

# Training curricula

on community prevention and awareness  
on child abuse and maltreatment





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## Introduction

Child maltreatment is the abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. Exposure to domestic violence and/or intimate partner violence is also sometimes included as a form of child maltreatment (WHO, 2020).

According to Sampson (2017), the concept of collective efficacy can lead to a more cohesive society, as communities with 'shared expectations for control, social action and efficacy' tend to be more supporting and efficient towards a specific task. A collective-action orientation may lead to mutual support and trust amongst the members of the community and the development of common beliefs towards a phenomenon or intended effect. In this context, the members of the community have the ability to control the behavior of other members, through social capital –the expectations for action within a collectivity– and, thus, to eliminate delinquent behaviors.

In order to contribute to the prevention and combating of child abuse and maltreatment through the enhancement of collective efficacy and social capital, Co-Happiness partners have set a course to empower community actors to take action towards the aforementioned goal. This in turn will make communities more resilient and safer for children, and with that in mind this document presents step-by-step the training course *'Training of practitioners, educators and other interested members of the community on knowledge recycling and innovative strategies to prevent child abuse and maltreatment'*.

The training was first designed bearing in mind fairly traditional trainings (e.g. blended-learning). However, considering the COVID-19 pandemic impact on the project implementation, the training course was adapted in such a way that is flexible enough to be delivered online without any limitation. It allows organizations to plan and implement a customized training according to their country-specific realities and according to their group-specific needs.

The training course is available in English, Dutch; Italian; Portuguese; Greek and Romanian. All the produced materials can be found at the project website:

[www.co-happiness.eu](http://www.co-happiness.eu)





## Co-Happiness Project

Co-Happiness Project is a three-year Erasmus+ Project lead by Dona Daria, which established a partnership of nine organizations from The Netherlands (3), Portugal (2), Finland (1), Italy (1), Romania (1) and Greece (1).

Co-Happiness was created to promote social capital and collective efficacy in order to prevent child abuse and maltreatment, providing community (practitioners, teachers, educators, parents, and adults in a wide spectrum) with the necessary set of knowledge, training, tools and techniques to better recognize the signs of child abuse and maltreatment so that the aforementioned actors and children can more easily identify and report such cases, so that children can receive the necessary support; and to develop a computer game on Child Abuse and maltreatment Prevention & Awareness, for children from 6 to 9 years old. Co-Happiness project is focused on a multidisciplinary child abuse and maltreatment prevention, by:

- Developing of a multidisciplinary prevention training course to meet the challenge of child abuse and maltreatment, involving different stakeholders such as schools, justice, local authorities and municipalities, practitioners and non-governmental organizations;
- Contributing to the prevention and tackling of child abuse, maltreatment, and neglect by developing new steps to empower community to better recognize the first signs of child abuse and maltreatment so that they can report the cases, and the child protection agencies can more quickly respond to the case;
- Conducting qualitative research on social capital and collective efficacy approaches to prevent child abuse and maltreatment;
- Adopting education, training and gamification approaches to activate key community actors and children to prevent, identify and report child abuse and maltreatment situations;
- Designing a training curricula on child abuse and maltreatment prevention & awareness and pilot with key community actors;
- Developing a computer game on child abuse and maltreatment prevention & awareness and pilot it with children.

To achieve the above goals, the partnership is committed to develop five intellectual outputs:

- **IO1 - Overview report on social capital and collective efficacy approaches to prevent child abuse and maltreatment**
- **IO2 - Training curricula on community prevention and awareness on child abuse and maltreatment**
- **IO3 - Program to prevent child abuse and maltreatment**
- **IO4 - Co-Happiness game to child abuse and maltreatment prevention & awareness**
- **IO5 - Resource guide to community and children prevention and awareness on child abuse and maltreatment**

## Co-Happiness Course Curricula

The course curricula includes a general description; intended audience; keywords; language of instruction; course of delivery; objectives; learning outcomes; description of generic and optional components of the course content, learning hours, teaching and learning methods, assessment methods.

### Title

Training of practitioners, educators and other interested members of the community on knowledge recycling and innovative strategies to prevent child abuse and maltreatment.

### General description

The training programme aims to empower community actors to take action in order to contribute to the prevention of child maltreatment, which in turn will make communities more resilient and safer for children.

The training was first designed bearing in mind fairly traditional trainings (e.g. blended learning). However, considering the COVID-19 pandemic impact on the project implementation, the training course was adapted in such a way that is flexible enough to be delivered online without any limitation. This means organizations can plan and implement a customised training according to their country-specific realities and according to their group-specific needs.

The primary beneficiaries of this training are the key actors (professionals who work in the child welfare system) and community individuals who have interest in developing their knowledge about preventing childhood maltreatment and promoting children's well-being. This specific learning path offers theoretic knowledge and experiential exercises, the opportunities to apply acquired competencies in practice and the environment to practitioners' self-development.

### Intended audience

Educators | Teachers | Trainers | Community mentors | Professionals from Child Welfare Services | Active members of the community

### Keywords and phrases

Child welfare system; child protection; Community awareness; Children's Rights; Abuse and Maltreatment situations

### Language of instruction

Language of each partner country (English; Dutch; Italian; Portuguese; Greek; Romanian)



## Course delivery

The learner is encouraged to read the theoretical content before attend the workshop sessions / synchronous sessions.

Workshop sessions / synchronous sessions will:

- Provide guidance on theoretical knowledge;
- Develop trainees' competencies using participatory methods and experiential activities.

## Objectives

The objectives of this training are:

- Participants to understand the importance of social capital on the prevention of child abuse and maltreatment
- Participants to identify the needs of children and their families
- Participants to identify risk and protective factors
- Empower professionals to raise awareness amongst children who are victims of abuse and maltreatment situations
- Provide strategies to deal effectively with child abuse and maltreatment situations
- Recognize the legal and social context of child protection.

## Learning outcomes

At the end of the training the learner will be able to:

- Better understand the various situations of child abuse and maltreatment and their implications
- Understand the signs related to maltreatment and report these kind of situations
- Provide effective support to abused children and to their families
- Be aware to work conjointly with other community members/organizations, to have a more effective prevention of child abuse and maltreatment and promotion of Child's Rights

## Course content

### **UNITS**

(NOTE: the expected duration includes both, the time estimated for online learning and workshop/synchronous sessions)

**Welcome Session** (expected duration: 1 hour)

**Child Abuse and Maltreatment** (expected duration: 3 hours)

- Definition of child abuse and maltreatment
- Definition of types of abuse and maltreatment
- Needs of children and youth victims of abuse and maltreatment (according to short- and long-term impact)
- Epidemiological studies on the field

### **Legal framework and the System of Protection** (expected duration: 4 hours)

- Differences between risk and danger situations
- European and national legal framework
- Key actors
- Protective measures
- Involving the child in the process

### **Children & Family** (expected duration: 4 hours)

- Family role
- Abuse and Maltreatment situations within family – implications for child development and family impact
- Normal and disruptive behaviours/attitudes according to the child's age
- Positive parenting
- Parental education (e.g. strategies, programmes)

### **The reality of child maltreatment** (expected duration: 4 hours)

- Risk & Protective factors
- Alarm signals
- Raising the voice/perspective of the abused child
- Intervention with the child (e.g. techniques on how to talk with the victim)
- Intervention with the family

### **Social responsibility** (expected duration: 4 hours)

- Definition of social capital
- Definition of collective efficacy and its relation to social capital and child abuse and maltreatment prevention
- Ways to improve social capital in our communities
- Reporting abuse and maltreatment situations – how and to whom to report child abuse and maltreatment situations
- European policies and successful practices
- The importance of cooperation: How to engage with key actors and the community as a whole for the prevention of child abuse and maltreatment
- Disseminating useful information through the community

### **Prevention and Intervention** (expected duration: 4 hours)

- Developing prevention approaches
- Social ability to prevent child abuse and maltreatment
- Guiding Principles of Intervention
- Working together for the same cause – a systematic response – networks with parents
- Community resources



## Learning hours

The training period should take 15 days, during approximately 4 weeks, and includes self-learning theoretical contents and attend workshop/synchronous sessions. It also has an evaluation component.

Time estimated for managing their own learning of the theoretical contents: 12 hours

Time estimated for attending workshop/ synchronous sessions: 13 hours

Total: 25 hours

## Teaching and learning methods

Through the project website (<http://www.co-happiness.eu/>), both trainers and trainees will be able to find useful learning support materials (e.g. training content, articles, legislative documents and other relevant publications).

During the workshop/ synchronous sessions, key concepts previously introduced will be supported by practical examples and trainees will be invited to share their grassroots experiences. The training program will also provide discussions based on practical examples through case studies, role-plays and other techniques.

The training course intends to correlate theory to practice and empower participants to implement and use the acquired knowledge to their everyday work and life.

## Assessment method

Self-assessment of knowledge and competences (before and after the training)

Observation of the participants' evolution

Individual assignments

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## Ground rules

Is requested that learners regularly attend sessions and arrive punctually.

The participation in face-to-face sessions is desirable to enhance the achievement of learning outcomes.

Learners must fulfil the online assignments on time as part of the agreed learning plan.

The participant in face-to-face sessions should interact with respect and protect each other's confidentiality when sharing information.

## Development methodology and validation process

Co-Happiness's course curricula is a result of three main phases: research, project partners' exchange of knowledge and experiences, and fine-tuning accordingly to the pilots' results in each partner country.

- Phase 1: research and definition of the first draft of the course curriculum
- Phase 2: project partners' exchange of experiences and peer-review
- Phase 3: pilots' results and fine-tuning

### Phase 1: research and definition of the first draft of the course curriculum

A research on existing training programs were conducted to design an evidence-based training, backed by sound theory and/or empirical work. It should be noted that the Co-Happiness training should not only include topics related to child abuse and maltreatment definition and consequences, but also, focus on social capital and collective efficacy approaches as primary responses for protecting children.

Based upon the founded results, the first draft of the course curricula was defined including a total of 6 modules: 1) Child abuse and Maltreatment; 2) Legal framework and the System of protection; 3) Children and family; 4) The reality of child abuse and maltreatment; 5) Social responsibility; 6) Prevention and intervention.

A light consultation on the course curricula was performed with to key actors/experts working in child protection system to collect valuable feedback and fine-tune accordingly.

### Phase 2: project partners' exchange of experiences and peer-review

Partners contributed with their knowledge for the development of the training contents. The final products can be found at the project website: [www.co-happiness.eu](http://www.co-happiness.eu).

### Phase 3: pilots' results and fine-tuning

The training course was piloted in the six countries of the consortium (Finland, Greece, Italy, Netherlands, Portugal and Romania). In total, 120 professionals, students and volunteers attended the Co-Happiness training pilot:

- 16 from Finland
- 30 from Italy
- 25 from Greece
- 18 from Netherlands
- 30 from Portugal, and
- 17 from Romania



During the pilot phase, participants had the opportunity to give feedback on the content and materials delivered. To collect participants' feedback, an evaluation of both short-term outcomes and process of delivery was carried out. The following instruments were applied:

- Self-assessment questionnaire (before and after the training course) – see Annex 2
- Training's satisfaction assessment – see Annex 3
- And modules' quality assessment – see Annex 4.

The evaluation process is an important component of any intervention because it helps to understand the intervention's effectiveness.



### ***Pilots' Key findings***

Country	Training Format	N° of participants	Participants' profile	Feedback on the training contents	Overall evaluation
Finland	100% online	16	Students in the Bachelor of a Nursing program	<p>The “program contents” were well evaluated. All participants considered that the training action was well balanced between theory and practice.</p> <p><b>Improvement suggestions:</b> some participants considered that the quizzes were maybe not all necessary.</p>	The students thought it was important for their future occupation as professionals, but also for everyday life.
Italy	face-to-face format	30	Volunteers of social protection services, lay people, psychologists, teachers/educators, parish animators, socio-health operator, students and members of armed forces	<p>Most participants considered the training contributed to their prevention and intervention work regarding child abuse and maltreatment.</p> <p><b>Improvement suggestions:</b> some participants proposed to include topics such as the relationship of minors with the social network and internet</p>	The content was in line with their expectations and rated the objectives and learning outcomes as good
Greece	100% online	25	Psychologists, social workers, teachers, students and professionals with other job related to child abuse and maltreatment prevention and intervention	<p>Participants considered the training as efficient, even if some believe that the contents of training modules should be more interactive.</p> <p><b>Improvement suggestions:</b> participants did not report any additions/ adjustments that could be made.</p>	The overall evaluation was positive, with participants mentioning that they would recommend the training to others. Participants reported that the information provided (through all modules) was very useful.

Country	Training Format	N° of participants	Participants' profile	Feedback on the training contents	Overall evaluation
Netherlands	b-learning format, with online and face-to-face sessions	18	Professionals in child welfare and care, experts in the field of child abuse and maltreatment, trainers, volunteers/mentors and students	<p>All participants found the modules very useful and appreciated the chance they were given to share and exchange their experiences and considered that they covered a variety of topics and offered useful information. Participants stated that the training had on one hand provided them with new knowledge on the different types of child abuse and involvement of the community in preventing it and on the other hand had helped them to go deeper in understanding the needs and the perspectives of children who are victims of abuse and child maltreatment.</p> <p><b>Improvement suggestions:</b> n/a</p>	All participants were satisfied with the training and would recommend it to other people.
Portugal	100% online, with synchronous and asynchronous sessions	30	Teachers/educators, mediators, social workers, psychologists and students	<p>Most of participants rated the training contents as “very good” and “excellent”.</p> <p><b>Improvement suggestions:</b> n/a</p>	All participants recommend the training to others. All participants found the modules very useful and considered that the covered topics are very important for their work. Participants also appreciated the exchange of knowledge and experiences between them.
Romania	Face-to-face	17	Educators and social workers that work at various sites within the child protection agency, more specifically group homes	<p>All participants considered that the “program contents” were tailored to their needs, the activities facilitated the understanding of the theory and the training was interactive and challenged them to introspect and motivated them to further develop.</p> <p><b>Improvement suggestions:</b> include an additional module on sexual education to prevent sexual abuse</p>	<p>All of the participants mentioned that they would recommend the training action to other professionals and the duration was appropriate.</p> <p>All participants found the training sessions very useful and of great value (both professionally and personally).</p>

## A step-by-step to implement the course curriculum

### 1. **Set up the Participants profile**

Co-Happiness training course was designed for professionals working in the field of child protection, including educators, teachers, trainers, community mentors, professionals from the Child Welfare Services, and other key actors (e.g. university students that will become professionals in this field). Moreover, the training can be offered to lay persons as a population-level strategy.

### 2. **Recruitment process**

To reach the intended audience, it is important to make partnerships with key community organizations and universities, whose professionals and clients can benefit from the strategies of the training course. Also, through social media: you can produce a flyer to disseminate your training offer (See Annex 5 to inspire you and to help you create your flyer).

### 3. **Skills Self-Assessment**

Before starting the training course, invite participants to self-assess themselves. A self-assessment questionnaire was created by Co-Happiness partnership and intends to measure the participants' knowledge / skills on: "Child abuse and maltreatment"; "Legal Framework and the System of Protection"; "Children and Family"; "The reality of child abuse and maltreatment"; "Social responsibility" and "Prevention and Intervention". Apply it before and after the training and you will be able to measure the effectiveness of your intervention.

### 4. **Training Contents**

On Co-Happiness project website ([www.co-happiness.eu](http://www.co-happiness.eu)) you may find the training contents freely available for download in country partners languages, including English.

### 5. **Training Course organization**

It is very important to consider all the aspects regarding the organization of a training course, namely:

- Timeline

The training curricula (see below) defines an expected duration for each module and for the total duration of the training action. However, as mentioned before, the organizations can plan and implement a customized training according to their country-specific realities and according to their group-specific needs.

It is also important to reinforce that workshops/synchronous sessions should dedicate enough time to take doubts of participants and give them the opportunity to exchange perceptions and experiences, enriching their motivation and establishing networks between them.



- Trainers

It is important to work as a team to allow that the modules are delivered in an effective logic and without repetition of information.

It is also recommended to have, at least, two trainers who should prepare the sessions together in order to teach the modules consistently. They should have knowledge on the topic to answer questions and concerns that can emerge during the workshops/synchronous sessions.

- Project website

The project website is an excellent resource to organize and manage the training duration, although is not mandatory. Modules should be accessible to the participants before the workshops/synchronous sessions (at least, 2 days before), so participants have enough time to explore the contents and make exercises, if needed.

- Session Plans

All the training sessions must be prepared in advance, session plans must contain the following information: module name, duration, format, objectives, program contents, learning outcomes and activities. The model session plans for each module can be seen in Annex 1.

- Material

In the session plans mentioned above, it is possible to see several activities related to the topic of each module. However, each organization should adapt the activities, exercises and documentation (mainly in terms of national legislation) to the context of each country related with child abuse and maltreatment prevention and intervention.

Training materials and presentations should be given to the participants so that they can always consult when necessary.

## **6. Supervision and evaluation**

The entire course process should be supervised and evaluated at every step. As mentioned at the beginning of the training is given to the participants a questionnaire to assess the skills and this return to be given at the end of the training.

Each module has a questionnaire, which takes into consideration the relevance of the contents, the performance of the trainers and the space and conditions in which the training takes place. This survey should have an open space for trainees to make suggestions.

Also, at the end of the training action, a satisfaction survey should be filled by participants, to understand how satisfied they were regarding the training sessions in the following parameters: organization, program content, trainers, theory/ practice relation, and recommendation of training.

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## Annex 1 – Session Plans

### NOTE FOR THE TRAINER:

the expected duration includes both, the time estimated for self-guided learning and workshop/ synchronous sessions.

### **Where to get access to the content?**

- Self-guided learning – all the training units are available at the project website: [www.co-happiness.eu](http://www.co-happiness.eu)
- Workshop/ synchronous sessions – please access this folder for consultation – [ACCESS THE FOLDER](#)



## 1. Module I – Child Abuse and Maltreatment

Module: I – Child abuse and maltreatment

Duration: 3h

- 1h self-guided learning - [www.co-happiness.eu](http://www.co-happiness.eu)
- 2h face-to-face/ synchronous session - [ACCESS THE FOLDER](#)

<b>Main objectives:</b>	<ul style="list-style-type: none"><li>• Clarify the definitions of different forms of child abuse and maltreatment</li><li>• Increase the understanding of the various forms of child abuse and maltreatment</li><li>• Provide knowledge how to recognize abuse</li><li>• Increase understanding about the needs that victims of abuse have</li></ul>
<b>Learning outcomes:</b>	By the end of this unit, the participants will be able to: <ul style="list-style-type: none"><li>• Have a clear definition of child abuse and maltreatment</li><li>• Be able to name the forms of abuse and maltreatment and identify signs revealing abuse and maltreatment</li><li>• Understand the mechanism of child and adolescent mental trauma</li></ul>
<b>Methods:</b>	online learning, face-to-face/ synchronous sessions
<b>Content:</b>	Child abuse and maltreatment, main types of abuse Risk factors Research evidence of the subject Recognition of different types of abuse Short and long term impact of abuse
<b>Assessment:</b>	Module Assessment (at the end of the module) + Satisfaction survey and Quality (at the end of the training)

### Online learning:

Hour	Activities	Needed resources
Duration: 1h	Online training: Module I part I	Computer Internet Connection Website

Face-to-face/synchronous session:

Hour	Activities	Needed resources
Duration: 15min	Beginning the session with ice breaking activity.	See exercise “speed meeting”
Duration: 10min	Begin the PPT session with reviewing the following contents: <ul style="list-style-type: none"> <li>• Aim of the module</li> <li>• Learning outcomes</li> <li>• Definitions (part I )</li> </ul>	Computer Internet Connection Platform / Projector FlipChart Markers
Duration: 1h	Start Module 1, part II.  Try to engage your audience in conversation and to bring up their own expertise and experiences: fruitful discussion and sharing is the aim of the module which is all otherwise theoretical knowledge.	Computer Internet Connection Platform /Projector Flipchart Markers
Duration: 25min	Go to <a href="https://flinga.fi">flinga.fi</a> (in case you have other online learning walls, please feel free to use them. Suggestion: Kahoot; LMS). Give your audience the session number with what they log in.  <i>Questions:</i> Define the four types of maltreatment? What are features of families in which maltreatment occurs? What are consequences of maltreatment on emotion recognition? What pathway identifies social consequences of maltreatment? How might a child be “buffered” from adverse effects?	Go to <a href="https://flinga.fi">flinga.fi</a> (or other platform); Follow the instructions how to create a session  computer / smartphone
Duration: 10min	Closing words, remind what this session is connected to (the project) and how participants can be engaged in the project.	Flipchart Markers



## 2. Module II – Legal framework and the System of Protection

Module: II – Legal framework and the System of Protection

Duration: 4h

- 2h self-guided learning - [www.co-happiness.eu](http://www.co-happiness.eu)
- 2h face-to-face/ synchronous session - [ACCESS THE FOLDER](#)

<b>Main objectives:</b>	<ul style="list-style-type: none"><li>• Familiarize participants with the international and national legal framework and the system of protection</li><li>• Raise awareness on what participants can do in cases of child abuse and maltreatment</li><li>• Familiarize participants with potential ways of intervention in cases of child abuse and maltreatment</li></ul>
<b>Learning outcomes:</b>	By the end of this unit, the participants will be able to: <ul style="list-style-type: none"><li>• Identify the national and international legal framework and the protection system of each partner country</li><li>• Evaluate the situation in he/she country</li><li>• Highlight the importance of collective efficacy for the prevention and tackling of the child abuse and maltreatment</li><li>• Define potential ways of intervention in cases of child abuse and maltreatment</li></ul>
<b>Methods:</b>	online learning, face-to-face/ synchronous session
<b>Content:</b>	International and European legal framework National legal framework Key actors for children's protection Helplines for psychological and legal support of the victims The role of the child in the protection process
<b>Assessment:</b>	Module Assessment (at the end of the module) + Satisfaction survey and Quality (at the end of the training)

### Online learning:

Hour	Activities	Needed resources
Duration: 1h30min	Online training; Module II	Computer Internet Connection Platform
Duration: 10min	Quiz – 10 questions (multiple choice; Yes/No) to verify if learners are following the module’s message	Computer Internet Connection Platform

### Face-to-face/synchronous session:

Duration: 1h15min	Follow instructions of activity <b>“The diamond of the Rights of the Child”</b> : begin the f2f session asking participants whether they are aware of the Convention on the Rights of the Child and have a discussion on the articles that it includes; introduce an abridged version of the Convention on the Rights of the Child; group activity and discussion	Computer Projector Powerpoint (Module 2 f2f - abridged version of the Convention on the Rights of the Child) FlipChart Markers Annex 2 (F2F exercises) printed
Duration: 40min	Follow instructions of <b>activity “What can we do?”</b> : discussion on whether they believe children’s rights are adequately protected and what they believe the situation is, regarding child abuse and maltreatment; 2 case studies; discussion on community resources/organizations	Computer Internet Connection Computer Projector Powerpoint (Module 2 f2f – case studies) FlipChart Markers
Duration: 10min	Closing words and highlight the main conclusions from the session.	Flipchart Markers

### 3. Module III – Children & Family

Module: III – Children & Family

Duration: 4h

- 2h self-guided learning - [www.co-happiness.eu](http://www.co-happiness.eu)
- 2h face-to-face/ synchronous session - [ACCESS THE FOLDER](#)

<b>Main objectives:</b>	Violence runs through all the worlds of life, including the family one. Sexual abuse against children, intergenerational conflicts, the activation of violent behavior generate a relational spiral that develops a seductive force made up of attitudes marked by abuse and manipulation, as instruments of “domination of the other”. It is necessary to lead the family to the origin of its existence: the cradle of love.
<b>Learning outcomes:</b>	By the end of this unit, the participants will be able to: <ul style="list-style-type: none"><li>• To define violence and adapt the concept to the family context;</li><li>• Recognize the authoritarian - normative family model;</li><li>• Design a regenerative family model for the child;</li></ul>
<b>Methods:</b>	online learning, face-to-face/ synchronous session
<b>Content:</b>	Definition of Violence (interpretation of violence; the dynamics of violence the map of violence; parameters of evaluation of violence) The birth of the parenting experience The need to remedy the collusive risk The acts of the collusive risk The method: emotional rational education (ERE) Managing the emotions Recognizing and acting
<b>Assessment:</b>	Module Assessment (at the end of the module) + Satisfaction survey and Quality (at the end of the training)

### Online learning:

Hour	Activities	Needed resources
Duration: 1h30min	Online training: Module III	Computer Internet Connection
Duration: 10min	Quiz – 9 questions (multiple choice) to verify if learners are following the module’s message	Computer Internet Connection

### Face-to-face/ synchronous session:

Duration: 15min	Activity “Icebreaker: I am”	Papers Pens / markers
Duration: 40min	Review module’s contents and take a moment to explain participants’ doubts (follow the powerpoint presentation, since there are activities for specific moments)	Computer Projector Powerpoint (Module 3 f2f) FlipChart Markers
Duration: --	Activity “Puzzle game: recompose the definition of the concept of family and minor”	
Duration: 10min	Activity: “Participatory frontal: How can family violence be thought?”	Flipchart Markers
Duration: 15min	Game “build the map of violence” and group sharing	Flipchart paper (1 per group” Markers Tape (to post flipcharts on the wall)
Duration: 15min	Case studies	Computer Projector Flipchart Markers
Duration: 10min	Activity approach techniques – example: The face of emotions	6 cards (each one with an expression: sad, happy, scared, angry, affectionate, disgusted)
Duration: 10min	Closing words and highlight the main conclusions from the session.	Flipchart Markers

#### 4. Module IV – The reality of child abuse and maltreatment

Module: IV – The reality of child maltreatment and child abuse  
Duration: 4h

- 2h self-guided learning - [www.co-happiness.eu](http://www.co-happiness.eu)
- 2h face-to-face/ synchronous session - [ACCESS THE FOLDER](#)

<b>Main objectives:</b>	This module aims to give professionals who work with children, parents and bystanders an inside look into prevention of child maltreatment from a child's perspective
<b>Learning outcomes:</b>	By the end of this unit, the participants will be able to: <ul style="list-style-type: none"> <li>• Understand the process of loyalty from children to parents</li> <li>• Compare the healthy social-emotional development versus unhealthy social-emotional development</li> <li>• Understand the trauma-informed communication &amp; child communication skills</li> <li>• Reflect on their own previous actions in child communication</li> </ul>
<b>Methods:</b>	online learning, face-to-face/ synchronous session
<b>Content:</b>	Social-emotional development of children in the age of 0-18 Loyalty of children to parents Trauma informed communication Child communication
<b>Assessment:</b>	Module Assessment (at the end of the module) + Satisfaction survey and Quality (at the end of the training)

#### Online learning:

Hour	Activities	Needed resources
Duration: 2:00h	Online training: Module IV	Computer Internet Connection Platform



Face-to-face/synchronous session:

Hour	Activities	Needed resources
Duration: 15min	Follow instructions of <b>activity “Inner child meditation”</b> : begin the f2f session asking participants to reflect go back in time through guiding questions; group discussion	FlipChart Markers
Duration: 40min	Review module’s contents and take a moment to explain participants’ doubts	Computer Projector Powerpoint (Module 4 f2f) FlipChart Markers
Duration: 40min	Follow instructions of <b>activity “trauma-informed child communication”</b> : A participant will play as a child, who will react according to the way the group try to get in contact with him/her (in a sensitive way or not); reflection on reactions	“Toys” (e.g. drawing materials, ball, stuffed animal, block) Flipchart Markers
Duration: 10min	Closing words and highlight the main conclusions from the session.	Flipchart Markers

## 5. Module V – Social Responsibility

Module: V – Social responsibility

Duration: 4h

- 2h self-guided learning - [www.co-happiness.eu](http://www.co-happiness.eu)
- 2h face-to-face/ synchronous session - [ACCESS THE FOLDER](#)

<b>Main objectives:</b>	<ul style="list-style-type: none"><li>• Understand the definition of social capital and collective efficacy and their relation to child abuse and maltreatment prevention</li><li>• Provide knowledge on the importance of reporting child abuse and maltreatment situations, and how to react with a child victim of this phenomenon</li><li>• Provide knowledge on examples of good practices implemented in Europe</li></ul>
<b>Learning outcomes:</b>	By the end of this unit, the participants will be able to: <ul style="list-style-type: none"><li>• Define social capital and collective efficacy;</li><li>• Report child abuse and maltreatment situations and be capable to provide this important message to community members (e.g. parents, neighbours)</li><li>• Identify initiatives/programmes across Europe – namely in Co-Happiness partner countries – in order to prevent child abuse and maltreatment situations</li></ul>
<b>Methods:</b>	online learning, face-to-face/ synchronous session
<b>Content:</b>	Social Capital, Collective efficacy and their relation to child abuse and maltreatment prevention; How to engage with parents and how to engage with the community; Tips for working with the community; Report of child abuse and maltreatment situations; How to help an abused or neglected child; European good practices
<b>Assessment:</b>	Module Assessment (at the end of the module) + Satisfaction survey and Quality (at the end of the training)

### Online learning:

Hour	Activities	Needed resources
Duration: 2h	Online training: Module V	Computer Internet Connection Platform
Duration: 10min	Quiz – 4 questions (multiple choice;) to verify if learners are following the module’s message	Computer Internet Connection Platform

### Face-to-face/synchronous session:

Duration: 15min	Follow instructions of <b>activity “Following the Chef”</b> : begin the f2f session with a group activity. It is an useful way to start developing awareness on participants regarding social responsibility and community cooperation. Discussion and key conclusions about the importance of working together for the same problem and strategic thinking to attend in an effective way	Pens 1 paper / flipchart leaf per group Flipchart Markers
Duration: 1h	Review module’s contents and take a moment to explain participants’ doubts (follow the powerpoint presentation, since there are activities for specific moments)	Computer Projector Powerpoint (Module 5 f2f) FlipChart Markers
Duration: 45min	Exercise “Personas”. In this exercise, each group must go through all “personas” and add comments/ suggestions to others given by the other groups. The facilitator/trainer should manage time according to the number of groups. Suggestion: they should stay 10 min in each persona. At the end – when all groups passed through all personas – present the results and make a summary of key conclusions according to the results. The activity should be followed by the PowerPoint presentation (tips for working with the community)	Flipchart leaf Markers (Post it – not mandatory) Tape (to put flipchart leaves on the wall)

Hour	Activities	Needed resources
Duration: 10min	Exercise “Problem situation”. This is an exercise to do in a practical way. In this sense, the facilitator/ trainer should follow the Face-to-Face Powerpoint presentation – Slides “Problem situation” – and ask the group as a whole to negotiate and have an agreement on the correct answer. Facilitator/trainer can choose to ask participants if they have ever experienced a similar situation – take a moment for discussion/sharing experiences	Computer Projector
Duration: 10min	Closing words and highlight the main conclusions from the session	Flipchart Markers



## 6. Module VI – Prevention and Intervention

Module: VI – Prevention and Intervention

Duration: 4h

- 2h self-guided learning - [www.co-happiness.eu](http://www.co-happiness.eu)
- 2h face-to-face/ synchronous session - [ACCESS THE FOLDER](#)

<b>Main objectives:</b>	<ul style="list-style-type: none"><li>• Introduce the topic of abuse and trauma for an audience of professionals in a compelling way</li><li>• Present basics of abuse prevention and intervention</li><li>• List and demonstrate at least 2 techniques that would facilitate group learning and reflection process (triggers, trauma lens)</li><li>• Describe the concept of Vicarious trauma</li><li>• Highlight the importance of self-care</li><li>• Describe an approach used in prevention and intervention of abuse (the ARC model)</li><li>• List the three primary domains targeted by the described intervention.</li><li>• Identify at least one sample intervention in each targeted domain</li></ul>
<b>Learning outcomes:</b>	<p>By the end of this unit, the participants will be able to:</p> <ul style="list-style-type: none"><li>• Understand the relationship between abuse and trauma;</li><li>• Recognize how to distinguish signs of abuse and identify triggers;</li><li>• Understand the basic reframing techniques;</li><li>• Understand the basis of the ARC model as a prevention and intervention tool use on a systemic level;</li><li>• Understand the concept of vicarious trauma and realise the importance of self-care in one's professional and personal life.</li></ul>
<b>Methods:</b>	online learning, face-to-face/ synchronous session
<b>Content:</b>	<p>What is trauma Types of trauma Identifying triggers Triggers Trauma Glass Risk factors Introduce Vicarious Trauma Self-care The ARC Framework</p>



## Online learning:

Hour	Activities	Needed resources				
Duration: 30h	Online training: Module VI	Computer Internet Connection Platform				
Duration: 90min	<p>Watch Removed (Part 1): <a href="https://www.youtube.com/watch?v=IOeQUwdAjE0">https://www.youtube.com/watch?v=IOeQUwdAjE0</a></p> <p>Participants will be asked to identify signs of abuse</p> <p>Participants will be asked to identify triggers presented in the movie</p> <p>Participants will be ask to identify situations in which the child from the movie has a challenging behavior, once identified they will have to connect the situation with an adjective (rude, lazy etc.) Afterwards, they will be asked to use the trauma lens (practiced in the face to face session) in order to reframe those adjectives using the trauma lens.</p> <p>At the end of this first online session participants will be asked to list two things that they will do in the next 48 hours to practice self-care.</p>	Computer Internet Connection Platform				
Duration: 90min	<p>Watch Removed (Part 2): <a href="https://www.youtube.com/watch?v=1lfGmEa6WnY">https://www.youtube.com/watch?v=1lfGmEa6WnY</a></p> <p>Participants will be asked to identify and list events from the movie that show the following: for help please see the part in the word document where the ARC model is presented, more specifically Attachment – the individual section.</p> <table><tr><td><b>Routine and rituals</b></td><td><b>Caregiver Affect Management</b></td><td><b>Attunement</b></td><td><b>Praise and reinforcement</b></td></tr></table>	<b>Routine and rituals</b>	<b>Caregiver Affect Management</b>	<b>Attunement</b>	<b>Praise and reinforcement</b>	Computer Internet Connection
<b>Routine and rituals</b>	<b>Caregiver Affect Management</b>	<b>Attunement</b>	<b>Praise and reinforcement</b>			

Face-to-face/synchronous session:

Hour	Activities	Needed resources
Duration: 20min	<p>What is Trauma?</p> <p>Types of Trauma</p> <p>Facilitator will play the song “Behind the Wall” by Tracy Chapman. Before the song, the facilitator will ask the participants to visual the place where the action takes place, hear the noise, the voices, the tone, the message. Based on all of that in groups of 4-5 they will be asked to define and classify trauma</p>	<p>Pens</p> <p>1 paper / flipchart leaf per group</p> <p>Flipchart</p> <p>Markers</p>
Duration: 3h30min	<p>Review module’s contents and take an extra moment to explain participants the ARC model</p> <p>During this period there will be activities (activities sum up in total to 2 hours). This module will have a 15 min break. Therefore for the presentation of the ARC Model there will be around 60 min.</p>	<p>Computer</p> <p>Projector</p> <p>Powerpoint (Module 6 f2f)</p> <p>FlipChart</p> <p>Markers</p>
Duration: 30min	<p><b>Triggers: activity #2</b></p> <p>The facilitator will begin the activity by asking clients to imagine that they are a house... (see full description in PPT)</p>	<p>Flipchart</p> <p>Markers</p> <p>Pictures</p> <p>Tape to put the flipchart on the wall</p> <p>Sticky pads</p>
Duration: 30min	<p><b>Trauma Glasses: activity #3</b></p> <p>The facilitator will play the song Hurt by Johnny Cash. Afterwards, will ask the group to divide in groups of 4 people. Each group will have a Table with 8 adjectives... (see full description of the activity in the PPT)</p> <p>As an alternative , participants can mime the adjective instead of using a picture.</p>	<p>Computer</p> <p>Projector</p> <p>Speakers</p> <p>Pictures</p> <p>Flip chart</p> <p>Markers</p> <p>Tape</p>

Hour	Activities	Needed resources
Duration: 15min	<p><b>How heavy is the glass : activity#4</b></p> <p>The facilitator will take a glass of water and will outstretch his/her hands and will ask the participants how heavy is the glass? There will be many answers (250 grams, 100 grams, depends how much liquid is in the glass, etc.). The facilitator will ask participants to imagine that they are holding the glass for 1 hour, then 3 hours, then the whole day, a whole week, a whole month, a whole year. The glass becomes heavier as time passes and while you hold it in the same position. The glass represents our burden, our worries, our stress that we carry every day. Therefore it is crucial to take a break, to unload and relax (put the glass down, change position, etc.).</p>	A glass
<b>Duration: 15min</b>	<b>Break</b>	<b>Coffee, snacks, water</b>
Duration: 30min	<p><b>Elephant in the room: activity #5</b></p> <p>The main group will be divided in subgroups of 4-5. A set of behaviors or events are listed on various pictures. These pictures are not easily discussed in a normal conversation, unless there is reason (a trigger). By providing structure around the conversation and a plan of how to deal with them when they arise. This is the key in teaching and modeling Regulation.</p>	<p>Flip-chart</p> <p>8 pictures – behaviors or events</p> <p>Pens-pencils</p> <p>Markers</p>
Duration: 15min	<p><b>Express your gratitude: activity #6</b></p> <p>Each participant will have a piece of paper (A4) that will be folded in 4 resulting 8 booklet with 8 files. In this booklet the participants will be asked to express their gratitude for certain things that happened during the day. They will begin in the group session and will have to follow-up/continue every day for a week at home.</p> <p>The goal is help people express their gratitude, to shift the mindset from critics, disappointment (the empty part of a glass), to appreciation, joy, gratitude for the things that we have, which in turn will translate to their interaction with their family (spouse, children) and become a preventive strategy against abuse.</p>	<p>A bunch of A4 paper</p> <p>Pencils/pens</p> <p>Markers</p>

## Annex 2 – Self-assessment questionnaire

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### You are filling in this questionnaire...

Before the pilot ☐

After the pilot ☐

This competency self-assessment is designed to help Co-Happiness partners to identify if you develop any knowledge and competences related with community prevention and awareness on child abuse and maltreatment.

It will also help you to assess your personal strengths and development opportunities.

### INSTRUCTIONS:

Column one identifies the expected knowledge/behaviour of each competency. Please, check how skilled you believe you are presently demonstrating the described behaviour for each competency. Use the following scale:

<b>1 =</b> <b>No current skill</b> <b>in this area</b>	<b>2 =</b> <b>A little skill in</b> <b>this area</b>	<b>3 =</b> <b>Somewhat</b> <b>skilled</b>	<b>4 =</b> <b>Skilled</b>	<b>5 =</b> <b>Very skilled</b>
--	--	---	------------------------------	-----------------------------------

**Thank you for your participation in this important process!**

Please, select the right option with a cross (X).

If you have questions don't hesitate to ask to your trainer.

<b>I have the knowledge, skills, and/or ability to:</b>	<b>1 = No current skill in this area</b>	<b>2 = A little skill in this area</b>	<b>3 = Somewhat skilled</b>	<b>4 = Skilled</b>	<b>5 = Very skilled</b>
...define child abuse and maltreatment					
...define and identify clearly the different types of child abuse and maltreatment					
...identify the needs of children and young people victims of abuse and maltreatment and their impacts					
...differentiate between risk and danger situations					
...understand the child abuse and maltreatment legislation					
...identify the key actors within the System of Protection					
...identify the protective measures in the legal framework context					
...understand the importance of the Involving/Listening the child in the process					



<b>I have the knowledge, skills, and/or ability to:</b>	<b>1 = No current skill in this area</b>	<b>2 = A little skill in this area</b>	<b>3 = Somewhat skilled</b>	<b>4 = Skilled</b>	<b>5 = Very skilled</b>
...understand the family role					
...identify Abuse and Maltreatment situations within the family					
...understand the implications and impact of abuse and maltreatment for child development and family					
...identify and distinguish normal and disruptive behaviours/attitudes according to the child's age					
...recognize the indicators and concepts of positive parenting					
...identify appropriate strategies and programs for parental education					
...identify, understand and distinguish the Risk and Protective factors					
...identify the alarm signals of abuse and maltreatment					
...raise awareness about the child abuse and maltreatment					

<b>I have the knowledge, skills, and/or ability to:</b>	<b>1 = No current skill in this area</b>	<b>2 = A little skill in this area</b>	<b>3 = Somewhat skilled</b>	<b>4 = Skilled</b>	<b>5 = Very skilled</b>
...understand the perspective of the abused child					
...understand the appropriate techniques to communicate and intervein with children					
...know the suitable strategies to intervein with the family of the victims					
...understand the notion of social capital					
...be able to clarify the notion of collective efficacy and its relation to social capital and child abuse and maltreatment prevention					
...know how to implement strategies to improve social capital in the community					
...know how and to whom to report abuse and maltreatment situations					
...identify European policies and existing successful practices					
...identify the appropriate strategies to engage with key actors					

<b>I have the knowledge, skills, and/or ability to:</b>	<b>1 = No current skill in this area</b>	<b>2 = A little skill in this area</b>	<b>3 = Somewhat skilled</b>	<b>4 = Skilled</b>	<b>5 = Very skilled</b>
...understand the importance of cooperation with the community to prevent child abuse and maltreatment					
...know how to disseminate useful information through the community					
...understand the resources available for professionals and for the community					
...understand the importance of an evidence-based approach for the success in preventing child maltreatment					
...allocate social ability to prevent child abuse and maltreatment					
...identify and understand the Guiding Principles of Intervention					
...understand the importance of working together with parents through a systematic response					
...identify the community resources available					

## Annex 3 – Participants’ Satisfaction assessment

Name of the training event: Co-Happiness: Knowledge recycling & new approaches in Child Abuse and Maltreatment Prevention

Trainer: \_\_\_\_\_

Date: \_\_\_\_\_

Place: \_\_\_\_\_

This survey is anonymous and your answers will be used for continuous improvement of the training programs. Thank you for your cooperation.

### Fill instructions



Please mark with a cross (X) the box that best represents your rating for each item.

<b>1. How do you assess the organization of training in terms of?</b>	<b>1 Bad</b>	<b>2 Weak</b>	<b>3 Acceptable</b>	<b>4 Good</b>	<b>5 Very Good</b>	<b>6 Excellent</b>
Educational facilities and resources available						
Duration of the action, according to your needs						
Scheduling and time						
Administrative and logistic support						
<b>2. How do you evaluate programatic content?</b>	<b>1 Bad</b>	<b>2 Weak</b>	<b>3 Acceptable</b>	<b>4 Good</b>	<b>5 Very Good</b>	<b>6 Excellent</b>
As for what I expected						
Objectives and learning outcomes						
Practical application of content						

<b>3. How do you evaluate the trainer(s)?</b>	<b>1 Bad</b>	<b>2 Weak</b>	<b>3 Acceptable</b>	<b>4 Good</b>	<b>5 Very Good</b>	<b>6 Excellent</b>
Domain and knowledge of the subjects						
Use clear and accessible language						
Promoting a good learning environment						

**4. Considers that the training action was:**

☐ Very Theoretical

☐ Very Practical

☐ Balanced, theoretical and practical

**5. Would you recommend the attendance of this training action?**

☐ Yes

☐ No

**Please indicate any other comments or suggestions for the improvement of the training program:**

## Annex 4 – Questionnaire about each module

Please take a few minutes to fill in this form about how good you think this module was.

**Your feedback is very important** to us to improve our trainings. Please be honest and open with your feedback.

Please circle one score from 1 😞 to 5 😊

1 is the lowest score you can give; 5 is the highest.

### 1. How useful have you found the module?

1: not useful at all ↔ 5: very useful

Score:            1 😞            2 😊            3 😐            4 😊            5 😊

Comments

### 2. How good do you think the topics covered in the training are?

Score:            1 😞            2 😊            3 😐            4 😊            5 😊

You can write your comments in the box below:



**3. How well do you think this module has contributed to your work in prevention and intervention of child abuse and maltreatment?**

1: not well prepared at all <-> 5: very well prepared

Score:            1 😞            2 😊            3 😐            4 😄            5 😁

Comments

**4. Are there any topics that you think should be included into this training module, which are currently missing?**

☐ Yes                      ☐ No

Comments

**5. Did you feel that you got enough support from your trainer?**

☐ Yes                      ☐ No

Please explain why or why not:

**6. If you have any other comments or feedback please write below:**

**Thank you! Your assistance is greatly appreciated.**

**PLEASE RETURN THE COMPLETED FORM TO YOUR TRAINER.**

## Annex 5 – Recruitment Flyer (examples)

### Annex 5.1 Recruitment Flyer from Portugal



**CO-HAPPINESS**  
Happy and Safe in Community

## Formação Piloto

Co-Happiness: Reciclagem de conhecimentos & novas abordagens na prevenção do abuso e dos maus tratos na infância.  
A formação irá decorrer online com algumas sessões síncronas para esclarecer dúvidas e para realizar & apresentar os exercícios práticos

Organização das sessões e conteúdos formativos:

- 5 Jun. Avaliação do competências (pré-formação)
- 8 Jun. Sessão de abertura (vídeo explicativo do funcionamento da formação); disponibilização dos conteúdos do Módulo I: Situações de abuso e maus tratos na infância
- 12 Jun. Sessão síncrona: *debriefing* Módulo I; disponibilização do Módulo II: Enquadramento legal e o Sistema de Promoção e Proteção
- 16 Jun. Sessão síncrona: *debriefing* Módulo II; disponibilização do Módulo III: A criança e a família
- 19 Jun. Sessão síncrona: *debriefing* Módulo III; disponibilização do Módulo IV: A realidade da criança vítima do abuso e maus tratos
- 23 Jun. Sessão síncrona: *debriefing* Módulo IV; Disponibilização do Módulo V: Responsabilidade social
- 26 Jun. Sessão síncrona: *debriefing* Módulo V; Disponibilização do Módulo VI: Prevenção e intervenção
- 30 Jun. Sessão síncrona: *debriefing* Módulo VI
- 1 Jul. Avaliação do competências (pós-formação)

- **INSCRIÇÃO GRATUITA**  
Limitada ao nº de vagas existentes (16)
- **METODOLOGIA**  
*E-learning*  
Com sessões síncronas e assíncronas
- **HORÁRIO SESSÕES SÍNCRONAS**  
10h30 - 12h00
- **DURAÇÃO: 30H**  
Online

O projeto teve início em setembro de 2018 e termina em agosto de 2021.  
Para mais informações, queira consultar a página oficial do projeto  
Co-Happiness [www.co-happiness.eu](http://www.co-happiness.eu).



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Co-funded by the  
Erasmus+ Programme  
of the European Union

### Annex 5.2 Recruitment Flyer from Greece



**ΠΡΟΣΚΛΗΣΗ**

Το ΚΜΟΠ - Κέντρο Μεταπτυχιακών Σπουδών και Κοινωνικής, Ψυχολογικής και Τεχνολογικής Έρευνας (ΚΜΟΠ) στο πλαίσιο του έργου «Co-Happiness: Happy and Safe in the Community» (Co-Happiness) προσκαλεί & ενημερώνει για την πρόληψη της παιδικής κακοποίησης.

**15 ΙΟΥΛΙΟΥ** ΒΑΣΙΚΕΣ ΠΡΟΒΛΕΨΕΙΣ ΓΙΑ ΤΗΝ ΠΡΟΛΗΨΗ ΤΗΣ ΠΑΙΔΙΚΗΣ ΚΑΚΟΠΟΙΗΣΗΣ ΚΑΙ Η ΚΟΙΝΩΝΙΚΗ ΕΥΣΤΑΣΙΑ

- Τι είναι η παιδική κακοποίηση και ποια μορφές μπορεί να λάβει.
- Ποια είναι τα σημάδια βιολογικής και ψυχολογικής κακοποίησης και κακοποίησης στο παιδί.
- Ποια είναι τα χαρακτηριστικά της παιδικής κακοποίησης – Στοιχεία για την Ελλάδα.
- Ποια είναι οι συνέπειες της παιδικής κακοποίησης σε διάφορες ηλικίες, τις ζωές τους ενήλικους.
- Τι είναι το κοινωνικό έγκλημα και η συλλογική απειθαρχία.
- Πώς οι άνθρωποι αποφασίζουν την καταγωγή τους.
- Πώς μπορεί να βοηθηθεί ένα παιδί που έχει υποστεί κακοποίηση.

**16 ΙΟΥΛΙΟΥ** ΝΟΜΙΚΟ ΠΛΑΙΣΙΟ ΚΑΙ ΣΥΣΤΗΜΑ ΠΑΙΔΙΚΗΣ ΠΡΟΤΕΞΙΑΣ

- Παρουσίαση διεθνών και ευρωπαϊκών διατάξεων – Πώς είναι η ευρωπαϊκή νομοθεσία στην Ελλάδα.
- Πώς μπορεί να καταγγείλει ένα περιστατικό – Πού μπορεί να απευθυνθεί.
- Μπορεί το ίδιο το παιδί να καταγγείλει ένα περιστατικό; Τι γίνεται όταν παιδί/εφηβικός/νέανθρωπος δεν μπορεί να εξιστοήσει ένα σύνθετο θέμα της μέρας.

**ΔΕΙΤΕ ΕΙΣΑΓΩΓΙΚΟ ΠΡΟΓΡΑΜΜΑΤΙΣΜΟ ΔΕΙΞΕΤΕ ΤΗΝ ΕΠΙΣΤΡΑΤΗΓΙΑ ΓΙΑ ΤΗΝ ΕΠΙΧΕΙΡΗΣΗ**

Για περισσότερες πληροφορίες επισκεφτείτε την ιστοσελίδα μας [www.kmop.gr](http://www.kmop.gr)

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**Co-Happiness Webinar**

Ευαισθητοποίηση & ενημέρωση για την πρόληψη της παιδικής κακοποίησης

Τετάρτη 15 & Πέμπτη 16 Ιουλίου 2020  
16:00-18:00

**ΚΜΟΠ**  
Κέντρο Μεταπτυχιακών Σπουδών και Κοινωνικής, Ψυχολογικής και Τεχνολογικής Έρευνας



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## Annex 5.3 Recruitment Flyer from Italy



**Momento formativo  
sul tema dell'abuso e dei  
maltrattamenti sui minori**

Il progetto "Co-Happiness Felici e Sicuri nella comunità" ha lo scopo di promuovere la prevenzione e sensibilizzare sulle questioni legate all'abuso e al maltrattamento sui minori. Nell'ambito di questo progetto è stato preparato un corso di formazione per intercettare i segnali di eventuali abusi e maltrattamenti. Il corso è rivolto ad adulti ed esperti che lavorano con minori.

**Moduli della formazione**

Sessione di benvenuto  
I: Maltrattamento e abuso sui minori  
II: Quadro legale e Sistema di protezione  
III: Bambini e famiglia  
IV: La realtà di abuso e maltrattamento sui minori  
V: Responsabilità sociale  
VI: Prevenzione ed intervento

**INTERVERRANNO:**  
Don Claudio Barboni, direttore Associazione di volontariato San Giuseppe Onlus e Ufficio Migrantes  
Angela Laporchio, project manager  
Giovanni Papagni, pedagogo  
Maria Pia Guarino, psicologa e psicoterapeuta  
Mariantonietta Merlicco, avvocato  
Antonella Tucci, assistente sociale

**PARTECIPAZIONE GRATUITA**  
Verrà rilasciato un attestato di partecipazione

**METODOLOGIA**  
In presenza (Face to Face) con approfondimenti Online

**DOVE E QUANDO**  
A Carapelle, presso la Chiesa di San Giuseppe - Piazza Padre Pio  
il 7 e il 9 luglio 2020, alle ore 18.30

**PER INFORMAZIONI**  
Email: [ass.sangiuseppe.cerignola@gmail.com](mailto:ass.sangiuseppe.cerignola@gmail.com)  
Tel.: 3247917380

Il progetto ha la durata di 36 mesi, dal 1 settembre 2018 al 31 agosto 2021.  
Per maggiori informazioni sul Progetto Co-Happiness, visita il sito  
[www.co-happiness.eu](http://www.co-happiness.eu)



## Annex 5.4 Recruitment Flyer from the Netherlands



**CO-HAPPINESS**  
Happy and Safe in Community

**Training Pilot**

Het project Co-Happiness: Happy and safe in the Community (gelukkig en veilig in de gemeenschap) heeft tot doel preventie te bevorderen en mensen bewust te maken van kwesties die te maken hebben met kindermishandeling.

**14 en 28 oktober 2020**

Welkomstsessie  
Behandeling modules:  
I: Kindermishandeling  
II: Juridisch kader en het beschermingssysteem  
III: Kinderen en gezin  
IV: De realiteit van kindermishandeling  
V: Maatschappelijke verantwoordelijkheid  
VI: Preventie en interventie  
VII: Diversiteit en kindermishandeling

**GRATIS REGISTRATIE**  
Beperkt aantal registraties voor de fysieke bijeenkomst (16)

**METHODOLOGIE**  
Bijeenkomst  
Online  
B-leren

**LOCATIE EN TIJD**

14 oktober 2020, van 9:00 tot 13:30  
Dona Daria, Gerard Scholtenstraat 129, Rotterdam

28 oktober 2020, van 9:00 tot 12:30  
Online via zoom (u ontvangt een link van tevoren)

Het project loopt van 1 september 2018 tot 31 augustus 2021.  
Kijk voor meer informatie over Co-Happiness Project op [www.cohappiness.eu](http://www.cohappiness.eu).

**Voor meer informatie:**  
Carola Dogan, Dona Daria,  
e-mail: [c.dogan@donadaria.nl](mailto:c.dogan@donadaria.nl)  
Svetlana Rashkov, Pressure Line,  
e-mail: [svetlana@pressureline.nl](mailto:svetlana@pressureline.nl)



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# Training curricula

on community prevention and awareness  
on child abuse and maltreatment



Co-funded by the  
Erasmus+ Programme  
of the European Union



