



CURRICULUM AND GUIDELINES

FOR

**CAPACITY BUILDING PROGRAMME FOR CHILD CARE AND PROTECTION OFFICERS (CCPOS) IN JUVENILE JUSTICE
SYSTEM**

THE GOVERNMENT OF KENYA

&

**JAPAN INTERNATIONAL CO-OPERATION AGENCY
OCTOBER, 2020**

1.0 Introduction

The mainstream agencies in the Kenyan Juvenile Justice system are; Judiciary, National Police Service, Office of the Director of Public Prosecution, Probation & Aftercare Services, Department of Children Services and the Kenya Prisons Service. Each of these agencies is legally mandated to provide different types of services to children in need of care and protection and those in conflict with the law. Ultimately, the services are expected to take cognisance of the vulnerability of children in light of the discretion granted to each agency. The Child Care and Protection Officers (CCPOs) training program was named as such so as to augment the role of the professionals working in these agencies to safeguarding the rights of the children they serve. The curriculum is expected to be implemented jointly with officers from all agencies being brought together in one classroom to be trained by their more experienced counterparts. The cornerstone of this program is the practical applicability of the acquired knowledge, skills and attitudes to their respective work places.

1.1 Target group

The course is intended for Child Care and Protection Officers (CCPOs) in Juvenile Justice System, that is, police, probation officers, children's officers, prison officers and magistrates.

1.2 Entry requirements

Any CCPO who has served for a period of less than five (5) years is eligible. Admission into the programme will be by nomination by the specific JJAs.

2.0 Programme details

2.1 Programme objective

The Program aims to enhance the CCPOs' ability to deal with all issues arising from their involvement with childcare and protection at the workplace and consequently enhance the quality of service to the public. In addition, participants will be equipped with skills and competencies to come up with and implement practical solutions to challenges that they face daily at their workplaces. The programme aims to provide a forum through which the participants will develop action plans targeting the continuous improvement of services in their institutions.

2.2 Organisation of the programme

The course is based on five thematic areas, namely:

- Thematic area 1: Juvenile Justice Procedure
- Thematic area 2: Case management
- Thematic area 3: Rehabilitation treatment
- Thematic area 4: Support networking
- Thematic area 5: Ethics, responsibility and quality assurance

These thematic areas have been divided into 14 units as outlined in the programme content.

2.3 Program Content

MODULE 1: INTRODUCTION TO JUVENILE JUSTICE SYSTEMS IN KENYA	
UNIT 1	INTRODUCTION TO THE JUVENILE JUSTICE SYSTEMS IN KENYA (2 hours)
Key Learning Outcomes	By the end of this unit participants should be able to: a) Outline the historical background of the Juvenile Justice System. b) Outline the key concepts relating to the Juvenile Justice System. c) Demonstrate an understanding of the roles of the various Juvenile Justice Agencies.

Topics	<ul style="list-style-type: none"> 1.1. Introduction 1.2. The Juvenile Justice System 1.3. Juvenile Justice Agencies in Kenya 1.4. References
UNIT 2	THE GENERAL PRINCIPLES RELATING TO CHILD JUSTICE AND INTERNATIONAL LEGAL INSTRUMENTS (4 hours)
Key Learning Outcomes	<p>By the end of the Unit, participants should be able to:</p> <ul style="list-style-type: none"> a) Demonstrate a knowledge of the Instruments, their implementation, the manner of monitoring and evaluation b) Discuss the general principles in handling children within the JJS. c) Discuss international instruments and special child care and protection measures for children. d) Discuss the rationale for international instruments and special child care protection measures for children. e) Discuss the application of these instruments in the JJS including the Reporting Mechanisms.
Topics	<ul style="list-style-type: none"> 1.1 General principles in handling children within the juvenile justice system 1.2 International instruments and special childcare and protection measures for children 1.3 Rationale for international instruments and special child care protection measures for children 1.4 References
UNIT 3	NATIONAL INSTRUMENTS RELATING TO JUVENILE JUSTICE (4 hours)
Key Learning Outcomes	<p>By the end of this unit the participant should be able to:</p> <ul style="list-style-type: none"> a) Discuss the national JJS legal instruments. b) Apply the National Juvenile Justice System (JJS) instruments in relation to children in Kenya. c) Discuss the challenges relating to application of the underlying concepts of the JJS, in the national legal instruments in each participant's JJA or place of work.
Topics	<ul style="list-style-type: none"> 1. 2. 3. 3.1 Domestic laws relating to children matters 3.2 Case study 3.3 References
UNIT 4	PROCEDURE OF HANDLING CHILDREN IN NEED OF CARE AND PROTECTION (4 hours)
Key Learning Outcomes	<p>By the end of this unit the participant should be able to:</p> <ul style="list-style-type: none"> a) Define a child in need of care and protection. b) Identify a child in need of care and protection. c) Apply the right procedures in rescuing children who are in need of care and protection. d) Apply different placement options available for children. e) Identify the role of the Juvenile Justice Agencies in handling children in need of care and protection. f) Identify different categories of child victims. g) Apply various protection measures outlined in the Children Act, Victims of Offences Act, Sexual Offences Act and other statutes.

Topics	<p>4.</p> <p>4.1 Definition of children in need of care and protection</p> <p>4.2 Rescue, reintegration, supervision</p> <p>4.3 Children accompanying mothers to prison as children in need of care and protection</p> <p>4.4 Children separated from their parents(mothers) as their mothers serve custodial sentences</p> <p>4.5 The role of the juvenile justice agencies in handling children in need of care and protection</p> <p>4.6 Child victim</p> <p>4.7 Procedure in handling children in need of care and protection –provided for under subsection 120 to 126 CA</p> <p>4.8 Placement options</p> <p>4.9 Case law(Precedents)</p> <p>4.10 Case Studies</p> <p>4.11 Role play</p> <p>4.12 References</p>
UNIT 5	PROCEDURES OF HANDLING CHILDREN IN CONFLICT WITH THE LAW(6 hours)
Key Learning Outcomes	<p>By the end of the Unit, participants should be able to:</p> <p>a) Understand who child in conflict with the law is.</p> <p>b) Apply the procedures of handling a child in conflict with the law in relation to arrest, reception, detention, investigation, pre-trial, trial findings, execution of orders/sentences, and post-trial.</p> <p>c) Explain the concept of diversion.</p> <p>d) Explain levels of diversion.</p> <p>e) Identify categories of children who qualify for diversion.</p> <p>f) Apply the concept of diversion.</p> <p>g) Apply the concept of plea bargaining.</p>
Topics	<p>1.1 Definition of children in conflict with the law.</p> <p>1.2 Procedures for handling children in conflict with the law.</p> <p>1.3 The trial process.</p> <p>1.4 Diversion</p> <p>1.5 Plea bargain</p> <p>1.6 Case Studies</p> <p>1.7 References</p>
UNIT 6	INTRODUCTION TO CASE MANAGEMENT (4 hours)
Key Learning Outcomes	<p>By the end of the unit, participants should be able to:</p> <p>a) Define case management</p> <p>b) Demonstrate the importance of case management</p> <p>c) Employ the categories of social work in respect to case management</p> <p>d) Use case management at different levels</p>
Topics	<p>1.1 The concept of case management</p> <p>1.2 Importance of case management</p> <p>1.3 Categories of case management</p> <p>1.4 Case Management Levels</p> <p>1.5 Case study</p> <p>1.6 References</p>
UNIT 7	ALTERNATIVE CARE FOR CHILDREN (4 hours)
Key Learning Outcomes	<p>By the end of the Unit, participants should be able to:</p> <p>a) Understand the alternative care options available</p> <p>b) Apply the provisions of the law to alternative care arrangements.</p> <p>c) Apply the correct procedures when dealing with the alternative care options.</p> <p>d) Identify the roles of the Juvenile Justice Agencies involved.</p>

Topics	<p>7.1 Definition of alternative care for children</p> <p>7.2 International, regional and national policies and legal framework on alternative care system</p> <p>7.3 Documentation and reporting in alternative care</p> <p>7.4 Adoption</p> <p>7.5 Foster care</p> <p>7.6 Guardianship</p> <p>7.7 Kinship care</p> <p>7.8 Kafaalah</p> <p>7.9 Child-headed households</p> <p>7.10 Supported Independent Living</p> <p>7.11 Duty bearers and their roles in alternative care</p>
UNIT 8	THROUGH-CARE PROCEDURES FOR CHILDREN IN STATUTORY INSTITUTIONS (2 hours)
Key Learning Outcomes	<p>By the end of the Unit, participants should be able to:</p> <p>a) Define throughcare</p> <p>b) Describe various statutory institutions responsible for throughcare</p> <p>c) Explain the special procedure of throughcare</p> <p>d) Apply the prescribed throughcare forms and documents.</p>
Topics	<p>8.1. Throughcare</p> <p>8.2. Statutory institutions</p> <p>8.3. Throughcare procedures</p> <p>8.4. Committal documents to statutory institutions</p> <p>8.5. Escorting children to institutions</p> <p>8.6. Reports</p> <p>8.7. Aftercare</p> <p>8.8. References</p>
UNIT 9	REPORT WRITING IN JUVENILE JUSTICE AGENCIES (3 hours)
Key Learning Outcomes	<p>By the end of the Unit, participants should be able to:</p> <p>a) Define the term report.</p> <p>b) Describe the importance of report writing.</p> <p>c) Describe the characteristics of a good report.</p> <p>d) Explain various types of reports within the JJA and their legal foundation.</p> <p>e) Explain the preparation of different reports in the JJA.</p>
Topics	<p>9.1 Introduction to report writing</p> <p>9.2 Importance of reports</p> <p>9.3 Key guidelines on content of a good report</p> <p>9.4 Types of reports in JJAs</p> <p>9.5 References</p>
UNIT 10	INTRODUCTION TO TREATMENT AND REHABILITATION (4 hours)
Key Learning Outcomes	<p>By the end of the Unit, participant should be able to:-</p> <p>a) Define treatment and rehabilitation.</p> <p>b) Apply the various treatment approaches.</p> <p>c) Demonstrate an understanding of principles of rehabilitation.</p> <p>d) Outline the RNR model as related to juvenile justice system.</p> <p>e) Articulate the treatment process in juvenile justice system.</p> <p>f) Develop and implement treatment plan for children in need of care and protection and conflict with the law in institutions in the community.</p>

Topics	<p>10.1 Treatment and rehabilitation</p> <p>10.2 Case formulation and treatment</p> <p>10.3 Principles of rehabilitation</p> <p>10.4 Treatment approaches</p> <p>10.5 Other important therapeutic skills in working with children in the JJS</p> <p>10.6 Framework for an individualised treatment plan</p> <p>10.7 References</p>
UNIT 11	REINTEGRATION AND COMMUNITY SUPERVISION (2 hours)
Key Learning Outcomes	<p>By the end of the Unit, participants should be able to:</p> <p>a) Define reintegration.</p> <p>b) Describe the process of reintegration from the institution and during community supervision.</p> <p>c) Define community supervision its principles and purpose.</p> <p>d) Identify the child offenders and terms of supervision.</p> <p>e) Discuss methods and levels of community based supervision and support.</p> <p>f) Discuss bail, bond and alternative dispute resolutions.</p>
Topics	<p>11.1 Definition of reintegration</p> <p>11.2 Specific process of reintegration</p> <p>11.3 Alteration of information</p> <p>11.4 Leave of absence and release</p> <p>11.5 Selection of candidates</p> <p>11.6 Change of residence after admission</p> <p>11.7 Preparation of the child for the family</p> <p>11.8 Definition of community supervision</p> <p>11.9 Conditions to be observed for community supervision</p> <p>11.10 Procedure of community supervision in probation and aftercare service</p> <p>11.11 Probation hostel</p> <p>11.12 Referral system</p> <p>11.13 Bail and bond</p> <p>11.14 Diversion</p> <p>11.15 Alternative Dispute Resolution (ADR)</p> <p>11.16 References</p>
UNIT 12	CHILDREN WITH SPECIAL NEEDS IN THE JUVENILE JUSTICE SYSTEM (3 hours)
Key Learning Outcomes	<p>By the end of the Unit, participants should be able to:</p> <p>a) Define special needs/mental illness.</p> <p>b) Demonstrate an understanding of the characteristics of various special needs.</p> <p>c) Outline the categories of special needs/mental illness in children in JJS.</p> <p>d) Identify signs of mental illnesses and other special needs.</p> <p>e) Identify ways to support children with special needs in JJS</p>
Topics	<p>1.1 Introduction</p> <p>1.2 Special need</p> <p>12.3 Mental illness</p> <p>12.4 Physical disabilities</p> <p>12.5 Challenges for children with special needs</p> <p>12.6 The role of the CCPOs working with children with special needs</p> <p>12.7 Institution for referral of children with special needs</p> <p>12.8 References</p>
UNIT 13	PARTNERSHIPS AND SUPPORT NETWORKING FOR CHILD CARE AND PROTECTION OFFICERS (4 hours)

<p>Key Learning Outcomes</p>	<p>By the end of the Unit, participants should be able to:</p> <ol style="list-style-type: none"> Explain the concept of Partnership and networking in relation to JJAs in Kenya. Explain the importance of multi-agency partnership and support networking. Describe the characteristics of Support Networking. Explain good practices in networking for CCPOs. Discuss the factors influencing networking. Outline the role of CCPOs and non-state actors in support networking. Explain the basic concepts in developing and managing support networks. Identify partners to work within CCPO programme at their work stations. Intiate partnerships to support CCPO programme at the station level. Outline the challenges faced by various actors in Support Networking. Suggest recommendations on how to improve Networking within the Juvenile Justice stakeholders.
<p>Topics</p>	<ol style="list-style-type: none"> Introduction to partnership and support networking Importance of multi-agency networking and partnerships Characteristics of support networking Good practices in networking for CCPOs Factors influencing networking Multi-agency support networking partnerships in the Juvenile Justice System Management of support networking systems The role of CCPOs and non-state actors in support networking Concepts in developing and managing support networking Challenges in support networking Success stories in support networking Case study Role play Case Study (Multi-agency child protection) Working together References
<p>UNIT 14</p>	<p>RECORD MANAGEMENT IN THE JUVENILE JUSTICE AGENCIES (2 hours)</p>
<p>Key Learning Outcomes</p>	<p>By the end of the Unit, participants should be able to:</p> <ol style="list-style-type: none"> Define records and record management. State the various purposes of record management. Explain the importance of confidentiality in records management. Demonstrate the recommended filing system and record keeping at various levels.
<p>Topics</p>	<ol style="list-style-type: none"> Records Records management Disposal of records The recommended method of filing individual files Records management in each JJA Information sharing and handling of documents in the Juvenile Justice System Handling of Specific Documents in the Juvenile Justice System Challenges in records management References

2.4 Program Duration and delivery

- a) The course will be delivered through in class contact and out of class assignments.
- b) The first phase comprises **ten days (6 hours per day x 10 days)** of face to face engagement in training of a total of **60 hours**.
- c) This will be followed by **several months** of workplace assignments. During this period, they will choose a work plan based on what they have learnt and write a detailed proposal of the change they will make in their places of work.

Time	Activity	Duration
8:30 – 10:30	Session	2 hours
10:30 – 11:00	Break	Half hour
11:00 – 1:00	Session	2 hours
1.00 – 2.00	Lunch	1 hour
2.00 – 4:00	Session	2 hours
4:00 – 4:30	Break	Half hour
4:30 – 6:30	Session (optional)	2 hours