

Training Module on Orientation Programme for Counsellor of District Child Protection Society (DCPS)

Five Working Days



**National Institute of Public Cooperation & Child Development 5,
Siri Institutional Area, Hauz Khas, New Delhi-110 016**

Training Module on Orientation Programme for Counsellors
District Child Protection Society (DCPS)

Participants: Counsellors– DCPS

Duration: 5 days

Counsellor: Each Child Protection Society at District level shall have a counsellor for providing counselling services to children in conflict with law and children in need of care and protection as well as their parents and families. The counsellor shall also work with the CWC and JJB at district level as and when required.

Roles and responsibilities of Counsellors

- I. Identify families and children at risk to prevent destitution of children and arrange/provide them necessary support services such as counselling, access to health care, education, vocational skills etc., with the support of the outreach worker.
- II. Support CWC in the process of inquiry and restoration of children.
- III. The crucial role of a counselor is to help the client (Child) to understand themselves and their existence so they live to fully experience what it is to be human;
- IV. Encourage the clients to ultimately draw their own conclusions and choose the direction they wish to take in resolving issues;
- V. Establishing a relationship of trust and respect with children;
- VI. Helping clients towards a deeper understanding of their concerns;
- VII. Liaison, as necessary, with other agencies and individuals to help make changes based on issues raised by clients;
- VIII. Keeping records and utilizing reporting tools;

The objectives of the training programme are to:

- I. Provide counselors with basic knowledge and skills to respond to children in difficult circumstances and in need of care and protection.
- II. Develop their knowledgebase on the issue of child rights and protection in the Indian context;
- III. Develop understanding on various issues concerning children in need of care and protection and juveniles in conflict with law, the existing Juvenile justice System and the prevailing legislation to address these issues;
- IV. Help them to learn the main features of ICPS and its components and the role of various stakeholders under the JJ system and ICPS;
- V. Explain the specific role of counselors as laid down in the scheme;
- VI. Facilitate them to understand the nuances of counseling and implementing the same in their working.
- VII. Enhance their skills in effective implementation of counseling children individually, in group and at community level.

Programme Coverage:

- a. Instruments on Child Rights and child protection.
- b. Integrated Child Protection Scheme (ICPS), Concept and philosophy
- c. Service delivery structure of ICPS
- d. Different stakeholders of ICPS
- e. Juvenile Justice System in India and the prevailing Laws
- f. Institutional Care of Children in JJ Act
- g. Non Institutional Care for children in JJ Act
- h. Best practices of Institutional Care and Non institutional Care
- i. Understanding child psychology
- j. Intervention with abused and traumatized children
- k. Counseling
- l. Approaches, theories and therapies of Counseling
- m. Phases of counseling sessions
- n. Techniques and skills of counseling
- o. Qualities of a good counselor
- p. Counseling in group setting
- q. Ethical issues in counselling
- r. Crisis intervention

Expected Outcome: Participants will learn

- a. Child protection issues
- b. Legislative cover for children
- c. Juvenile Justice Act
- d. ICPS & its components
- e. Institutional and non-institutional care in ICPS
- f. Role of different stakeholders
- g. Roles and responsibilities as counsellors
- h. Counselling techniques and skills

- i. Effective implementation of child counseling at group and community level
- j. Learn to deal and help children and better communicate with children.

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Time	Topic	Contents	Learning Objectives	Methodology	Expected Outcome
Day-I					
09.30 a.m. – 10.00 a.m.	Registration	<ul style="list-style-type: none"> Registration of participants and distribution of kit. NIPCCD introduction, brief of programme objectives, content coverage and resource persons etc. 	<ul style="list-style-type: none"> To enable participants to know about NIPCCD, objectives and content of orientation programme and background of the resource person. 	Lecture	<ul style="list-style-type: none"> Participants develop their understanding about the Institute; They will be aware of the programme objectives, content coverage, resource persons of the programme
10.00 a.m. – 11.00 a.m.	Inaugural Session Introduction to the programme and Pre-training Assessment	<ul style="list-style-type: none"> Welcome and inaugural address. Introduction of participants through ice breaking games Setting the ground rules of the training programme Pre-training assessment by administering set of questions 	<ul style="list-style-type: none"> Enable the participants know each other Understand the knowledge level of the participants regarding the child rights and protection related issues. Help the participants understand the basic norms to be 	<ul style="list-style-type: none"> Presentation Lecture Games filling up questionnaire 	<ul style="list-style-type: none"> Comfortable and eased environment for will be developed for training. Participants will develop understanding on ground rules of the programme. Trainers will develop understanding about the knowledge level of the participants. Participants will

		<ul style="list-style-type: none"> Hostel and library rules 	<ul style="list-style-type: none"> followed by all of them during the training programme Help the participants express their views on areas required to be assessed in pre-training situation 		familiarise with each other – rapport building.
11.00 a.m. – 11.15 a.m.	Tea				
11.15 noon – 01.15 p.m.	Child Rights and Child Protection	<ul style="list-style-type: none"> Defining child rights and child protection in historical and contemporary perspective International Instruments such as UNCRC, HDI, MDGs 	<ul style="list-style-type: none"> Enable the participants define child rights and child protection Inform the participants about various international instruments vis-à-vis child rights and protection 	<ul style="list-style-type: none"> Lecture PowerPoint presentation Discussion 	<ul style="list-style-type: none"> Participants will develop understanding on the Global and SAARC scenario of children. Also understanding will develop on UNCRC & MDGs
01.15 pm- 02.15 pm	Lunch				
02.15 pm – 03.30 pm p.m.	Constitutional Provisions and other policies, legislation for Children	<ul style="list-style-type: none"> Constitutional provisions Policies on Children Legislations Programmes/ Intervention in the context of child protection 	<ul style="list-style-type: none"> To orient them about the main features of Policies & Legislation 	<ul style="list-style-type: none"> Brainstorming, Discussion Lecture 	<ul style="list-style-type: none"> Awareness of the provisions made under different policies and legislation

		<ul style="list-style-type: none"> NPAC 11th Five year Plan and 12th Five year Planperspective 			
03.30 p.m. – 03.45 p.m.	Tea				
3:45 pm- 5:00 pm	Child protection issues (Area specific)	<ul style="list-style-type: none"> Discussion on region specific child protection issues like child abuse, child labour, child trafficking, child marriage, female foeticide, disability, children in difficult circumstances etc. Data sharing Socio-economic and socio-cultural hindrances to address the above problems Existing interventions to address the above situation and their impact on children 	<ul style="list-style-type: none"> To orient the participants on child protection issues with special reference to region specific problems. 	<ul style="list-style-type: none"> PowerPoint presentation, Discussion Lecture Case Study Group Work 	<ul style="list-style-type: none"> Participants will have a better insight into the situation and the problems of children in their area
Time	Topic	Contents	Learning Objectives	Methodology	Expected Outcome
Day-II					

09.00 a.m. – 09.30 a.m.	Recapitulation of Day-I Review feedback				
09.30 a.m. – 10.45 a.m.	ICPS and Its Components	<ul style="list-style-type: none"> • Concept & Philosophy of ICPS • Various components and provisions of ICPS 	<ul style="list-style-type: none"> • Help the participants to know about ICPS and its various components 	<ul style="list-style-type: none"> • Lecture • PowerPoint presentation • Discussion 	<ul style="list-style-type: none"> • Participants will be able to get detailed understanding of ICPS.
10:45 am- 11:00 am	Tea				
11:00 am- 12:30 noon	Service Delivery Structures at the District level and Role and Responsibilities of Counsellors	<ul style="list-style-type: none"> • Service delivery structure of ICPS at District level • Job responsibilities of Counsellors 	<ul style="list-style-type: none"> • Orient the participants about the service delivery structure of ICPS at district level. • Help them understand the Coordinating and Networking Mechanisms for implementation of ICPS at district level • Help them understand their job responsibilities within the framework of ICPS 	PowerPoint presentation with discussion and organogram.	Participants will have better understanding of service delivery structure at District level under ICPS.
12:30 noon- 1:30 pm	Coordination and Convergence in ICPS	<ul style="list-style-type: none"> • Importance of convergence and coordination. • Linkages with other departments for giving effective services to the children in need of 	<ul style="list-style-type: none"> • To enable participants to plan and coordinate with allied systems • To highlight the needs of delivering services through 	<ul style="list-style-type: none"> • Power Point presentation • Simulation Exercise • Groupwork 	<ul style="list-style-type: none"> • Participants will have an overview of working with allied system under ICPS

		<p>care and protection viz Education, Health, Labour, ICDS, railways, media, NGO's, civil societies,</p> <ul style="list-style-type: none"> • Working with the allied systems and importance of team work in handling children • Planning and coordinating the situation while working in team, how to handle children in team • Referral mechanism 	team work		
1:30 pm- 2:30 pm	Lunch				
02.30 p.m. – 03.45 p.m.	Overview of Juvenile Justice (Care and Protection of Children) Act 2000, its' Amendment Act 2006 & Rules 2007 / State JJ Rules	<ul style="list-style-type: none"> • Discussion on Principles, Components. • Juvenile Justice system approaches under Juvenile Justice (Care and Protection of Children) Act 2000 and its Amendment Act 2006 • Central / State Rules • Concept, definition of Child in need of care and Protection and Juvenile in Conflict with law according to Juvenile Justice (Care and Protection of 	<ul style="list-style-type: none"> • To help participants learn about the Juvenile Justice system with special emphasis on the principles, approaches and components of Juvenile Justice Act 2000 and its Amendment Act 2006. • To enable participants to understand the different categories of the children 	<ul style="list-style-type: none"> • Power point presentation • Lecture-cum-discussion. 	<ul style="list-style-type: none"> • Participants will gain in depth knowledge of Juvenile Justice Act & Rules • Participants awareness will enhance on different categories covered under Juvenile justice Act 2000 and its Amendment Act 2006.

		Children) Act 2000 and its Amendment Act 2006. <ul style="list-style-type: none"> Legal provisions for CNCP and JCL in Juvenile Justice (Care and Protection of Children) Act 2000 and its Amendment Act 2006. 	covered under Juvenile justice Act.		
03:45 p.m. – 04:00 p.m.	Tea				
04:00 a.m. – 05:30 p.m.	Institutional Care and Non Institutional care under Juvenile Justice (Care & Protection of Children) Act 2000 and its Amendment Act 2006.	Type of Institutions: Observation home, Special Home, Children Home, Shelter Home, After Care Home <ul style="list-style-type: none"> Minimum standards of care for children in institutions established under Juvenile Justice (Care & Protection of Children) Act 2000 and its Amendment Act 2006 as well as under ICPS Rehabilitation and social integration: essentials and importance Various non-institutional care services being spelt 	<ul style="list-style-type: none"> Help them understand the minimum standards of care for children in institutions Facilitate the participants know about various non-institutional care services being spelt out in the JJ Act and covered under ICPS To give participants learning experience from best practices being carried out in Institutional and Non Institutional services in India & Abroad 	<ul style="list-style-type: none"> Lecture PowerPoint presentation Discussion 	Participants will have better understanding of Institutional & Non-Institutional care services provided under JJ Act Participants will learn from the best practices being carried out.

		<p>out in the JJ Act and covered under ICPS</p> <ul style="list-style-type: none"> Sponsorship, foster care services, adoption Example of best practices observed in Institutional and Non-institutional care (India & Abroad) 			
Day – III					
09.00 a.m. – 09.30 a.m.	Recapitulation of Day-II				
9:30 a.m. - 11:00 a.m.	Role and responsibility of Juvenile Justice Board (JJB) and Child Welfare Committee(CWC)	<ul style="list-style-type: none"> Different role and responsibilities being carried out by and functioning of Juvenile Justice Board, Child Welfare Committee and Legal Aid Services Authority Linkages of these bodies with ICPS 	<ul style="list-style-type: none"> Orient the participants about different role and responsibilities being carried out by and functioning of Juvenile Justice Board and Child Welfare Committee 	<ul style="list-style-type: none"> Lecture PowerPoint presentation Discussion 	<ul style="list-style-type: none"> Acquaintance of the participants about role, Responsibilities and Functioning of Juvenile Justice Board and Child Welfare Committee.
11.00 a.m.- 11:15 am	Tea				
11.15 a.m. – 1:15 p.m.	Role and responsibility of SJPU	<ul style="list-style-type: none"> Structure of SJPU Different role and responsibilities being carried out by SJPU 	<ul style="list-style-type: none"> Orient the participants about different role and responsibilities being carried out 	<ul style="list-style-type: none"> Lecture PowerPoint presentation Discussion 	<ul style="list-style-type: none"> Acquaintance of the participants about role, Responsibilities and Functioning of Juvenile Justice

		<ul style="list-style-type: none"> Linkages of these bodies with ICPS 	by and functioning of Legal Aid Services Authority and SJPU		Police Unit and Police
1.15 p.m.- 2.15 p.m.	Lunch				
02:15 p.m. – 03:45 p.m.	Role of Adoption Agencies in Promoting In-country Adoption and their Linkages with ICPS	<ul style="list-style-type: none"> Different role and responsibilities being carried out by various adoption agencies in promoting in-country adoption Role of SARA Areas of linkages between adoption agencies and ICPS 	<ul style="list-style-type: none"> Orient the participants about different role and responsibilities being carried out by various adoption agencies in promoting in-country adoption Discuss with them about the areas of linkages between adoption agencies and ICPS 	<ul style="list-style-type: none"> Lecture PowerPoint presentation Discussion 	<ul style="list-style-type: none"> Enriched knowledge of participants about the in-country and Inter-country adoption procedure.
03:45 p.m. – 05:15 p.m.	Visit to observation home / children Home + JJB/CWC	<ul style="list-style-type: none"> Visit to Children's Home/Observation Home + CWC/JJB Discussion and interaction Observations 	<ul style="list-style-type: none"> familiarize the participants with the functioning of Children Home/Shelter Home, established under the Juvenile Justice Act; Comprehend the situation of children in institutions by observing the physical setup, 		<ul style="list-style-type: none"> Participants will develop better understanding of the functioning of visited Institutions& Statutory Body under the JJ Act

			<p>management and services in the Homes</p> <ul style="list-style-type: none"> • Appreciate the concerns and challenges for the managements in running the Homes & Statutory Body 		
Day- IV					
9:00 a.m. - 9:30 AM	Recapitulation of Day-III& Discussion on the Field Visit to a Children's Home/Observation Home+ CWC & JJB	<ul style="list-style-type: none"> • Participants observations on the visit; • Review of previous day's proceedings 	<ul style="list-style-type: none"> • Enable the participants to share feedback on their visit to Children's Home; 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Participants will learn about CCIs, the children as inmates, standards for CCIs and overall management of Homes for children.
09:30 a.m. – 11:30 a.m.	Understanding child psychology	<ul style="list-style-type: none"> • Institutionalized children and their socialization process • Emotional development of children • Dealing with deviant behavior • Communicating with children affectively 	<ul style="list-style-type: none"> • To understand the process of socialization and emotional development of children • To understand deviant behavior and effective ways to deal with deviant behavior in children • To illustrate various effective method of 	<ul style="list-style-type: none"> • Brainstorming • Presentation • Discussion • Role play • Group work 	<ul style="list-style-type: none"> • Ability to understand the process of socialization and emotional development of children • Ability to effectively dealing with deviant behaviour

			communicating with children		
11.30 a.m. – 11.45 a.m.	Tea				
11.45 a.m. – 1.30 p.m.	Intervention with abused and traumatized children	<ul style="list-style-type: none"> • Key players in dealing with incidences of child abuse and neglect • Steps to intervene • Difference between abused and traumatized children • Handling if such children and place them in safe environment 	<ul style="list-style-type: none"> • To develop ability to identify traumatized children and to enable participants to provide “safe environment” for them 	<ul style="list-style-type: none"> • Case studies • Presentation • Discussion 	<ul style="list-style-type: none"> • Ability to identify signs of trauma exhibited by children • Ability to help how to deal with traumatized children
1:30 p.m. – 2:30 p.m.	Lunch				
02:30 p.m. – 5:00 P.M.	Counselling, Theories, Approaches and therapies of Counselling	<ul style="list-style-type: none"> • Defining counselling • Aims of Counselling • Main tools of Counsellor • Empathy and Sympathy • Types of Counselling • Psychoanalytic Theory • The Cognitive Behavioural Approaches • The Behavioural Approach • The Gestalt Approach 	<ul style="list-style-type: none"> • To orient Participants about the basics and importance of counselling • To have a basic understanding of the various theories of counselling and how these theories can assist counsellors in understanding the psychological dynamics at work 	<ul style="list-style-type: none"> • Lecture • Power Point 	<ul style="list-style-type: none"> • It will help the participants in brushing up their knowledge of counselling • Making participants aware about the theories, approaches and effective counseling therapies.

		<ul style="list-style-type: none"> • The Existential Approach • The Solution Focused Brief Approach • The Feminist Perspective • The Family Systems Approach • The Integrative approach 	<p>in people's lives</p> <ul style="list-style-type: none"> • To enable them have tools to evaluate and integrate counselling theories into their counselling practices • To enable participants to compare and contrast counselling theories with reference to their conceptual, practical and ethical dimensions • To help participants to have basic understanding of the counselling relationship and the process of attending, listening, responding and valuing gain a better awareness and understanding of self and the impact on counselling relationships 		
<p>Day- V</p>					

09.00 a.m. – 09.30 a.m.	Recapitulation of Day 4				
09:30 a.m. – 11:00 a.m.	Techniques and Skills of Counselling	<ul style="list-style-type: none"> • Basic Communication Skills • Listening skills • Roadblocks to communication • Problem solving Phases of counselling <ul style="list-style-type: none"> • Trust building • Establishing the relationship (Greetings and Introduction) • Exploration (Understanding the Problem) • Resolution (Decision making) Termination Crisis Intervention <ul style="list-style-type: none"> • What is crisis counselling • Elements of crisis education • Phases of crisis intervention • Common reactions to crisis • Counsellors attributes in a crisis situation • Problem solving • Steps in problem solving 	<ul style="list-style-type: none"> • Understand counselling, Qualities of a good counsellor; values and attitudes of a counsellor • Explore basic counselling skills and counselling process, barriers to effective counselling • Practical sessions on counselling • Crisis situation and method to cope with them • Problem solving 	<ul style="list-style-type: none"> • Lecture PowerPoint presentation • Role plays • Case studies • Group work • Discussion 	<ul style="list-style-type: none"> • Participants will become aware of technical skills of counseling • Participants will be able to deal in crisis situation while dealing with children in conflict with law and Children in need of care and protection
11:00 a.m. –	Tea				

11:15 a.m.					
11:15 a.m.- 12:30	Counselling in group setting	<ul style="list-style-type: none"> • What is group counseling • Stages in development of group • Advantages of group counseling • Techniques in group counseling 	<ul style="list-style-type: none"> • Enrich the concept of group counseling and its benefits among the participants. 	<ul style="list-style-type: none"> • Lecture • Discussion • Role play 	<ul style="list-style-type: none"> • Participants will become aware about the nuances of group counseling methodology.
12:30 a.m.- 1:45 a.m.	Ethics of Counselling	<ul style="list-style-type: none"> • What do ethics means • What are good ethical practices • Confidentiality • How to encounter ethical dilemmas during counselling • Gender Issues 	<ul style="list-style-type: none"> • To understand and learn to overcome ethical challenges 	<ul style="list-style-type: none"> • Power point • Group discussion 	<ul style="list-style-type: none"> • Participants will understand the meaning of ethics and will learn to deal with ethical issues.
1:45 p.m. – 02:45 p.m.	Lunch				
02:45 p.m. – 05:00* p.m.	Panel Discussion/Open House Discussion	<ul style="list-style-type: none"> • Situational Analysis and Functioning of ICPS and its implementation. • Counselling and Community solutions 	<ul style="list-style-type: none"> • Comprehending situation of children • Appreciate factors affecting/ concerns for implementation of ICPS. 	<ul style="list-style-type: none"> • Open discussion 	<ul style="list-style-type: none"> • Enhanced understanding on situational analysis and significance of counselling for the implementation of Scheme.

			<ul style="list-style-type: none"> Importance of counseling in child protection. 		
5:00 p.m.- 6:00 p.m.	Course Evaluation and Concluding session	<ul style="list-style-type: none"> Evaluation through questionnaire. Feedback by participants Distribution of Certificates Concluding remarks by Chief Guest 	<ul style="list-style-type: none"> To assess the improvement in the skill and knowledge level of the participants after completing the training. Feedback about the programme 	<ul style="list-style-type: none"> Questionnaire Discussion 	<ul style="list-style-type: none"> Participants will be able to develop clear understanding about their learning's from the training program.

**Tea may be served during the panel discussion.*