). Voluntary Efforts in Social Welfare and Development. Siddhartha Publications, New Delhi.

Isabel Carter [N/A]. Mobilising the Community: A Pillars Guide (available at: [http://tilz.tearfund.org/webdocs/Tilz/PILLARS/English/PILLARS%20Mobilising%20the%20community E.pdf](http://tilz.tearfund.org/webdocs/Tilz/PILLARS/English/PILLARS%20Mobilising%20the%20community%20E.pdf))

<http://ignou.ac.in/upload/bswe-03-block1-unit-3-small-size.pdf> (Access on date 15th May 2013)

Dr. S.R. Billore (2008). Social Work Concepts and Primary Methods, Indira Gandhi National Open University, School of Social Work, Kalyan Enterprises, Delhi.

Unit 15:

Professional Values and Ethics of Social Worker Engaged in Child Welfare (6 hrs)

1. Description

Multi disciplinary approach refers to relationship of a social worker with other professions. Whereas values and ethics of Social Worker engaged in child protection work describe the standards for social work practice in child protection. Standards for social work practice in child protection set the criteria for professional serving the children at all levels of agency structure and at the same time provide a means for making that professional accountable for their service.

2. Overall Objectives

To understand the essentials of Multi disciplinary approach, values and ethics of social work engaged in child protection work covers standards of social work practice in child protection.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Understand the relationship of a social worker with other professions.
- Apply values and ethics of social work engaged in child protection work covers standards of social work practice in child protection

4. Course Details

1. Social Worker to Work in Multi-disciplinary Team (Multi-disciplinary approach)
 - 1.1. Ability to work effectively with and in groups
 - 1.2. Working with other professionals
 - 1.3. Relationship with other professionals
2. Values and Ethics of Social Worker engaged in Child Protection Work
 - 2.1 National Association of Social Work (NASW) standards for social work practice in child protection

5. Suggested references

Matthew Colton, Robert San and Margaret Williams (2001) [YEAR]. An Introduction to Working with Children: A Guide for Social Worker, Palgrave Publishers Ltd, New York (Chapter 3, p. 74-77).

Jennie Lindon (2003). Child Protection, Hodder and Stoughton Educational, London (Chapter 4, p.135-137)

Nancy Boyd Webb [Year??]. Social Work Practice with Children (Chapter 3, p.56-58).

Unit 16: Case Management (12 hrs)

1. Description

Case Management defines the process of case management which consist of best interest determination, identification and linking of various support services and application of principles of "Necessity and Appropriateness".

2. Overall Objective

To impart the knowledge on case management at practice and system level and its process.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Have an understanding on case management and its processes.
- Identify and link various support services while managing case.
- Practice case management skills while dealing with cases.
- Relate principles of "Necessity and Appropriateness" in the given context.

4. Course Details

1. Macro/System Level
2. Micro/Practice Level
3. Basic Framework and Steps (Refer to 3.a 'Helping Process')
 - 3.1 Helping Interview
 - 3.2 Assessment
 - 3.3 Intervention Plan
 - 3.4 Implementation of Intervention Plan
 - 3.5 Termination
4. Best Interest Determination
 - 4.1 What?
 - 4.2 How?
 - 4.3 By Whom?
 - 4.4 Identification and Linking Various Support Services
 - 4.5 Professional Service Providers (Medical, Psychosocial Support, Legal)
 - 4.6 Agency Service Providers
 - 4.7 Application of Principle of "Necessity" and "Appropriateness"

5. Suggested references

Naomi Brill, Joanne Levine (2005). Working with people: The Helping Process. Allyn & Bacon: United Kingdom. (Eight edition), (Chapter 5 and 7, pp. 65-88, 89-103)

Patrick O'Leary, Jason Squire (2008). Case Management: Systems & Accountability Social Work in Child Protection Projects. University of Bath, UK and University of South Australia.

Unit 17:

Psychosocial Support to Vulnerable Children and their families (12 hrs)

1. Description

Psychosocial support to vulnerable children and their families

2. Overall Objective

To have information on psycho social support to the Vulnerable Children and their families.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

1. Develop understanding on the concept of Psycho-social support;
2. Learn different techniques of psycho-social support: counselling and crisis intervention;
3. Apply the psycho-social support skills while working with vulnerable children and their families.

4. Course Details

1. Psychosocial Support
 - 1.1 Meaning
 - 1.2 Purpose and functions
 - 1.3 Identification of need of Psychosocial support
2. Counselling
 - 2.1 Meaning
 - 2.2 Purpose and function
 - 2.3 Types
 - 2.4 Directive and non-directive approaches of counselling
 - 2.5 Techniques of counselling
 - 2.6 Individual Counselling
 - 2.7 Group Counselling
3. Crisis Intervention
 - 3.1 Concept of Crisis Interventions
 - 3.2 Management of Crisis Intervention

5. Suggested references

Matthew Colton, Robert San, Margaret Williams (2001). An introduction to working with children: A guide for Social Worker. Palgrave Macmillan Limited. (Chapter 4).

Nancy Boyd Webb (2011) Social Work Practice with Children and Families. The Guilford Press: New York. (Second Edition), (Chapter 10, pp 215-234).

United Nations(2010). Guidelines for the Alternative Care of Children: A United Nations framework. General Assembly.

Unit 18: Alternative Care of Children without Primary Care Givers (18 hrs)

1. Description

Alternative care refers to the care provided to children whose immediate family is unable to do so. The concept of alternative care emerged to provide best for children in absence of their biological family. This unit focuses on the different alternative care that could be provided to children. It will focus on skills required for a social worker for preventing family separation and strengthening parental care.

2. Overall Objective

To build knowledge among participants on Alternative care, different model of Alternative care and role of social worker in Preventing Family Separation and Strengthening Parental Care.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Understand concept of alternative care and different models of Alternative care.
- Identify role of social worker in preventing family separation and strengthening parental care.
- Apply different skills and knowledge of social work for preventing family separation and promoting parental care.

4. Course Details

1. Definition of alternative care
2. Categories of children who need alternative care
3. Models of Alternative
 - 3.1 Kinship Care
 - 3.2 Foster Care
 - 3.3 Placement of Children in Family Like Situation
 - 3.4 Arrangements for Independent Living
 - 3.5 Adoption
 - 3.6 Institutional Care (For Temporary Period)
4. Permanency Planning for children without parental care
5. Roles of Social Workers in Preventing Family Separation and Strengthening Parental Care (Socio-Legal)
 - 5.1 Promoting Parental Care
 - 5.2 Preventing Family Separation
 - 5.3 Promoting Family Reintegration
6. (Child) rights-based approach to child welfare services

5. Suggested references

Matthew Colton, Robert San, Margaret Williams (2001). An introduction to working with children: A guide for Social Worker. Palgrave Macmillan Limited. (Chapter 4).

Nancy Boyd Webb (2011) Social Work Practice with Children and Families. The Guilford Press: New York. (Second Edition), (Chapter 10, pp 215-234).

United Nations(2010). Guidelines for the Alternative Care of Children: A United Nations framework. General Assembly.

McArthur D. (2011). 10Steps Forward to Deinstitutionalization. Building communities to support children's' rights. Terre Des Homes Foundation, Hope for Himalayan kids. Nepal.

United Nations Children's Fund (UNICEF), Terre des homes Foundation (Tdh) (2008). ADOPTING the rights of the child, A study on inter-country adoption and its influence on child protection in Nepal.Nepal.

Kris Kang (2008). What You Can Do About Alternative Care In South Asia. An Advocacy Kit. United Nations Children's Fund Regional Office for South Asia.

European Commission Daphne Programme, Directorate-General Justice and Home Affairs, WHO Regional Office For Europe (2007). De-Institutionalizing And Transforming Children's Services. A guide to good practice. The University of Birmingham, UK (pp. 18-22).

Part D: Macro Tools

Unit 19: Resource Mobilization (15 hrs)

1. Description

Resources mobilization refers to the process of acquiring resources and mobilizing people towards the accomplishment of common goals. The session deals with the process of resources mobilizing and fund raising tactics to mobilize other resources and systematizing and integrating all resources and services; to access resources and coordinate the delivery of services by empowering community based resources while working with client.

2. Overall Objective

To impart knowledge on the process of mobilizing resources from various resources and how to deal with challenges to resources mobilization.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Develop participants'/trainee's knowledge, skills and strategies to effectively mobilize human and other resources to implement programmes and interventions.
- Learn how to mobilize resources from various sources (i.e. GOs, INGOs, NGOs, Private Sectors and Individual) to carry out organizational mission and acquire organizational sustainability.
- Understand how to deal with challenges to resources mobilization.

4. Course Details

1. Definition and Purpose of Resource Mobilization
 - 2.1 Definition of Resource Mobilization
 - 2.2 Importance of Resource Mobilization
 - 2.3 Features of resource mobilization
2. Identification of resource
 - 2.1 Human Resources
 - 2.2 Organizational resources
 - 2.3 Infrastructural resources
 - 2.4 Financial resources
 - 2.5 Identification of resource providers
3. Motivating for resource mobilization and challenge of resource Mobilization
 - 3.1 Sense of ownership, building social capital, sustainability, independence
 - 3.2 Challenges to resource Mobilization

4. Management of Resource Mobilization
 - 4.1 Preparing a Resource Mobilization Strategy
 - 4.2 Develop Action Plan for Resource Mobilization
 - 4.3 Determining Resource Mobilization targets
5. Financial Resource Mobilization at Community and District Levels
 - 5.1 VDC and Municipality Planning Process
 - 5.2 VDC and Municipality Funds for Children and Women
 - 5.3 Development of Project Proposal for Mobilizing VDC and Municipality Funds
 - 5.4 Development of Project Proposal for Mobilizing funds available at district levels
 - 5.5 Financial Management and Reporting
6. Project Work
 - 6.1 Individual and Group Assignment for Proposal Development
 - 6.2 Preparation of narrative and financial Report (i.e. for VDC/Municipality)

5. Suggested references

FAO (2012). A Guide to resources Mobilization. Promoting partnership with FAO. Available online at: <http://www.fao.org/docrep/016/i2699e/i2699e00.pdf>

IDRC, CRDI (2010). ResourceMobilization. A Practical Guidefor Research andCommunity-BasedOrganizations. Available online at: http://www.idrc.ca/EN/Programs/Donor_Partnerships/Documents/Donor-partnership-guide-hyperlinked.pdf

Scott DuPree A., David Winder with Cristina, Parnetti, Chandni Prasad and Shari Turitz (2012). Formulating Strategies to Mobilize Resources,Synergos, USA. Available online at: <http://www.synergos.org/knowledge/00/fbsresources1.pdf>

Unit 20: Agency Management at Local and District Levels (6 hrs)

1. Description

Agency management aims at introducing the participants how to solve social problems by managing and leading organizations; organizing and developing communities by changing public policies. The section also describes the functioning of local level institutions and bodies, their roles, responsibilities as well as the legal provisions governing them; will present different types of civil organizations and community based organizations will further discuss the engagement of corporate sectors, bank, community individuals.

2. Overall Objective

To enhance the skills among the participants on social problem solving and impart information on functioning of civil organizations and community based organizations.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Define the agency management concept.
- Map out agencies and resources from government agencies, INGOs, NGOs, CBOs, cooperatives, self-help groups and users' groups.
- Acquire knowledge about agency management including by provoking governance, accountability and transparency.
- Acquire knowledge about coordination, linkage, advocacy and lobbying for agency management.

4. Course Details

1. Definition of agency Management
2. Agency Resources Mapping (Services, Function and Procedures) in the community
 - 2.1 Government offices
 - 2.2 I/NGOs
 - 2.3 Cooperatives
 - 2.4 Self-help Groups/User's Groups
3. Role and Functions of agencies and organizations at community level (including Local Govt. bodies)
4. Role and Functions of Community Based Organization
5. Management of Community Based Organization (Self-help Groups--i.e. Women's Groups, Child Clubs, Disability Committee, User's Groups, Cooperatives/Saving & Credit Groups, etc.)
6. Mobilization of Private Sector (Corporate Social Responsibility)

5. Suggested references

Helmut K. Anheier (2005). Non Profit Organizations: Theory, Management, Policy. Routledge, Lond& New York.

Unit 21: Project Cycle Management (18 hrs)

1. Introduction

The session aims at presenting the planning process, management of project and providing planning tools for effectively carrying out various interventions.

2. Overall Objective

To deliver information on project planning, management and tools for project cycle management.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Learn for designing and planning projects.
- Acquire knowledge about various tools necessary during the project cycle management (PCM).
- Carry out various project interventions.

4. Course Details

1. Project Formulation Phase
 - 1.1 Project Identification (Situational Analysis, Need assessment, Stakeholders analysis)
 - 1.2 Project formulation (statement of work and project Proposal)
2. Planning Phase (Development Phase)
 - 2.1 Feasibility Study
 - 2.2 Planning or Plan (Project Matrix, Budgeting)
3. Implementation Phase
 - 3.1 Implementation (Detailed Implementation Plan)
 - 3.2 Control and Monitoring

4. Project Supervision, Monitoring and Evaluation
 - 4.1 Participatory Planning, Monitoring and Evaluation
 - 4.2 Monitoring Framework

5. Suggested references

Agrawal, G.R. (2005). Project Management in Nepal, MK Publishers and Distributors, Kathmandu, Nepal.

Blackman, R. (2004). Project Cycle Management, [??], [??].

NPC/MLD/UNDP (2000). District Development Planning and Management Manual for District Development Planners, Nepal.

Upreti, S. R. (2007). Fundamentals of Monitoring and Evaluation, Subash Printing Press, Lalitpur, Nepal.

Unit 22: Research Methods in Social Research (12 hrs)

1. Introduction

Research Method in Social Research provide opportunity to the participants to take a close look and come out with a general understanding of the different orientations taken by social science researchers. Emphasis will be to help students develop scientific ways of thinking for critical analysis and evaluation of research evidences that they may encounter in future studies and daily experiences.

2. Overall Objectives

To impart the students both theoretical knowledge and practical skills in the field of research.

3. Specific Objectives

At the end of the session of the unit, the participants will be able to:

- Understand the meaning, and importance of social research.
- Develop an understanding of the basic steps of social research.
- Develop an ability to conceptualize, formulate and conduct small social research projects.

2. Course Details

1. Introduction to research
 - 1.1 Meaning
 - 1.2 Purposes of social research
 - 1.3 Nature and types of research
 - 1.4 Scope and need for social research
 - 1.5 Steps in social research
2. Problem identification and formulation
 - 2.1 Problem Definition
3. Review of Literature
 - 3.1 Introduction to and purpose of literature review
4. Research Design
 - 4.1 Types of social research designs: historical, descriptive, case study, field study and action research;
 - 4.2 Developing a Research Proposal
5. Data Collection Methods
 - 5.1 Types of Data
 - 5.2 Nature of Primary and Secondary Data

- 5.3 Collection of Primary Data: Survey, Observation, Interview, Questionnaires, PRA, FGD
- 5.4 Collection of Secondary Data
6. Sampling
 - 6.1 Meaning and Concept
 - 6.2 Types of Sampling Designs: Probability and non-probability
7. Data Analysis
 - 7.1 Processing Data
8. Writing Research Reports

5. Suggested references

Kothari, C.R. (2007). Research Methodology, Method and Techniques. New Age International Publishers, New Delhi, India.

Wolff, H.K. & Panta, P.R. (2002). A Handbook for Social Science Research and Thesis Writing, Third Edition, Buddha Academic Publishers and Distributors Pvt. Ltd., Kathmandu, Nepal.

Unit 23: Techniques for Proposal Writing (12 hrs)

1. Description

Project proposal is the detail document to be submitted to an authorizing agency or a funding agency to get approval or funds. The project proposal is generally divided into two: technical proposal and financial proposal. The session aims to provide good notes in a manner that facilitates to work of writing better towards successful proposal.

2. Overall Objective

To enhance the skills of the participants on different techniques for Proposal Writing

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Learn about good noted for better writing.
- Facilitate the reading materials to write a successful proposal.
- Provide different sorts of information which would enable the students to feel more confident to write a good proposal.
- Learn all the necessary steps needed for proposal writing.

4. Course Details

1. Preamble/Rationale
2. Review of the literature
3. Rationale
4. Objectives (Broad objectives and Specific objectives)
5. Methodology
6. Budgeting (Financial Proposal)
7. Control and Monitoring
8. Coordination, Linkage and Networking
9. Sustainability
10. Annexure

5. Suggested references

Adhikari, N.P. (2009). A Practical Handbook for Project Proposal and Report Writing, Pairavi Prakashan, Kathmandu, Nepal.

Agrawal, G.R. (2005). Project Management in Nepal, MK Publishers and Distributors, Kathmandu, Nepal

Kothari, C. R. (1995). Research Methodology (Methods and Techniques), V.S. John for Vishwa Prakashan, Delhi, India.

Unit 24: Techniques for Report Writing (18 hrs)

1. Introduction

Report writing is a structured document directed to certain readers in response to some specific purpose, aims or request. It is a formal document containing technical information in a clear and easily accessible format including implementable solutions to a certain problem.

2. Overall Objective

The overall objectives of the unit is to provide the knowledge about the process of writing report including organizing information, preparing an outline, writing a draft, improving it, and editing properly and finally proof reading for the production of a good report.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Acquire the knowledge to write a good report.
- Learn the steps needed for a good report writing.

4. Course Details

1. Preamble
2. Summary and Conclusion
3. Rationale
4. Scope
5. Objectives
6. Methodology
7. The Project (i.e. Education, Agriculture, Health, Infrastructure, etc.)
8. Supervision and Monitoring
9. Coordination, Linkage and Networking
10. Sustainability
11. Appendices

5. Suggested references

Adhikari, N.P. (2009). A Practical Handbook for Project Proposal and Report Writing, Pairavi Prakashan, Kathmandu, Nepal.

Ghosh, B.N. (1999). Scientific Methods in Social Research, Sterling Publishers Pvt. Ltd.

Krishnaswami, R., Ranganathan, M. (2007). Methodology of Research in Social Sciences, Himalayan Publishing House, India.

Thapa, N., (2005). Societal Analysis, Januthan Pratisthan, Kathmandu, Nepal.

Upreti, U., (2009). Professional Report Writing Skills, [??], Nepal.

PART E: PRACTICUM

Unit 25: Concepts of Field Work and Practical Aspects (10 hrs)

1. Introduction

This unit consists of practical components related to social work which the participants will have to perform during the field practicum, based on the concepts and skills acquired during the classroom learning.

2. Overall Objectives

To provide opportunities to the participants to apply the knowledge base and skills in the practical field.

3. Specific Objectives

At the end of the sessions of the unit, the participants will be able to:

- Develop proper understanding towards the need and problems of vulnerable children and their families.
- Establish their professional relationship engaging with children, women and men and groups and communities in case management/problem solving process.
- Acquire basic skills for working with individual, groups and community context.
- Understand the basic process, tools and methodologies in regards to agency interventions.

4. Course Details

1. Integration
2. Agency familiarization
3. Orientation and preparation for field work (including preparation of work plan)
4. Awareness Raising/Communication Skills (Street drama, puppets, others)
5. Self-Reflection and synthesizing
6. Field Work/Assignment

5. Suggested references

Munson Carlton, E. (Ed) (1979). Social Work Supervision, The Free Press: New York.

Sheafor, Bradford W, Charles R Horejsi and Gloria A Horejsi (1997). Techniques and Guidelines for Field Work Practice, Forth Edition, Allyn and Bacon.

Unit 26: Social Work Field Practicum (100 hrs)

The Social Work Field Practicum the participants will be placed in organizations within the Kathmandu Valley. The Practicum will last 100 hrs spread over various days, based on the working plan that will be agreed and discussed with the Field Supervisor. The Practicum will take place during the period of theoretical sessions and will be parallel to the classroom learning.

Unit 27: Field Practicum Presentation (6 hrs)

During and at the end of the Practicum, participants will held individual and group presentations that highlights their experience, learning, and thus representing an unique learning opportunity and sharing.

Unit 28: Training of Trainers (18 hrs)

1. Description

This course is designed to provide knowledge and skills on training of trainer, adult training, training design, methods, facilitation skills and practice work.

2. Overall objectives

To deliver the skills on training cycle, training design, methods, training management and delivery methods.

3. Specific Objectives

At the end of the session the participants will be able to:

- Learn about the components of training.
- Develop skills on training designing.
- Identify the need of training and its methods.
- Impart the competences of designing session and delivering session.

4. Course Details

1. Knowhow about Training
2. Adult Learning
3. The Training Cycle
4. Identification of Training Needs
5. Training Design
 - 5.1 Setting aims and learning objectives
 - 5.2 Session Plan (the Content)
 - 5.3 Training Delivery Plan
6. Training Methods
 - 6.1 Core Training Methods
 - 6.2 Participatory and Group Methods
 - 6.3 Audio-visual Aids
7. Training Management
 - 7.1 Designing Training Curricula
 - 7.2 Monitoring and Evaluation of Training
8. Practice Work
 - 8.1 Individual and Group assignment for i) Designing Training Session and ii) Delivering Training Session

5. Suggested references

Various resources, hand-outs and notes.

Unit 29: Awareness Raising and Communication Skills (30 hrs)

1. Description

This unit is designed to develop skills on awareness raising and effective communication tools.

2. Overall Objectives

To enhance understanding on concept, process, skills of communication and learn different methods of communication.

3. Specific Objectives

At the end of the session the participants will be able to:

- Obtain a comprehensive understanding about the nature and scope of effective communication.
- Learn the different communication skills
- Gain knowledge on the different means of communication.
- Apply the communication/ awareness raising skills in the practice

4. Course Details

1. Definition and Scope of communication process
2. Importance of communication
3. Awareness Raising in issues/concerns related to vulnerable children and their families
4. Communication skills
 - 4.1 Effective Listening and responding
 - 4.2 Questioning and Probing
 - 4.3 Using Media Strategies
5. Street Theatre
 - 5.1 Definition
 - 5.2 Use of street theatre for communicating with the mass
 - 5.3 Elements of street theatre (Script writing, Choreography, performance and feedback)
6. Use of Puppets
7. Use of Media (Mass)

5. Suggested references

Various resources, hand-outs and notes.

Unit 30: Basic RRA/PRA (10 hrs)

1. Description

This unit describes the concept of Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA), techniques, principles, tools and ethical consideration while using PRA/RRA.

2. Overall Objectives

To provide participants/trainees with basic knowledge and skills of the different tools and techniques of PRA and RRA.

3. Specific Objectives

At the end of the session the participants/trainee will be able to:

- Learn different tools and techniques and tools of PRA
- Apply the tools and techniques of PRA and RRA in practice
- Adapt the ethical consideration while using PRA/RRA techniques in the field.

4. Course Details

1. Introduction to PRA and RRA
2. PRA Techniques and Its Basic Principles
3. Core PRA Tools
 - 3.1 Interview (Structured, Semi-Structured and Un-structured)
 - 3.2 Focused Group Discussion
 - 3.3 Observation (participants and non-participants)
4. Visual Tools
 - 4.1 Maps (Social Mapping and Resource Map)
 - 4.2 Time line and Seasonal Calendar
 - 4.3 Wellbeing ranking
 - 4.4 Venn Diagram
 - 4.5 Matrix
 - 4.6 Problem Tree
 - 4.7 Analysis
5. Recording of the information/data generated from PRA/RRA
6. Ethical Consideration in Use of PRA/RRA

5. Suggested references

Various resources, hand-outs and notes.

PART G: INTERNSHIP

Unit 31: Concepts of Internship and Practical Aspects (8 hrs)

1. Description

This unit explains about the meaning, objectives and purpose of internship. The participants will undergo three months internship, preferably in their home district with an objective of enhancing their practical skills.

2. Overall Objective

To offer an orientation on the purpose and relevance of internship as integral part of the specialization training course.

3. Specific Objectives

At the end of the session the participants/trainees will be able to:

- Learn the meaning, objectives and purpose of internship.
- Relate the internship work with the relevant units of the specialization training course.

4. Course Details

1. Orientation on Internship
2. Clarifying meaning, objectives, purpose
3. Discussion with agency supervisor on role of participants/trainee in an organization in specific time period
4. Formulation of plan of action with specific objectives and outcomes along with agency supervisor
5. Internship assignment

6. Orientation on the preparation of the field work report
7. Orientation on Self-reflection and synthesizing

5. Suggested references

Munson Carlton E (Ed) 1979. Social Work Supervision, The Free Press: New York.

Sheafor, Bradford W, Charles R Horejsi and Gloria A Horejsi (1997). Techniques and Guidelines for Field Work Practice, Forth Edition, Allyn and Bacon, [??], [??].

A Framework for Internship, (Annexed to this document).

Unit 32: Internship (400 hrs)

1. Description

During the Internship, the participants will be placed in NGOs and CBOs, preferably at the learners' respective districts. The Internship will last 400 Hrs, spread over three months, based on the working plan that will be agreed and discussed with the Internship Supervisor. The Internship will take place upon the completion of theoretical sessions and the field placement.

The internship activity is designed to ensure the meaningful participation of participants in the various agencies while incorporating their social work values, skills, and knowledge base into practice through systematic supervision. The participants would get opportunities to plan and design programmes to assist the activities of their respective organizations. For the internship participants will apply their social work competences in their field settings.

The participants are expected to pursue the internship activity during working days of the agencies and organizations. The internship supervisors will facilitate to get maximum exposure in practicing above mentioned tasks.

Participants should be present in the field at least 90% of the allotted days (and/or time) to be eligible to sit in the final examination. Participants should keep their practical records (logbook) signed periodically by their field supervisor/instructor and they also prepare field practicum individual reports.

Agreements among the Social Work Institute, the placement agency and the participants will be drafted, which specify roles, duties and functions of the internship activities.

2. Objectives

After completing the Internship activity the participants will be able to:

1. Demonstrate ability to understand and analyze socio-economic issues being addressed by their field agencies/organizations based on theoretical frameworks.
2. Develop sensitivity towards the needs and problems of the stakeholders/clients.
3. Build purposeful relationship engaging individuals, groups, and communities on problem solving process.
4. Understand, analyze and compare the local and global issues in social work practice.
5. Maintain the ethical standards while working with systems of all sizes in their field work setting.
6. Learn skills on report writing and presentation;
7. Seek employment opportunity.

3. Activities and skills development

1. Orientation on Field Placement
 - Why internship placement
 - Work need to be done in the field
2. Log writing
3. Report writing
4. Orientation about the agency/organization for field placement
5. Professional relationship building
6. Rapport Building – Agency/organization, Personal and the client
7. Communicate Empathically
8. Apply norms of Transparency
9. Apply Social Work Principles
10. Apply Four Practice system of Social Work (How this system applying by the agency)
11. Apply problem solving Method and tools (How agency applying)
12. Apply Intervention Method
13. Understand How the agency addressing social problems
14. Identify Problems/Issues of Client (individuals and Groups)
15. Develop/ facilitate helping process based on Social Work Principles/ Values for individual /family

4. Internship assignment

- Internship's individual and group assignments;
- Assigned as per the setting by the field supervisor.

Reporting

Reporting is a very important activity for recording vital information, observations and reflections about the placement activity, so that these can be shared with the supervisor and other concerned persons, besides enhancing the participant's capacity to reflect on the own performance, attitude and approach.

Reports will include the following parts among others:

Description of Activities:

Participants shall discuss what actually they did at the organization, with a special focus on those activities which increased their skills and knowledge as developing child protection practitioners.

Feelings:

What kind of personal reaction did the participants have to the situations they encountered during the week at their agency? Examine both positive and negative feelings/reactions.

Values:

The participants shall discuss how personal values and professional social work values have impacted on their practice.

Observation of Socio-cultural Factors:

Examine how factors of race, ethnicity, culture, socioeconomic status, age, gender, physical ability, mental ability, etc. impact on clients' interactions with social systems.

Integration of Theory and Practice:

Participants shall review the information they have written in their log, and relate this to theories they are learning in their classrooms.

5. Internship instructor

The internship instructor is a staff working within the field agency/organization, or contracted by the agency/organization, who provides oversight of the participants learning experience in the field agency/organization.

6. Internship supervisor

The faculty supervisor is a faculty member of the Institution, who provides consultation and monitoring for the participants/trainees and the field instructor. Participants can expect the faculty supervisor to monitor their placements through sites visits, email, phone contact, class discussion and in-person meetings.

7. Evaluation procedure

Under this scheme participants/trainees will have to perform all the assigned tasks. At the end of the term the field supervisor closely evaluates their performance for accuracy according to the evaluation sheet proposed. At the end of the course there will be a final practical examination.

Unit 33: Internship Presentation (6 hrs)

During and at the end of the Internship, participants will held individual and group presentations that highlights their experience, learning, and thus representing an unique learning opportunity and sharing.



11. Student assessment and grading system

1. Assessment modality

The staff and faculty members who are teaching the courses are responsible for the evaluation of particular units of the course. There will be continuous assessment as well as examination at the end of the course/unit.

Evaluation of the student's achievement in each course/unit will be made on the basis of performance made by each participant particularly in: a) study of prescribed books and the literature; b) preparing assigned papers and presentation in the class; iii) the performance in the written examination.

a) Internal assessment

- There shall be a systematic and transparent evaluation system for each unit of the specialization training courses covering both in theory and practical exposure.
- Each unit will have internal assessment at regular intervals and the participants are provided feedback about it.
- A weightage of 20% for the internal assessment (attendance, participation, assignment completion on time and learning attitude), and 80% for the examination will be allocated for theoretical components of a subject.
- The method of continuous assessment will be adopted for practical components.

b) Final examination

Participants must pass in all units, both in theory and practical, to qualify for certification. If a participant becomes unable to succeed in any unit of the Specialization Training Course, s/he shall appear in the re-examination. Participants shall be allowed to appear in final examination only after completing the internal assessment requirements.

c) Requirement for final practical examination

Qualified professionals and experts will evaluate the final practical examinations. Practical examination should be administered in actual situation on relevant units and parts with the provision of at least one internal evaluators from the concerned or affiliating institute led by external evaluator. Provision of re-examination shall be as per the institution policy.

2. Marking Scheme

The overall achievement of each participant will be measured by a grade percentage and graded according to the grading scale below. Participants must secure minimum of 40% marks in theory and 40% marks in practical.

Assessment Classification	Range in %	Grade
Excellent Work	95-100	A+
	90-94	A
	85-90	A-
Good Work	80-84	B+
	75-79	B
	71-74	B-
Average	65-70	C+
	61-64	C
	56-60	C-
Poor Work (Meets minimal course expectations)	51-55	D+
	46-50	D
	40-45	D-
Filing	Below 40	E

12. Graduation requirements and certificate award

Participants who have passed all the components of all the parts and units of the Specialization Training Course are considered to have successfully completed the Course and will be awarded by a degree of "Child Protection Worker" by the Social Work Institute for attending the Specialization Training Course on "Social Work Perspective on Child Rights and Child Protection".

13. Student fees

For the First Edition of the Specialization Training Course, only nominal fees will be applied as the entire costs of the Course are covered thanks to the generous contribution of the CAI Donor.

14. Disciplinary and ethical requirements

Participants are expected to behave as required by the policy and regulation set by the Social Work Institute:

- Intoxication, insubordination or rudeness to peers will result in immediate suspension followed by review by the disciplinary review committee of the institute;
- Dishonesty in academic or practice activities will result in immediate suspension followed by administrative review, with possible expulsion;
- Illicit drug use, bearing arms on Polytechnic, threats or assaults to peers, faculty or staff will result in immediate suspension, followed by administrative review with possible expulsion.

15. Facilities

Hostel

The Social Work Institute also provides hostel facility for the training participants, in particular for those that come from outside the Kathmandu Valley for attending the Specialization Training Course. Two separate hostel buildings for male and female candidates are available, which have furnished rooms, separated toilets, kitchen, TV and meeting room, playground and garden. The institute also provides cooking utensils, mattress, blankets during the training period.

To create a learning environment at the hostels, the participants are required to give their full cooperation to live in this establishment during the training. The participants are given responsibilities to manage the hostels themselves with the help of a staff facilitator. Maximum cooperation is expected from each participant in managing and planning all hostel activities.





The hostel functions in a participatory manner where each participant receives the opportunity to be a group leader who is appointed for an allocated period of time. The group leader is responsible to oversee the smooth operation of the hostel and those funds are used properly according to the budget approved by the group. The group as a whole is responsible for the upkeep of the hostel and cooking of meals by responsible persons at times scheduled by group consensus.

Regular meetings at the hostel and combined meetings with staff are organized as well as dinners and other extracurricular activities are held throughout the course. Such activities aim at enhancing practical understanding and skills of the participants/trainees.

Library

The Library of the Social Work Institute provides a variety of books which help students acquire extensive knowledge related to the subjects of social work, child rights and child protection, which is available for consultation for the participants of the Training Course.

Besides, a reading area is also available where the students are required to do the extensive study in a peaceful manner.



Membership cards are issued to the individual participants from the beginning of the Specialization Course and which is valid till the end of the Course. Card helps the students to borrow the desired books from the Library.

Computer Lab



Computer literacy and education is highly emphasized at Social Work Institute with a Computer Lab equipped with latest technologies.

All the students can easily carry out their practical classes with one to one ratio of computer set.

The Computer Lab has complete multimedia facilitated sets with complete networking and Internet access.

16. Career path

Graduates of the Specialization Course will acquire practical skills and conceptual knowledge necessary for effectively carrying out tasks and assignments in various agencies and institutions in the field of child protection and child rights. Graduates from the Specialization Course are expected to work as front line officers in:

- Concerned Governmental agencies, at district and local level;
- Civil organizations, CBOs, informal groups, others;
- International/Non Governmental Organizations .

On the long run, the Social Work Institute is working to accreditate the Specialization Training Course with the CTEVT and the concerned bodies.



SPECIALIZATION TRAINING COURSE - FIRST COHORT 2014

17. Contacts

For more information about the Specialization Course, enrolment and requirements, please contact:

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