

# Working with children in street situations

## Training Manual 1: Core Knowledge, Approaches and Training Techniques

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**CREATE: Child Rights Evaluation, Advice & Training Exchange**

**for**

**EveryChild Kyrgyzstan**

**Funded by UK Department for International Development**



Working for a world where children are safe and secure  
Создадим надежный и безопасный мир для наших детей  
Балдарыбызга коопсуз жана ишеничтүү дүйнө түзөлүү



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This training manual is the first in a series of 3, commissioned by EveryChild Kyrgyzstan to assist government and NGO personnel working on issues related to children in street situations. The 3 training manuals are:

1. Core knowledge, approaches and training techniques
2. Prevention of street migration
3. Outreach, drop-in centre work and family reunification

Manual 1 contains essential information which all personnel need to know in relation to working with children in street situations. Manuals 2 and 3 build on the core information contained in Manual 1 and should be used in conjunction with, not separate from, Manual 1. In addition Manual 1 contains training techniques to assist trainers, and trainers of trainers, to effectively deliver the material contained within the manuals.

These training manuals have been compiled by Marie Wernham, Child Rights Consultant, based on materials piloted in Bishkek and Osh with a range of government and NGO personnel over the course of April 2006 – April 2007. Materials are drawn from a wide range of sources as referenced throughout. Unreferenced materials and exercises are the author's own.

The consultant is particularly grateful to the staff of EveryChild Kyrgyzstan, Savina Geerinckx and to the participants of the 4 workshops in Bishkek and Osh where much of this material was field tested.

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# Introduction

## Why has this training manual been developed?

- This series of 3 training manuals has been produced by EveryChild Kyrgyzstan as part of its Street and Working Children Project in Osh, supported by the UK Department for International Development (DfID).
- During the second year of this 3-year project, from April 2006 – April 2007, a series of 3 'training of trainers' (TOT) sessions were held in Osh and Bishkek by an international consultant to promote cascade training on latest approaches to working with children in street situations to government and NGO personnel in Bishkek and throughout Osh Oblast.
- These 3 training manuals compile materials piloted during these TOTs along with additional inputs. They are based on international good practice in this field, adapted locally to the situation of Kyrgyzstan. It is hoped that they will be used to promote standardised, high quality training on issues concerning children in street situations throughout Kyrgyzstan and beyond. Where examples from Kyrgyzstan are given, these can be adapted as required to other country situations.

## Who is this training manual for?

- Social work, police, NGO and other relevant trainers and individuals;
- Managers of social work, police and other relevant training courses and those with influence on relevant training curricula;
- Government ministries and others who develop policy and law in relation to child rights, child protection and children in street situations;
- Inter-governmental organisations and academic institutions with interest in issues concerning children in street situations;
- Donor governments and other funders of projects for children in street situations.

## How can it be used?

- As a **training manual** for **basic sensitisation** and **skills development** for personnel in relation to children in street situations;
- As **background reading material** on children in street situations and good practices for working with them;
- As a **planning tool to develop an overall strategy** to improve policy, standards and practice in relation to children in street situations.

## How does it work?

- **Adapt materials** as appropriate. A table is given in Appendix 1 prioritising exercises and outlining suggested training agendas depending on amount of time available. Trainers are expected to put together sessions by choosing the most useful / relevant activities and content for their specific context.
- **Definitions** are compiled in Handout 3.
- All **handouts** for training sessions are included separately in the 'Handouts' section for ease of photocopying.
- **Each section includes:** objectives; core knowledge; ideas for training exercises to communicate this knowledge (aim, time, materials needed and the task); links to handouts for participants; summary.
- The **activities** are suggestions only and can be substituted with alternatives as deemed relevant by the trainer.

**See Appendix 1 for suggested training agendas suitable for courses of  
½ day, 1 day, 3 days and 5 days.**

## What to look out for



**Warning or please note**



**Key learning points**



**See also**



**Handout**

**Part 1:**  
**Core knowledge  
and approaches  
to working with  
children in street  
situations**

# Section 1: Getting started<sup>1</sup>

## 1.a Welcome, expectations and aims

### Objectives for Section 1

By the end of this section the participants should be able to:

- Identify their fellow students and feel relaxed;
- Identify what they can contribute and what they want to get out of the training;
- Have a clear understanding of the aims of the training;
- Document their current level of knowledge and their attitudes and practice in relation to children in street situations;
- Have a visible reminder of the focus of the workshop (children in street situations) and question how this learning can benefit these children.

Welcome participants and explain that you will start the session with a quick game to get to know each other better.

### Activity 1: Energiser – 'Me too!'<sup>2</sup>

**Aim:** To break the ice, encourage participants to get to know each other; to create a relaxed learning atmosphere.

**Time:** 15 minutes

**Materials:** None

**Task:** One person says her or his name and starts to describe herself or himself. As soon as another person hears something in common, that person interrupts, giving her or his name (e.g., "I'm \_\_\_\_\_ and I too have two older sisters") and beginning a self-description until yet another person finds something in common and interrupts in turn. Continue until everyone in the group has been introduced.

Explain to participants that it is important that they take an active part in the training and that the information sharing should go in all directions. Everybody has something to contribute as well as something to learn. You will explore this quickly through 'the Contribution and Expectation Tree.'



### Activity 2: 'The Contribution & Expectation Tree'

**Aim:** To make participants think about what they can bring to, and what they want to get out of, the training course; to encourage a participatory learning atmosphere.

**Time:** 10 minutes

**Materials:** Small pieces of paper in two different colours (post-it notes); outline drawing of a tree showing roots and branches on flipchart or board; sticky tape.

**Task:** Give each participant two pieces of paper – one of each colour (or more, depending on time available). Tell participants to write (or draw) one thing they can contribute to the training session on (e.g.) the pink piece of paper, and one thing they want to get out of the training session on (e.g.) the green piece of paper. Ask participants to stick their contributions (pink) on the 'roots' of the tree and their expectations (green) on the branches of the tree and read

<sup>1</sup> Much of this section is adapted from *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Marie Wernham with Savina Geerinckx and Elanor Jackson, Consortium for Street Children, March 2005, Section 1.

<sup>2</sup> Original source unknown.

them out. Group similar contributions and expectations together. Highlight and put to one side issues which are not going to be dealt with in this course. Sum up. Explain that you will return to these at the end of the training to see if expectations have been met. Encourage participants to exchange experiences with each other in refreshment breaks to see if they can answer any issues that may not be covered in detail during the course. [Photo: 'The Contribution & Expectation Tree' used during Osh training April 2006]

Set out the aims of the training course. Have them written up in advance and display them at this point. Point out as briefly as possible which of the expectations raised in the previous activity will be covered by these aims and which are beyond the scope of this particular course. The following are suggested aims which can be adapted according to the specific audience and contents of the course. The following reflect a training of trainers (TOT) format:

- Overall aim: To equip representatives of social work, IMA, CARM and NGOs with the necessary skills and knowledge to work on issues concerning children in street situations and/or train their colleagues.
- By the end of the training participants will:
  - Have a basic knowledge of children in street situations in their country and good practices for working with children in street situations;
  - Have basic training and facilitation skills and the chance to practice them;
  - Feel confident transmitting knowledge to colleagues;
  - Have developed a training action plan.

## 1.b Pre-training assessment: knowledge and attitudes in relation to children in street situations

### Activity 3: 'Baseline knowledge survey – children in street situations and training skills'

**Aim:** To explore participants' knowledge of children in street situations and transferable training skills [for TOT format]; to act as a baseline test to assess changes in knowledge as a result of the training.

**Time:** 5-10 minutes

**Materials:** Copy of the knowledge self-assessment grid for each participant, adapted to suit your specific training (Handout 1).



**Task:** Each participant fills out the left hand columns (knowledge *before* training) according to their honest personal opinion.

- The questionnaire should be completed individually / anonymously. Encourage participants to be very honest. Explain that this is not a test, that it is for their own personal benefit and that they do not have to show their answers to anyone else.
- At the end of the overall training session you are encouraged to ask participants to fill out the same questionnaires again (using a different coloured pen) to see if the training has succeeded in changing participants' knowledge and attitudes towards child rights and child protection.
- The examples here can be adapted or added to according to local needs / circumstances.
- As long as the answers are kept anonymous, the facilitator can collect in the worksheets at the end of the training for evaluation purposes. If you do this, make sure that participants know that their answers are anonymous and that this is only to help you improve training in the future. It will not reflect badly on them as individuals.

#### **Activity 4: 'True or false? Attitudes and practice towards children in street situations'**

**Aim:** To explore participants' attitude and practice in relation to children in street situations; to act as a baseline test to assess changes in knowledge as a result of the training.

**Time:** 15 minutes

**Materials:** Photocopy of the true or false questionnaire for each participant (Handout 2)



**Task:** To complete the true or false questionnaire in Handout 2. As with Activity 3, this is a personal, anonymous exercise which can be returned to at the end of the workshop to see if attitudes have changed as a result of the training.

The suggested answers for the true and false questionnaire provided here should *not* be shared with participants at this stage. [1F; 2T; 3F; 4T; 5?; 6T; 7?; 8F; 9F; 10T; 11T; 12F; 13F; 14T; 15F; 16T; 17F; 18?; 19?; 20T]

### **1.c Putting children in street situations at the centre of the training**



#### **Activity 5: Draw a picture of a "child in a street situation" you know<sup>3</sup>**

**Aim:** To encourage participants to visualise a particular "child in a street situation" they know in the context of their work and to appreciate their individuality; to consider the impact of this workshop on that individual child; to consider what this child would think of this workshop if they were personally present.

**Time:** 5-15 minutes (depending on whether time is given to pair work and plenary feedback)

**Materials:** 1 x small folded piece of paper / card per participant

**Task:**

- Ask workshop participants to think of a particular "child in a street situation" they know or have heard about in the context of their

work. If they do not know an individual child, ask them to imagine a 'typical' "child in a street situation". Encourage a few moments of personal reflection: Is it a girl or a boy? How old are they? What is their personality like? Their family situation? Why / how have you come into contact with them? What is their life story?

- Ask participants to draw a picture of this child on the front of their card. It can be a simple stick figure or face. The emphasis is on creating a visual reminder of that child – not on producing great art! Don't worry about drawing skills!
- In pairs, introduce your child to your partner. For child protection reasons, change names or do not use full names.
- If there is time, ask for a volunteer to present their child to the whole group.
- Ask participants: Are each of your children the same? [No – emphasise individuality, in spite of possible common characteristics].
- Ask participants to keep their child 'safe' and visible in front of them throughout the workshop as a reminder of what the workshop is all about, even if children in street situations themselves are not physically present. We will come back to these pictures in different sessions. At various stages of the workshop, ask participants to reflect how the material in the workshop is relevant to this child / what impact it could have on this particular child.

[**Photo:** 'Draw a picture of a child in a street situation' used during Osh training April 2006]

<sup>3</sup> This exercise has been used extensively by CREATE and was first documented by the author for Groupe Développement / Sanjog in a draft Child Participation Toolkit, March 2007.

## **Summary of Section 1**

Participants should now be familiar with the following:

- Their fellow students and the fact that they are free to contribute ideas and participate actively in the training;
- What they can contribute and what they expect to get from the training;
- The aims of the training;
- Their current level of knowledge and their attitudes and practice in relation to children in street situations;
- The importance of remembering that this workshop is ultimately about children in street situations and how this learning can benefit these children.

## Section 2: Who are children in street situations?

### Objectives for Section 2

By the end of this section the participants should be able to:

- Identify different categories of street-involved children whilst still appreciating the need for an individualised approach to each child;
- Gain basic information about children in street situations from an international perspective;
- Understand the profile of children in street situations in their country;
- Be familiar with key aspects of national policy and legislation and how this impacts on work with children in street situations;
- Identify types of violence and abuse experienced by children in street situations and the role of different actors in child protection;
- Recognise the causes and consequences of substance abuse and how this affects work with children in street situations;
- Understand the complex factors which bring children in street situations into contact with the criminal justice system and the need for sensitive handling of these children.

### 2.a Definitions

#### Activity 6: What does the term 'child in a street situation' mean to you?

**Aim:** To elicit participants' ideas, to promote debate and to clarify a working definition of 'children in street situations'

**Time:** 10 minutes

**Materials:** Ball, flipchart, Handout 3 (definitions) for each participant

**Task:**

- Brainstorm ideas with participants on "what does the term 'child in a street situation' mean to you?" by throwing a ball around the group.
- Write up key points on a flipchart.
- Encourage as much discussion as time allows.
- Consolidate key ideas and compare them to the definition below.
- Provide participants with Handout 3 for reference throughout the training which includes this and other definitions.



**Definition:**

- The term 'children in street situations' includes a wide range of children who are homeless; who work on the streets but sleep at home; who either do or do not have family contact; who work in open-air markets; who live on the streets with their families; who live in day or night shelters; or who spend a lot of time in institutions (e.g. prison).
- Most 'children in street situations' still have contact with their families and spend only a portion of their time on the streets. Those who are homeless, with no family contact are in a minority, but they grow up in an environment that is not conducive for their proper development or socialization. Homeless children in street situations are also at greatest risk of coming into contact with the police, either as children in need of care and protection, or as children in conflict with the law.
- For the purposes of these materials, the author acknowledges the limitations and many connotations, both positive and negative, of various terms used to describe this broad group of children. The term 'street children' has been – and still is – widely used because it is simple, widely recognised and media-friendly. However, many feel that this label is negative and stigmatising. The preferred term is therefore 'children in street situations' which better reflects the heterogeneity of the children included, recognises

children as active participants in finding solutions to their problems and identifies the 'situation' as the problem and not the child.<sup>4</sup>

- It is important to understand, however, that in reality children defy any such convenient generalisations because each child is unique. Definitions of 'children in street situations' in different contexts must take into account the child's own perceptions of their individual circumstances and how they themselves wish to be described.

## 2.b Basic information about children in street situations – an international perspective<sup>5</sup>

### Activity 7: Quick quiz! How much do you know about children in street situations internationally?

**Aim:** To introduce participants to basic information about children in street situations in a participatory way.

**Time:** 20-30 minutes depending on discussion and feedback time

**Materials:** Small prizes such as sweets; pen and paper for each participant

**Task:**

- Explain that you will have a quick quiz about children in street situations around the world. Explain that it is just for fun and to help exchange ideas – they will not be criticised for getting any answers wrong! Encourage them to guess if they don't know the answers. If they are familiar with the situation in their country, get them to reflect on whether they think this is typical of other countries as well. The answers at this stage should refer to the *international* situation.
- Each participant should write down the answers on a piece of paper and these will be discussed in pairs (but don't worry – they won't be handed in!)
- Read out the following questions and give a short period of time for participants to write down the answers. Try to keep the pace lively and quick. Brief answers are provided in brackets:
  1. How many children in street situations are there in the world? [Nobody knows]
  2. What is the age range of children in street situations internationally? [0-18]
  3. Are there more boys or girls on the streets? Why? [Boys – see below for reasons]
  4. What is the main difference between children in street situations who maintain family contact and those who don't? [Family violence and/or family breakdown]
  5. Which do you think is stronger: children in street situations' *vulnerability* or their *resilience*? [It depends on the individual child]
- Participants should compare answers in pairs.
- Feedback: go through the answers in turn, drawing on the information below to help inform discussions; clarify any misperceptions.
- Reward participants who got the most answers right with a sweet!
- Lead into a discussion of how the situation internationally compares with that in your country based on the same 5 questions.

### How many children in street situations are there?

Nobody knows how many children in street situations there are in the world. Estimates vary from tens of millions to hundreds of millions. The reasons why it is difficult to count children in street situations are:

- There is no single definition which accurately describes this group.

<sup>4</sup> Based on research by Savina Geerinckx which draws on the work of Daniel Stoecklin.

<sup>5</sup> Information adapted from *Voices from the Streets: Teacher Resource & Activity Pack*, Jo Bloxham, Kathryn Eade and Marie Wernham, Consortium for Street Children 2005, pp.4-5, and *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Marie Wernham with Savina Geerinckx and Elanor Jackson, Consortium for Street Children, March 2005, Section 6.

- They may not be registered at birth.
- They often move around a lot within and between cities.
- They are often excluded from the institutions where they would be counted such as households and schools.

### Age & gender

- The age of street children ranges from newly born babies to older teenagers, depending on the country involved.
- Both girls and boys find themselves on the streets, but the majority are boys. There are a number of reasons for this:
  - In many cultures there is much greater pressure for girls to stay at home than boys.
  - Girls will often put up with abuse at home for longer periods than boys. (However, once they make the decision to leave home it tends to be more permanent and it can be more difficult for families to accept them back).
  - Once on the streets, girls can be less visible than boys as they are often forced or lured into off-street prostitution.
- Both girls and boys are vulnerable to violence and abuse. Do not ignore the fact that boys in street situations are also sexually abused on a regular basis. However, girls living on the streets also face the added problems of early, unwanted pregnancy and may be more vulnerable to trafficking as well as forced 'off-street' prostitution.
- Although each child is an individual, and it is dangerous to generalise, it is nevertheless a common finding that girls tend to react differently to abuse than boys: girls 'internalise' their pain and are more likely to self-harm and become depressed; boys 'externalise' their pain and are more likely to be aggressive.



**See also:** Section 4.e. on gender.

### Why are they on the streets?

- Boys and girls may spend a large proportion of their day or indeed their whole time on the streets for different reasons.
- In many cities around the world, girls and boys along with their families spend their days on the streets involved in informal employment such as selling a range of goods or begging. These families may travel back to homes outside the city centre at night.
- For others who cannot afford to go home or do not have homes to go to, they spend their nights on the streets, living in makeshift shelters, often being required to move along to other locations.
- The factors which drive boys and girls to the streets are as complex and diverse as the experiences of each child once they are on the streets.

Very often the greatest differentiating factors between children in street situations who maintain family contact and the relative minority who actually live on the streets are **violence** (physical and psychological abuse and neglect, sexual abuse and exploitation) and **family breakdown**.

### What is their experience like on the streets?

- Once on the streets, children are exposed to a number of risks on a daily basis.
- Children like adults possess many characteristics that define their personalities and influence how they react to situations and the choices they make in life.

What all these children have in common is their **vulnerability** and **resilience**. They are amongst the most vulnerable members of any society: they have extremely limited access to essential basic services such as housing, health care and education and are also very vulnerable to violence, accidents, sexual abuse and self-harm. They are also amongst the

most resilient and resourceful members of society, finding ways to survive in very difficult conditions. This is often forgotten by those who come into contact with them and who see them as a societal problem which needs to be resolved.



**See also:** Section 4.c. on risk and resilience.

## 2.c Profile of children in street situations in your country

### **Activity 8: Causes and consequences of children ending up in a street environment in your country**

**Aim:** To elicit participants' ideas on the experience of children in street situations in your country as a basis for comparison with research conducted by local NGOs.

**Time:** 45 minutes – 1 hour depending on discussion and feedback time

**Materials:** Flipchart sheet and pens for each group; pictures of street children from Activity 5 (optional); Handout 4 (causes and consequences) for each participant (optional)

#### **Task:**

- Divide participants into groups of approximately 5-6.
- Each group should turn a piece of flipchart paper sideways and draw a line down the middle. On the left-hand side at the top, write 'causes' and on the right, 'consequences'.
- **Option 1:** If participants have already done Activity 5 from Section 1 (draw a picture of a street child), then each group should choose one of these 'street children' and place it in the centre of the flipchart [it can help to elicit concrete ideas by using the example of an actual child]. **Option 2:** If they have not done Activity 5 previously, they can draw a 'typical' child in a street situation in the centre of the paper.
- Brainstorm / discuss the 'causes' of why this child is on the streets and the 'consequences', making brief notes on the relevant side of the paper.
- Option 1: Once the group has finished with this particular child, they can add a second child to the flipchart from the group's collection and, using a different coloured pen, see if they are any different factors relating to this different child...and so on until running out of time.
- Feedback: Participants should display their flipcharts around the room and circulate to read what the other groups came up with. Ask for any observations or questions.
- If useful, distribute Handout 4 for each participant which summarises causes and consequences from an international experience and reflect on any similarities and differences (optional).
- Further plenary discussion questions (optional):
  1. Do you think every child in a street situation has had the same experience, or acts in the same way? Why? / Why not? Do you think these issues or problems are different depending on whether the child is a boy or girl? What might some of the differences be?
  2. Do you think these issues or problems are different depending on how old the child is? Or how long they have been on the streets? What might some of the differences be?
  3. In what ways are you already helping children in street situations or how do you think you could help children in street situations in your role?



### **Activity 9: Profile of children in street situations in your country<sup>6</sup>**

**Aim:** To encourage participants to engage proactively and more memorably with the information provided in Handout 5 rather than simply reading it.

**Time:** 1 hour, including 15 minutes reading time

**Materials:** Handout 5 (profile of children in street situations) per participant; other materials as required by groups

**Task:**

- **Option 1: Role play interviews:** Distribute Handout 5 and give participants 15 minutes to read it. In groups of 4-6, a volunteer takes on the role of one of the children in the quotations. Imagine that this child has agreed to talk about their situation with you. Group members take it in turns to ask the 'child' questions about their life and experience, based on the questions provided in the handout, e.g. 'What do you spend your money on?', 'Do you want to go to school?', 'What problems do you face on the streets?' The 'child' should respond in character, drawing on the information in the handout.



- At the end of the role play it is very important for psychological reasons for the participant playing the child to 'de-role' and 'shake off' the persona they temporarily adopted: they should say something like "My real name is X; I am not a child called Y; I am married with 2 children and I live in Bishkek; I was just playing a role for this exercise." This is especially important if the discussion touched on issues of violence or other distressing topics. Other participants should be told not to joke around with this person once the exercise has finished – i.e. don't call them by the 'child's' name, rather than their own name.

- **Option 2: Group presentations:** Distribute Handout 5 and divide participants into groups of 4-6. Allocate selected, different sections of the handout to each group (one group can look at 'work', another at 'health', another at 'coping with problems' etc.). The group must prepare a 5-minute presentation to the plenary based on the information in their allocated sections. Be very strict with timing! Encourage the groups to be as creative as possible with their presentations, using drama, music, posters, mock radio interviews etc. Award a prize for the best group.
- **Feedback:** Pull out any particular points which participants found interesting or surprising. Does anyone have any local information which contradicts that given here? Does this information cause you to think differently about the way you work with children in street situations already / opportunities to work with children in street situations in the future?



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<sup>6</sup> **Note:** If this manual is being used in countries other than Kyrgyzstan, you are strongly advised to contact local organisations working with children in street situations in order to build up a specific profile of children in street situations in your country / city to use within this section. Such a profile might include information on: categories of children in street situations (homeless, working, with or without families etc.); average age and gender breakdown; family background (% living with parents, place of origin, family members' occupation etc.); average education level of children in street situations; reasons for being on the streets; type of work children in street situations do; problems experienced; attitudes and aspirations of children in street situations. Try and get hold of a few statistics and lots of quotations and pictures from children in street situations themselves about their situations and life stories.

## 2.d Children in street situations and national policy and legislation

**What does national policy and legislation say about children in street situations?**

[To be completed according to country context]

**How does this affect the way we work with children in street situations?**

[To be completed according to country context]

**How does national policy and legislation relate to the UN Convention on the Rights of the Child?**

[To be completed according to country context]



**See also:** Section 6 on the importance of the UN CRC in relation to children in street situations.

## 2.e Children in street situations, violence and child protection

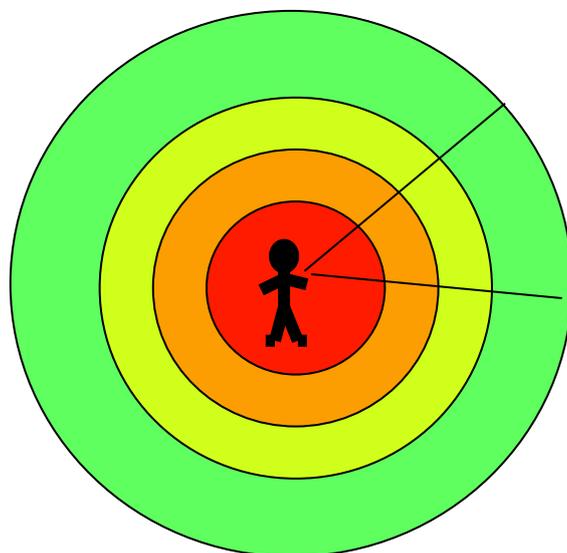
### Activity 10: Children in street situations, violence and child protection

**Aim:** To clarify the types of violence and abuse experienced by children and to acknowledge and emphasise the roles that children and adults can take to protect them. **Time:** 30 minutes – 1 hour (depending on discussion time)

**Materials:** Ball, flipchart, Handout 6 (violence and child protection)

#### Task:

- Draw a picture of a child in the centre of a flipchart with a series of concentric circles radiating out (to represent self, peers, adults and society) – see diagram below.
- Explain that you are using a definition of 'violence' which includes physical, psychological and sexual violence, abuse and neglect.
- Ask participants what types of violence or abuse children in street situations can do to themselves (e.g. self-harm, suicide attempts, eating disorders). Elicit answers by throwing a ball around the group. Write these in the inner circle. Next elicit and write up types of violence perpetrated by peers, then by adults, then by 'society' as a whole – e.g. public policies, media, attitudes.
- Reflect as a group on the types of examples given: did participants have a broad or narrow view of 'violence'? Are there any differences based on age, gender, culture or other criteria in relation to types of abuse suffered? According to participants, who are the main perpetrators of violence against children in street situations? Would children in street situations themselves agree with this assessment? [Refer back to Handout 5 (profile of children in street situations) for quotes and statistics]. What is the impact of violence on these children? Who are the actors best placed to prevent and respond to violence against children in street situations? (Make sure that participants include children themselves!). What can each of these actors do to prevent and respond to violence? What is your particular role in this?
- Distribute Handout 6.
- Summarise key learning points as listed below.





**See also:** 3-stage choice process (Section 4.f); Resilience (Section 4.c); Child participation (Section 6.e) and Teamwork (Section 5.e)



**Key learning points:** Violence is a fundamental violation of children's rights and impacts negatively on all areas of healthy development. Children in street situations experience different types of violence at the hands of themselves, their peers, adults and society, but at home and on the streets. Violence in the home (and not just necessarily physical or sexual violence) is one of the key factors causing children to run away. However, much can be done to prevent and respond to violence against children in street situations. Children themselves have a huge role in this which is often forgotten. We need to listen to them and work with them to empower them to protect themselves and their peers, as well as working with adults in their lives. Ideally, our interventions should be targeted at every level: the child, peers, adults and society – like a slice of cake [see diagram]. We cannot do this all by ourselves. We need to work together. We will be coming back to several of these themes (violence, resilience, child participation and teamwork) later in the training.

## 2.f Children in street situations and substance abuse<sup>7</sup>

### **Activity 11: What do you know about children in street situations and substance abuse?**

**Aim:** To elicit participants' knowledge of psychoactive substances, the difference between substance 'use' and substance 'abuse' and how this impacts on work with street children.

**Time:** 1.5 hours

**Materials:** Flipchart paper and pens, Handout 3 (definitions) & Handout 7 (substance abuse) for each participant

**Task:**

- 15 minutes: In groups of 4-6, brainstorm as many different 'drugs' / 'substances' as possible and write these on a flipchart sheet as quickly as possible. Participants can use both formal and informal / slang names for these substances. Circle those which you think children in street situations in your country use / abuse and think about *why* they do this.
- 15 minutes: Plenary feedback. Each group in turn calls out a different substance which the facilitator writes up on a flipchart, grouping together similar types of substance and different names for the same substance. Keep rotating around the groups until all substances have been mentioned. The facilitator should add any which have been missed (refer to Handout 7 if necessary). Elicit and highlight those which children in street situations in your country use / abuse. [For Kyrgyzstan, according to 2003 survey data on 209 children in street situations in Bishkek, as detailed in Handout 5 (profile of street children), street children use: cigarettes, alcohol, *nasvai* and 'toxic drugs'. In addition they had heard of hashish/*anasha*, heroin, cocaine and opium]. On a separate sheet, elicit key reasons from groups why children in street situations use/abuse these substances.
- 15 minutes: Group discussion: each group should be allocated one type of substance from the original list which children in street situations in your country use / abuse. The group should discuss and write down: a) what they think the effects of this substance

<sup>7</sup> Much of the material in this section is adapted from *An Outside Chance: Street Children and Juvenile Justice – an International Perspective*, Marie Wernham, Consortium for Street Children, London, 2004, pp.53-56.

are (immediate and longer-term) and b) how this would affect working with children in street situations.

- 15 minutes: Plenary feedback. Verbal feedback or stick flipcharts around the walls which participants circulate and read.
- 15 minutes: Summarise key learning points, comparing with the information given below. Draw attention to the definition of substance abuse in Handout 3 (definitions) - which participants should already have - and distribute Handout 7 (substance abuse). 
- **Optional discussion:** 15-20 minutes: In groups or plenary. In your opinion, what is the difference between 'substances' and 'drugs'? What is the difference between substance 'use', substance 'abuse' and 'addiction'? What are the connotations of these terms in your language / country / local context? Is there a link between terminology and discrimination against certain groups of substance users / abusers compared with others? What government or NGO services are available in your area to help children in street situations with substance abuse problems?
- **Alternative activities:**
- Distribute Handout 7 (substance abuse) and in groups, complete the 3 blank columns (slang names; is it legal or illegal in your country?; where is it available from?). 
- Approach the same types of questions using case studies of real children in street situations (with names changed), or through newspaper headlines or substance abuse information leaflets collected in advance.

## What type of substances do children in street situations abuse?

In many countries children in street situations sniff glue due to its low cost and easy availability and this may be mixed with other substances such as petrol. Other substances used by children in street situations include alcohol, tobacco, marijuana and, in some places, crack, amphetamines, cough syrups containing alcohol and/or codine, solvents, black market prescription pain medications and opium. Cocaine and heroine are generally less common due to high prices.

The types of substances used by children in street situations vary greatly, influenced by local circumstances, availability, gender, cultural practices and geography (some countries / areas that lie in processing regions and/or along trafficking routes are particularly badly affected by high levels of drug abuse).

### **Situation in Kyrgyzstan [example: adapt according to country context]**

[Included in Handout 5] 2003 survey in Bishkek by the Applied Research Center (ARC), Center for the Protection of Children (CPC) and UNICEF of 209 children in street situations aged 9 to 18 years (62.7% were boys and 37.3% were girls)

- **Cigarettes:** 41% said that they smoked cigarettes (especially older and homeless children) even though 86.6% were aware of the negative health consequences.
- **Alcohol:** 50.2% of respondents or their friends drank alcohol. (77.0% of homeless children drank alcohol and drank more frequently than other children). However, 87.1% of them considered it bad to drink.
- **Drugs:** Respondents had a good awareness about the different kinds of available drugs. About 95.2% of respondents knew *nasvai*, 67.5% had heard about toxic drugs, 56.0% named hashish/*anasha*, 40.2% mentioned heroin, 34.9% - cocaine and 27.8% mentioned opium. Moreover, 42.6% replied that they or their friends took *nasvai* and 29.7% had tried toxic drugs.

## Why do children in street situations abuse substances?

Street children use psychoactive substances (drugs) because they add something to their lives, or they temporarily 'solve' a problem. Different substances produce different effects and therefore children in street situations abuse substances for a number of reasons, for example: to quell hunger; for escapism / to anaesthetise physical or emotional pain; for courage; as part of peer bonding activities linked to friendship and street gang culture; to keep street-living children awake for work and / or alert to possible violence; to facilitate sleep during the cold nights. However, *"often the substances do not produce the effect the street child wants and they leave the child with even less emotional, financial and health resources than before."*<sup>8</sup> Substance abuse is often a 'limited choice' or even a 'non-choice' for children in street situations.



**See also:** Section 4.f on the '3-Stage Choice Process'

### **Situation in Kyrgyzstan [example: adapt according to country context]**

[Included in Handout 5] 2003 survey in Bishkek by the Applied Research Center (ARC), Center for the Protection of Children (CPC) and UNICEF of 209 children in street situations aged 9 to 18 years (62.7% were boys and 37.3% were girls)

- More than 1/4 of the total number of respondents replied that they tried drugs for the first time because they were curious, 10.5% could not refuse since their friends offered the drugs, and 5.3% tried drugs because everybody tried them. The overwhelming majority of respondents think that it was bad to take drugs (78.9%).

## Implications of substance abuse for work with children in street situations

- **Physical health:** Children in street situations abusing substances may require specific medical treatment for the physical damage caused by specific substances (see Handout 7 for reference).
- **Mental health:** The reasons for substance abuse at an individual level may well include complex psychological factors which need addressing if any meaningful progress is to be made with the child. In addition, abuse of some particular substances may result in specific psychological, neurological or psychiatric effects (see Handout 7 for reference).
- **Life skills:** Substance abuse interferes with children's ability to engage in the 'choice' process that is key to interventions with children in street situations (identifying the choices the child has already made, expanding the choices available to them and empowering the child to make those choices – see Section 4.f for more details on this). Critical thinking and decision-making may be impaired.
- **Criminal justice system:** Substance abuse is likely to bring children in street situations into contact with the criminal justice system for the following reasons:
  - The practice of using drugs is, in itself, usually criminalised;
  - Children in street situations may sell or traffic drugs or act as couriers as part of gangs;
  - Children in street situations may commit crimes such as theft in order to satisfy addiction;
  - Crimes involving violence may be committed under the influence of drugs.
- **Discrimination:** Even if particular children in street situations are not actually involved in substance abuse, they are often assumed to be. Populist perceptions that all street children are drug addicts in some countries have further restricted their access to basic

<sup>8</sup> *Working With Street Children: A Training Package on Substance Use, Sexual and Reproductive Health including HIV/AIDS and STDs, Module 3: Understanding Substance Use Among Street Children*, World Health Organisation, p.17.

services, while rendering them more susceptible to verbal abuse and humiliation at the hands of the public and police, regardless of whether not they are actually abusing substances.

- **Treatment programmes:** Lack of understanding of substance abuse and addiction can lead to personnel in the police, social services, NGOs and other structures treating these children inappropriately, for example shouting at them, hitting them, ridiculing or humiliating them, out of anger or a misguided sense of punishing them 'for their own good'. There is an urgent need for training of personnel and educational and rehabilitative programmes to detect psychological issues, provide physical treatment for drug withdrawal and to address drug addiction at a collective and individual level.

**Discussion<sup>9</sup>:** Full group discussion. Ask participants:

- Does anyone have any experience of dealing with children who are under the influence of substances? (e.g. children in street situations 'high' on glue or crack)
- What was it like? How did you react? How did the child react?
- In what ways was the child's reaction different to 'normal'?
- What are the implications for personnel when dealing with street children who are using substances?



**Key learning points<sup>10</sup>:** Not all children in street situations use substances; don't judge the ones that do; remember the reasons why they do this and show them that you understand; if a child is 'high,' express your concern in a way that shows you care; don't beat them or pour glue on them to 'teach them a lesson' as this will not help; don't scold them unless you can offer concrete help; find out about organisations and services in your area that have experience of dealing with substance abuse and make sure children are aware of these programmes; remember that if they are 'high' they are not reacting 'normally'; be patient and deal with incidents on a case by case basis; if the child has committed a serious criminal offence and needs to be taken into custody, allow him or her time for the effects of the substance to wear off before interviewing as he or she is unlikely to be able to give accurate information or understand what is happening to him/her; children undergoing withdrawal from substances are likely to be very distressed and possibly physically ill (for example in detention or during interviews); ensure proper medical attention is given.

## 2.g Children in street situations and the criminal justice system

In many countries around the world children who live and work on the streets are highly likely to come into contact with the criminal justice system due to discrimination and the circumstances in which they are forced to survive, regardless of whether or not they have actually committed a crime. They are subsequently less able to defend themselves once within the system due to limited or no contact with responsible adults who can speak up on their behalf. Not all children in street situations commit crimes. However, amongst those that do, international experience shows that by far the majority of crimes committed by children in street situations are poverty related, e.g. theft. Very few children in street situations commit serious offences.

<sup>9</sup> *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Marie Wernham with Savina Geerinckx and Elanor Jackson, Consortium for Street Children, March 2005, p.119.

<sup>10</sup> *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Marie Wernham with Savina Geerinckx and Elanor Jackson, Consortium for Street Children, March 2005, p.119.

## Activity 12: Case study: why do children in street situations commit crimes?<sup>11</sup>

**Aim:** To understand why children in street situations commit crimes.

**Time:** 45 minutes (30 minutes discussion; 15 minutes feedback)

**Materials:** Copy of the case study for each participant

**Task:** Distribute Handout 8 of a case study of a child in conflict with the law which describes the social background and circumstances of the offence.



Participants should read the material in groups and discuss: Why did Manas commit the crime? Use the following framework to help the discussion:

1. Family background and upbringing
2. Educational background
3. Community and social environment
4. Peers, activities and role models
5. Age, character and personality of the child
6. Significant life experiences, including stressful events, if any
7. Crime committed and reason for committing crime
8. The root cause of his offending
9. At what stages could someone have helped Manas in order to prevent him committing the crime?
10. Whether they think the child can be rehabilitated and how

**Extension activity:** Discussion or role play - What should happen next in the best interests of: the victim, Manas and society as a whole? What would be the best course of action? Compare this 'ideal' response with the response most likely to take place at the moment in your country.

## Children in street situations' experience of the police in your country

See Handout 5 (profile of children in street situations) for details on children in street situations' experience of the police in Kyrgyzstan. Some of the key statistics and quotations can be pulled out and used as the basis for a general discussion on treatment of children in street situations by the police, the purpose and effectiveness of police raids and what can be done to improve the situation. For example, as part of a UNESCO survey of 809 children in street situations and young people in Kyrgyzstan in 2002, 41% listed militia raids as the single biggest problem they face on the streets. 84% of those interviewed were afraid to be caught by the militia because they: send us to children's homes (24%); beat us up (22%); send us back home (21%); humiliate and mock us (19%); other (14%).



**See also:** Handout 9, 'End 'round-ups' or 'raids' of children in street situations' and Handout 10, 'Children in street situations and the police: attitudes and roles' for more information and exercises related to this topic.



**Key learning points:** In addition to poverty, family dysfunction and lack of guidance from a caring adult are major factors that contribute to children committing crimes. When a child does not feel loved or cared for, his/her resistance to negative peer pressure is quite low. Combined with lack of education or low educational achievement, children are

<sup>11</sup> Based on an original exercise from *Training Manual for Police Officers on Child Rights, Juvenile Justice, Child Abuse and Children At-Risk*, UNICEF Timor-Leste Child Protection Section, Draft 2004, Module 5, pp.5-6, adapted for *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Marie Wernham with Savina Geerinckx and Elanor Jackson, Consortium for Street Children, March 2005, p.121, and re-adapted here.

vulnerable to getting involved in crime.<sup>12</sup> According to various researches conducted in Kyrgyzstan, children in street situations identify their single greatest 'everyday stress' as the police and a large proportion list militia raids as the single biggest problem they face on the streets. Roundups are not only in violation of children in street situations' fundamental rights, but they are also ineffective, costly, short-term, unsustainable, often poorly thought out, and ultimately counterproductive.

## **Summary of Section 2**

Participants should now be familiar with the following:

- Different categories of children in street situations but the need for an individualised approach to each child;
- Basic information about children in street situations from an international perspective;
- The profile of children in street situations in your country;
- Key aspects of the national policy and legislation and how this impacts on work with children in street situations;
- Types of violence and abuse experienced by children in street situations and the role of different actors in child protection;
- The causes and consequences of substance abuse and how this affects work with children in street situations;
- The complex factors which bring children in street situations into contact with the criminal justice system and the need for sensitive handling of these children.

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<sup>12</sup> Adapted from *Juvenile Justice Training Manual for Law Enforcers: Child Rights Training, Volume One*, Philippine National Police, Office of the High Commissioner for Human Rights, UNICEF, Philippines, 2002, p.52 and cited in *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Marie Wernham with Savina Geerinckx and Elanor Jackson, Consortium for Street Children, March 2005, p.120.

## Section 3: The cycle of street migration and stages of intervention

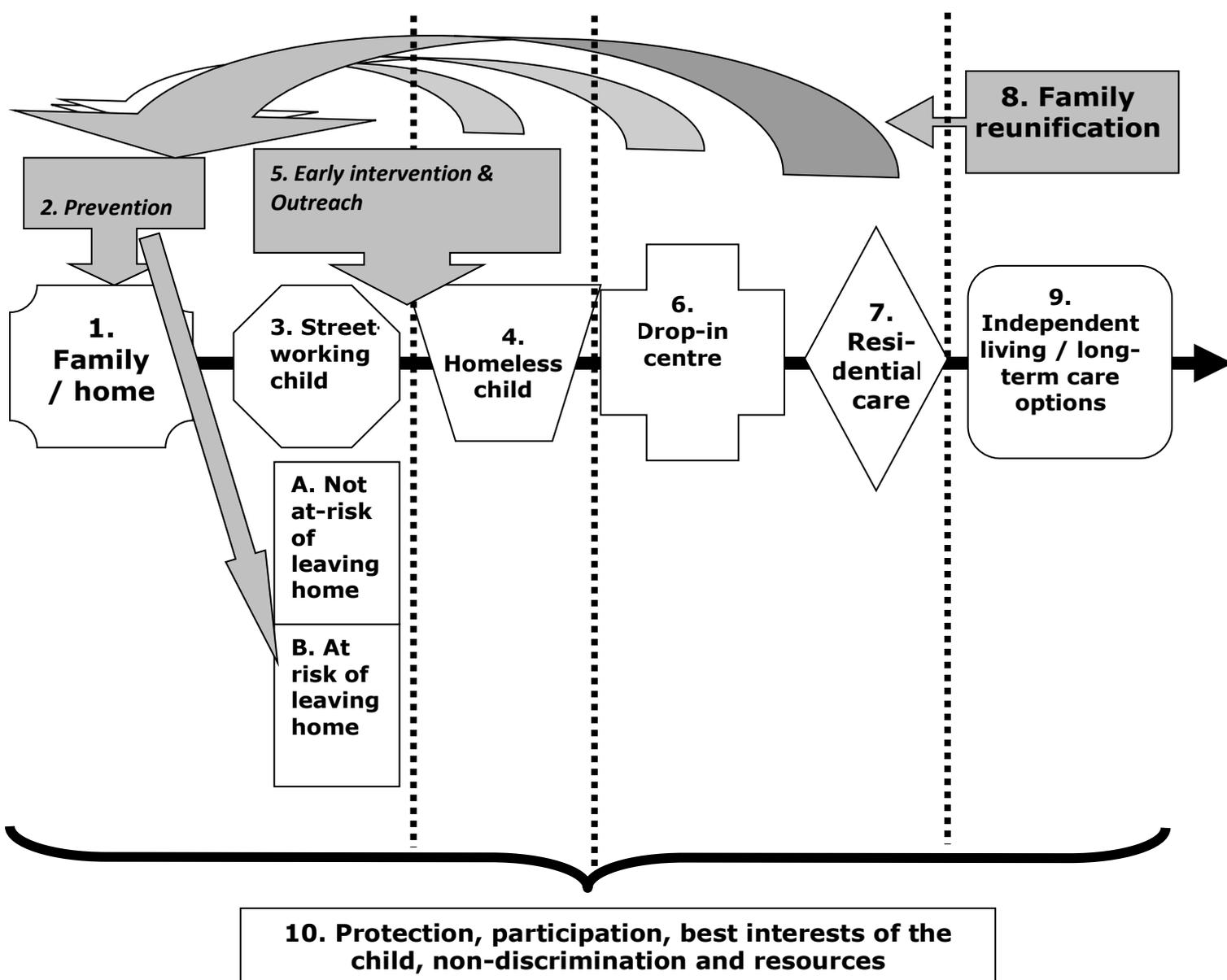
### Objectives for Section 3

By the end of this section the participants should be able to:

- Understand the cycle of street migration and identify opportunities for intervention to assist children in street situations and potential children in street situations;
- Gain basic knowledge on each stage of intervention and how this compares with the current systems in their country;
- Understand the importance of prioritising prevention and early intervention in order to break the cycle of street migration at the earliest possible opportunity;
- Understand that all forms of intervention must be underpinned by a child rights-based approach.

### 3.a Overview

Diagram: The cycle of street migration and stages of intervention



The flowchart diagram, also available as Handout 11 for participants, represents the differences between street-working children who maintain contact with their families and children who have left home. It outlines the common stages at which we can intervene to assist children in street situations. Introduce the diagram to participants in stages, as numbered here, through a flipchart or powerpoint presentation. Start with 'home' and *briefly* outline key points for each of the stages as follows. Explain that each stage will be dealt with in more detail after the overview of the whole diagram:

- 1. Family / home:** By far the majority of children in most countries grow up in a home environment with either their nuclear or extended families.
- 2. Prevention:** The most important stage of intervention is preventing children from leaving these homes and families. This applies to children who may or may not be already working on the streets.
- 3. Street-working children:** There are 2 categories of street-working children who still live in a family / home environment (this can mean immediate or extended family and would include children left in the care of distant relatives whilst their parents have migrated for work): A) Those who work on the streets but who maintain good relations with their families / carers; B) Those who work on the streets but who do not maintain good relations with their families / carers and who are at risk of leaving these families altogether. It can be difficult to distinguish between these two groups, but it is this second category which needs prioritising for prevention initiatives (as shown by the arrow in the diagram).
- 4. Homeless children:** In addition to the two categories of street-working children who are still living at home, there is a third category of children in street situations: those who have left home and who live on the streets or in vulnerable, temporary accommodation. Although these categories are rarely neatly defined (for example some children live on the streets only seasonally, at certain times of the year) it is nonetheless important to acknowledge the division (vertical dotted line) which distinguishes children with ruptured family contacts from the others. It is this rupture which we are seeking to avoid through our prevention work with families and with street-working children at risk of leaving home. If we can catch these children before they leave home, then we can cut short the rest of the complex cycle.
- 5. Early intervention and outreach:** If it is too late to prevent children from leaving home, then we need to intervene as early as possible to help them. Experience shows that the earlier the intervention with homeless children, the more successful it will be. This early intervention can be done in a number of ways, including through outreach on the streets. However, outreach work also applies to children who have been living and/or working on the streets for a long time.
- 6. Drop-in centre:** Non-residential centres can offer a wide range of services to a wide range of children in street situations, but in the context of limited resources, these services need to be carefully targeted to children who are most at risk. This should include street-working children at risk of leaving home, and children in street situations who have already left home.
- 7. Residential care:** For homeless children, a drop-in centre can be a temporary stage on the path to obtaining residential accommodation – for example a night shelter or transition home whilst other, longer-term options are considered. Residential care of children in large institutions should be strongly avoided.
- 8. Family reunification:** This is an important but very complex, sensitive and challenging process which can be offered to children who have become separated from their families. It can be offered at various stages such as through: early intervention, outreach, drop-in centres and residential care. It must be undertaken with great care, however.
- 9. Independent living / long term care options:** If family reunification is not appropriate or even possible, then longer-term options are needed. These can

include fostering, adoption, small group homes and assisted independent living. These options should *not* include residential care in large institutions.

**10. Child protection, participation, best interests of the child, non-discrimination and resources:** Throughout the whole process, at whatever stage we intervene to assist, these aspects – which are central to a child rights-based approach - must be a primary consideration. This will be examined in more detail in Section 6.

Having introduced the overview of the cycle of street migration and stages of intervention, we can examine each of the stages in more detail. In addition to the information provided here, separate training manuals will look at prevention (Training Manual 2) and outreach, drop-in centres and family reunification (Training Manual 3) in much more depth for those practitioners working directly on these specific issues.

### **Activity 13: Stages of intervention**

**Aim:** To examine each of the stages of intervention in more detail

**Time:** 45 minutes (30 minutes discussion; 15 minutes feedback)

**Materials:** Handout 11 (diagram) and Handout 3 (definitions) for each participant

**Task:** In groups of 4-6, participants are allocated one stage of intervention to discuss in more detail, using the information contained below (contained in Handout 3 on definitions) and the following questions as guidance:



- What do you think this stage should consist of in practical terms?
- Is this stage relevant to your personal roles and responsibilities? If not, then who should take responsibility for this work?
- What work is already being done for this stage in your country?
- What are the lessons learned from this existing work? (What works well and what can be improved?)
- What are the gaps?
- What recommendations can you make in relation to work at this stage? Who are the recommendations aimed at?

Each group should present their findings to the plenary, leading to a general discussion with the facilitator summarising key points at the end.

## **3.b Prevention**

**Definition and notes:** Preventing children from leaving home to go and live on the streets. This involves: identifying families that are at risk of breaking up (usually due to a combination of poverty, new marriages and physical, psychological and sexual violence in the home); working with these families and children to improve communication, eliminate violence and develop income generating opportunities. This may involve families still in villages as well as families of children who already work on the streets in the cities, but who still live with their families. Not all children who work on the streets are at risk of leaving home. Some of them have stable families, in spite of poverty. Another definition of 'prevention' is preventing children coming into conflict with the law. This is different to preventing children from leaving home.

## **3.c Early intervention**

**Definition and notes:** Making contact with children as soon as possible after they have left home in order to protect them and to try reuniting them with their family at the earliest possible stage. Early intervention is more effective than waiting until children have already

experienced violence and abuse and have had a chance to get used to life on the streets. Early intervention can take place at transport stops where children come into cities – e.g. bus and train stations, and at towns and villages where children leave from or where they pass through in order to get to their final destinations. Early intervention consists of outreach work and can be supported by information posters and telephone crisis 'hotlines' to call.

### 3.d Outreach

**Definition and notes:** Outreach work is where social workers go out onto the streets at places where children are in order to: build trust with children in street situations and to be a responsible adult friend in their lives – someone they can talk to. This is an important aim in itself! In addition to this, depending on resources available, outreach can be the first stage of expanding choices available to children in street situations and linking them into services so that they can start to improve their lives. Peer outreach through other children in street situations, supported by social workers, is usually very effective as children can talk to each other on the same level, from shared experiences. Police raids and round-ups are *not* outreach but are, instead, a violation of children's rights.

### 3.e Drop-in centres

**Definition and notes:** A drop-in centre is a safe place where children in street situations can come to: relax; speak to a responsible adult; access services such as counselling, family reunification, medial and legal aid; take part in life skills, educational, cultural, sport, creative and other activities which aid their development; learn about ways to get involved in peer education work. Some drop-in centres offer overnight accommodation. Others do not. For children who work on the street but who still live with their families, drop-in centres can be used as an ongoing source of support. For children who are homeless, they can also be used as a transition centre to direct the children to more permanent services.

### 3.f Family reunification

**Definition and notes:** Identifying where homeless children have come from and taking steps to secure the children's return to their family of origin or an alternative family placement - e.g. with members of the extended family such as uncles, aunts and grandparents. Family reunification is a very complex process. The failure rate is very high and the process can be very damaging for all parties involved unless the following conditions are met: **family reunification must only take place if it is what the child wants and if it is in the best interests of the child**; the child must never be forced or pressured into family reunification; family reunification must always be offered to the child as one of a range of options, not the only option; the child must be fully informed of the consequences and fully involved in the process; a proper procedure of **assessment, preparation and follow-up** must be in place; the preparation stage includes preparation of the child, the family and the local community; the child must be free to change their mind at any stage of the process. Child protection is the primary concern – often children leave home because of violence and it is a violation of their rights to return them to a dangerous, violent situation. Family reunification should only be attempted by social workers who have undergone specific and proper training. Without these conditions being

met, children are likely to run away from home within a short time of being returned, often more psychologically damaged than before. Family reunification includes 'reintegration'.

### 3.g Reintegration

**Definition and notes:** Working with children to develop their cognitive, emotional, social and moral skills, attitudes and behaviour so that they can live, study and work freely as part of the community. Reintegration also involves working with communities – e.g. school teachers and school children, local community leaders, religious institutions, local police, businesses and neighbours - to understand children in street situations, accept them and support them in their new life. Reintegration might involve family reunification as well, but not necessarily: children can be reintegrated into community and social structures even if it is not possible to place them back with their families.

### 3.h Residential care

**Definition and notes:** Providing somewhere for homeless children to live, including somewhere to sleep. Residential care can be provided by the state or by non-governmental organisations. It may be temporary – whilst other options such as family reunification, fostering or adoption are explored - or permanent – if other alternatives are not possible. International experience has clearly shown that large residential institutions are damaging for children. In general it is preferable for children to live with a family or in a family-like environment to ensure healthy and rounded physical, emotional, cognitive, social and moral development. If this is not possible, then residential institutions should try to avoid the three common problems that severely affect a child's development. These problems are:

- a. **Ratio of adult carers to children:** the fewer children under the responsibility of one carer the better. This is to ensure quality of care (through time available to each individual child) and to promote stable psychological attachment.
- b. **Staff turnover:** avoid staff turnover as much as possible through increased wages and improved management, professionalism and respect for carers of vulnerable children. Frequent turnover of staff is psychologically very damaging for children. It results in disrupted and insecure attachment which can lead to many developmental and behavioural problems as the child grows up.
- c. **Quality of care:** caring for children – especially vulnerable children – is an important and difficult job. Residential units should have proper procedures in place for **recruitment, training and monitoring of staff**. The procedures must pay particular importance to **good child protection practice**.

### 3.i Longer-term care options

What longer-term options are available if family reunification is not possible? Fostering; adoption; small group homes (with or without an adult carer); supported, independent living. Points to remember: Child protection must be the primary concern in assessing the most appropriate long-term option; Children should be given a choice as to their own future. If an option is imposed on them without their consent / buy-in, then they are likely to reject the situation and return to the street again; large scale residential institutions are not the answer. Experience has shown that this type of care is damaging to children. See Handout 12 on fostering in Kyrgyzstan for further information.



**See also:** Training Manuals 2 (Prevention) and 3 (Outreach, Drop-in Centres and Family Reunification) for more in-depth information on these stages. See Section 6 for more information on a child rights-based approach in relation to children in street situations.



### **Key learning points:**

- There are four main groups of children in need of assistance:
  1. Children currently living at home, not working on the streets, but who are at risk of leaving home (this could include middle-class or wealthy children who are being abused, as well as poor children). This group requires early identification and prevention work.
  2. Children currently living at home, working on the streets, but who are *not* at risk of leaving home. This group requires outreach and monitoring to ensure that home life remains stable.
  3. Children currently living at home, working on the streets, but who *are* at risk of leaving home. This group requires early identification, outreach and targeted prevention work to repair family relationships if possible and to address other push and pull factors in order to prevent the child from leaving home.
  4. Children who have already left home and who are living on the streets or in temporary, vulnerable accommodation. This group needs a series of interventions and a choice of services including: early intervention, outreach, drop-in centres, residential care, family reunification or longer-term, alternative care.
- Interventions at all stages must be grounded in a child rights-based approach which considers each child individually and which takes into account the child's right to life, survival and development (including child protection), non-discrimination, the best interests of the child, child participation and adequate resources.
- Kyrgyzstan currently has a relatively small number of homeless children but unless concerted prevention efforts are put in place, this number is likely to rise rapidly over the coming years. Once children have left home to live on the streets it becomes much harder and more resource-intensive to work with them.
- Kyrgyzstan has the opportunity to put into place a comprehensive prevention and protection system for children in street situations and potential children in street situations – as outlined in this manual - which draws on lessons learned from international experience.

### **Summary of Section 3**

Participants should now be familiar with the following:

- The cycle of street migration and opportunities for intervention to assist children in street situations and potential children in street situations;
- Basic knowledge on each stage of intervention and how this compares with the current systems in their country;
- The importance of prioritising prevention and early intervention in order to break the cycle of street migration at the earliest possible opportunity;
- The need for all forms of intervention to be underpinned by a child rights-based approach.

## Section 4: The psychology of children in street situations

### Objectives for Section 4

By the end of this section the participants should be able to:

- Understand that children develop in 4 different areas; know what inputs are needed for good development in each of these areas; understand that an individual child's development can vary depending on these inputs as well as on age and ability;
- Understand the basic concept of 'attachment theory' and the implications of this for working with children in street situations;
- Appreciate the importance of resilience when working with children and how to identify internal and external risk and resilience factors;
- Understand the importance of peer groups for children in street situations;
- Understand what is meant by 'gender-sensitivity' and the implications of this for working with children in street situations;
- Employ the '3-stage choice process' when working with children in street situations.

### 4.a Basic child development<sup>13</sup>

#### Activity 14: Stages of child development

**Aim:** To introduce participants to stages of child development.

**Time:** 10 minutes

**Materials:** Pictures of children of different ages; participants' pictures of children in street situations from Activity 5 (optional)

**Task:** Draw or collect in advance and display around the room pictures / photographs / illustrations of children of different ages – for example a small baby and children aged 3, 8, 13 and 17. [Alternatively, ask participants to compare their picture of a child from Activity 5 with that of their neighbour]. Indicate children of different ages and ask participants:

- In what way are these children different to each other? [Elicit words such as 'grow', 'age', 'development', 'size / big / small', 'older', 'mature', 'intelligent' etc.].
- Do children reach common developmental stages at the same time? [Ask participants with children at what age their child started walking or talking – there is bound to be some individual variation].
- At what age do you start seeing children working and/or living on the streets? What age was the youngest child you have dealt with/ seen on the streets? What is the average age?
- Do you treat children of different ages differently? Why? [Encourage a general discussion about why a 7-year-old's behaviour is so different to a 17-year-old's behaviour, and why one particular 17-year-old can behave so differently from someone else of the same age].
- **Alternative exercise (10 minutes)<sup>14</sup>:** Participants should say the first word or phrase that comes into their mind when you say the word 'baby' – ask all participants in turn, as quickly as possible, giving them very little time to think (this can be done by throwing a ball around). Repeat with the words 'child' and then 'adolescent'. Use these responses as the basis for a discussion on the difference assumptions we make about children based on age. What is the defining characteristic of a 'baby' / 'child' / 'adolescent'? Is it chronological age? Physical size? Mental ability? This should lead into areas of child development (Activity 15).

<sup>13</sup> Much of this section is adapted from *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Marie Wernham with Savina Geerinckx and Elanor Jackson, Consortium for Street Children, March 2005, Section 5.

<sup>14</sup> Adapted from a presentation by Priscilla Alderson, Social Science Research Unit, Institute of Education, University of London for the Royal College of Paediatrics and Child Health, 30.3.07.

### Activity 15: Areas of child development<sup>15</sup>

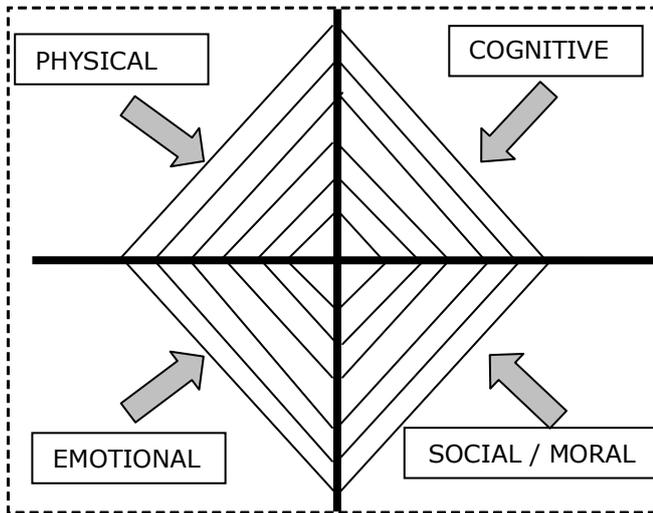
**Aim:** To introduce participants to areas of child development and reflect on the implications of this for work with children in street situations.

**Time:** 30 minutes

**Materials:** Flipchart and pens, Handout 13 (areas and stages of child development)

**Task:**

- Explain that as children grow, they 'develop' in four different areas. Draw the following diagram on a flipchart:



[**Note:** If training in a strong religious cultural context then 'spiritual' development can be labelled at the centre of the diagram].

Check that participants understand these four terms and the differences between them, but *do not spend too long on detailed definitions* [refer to the definitions included in Handout 13].

Tell participants:

- Each of the children in the picture(s) displayed at the beginning of the session [if this activity was used] is at different stages of physical, cognitive, emotional and moral / social development.
- Of course children do not develop in isolation.
- Children need an environment that gives them the things they need - and where their rights are respected - in order to develop into fully rounded, confident, responsible and happy adults. [Draw arrows on the diagram on the board pointing in towards each of the 4 sections].

Ask participants what type of inputs are needed into each of the four areas so that a child develops properly and write answers by the appropriate arrows: e.g.

- **physical development** - proper nutrition, protection from violence etc.;
- **cognitive development** - stimulation, education, play etc.;
- **emotional development** - supportive family, love, protection from neglect and emotional abuse etc.;
- **moral / social development** - positive role models, positive and consistent discipline in a loving context (praising good behaviour, explaining why bad behaviour is wrong) etc.

[If you are familiar with the UN Convention on the Rights of the Child, try to phrase the inputs in terms of rights. For example, if a participant mentions 'education,' write 'right to education' on the board].

Tell participants:

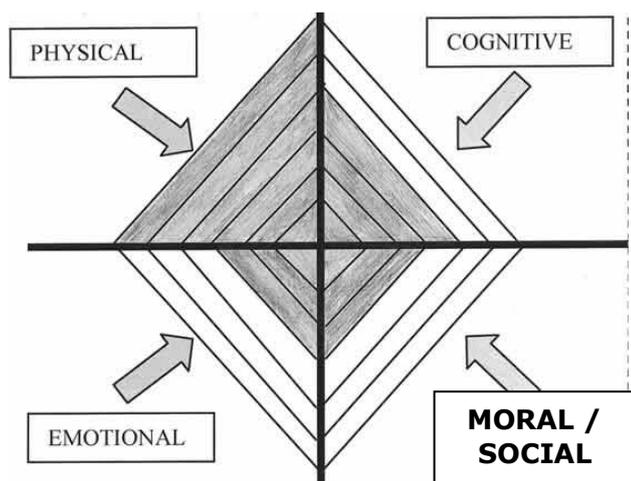
- In an ideal situation, all children's rights are respected and fulfilled and children receive all of the input they need in order to develop as well-rounded individuals. [Start shading

<sup>15</sup> This section is taken directly from *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Marie Wernham with Savina Geerinckx and Elanor Jackson, Consortium for Street Children, March 2005, Section 5.

in areas of the diagram starting from the centre moving outwards in a spiral pattern so that each area 'develops' simultaneously / at an equal rate].

- The younger the child, the less developed they will be in all of these areas, but if they are growing up in a supportive, safe and loving environment, they will still be on track for overall balanced development.
- This process reflects the 'evolving capacities' of the child mentioned in CRC Article 5.
- However, if children do not get the right kind of input and they grow up in an environment where their rights are not respected or fulfilled, then their development will be affected and can be 'unbalanced.' For example:
- If a child does not get enough nutritious food he or she will not develop properly **physically**;
- If a child does not get enough stimulation or education, his or her **cognitive development** will be affected;
- If a child does not grow up in a loving and supportive environment, or if they grow up in a situation of neglect and emotional abuse, then their **emotional, social and moral development** will be less advanced than that of a child who has better opportunities.

For example, a 15-year-old boy or girl living on the streets may be physically (including sexually) developed and may 'look' like a '15-year-old', and they might even have quite good cognitive 'streetwise' skills which they have picked up in order to survive, *but their emotional and moral development might be at a much lower level.* [Erase some of the shading from the diagram to illustrate this incomplete, uneven or unbalanced development].



This unbalanced development is a violation of one of the most fundamental rights outlined in the UN Convention on the Rights of the Child - Article 6 which states: "States Parties shall ensure to the **maximum extent possible** the survival and **development** of the child" (UN Convention on the Rights of the Child, Article 6.2)

- Elicit from participants the implications that this might have on working with children in street situations and compare to the list below.
- Summarise learning from this exercise drawing on the 'key learning points' below and give participants Handout 13 which consolidates information from this exercise.



## Implications for working with children in street situations

- **Different ages:** A 7-year-old is obviously very different to a 17-year-old. The younger the child is in general, regardless of their background, the less he or she will be to understand certain things.
- **Different abilities:** Each child is different. We are all born with different personalities and abilities. Some children are naturally more intelligent, creative or sensitive than others. Some are born with, or acquire, physical or mental impairments which can lead to disability. Some disadvantages may be overcome by appropriate support in a loving and encouraging environment. However, regardless of age or social background, it is

still safe to say that not all 7-year-olds are at the same level of development. Each child must therefore be assessed and treated on an individual basis.

- **Different backgrounds:** In addition to age differences, children such as those in street situations, who may lack the necessary supportive and nurturing environment needed in order to develop to their fullest potential, are likely to have experienced uneven, or 'unbalanced' development across the four areas discussed above. Even if an adolescent child on the streets appears to be physically well developed, he or she might well display a lower level of emotional, social and moral development.

In general, younger children, those with more limited abilities, and those with uneven / unbalanced development may be less able to understand:

- The implications of their choices and behaviour – the impact on others and ramifications for themselves;
- The difference between right and wrong;
- The way systems work;
- Complex / technical language;
- Adult concepts and understanding of time – e.g. they might refer to an event as happening 'on the same day that my friend Akyl hurt his leg' rather than 'three days ago' as an adult would describe it.



**Key learning points:** Your treatment of every child should always be appropriate to the individual child's *developmental* age – not just how old they 'look.' Do not assume that a child in a street situation has achieved 'adult' levels of emotional and moral development because of the way they look and act. Be patient and understanding; use child-friendly language; explain things clearly; check they have genuinely understood by getting them to repeat important information back to you. Understand the choices that the child has made within the limits of their particular developmental context and work to expand those choices so as to have a positive, rather than a negative, impact on their development.

When working with street children, remember this diagram and the 4 rules which accompany it:

1. **Do no harm** to any of the areas of development through your intervention.
2. **Contribute positively** to these areas of development through your intervention.
3. **Remember the evolving capacities of the child:** a 7-year-old is at a different developmental level to a 17-year-old.
4. **Remember the individuality of each child:** even children of the same age have different natural abilities and additionally some may have experienced uneven child development through their upbringing.



**See also:** Handout 4 (causes and consequences of children coming into a street environment) for general characteristics of street children and behavioural manifestations.

## 4.b Attachment theory

### Activity 16: Introduction to attachment theory

**Aim:** To encourage participants to think about what is meant by 'attachment' and why it might be important in a child's development.

**Time:** Part 1 - 5 minutes; Part 2 – 20 minutes

**Materials:** Ball of string, flipchart, Handout 14 (attachment theory)

### **Task: Part 1 – ‘Passing the baby’**

- Pretend to carefully cradle in your arms a small baby. Smile down at her, make eye contact, speak to her, rock her gently etc. whilst ignoring the participants. [It is important to give the impression that this is a ‘real’ baby – imagine the weight and how it feels. You must be convincing! It is more effective to use an imaginary baby than a doll as this gives more scope for imagination. People are less likely to take a doll seriously.] Turn to participants saying ‘Have you seen Ayxa, my beautiful baby? Isn’t she lovely? How do you think she feels right now?’ [safe, happy, content]. ‘Unfortunately, I have to go and do something now, so I’ll just leave her here, OK?’ [Gently lay the imaginary baby on a table and walk away] ‘How do you think she feels now?’ [scared, insecure, upset, lonely]. ‘OK, you’re right. Maybe I shouldn’t leave her on her own. Will you please look after her while I’m gone?’ [Pick up the imaginary baby and pass her carefully to the person nearest to you. Make sure they hold the baby properly, supporting the head etc. to maintain the illusion that this is a ‘real’ baby. Walk away.] ‘How do you think she feels now?’ [unsure, maybe scared in a stranger’s arms, abandoned?] ‘How about if she gets passed around everyone?’ [encourage the participants to pass the baby from one to another]. ‘How do you think she feels now?’ [upset, anxious, abandoned, panicked etc.] Take the ‘baby’ back, thank participants for helping in the demonstration and place her in an imaginary ‘cradle’ on a chair or table close to you. Summarise: babies and children feel secure and safe when they are with people they know who love and take care of them. They don’t like being passed around lots of different strangers. Lead into Part 2.

### **Part 2 – ‘Strings of attachment’**

- Explain to participants: as ‘Ayxa’ grows up, from a very early age she is developing in all four areas we looked at in Activity 15 (physical, cognitive, emotional and social / moral). One of the most essential things to ensure healthy development in these areas is good, strong ‘attachment’ or ‘bonding’ to at least one primary caregiver. Often this is the mother, but it doesn’t have to be. It can be anyone who loves the child and provides for her needs. It can be more than one person. [Tie two pieces of string to the chair or table leg where ‘Ayxa’ is sleeping. Give one to a participant and hold onto the other yourself]. The string represents these attachments. When Ayxa is hungry, cold, tired, wet or scared she cries out: effectively she pulls on the string to bring someone to help [walk towards the baby]. In a secure attachment relationship, the carer will resolve the problem and calm the baby down. The baby learns that this person can be relied on and trusted to help, not only physically but also emotionally. The carer can also ‘pull on the string’, drawing Ayxa’s attention through an appropriate tone of voice, smiling and stimulating her. Attachment is therefore a two-way relationship. It is important that there is consistency in who responds to the child (whether it is one or more people) and the way in which they respond to her. She might therefore have multiple attachments / strings to different people and this is fine so long as there is at least one strong one, and preferably that there is a discernable pattern and regularity in the caring. [Demonstrate this visually] For example, in the morning I am the carer. Ayxa cries / pulls on the string and I respond each time [walk repeatedly backwards and forwards to Ayxa]. In the afternoon, when I am at work, you are the carer [indicating the participant holding the other string]. You respond to her repeatedly – possibly in a slightly different way, but so long as it is positive, this is OK. Ayxa gets used to the way we each respond to her. [Thank the volunteer participant and take the string from them to simplify the rest of the demonstration].
- As Ayxa gets older and she becomes more aware of her surroundings, her brain starts to grapple with complex problems like ‘does something still exist, even if I can’t see it?’ At this stage, babies become panicked if their primary carer suddenly walks away or leaves the room [this is called ‘separation anxiety’ and is a normal phase of development]. Ayxa needs to learn that she is still loved and cared for, even if she can’t physically see or sense the carer’s presence: the string is still there, even if it seems

invisible. She needs lots of reassurance at this stage but if the attachment(s) remain strong, she will learn that the carer(s) offer(s) a safe base from which to go off and explore the world in confidence. She will therefore have a good, secure basis for development in all four key areas. In this type of relationship Ayxa is '**securely attached**' and this is likely to set a positive pattern for all her future relationships with other people. This is the first and best type of attachment pattern.

- However, let us imagine what would happen if Ayxa is *not* securely attached. Imagine when she cries that I ignore her. I drop my end of the string [demonstrate]. I tell her to stop crying and encourage her to be independent. I don't pull on my end of the string to stimulate her or bring her close. We avoid each other. She is '**avoidantly attached**' in this situation. This is the second type of attachment. What implications do you think this will have for her? [Ayxa gets used to being independent, but the quality of her development and emotional security may suffer. She lacks a secure base].
- In the third type of attachment where Ayxa is '**ambivalently attached**', I am inconsistent with the way I respond to her. When she pulls on the string, sometimes I respond appropriately, but other times I ignore her and drop the string, picking it up only when I want to [demonstrate]. What implications do you think this will have for her? [Ayxa is confused and spends a lot of time worrying about me and trying to get my attention rather than feeling secure enough to explore the world on her own. She finds it difficult to cope with stress.]
- In the fourth type – called '**disorganised attachment**', Ayxa finds me either 'frightening' or 'frightened'. If I am 'frightening' I might be abusing her physically, psychologically or sexually so that when she pulls on the string, something bad happens – or I pull on the string from my end and do something bad to her. If I am 'frightened', when she pulls on the string looking for safety and security, I cannot give her either because I myself am not feeling safe or secure. In either of these situations, I am not providing her with a secure basis for development or for future relationships.
- **Summary:** Write the four types of attachment on a flipchart and briefly re-cap the key features of each. Explain to participants not to worry too much about the different types. The key thing is to understand the importance of secure attachment in child development – especially aged 0-5 years: a child needs to have at least one strong relationship with a carer who is available, consistent, loving, trustworthy and predictable. This will give her the security to develop positively in all four areas (physical, cognitive, emotional and social / moral) and will provide a basis for positive relationships with other people as she grows up. However, children we have contact with in street situations might *not* have grown up securely attached. They might find it difficult to trust adults. They might expect to be rejected. They might 'test' us to see if we can be trusted over time. They might go out of their way to please us, or they might try to ignore us altogether. We therefore need to have great patience with such children. We must be trustworthy, reliable, consistent and caring in our relationships with them in order to overcome any conscious or subconscious fears they may have or patterns they might expect. Secure attachment is very difficult to achieve if there is a low ratio of carers to children, or if there is a high turnover of carers (as is often the case in large institutions: this is one of the main reasons why children should *not* be placed in large institutions). See Handout 14 for more background on attachment theory.



- **Caution!** Do not call the 'baby' by the name of anyone present at the training; try to choose a random name so that participants do not identify *too* much with what happens. Participants – and you as facilitator! – may become very emotionally involved in what is happening to the imaginary baby. At the end of the exercise, untie the strings and put them away. State clearly to everyone that you do not really have a baby called

Ayxa and that as the exercise is over, Ayxa no longer exists, otherwise there can be a disturbing sense that she is still 'in the room'.



**Key learning points:** Children need a secure attachment to at least one primary carer to ensure healthy physical, cognitive, emotional and social development and to set a good pattern for future relationships with other people. It is difficult to achieve secure attachment where there is a low ratio of carers to children and where there is a high turnover of carers (such as in large institutions). Be patient, reliable, caring, available and consistent when dealing with children in street situations in order to gain their trust which, based on their past experiences, they might find difficult to give.

## 4.c Risk and resilience<sup>16</sup>

There has been a recent shift in the field of child development away from focusing on environmental *risk* factors towards consideration of personal resiliency and environmental *protective* factors that allow a child to survive the adversities of his or her environment.

"Our lives are sometimes at the top, sometimes at the bottom, but we can still surmount problems." (18-year-old boy in a street situation, Reginald, from the Philippines)

### What is resilience?

"Resilience has been defined as the capacity to withstand, recover, and even grow from negative experiences".<sup>17</sup>

Studies have revealed the following critical factors associated with resiliency:

- **External supports and resources** available to a child (e.g. family, school and community institutions);
- **Personal / internal strengths** that a child develops (e.g. self-esteem, a capacity for self-monitoring, spirituality and altruism);
- **Social interpersonal skills** acquired (e.g. conflict resolution and communication skills).<sup>18</sup>

In general, resilience requires a combination of all of these things: internal strengths alone are not enough as a child is constantly interacting with his or her environment.

### What is a child's 'social support system'?

A child's 'social support system' refers to all the significant people that a child meets at certain times of his/her life and who play an important role in the child's development. A child's social support system could include: mother, father, brothers and sisters, friends, extended family (aunts, uncles, cousins, grandparents), neighbours, doctor, nurse, dentist,

<sup>16</sup> Much of this section is adapted from *An Outside Chance: Street Children and Juvenile Justice – an International Perspective*, Marie Wernham, Consortium for Street Children, London, 2004, pp.32-33.

<sup>17</sup> Banaag Jr., C.G., M.D., *Resiliency: Stories Found in Philippine Streets*, AusAID, National Project on Street Children and UNICEF, Manila, Philippines, 1997, p.9.

<sup>18</sup> Ibid.

priest / pastor / imam / other religious leader, teachers, shopkeeper of a local café, youth leader from an NGO centre, NGO outreach worker or police officer.<sup>19</sup>

Personnel working with children in street situations should know who makes up the child's social support system. A social support system refers to people who play a positive role in the life of a child and in situations of crisis could function as a network for the child to fall back on.

**Activity 17: Internal and external risk and resilience / protective factors: 'Me Map'<sup>20</sup>**

**Aim:** To identify the participants' own childhood internal and external risk and resilience factors and to compare these with the risk and resilience factors of children in street situations; to assess participants' roles in minimising the risks faced by children in street situations and strengthening their resilience.

**Time:** 30 - 40 minutes

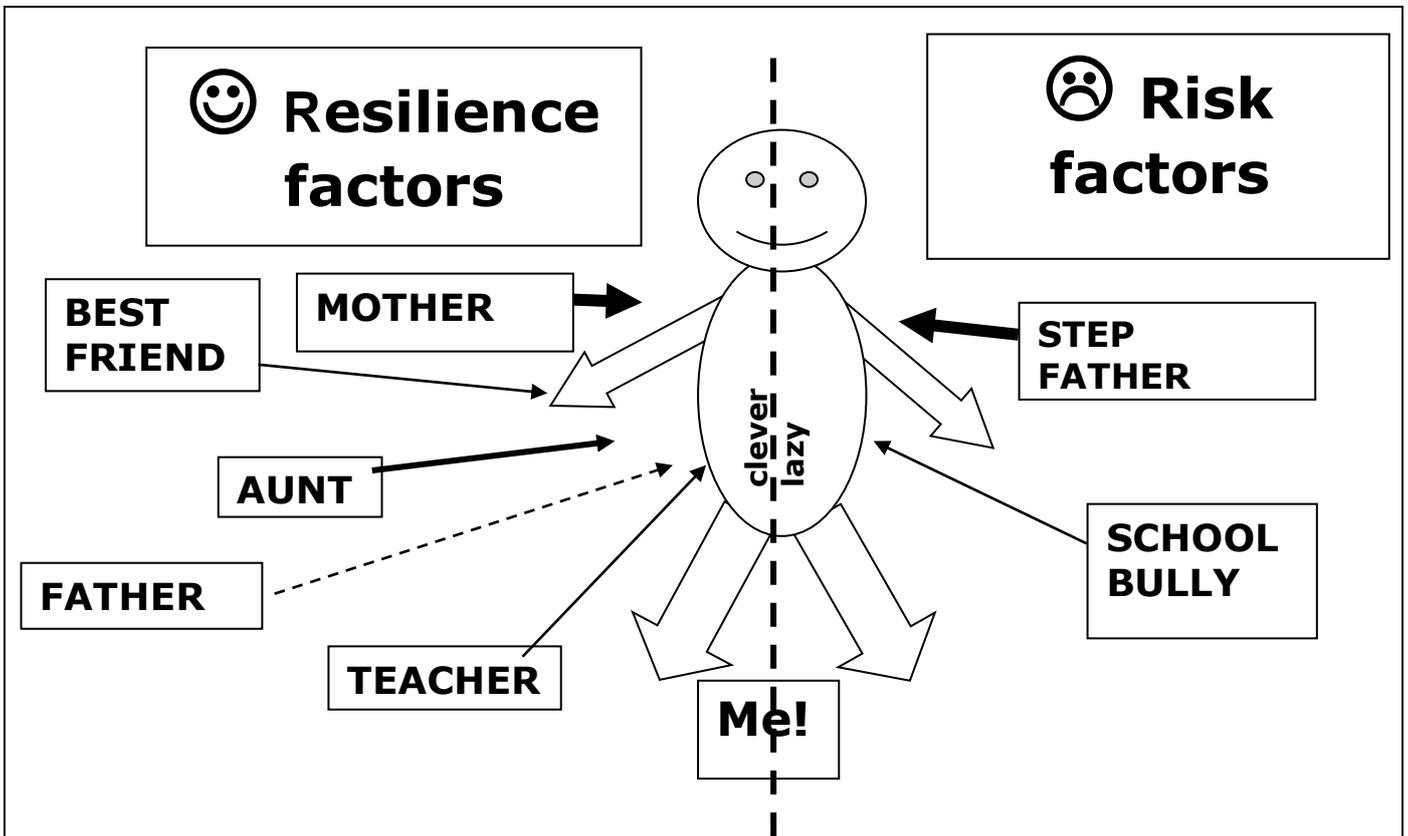
**Materials:** Pen and paper for each participant; Handout 15 (resilience)

**Task:**

- Explain to participants that this exercise is a personal one. Nobody else will see the diagrams / pictures that they draw. Each participant should take a blank piece of paper and draw a small picture outline of themselves (or write their name) in the centre. Next, tell them to draw a vertical line down the middle of the paper, dividing it in 2.
- Ask participants to close their eyes for a few minutes and think about when they were a child of approximately 13 years of age. What were their internal strengths? What personality traits or positive characteristics did they have? (e.g. sense of humour, quick-thinking, kind). Write these things *inside* the figure on the left (internal resilience factors). Now write down personal weaknesses of character at that age (e.g. easily-led, naughty) *inside* the figure on the right (internal risk factors). Then think of all of the people, places and things that played a significant role in their lives at that time – both positive and negative – and write them *outside* the figure in the correct half of the paper (external risk and resiliency / protective factors).
- The relative strength of influence of particular factors, either internal or external, can be marked in some way – e.g. circled, placed near or far from the figure, or linked with either bold or dotted lines. Encourage participants to use their imagination and creativity to build up this personal picture to represent risk and resilience factors in their development.

<sup>19</sup> Adapted from Training Manual for Police Officers on Child Rights, Juvenile Justice, Child Abuse and Children At-Risk, UNICEF Timor-Leste Child Protection Section, Draft 2004, Module 1, pp.3-4.

<sup>20</sup> Adapted from *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Marie Wernham with Savina Geerinckx and Elanor Jackson, Consortium for Street Children, March 2005, Section 6, Activity 32.



Ask participants to think about the following (they do not have to answer out loud if they do not want to – this works equally well as a quiet, reflective exercise):

- Overall, was your childhood / youth experience positive or negative?
- Did you have good internal and external resilience factors to support you – including people both within and outside your family?
- Think of a time when you were in trouble as a child: Who helped you? What would have happened if you didn't have anyone to help you?

Next, ask participants to think of a child they know on the streets [refer to drawings from Activity 5 if relevant].

- If that child filled out one of these diagrams, what would it look like?
- Would there be more risk or more resilience factors?
- Would that child have a wide range of people to support them – both within and outside their family?
- Who would be able to help them when they are in trouble?
- What would happen if they don't have anyone to help them?
- If the child were to include you in their picture, on which side of the drawing would they place you – as a risk or resilience factor?
- If you think you would be on the negative side, is there a way you could become a positive influence in this child's life? Can you become part of that child's social support network / external resilience factors? Can you help them to minimise the influence of internal and external risk factors and strengthen the influence of internal and external resilience factors?
- Give participants Handout 15 on resilience and summarise the key learning points as below.



[This activity is adapted for use directly with children in Manual 3 in relation to drop-in centre work].

### Key learning points:

- Focus on positive things within the child and his/her environment – not just the negative things. This is a much more empowering approach for children as it recognises

and builds on their strengths. With a little encouragement, children in street situations are capable of participating in a very positive way to their own development as well as that of their peers, families and communities.

- Find out as much as you can about the individual child's internal and external risk and resilience factors as this will help you to identify the best range of options available to that child.
- The external resilience factors make up the child's 'social support network' which you can also be a part of.
- Be a positive rather than a negative influence in a child's life by helping them to minimise the influence of internal and external risk factors and strengthen the influence of internal and external resilience factors.

## 4.d Peer groups

### Activity 18: Energiser – 'Lifeboats'<sup>21</sup>

**Aim:** To refresh participants and lead into the topic of peer groups.

**Time:** 5 minutes (+5 minutes discussion)

**Task:**

- All participants should stand, with space to move around.
- Explain that they are on a ship at sea but the ship is sinking. They must form groups of certain numbers in order to fit into the lifeboats. When you shout '4!' they must get quickly into groups of 4, when you shout '6!' they form groups of 6 etc. Anyone left out of a group will drown / leave the game. Repeat this several times.
- Participants should stay in the final 'lifeboat' groups formed and those who have 'drowned' should stay separate. Lead into a discussion based on these questions:
  - How does it feel to be in a group whilst in a crisis situation? [Note any interesting body language: often people will physically hold onto each other during this exercise].
  - How did you form these groups? People closest to you? People you know best? To what extent can you choose your peer group in times of crisis compared with normal situations?
  - For those who were excluded from groups and who drowned: How does it feel to be outside the groups? How did you end up separated?
  - How do you think this relates to peer groups of children in street situations? [importance of peer support; choice of companions in different circumstances; exclusion from mainstream groups etc.] Lead into the next activity.

### Activity 19: Peer groups

**Aim:** To encourage participants to reflect on the role of children's peer groups in street situations and how these impact on work with children in street situations.

**Time:** 20 minutes

**Materials:** Flipchart and pen; Handout 16 (peer groups)

**Task:**

- On a flipchart, draw 3 columns. At the top of the first column, draw a smiley face ☺. At the top of the middle column draw a neutral face and on the right an unhappy face ☹.
- Explain to participants that you will call out a word and they should decide whether the word has positive, negative or neutral connotations.
- Write the word in the column which they choose: 'gang', 'peer', 'friend', 'group', 'crowd', 'company', 'mob', 'team', 'colleague', 'companion' [Add any other locally culturally relevant terms which have strong connotations – like 'posse'].
- Which of these terms are commonly used to refer to groups of children living and working on the streets? Reflect on the assumptions made about these terms and the

<sup>21</sup> Original source unknown.

assumptions we make about groups of children in street situations who 'hang out' together.

- Refer back to Activity 17 on risk and resilience. Ask participants: are the peers of children in street situations a positive or negative influence? A risk or resilience factor? Refer to participants' drawings of children from Activity 5 to help personalise if necessary. [Answer: It depends entirely on the individual child and the individual situation].
- Why do children in street situations form groups? [These reasons can also be added to the 3 columns depending on whether the reason is considered to be positive, negative or neutral]. What are the positive and negative consequences of children joining peer groups on the streets? Compare answers with the points below.
- What implications do peer groups have for work with children in street situations?
- Summarise key learning points as below.
- **Alternative activity:** Place a picture of a smiley, neutral and unhappy face each on a different wall of the training room. When you read out the words, and/or when giving reasons why street children form peer groups, participants should stand by one of the faces according to their own opinion.
- Give participants Handout 16 on peer groups which contains the basic information below.



Children's involvement in 'gangs' or peer groups on the streets can be one of the main risk factors in an individual child's experience, but it can also be one of the main protective factors, depending on the nature of the gang / group, the character of the leader, the local environment, the extent and type of substance abuse and 'survival strategies' engaged in and so on.<sup>22</sup>

### **Why do children in street situations join gangs / groups?**

In a society that has failed to provide them with their basic physical and emotional needs children in street situations join gangs / groups in response to:

- social exclusion
- loneliness
- need for protection<sup>23</sup>

### **What are the positive and negative factors of street gangs / peer groups?**

In many countries it is a key coping strategy for survival in a hostile environment and the negative aspects of gang involvement must therefore be balanced against the positive ones.

#### **Negative aspects may include:**

- violence (to maintain discipline and assert authority within the hierarchy of the gang as well as taking the form of inter-gang violence)
- introduction to substance abuse
- potential for increased criminal behaviour

#### **Positive aspects may include:**

- mutual protection from outside threats
- a sense of belonging
- security
- pride (often gained through undergoing harsh initiation rites)
- friendship
- emotional and financial support (group members may often share resources)

<sup>22</sup> *An Outside Chance: Street Children and Juvenile Justice – an International Perspective*, Marie Wernham, Consortium for Street Children, London, 2004, p.59.

<sup>23</sup> Wernham, M., *Background Paper on Street Children and Violence*, Consortium for Street Children, 16 November 2001.

## What are the implications of peer groups for work with children in street situations?

- **Do not underestimate the importance of peers groups** for children in street situations, especially for those who lack the support of a biological family. The peer group can become the child's 'family of choice' rather than his/her 'family of blood'. Children can strongly resent you if they think you are trying to break up their group and thoughts of leaving peer groups can severely impact on a homeless child's desire for family reunification or reintegration into school.
- **Remember to assess each child's experience of peer groups on an individual basis:** even children within the same group may have different experiences of the group based on age, gender, personality, role and position in the group hierarchy.
- **Understand, from the individual child's point of view:** Why does s/he associate with this particular group? What are the good things about it? What are the bad things? Where does the group, or individual members of the group, fit into the risk and resiliency diagram? Does the group help to reinforce positive or negative *internal* psychological factors? Is there any way that the group experience can be improved? How?
- **Acknowledge any particular roles that the child plays within the group:** for example, s/he may be the one who takes charge of finding food, or getting work, or making jokes. If these are roles which are contributing to the positive development of life skills then how can you build on this? If these roles are having a negative impact on the child's development (e.g. being the one who is always bullied or sexually abused), then – working *with* the child – how can you improve this situation?
- **It may be necessary to gain access to some children in street situations via the leader of the group / gang:** "For the social worker attempting to establish contact with children in street situations, the leader is [...] the key-element for approaching the group, and will often control the extent to which group members access or take advantage of external interventions."<sup>24</sup> How can you identify and work with these leaders to encourage them to have a positive rather than a negative influence on the others?



**Key learning points:** Peer groups are often extremely important to children in street situations. Acknowledge and show respect for the role these groups play in children's lives. Understand, from the child's own perspective, how they fit into his/her personal risk and resiliency scheme and think how you can make these groups work *for* your initiatives rather than against them. Assess the role of the leader of the group and how you can work with him/her. Be aware of the group dynamics: are they static or changing? How will this impact on the child and on your work?

## 4.e Gender

### Activity 20: Reflections and assumptions on gender

**Aim:** To encourage participants to reflect on assumptions they may make about children on the basis of their sex and gender.

**Time:** 10-15 minutes

**Materials:** Participants' pictures of children in street situations from Activity 5.

**Task:**

- Ask participants to raise their hands if they drew a picture of a boy for Activity 5. This is likely to be the majority. Ask participants:

<sup>24</sup> European Network on Street Children Worldwide, [http://www.enscw.org/eng/satellite/country\\_salvati\\_copii.htm](http://www.enscw.org/eng/satellite/country_salvati_copii.htm) with reference to the group dynamics of street children in Romania.

- Why did you automatically think more of boys than girls in street situations?
- Why are there more boys than girls in this situation? [Try to elicit ideas about gender roles, relations and opportunities in society, e.g. economic possibilities and social expectations].
- Ask one of the participants who drew a girl to introduce her to the others. Do the same with a boy. Ask participants: Do you think the reasons for them being in a street situation are similar or different? Would you treat these children differently based purely on their sex? How? Why / why not? Is it discrimination to treat children differently purely on this basis?
- Encourage participants to think of an occasion as a child when they were treated differently from a sibling or cousin of the opposite sex (e.g. a brother being allowed to stay out later than his sister, or a brother being physically beaten when his sister was not for the same behaviour). What were the reasons for this? How did you feel about it?
- Summary: Emphasise the need to consider each child as an individual, complete human being, not just a label. Gender-specific treatment may be appropriate and necessary in some situations (e.g. sexual and reproductive healthcare, gender-sensitive counselling), but be careful that gender does not become an excuse to discriminate against one group over another (e.g. boys are offered vocational training for higher paid jobs whereas girls are automatically encouraged to rejoin their families). Challenge participants to think carefully about how they think about girls and boys, men and women and the automatic assumptions they make.

### **Activity 21: 'Born Equal?'<sup>25</sup>**

**Aim:** To identify discrimination experienced by girls and women.

**Time:** 30 minutes

**Materials:** Some form of random selection (e.g., cards, slips of paper), paper and pens, 'male' and 'female' labels, Handout 17 (gender)

**Task:**

1. Introduction: Ask participants - "Did you know that...?"
  - Women perform 67% of the world's working hours
  - Women earn 10% of the world's income
  - Women are 2/3 of the world's illiterates
  - Women own less than 1% of the world's property<sup>26</sup>
2. Divide participants into small groups. Ask half the groups to list 5 advantages and 5 disadvantages of being a woman. Ask the other half to do the same for men.
3. Ask each small group to report their lists. Record them on chart paper. Then ask the whole group to rate on a scale of 1-5 how important each item is to the life of an individual. For example, something trivial like 'Wearing a certain kind of attractive clothing' might receive a 1 while 'Not get as much food' might receive a 5.
4. Draw a line on the floor with chalk or outside on the ground. Explain that this is the starting line and ask everyone to put his or her toes on the line. Explain that all the participants are babies born on the same day, and according to the UN Universal Declaration of Human Rights they are 'born free and equal in dignity and rights.' Then explain that unfortunately, some members of the community are not really 'equal in rights and dignity.' Ask each participant to draw a card indicating whether they are 'male' or 'female.'
5. Then read one of the advantages for men that received a 5 rating (e.g., 'Make more money') and ask everyone who is 'male' to step forward 5 steps. Do the same for an

<sup>25</sup> Adapted from Nancy Flowers, National Training of Trainers for Human Rights Education, August 2000, <http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/activities/5.htm>

<sup>26</sup> Adapted from *Juvenile Justice Training Manual for Law Enforcers: Child Rights Training, Volume One*, Philippine National Police, Office of the High Commissioner for Human Rights, UNICEF, Philippines, 2002, pp.252-279.

advantage for women. Then read a disadvantage for men and ask the 'males' to step backward the number of steps that the disadvantage was rated; then do the same for the 'females.'

6. Continue in this same manner through the advantages and disadvantages on the list. When a large gap has developed between the 'males' and the 'females,' ask them to turn and face each other. Ask several individuals from each group:

- How do you feel about your 'position'?
- What do you want to say to those in the other group?
- How would you feel if you were in the other group?

7. Emphasise that this activity points out how cumulative discrimination works to erode the human rights principle of equality. [This activity can be adapted to illustrate any form of discrimination e.g., against people with disabilities; ethnic, racial or religious minorities; indigenous people.]

8. Lead into a discussion on how this affects girls and boys in street situations. Refer back to the causes and consequences of children ending up in street situations (Activity 8, Section 2.c): what are the 'gender' aspects of these causes and consequences?



9. Give participants Handout 17 (gender).

**Optional:** Trainers, with the assistance of a local legal expert, could do a mapping / summary of local laws in relation to women and girls in advance of the session, e.g. family code, anti-sexual harassment laws, marriage laws, anti-rape laws, anti-violence laws, anti-discrimination, labour code, maternity leave benefits, family planning services etc. as a basis for discussion on gender inequality and how this affects the causes of children ending up in street situations, and treatment of these children once on the streets. However, avoid spending too much time in the session going over detailed laws. It is better to provide information such as this on a handout.

### **Activity 22: Gender and children in street situations**

**Aim:** To revise basic gender-related information in relation to children in street situations introduced during Section 2.b of this manual; to lead into further discussions of how gender sensitivity affects work with children in street situations.

**Time:** 30 minutes – 1 hour depending on amount of discussion

**Task:**

- Participants should stand up with space to move around. Read out the following series of statements. If participants think the statement is true, they should move to the front of the room. If they think it is false, they should move to the back of the room. If they are not sure, they should move to the middle of the room. After each statement, ask one person from each group to explain why they chose their answer. Lead into a general, brief discussion about the particular point, including key information given below, and then give participants the opportunity to move positions if they have changed their minds during the discussion.
- **Statements:** [Please note that all of the suggested answers here are based on generalisations. Participants can therefore also choose the 'don't know' option in each case on the basis that it depends entirely on the individual child in any given circumstance as each child is different].
- **"Girls will often put up with abuse at home for longer periods than boys"** [True: in general, there is more cultural pressure for girls to stay at home and so it can take a lot to finally 'push' a girl to the point where she feels she can no longer stay in the household].
- **"It is often easier to reunify with their families girls who have run away from home to live on the streets than boys"** [False: Once girls make the decision to leave home it tends to be a more permanent rupture than for boys. Because of the perceived social and cultural 'unacceptability' of girls living on the streets – and the automatic assumption that girls will have been involved in sexual activity on the streets – it can

be culturally more difficult for families to accept them back compared with boys. Families may feel that the girl has brought shame onto the household].

- **"Girls are more vulnerable to sexual abuse on the streets than boys"** [Don't know: There is an automatic assumption that girls are more vulnerable to peer and adult sexual abuse because of their perceived physical weakness and lack of social, cultural and economic power to negotiate consensual, safe sex situations. In many cases this is true. However, this can detract attention away from the sexual abuse suffered by boys which is also widespread and which may be culturally more 'taboo' and therefore less acknowledged. Boys may also be less likely to report sexual abuse for fear of ridicule and loss of 'masculine' pride and control. 'Vulnerability' must be weighed up against 'resiliency' which is very individualised (see Section 4.c above). However, what is true is that girls living on the streets also face the added problems of early, unwanted pregnancy and may be more vulnerable to trafficking as well as forced 'off-street' prostitution].
- **"Boys in street situations prefer to deal with male social workers or other professionals and girls prefer to deal with females"** [Don't know: Again this will depend on the individual child - especially their past experiences of relationships with adults. It will also depend on the individual personality of the adult and whether they are able to develop a relationship of trust with the child. Cultural parameters which govern inter-gender contact between adults and children also need to be taken into account. Girls and boys may react differently to women and men depending on what they think is required of the situation or what they think they can get out of the situation. For example: both girls and boys may appeal for sympathy from an older 'mother' or 'father' figure but they may try to impress, or feel embarrassed by, a younger woman or man out of envy or sexual attraction (sexual attraction is not necessarily limited to boys for women and girls for men: children may also develop a crush on same sex role models); girls may try to manipulate men through 'flirting' behaviour if this is how they are used to surviving at home or on the streets; girls may be resentful of younger professional women who visibly represent their own lost opportunities; boys may try to assert physical or sexual power over younger women as a show of status among peers; girls or boys may be reminded of particular adults from their past, male or female, whom they either trust or mistrust. In terms of good practice it is therefore ideal to have a choice of male or female professionals with whom the children can relate and who can provide positive role models of both sexes - although this is unfortunately rarely possible in practice].
- **"Boys tend to 'externalise' their emotional pain through aggression and girls tend to 'internalise' their emotional pain through depression and self-harm"** [True: although once again this depends on the individual child].
- **"Gender sensitivity means treating girls and boys differently"** [False: It is not necessarily about assuming that a child will automatically have different needs and reactions based solely on their sex. Instead it is about being sensitive to the girl or boy as an individual, multi-faceted human being – *of which gender makes up a part*. 'Gender sensitivity' is partly about understanding how gender affects the way you treat children, but it is *also* about understanding more broadly how gender inequality in relation to economic, social and political power often contributes to the causes of children being in street situations in the first place and the opportunities available to them once they are on the streets.]



**See also:** Section 2.b. of this manual for basic information in relation to gender and street children.



**Key learning points:** Treat girls and boys equally as much as possible, but be aware that sometimes they may need different treatment – judge this on an individual basis; girls and boys may react to things in different ways; where possible provide a choice of male or female professionals whom the child can talk to; do not discriminate against girls or boys in terms of the opportunities you offer them; take violence against women and girls seriously – it is a serious crime with far-reaching consequences.

## 4.f '3-Stage Choice Process'

### Activity 23: Choices – personal reflection

**Aim:** To explore the importance of choice in our lives and factors which help or hinder our ability to make choices.

**Time:** 10-15 minutes

**Materials:** Flipchart and pens

**Task:**

- Participants should think of 3 choices they made this morning. They can be big or small choices – e.g. what to have for breakfast, what form of transport to take in order to arrive at the workshop, what to wear, how to handle an important family or work issue.
- In pairs, share these choices and decide whether each choice was a) a free choice; b) a limited choice; c) a very limited or 'non-choice'.
- Discuss in pairs, or groups of 4, what factors serve to help or hinder us when we make choices.
- Plenary feedback: Divide a flipchart sheet into quarters and label as follows:

	<b>Help ☺</b>	<b>Hinder ☹</b>
<b>Internal</b>		
<b>External</b>		

- Write up which factors help or hinder our ability to make choices and whether these factors are internal (e.g. those relating to character) or external. Ask participants to reflect on the other topics already covered in this section and how they might impact on a child's ability to make choices: ages and stages of development; attachment theory; risk and resilience; peer groups; gender. Do you think children in street situations are able to make free choices?
- **Optional / additional discussion questions:** Think of a time when someone made a choice for you / when you didn't have a choice. How did you feel? Why? What was the outcome? Would the outcome have been different if you had been able to make the choice yourself? What are the benefits of being able to make your own choices? Are there any disadvantages to having to make your own choices?

### Activity 24: '3-Stage Choice Process'<sup>27</sup>

**Aim:** To demonstrate to participants in a memorable way the '3-stage choice process' for working with children.

**Time:** 10 minutes

<sup>27</sup> Adapted from *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Marie Wernham with Savina Geerinckx and Elanor Jackson, Consortium for Street Children, March 2005, Section 4, p.99.

**Materials:** Volunteer participant

**Task:**

- Explain: We all make choices every day – some big, some small. Each child in front of you has made a series of choices that have brought them to where they are now in their life journey. However, for many children who are not lucky enough to have the support of a loving family and positive role models, these choices may actually be 'limited choices' or even 'non-choices.' For example, a boy or girl may be faced with the dilemma: 'Do I stay at home and continue to be abused by my step-father, or do I take my chances of being abused on the street?'; 'Do I steal or go hungry?'; 'Do I help the older boy in a robbery or get beaten up by him?' These are 'limited' or even 'non-choices.' You, as a professional, can help to change a child's life by understanding and expanding the choices available to that child when they come into contact with you. This approach is known as the '3-stage choice process'.
- Ask for a volunteer to come to the front and pretend to be a child in a street situation. Explain to participants: imagine that when you come into contact with this child, s/he has already made choices on his/her life journey (indicate a path 'behind' the 'child').

**1. Understand choices:** We need to understand, *from their own perspective*, why individual children have made the choices they have – and remember, they may be 'limited' or 'non-choices'. Do not assume that you know the situation. Listen to the child and take them seriously. Only once we understand the background to a particular child's situation can we attempt to identify a suitable intervention that we can work *with them* to implement.

**2. Expand choices:** The next logical step is to help expand the choices available to children. For children in need of care and protection, options can include: small residential shelters as an alternative to sleeping in a dangerous alleyway; family reunification or group living; the option of less hazardous employment through a local NGO; ensuring that victims / survivors, especially of sexual abuse, are given the opportunity to take control of what happens to them and that their opinion is respected. [Indicate here a range of 'pathways' in front of the 'child'].

**3. Empower children to make choices:** Even when choices are expanded, it can be difficult for children to make, and carry through, their choices. This can be especially difficult in the case of children who are not used to being able to make free choices, e.g. children who have been abused, children who have limited decision-making power in gangs, children who are addicted to drugs. In some cultures, girls may be less used to making decisions for themselves than boys. In spite of these obstacles, it is still very important that children – to the greatest possible extent within given circumstances - make educated choices for themselves, rather than having 'choices' made for them by others, no matter how well-intentioned. Children who are empowered to make their own choices are better able to protect themselves, assess and strengthen their own support networks, and take part in shaping their own lives and contributing to society in a positive way. [Put your arm around the 'child's' shoulders and walk with them down the 'child's' chosen 'path'. This visual exercise is more effective if you talk through an actual example of a child making choices – e.g. by basing it on the story of one of the participant's drawings from Activity 5].



**Non-discrimination:** It may be that, due to socio-economic and cultural constraints, there are fewer choices available to some children compared with others (refer to Activity 23). Therefore particular efforts should be made to ensure that options are made equally available to all children, regardless of whether they are male or female, what religion or race they are etc.



Give participants Handout 18 (3-stage choice process).



**Key learning points:** Employ the '3-stage choice process' when working with children in street situations: 1. Understand *from the child's own perspective* the choices they have made so far; 2. Expand the choices available to them; 3. Empower them to make and follow through on their choices. This will mean addressing factors which hinder them being able to make choices and strengthening factors which help. Remember not to discriminate against any particular child or group of children when it comes to expanding choices!

#### **Summary of Section 4**

Participants should now be familiar with the following:

- The 4 areas of child development (physical, cognitive, emotional and social / moral); the inputs needed for good development in each of these areas; how individual children's development can vary depending on these inputs as well as on age and ability;
- The basic concept of 'attachment theory' and the implications of this for working with children in street situations;
- The importance of resilience when working with children and how to identify internal and external risk and resilience factors;
- The importance of peer groups for children in street situations;
- The implications of 'gender-sensitivity' for working with children in street situations;
- The '3-stage choice process' (understanding and expanding children's choices, then empowering and supporting them to make and carry through on those choices).

## Section 5: 5 basic principles for working with children and families

1. Child rights
2. Child protection
3. Your own safety and support
4. Participation, ownership, sustainability and creativity
5. Case management – the importance of progress and follow-up

### Objectives for Section 5

By the end of this section the participants should be able to:

- Understand the 5 basic principles for working with children and families;
- Consider how these apply to work with children in street situations.

### Activity 25: 5 basic principles – ‘what, why and how’

**Aim:** To introduce participants to the 5 basic principles of working with children and families, drawing on their own experience and information provided in the handout.

**Time:** 1.5 hours (30 minutes preparation, 1 hour feedback and discussion)

**Materials:** Handout 19 (5 basic principles), flipchart and pens

#### Task:

- Divide participants into 5 groups and give them Handout 19 (5 basic principles).
- Allocate one principle to each group. Based on the handout information and their own experience, each group has 20 minutes to prepare a 10 minute presentation to the others on: a. **What** is the principle? b. **Why** is it important? c. **How** can we apply it in practice when working with children in street situations? Encourage participants to make the presentations as creative and interactive as possible. Groups can use flipcharts, pictures, drama or any other method.
- Monitor groups carefully during the preparation time to ensure that they are addressing the key questions. During feedback, time each presentation strictly and encourage as much discussion as time allows.
- Summarise the key learning points below and remind participants that key information is included in Handout 19 for reference. Child rights will be dealt with in more detail in Section 6 of this manual. These principles will also feature in Manuals 2 and 3 on prevention of street migration and outreach, drop-in centre work and family reunification.



**Key learning points:** These 5 principles provide a strong ethical and practical framework for working with children and families.

- Adopting a **child rights-based approach** gives us a solid legal basis for our work. It ensures that we respect children as human beings rather than objects and it provides us with a useful checklist of good practice.
- **Child protection** is very often the reason we come into contact with children in the first place and we must make sure that we respond appropriately to their protection needs through our own personal behaviour as well as in the professional interventions we offer.
- **Your safety and support** – both physical safety and psychological support – is essential if you are to be able to do your work effectively. Good management and teamwork is especially important in this regard.
- **Participation, ownership, sustainability and creativity:** the more *all* stakeholders (including children, families, communities and yourself) participate in identifying and

resolving problems and proactively promoting positive child and family development, the greater will be their sense of ownership over the process. This in turn will make interventions more sustainable. We must make the most of any flexibility we have in our professional mandates to come up with creative solutions to complex problems and encourage individuals and communities to do likewise.

- **Case management** must be clearly focused on achieving an end result that has been mutually agreed between the stakeholders. Action plans need to be regularly reviewed, with stakeholder participation, so that they do not become just a mechanical 'form-filling' exercise but instead lead towards real progress being made.

### **Summary of Section 5**

Participants should now be familiar with the following:

- The 5 basic principles for working with children and families;
- How these apply to work with children in street situations.

## Section 6: A child rights-based approach to working with children in street situations

### Objectives for Section 6

By the end of this section the participants should be able to:

- Understand the difference between needs and rights, using the concept of the 'arch' to represent the relationship between rights-holders and duty-bearers;
- Understand what child rights are and develop some familiarity with the UN Convention on the Rights of the Child;
- Understand what is meant by a 'child rights-based approach' – over and above knowledge of specific child rights;
- Use the 'table leg test' and child rights-based approach planning matrix to plan interventions, activities, policies and programmes for working with children in street situations.

### 6.a What is the difference between needs and rights?

#### Activity 26: 'What does a child need?'<sup>28</sup>

**Aim:** To stimulate thinking about the needs of children, to make links between children's rights and children's needs, and to increase familiarity with the articles of the Convention on the Rights of the Child (CRC).

**Time:** 30 minutes

**Materials:** Flip chart paper, pens, tape; participants' drawings of children from Activity 5 (optional); flipchart diagram from Activity 15 (Section 4.a 'areas of child development') (optional)

**Task:**

- Working in small groups, participants draw a large outline of a boy or girl. The group gives the child a name and then decides on the physical, cognitive, emotional and social / moral character qualities they would like this child to have as an adult (e.g. good health, sense of humour, kindness). [**Optional:** This could be an enlargement of one of the participant's drawings from Activity 5]. They should write or draw symbols to represent these qualities *inside* the outline of the child. [**Optional:** They could divide the child into quarters to represent each of the four areas of child development from Section 4.a in order to reinforce this learning and write the qualities inside the appropriate quarter. Refer to the flipchart diagram from Section 4.a. as a reminder].
- In the relevant quarter, *outside* the outline of the child, the group lists the human and material resources the child will *need* to achieve these qualities (e.g. food and healthcare for physical development, good role models for social development – similar to Activity 15).
- Get participants to stick the picture of their child onto the wall and briefly introduce him or her to the other groups.
- Explain to participants that you will return to this activity later in the session to see how the needs they have identified are linked to human and children's rights.

<sup>28</sup> Adapted from Nancy Flowers, Human Rights Educators' Network, Amnesty International USA, <http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/activities/22.htm>

### Activity 27: 'Glass of water' – the difference between needs and rights

**Aim:** To elicit participants' existing understanding of rights and to clarify key differences between needs and rights.

**Time:** 15 minutes

**Materials:** Glass of water, flipchart and pens

**Task:**

- Hold up a glass of water and say to participants: " 'I need a glass of water.' 'I have a right to a glass of water.' What is the difference between these two statements? Which is stronger? Why?"
- Divide a flipchart sheet into 2 (needs and rights) and note key points from participant feedback. Compare feedback with the table below. If necessary, prompt participants with the following questions: "I need a glass of water right now, but do you?"; "Who can I rely on to give me a glass of water if I *need* it? How about if I have a *right* to it?"; "What is the power relationship between me and the person who responds to my *needs*? What is the power relationship between me and someone who has an obligation to fulfil my *rights* (which I am entitled to demand)?"

RIGHTS	NEEDS
Universal; apply to everyone	Not universal
Imply obligations and responsibilities	No obligation or responsibility
Entitlements which can be demanded	Cannot be demanded

- Summarise based on the key learning points below. Refer participants back to their drawings from Activity 26. If we re-frame children's physical, cognitive, emotional and social *needs* into *rights* then we will have a much stronger framework with which to ensure their healthy development. Explain that we will take this concept of rights forward in the next exercise. [Each of the activities in this section leads on from the previous one in a logical progression].



**Key learning points:** Rights are stronger than needs because there is an obligation for someone [the state] to provide them and as rights-holders we can demand them from our side. This is a better power relationship than having to rely on the whims of charity for someone to respond to our needs if and when they feel like it. A 'rights framework' is more respectful of human dignity and human agency than a 'needs framework'.

## 6.b What are human rights?

### Activity 28: 'What are human rights? – brainstorm'

**Aim:** To establish a definition of human rights.

**Time:** 5 minutes

**Materials:** Flipchart and pen

**Task:** Ask participants to call out ideas in response to the question "what are human rights?" [This can be facilitated by throwing a ball around]. If necessary, prompt participants with the following questions: Who is entitled to human rights? [every human being]; Is there any person who is not entitled to human rights? [no]; Can human rights be taken away from someone, e.g. a convicted criminal? [no]. Try to establish a working definition of human rights. Compare it with the definition below.

## Human rights - definition<sup>29</sup>

***Human rights are the rights a person has simply because he or she is a human being, irrespective of their citizenship, nationality, race, ethnicity, language, sex, sexuality, abilities or any other status. They are the basic standards without which people cannot live in dignity.***

- Human rights are held by all persons equally, universally, and forever.
- Human rights are inalienable (they cannot be taken or given away): you cannot lose these rights any more than you can cease being a human being.
- Human rights are indivisible: you cannot be denied a right because it is "less important" or "non-essential."
- Human rights are interdependent: all human rights are part of a complementary framework. For example, your ability to participate in your government is directly affected by your right to express yourself, to get an education, and even to obtain the necessities of life.
- To violate someone's human rights is to treat that person as though she or he were not a human being. To advocate human rights is to demand that the human dignity of all people be respected. Human rights are about treating people – including children and young people! – as we would wish to be treated ourselves: with dignity, respect, equality and justice.
- In claiming these human rights, everyone also accepts the responsibility not to infringe on the rights of others and to support those whose rights are abused or denied.
- When human rights are codified in local, national or international law they become enforceable.
- "Central to the idea of human rights is the relationship between right holder and duty bearer. Duty bearers (governments, institutions and individuals) are obligated to respect, protect and fulfil human rights. Right holders are entitled to demand their own rights from duty bearers, but they also have to respect the rights of others."<sup>30</sup>

### **Activity 29: 'The 'arch' of human rights'**

**Aim:** To demonstrate visually the relationship between rights-holders and duty-bearers in a 'rights-based approach'.

**Time:** 10 minutes

**Materials:** 2 volunteer participants

**Task:**

- Explain that in architecture an arch is a very strong shape which can support entire buildings. In this same way, the 'human rights arch' can support strong individuals, families, communities, countries and the whole world!
- In Activity 27 we saw that the main difference between needs and rights is the relationship between the person claiming the rights (the 'rights-holder') and the person responsible for ensuring those rights are met (the 'duty-bearer').
- Ask for two volunteers to come forward, face each other and join their palms together to form an arch. One represents the rights-holder (e.g. an adult or child). The other represents the duty-bearer (the state or agents of the state). In an ideal world, we want the duty-bearer to fulfil the rights of their citizens and the rights-holder to claim his or

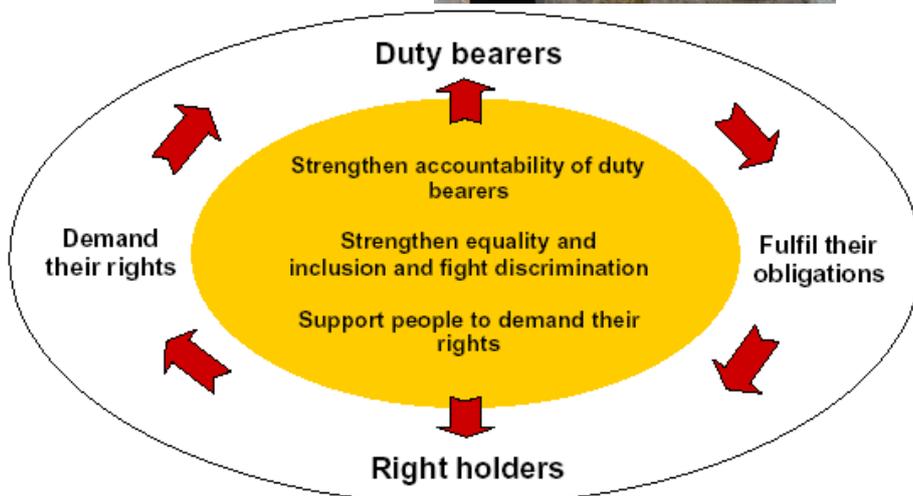
<sup>29</sup> Definitions adapted from: 'This is my home' human rights education project, [Minnesota Department of Human Rights](#) and the [University of Minnesota Human Rights Resource Center](#), [http://www.hrusa.org/thisismyhome/project/what\\_hr.shtml](http://www.hrusa.org/thisismyhome/project/what_hr.shtml)

<sup>30</sup> Theis, J., *Rights-based Monitoring and Evaluation: A Discussion Paper*, Save the Children, April 2003.

her rights and hold the duty-bearer to account. In this way, they meet in the middle and form the basis of a strong society.

- However, in reality the duty-bearer may not be willing or able to fulfil these rights: maybe they are not aware of their responsibility or they don't know how to do this or they don't think it's important. NGOs and other civil society organisations (CSOs) often have a role in helping to build the capacity of the duty-bearers to fulfil these obligations through campaigning, awareness-raising, training and technical support. [Stand behind the 'duty-bearer' and place your arm around his/her shoulders if culturally appropriate, showing your support as an NGO / CSO].
- On the other side, maybe the rights-holder does not know how to claim his or her rights: maybe s/he does not even know that s/he has rights or maybe it is not safe to claim these rights. Again, NGOs often have a role in capacity building, support and awareness-raising directly with rights-holders [move to the 'rights-holder' and support him/her in turn].
- We need to help bring the two sides together at the same time. Both sides need to be prepared [refer back to the principle of participation, ownership and sustainability from Section 5].
- In this case we have used a 'child' as an example of a rights-holder, but it can equally be an adult as we are still talking about *human rights* at this point (we will move onto *child rights* shortly). Technically, the duty-bearer in the context of human rights is always the state - or representatives of the state (including teachers, politicians, medical staff, law enforcers etc.). However, for practical purposes, we can also imagine this arch relationship extending to families and communities where the 'duty-bearer' can be a parent or neighbour.
- The rights-holder also has a responsibility not to undermine the rights of others. It is difficult to concentrate on claiming your own rights if you are busy trying to kick down someone else's arch!
- Summarise from the key learning points below and remind participants to think of this relationship every time they see an arch. [The arch in the picture below has survived for over 400 years].

### Human rights: relationship between duty-bearers and rights-holders



**This diagram is another way of representing the arch**

[Diagram: Theis, J., *Brief Introduction to Rights-based Programming*, Save the Children, August 2003]



**Key learning points:** Human rights are about treating people – including children – as we would wish to be treated ourselves: with dignity, respect, equality and justice. Human rights are the rights people are entitled to simply because they are human beings, irrespective of their citizenship, nationality, race, ethnicity, language, sex, sexuality, abilities or any other status. The rights discourse shares common concepts such as justice, equality, solidarity, respect and dignity with most religions and other societal, philosophical and cultural frameworks. Rights should therefore not be seen as something ‘new’ or ‘dangerous’: they are just about taking existing principles of common humanity and making them stronger. This strength comes from the ‘arch’ relationship between duty-bearers fulfilling rights on the one side and rights-holders claiming their rights on the other side. We need to work with both sides to prepare and strengthen them in this relationship so as to build strong families, communities and societies.

## 6.c What are child rights?

### **Activity 30: ‘Introduction to child rights’**

**Aim:** To elicit participants’ existing knowledge of child rights and the UN Convention on the Rights of the Child (CRC).

**Time:** 15 minutes

**Materials:** Flipchart and pen; flipchart drawings of children from Activity 26 (optional).

**Task:**

- Explain: All human rights belong to all people, regardless of age. In addition, children have some special rights because they are in a special period of development. Child rights are those in the UN Convention on the Rights of the Child (CRC) – for all under-18s.
- Ask for a show of hands: who has heard of the CRC? Depending on the response to this, ask participants which articles they know from the CRC (or, if they have not heard of the CRC, what types of rights they think might be included). See how many you can list.
- **[Optional]** Participants can re-form their original groups from Activity 26 (‘what a child needs’) and re-phrase the ‘needs’ they identified as ‘rights’: e.g. ‘education’ becomes ‘right to education’. If participants have a good knowledge of the CRC, they can also try adding the correct article number to make it more challenging! Keep this very fast. [If you intend to do Activity 31 Part 4 then this group work is not necessary.]
- Summary / reflection: If duty-bearers fulfilled all these rights and if children themselves were able to demand these rights, then it is likely that we wouldn’t have any children in street situations in the first place. However, as this is unfortunately not the case, how can we improve the current situation?
- **[Optional / extension activity]:** Groups can identify: who they think are the specific duty-bearers for each of the rights they have identified for their child in a street situation; which of the rights they have identified are currently being violated for these children.

### **Activity 31: 'CRC – Clustering rights cards'<sup>31</sup>**

**Aim:** To familiarise participants with the articles of the UN Convention on the Rights of the Child; to encourage participants to think about which CRC articles relate to children in street situations.

**Time:** 1 - 2 hours

**Materials:** A copy of the set of 'CRC rights cards' in Appendix 5, cut out individually; flipchart drawings of children from Activity 26 and sticky tape (if the game in Part 4 is used).

**Task:**

#### **Part 1 - Grouping CRC articles (30 minutes)**

1. In advance, copy the sheet of CRC rights in Appendix 5. Cut out the cards. (If you are intending to do more than one training session, you might consider sticking the paper onto stronger card to make it more durable).

2. Spread the cards out face up on the floor and ask each participant to choose one card (it does not matter if there are extra cards left over – leave these face up on the floor).

3. Tell participants to move around the room and interact with each other, explaining the right which is described on their card. If two participants feel that their cards have something in common, they should form a group. Keep on walking around the room and keep adding to your group. As the activity progresses, participants may also switch to a different group or 'category' of rights covered by the CRC. Some may even end up alone and not belonging to any group if there is no commonality found in the cards.

4. Stress that there are no right or wrong answers here. Child rights, like all human rights, are very closely linked each other and it can be difficult to 'divide them up.' Just keep encouraging discussions among the participants. When there is no more movement, ask each group to give themselves a name or title (e.g. 'survival', 'education', 'health', 'juvenile justice' etc.)

5. Ask participants:

- Were some rights more difficult to categorise than others?
- If so, which ones and why?
- Have any rights been left out of the CRC which you think should have been included?

#### **Part 2 – Interdependence of CRC articles (30 minutes)**

1. Ask participants:

• 'Who thinks they are holding the most important right in the whole Convention?' Why? Encourage friendly debate and argument. Prompt participants to see that all of the rights are interdependent and linked together. For example, if Article 6 (right to life, survival and development) claims to be the most important, ask if 'survival' is possible without health. If participants think they are linked, then get Article 6 to move across the room to join Article 24 (health). Then ask if 'health' is possible without resources. If participants think they are linked, get Article 24 to move across the room to join Article 4 (implementation...to the maximum extent of available resources)...and so on.

2. Alternatively, ask all participants to stand in a circle around the room, displaying their cards. Ask for a volunteer to stand in the middle. Tell the volunteer:

- 'Imagine you are your own son or daughter' (or niece / nephew / grandchild / child that you care for). 'Pretend that your son/daughter is only allowed to have 2 rights from the whole of the CRC: which do you think he/she should choose?' Repeat this with other volunteers if time allows.

Ask the volunteers:

- How do you feel, being allowed only 2 rights out of so many?
- Do you think it's fair?

<sup>31</sup> Adapted and expanded from *Juvenile Justice Training Manual for Law Enforcers: Child Rights Training, Volume One*, Philippine National Police, Office of the High Commissioner for Human Rights, UNICEF, Philippines, 2002, pp.65-66.

- Is it possible for a child to grow into a well-rounded, happy, confident, knowledgeable, healthy, safe child if they are denied any of their rights?

### **Part 3 – CRC articles in relation to children in street situations (30 minutes)**

1. Ask participants:

- Which rights are specifically linked to children in street situations? (Ask the participants holding the relevant cards to step forward if they think their 'right' is related to children in street situations).
  - Are these the only rights that you need to consider when working with these children?
2. Encourage as many participants as possible standing in the circle to give one reason why their article may be relevant to children in street situations – e.g. 'children in street situations might need medical assistance (health-24)'; 'I should treat all children equally, regardless of their ethnicity or what language they speak (non-discrimination-2)'; 'I should listen to the child's own story and take their opinion seriously before I make a decision (right to express an opinion-12)'; 'I should follow-up all reported cases of child abuse (protection from abuse and neglect -19) etc. Encourage participants to help each other out and come up with answers. Ideas might not be possible for all rights.

### **Part 4 – Linking rights and needs (5 - 30 minutes depending on whether the game is played)**

1. Get participants to think back to the drawings they made of children in Activity 26 ('What does a child need?'). Ask participants: How many of the needs that you identified for 'your child' have a corresponding CRC article? (education, health, family etc.).

If there is time, you could turn this into a light-hearted game as follows:

2. Get all participants to return their CRC card to the centre of the room and place it face down on the floor. The facilitator should mix up the cards, keeping them face down and spread out. Then ask participants to get back into the groups they were in for Activity 26 and stand by their drawing.

3. Explain that *only one group member at a time* can run to the middle of the room and pick up *only one card at a time* which they must take back to their group. If the card matches a 'need' that they identified for their 'child', they can stick it in the correct place on the drawing (provide each group with tape for this) and the next group member can run to the centre and collect another card. If the card does not match, then the next group member *must take it back* and place it face down in the centre of the room again and collect another card and so on.

4. Explain that this is a race and that the group with the most cards *correctly* stuck to their drawing at the end of 10 minutes wins. Expect chaos! But try to strictly enforce the rules. Anyone caught cheating should be made to sit out of the game. If there is much cheating going on, and if it is appropriate in the circumstances, you can gently joke with participants that you hope they will follow human rights rules better than they followed the rules for this game!

5. Encourage the groups to circulate and look at each other's drawings and discuss the allocation of 'rights' to 'needs'.

Summarise from the key learning points below.



**Key learning points:** Children are entitled to all human rights. In addition, they have some special rights because of their particular stage of development. These rights are collected in the UN Convention on the Rights of the Child (CRC). The rights in the CRC can be grouped in certain ways to make them easier to think about, but actually they are all linked together: indivisible and interdependent. Children in street situations have many of their rights violated. We need to start thinking about our work with children in street

situations in terms of 'rights' rather than 'needs' and how we can bring the two sides of the rights-holder / duty-bearer arch together.

## 6.d. What is a child rights-based approach?

### Activity 32: 'From pawn to person'

**Aim:** To demonstrate in a visual, memorable way the overall meaning of a child rights-based approach.

**Time:** 5 minutes

**Materials:** Chair; flipchart and pens

**Task:**

- Explain: Traditionally, adults – including well-meaning professionals – have treated children as objects to be moved around as we see fit, like this chair. [Pick up the chair and move it randomly from place to place at the front of the room whilst speaking to the chair as follows]: "Oh dear! Poor child living on the streets! I think you would be much better back with your family – here let me take you [pick up and place the chair somewhere]. Hmm. You've run away again. Never mind. How about I put you in a children's home with lots of other children [move the chair again]. Why have you run away from there as well? You'd be better off with your aunt in Bishkek [move the chair again]."
- Ask participants: How would you feel if you were that child? What would be a better way to work with that child? [Elicit ideas such as 'talk to him / her', 'ask what s/he wants', 'discuss different options and come up with decisions together', 'treat him / her with respect', 'employ the 3-stage choice process' etc.]
- Demonstrate this new approach with the chair. Crouch down to the 'eye level' of the chair, put your arm around the back of the chair and say "How do you feel? What do you think we can do? Where would you like to go?"
- Summarise: In the previous exercise we looked at lots of different child rights as set out in the CRC. However, taking a child rights-based approach is not just about being able to cite CRC articles. A child rights-based approach is one which sees each individual child as a complete human being, worthy of respect and capable of expressing opinions which we should take seriously. We need to move away from treating children like pawns on a chessboard – objects to be picked up and moved around according to our adult whims – towards treating children as individual human beings: 'from pawn to person'. [You can draw this on a flipchart. It is even better to use a specific child's name for this in order to emphasise further the child's individuality. For example: 'from pawn to Peter'].



### Activity 33: 'The table leg test'<sup>32</sup>

**Aim:** To demonstrate in a visual, memorable way how to take into account the 5 'umbrella rights' of the CRC when working with children according to a child rights-based approach.

**Time:** 1 hour including discussion time and questions

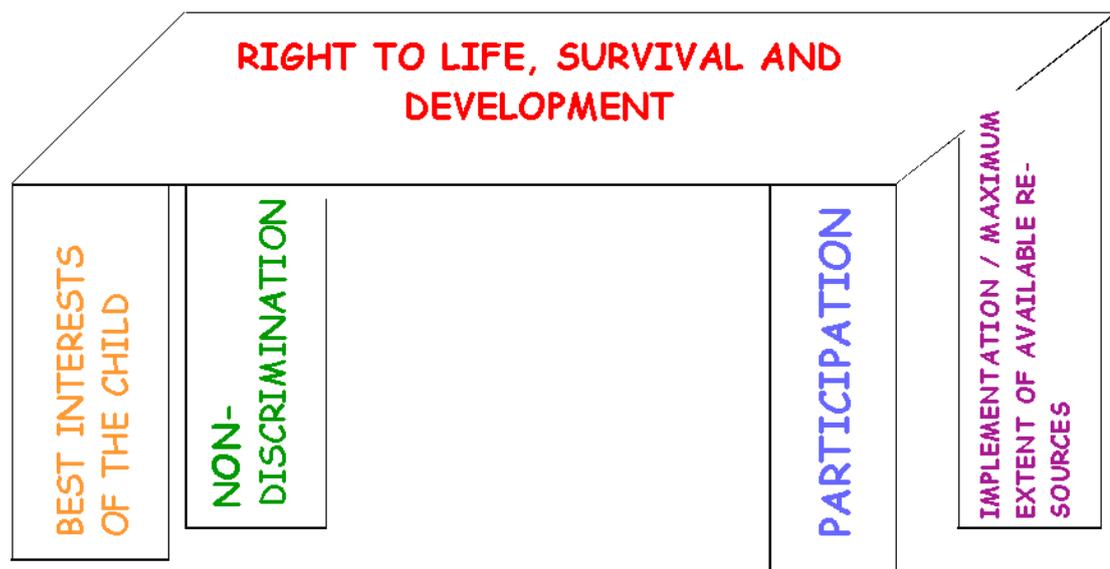
**Materials:** Flipchart and pens; table and vase of 3 flowers with relevant labels for each (optional); Handout 20 (child rights-based approach)

**Task:**

**Part 1 – The table (20 minutes)**

<sup>32</sup> The 'table leg test' is an original concept by Marie Wernham, originally published in Wernham, M., *An Outside Chance: Street Children and Juvenile Justice – an International Perspective*, Consortium for Street Children, May 2004.

- Explain: As we have just seen, a child rights-based approach is not just working with the CRC or being able to cite specific articles. The CRC was not written as a 'shopping list'. Just because we are working on trying achieve a child's 'right to education', does not mean that the way we are doing this is using a child rights-based approach.
- The fulfilment of child rights, as set out in the CRC, is our ultimate goal. However, the means by which we get there is just as important: it's not just about winning, but how we play the game!
- Have this definition written up on a flipchart in advance: A child rights-based approach is one in which:
  - Each child is an **equally valuable** human being;
  - Every child has the **right to life, survival and development** to their fullest potential;
  - Every child understands their situation and has **experience to offer** us;
  - Children deserve to have their **best interests** met through **proper allocation of resources**.
- Ask participants if any elements of this definition seem familiar. With participants' help, make the links between this definition and the key articles of the CRC as follows:
  1. right to life, survival and development (Art 6)
  2. best interests of the child (Art 3.1)
  3. non-discrimination (Art 2)
  4. participation (Art 12)
  5. implementation (to the maximum extent of available resources) (Art 4)
- These 5 articles are called the '**5 umbrella rights**' of the CRC and they underpin all the other rights in the CRC. [Some participants may be familiar with the '**4 principles**' of the CRC (Articles 6, 3.1, 2 and 12). The '4 principles' concept has been criticised for weakening these rights (they are '*rights*' not just '*principles*') and for failing to include Article 4 which is hugely important in holding duty-bearers accountable to implementing the CRC through adequate resources. The '5 umbrella rights' is therefore an updating of the '4 principles' concept.<sup>33</sup>]
- It is easier to think of these 5 umbrella rights as a table [draw on a flipchart, or have labels ready to stick on the top and legs of a real table in the room which participants can clearly see].



<sup>33</sup> The term 'rights' carries a greater psychological and legal weight and more accurately represents states' legal obligations regarding implementation whereas 'principles' are subject to being outweighed by other 'principles'. The term 'umbrella rights' was coined by Bruce Abramson to refer to Articles 1, 2(1), 3(1), 4 and 5 of the CRC and has been adapted here to refer to articles of the CRC which reflect a more programmatic as well as legal focus for child rights-based programming. See Abramson, B., 'Two Stumbling Blocks to CRC Monitoring: the Four "General Principles" and "the Definition of the Child"', September 2003.

- The right to life, survival and development is not only about the right to be protected from harm. It is also about the right to a good quality of life and which affords children the opportunity to develop to the best of their possible abilities in all four areas [refer back to Section 4.a]. In many ways it encompasses all of the other provision, protection and participation rights in the CRC. It therefore forms the table top. The other umbrella rights form the table legs.
- The 'table leg test' can be used as a checklist when planning interventions for individual children, groups of children, programme activities or policy-making. Imagine that the child, activity or policy is sitting on the table. You must consider all of the umbrella rights or else the table is not stable and the child will fall to the floor / the intervention or policy you have planned will not be successful. For example, in the case of an individual child, when considering family reunification (FR), ask yourself: is FR safeguarding the child's right to life and survival? Will the child be at risk of harm? Is the family the best place to ensure her full development? Is FR in the best interests of the child? Am I discriminating against this child because she is a girl and I am assuming that the family is the best place for her, even though I offer more choices to boys? Has she participated in the decision-making herself? Are there resources available to make sure that this course of action is possible and sustainable? [Point to each of the legs in turn].
- In the case of planning an education programme for children in street situations, ask yourself: Is this programme interfering with the children's right to survival by taking them away from their essential income generating activities to be in classes? Is this particular approach in the best interests of the child? Are the classes being held at the best times for the children? Are the classes excluding / discriminating against any particular groups of children (such as Liulu or Uzbek-speaking children)? Have I consulted with the children themselves and involved them in the planning? Do we have the resources to maintain this programme? Etc. [Devise examples which are relevant to your audience].
- All of the other rights in the CRC can be placed on the table. The way in which we achieve children's rights to good healthcare, freedom from violence, cultural expression etc. must ensure that no harm is coming to their survival and development; that it is in their best interests; that we are not discriminating; that the children themselves are involved in decision-making and planning; and that we have the adequate resources – or we lobby for the adequate resources – to make it happen.
- Summary: The table leg test can be a helpful reminder of what to consider when planning interventions, programmes or policies. It helps to focus us on *how* we achieve our aims, as well as *what* those aims are. In this way it helps us to consider children as holistic human beings who are actively involved in the whole process rather than just objects.

## Part 2 – The flowers (20 minutes)

The table-leg test can be used for the planning of simple activities or interventions. However, in order to design overall programmes we need to add an extra component: imagine 3 flowers on the table. These flowers represent the '3 pillars' of child rights-based programming developed by the International Save the Children Alliance<sup>34</sup> as follows:

<sup>34</sup> Adapted from work by International Save the Children Alliance on child rights-based approaches including Theis, J., *Brief Introduction to Rights-based Programming*, Save the Children, August 2003. Save the Children refers to the three areas as 'pillars'. The adaptation of this to the image of flowers in order to fit with the 'table leg test' is by Marie Wernham, CREATE.

### 3 areas of action:

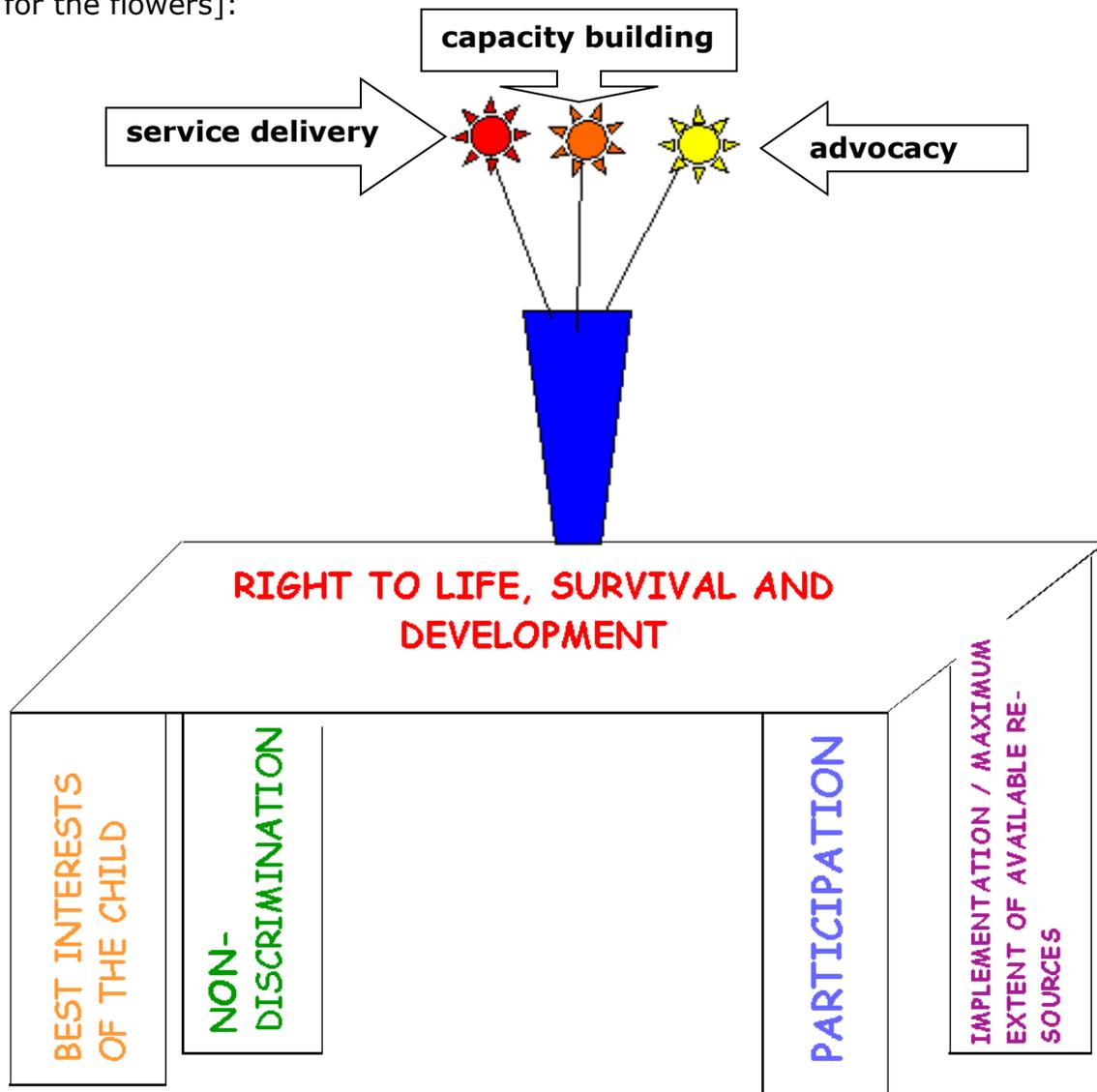
1. **Specific and practical actions** (service delivery) to implement the CRC (directly addressing violations and gaps in provision);
2. **Strengthening structures & mechanisms** (capacity building) to promote and protect children's rights (e.g. legislative, political, administrative and community structures, practices and mechanisms, ensuring incorporation of the CRC into domestic legal systems, monitoring progress, ensuring accountability and overcoming constraints);
3. **Awareness-raising / building constituencies of support** (advocacy) for children's rights (amongst individuals in government, the professions, the media, the private sector, the general public and civil society).

Each of these 3 areas should be simultaneous and balanced.

### These can be simplified as:

1. **Practical actions** (service delivery)
2. **Strengthen mechanisms** (capacity building)
3. **Build constituencies of support** (advocacy)

By underpinning the 3 areas of action with the 5 umbrella rights our table now looks like this [add to the flipchart drawing, or use a real vase of 3 flowers to put on your table, with labels for the flowers]:



- For example, a good education programme for children in street situations should ideally consist of 3 elements: service delivery (e.g. classes for children), capacity

building (e.g. training of teachers and peer educators) and advocacy (e.g. lobbying local schools to accept drop-out children back into class or lobbying the Ministry for Education to make the curriculum more relevant in order to prevent drop-out in the first place). Each of the 3 elements in turn must take into consideration the table: are the classes, training and lobbying harming children's survival and development? Are they in the best interests? Discriminating? Involving the participation of children? Adequately resourced and properly implemented? The 3 elements do not have to be delivered by the same organisation or agency. If you are not able to work on all three, who else can you work with as a team?

- Give participants Handout 20 (child rights-based approach) and draw attention to the planning matrix. Discuss with participants how they might use this in their work. [See Activity 36 a full exercise on this planning matrix].



**Key learning points:** A child rights-based approach is more than just listing articles of the CRC, or working on particular articles in isolation. It is about treating children as people rather than pawns – with dignity and respect for their abilities. We can do this by remembering the 5 umbrella rights of the CRC at all times: the right to life, survival and development; non-discrimination; best interests of the child; participation and implementation / resources. In order to ensure this dignity, the way we achieve the rights in the CRC is just as important as the end goal. A useful tool is the 'table leg test': imagine that our interventions, activities, programmes and policies are sitting on the table; take all of the table legs into account or the actions will fall down! In planning broader programmes, think of the 3 flowers on the table (service delivery, capacity building and advocacy). Are we working on all of these areas simultaneously, in a balanced way? Are each of the flowers supported in turn by the table legs? The 'table leg test' and 'flowers' can also be used in implementing national policy and legislation.

## 6.e How does a child rights-based approach apply to children in street situations?

### Activity 34: 'Personal reflection – from pawn to person'

**Aim:** To encourage participants to empathise with children in street situations.

**Time:** 5 minutes (plus 5-10 minutes optional discussion time)

**Materials:** Participants' drawings of a child from Activity 5

**Task:**

- In silence, participants should remember a time from their own childhood when they felt they were treated like a 'pawn' rather than a 'person', i.e. an occasion when decisions were made about them without their input or when their feelings were not taken into account, or a time when adults said 's/he's just a child, s/he doesn't understand' when you felt you *did* understand. How did you feel? What were the consequences?
- Now look at the drawing of the child you did previously: is there a time when you treated a child in a street situation as a 'pawn' rather than a 'person'? [If participants do not have experience of working directly with children in street situations then they can think of any child]. How do you think they felt? What were the consequences?
- Knowing what you now know about a child rights-based approach and the 'table leg test' is there anything you would do differently now in that situation?
- **Caution!** If there is time, and if participants appear willing, then you can facilitate sharing and feedback of experiences either in pairs or as a whole group. However, do not pressure participants to talk about past experiences which might be painful or about which they might feel embarrassed. The exercise



works well anyway as a silent reflection. Ask participants directly whether or not they would like to share or discuss it further.

- **[Alternative exercise:** Write the following key words on a flipchart: 'personhood', 'individuality', 'respect', 'human being', 'dignity', 'rights'. Ask participants to think of an occasion from their childhood when these words were not taken into account in the way they were treated by adults. Then look at their drawings of children from Activity 5 and silently reflect if there was a time when, as adults, they failed to take these concepts into account in their treatment of children in street situations. Is there anything they would do differently now?]

### **Activity 35: 'Taking the table apart'**

**Aim:** To encourage participants to identify key issues around the '5 umbrella rights' which affect children in street situations.

**Time:** 1 hour

**Materials:** Flipchart and pens; flipchart drawing of the 'table leg test'; Handout 20 (child rights-based approach)

**Task:**

- Divide participants into 5 groups and allocate each group one of the '5 umbrella rights' from the 'table' (life, survival and development; non-discrimination; best interests; resources / implementation; participation) [refer to the table drawing as a reminder if necessary and draw attention to Handout 20 for reference].
- Each group divides a flipchart sheet in half and has 30 minutes to prepare a list of key issues of how this umbrella right applies specifically to children in street situations. On one side of the sheet, they should note the 'negative' aspects (i.e. ways in which this right is commonly violated for these children). On the opposite side, they should note 'positive' ideas on how this right can be protected and fulfilled. For example, in relation to discrimination: On one side - in what ways are children in street situations discriminated against? On the other side - how can we end such discrimination?
- After 30 minutes, the groups should display their flipcharts on the walls. Give participants 15 minutes to circulate and read the other groups' work. Ask them to note anything in particular which they found interesting or challenging. Finish with 15 minutes general discussion, question and answers (or more time if available). Leave these flipcharts displayed for Activity 36. Explain that, having 'taken the table apart' in this exercise, we will now 'put it back together in Activity 36.



### **Activity 36: 'Putting the table back together again: the child rights-based approach planning matrix'**

**Aim:** To consolidate participants' learning on a child rights-based approach and how it can be applied to working with children in street situations.

**Time:** 1 – 2 hours

**Materials:** Handout 20 (child rights-based approach); flipcharts from Activity 35 (if this was done); flipchart and pens if required

**Task:**

- Divide participants into 5 groups. Each group is given one of the following situations [adapt as necessary to make them relevant for the audience and local context]:
  1. You are an outreach worker in contact with a 15-year-old homeless girl on the streets of Osh. She says her immediate priorities are healthcare (she is 3 months pregnant) and protection from violence.
  2. You work in a drop-in centre with a group of 10 street-working boys, aged approximately 7-17, who need to improve their life skills (decision-making, critical

thinking, problem analysis and problem solving, communication and inter-personal relationships).

3. You have been asked by the head of the local social work department to develop a draft proposal to prevent children in rural areas of the oblast from leaving home to come and live and work on the city streets.
  4. You are the Mayor and you have some financial resources [you can specify a particular amount] to dedicate specifically to the issue of children in street situations in your city.
  5. You work in the Ministry of Education and you are developing a national plan to reduce school drop-out, with particular emphasis on children in street situations.
- In each case the group has 45 minutes to plan an intervention / series of activities /overall programme or policy *using a child rights-based approach*. Using the child rights-based planning matrix in Handout 20, they should devise: 1. An overall aim or vision for their intervention; 2. Three actions or activities that make up part of the intervention - one action for each of the three 'flowers' (service delivery, capacity building and advocacy). For each action, they must take into account the 5 umbrella rights (life, survival and development, non-discrimination, best interests, resources and participation) as shown in the matrix. In other words, for each action, how will they ensure that each of these rights is not violated and is instead positively promoted and fulfilled. They can either write their ideas directly onto one copy of the Handout 20 matrix, or they can reproduce the matrix onto flipchart(s). Refer participants to Handout 20 and the flipcharts from Activity 35 for further ideas.
  - Each group then has 10 minutes to present their key ideas to the other groups (5 minutes presentation then 5 minutes for questions and discussion) [time this strictly in order to be fair to all groups].
  - Summarise / wrap up by drawing out key discussion points and overall reflections on how this tool can be used to encourage a child rights-based approach to working with children in street situations.



**Key learning points:** Children in street situations - the same as all children, be they middle class, rural, disabled, rich or from ethnic minorities - are above all individual human beings. Adopting a child rights-based approach to working with children in street situations helps us to recognise this and to treat them as people rather than as pawns. This approach means that we must consider their rights to life, survival and development, non-discrimination, best interests, resources and participation in all actions, activities, policies and programmes. The child rights-based approach planning matrix (based on the 'table leg test') is a tool we can use to help us in planning our work.

### Summary of Section 6

Participants should now be familiar with the following:

- The difference between needs and rights and the concept of the 'arch' to represent the relationship between rights-holders and duty-bearers;
- Child rights and the UN Convention on the Rights of the Child;
- The meaning of a 'child rights-based approach' – over and above knowledge of specific child rights;
- How to use the 'table leg test' and the child rights-based approach planning matrix to plan interventions, activities, policies and programmes for working with children in street situations.

## Section 7: Summary

### Objectives for Section 7

By the end of this section the participants should be able to:

- Revise what they have learned during the training course;
- See any changes in their knowledge, attitudes and practices which have occurred as a result of the training;
- Assess to what extent the training met their original expectations and give detailed evaluation feedback;
- Document 3 things they will do to put their learning into practice.

### 7.a Team quiz – revision

#### Activity 37: 'Team quiz – revision game'<sup>35</sup>

**Aim:** To see how much participants have learned and how much they can remember from the training course in a fun, light-hearted way.

**Time:** 45 minutes–1 hour

**Materials:** Pen and paper for each team; flipchart and pen; sweets / prize for winning team

**Task:**

Tell participants: Now that we are coming to the end of the training, it is time to see how much you have learned and how much you can remember! Divide into teams of approximately 5-6 people. [Try to ensure that there is a good mix of abilities in each team]. Give your team a name. [Facilitator should write the team names on the board so that final scores can be written up]. Choose one person in your team to write down the answers to the quiz questions. You can confer with each other, but you are *not* allowed to look answers up in any written materials. Points will be deducted from teams that cheat! [Read out the questions (adapt them to fit the contents of your course), give them time a limited time to discuss and write down the answers, collect in the answer sheets at the end and mark them according to the suggested score given, or alternatively get the teams to mark each others' answer sheets, going through the answers as a whole group. The winning team receives a prize such as a jar of sweets].

#### Sample quiz questions

1. What is the biggest difference between children who have run away from home compared with those who still maintain family contact? [violence in the home and/or family breakdown] (**1 point**)
2. What different types of violence are there? [physical, psychological and sexual abuse, exploitation or neglect] (**3 points** total – 0.5 for each key word)
3. Give 2 reasons why children in street situations might abuse drugs. [To quell hunger; for escapism / to anaesthetise physical or emotional pain; for courage; as part of peer bonding activities linked to friendship and street gang culture; to keep street-living children awake for work and / or alert to possible violence; to facilitate sleep during the cold nights] (**2 points**)
4. Give 2 reasons why large institutions are *not* appropriate for children. [Low ratio of staff to children, high turnover of staff (both of these are not conducive to secure attachment), quality of staff – lack of adequate training and supervision] (**2 points**)
5. What are the 4 areas of child development? [physical, cognitive, emotional and social / moral] (**2 points** total – 0.5 for each area)

<sup>35</sup> Adapted from *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Marie Wernham with Savina Geerinckx and Elanor Jackson, Consortium for Street Children, March 2005, Section 10.

6. What 4 things do we need to remember in our interventions with regard to these areas of development? [Do no harm; contribute positively; remember evolving capacities; remember individuality of the child] (**4 points** total – 1 for each)
7. Why is it important for a child to be 'securely attached' to at least one primary caregiver? [For safety and security which forms a solid base for healthy development in the 4 areas (1 point), and as a good pattern for future relationships (1 point)]. (**2 points** total)
8. What is 'resilience'? [The capacity to withstand, recover, and even grow from negative experiences]. (**2 points**)
9. Name 2 positive and 2 negative aspects of peer groups. [Positive: protection, belonging, security, pride, friendship, emotional and financial support. Negative: violence, substance abuse, possible criminal behaviour]. (**2 points** total – 0.5 for each)
10. Gender sensitivity means treating girls and boys differently. True or false? [False: it is about understanding how gender affects the way you treat children *and* how economic, social, cultural and political inequality contributes to the overall causes and consequences of children being in street situations]. (**1 point**)
11. Name the 3 stages of the '3 Stage Choice Process'. [Understand choices from the child's perspective; expand choices; empower and support children to make and follow through on positive choices] (**3 points**)
12. What are the 5 basic principles for working with children and families? [Child rights; child protection; worker safety and support; participation, ownership, sustainability and creativity; case management] (**5 points** – 1 for each)
13. What are the 2 sides of the 'human rights arch'? [Rights-holders and duty-bearers] (**2 points**)
14. A child rights-based approach is about knowing all the articles in the CRC. True or false? [False: it is about considering each child as a unique human being, taking into account their life, survival and development, best interests, non-discrimination, participation and adequate resources]. (**1 point**)
15. Draw and label the child rights-based approach table and flowers. [See Activity 33]. (**8 points** total – 1 for each correctly labelled aspect)

[40 points in total]

### **Activity 38: 'Design a poster for your workplace'<sup>36</sup>**

**Aim:** To give participants a chance to reflect creatively on what they have learned from the training and to produce a visible reminder to take back to their workplace.

**Time:** 30 minutes–1 hour

**Materials:** Flip chart paper, coloured pens and other available materials to assist teams with designing a poster (old magazines, coloured paper, newspaper headlines etc.); prize for the best poster

**Task:**

In teams, or individually, design a poster to put in your workplace to illustrate something you have learned on this course about working with children in street situations. A prize can be awarded for the best poster: 15 points are available in total: a maximum of 5 points will be awarded for overall design and attractiveness; a maximum of 10 points for the poster which has the most impact / is most likely to positively change practice in relation to children in street situations. Take photographs of the finished posters and encourage participants to take the posters back to their workplaces and get permission from relevant managers to display them in a visible place. Encourage participants to talk to their colleagues who did not attend the training about their posters and what they represent.

<sup>36</sup> Adapted from *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Marie Wernham with Savina Geerinckx and Elanor Jackson, Consortium for Street Children, March 2005, Section 10.

## 7.b Post-training assessment to measure changes in knowledge, attitudes and practice

### Activity 39: 'Post-training assessment – children in street situations and training skills'

**Aim:** To see – and to demonstrate to participants - any changes in knowledge that have occurred as a result of the training.

**Time:** 5-10 minutes

**Materials:** Copy of Handout 1 which each participant filled out during Activity 3 in Section 1.



**Task:**

- Ask participants to fill out the right hand columns (knowledge after training) according to their honest personal opinion.
- Get participants to reflect individually on whether or not their knowledge has improved, which areas improved more than others and any areas that they feel they are still having difficulties with. [Plenary discussion on this is optional]. Refer participants to the handouts for further reading and to consolidate learning.
- As long as the answers are kept anonymous, the facilitator can collect in the worksheets at the end of the training for evaluation purposes. If you do this, make sure that participants know that their answers are anonymous and that this is only to help you improve training in the future. It will not reflect badly on them as individuals.

### Activity 40: 'True or false? Attitudes and practice towards children in street situations - revisited'

**Aim:** To see – and to demonstrate to participants - any changes in attitude and practice that have occurred as a result of the training.

**Time:** 15 minutes

**Materials:** Copy of Handout 2 which each participant filled out during Activity 4 in Section 1; a different coloured pen for each participant to show changes in answers



**Task:** To complete the true or false questionnaire in Handout 2 *again, with a different colour pen to show any changes over the course of the training*. Get participants to reflect individually on whether or not there are any changes in their attitude or future practice based on the training course. The suggested answers can be shared with participants at this stage as a basis for plenary discussion. [1F; 2T; 3F; 4T; 5?; 6T; 7?; 8F; 9F; 10T; 11T; 12F; 13F; 14T; 15F; 16T; 17F; 18?; 19?; 20T]

### Activity 41: 'Returning to the contributions and expectations tree'

**Aim:** To assess whether participants' contributions and expectations were fulfilled in the training course; to gather overall reflections on the course.

**Time:** 15 minutes

**Materials:** Flipchart 'contribution and expectations tree' from Activity 2 in Section 1; ball

**Task:**

- Remind participants of the types of activities and topics covered so far in the training and summarise how these have, or have not, met with participants' expectations according to the original tree from Activity 2.
- Promote a general discussion about how the participants feel about the course. This can be done by throwing a ball around and asking each participant the single most important thing they learned on the course. For evaluation purposes, and in addition to the formal evaluation questionnaire included below, make a note of any particular comments which come out of this discussion which might be useful for adapting future training sessions.

### **Activity 42: 'End of training evaluation'**

**Aim:** To gather formal feedback from participants on the training course to act as a basis for ongoing improvements for future courses.

**Time:** 15 minutes

**Materials:** Copy of evaluation form per participant (see Appendix 4 for a sample evaluation form)

**Task:** Participants complete the evaluation form anonymously and return it to the facilitator. Make sure you allow enough time for this so that feedback is not rushed. Emphasise that the feedback is very important so that future course can be improved.

## **7.c Making a commitment**

### **Activity 43: 'Making a commitment to children in street situations: 3 personal action points'**

**Aim:** To draw participants' attention back to the individuality of each child in a street situation; to document the personal commitment that participants will make towards implementing in practice what they have learned from the training.

**Time:** 10 minutes

**Materials:** Drawings of a street child from Activity 5

**Task:**

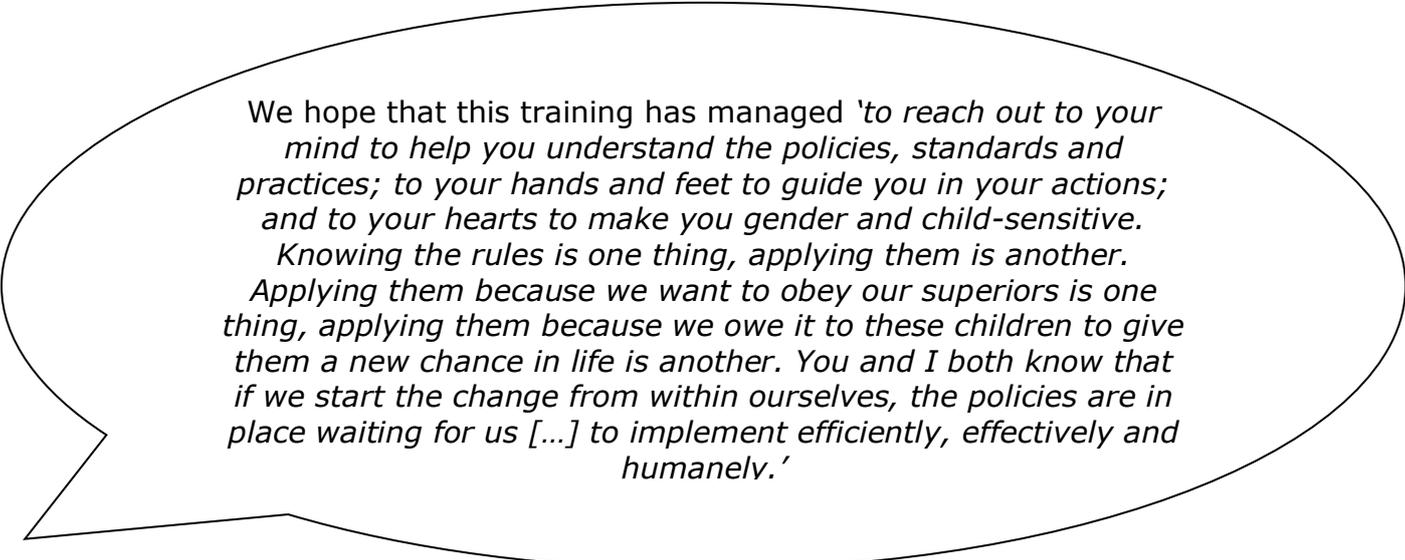
- Ask participants to take a moment to look at the picture of a child in a street situation which they drew in Activity 5. Encourage them to reflect silently if they now look at this child in a different way as a result of the training.
- Explain that it is not enough to have participated in this course and gained new knowledge. If we really want to change to happen then we need to make it happen not just in our **heads**, but in our **hearts** and **hands** as well. **Knowledge** is the first step, **attitude** is the second and translating this into good **practice** is the third step.
- On the inside right hand side of the card, note 3 things you will do as a result of this training to improve your work with children in street situations. These are personal action points to yourself. You are making a personal commitment to the child on the front of the card. They can be small things or big things. They can include deadlines or not. This is up to you. But please don't let this training course go to waste. Take the card with you and display it on your desk, or keep it in your wallet as a reminder of the children we are working with and your personal commitment to them.
- [**Optional / additional activity:** depending on the context, a more formal action plan can also be completed, but it is still useful to personalise action points in the card to encourage individual commitment and responsibility.]



- **See also:** Training techniques Section 4 (general training techniques) for more information on the 'head, heart, hands' approach to communication.

## 7.d Concluding message<sup>37</sup>

There is still a lot of work to be done to implement good practice in our work with children in street situations. The obstacles are great and some of them may be too complex for us to deal with on our own. However, working together with each other and in collaboration with other actors in the system, change is possible.



*We hope that this training has managed 'to reach out to your mind to help you understand the policies, standards and practices; to your hands and feet to guide you in your actions; and to your hearts to make you gender and child-sensitive. Knowing the rules is one thing, applying them is another. Applying them because we want to obey our superiors is one thing, applying them because we owe it to these children to give them a new chance in life is another. You and I both know that if we start the change from within ourselves, the policies are in place waiting for us [...] to implement efficiently, effectively and humanely.'*

### **Summary of Section 7**

Participants should now be familiar with the following:

- How much and what sort of things they have learned during the training course;
- The changes in their knowledge, attitudes and practices which have occurred as a result of the training;
- The extent to which the training met their original expectations;
- 3 things have promised to do to put their learning into practice.

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<sup>37</sup> Adapted, and with a direct quotation from, Philippine National Police, Office of the High Commissioner for Human Rights, UNICEF, *Juvenile Justice Training Manual for Law Enforcers: Child Rights Training, Volume One*, Philippines, 2002, p.310.

# Part 2: Training techniques

## Content

1. Overview
2. Training methodology and adult learners
3. What makes a good trainer / facilitator? Presentation and body language
4. General training techniques
5. Creating a positive learning environment
6. Training needs assessment
7. How to plan sessions
8. Training action plan
9. Logistics
10. Training tools
11. How to facilitate group work
12. Monitoring and evaluation of training
13. Training practice: How to give constructive criticism to peers

**The material in Part 2 (training techniques) is based on material devised and piloted by Marie Wernham with both EveryChild Kyrgyzstan and Plan International. It was first documented by the author as part of Plan International's organisational Training Pack on Child Protection, 2007 and is adapted here for EveryChild Kyrgyzstan.**

# Training techniques - Section 1: Overview

**Part 1 (core knowledge and approaches to working with children in street situations)** can be used on its own as a straightforward training manual.

**Part 2 (training techniques)** has two aims:

1. To assist facilitators in the delivery of Part 1 (and Training Manuals 2 and 3 in this series).
2. To provide additional material to include in a 'training of trainers' (TOT) course.

**In order to accommodate these two aims, throughout Part 2:**

- a. The training techniques are described as text and images that can either be used as reference material for the facilitator, or copied and used as handouts for participants in a TOT session.
- b. At the end of each section, 'TOT activities' are included to facilitate teaching of these techniques as part of a TOT format.

## Advice on planning a TOT session

If using a TOT format, it is assumed that participants will go on to train others. A TOT therefore builds participants' training skills in addition to their knowledge of the core issues.

A TOT can be conducted in two ways:

- A. The training skills component is separated out and taught separately from the core content.
- B. The training skills sessions are interspersed with the core knowledge sessions.

In either case, it is important that participants are given the chance to put these training skills into practice. A good way of doing this is to divide participants into '**peer training teams**' – groups of approximately 4-5 people who take it in turns to practice the skills whilst the others act as the audience and afterwards provide constructive criticism to the practice facilitator (see Section 13 for more details on this technique).

If you are interspersing training techniques with core knowledge on a subject, make sure that participants are clear as to which type of session you are doing at any given time. One way to make this clear is to display 2 pictures on either side of the room: one should represent 'core knowledge' (e.g. in the form of a book); the other should represent 'training skills' (e.g. in the form of a trainer). When you are initiating a new session, point to the relevant picture and emphasise that you are now looking at a core knowledge [or training skills] session as relevant. This will help to avoid confusion.

Do not be put off from interspersing the two types of session. It can be very effective to introduce a particular training technique, then a particular piece of content and then get the peer training teams to practice putting the two together in the form of training practice sessions. For example, present TOT Section 7 (how to plan sessions), then Section 6 from the main manual (child rights-based approach), and then get the teams to plan a child rights-based approach session for a context which is relevant to the circumstances in which they themselves will be training in the future.

## **Training: The bigger picture<sup>38</sup>**

Before launching into the training techniques presented in this section, take a moment to step back and consider the broader context and strategy of your training.

### **1. The need for multi-sector training**

When working with children in street situations, several 'overlapping' systems with multiple actors are involved such as social services, police, community, schools and possibly the judiciary etc. It is imperative for the different groups to have common objectives and understanding of the key issues and approaches. Although sector-specific training may sometimes be necessary in terms of certain content, joint training can nevertheless be very helpful in bringing different groups together on both a personal and professional level, even if this can only be achieved for one or two sessions out of the whole training course.

### **2. The need to formalise training and collaboration**

Informal training efforts may be hampered by strict hierarchies and bureaucracy within the structures of the professions involved. Informal training arrangements and relationships are often of great benefit in improving the attitudes and practice of individual personnel, and are often the *only* way forward in complex, sensitive and highly politicized environments. However, widespread, consistent, long-term and sustainable change will only be possible when training on children in street situations is formally recognised and included in official curricula, manuals and collaborative agreements.

### **3. The need for official authorisation**

Wherever possible, make sure that training is authorised and that a senior manager has given permission for participants to attend. Do not underestimate the respect for hierarchy within the professional services. If possible, get a very senior manager to give a brief endorsement of the training – either in writing, which can read out at the beginning of the training and/or included in handouts for the participants, or invite him/her to attend the opening session and say a few words in support of the training. If possible, issue certificates to participants at the end of training which have been officially stamped by someone in authority.

**Good luck with your training!**



<sup>38</sup> Adapted from material in Wernham, M., Geerinckx, G. & Jackson, E., *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Consortium for Street Children, March 2005, pp. 27, 28 & 32.

## Training techniques - Section 2: Training methodology and adult learners<sup>39</sup>

- **Adults learn from experience**

All new learning for adults is based on what they already know. Encourage participants to use examples from their previous experience as much as possible: conduct a skills / needs assessment first and then add to it by bringing in other sources of information; never assume that the participants know nothing about the subject matter.

- **Adults learn best from peers**

Adults learn best from those of similar age and similar background. Encourage them to share with one another.

- **Adults learn best what is relevant to their lives**

Adults learn what they want to learn, what they are interested in and what they think will be useful to them in their lives. Use training materials that are relevant to the participants.

- **Adults must be accorded respect**

Adults must be treated with respect given that they have a wealth of experience, skills and ideas. Encourage them to participate fully in the learning process as equals. Encourage them to take responsibility for their own learning and actions. Never humiliate or laugh at them in front of others.

- **Adults learn best through discussions**

As adults grow older their powers of observation and reasoning often grow stronger. This ability to observe, think and analyse means that in adult education all are learners and all are teachers. Try and use discussions as much as possible because it enables adults to be both learners and teachers. Lectures and note-taking are less effective.

- **Adults learn best through discovery**

Tests have shown that adults remember:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 80% of what they say
- 90% of what they say and do

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<sup>39</sup> Adapted from Wernham, M., Geerinckx, G. & Jackson, E., *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Consortium for Street Children, March 2005, pp.21-22, drawing on Uganda Police Force and UNICEF, *The Role of the Uganda Police in the Protection of Women and Children's Legal Rights*, pp.131 & 137 and Philippine National Police, Office of the High Commissioner for Human Rights & UNICEF, *Juvenile Justice Training Manual for Law Enforcers: Child Rights Training – Volume One*, 2002, pp.15 & 19.

### TOT Activity 1: 'What sort of learner are you?'

**Aim:** To introduce participants to the idea that each of us learns best in a particular way, that there is no single 'best way' to train and that it is good to use a mixture of training styles and tools to engage as many participants as possible.

**Time:** 5 minutes

**Task:** Ask participants to think of how they learn best. Prompt them with ideas such as: through reading, talking, doing, listening, lectures, pictures, though a combination of techniques etc. Ask for brief feedback. Ask, 'what is therefore the best way to train others?' [using a variety of techniques and styles]. Summarise: Each of us learns in a different way. There is no single 'best way' to train. It is good to use a mixture of training styles and tools to engage as many participants as possible. [If participants would find it useful you can outline the following 4 types of learners. There are pros and cons to each learning style and very often each person is made up of a mixture of different styles:

- Activist: learns by doing and through concrete examples;
- Pragmatist: likes to test and experiment – especially if something is new;
- Reflector: learns, reflects and then acts;
- Theoretician: uses theories and concepts – is often a generalist rather than a specialist.]

[Alternative / additional activity: 'What animal are you?' (5 minutes). Explain that different types of participant in a training session correspond to different types of animals. Some participants are like giraffes: they seem high above everybody else, looking down and observing proceedings from a great height. Others are like hippos: they wallow around sleepily, resenting the fact that they have to be in a training session at all and wishing they were somewhere else. Others are like monkeys: they are very active, jumping around, getting involved and answering all of the questions! Ask participants: 'What sort of animal are you in training sessions?' They can either draw it – or act it out if feeling brave!]

### TOT Activity 2: 'Adults remember'

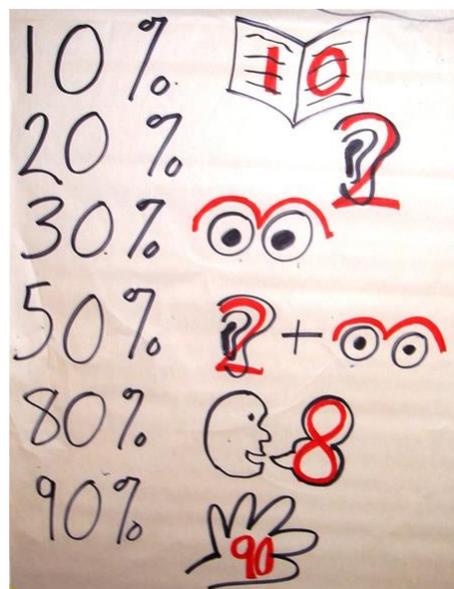
**Aim:** To emphasise in a visual and memorable way the importance of using creative methodologies when training.

**Time:** 5 minutes

**Materials:** Flipchart and pens (2 different colours); handout of Section 2 text

**Task:**

- Talk participants through the table of percentages above on what adults remember whilst drawing a flipchart as follows. Make it clear what each symbol represents: 10% of what they read (book); 20% of what they hear (ear); 30% of what they see (eyes); 50% of what they hear and see together (ear and eyes combined); 80% of what they say (speech bubble) and 90% of what they say and do (hand). The links between the images and the percentage numbers should be obvious.
- Ask participants why they think this is. [Up to and including 50% the brain is being passive – merely taking in information. When the brain has to be active by absorbing, translating and then repeating the information – e.g. through saying and doing – then the brain becomes more active and is therefore more likely to remember things.]
- Summarise: It is important not to rely too much on reading and lectures. Although each person learns in a different way, in general, more creative and visual methods will help participants to *remember* (as well as simply understand) the information you are giving.
- Give participants Section 2 introductory text as a handout.



# **Training techniques - Section 3: What makes a good trainer / facilitator? Presentation and body language**

## **Presentation**

- Will you be taken seriously by participants?
- Do you project an image of authority and confidence?
- Are you dressed appropriately for the audience?
- Are your clothes distracting from your training messages?
- Do your clothes cause you to fidget and therefore distract the audience – e.g. by having to readjust a tight jacket?
- Can you move freely in your clothes?
- Have you prepared your materials in advance?
- Do you know how to use equipment?
- Are you prepared to adapt in case the equipment fails?

## **Language**

- Is your language understood by participants? Should you use 'national' or 'local' languages?
- Is it too technical / full of jargon?
- Is it pitched at the right level for your audience?
- Are you speaking clearly and loudly enough so that the person at the back of the room can hear you?
- Do you sound confident?
- Are you writing clearly enough so that everyone can see and understand the flipcharts?
- Are you speaking with your back to the audience whilst you write on flipcharts?

## **Body language**

- Are you fidgeting with your hands or feet?
- Are your gesticulations helping to emphasise points or distract away from them?
- Do you look: confident, friendly, enthusiastic and in control?
- Eye contact: are you maintaining eye contact with participants to check their levels of understanding and to maintain their interest?
- Are you smiling?
- Are you standing in the way of any visual materials?

## **Manner**

- Are you: friendly but firm and fair when necessary?
- Do you respond to questions?
- Do participants feel confident and comfortable enough to ask you questions?
- Do you apologise when necessary?
- Are you honest?
- Do you listen to participants and deal with their concerns?
- Which do you do more: praise or criticise?
- Have you managed to create a positive, relaxed learning environment?

### TOT Activity 3: 'What makes a good trainer / facilitator?'

**Aim:** To elicit and consolidate participants' existing ideas on characteristics of a good trainer / facilitator.

**Time:** 10 minutes

**Materials:** Flipchart and pens; ball (optional); handout of the text of Section 3

**Task:**

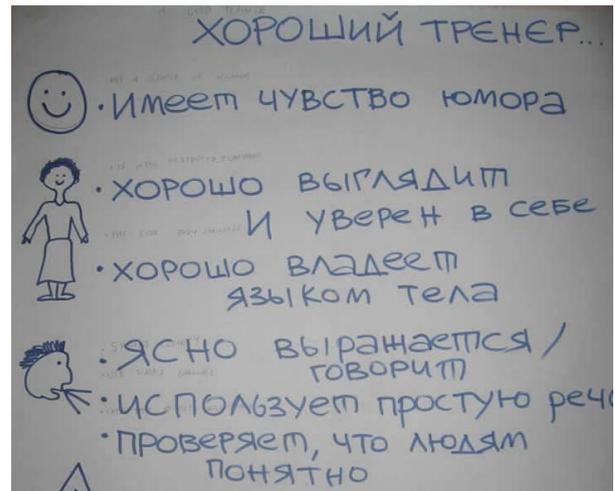
Participants reflect on good trainers / facilitators they have known and less good ones. What are the characteristics of a good trainer?

**Option 1** – Participants brainstorm what makes a good trainer. This can be facilitated by throwing a ball. Take notes on a flipchart – preferably divided according to (e.g.) manner, presentation, language, body language [see flip chart example]. Summarise what makes a good trainer.

**Option 2** – Draw an outline of a person to fill a whole flipchart sheet. Draw a line down the middle. On one side elicit, via brainstorm, what makes a good trainer ☺; on the other side elicit what makes a bad trainer ☹.

In both cases you can prompt participants by acting like a 'bad' trainer: for example, fidget with your hair; speak to the flipchart rather than to the audience; mumble; speak in a different language; pace up and down the room in a distracting way; look down at the floor etc. Alternatively you can ask a volunteer to act as a bad trainer. Leave the flipcharts displayed as a useful reminder during training practice - and encourage participants to add any extra ideas throughout the workshop.

Give participants the text of Section 3 as a handout if necessary.



## Training techniques - Section 4: General training techniques<sup>40</sup>

- **Know your audience<sup>41</sup>:** find out as much information as possible about your audience beforehand: gender, professional role and seniority, age, attitude, culture, experience, education, personality, religious background. Appreciate differences in skills and experience amongst participants and draw on their strengths throughout the training.
- **Adapt materials to local circumstances:** The materials and activities presented in this manual are drawn from a wide variety of sources from around the world. Situations obviously vary from city to city and from country to country. It is assumed that people will adapt materials and activities to suit particular local social, political and cultural contexts.
- **Pay attention to how you look, sound and organise<sup>42</sup>:** look and sound confident, friendly, enthusiastic and in control; maintain good eye contact; dress smartly; stand up straight; smile!; speak audibly and clearly; use simple language – avoid jargon; remember the power of silence as well as words; present facts fairly; respond to questions; apologise when needed; be honest and straightforward; praise more and criticise less; prepare your materials in advance; make sure you know how to use equipment; be prepared to adapt if equipment fails; write clearly and make sure those at the back can see; set mutually agreed rules (no talking when someone else is talking; turn off mobile phones etc.).
- **Make it fun, interesting and participatory:** people learn best when they are relaxed and enjoying themselves. Participatory methods work best with 15-25 members in a group. Involve participants to get maximum results.
- **Be tolerant** of differences in approaches and strategies.
- **Give clear messages:** practitioners respond well to 'dos' and 'don't's'.
- **Reinforce** learning through repetition and practice.
- **Reading materials** are to complement and reinforce learning. Do not read through handouts aloud, word, for word: this is a waste of valuable training time. Instead, present the subject first in an engaging way and then draw attention to key points which are repeated in the handouts.
- **Evaluate** results for constant improvement. Do your best, but never be afraid to admit that something can be done better. Learn from mistakes and new ideas.

### The 'head, heart and hands' of effective communication

Effective communication involves reaching people at 3 different levels: head, heart and hands. It is not enough if your training only gives people more knowledge (head). Knowledge alone will not result in changes. In addition to knowledge we also need to impart the right attitude for working with children in street situations (heart). But even knowledge and attitude are not enough. The head and heart need to be translated into practice (hands). This means that you must also give participants practical tools with which to implement what they have learned. Ask yourself: are you really reaching the head, heart and hands of your participants?

<sup>40</sup> Adapted from Wernham, M., Geerinckx, G. & Jackson, E., *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Consortium for Street Children, March 2005, pp.22.

<sup>41</sup> Philippine National Police, Office of the High Commissioner for Human Rights & UNICEF, *Juvenile Justice Training Manual for Law Enforcers: Child Rights Training – Volume One*, 2002, p.19.

<sup>42</sup> Ibid, p.15.

#### TOT Activity 4: 'Head, heart, hands'

**Aim:** To introduce to participants the idea of the three-step 'head, heart, hands' communication process and how they can apply this to their own training.

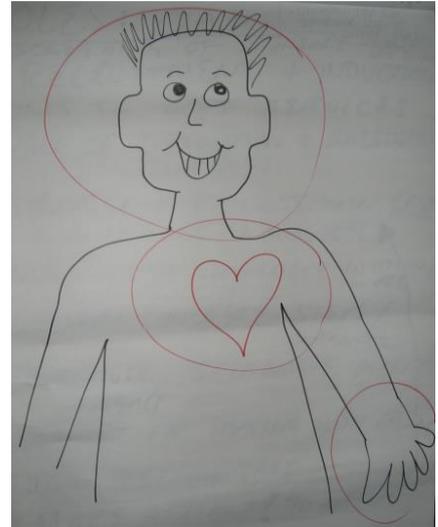
**Time:** Option 1 - 5 minutes; Option 2 - 30 minutes

**Materials:** Flipchart and pens; handout of the text of Section 4; sticky tape (for Option 2)

**Task:**

##### Option 1

- Draw the outline of a person from the waist up, being sure to show head, heart and hands [see flipchart example].
- Explain the 'head, heart, hands' approach to effective communication as described in the text above. Emphasise each stage by also indicating your own head, heart and hands as you are speaking.



##### Option 2

- In groups of 4-6, participants are given some pens and 4 flipchart sheets stuck together to make a large square. One person from each group volunteers to lie down and be drawn around, clearly showing head and hand. [If participants are not comfortable with this then they can simply draw a large outline as shown on the flipchart above].
- Each group then imagines that they are training on a particular session (e.g. child rights-based approach, or basic information about children in street situations). Each group could be allocated either the same or different content sessions to work on.
- They should indicate on the flipchart 'head' what types of activities and training techniques would be effective in delivering the *knowledge* / content of this session to participants. Then indicate in the area of the 'heart' effective ways of communicating the right *attitude* needed in relation to this particular topic. Then in the 'hands', *practical tools* that will help participants to implement in practice what they have learned at the head and heart levels.
- Plenary feedback can be done by each group displaying their pictures around the room and giving participants time to circulate.
- For both options, you can prompt participants into thinking about their own personal experience: think of an occasion when a certain piece of knowledge has really made you sit up and pay attention. Likewise, think of an occasion when you have been particularly touched by an issue and it has changed your attitude towards something ...or a practical tool which has helped change the way you work. How were these communicated and why were they so effective? What lessons can we learn?
- Also, for both options, explain that if you are worried that you are not 'getting through' to participants in a particular training session, ask yourself where the 'blockage' might be: not enough - or too much - knowledge (head)? Not enough - or the wrong kind of - attitude (heart)? Not enough - or the wrong kind of - practical tools (hands)?
- Similarly, as a monitoring tool, you can ask participants how they feel at any given time in the training course: do they feel they are stuck at a particular level? [They can indicate this physically by pointing at their head, heart or hands]. Where do they think they will encounter problems when trying to communicate this training knowledge with colleagues?
- Summarise that good training needs to reach all three levels in order for it to have an impact.
- Give participants the text of Section 4 as a handout if necessary.



# Training techniques - Section 5: Creating a positive learning environment

## What is a positive learning environment?

A positive learning environment is:

- An environment where participants feel relaxed, safe, comfortable, respected, listened to and actively involved.
- Where they are given plenty of opportunities and feel confident enough to actively participate in the training.
- Where the aims and objectives of the training are clear and respond to the needs of participants.
- Where distractions are minimised and everything possible is done to focus attention on the learning at hand.

This will create an environment of optimal conditions for learning. Like children we cannot concentrate on learning if we are nervous, worried, hungry, tired or too hot or cold. Our attention will be diverted towards these things rather than what we are supposed to be learning. Again, like children, we learn best when we are relaxed and having fun. It is therefore the duty of the facilitator and organisers of the training to try and minimise problems and to maximise the positive learning environment as much as possible.

## How can we create a positive learning environment?

### Physical environment:

- Enough space to move around freely and to rearrange furniture for group work, pair work and plenary sessions.
- Adequate natural light and ventilation.
- Adequate heating if cold.
- Make sure all participants are able to see flipcharts and visuals, even if it means rearranging furniture.
- Adequate refreshment and 'mental' breaks.
- Colourful, relevant pictures or participants' flipcharts on the walls.

If it is not possible to arrange these things due to constraints beyond your control, then you will need to make efforts to factor them into the training. For example, if the room is small, are there other areas that can be used for break-out work? If the room is stuffy or hot, have regular breaks – or include energisers where participants fan each other in a circle! If it is cold, have physical energisers to warm up.

### Psychological environment:

- Try not to pack too much into a session. Participants need time to absorb information.
- Have regular breaks and try to ensure that these are on time.
- If you need to make changes to the agenda, make sure that participants are kept informed.
- If dealing with potentially upsetting issues, make sure that participants are aware of where they can go for help / who they can speak to in case they are disturbed by any of the material.
- Create a 'safe space' in the training sessions where, by mutual agreement, participants are able to share experiences, but where personal or sensitive information does not leave the room.

- Have a flipchart on one of the walls and / or an anonymous comments box dedicated to participants' comments, questions or suggestions; encourage people to use these and make sure you respond to any issues which are raised.
- Monitor participants' reactions carefully during training. If they start to get tired, bored, angry or frustrated, then respond appropriately by taking a short break, changing the pace or the group dynamics, doing an energiser, asking participants if everything is OK, making a joke, giving extra opportunities for questions and discussion etc. [See Section 10 for some examples of energizers].
- Set mutually agreed rules of behaviour about mobile phones, punctuality, attendance, talking etc. Make sure the rules are clearly displayed, explained to those who are not present at the rule-making session, and enforced fairly. Rules can be enforced in a light-hearted way by imposing fines or forfeits for misbehaviour!

**Behaviour of facilitator:**

- Be professional, relaxed, confident, honest, flexible, open to questions and not afraid to admit if you are wrong.
- A good sense of humour and lots of patience are very helpful!
- Be alert to participants' moods through good eye contact and sensitivity to body language, side conversations etc.
- Take proper breaks yourself, otherwise your stress and fatigue will rub off on participants.
- Employ good monitoring techniques to ensure regular feedback from participants about the training (see TOT Section 12 for more on monitoring and evaluation) and be prepared to adapt materials and techniques if necessary.
- Encourage participation and an atmosphere which respects the existing knowledge and experience in the room.
- [See also TOT Section 3 – what makes a good facilitator]

**TOT Activity 5: 'Positive and negative learning environments'**

**Aim:** To elicit from participants what characterises a positive and negative learning environment.

**Time:** 30 minutes

**Materials:** Flipchart and pens; handout of the text of Section 5; ball (optional – to facilitate feedback)

**Task:**

- Divide participants into groups of 4-6. Half the groups will look at a positive learning environment and the other half will look at a negative learning environment.
- Each group has 10 minutes to prepare a list of characteristics of their allocated learning environment according to the 3 categories: physical environment; psychological environment; behaviour of facilitator.
- Compare results from the two sides in plenary feedback and note whether each group produced 'opposites' for the others' points, or whether other issues came up as well which their counterparts did not think of. Compare with the list of issues provided in the text above. (10 minutes)
- Discuss as a group how a good trainer can minimise the negative and maximise the positives. Encourage discussion of ways to overcome common problems faced in training situations. (10 minutes)

[**Optional / alternative activity** (10 minutes) Ask participants to reflect on occasions when they have been in a positive and / or a negative learning environment. Brainstorm the characteristics of each and then lead into a discussion of common obstacles.]



Give participants the text of Section 5 as a handout if necessary.

# Training techniques - Section 6: Training needs assessment

## Identify specific participants – who are you training?<sup>43</sup>

Although it may be likely that in practice the choice of participants will be constrained by politics, budget and availability of personnel, the decision on who to include should ideally be based on the following criteria and balanced against the type of training you have decided to conduct:

- **Need for training** (e.g. who has the least knowledge, or highest incidences of bad practice).
- **Biggest potential impact on children** (e.g. field level staff have more direct contact with children, but middle management have the power to enforce good practice on the ground, and senior management can influence an overall culture of good practice within a department or system).
- **Level of influence** (e.g. do they have the power to put into practice what they have learned?)
- **Mixture of participants** in one group / group dynamics (e.g. will junior staff be prepared to speak in front of senior staff? Are there cultural / gender issues to consider? What is the minimum and maximum numbers of participants that can attend? [ideally no more than 25]).

**Conduct a training needs analysis** once you have identified the participants and prior to the training in order to tailor training to the specific needs of those who will be attending. This can be done by circulating a simple questionnaire in advance of the training. Make sure that:

- a. The questionnaire is **circulated well in advance** so that participants have time to respond;
- b. The questionnaire is **as simple as possible to fill out** – e.g. use formats for questions such as multiple choice, 'tick-box', 'true / false', scale of 1-5 for 'strongly agree' to 'strongly disagree'. Try to minimise questions which require long, narrative answers. The longer the questionnaire, the less likely participants will have the time or inclination to fill it out. After devising a question, ask yourself: how can I make it easier and faster for someone to respond to this?
- c. You are very **clear about the aims of the pre-training questionnaire** and that the questions are carefully designed to get exactly the information you need and no more. It is very tempting to ask lots of information which is not relevant for the purposes of the training and which turns out to be a waste of time.

If it is not feasible to arrange a questionnaire, at least talk to someone who knows the participants well, or try to talk directly to one or two of them yourself.

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<sup>43</sup> Adapted from Wernham, M., Geerinckx, G. & Jackson, E., *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Consortium for Street Children, March 2005, p.18.

### **Types of information you might include in a pre-training needs assessment:**

- **Basic information:** Name, job title, and contact details.
- **Level of experience:** years of experience in the job; previous relevant trainings attended.
- **Challenges:** What 3 things do you currently find most challenging about your work with children in street situations? (This can be presented as a ready-prepared list from which they can 'tick' answers or add new suggestions).
- **Knowledge, attitudes and practices:** A pre-training knowledge assessment and/or attitude test such as Handouts 1 and 2 from the main manual can be sent in advance, rather than participants doing it at the start of the actual training session.
- **Expectations:** What 3 things does the participant want to get out of the training? (This can be presented as a ready-prepared list from which they can 'tick' answers or add new suggestions).

### **TOT Activity 6: 'Devising a training needs assessment'**

**Aim:** To give participants the opportunity to devise a training needs assessment which is relevant to their professional context.

**Time:** 45 minutes

**Materials:** Handout of the text of Section 6; paper and pens

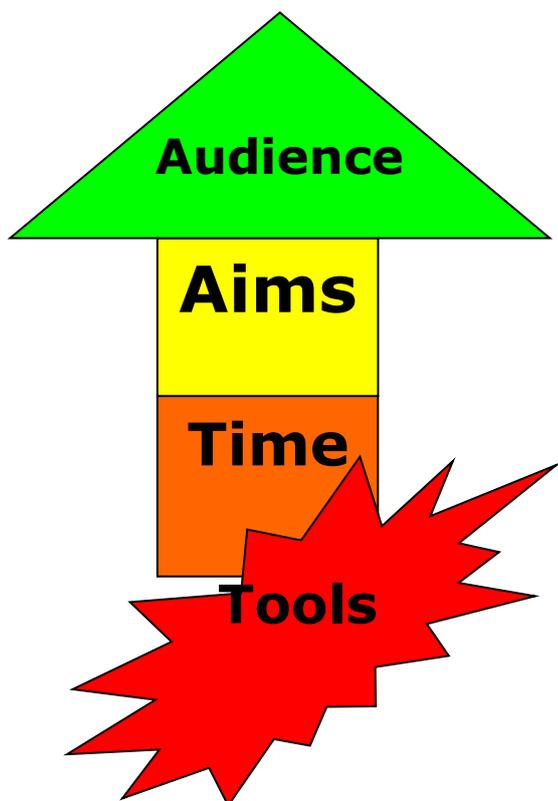
#### **Task:**

- Give participants the text of Section 6 as a handout and allow them 5 minutes reading time.
- Ask for examples – including lessons learned - of anyone who has previously conducted a training needs assessment or who has responded to one.
- Either individually or in groups (whichever is most useful) participants: 1. Imagine a training session they are likely to be giving in practice; 2. Identify the participants for this imagined session; 3. Devise a training needs assessment questionnaire.
- Monitor this activity carefully and be prepared to give advice and assistance as necessary.
- Feedback can be done in plenary or bilaterally between two groups.
- Respond in plenary to common questions and concerns, and summarise key learning points which arise.



# Training techniques - Section 7: How to plan sessions

## Step 1: The 'training rocket'



**Caution!** It is easy to fall into the trap of devising interesting games, activities and training tools without thinking clearly about whether these methods are the best way to achieve your specific aims, for a specific audience, within the time given. In order to avoid this common pitfall, it is useful to think of the 'training rocket' during the first stages of your planning. Ask yourself:

**1. Who is your audience?** (Number and type of participants, roles, gender, age, education level, language, existing experience). *You must be clear about this first, before you do anything else!*

**2. What are you training aims?** ...based on the audience. Be as specific *and realistic* as possible in your aims.

**3. How much time do you have for the training session?** Your training plan will look very different if you only have 2 hours

compared with 2 days or 2 weeks!

**4. What is the best way to achieve your aims, with this particular audience, in the time available?** (tools, activities and methods). This is the rocket fuel. But the fuel will only power your rocket to its target if the rocket itself is carefully constructed. *Only after you have established audience, aims and time available can you move to this part of the planning.* Do not be tempted to do a role play etc. simply for the sake of it. It must fit with the audience, aims and time available.

## Step 2: Training plan

There are many ways to document your training plan but here is just one example which builds on the 'training rocket' above.

**Title:** "How to train others on basic issues affecting children in street situations"

**Date, time & place:** 26-29 July 2006, 09.00 – 17.00, Osh library

**Audience:** 25 social workers, IMA, NGO partners [19 female, 6 male]

**Aims:**

- To give participants basic knowledge of issues affecting children in street situations;
- To give participants basic training skills so they can pass this knowledge onto others.

**Time available:** 4 days

### DAY 1

Time	Activity	Learning points / outputs	Materials	Who?
10 mins [or 09.00-09.10]	Warmer / intro / expectations	Participants get to know each other Relaxed atmosphere	Labels for 'name game'	MW

		established		
20 mins [09.10 – 09.30]	Presentation: Who are street children?	Different types of street children Why they are on the streets	Flip chart & pens	GS
Etc.				

## Planning tips

- **Always remember the rocket!** Your training will only be successful if you manage to achieve your aims with the specific audience in the time given – *not* if you manage to facilitate a role play which, although fun and interesting, is not linked to the audience, aims and time.
- **Remember also the 'head, heart, hands'** concept of successful communication: are you reaching all 3 levels with your planned activities?
- **Make sure to adapt** language, materials, case studies and examples to suit local social and cultural circumstances.
- Make sure that the activities you plan are **feasible** within the physical constraints of where the training will take place.
- Include a **variety of tools** to keep participants interested, to appeal to different learning styles and to change the pace of sessions.
- Use a **variety of group dynamics**: individual reflection, pair work, group work and plenary sessions.
- Be **realistic about how much time an activity will take**. Be prepared to be flexible: prioritise sessions so you know where to make cuts in the timetable if necessary.
- Build in **plenty of revision sessions** at the beginning, middle and end of each day to reinforce knowledge. Make sure that participants are clear on existing topics before moving on to new ones.
- The **session after lunch** is particularly difficult as participants are often sleepy. Try to schedule lively activities for this slot rather than lectures.
- If you are not in charge of **logistics** then find out in advance when the sessions will start and finish and when refreshment breaks and lunch are planned for.
- **Prepare materials in advance**. If participants need to read some information in advance, make sure they receive it in good time before the training.

### TOT Activity 7: 'Planning a training session'

**Aim:** To give participants the opportunity to plan a training session which is relevant to their professional context.

**Time:** 45 minutes

**Materials:** Handout of the text of Section 7; paper and pens; previous work on TOT Activity 6 if this follows on directly (optional)



**Task:**

- Draw the rocket on a flipchart and explain the concept to participants.
- Give participants the text of Section 7 as a handout and allow a few minutes reading time.
- Individually, in pairs or groups (as most appropriate), participants plan a draft training session which they expect to have to do in practice, according to the format provided here. Ideally, this can follow on from TOT Activity 6 (training needs assessment) where participants imagine that they have received feedback from the intended audience to use as a basis for planning.
- Monitor this activity carefully and be prepared to give advice and assistance as necessary.
- Feedback can be done in plenary or bilaterally between two groups.
- Respond in plenary to common questions and concerns, and summarise key learning points which arise.

# Training techniques - Section 8: Training Action Plan

**2 types of training action plan are included here:**

**1. Personal training action plan:** to help you, as facilitator, to organise and deliver your training. [This standard format can be used as an action plan for almost any type of activity, not just training].

**2. Organisational training action plan:** to help you think through who within your organisation or department needs training, what sort of training they need, how this will be delivered and when.

**Formats for these 2 types of plan are provided on the following pages.**

## **TOT Activity 8: 'Training action plans'**

**Aim:** To give participants the opportunity to complete an action plan for a training session which is relevant to their professional context.

**Time:** 45 minutes

**Materials:** Handout of the 2 action plan formats from Section 8; paper and pens; previous work on TOT Activities 6 and 7 if this follows on directly (optional)

### **Task:**

- Explain the 2 different types of action plan.
- Give participants the 2 action plan formats from Section 8 as handouts.
- Individually, in pairs or groups (as most appropriate), participants choose and complete one of the two types of action plan – ideally based on the training needs assessment and draft training session which they devised in TOT Activities 6 and 7.
- Monitor this activity carefully and be prepared to give advice and assistance as necessary.
- Feedback can be done in plenary or bilaterally between two groups.
- Respond in plenary to common questions and concerns, and summarise key learning points which arise.



If helpful then you can also give participants a copy of the text from TOT Section 9 (logistics) as a reminder of some of the things they need to think about when devising personal action plans. [There is no specific TOT Activity for Section 9].



## FORMAT 1: Personal training action plan

[Note: The final column can only be completed after the action has taken place. Some of the columns may not be necessary for smaller actions.]

					<i>Monitoring and Evaluation</i>		
Action	By whom?	In consultation with whom?	By when?	Materials needed and methodology to be used	Who will check it's been done?	How will you check it's been done well (evidence)?	How will you improve the action ? / What will you do differently next time?

## FORMAT 2: Organisational training action plan

[Note: You can add columns for 'additional notes' and evaluation - e.g. 'what will you do differently next time?']

PRIORITY	WHO NEEDS TRAINING? (name / position)	WHAT DO THEY NEED TO KNOW? (type of training e.g.: induction for existing staff; induction for new staff; briefing prior to a particular project; specialised briefings (outreach, drop-in centre work, family reunification, prevention etc.)	BY WHEN?	WHO WILL TRAIN THEM?	WHO WILL CHECK IT'S BEEN DONE?	HOW WILL YOU DO IT? MATERIALS / METHODOLOGY

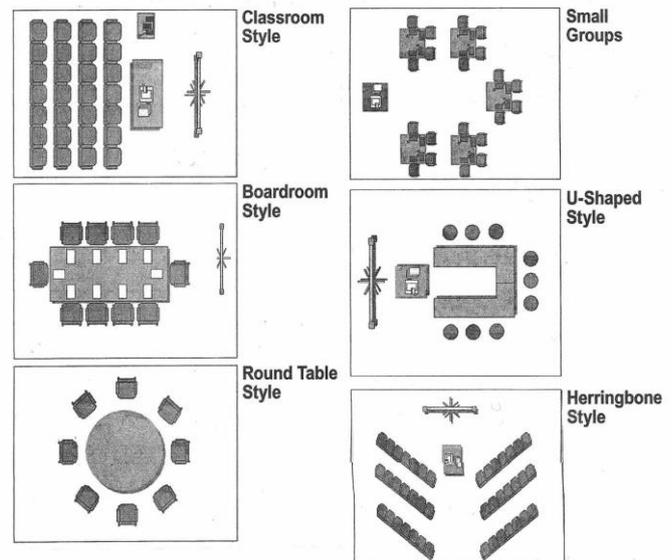
# Training techniques - Section 9: Logistics

## Have you arranged...?

- Invitations
- Venue
- Refreshments
- Equipment
- Trainers
- Translation (if necessary)

## Seating arrangements:

circular seating with tables to place materials on ('U-shaped style') encourages greater interaction and makes for a better learning environment than a 'classroom' style arrangement; flexible seating is preferable as many activities involve moving around. The following diagrams show different types of seating arrangements.<sup>44</sup> Seating in 'small groups' is particularly flexible.



## Identify trainers<sup>45</sup>:

- **Key elements to look for in a good trainer:** knowledge of the subject area *and* strong communication and facilitation skills; understanding of the theory *and* the practice of the topic;
- A **consultant with 'expertise'** in child rights, child protection and/or children in street situations is not necessarily a good trainer – neither is a **'guest speaker'** who 'specialises' in a particular topic. It is not enough to just be knowledgeable about a subject: a trainer must be able to communicate ideas simply, effectively and memorably as well as have the capacity to facilitate group dynamics. If you are paying for a trainer, check *CVs and get references* to confirm that he/she has the skills you are looking for. Be selective about inviting guest speakers;
- If **foreign consultants** are involved in training, ensure that adequate and high quality translation is made available. Remember to include this in your budget.

<sup>44</sup> Text and diagram: Philippine National Police, Office of the High Commissioner for Human Rights & UNICEF, *Juvenile Justice Training Manual for Law Enforcers: Child Rights Training – Volume One*, 2002, pp.31-32.

<sup>45</sup> Adapted from Wernham, M., Geerinckx, G. & Jackson, E., *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Consortium for Street Children, March 2005, p.19.

# Training techniques - Section 10: Training tools<sup>46</sup>

## Variety

Use a variety of techniques with an emphasis on practical activities, discussions and creative, memorable presentation techniques. Examples of training tools include: case studies, role plays, drama, problem solving, group discussions / working groups, lectures, brainstorming, panel discussions, pretend country example (Exland)<sup>47</sup>, visual materials and 'energisers.'

## Visuals

Keep visual materials simple; visuals should support what you are saying, not substitute it; they should be relevant and easy to explain, easy to understand, and easy to remember; use attractive, bright colours; make sure audio-visual aids are relevant and will add value to the topic (don't just use them for their own sake); get them ready at the right place.



**Please note:** If using images of children, make sure you have their permission / permission of their parent / guardian or NGO worker to use the image for training; change names to protect identity and maintain safety; if images depict especially vulnerable children (e.g. children identified as victims or offenders) their faces / identity should be blurred / obscured.

## Energisers: Ideas for energisers<sup>48</sup>

- **Interviews:** Each person pairs off with another and asks several questions. Then each partner introduces the other to the whole group. Some questions might be:
  1. What makes you unique?
  2. What person in your life has helped to make you the strong leader you are?
  3. When you hear the phrase "a human right," what do you think about?
  4. What animal best represents you?
  5. Who is the best storyteller in your family or community?
  6. What event in your life has most affected your worldview?
  7. What brought you here?
- **In the same boat:** Explain that participants must locate others who share the same characteristic. Then call out some categories (e.g. those born in the same decade or month; those with the same number of children or siblings; those who speak the same language at home or the same number of languages).
- **Me too!:** One person says her or his name and starts to describe herself or himself. As soon as another person hears something in common, that person interrupts, giving her or his name (e.g., "I'm \_\_\_\_\_ and I too have two older sisters") and beginning a self-description until yet another person finds something in common and interrupts in turn. Continue until everyone in the group has been introduced.

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<sup>46</sup> The section on tools is adapted from Wernham, M., Geerinckx, G. & Jackson, E., *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Consortium for Street Children, March 2005, p.23.

<sup>47</sup> For example: when issues are particularly sensitive, it might help to ask participants to discuss the issue for an imaginary country – e.g. 'In Exland, social workers have a reputation for not wanting to work with children in street situations because the issues are so difficult and the pay is not good: if you were a social worker in Exland, what recommendations would you make to the government to improve the situation?'

<sup>48</sup> <http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/activities/11.htm>

## Contact with children<sup>49</sup>

Direct contact between participants and children in street situations in the form of field visits to NGO projects, face to face meetings with children and joint sports matches or cultural activities can be one of the most effective and lasting ways to sensitise professionals who are mandated to work with these children. However, experiences in this area vary greatly. If conducted badly, such meetings can have a very negative effect. The following table draws together some of the pros and cons of involving children directly in sensitisation / training programmes.

<b>PROS ☺</b>	<b>CONS ☹</b>
Can be very effective to sensitise personnel / mutual breaking down of barriers	If prepared / handled badly, it can reinforce negative stereotypes and result in misunderstandings and increased mistrust
It gives the personnel and children an opportunity to meet in a different environment to the one in which they would usually come into contact so they learn about each other as human beings	
If a staff member is touched on a personal level by the story of an actual child, it is something he/she will remember for the rest of his/her life. This will have a very strong impact on their practice towards children, even if the staff member is relocated to a different area	Care must be taken to make sure that the reaction is not only one of 'pity' or disempowerment on the part of the professionals: professionals must also be given knowledge and skills on how to intervene constructively in the best interests of the child
Can be an empowering experience for children / an opportunity for them to voice their opinions	Takes time to organise; such visits may divert personnel away from other important work / take time away from their busy schedules
Children can learn about the role of the professionals and how to seek their help and advice	Children in street situations are likely to be wary of professionals – especially the police - and time will be needed to break down barriers and build trust
Can help to strengthen links between the professional services and local NGOs / organisations working with children in street situations which can then be called on for referral / advice by professionals in individual cases	Due to high turnover of personnel, face to face visits may have to be repeated often with different batches of personnel
Creative presentations by children about their experiences with professionals can be very effective (e.g. drama, role play, pictures, music, poetry)	Creative presentations by children as part of training sessions can sometimes be 'dismissed' by adults as 'fun' / 'recreation' rather than 'serious information'
Equally, it can be very effective if children participate in training sessions at the level of professionals – i.e. older children taking part in 'adult' style panel discussions. Adults might not necessarily expect this and it can gain respect for the children	The participation of children in adult-style discussions, if not conducted properly, runs the risk of being perceived as tokenism

## Child protection checklist

<sup>49</sup> The section on contact with children is adapted from Wernham, M., Geerinckx, G. & Jackson, E., *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Consortium for Street Children, March 2005, pp.23-25.



Child protection must be the first consideration when bringing children into direct contact with personnel as part of training / sensitisation! 'SPICE' up meetings between children and professionals:

**S**afe  
**P**rotected  
**I**nformed  
**C**onsulted  
**E**mpowered

- **Safe? Are children safe?** Is the visit/meeting in the best interests of the child? Is there any way that the visit might be putting children in danger, e.g. if children talk informally / 'off the record' to professionals about their substance abuse / why they steal, is there a chance that some staff may hold this against them and later punish them?
- **Protected? Are child protection policies<sup>50</sup> and procedures in place and being followed?** Does the training organisation have a child protection policy in place? If so, have the participants been oriented on it? E.g. have they been briefed on behaviour guidelines when dealing with children? Do these guidelines include information about what constitutes a sensitive or insensitive question? (Check if the organisation arranging the training has its own behaviour guidelines as part of a child protection policy; otherwise, an example of good practice is provided in Appendix 6).
- **Informed? Are professionals aware** that they are not allowed to use any information revealed by children against them? Have professionals such as police been informed that it might be better if they did not wear their uniforms when meeting the children?
- **Consulted? Have the children themselves been consulted about the visit (not just the NGO staff)?** Have the children been given full information about what the visit will involve i.e. the purpose of the visit, details of who will be attending and the questions that they are likely to be asked? Have the children given their 'informed consent' to the visit? If the training involves a presentation by the children, have they had full input into how they would like to present their opinions (i.e. choices such as creative versus formal presentation)?
- **Empowered?** If the children have given their informed consent to the visit, are they made to feel comfortable (i.e. in familiar surroundings, with a trusted adult and friends with them)? Have they been informed that they do not have to answer any questions which they don't want to and that they can stop the process at any time?

### TOT Activity 9: 'Training tools'

**Aim:** To give participants the opportunity to devise a range of training tools for a training session which is relevant to their professional context.

**Time:** Option 1 - 30 minutes; Option 2 - 1 hour

**Materials:** Handout of the text of Section 10; paper and pens; previous flipcharts from TOT Activities 2 ('adults remember'), 4 ('heart, heart, hands') and 7 (the training rocket from 'planning a training session'); previous group work from TOT Activity 7 ('planning a training session') (optional)

#### Task:

- Remind participants of: 'adults remember', 'head, heart, hands' and the 'training rocket' by displaying the relevant flipcharts. Ask: 'What is the



<sup>50</sup> A child protection policy is 'a statement of intent that demonstrates a commitment to safeguard children from harm and makes clear to all what is required in relation to the protection of children. It helps to create a safe and positive environment for children and to show that the organisation is taking its duty and responsibility of care seriously.' (*Setting the Standard: A common approach to Child Protection for international NGOs*, Standard 1).

relevance of these 3 flipcharts in relation to training tools? [This also acts as a re-cap from previous sessions]. Summarise key points: need for a variety of tools; tools which reach head, heart and hands; tools must be chosen for their ability to achieve the training aims with the specific audience within the time available.]

- Give participants the text of Section 10 as handouts.

### Option 1

- Individually, in pairs or groups (as most appropriate), participants work from the draft training session which they devised in TOT Activity 7 to plan out in more depth possible training tools to achieve their training aims.
- Monitor this activity carefully and be prepared to give advice and assistance as necessary.
- Feedback can be done in plenary or bilaterally between two groups.
- Respond in plenary to common questions and concerns, and summarise key learning points which arise.

### Option 2

- In advance, the facilitator should devise a list of relevant, simple training scenarios stating audience, aims and time available – e.g. Audience: 10 rural social workers; Aim: To explain the concept of the 5 basic principles of working with children and families; Time: 2 hours.
- Distribute 1 scenario per group of 4-6 people. Each group has 10 minutes to come up with the best training tool(s) to suit the scenario.
- Time this strictly, then rotate the scenarios so that each group has the opportunity to devise training tools for a range of scenarios.
- Compare ideas during plenary feedback. A prize could be awarded for the best ideas. [But remember! The 'best' ideas are those which achieve the training aim with the specific audience in the time available, *not* activities which are interesting for their own sake!]

### TOT Activity 10: 'Contact with children - debate'

**Aim:** To encourage debate around the pros and cons of bringing training participants into direct contact with children as part of training sessions.

**Time:** 45 minutes

**Materials:** Handout of the text of Section 10

#### Task:

- Divide participants into 2 equal groups: one 'for' the idea of bringing participants into direct contact with children and the other 'against'. Groups have 10 minutes to prepare their arguments.
- Sitting opposite each other, the two groups hold a debate. To start, each group has 5 minutes to put forward their opening remarks. This is followed by another 5 minutes where each side gets to respond to the opposition's opening remarks. 5 more minutes of general debate can follow, finishing with 2.5 minutes each to conclude.
- Which side was more persuasive and why? Did anyone change their minds as a result of the debate? Summarise key points which arise and emphasise the need for child protection as part of an overall child rights-based approach to this type of training tool option (remember the 'table leg test' from Part 1, Section 6!)



[**Optional activity:** Hold a plenary or group discussion around circumstances when participants feel it would be appropriate or inappropriate to bring training participants into direct contact with children. Has anyone ever tried it? Lessons learned? Potential obstacles? Risk assessments? Ways to minimise potential problems?]

# Training techniques - Section 11: How to facilitate group work

## Benefits of group work

- Smaller groups give participants more opportunity to speak.
- It can be less threatening to speak out in a small group compared with a plenary session.
- Giving different tasks to different groups means that you can cover more material in the given time and a gather a wider range of opinions.

## Top tips!

### A. Setting up

1. Give clear instructions:
  - a. Aim of exercise
  - b. How to do it
  - c. Time allocated
  - d. Expected output
  - e. (If the group needs to elect a chair / note-taker / presenter)
2. Use hand/arm gestures to divide and guide the setting up of groups
3. Maintain eye contact to check understanding
4. Create trust / a friendly atmosphere: participants should feel comfortable to ask for clarification
5. Don't be afraid to explain again!

### B. Monitoring

1. Active monitoring – not a cigarette break!
2. Listen and observe
3. Be unobtrusive but step in *if necessary* to:
  - a. Re-direct task if it is going off track
  - b. Correct any mis-information
  - c. Offer help
  - d. Make sure everyone is participating
4. Spend equal time with each group
5. Give time reminders (e.g. 10-minute warning)
6. Prepare to give feedback from your perspective on how the exercise went / any key points you picked up

### C. Feedback

1. Allow enough time
2. Full feedback or only selective?
3. All groups or only some?
4. Insist on silence and respect from others
5. Alternatively, display work on the walls and give time to walk around and read
6. Draw out key points to sum up
7. Thanks and praise / closing

## Ways to divide groups

Random	Specific
<ul style="list-style-type: none"> <li>• Where already seated (convenient / good for short exercises)</li> <li>• Self-number '1, 2, 3' etc. (or with colours or animals)</li> <li>• Sweets! (hand out sweets with an equal of different coloured wrappers (all red sweets go together etc.))</li> </ul>	<ul style="list-style-type: none"> <li>• According to geography, e.g. 'everyone from Kara-Suu'</li> <li>• According to profession, e.g. 'all social workers together'</li> <li>• Different abilities or experiences either mixed together within one group or separately</li> </ul>

### **TOT Activity 11: 'Facilitating group work'**

**Aim:** To give participants the opportunity to practice facilitating group work.

**Time:** Initial presentation – 5 minutes; Option 1 - integrated into other activities; Option 2 – 1 hour

**Materials:** Handout of the text of Section 11; instructions for group work (Option 1); list of group activities with instructions (Option 2); 'secret identity' role play cards (optional for both Options 1 and 2)



#### **Task:**

- Give participants the text of Section 11 as a handout and briefly present the core information [5 minutes]. Options 1 and 2 can be used any time after this initial presentation has been made.
- **Option 1:** Identify in advance opportunities within the overall training agenda where you yourself intend to use group work. After presenting the text of Section 11, ask for (e.g.) 3 volunteers to help facilitate group work throughout the rest of the training course. Present each volunteer with a simple set of instructions for an actual group task: Aim of exercise; How to do it; Time allocated; Expected output; If the group needs to elect a chair / note-taker / presenter (see Section 11 text A.1). Warn each volunteer when their group task will take place in the agenda – give them adequate time to prepare – and hand over facilitation of the relevant group work sessions to them as and when they arise. Following the activity, all participants can be encouraged to give constructive peer criticism on how the volunteer facilitated the group work according to the format outlined in Section 13 below.
- **Option 2:** Prepare in advance a list of short, simple group exercises lasting no more than 10 minutes each which are relevant to the overall training topic (e.g. 'in groups, brainstorm 2 lists of children's rights which participants feel comfortable or uncomfortable explaining to others'; 'in groups, map out existing services available for children in street situations in your local area'; 'in groups, prepare 3 arguments to convince the Mayor to invest more resources in children in street situations'). For each exercise, prepare a set of simple instructions: Aim of exercise; How to do it; Time allocated; Expected output; If the group needs to elect a chair / note-taker / presenter (see Section 11 text A.1). Divide participants into peer training groups of 4-6. Within each training group, participants take it in turns to facilitate one of the mini group exercises from the list. At the end, participants give constructive peer criticism on how the volunteer facilitated the group work according to the format outlined in Section 13 below. Monitor carefully and note points to raise in plenary group feedback. In plenary, ask participants what went well, what they found difficult and summarise lessons learned – especially in relation to handling potentially difficult group dynamics (see optional element below).
- **[Additional / optional element for Options 1 and 2:** Prepare a set of 'secret identity' role play cards such as: 'you are very shy and find it hard to speak out'; 'you are bossy and want to speak all the time'; 'you keep talking on your mobile phone when you should be taking part in group work'; 'you keep trying to change the subject to some irrelevant'; 'you are bored and keep yawning' etc. Distribute these role play cards at random to certain participants. They must not show their 'secret identities' to anyone else, but they must act out these roles during the group work exercises to see how the trainee facilitator will handle the group dynamics.]

# Training techniques - Section 12: Monitoring and evaluation of training<sup>51</sup>

## The importance of monitoring and evaluation

Monitoring and evaluation of a training course is essential if training is to be as effective as possible. Lessons must be learned and incorporated into further training sessions and follow-up is needed to assess impact. However, research shows that this is often overlooked.

### Ask yourself:

- Have I planned a monitoring and evaluation strategy from the outset?
- Have I considered follow-up?
- Is the training sustainable? How will I avoid it becoming a one-off session where the majority of benefits are short lived?
- Will I be able to measure the impact? If so, how?
- Who else needs to know any 'lessons learned' from my training'? How can I share this experience?

## Types of monitoring and evaluation include the following:

### • Monitoring of training course

- Trainers meet together with representatives of the participants at the end of each session/day to discuss and to document how the sessions went, which activities were particularly successful or unsuccessful, what changes can be made to materials, presentation style, what needs to be revised etc.
- Participants draw a large, happy face ☺ on one side of a piece of paper/card and an unhappy face ☹ on the other. At certain times during the session, the facilitator encourages the participants to hold up their pieces of paper to indicate whether or not they are happy with an activity/whether or not they have understood a presentation. This can be adapted in many ways, e.g. hats worn backwards or forwards, standing up/sitting down, raising right or left hands (or both!), other agreed signals. This should be presented as a fun feedback activity to encourage the best possible learning environment.
- Place 2 flipcharts at the back of the room, one with a happy face ☺ at the top and one with an unhappy face ☹. At the end of each day, give each participant 2 post-it notes and ask them write down one thing they particularly enjoyed and one thing they didn't like or which they think could be improved. They should place their ideas on the relevant flipcharts as they leave the room. Note any feedback and be prepared to address particular issues the following morning or even to adjust the training agenda based on participants' suggestions if necessary.

### • Evaluation of training course

- (Informal) Trainers facilitate verbal feedback at the end of the training course relating to the specific topics covered, the materials and approaches used, the facilitation style, the balance between presentation of information and practical sessions etc. The numbers of participants in agreement with specific perspectives can be assessed and recorded.
  - (Informal) Informal 'quizzes' can be used at the end of training sessions to reinforce learning and to assess how much knowledge has been retained.
- (Formal) In addition - or alternatively - to the informal evaluation, a training evaluation questionnaire can be completed by all participants individually at the end

<sup>51</sup> Text of this section adapted from Wernham, M., Geerinckx, G. & Jackson, E., *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Consortium for Street Children, March 2005, pp.21.

of the course. This can remain anonymous to encourage participants to freely express their views.

- (Formal) A pre- and post-training knowledge assessment can be used to chart how much participants feel they have learned during the training and is also a good way for the trainer to see which areas to improve in the future. This should be done anonymously and collected in by the trainer at the end of the training.

- **Follow-up**

- Refresher courses help to keep information fresh in the minds of participants and give an opportunity to discuss difficulties that they have encountered since the initial training session in implementing what they have learned;
- Support participants in their daily work by providing information, education and communication (IEC) materials (posters, pocket handbooks etc.);
- Communicate with managers to ensure that a child-friendly environment is being promoted, and that staff who attended the training are being supported in implementing what they have learned.

**TOT Activity 12: 'Devising a monitoring and evaluation strategy for your training'**

**Aim:** To give participants the opportunity to devise a monitoring and evaluation strategy for a training session which is relevant to their professional context.

**Time:** 30 minutes (15 minutes work, 10 minutes feedback and 5 minutes summary)

**Materials:** Handout of the text of Section 12; previous group work from TOT Activity 7 ('planning a training session'); personal training action plan from TOT Activity 8 if already completed (optional)

**Task:**

- Individually, in pairs or groups (as most appropriate), referring to the handout of the text of Section 12 (and the final columns of Format 1, Personal Training Action Plan from TOT Activity 8 if completed), participants work from the draft training session which they devised in TOT Activity 7 to plan out a monitoring and evaluation strategy for their training session.
- Monitor this activity carefully and be prepared to give advice and assistance as necessary.
- Feedback can be done in plenary or bilaterally between two groups.
- Respond in plenary to common questions and concerns, and summarise key learning points which arise.



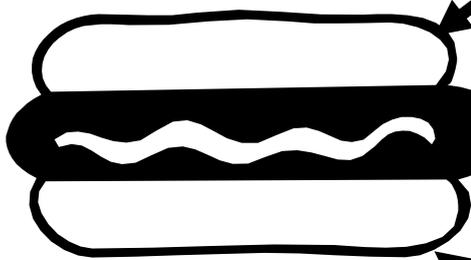
# Training techniques - Section 13: Training practice - How to give constructive criticism to peers

- Practising presentation and training skills in the early stages can be a very nerve-racking experience!
- Try to think back to the first time you had to speak out in front of others, or give a presentation, performance or song. Training can sometimes feel like giving a performance.
- Some people are naturally confident and some people are naturally more shy.
- If you are shy or nervous, don't worry! We are all here to learn and to practise so that we gain confidence.
- Even if you already feel confident, however, there are always things that we can learn from others to improve our training further.

**It is therefore important that we create a comfortable, safe environment where we respect, encourage and help each other as we develop our training skills.**

## 'Hot dog' / 'sandwich' / 'burger' criticism

In order to do this, during group training practice, we will all use 'hot dog' communication: say something positive, then something with room for improvement, then end on something positive again.



**1. Positive comments:** Start your comments / feedback on someone else's training with something positive – something they did well or that you enjoyed. This is important to build confidence.

**2. Constructive criticism:** Give gentle suggestions on things that can be improved. Don't say "You did that really badly!" but say instead "It might be easier to understand if you did it this way...".

**3. Positive comments:** End your comments / feedback with something positive again. This will encourage the person to put into practice the suggestions you have just made and will build confidence.

If you are *receiving* constructive criticism, don't take it as a personal attack. The person is only trying to help you to improve. You can respond if you don't think the comments are fair, but don't get defensive or blow things out of proportion! Remember, for every piece of constructive criticism, you have also received 2 pieces of praise!



**TOT Activity 13: 'Giving constructive criticism to peers'**

**Aim:** To explain to participants the importance of giving and receiving constructive peer criticism in a sensitive way.

**Time:** Initial presentation - 5 minutes; ongoing practice is integrated **into other activities**

**Materials:** Handout of the text of Section 13

**Task:**

- Present to participants the key information included in the text of Section 13.
- Ask them to remember back to a time when they were a child and they had to give some kind of performance in front of others. 'How did you feel?' [elicit adjectives]. Explain that this is like practising training techniques in front of others. 'How would you have felt if, at the end of your performance, someone had said that it was 'rubbish'? How would you feel if someone gave you encouragement?' [link this back to the need for sensitivity when giving feedback in peer training groups].
- Draw the hotdog / sandwich on a flipchart and explain the 3 layers.
- Insist on this hotdog / sandwich approach each time throughout the training course that participants are practicing training skills in peer training groups or in plenary sessions. For example, if someone jumps in with a criticism, force them to stop, remember the hotdog, and to start with something positive first and then end with something positive at the end. Leave the 'hotdog / sandwich' flipchart visible and point to it as and when necessary as a reminder.

# Handouts

This section contains photocopiable handouts to accompany Part 1 of this training manual.

## Contents

- Handout 1:** Baseline / end of workshop knowledge assessment
- Handout 2:** Working with children in street situations: attitude and practice
- Handout 3:** Definitions
- Handout 4:** Causes and consequences of children ending up in a street environment (international experience)
- Handout 5:** Profile of children in street situations in Kyrgyzstan
- Handout 6:** Violence and child protection
- Handout 7:** Children in street situations and substance abuse
- Handout 8:** Children in street situations and the criminal justice system
- Handout 9:** End 'round-ups' or 'raids' of children in street situations
- Handout 10:** Children in street situations and the police: attitudes and roles
- Handout 11:** Cycle of street migration and stages of intervention
- Handout 12:** Fostering in Kyrgyzstan
- Handout 13:** Areas and stages of development
- Handout 14:** Attachment theory
- Handout 15:** Resilience
- Handout 16:** Peer groups
- Handout 17:** Gender
- Handout 18:** 3-Stage Choice Process
- Handout 19:** 5 basic principles for working with children and families
- Handout 20:** Child rights-based approach

## Handout 1: How much do I know about children in street situations? How confident am I to train others?

### Baseline / end of workshop knowledge assessment

**Do you agree or disagree with the following statements? Tick the relevant box. Please be very honest! This is an anonymous questionnaire which will help us to evaluate the training.**

		BEFORE TOT					AFTER TOT				
		Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>CHILDREN IN STREET SITUATIONS</b>											
<b>1</b>	I have a clear understanding of basic issues affecting children in street situations in my country										
<b>2</b>	I understand what 'child rights' are and how they relate to my work										
<b>3</b>	I understand my responsibilities to protect children from intentional and unintentional harm through my work										
<b>4</b>	I understand basic child development and child psychology and how this is relevant to my work										
<b>5</b>	I know why children live and work on the streets										
<b>6</b>	I understand when and how to intervene to help children in street situations										
<b>SOCIAL WORK, POLICE WORK &amp; LEGAL ISSUES</b>											
<b>7</b>	I understand basic principles of social work in relation to children and families										
<b>8</b>	I know how to evaluate problems faced by clients and how to develop a work plan to address them										
<b>9</b>	I understand how to cooperate with social workers / with the police										
<b>10</b>	I understand the legal framework for working with children in my country										
<b>TRAINING</b>											
<b>11</b>	I have experience of training other people										
<b>12</b>	I am confident in my ability to transmit knowledge and skills to others										
<b>13</b>	I know the difference between good and bad body language and presentation skills during training										
<b>14</b>	I understand the importance of making training participatory and fun										
<b>15</b>	I know how to organise a training session (selection of participants, training needs analysis, planning logistics & evaluating the training)										

## Handout 2: Working with children in street situations: attitude and practice

**In your opinion, do you think the following statements are true or false?**

			T	F	Don't know
<b>ATTITUDE</b>	1	All children who live on the streets have either been abandoned by their parents, or their parents have died			
	2	Street-working children who still live with families are easier to work with than homeless children			
	3	A child who is begging and bothering people should be arrested			
	4	A different approach is needed for girls compared with boys in street situations			
	5	Most children in street situations like to be on the street			
	6	Many children in street situations have run away from home because they were abused or neglected at home			
	7	Most homeless children drink alcohol or take drugs			
	8	Children belonging to other ethnic groups or religions should be treated differently to children from your own community / religion			
	9	A child with a physical or mental disability is cursed and will bring bad luck to others			
	10	Prevention work at village level would help to reduce the number of children living on the streets			
	11	Children who live and work on the streets are capable of making their own decisions about their lives			
	12	All children who live on the streets commit crimes in order to survive			
<b>PRACTICE</b>	13	If a child is bothering people by begging on the street, it is good for the police to hit them in order to chase them away and teach them a lesson			
	14	Outreach work, going out and meeting children on the streets, is a good way to work with children in street situations			
	15	All homeless children should be taken back to their parents			
	16	It is useful to collaborate with other departments and NGOs			
	17	Police should be able to round up children in street situations and put them in centres / shelters 'for their own good' even though they have not committed any crime			
	18	The main aim of drop-in centres should be to get children in street situations back into school			
	19	Homeless children are better off in large institutions than living on the streets			
	20	The UN Convention on the Rights of the Child provides a useful framework for working with children in street situations			

# Handout 3: Definitions

## General definitions

### Attachment theory

Attachment theory is concerned with the bond that develops between child and caretaker and the consequences this has for the child's emerging self-concept and developing view of the social world.<sup>52</sup> Attachment is defined as an affectional tie that one person or animal forms between him/herself and another specific one [usually the parent] — a tie that binds them together in space and endures over time.<sup>53</sup>

### Child

For the purposes of this document, a “child” is defined as anyone under the age of 18, in line with the **UN Convention on the Rights of the Child**.

### Child abuse

According to the **World Health Organisation**, “Child abuse” or “maltreatment” constitutes ‘all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting 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.’<sup>54</sup>

### Child participation

Anyone below the age of 18 taking part in a process or playing a role in a process at his/her level, according to their evolving capacities - children and young people thinking for themselves, expressing their views effectively, and interacting in a positive way with other people; involving children in the decisions which affect their lives, the lives of the community and the larger society in which they live.<sup>55</sup>

### Child protection

A broad term to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. In the current context, it applies particularly to the duty of state agencies and personnel towards children – especially children who are at risk of harm.

### Child protection policy

‘A statement of intent that demonstrates a commitment to safeguard children from harm and makes clear to all what is required in relation to the protection of children. It helps to create a safe and positive environment for children and to show that the state is taking its duty and responsibility of care seriously.’<sup>56</sup>

### Child rights-based approach

This is an approach which views each and every child, without discrimination, as an individual human being, deserving of rights and capable of participating in the process of achieving them in a supportive and adequately resourced environment. Stated in more detail, it is an approach which sees each child as a unique and equally valuable human being, with the right not only to life and survival, but also to development to his/her fullest

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<sup>52</sup> [http://en.wikipedia.org/wiki/Attachment\\_%28psychology%29](http://en.wikipedia.org/wiki/Attachment_%28psychology%29)

<sup>53</sup> Ainsworth, Bell, & Stayton (1974) "Infant-mother attachment". In M.P.M. Richards (Ed.) *Integration of a child into a social world*. Cambridge, England: Cambridge University Press.

<sup>54</sup> The WHO definition of Child Abuse as defined by the Report of the Consultation on Child Abuse Prevention WHO – 1999.

<sup>55</sup> Adapted from Save the Children UK training materials for West Africa.

<sup>56</sup> *Setting the Standard: A common approach to Child Protection for international NGOs*.

potential. Children can offer the best understanding of their own situation and they have essential experience to offer. Children deserve to have their best interests met through adequate allocation of resources and implementation of all the rights in the UN Convention on the Rights of the Child.

### **Children in street situations**

- The term 'children in street situations' includes a wide range of children who are homeless; who work on the streets but sleep at home; who either do or do not have family contact; who work in open-air markets; who live on the streets with their families; who live in day or night shelters; or who spend a lot of time in institutions (e.g. prison).
- Most 'children in street situations' still have contact with their families and spend only a portion of their time on the streets. Those who are homeless, with no family contact are in a minority, but they grow up in an environment that is not conducive for their proper development or socialization. Homeless children in street situations are also at greatest risk of coming into contact with the police, either as children in need of care and protection, or as children in conflict with the law.
- For the purposes of these materials, the author acknowledges the limitations and many connotations, both positive and negative, of various terms used to describe this broad group of children. The term 'street children' has been – and still is – widely used because it is simple, widely recognised and media-friendly. However, many feel that this label is negative and stigmatising. The preferred term is therefore 'children in street situations' which better reflects the heterogeneity of the children included, recognises children as active participants in finding solutions to their problems and identifies the 'situation' as the problem and not the child.<sup>57</sup>
- It is important to understand, however, that in reality children defy any such convenient generalisations because each child is unique. Definitions of 'children in street situations' in different contexts must take into account the child's own perceptions of their individual circumstances and how they themselves wish to be described.

### **Gender**

Widely shared ideas and expectations (norms) about women (girls) and men (boys). These include typical feminine and masculine characteristics and abilities and expectations about how women and men should behave in various situations.<sup>58</sup>

### **Human rights**

Human rights are the rights a person has simply because he or she is a human being, irrespective of their citizenship, nationality, race, ethnicity, language, sex, sexuality, abilities or any other status. They are the basic standards without which people cannot live in dignity.

### **Resilience**

"Resilience has been defined as the capacity to withstand, recover, and even grow from negative experiences".<sup>59</sup>

### **Substance / substance use and abuse<sup>60</sup>**

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<sup>57</sup> Based on research by Savina Geerinckx which draws on the work of Daniel Stoecklin.

<sup>58</sup> *Working With Street Children: A Training Package on Substance Use, Sexual and Reproductive Health including HIV/AIDS and STDs, Introduction*, World Health Organisation, p.17.

<sup>59</sup> Banaag Jr., C.G., M.D., *Resiliency: Stories Found in Philippine Streets*, AusAID, National Project on Street Children and UNICEF, Manila, Philippines, 1997, p.9.

<sup>60</sup> World Health Organisation, Mental Health Determinants and Populations Department of Mental Health and Substance Dependence, *Working with Street Children: A Training Package on Substance Use, Sexual and Reproductive Health Including HIV/AIDS and STDs, MODULE 3: Understanding Substance Use Among Street Children*, Geneva, Switzerland, Module 3, p.1.

The word 'substance' describes any psychoactive material which, when consumed, affects the way people feel, think, see, taste, smell, hear or behave. A psychoactive substance can be a medicine or an industrial product, such as glue. Some substances are legal such as approved medicines, alcohol and cigarettes, and others are illegal, such as heroin and cannabis. Each country has its own laws about substances. The percentage of substance users among children in street situations varies greatly depending on the region, gender and age.

## **Definitions – approaches to working with children in street situations**

### **Prevention**

Preventing children from leaving home to go and live on the streets. This involves: identifying families that are at risk of breaking up (usually due to a combination of poverty, new marriages and physical, psychological and sexual violence in the home); working with these families and children to improve communication, eliminate violence and develop income generating opportunities. This may involve families still in villages as well as families of children who already work on the streets in the cities, but who still live with their families. Not all children who work on the streets are at risk of leaving home. Some of them have stable families, in spite of poverty. Another definition of 'prevention' is preventing children coming into conflict with the law. This is different to preventing children from leaving home.

### **Early intervention**

Making contact with children as soon as possible after they have left home in order to protect them and to try reuniting them with their family at the earliest possible stage. Early intervention is more effective than waiting until children have already experienced violence and abuse and have had a chance to get used to life on the streets. Early intervention can take place at transport stops where children come into cities – e.g. bus and train stations, and at towns and villages where children leave from or where they pass through in order to get to their final destinations. Early intervention consists of outreach work and can be supported by information posters and telephone crisis 'hotlines' to call.

### **Outreach**

Outreach work is where social workers go out onto the streets at places where children are in order to: build trust with children in street situations and to be a responsible adult friend in their lives – someone they can talk to. This is an important aim in itself! In addition to this, depending on resources available, outreach can be the first stage of expanding choices available to children in street situations and linking them into services so that they can start to improve their lives. Peer outreach through other children in street situations, supported by social workers, is usually very effective as children can talk to each other on the same level, from shared experiences. Police raids and round-ups are *not* outreach but are, instead, a violation of children's rights.

### **Drop-in centres**

A drop-in centre is a safe place where children in street situations can come to: relax; speak to a responsible adult; access services such as counselling, family reunification, medical and legal aid; take part in life skills, educational, cultural, sport, creative and other activities which aid their development; learn about ways to get involved in peer education work. Some drop-in centres offer overnight accommodation. Others do not. For children who work on the street but who still live with their families, drop-in centres can be used as an ongoing source of support. For children who are homeless, they can also be used as a transition centre to direct the children to more permanent services.

## Family reunification

Identifying where homeless children have come from and taking steps to secure the children's return to their family of origin or an alternative family placement - e.g. with members of the extended family such as uncles, aunts and grandparents. Family reunification is a very complex process. The failure rate is very high and the process can be very damaging for all parties involved unless the following conditions are met: **family reunification must only take place if it is what the child wants and if it is in the best interests of the child**; the child must never be forced or pressured into family reunification; family reunification must always be offered to the child as one of a range of options, not the only option; the child must be fully informed of the consequences and fully involved in the process; a proper procedure of **assessment, preparation and follow-up** must be in place; the preparation stage includes preparation of the child, the family and the local community; the child must be free to change their mind at any stage of the process. Child protection is the primary concern - often children leave home because of violence and it is a violation of their rights to return them to a dangerous, violent situation. Family reunification should only be attempted by social workers who have undergone specific and proper training. Without these conditions being met, children are likely to run away from home within a short time of being returned, often more psychologically damaged than before. Family reunification includes 'reintegration'.

## Reintegration

Working with children to develop their cognitive, emotional, social and moral skills, attitudes and behaviour so that they can live, study and work freely as part of the community. Reintegration also involves working with communities - e.g. school teachers and school children, local community leaders, religious institutions, local police, businesses and neighbours - to understand children in street situations, accept them and support them in their new life. Reintegration might involve family reunification as well, but not necessarily: children can be reintegrated into community and social structures even if it is not possible to place them back with their families.

## Residential care

Providing somewhere for homeless children to live, including somewhere to sleep. Residential care can be provided by the state or by non-governmental organisations. It may be temporary - whilst other options such as family reunification, fostering or adoption are explored - or permanent - if other alternatives are not possible. International experience has clearly shown that large residential institutions are damaging for children. In general it is preferable for children to live with a family or in a family-like environment to ensure healthy and rounded physical, emotional, cognitive, social and moral development. If this is not possible, then residential institutions should try to avoid the three common problems that severely affect a child's development. These problems are:

- a. **Ratio of adult carers to children**: the fewer children under the responsibility of one carer the better. This is to ensure quality of care (through time available to each individual child) and to promote stable psychological attachment.
- b. **Staff turnover**: avoid staff turnover as much as possible through increased wages and improved management, professionalism and respect for carers of vulnerable children. Frequent turnover of staff is psychologically very damaging for children. It results in disrupted and insecure attachment which can lead to many developmental and behavioural problems as the child grows up.
- c. **Quality of care**: caring for children - especially vulnerable children - is an important and difficult job. Residential units should have proper procedures in place for **recruitment, training and monitoring of staff**. The procedures must pay particular importance to **good child protection practice**.

## Handout 4: Causes and consequences of children ending up in a street environment (international experience)<sup>61</sup>

<p><b>Causes of children turning to the streets (usually a combination of factors):</b></p> <ul style="list-style-type: none"> <li>•Poverty</li> <li>•Physical, psychological and/or sexual abuse in the home (made worse in some cases by alcoholism and/or drug abuse by carers)</li> <li>•Neglect / lack of protection</li> <li>•Loss of home or property</li> <li>•Family breakdown</li> <li>•Orphaned or separated due to disease (inc. AIDS), natural disasters, conflict etc.</li> <li>•Lack or deprivation of economic and cultural opportunities/ facilities e.g.:             <ul style="list-style-type: none"> <li>○ Out of school</li> <li>○ Limited access to health facilities</li> <li>○ Limited access to recreational activities</li> </ul> </li> <li>•Limited connection to religious or community groups</li> <li>•Migration</li> <li>•Illegitimate child who has been rejected</li> <li>•Pressure to work to support family or self</li> <li>•Exploitation by adults</li> <li>•Trafficking</li> <li>•Social discrimination &amp; traditional cultural beliefs (e.g. blaming a child for bad luck / sorcery)</li> </ul>	<p><b>Problems faced by children in the street environment:</b></p> <ul style="list-style-type: none"> <li>•Lack of care, support and love</li> <li>•Basic needs of clothing, food and shelter are not fulfilled</li> <li>•Lack of education</li> <li>•Unhygienic environment</li> <li>•Poor health and nutrition / vulnerable to disease and infection, including sexually transmitted infections</li> <li>•Substance abuse</li> <li>•Life full of uncertainties / insecurity</li> <li>•Physical, psychological and/or sexual violence and exploitation (from adults, each other, security guards and the police)</li> <li>•Exposure to sexual activity - 'comfort' / 'survival' / coercive / forced sex</li> <li>•Trauma</li> <li>•Exposure to illegal activities / coerced into committing crime</li> <li>•Poor working conditions / economic exploitation</li> <li>•Neglect, discrimination, fear and hatred</li> <li>•Lack of bonding / trust</li> <li>•Lack of positive role models</li> </ul>
<p><b>General characteristics of children in street situations:</b></p> <ul style="list-style-type: none"> <li>•Contradiction between outward behaviour (possibly 'street smart,' aggressive and manipulative) and inner self (sensitive, sad, rejected, hurt, fearful, untrusting)</li> <li>•Freedom-loving</li> <li>•Independent in nature</li> <li>•Resourceful and creative</li> <li>•Resilient</li> <li>• Adventurous</li> <li>• Short attention span</li> <li>• Low self-esteem</li> <li>• Impulsive</li> <li>• Sharp mood swings</li> <li>• Non-trusting towards adults and their environment</li> <li>•Sense of non-acceptance by majority of society</li> <li>• Sexually active at an early age</li> <li>• Attracted to gang culture for friendship and protection: strong desire to be accepted by peers</li> <li>• Organised in their thinking</li> <li>•Many feel alone and long for family togetherness</li> <li>•They tend to remember injustice done to them</li> </ul>	<p><b>Behavioural manifestations:</b></p> <ul style="list-style-type: none"> <li>• Rebellious in nature</li> <li>• Antisocial behaviour / distorted value system developed in order to survive – bullying, being aggressive and deceptive, lying and possibly stealing (but underneath the aggression often lies insecurity and fear)</li> <li>• Often confrontational with each other</li> <li>• Relationship difficulties – fear of forming new relationships due to fear of separation and loss based on past experiences</li> <li>• Crave love, care and affection</li> <li>• Depression and self-harm</li> <li>• Very energetic</li> <li>• Unpredictable behaviour</li> <li>• High levels of sexual activity, both heterosexual and homosexual</li> <li>• Judgment may be impaired through substance abuse</li> <li>• Possible involvement in petty or serious crime depending on choices available and personality of individual children</li> </ul>

<sup>61</sup> Table adapted from information from the Consortium for Street Children, CINI Asha Draft Police Training Manual, India, Dec 2004 and UNICEF Timor-Leste Child Protection Section, *Training Manual for Police Officers on Child Rights, Juvenile Justice, Child Abuse and Children At-Risk*, Draft 2004, Module 7, pp.4-5.

## Handout 5: Profile of children in street situations in Kyrgyzstan<sup>62</sup>

- Unless otherwise stated, the following statistics are based on interviews with 529 children in street situations as part of a street-mapping exercise by EveryChild in Osh and Kara-Suu, Nov-Dec 2005.
- All quotations are taken from *Further information based on Problems of street children in cities in Kyrgyzstan*, UNESCO Cluster Office, Almaty, Kazakhstan / Centre for Public Opinion Study and Forecast, Bishkek 2002 – 2003.

### How many children in street situations are there?

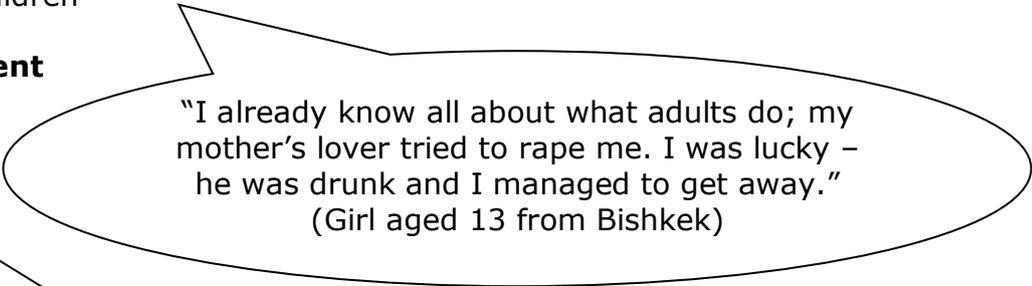
EveryChild identified 529 children in street situations in Osh and Kara-Suu in Nov-Dec 2005, of whom 99 were girls. The majority were aged 12-14. There are fewer children in street situations in winter as they return home or move to Bishkek.

### Where are they from?

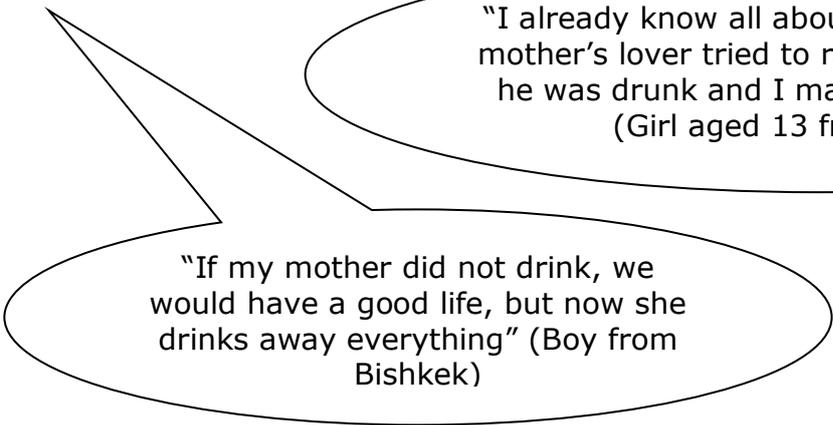
- 21% were from Kara-Suu
- 17% from Osh
- 16% from Alai
- 14% from Nookat
- 7.3% from Uzbekistan (11 children)
- 1.3% from Kazakhstan (2 children)

**Why are children on the street?** Interviews with 150 children and 4 families in Osh and Kara-Suu revealed the following reasons:

- **Violence:** Violence, especially by step-fathers; Parents fight with each other
- **Family problems:** Alcohol abuse by parents; In re-constructed families, children from previous relationships are ignored; Children are kicked out by their parents; Parents leave children in the care of other relatives; Too many children living in one family
- **Poverty:** Need for income generation; Urban migration - adults take out the stresses of urban living on their children
- **Peer influence**
- **Wish to be independent**



"I already know all about what adults do; my mother's lover tried to rape me. I was lucky – he was drunk and I managed to get away."  
(Girl aged 13 from Bishkek)



"If my mother did not drink, we would have a good life, but now she drinks away everything" (Boy from Bishkek)

### What about their parents?

40 children said they would like to live with their families. However:

- 70 of the children interviewed didn't want EveryChild to talk to their parents

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<sup>62</sup> Compiled from the following sources of information: street-mapping exercise by EveryChild in Osh and Kara-Suu, Nov-Dec 2005, interviewing 529 street children; Further information based on Problems of street children in cities in Kyrgyzstan, UNESCO Cluster Office, Almaty, Kazakhstan / Centre for Public Opinion Study and Forecast, Bishkek 2002 – 2003; Knowledge, Attitude and Practices (KAP) of street children with regards to HIV/AIDS/STI, Substance Use, Reproductive and Basic Health, Applied Research Center (ARC), Center for the Protection of Children (CPC), UNICEF - Survey in Bishkek (research May – June 2003, published February 2004).

- 31 children said their parents didn't love them
- 31 children don't want to meet their parents
- 13 children said that their parents don't know where I am or they don't care

"To be honest with you, I am fed up with street life, but at home it is even worse. My stepfather beats me within an inch of my life. As for my mother, she does not need me and prefers enjoying herself. My father is in jail."  
(Boy aged 8 from Bishkek)

### **Where do they stay?**

- 52% stay in the market (to find food and work)
- 32% stay near the market
- At night they can sleep at computer and video clubs for 50 som.
- Others sleep 'in stores' near the market or near heating vents in basements.
- A 2003 survey in Bishkek by the Applied Research Center (ARC), Center for the Protection of Children (CPC) and UNICEF categorized the 209 children in street situations they interviewed into four groups:
  1. Homeless children – those who spend 24 hours a day on the street without guardians.
  2. Working children – those who spend most of their time on the street working.
  3. Shelter children – those who live in shelters due to (family) problems (most of whom were homeless prior to living in the shelter).
  4. Renting a place – those who rent a place (bed, room or an apartment) with family, friends or by themselves. Rooms can be rented just for the night.

"It is better to live in a market place where old ladies sell food products. They are kind: one gives you something, and then another and you are full."  
(Girl aged 11 from Bishkek)

### **What work do they do on the streets?**

- Handbarrow (43 children): mostly for children aged 12-18; can earn 100-200 som per day but you need a birth certificate and money to rent a barrow;
- Collecting and selling boxes and cartons (27 children); mostly for children aged 6-14; can earn 50-70 som per day (2 som per kg; children therefore carry 25-35 kg per day)
- Shoeshine (26 children)
- Retail (14 children)
- Domestic work (7 children)
- Other: shoe repair, cattle breeding and cleaning houses.

### **What do they spend their money on?**

Food, parents, clothes, stationary, and 8 children said they had to give 50% of their earnings to their boss.

### **What about their education?**

- Out of 113 children, 50% wanted to study, 50% did not want to study.

- 14% had never studied.
- They survey revealed children graduating from 5<sup>th</sup>, 6<sup>th</sup> and even 9<sup>th</sup> grade without being able to read or write.
- Education classes are not convenient for working children.

### **What problems do children face on the street?**

Children interviewed stated their 'fears' as: Police; Those who give guns; Bad environment; Alcohol addicts; Snakes; Devil; God.

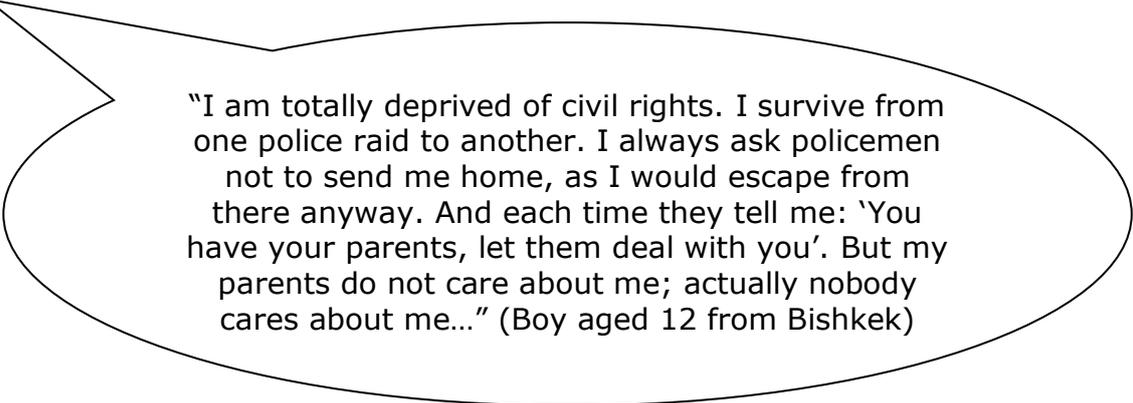
136 children stated their 'everyday stresses' as:

- police – 16%
- loneliness – 13%
- no place to sleep – 12%
- fights – 10%
- other (family problems, lack of money, problems finding jobs etc.) – 39%

### **How do they deal with these problems?**

- Out of 94 children who responded to this question:
  - 61% do nothing
  - 15% fight
  - 11% drink alcohol
  - "The rest cry"
- "Who can help?": Parents–49%; Themselves–49%; Nobody–13%; Government–11%
- "Who can make your life better?": Parents – 37%; Themselves – 37%; 'Life can't change' – 10%
- In reality, their main source of help on the streets is their friends.
- 57 out of 150 children want some support
- 14 children would like to study at school
- According to a 2002 UNESCO survey, children in street situations in Kyrgyzstan have very little trust in specialised children's institutions. They don't like the rules, conditions, and bullying from older children / those who have been there longer, and they complained about teachers being rude.

### **What about their relationship with the police?**



"I am totally deprived of civil rights. I survive from one police raid to another. I always ask policemen not to send me home, as I would escape from there anyway. And each time they tell me: 'You have your parents, let them deal with you'. But my parents do not care about me; actually nobody cares about me..." (Boy aged 12 from Bishkek)

47 out of 150 children interviewed had stayed in CARM at some stage.

Out of these, 37 children were able to say what had happened to them:

- 18 were returned home (although they were on the streets again at the time of the interviews)
- 15 escaped
- 4 were placed in other centres (although they were obviously on the streets again at the time of the interviews)

44 children were delivered to IMA in 2004.

Out of these, information exists on the fate of 41:

- 20 were placed in CARM
- 19 were returned home
- 2 were placed in special institutions

As part of a UNESCO survey of 809 children and young people in street situations in Kyrgyzstan in 2002, 41% listed militia raids as the single biggest problem they face on the streets. (The next biggest problem they mentioned was physical abuse – cited by 33%). 84% of those interviewed were afraid to be caught by the militia because they:

- send us to children's homes (24%);
- beat us up (22%);
- send us back home (21%);
- humiliate and mock us (19%);
- other (14%).

### **What do they do when they are not working?**

Out of 809 children surveyed by UNESCO in 2002 in 9 cities in Kyrgyzstan:

- 28% Wander around city
- 24% Meet friends
- 12% search dustbins
- 10% other
- 8% smoke
- 7% play in the street
- 7% play computer games
- 3% drink alcohol
- 1% visit prostitutes

### **What about their health?**

[This information is based on a 2003 survey in Bishkek by the Applied Research Center (ARC), Center for the Protection of Children (CPC) and UNICEF of 209 children in street situations aged 9 to 18 years (62.7% were boys and 37.3% were girls).

**General health:** children cited their most common serious illnesses as follows:

- Rashes (21.5%)
- Infections (14.8%)
- Flu/colds (13.4%)
- About 14.0% of respondents did not have any serious diseases.
- Only 39% of the 809 children in 9 cities in Kyrgyzstan surveyed by UNESCO in 2002 eat a hot meal every day.

### **Sexual and reproductive health:**

- 48.2% had no idea about periods or wet dreams before experiencing them
- **Sexual activity:**
  - The proportion of those who had been engaged in sexual activity was especially high among homeless children (60.7% versus 33% in shelters, 26.7% at home, 38.5% in rented place).
  - The mean age when children first had sex was 13 years old.
  - Almost 1/5 of respondents or their friends (17.6%) was forced to have sex for the first time. This proportion was even higher among girls (44.4%) and homeless children (41.7%).
  - A big proportion of children had sex with different people (40.6%). This figure was even higher among girls (53.8%) and homeless children (58.8%).
  - In addition, more than 1/5 of the respondents replied that they did not know their sexual partners well (22.2%).
  - 47.5% of the respondents who said they had engaged in sexual activity indicated that they have sex in order to obtain things. Again, the proportion of those who answered thus was highest among girls (76.0%) and homeless

children (70.6%). The most frequently mentioned thing that they obtained was money.

- **Sexually transmitted infections:**

- 31.6% had not heard about HIV/AIDS
- 39.8% did not know about syphilis
- 69.4% indicated that they did not know about gonorrhea.
- Respondents failed to name other sexually transmitted infections.
- Girls were more likely to be aware of HIV/AIDS, syphilis, and gonorrhea than boys
- Respondents had little knowledge about the symptoms and ways of contracting HIV/AIDS and STIs as well as preventive measures.

- **Pregnancy:** One- third of respondents knew someone among their friends who had become pregnant. The survey indicates that there are more cases of pregnancy among homeless children (52.9%). About 28.9% of cases of pregnancy resulted in birth, 19.0% in abortion and 14.3% in miscarriage. Abortion took place either in hospitals or at home.

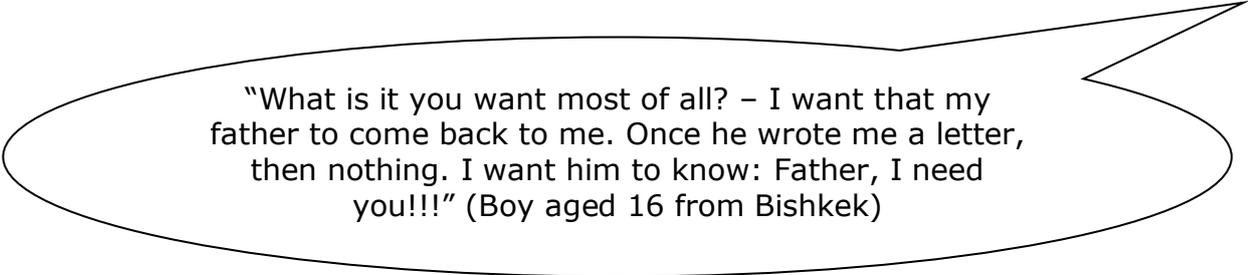
- **Contraception:** Respondents showed a poor knowledge of contraception. Using condoms was the best known method of contraception among the respondents (77.9%) followed by Intrauterine Device (IUD) [23.9%], and the pill (20.1%). More than 1/5 of respondents could not name any contraceptives. Girls were much more aware of contraceptive methods than boys and older respondents were more aware about the methods than younger ones.

#### **Substance use:**

- **Cigarettes:** 41% said that they smoked cigarettes (especially older and homeless children) even though 86.6% were aware of the negative health consequences.
- **Alcohol:** 50.2% of respondents or their friends drank alcohol. (77.0% of homeless children drank alcohol and drank more frequently than other children). However, 87.1% of them considered it bad to drink.
- **Drugs:** Respondents had a good awareness about the different kinds of available drugs. About 95.2% of respondents knew nasvai, 67.5% had heard about toxic drugs, 56.0% named hashish/anasha, 40.2% mentioned heroin, 34.9% - cocaine and 27.8% mentioned opium. Moreover, 42.6% replied that they or their friends took nasvai and 29.7% had tried toxic drugs. More than 1/4 of the total number of respondents replied that they tried drugs for the first time because they were curious, 10.5% could not refuse since their friends offered the drugs, and 5.3% tried drugs because everybody tried them. The overwhelming majority of respondents think that it was bad to take drugs (78.9%).

#### **Health information / education:**

- The most popular sources of information about love, sexuality, contraception and substance use were same-sex friends and the media. A majority of respondents stated that they would *like* to get information about love, contraception, sexuality and substance use from the media and health professionals.
- The majority of respondents did not attend any training. Only 15.8% of respondents attended training on love, sex and contraceptives and 19.6% - on substance use. However, 19.1% of respondents would like to attend courses on love, sex and contraceptives, 15.3% would like to attend courses on drugs, 12.9% - about smoking and 16.3% of respondents would like to participate in any of the trainings.



“What is it you want most of all? – I want that my father to come back to me. Once he wrote me a letter, then nothing. I want him to know: Father, I need you!!!” (Boy aged 16 from Bishkek)

### **Case studies of children in street situations in Kyrgyzstan<sup>63</sup>**

**Rinat – 16-year-old boy:** Rinat stays around the bazaar. He is open and talkative and has parents and a younger brother, Erlan, who is 6 years old. There were no problems between Rinat and his parents until Erlan was born. They always used to spend time and play together until the birth of Erlan, when all their attention shifted and Rinat felt left alone. He started to spend a lot of time on the street and stole money. His father found out and beat him. The parents started to tell Erlan that Rinat is bad, dumb and worthless. At some point Rinat ran away from home and now he lives on the street. He wants to show his parents that he is worth something.

**Aliya – 13-year-old girl:** Aliya ran away from home because her parents did ‘bad things’ to her. She has never explained exactly what. In the streets you can see she is popular and gets a lot of attention. But she also scares other children because she can be dominant and aggressive. She says she doesn’t need help and that she is tough enough to take care of herself. Some children say that she goes with men every now and then. In the street her behaviour can be sexual. When she sees social workers on the street she is always enthusiastic and seems to follow what they are doing.

**Emir – 14-year-old boy:** Emir seems very quiet and isolated. He doesn’t have a lot of contact with other children. But others take advantage of him; they make him do things for them, like getting food and he just does what they say. He prefers to hang around with younger children. He doesn’t really talk with social workers, just nods his head to answer and he never looks people in the eyes. On the streets he hangs around or plays a little. For work he collects bottles on the bazaar.

**Natasha – 13-year-old girl:** Natasha ran away from home, because her mother died and her father didn’t care for her. He was more interested in vodka and other women. Her older brother (16) also lives on the street, but she doesn’t see him that much. Natasha works hard, collecting bottles in the bazaar, but it doesn’t really give a lot of money. She spends a lot of time with the other girls on the street, but she needs to be tough because they are all quite dominant. So she imitates them and acts rough. She also fights quite a lot with the boys when they want to take her food or money. She has learned to survive. She doesn’t like talking to strangers and so she is rude or she makes up lies to questions, saying she has a nice life and no problems.

**Alexei – 11-year-old boy:** Alexei’s father is with another woman and his mother is sick all the time and doesn’t seem to care for him - she just feels self-pity. His older sister (13) is always home to take care of their mother. Alexei spends most of the time on the street to earn some money by helping in a café and begging. He goes home late at night and leaves early in the morning. He doesn’t like it at home because his mother always scolds

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<sup>63</sup> Adapted from EveryChild Kyrgyzstan training materials.

him about not bringing home enough money and says he is worth nothing. He sees a social worker almost every day on the street talking with other children but he doesn't trust her as she might be from the police or want to take children away. He avoids contact but is curious because she seems nice.

**Nurbeek – 15-year-old boy:** Nurbeek has lived on the street for six months. He ran away from home because his father drinks a lot and started to hit his mother and the children. The other children now live with an aunt, but she doesn't have enough space for Nurbeek to stay there too. However, Nurbeek chose anyway to live his own life and he survives well on the street. He has a lot of friends and enough money. He begs at places where there are foreigners and also steals money or food. He stayed in a shelter once, but ran away because he didn't like the rules and duties. The police caught him on the street and he spent a week in the detention centre. Now he is back on the street again. He knows a social worker who the other children say is okay to talk to. Nurbeek wants to talk to her, but more to show off how tough he is, how he can deal with problems and how much money he makes. He starts the conversation by being very familiar and saying something like 'Hey, how are you, I haven't seen you in a while'.

## Handout 6: Violence and child protection

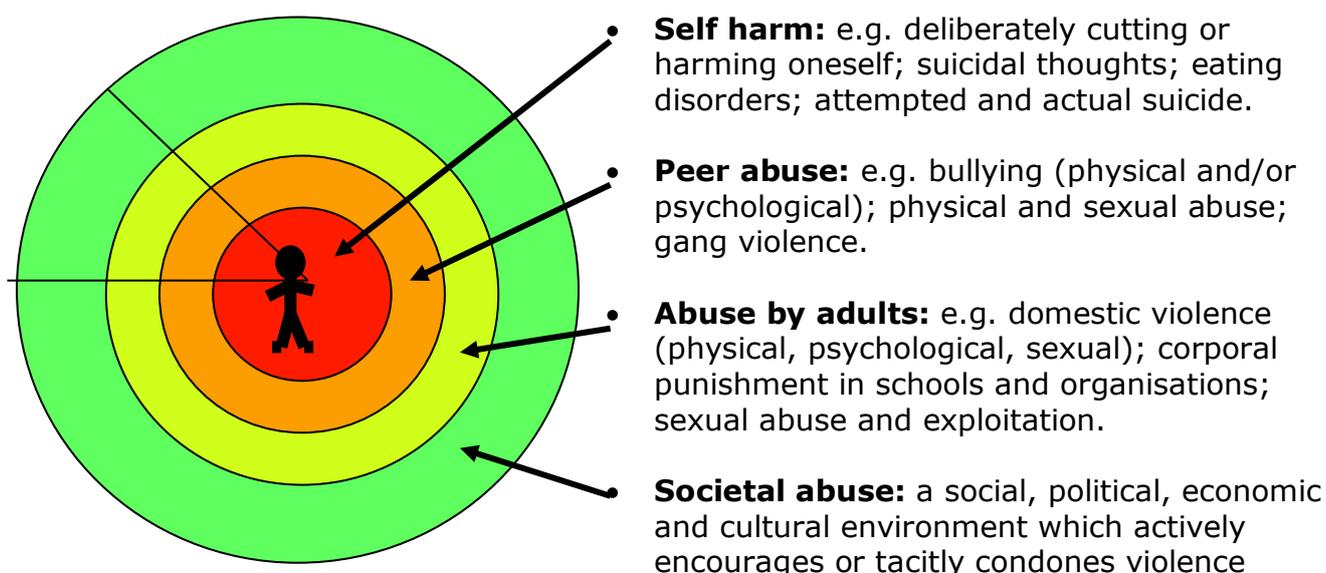
### Definition of child abuse<sup>64</sup>:

According to the World Health Organisation, 'Child abuse' or 'maltreatment' constitutes 'all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting 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.'

### Definition of violence as used in UN Global Study on Violence Against Children:

The definition of violence is that of Article 19 of the Convention on the Rights of the Child: "all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse". It also draws on the definition in the *World Report on Violence and Health* (2002): the intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child's health, survival, development or dignity.<sup>65</sup>

**The following diagram represents different actors involved in both violence against children, and in child protection.** [Blue section translated for Aug 06 handout on 'types of violence']



against children, e.g. political campaigns which encourage police 'clearances' of children in street situations; religions and cultures which encourage physical and humiliating punishment of children as acceptable childrearing practices; harmful traditional practices such as female genital mutilation etc.; high prevalence of violence in the media; cultural attitudes which condone violence against women in the home / which promote ideas of women and children as being the 'property' of men / parents rather than as human beings deserving of equal rights.

### What is 'child protection'?

Keeping children safe from intentional & unintentional harm.

### What are we protecting children from?

<sup>64</sup> The World Health Organisation definition of Child Abuse as defined by the Report of the Consultation on Child Abuse Prevention WHO - 1999.

<sup>65</sup> E. G. Krug et al. (eds.), *World Report on Violence and Health* (Geneva, World Health Organization, 2002), p. 5.

Harm that comes to them from: themselves; their peers; adults – e.g. in their families, neighbourhoods, communities, schools and organisations intended for their benefit; harmful policies and attitudes in society.

### **What does child protection mean for my role?**

Everybody who has contact with children, regardless of their particular role, has certain responsibilities to make sure that they do not harm the child through their own actions and attitudes, either intentionally or unintentionally. For example:

- Make sure that your own behaviour (physical and psychological) helps to make children feel safe, and is not in any way an abuse of the trust the child has in you, or the power you may have over them;
- Respect children and understand their backgrounds;
- Listen to children and involve them in decisions;
- Empower children to protect themselves;
- Know what to do if a child reports abuse to you.

In addition to personally and organisationally safeguarding children, you may also be in a position to work with others, including children themselves, to identify and implement strategies to reduce violence in homes, in schools, in communities, on the streets, in the justice system and in public policies, attitudes and the media.



**See also** the 5 Principles Handout 19 for more information on child protection.

## **The best way to protect children is to empower them to protect themselves!**

### **Characteristics of an empowered child<sup>66</sup>:**

- Knows the difference between 'good touch' and 'bad touch'
- Understands that their body is their own and that it doesn't 'belong' to anyone else
- Understands what is a 'good secret' and what is a 'bad secret' / when it is OK to pass on a 'secret'
- Knows what behaviour to expect from staff and from each other and how they themselves should treat others
- Understands how personal information about him/herself can be used and feels comfortable and able to say 'no' to use of personal information / images about him/herself
- Knows how and when to speak out and who to turn to if s/he feels uncomfortable
- Knows that there's a system in place to respond to inappropriate behaviour by other children and staff
- Is able to advise their friends on what to do if they feel uncomfortable

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<sup>66</sup> Jackson, E. and Wernham, M., *Child Protection Policies and Procedures Toolkit: How to Create a Child-Safe Organisation*, ChildHope, March 2005, pp.119-120.

**Summary:**

- Violence is a fundamental violation of children's rights and impacts negatively on all areas of healthy development.
- Children in street situations experience different types of violence at the hands of themselves, their peers, adults and society, both at home and on the streets.
- Violence in the home (and not just necessarily physical or sexual violence) is one the key factors causing children to run away.
- However, much can be done to prevent and respond to violence against children in street situations. Children themselves have a huge role in this which is often forgotten. We need to listen to them and work with them to empower them to protect themselves and their peers, as well as working with adults in their lives.
- Ideally, our interventions should be targeted at every level: the child, peers, adults and society – like a slice of cake [see diagram].
- We cannot do this all by ourselves. We need to work together.

## Handout 7: Children in street situations and substance abuse<sup>67</sup>

TYPE OF SUBSTANCE	SUBSTANCE NAME	SLANG NAMES	ROUTES OF INTAKE					EFFECTS ON THE USER	WITHDRAWAL SYMPTOMS	LEGAL / ILLEGAL	SOURCES OF SUBSTANCES (for safety and confidentiality, do not use specific names)
			Inhale / smoke	Inject	Swallow / chew / dissolved slowly in the mouth	Rub into the skin	Place on mucous membrane				
ALCOHOL	Substances include: wine, beer, spirits, home-brew, some medicinal tonics and syrups (e.g. cough syrups), some toiletries and industrial products				X			<p>Effects vary from person to person. Children and young people are usually more affected than adults as they tend to absorb alcohol more quickly.</p> <p><b>Immediate:</b> Drowsiness, uninhibited actions, loss of coordination, unclear vision, slurred speech, making poor decisions, impairment of memory. Excessive drinking can lead to headache, nausea, vomiting, coma and death.</p> <p><b>Long term:</b> Loss of appetite, vitamin deficiency, skin problems, depression, loss of sex drive, liver damage, heart ailments, nerve and brain damage or loss of memory</p>	Anxiety, tremors, vomiting, sweating, convulsion, delirium (confusion & hallucinations)		
NICOTINE	Cigarettes, cigars, pipe tobacco, chewed tobacco, snuff, nicotine gum, spray, skin patches		X		X			<p><b>Immediate:</b> Feeling of alertness followed by a feeling of relaxation a few minutes later. Increase in pulse rate, a temporary rise in blood pressure, dizziness, nausea and reduced appetite.</p> <p><b>Long term:</b> Heart and lung disease, blockage of arteries, high blood pressure, breathing difficulty, lung cancer and cancer of the mouth may occur.</p>	Nervousness, sleep difficulty, abdominal pain, poor concentration, muscle spasms, headaches, cough, changes in appetite		

<sup>67</sup> Table compiled from various sources by Angela Murray as part of Consortium for Street Children project - *Police Training on Child Rights and Child Protection: Lessons Learned and Training Manual*, 2005. Main source: *Working With Street Children: A Training Package on Substance Use, Sexual and Reproductive Health including HIV/AIDS and STDs, Module 3: Understanding Substance Use Among Street Children*, World Health Organisation, 2000.

OPIOIDS	<p><b>Opiates:</b> codeine (such as in some cough mixtures), heroin, morphine, opium</p> <p><b>Synthetic Opioids:</b> buprenorphine hydrochloride (Temgesic), methadone (Physeptone), pethidine</p>		X	X	X			<p><b>Immediate:</b> Often cause a detached dreamy feeling, sleepiness, reduction in size of pupil of eye, nausea, vomiting and constipation. Overdose can lead to unconsciousness, respiratory depression (failure to breathe) and death.</p> <p><b>Long Term:</b> Main danger is the development of dependence and the chance of overdose that can cause death. Tolerance and dependence can develop quickly.</p>	Anxiety, sweating, muscle cramps, runny nose, vomiting, diarrhoea, sleep difficulty		
HALLUCINOGENS	LSD (Lysergic Acid Diethylamide), mescaline, psilocybin mushrooms, PCP (phencyclidine)		X		X			<p><b>Immediate:</b> Changes in perception and in the awareness of things happening inside and outside of the body. Things may look, smell, sound, taste, or feel different e.g. seeing colours, lights, pictures. 'Bad trips' may also occur – with feelings of panic, fear, anxiety, confusion and alteration in sense of reality. Unintentional injuries and suicide may happen under the influence of hallucinogens.</p> <p><b>Long Term:</b> Flash backs – getting the experiences first obtained under the influence of substance, days or even months after they have stopped taking the substances. Regular use can decrease a user's memory and concentration and can result in depression and other mental health problems. PCP is particularly likely to cause lasting mental health problems.</p>	No significant withdrawal symptoms		
CANNABIS	Marijuana Hashish (oil and resin) Tablets containing THC (Tetrahydrocannabinol, the main active ingredient in cannabis)		X		X			<p><b>Immediate:</b> Feelings of well being, relaxation, loss of inhibitions, loss of motor coordination and loss of concentration. There may be increased pulse and heart rate, redness of the eyes, and increased appetite. Large quantities can cause panic, hallucinations, restlessness and confusion.</p> <p><b>Long Term:</b> Regular use over a long time increases chances of dependency, impairment of memory and concentration and may worsen mental problems such as schizophrenia.</p>	No or mild withdrawal symptoms		

HYPNOSEDATIVES	<p><b>Benzodiazepines:</b> e.g. alprazolam (Xanax), diazepam (Valium), flunitrazipam (Rohypnol), Oxazepam (Serepax), Temazepam (Normison)</p> <p><b>Barbiturates:</b> pentobarbital. Other sedatives such as chloral hydrate and methaqualone (Mandrax)</p>			X				<p><b>Immediate:</b> Effects similar to alcohol. Slow down thinking and movement and decrease the ability to concentrate. Cause 'hangovers', or problems such as slurred speech, sleepiness and lack of concentration after the intoxication has worn off. Low dose reduces the feelings of anxiety while higher doses cause sleep or unconsciousness. Alcohol increases the effect. Unintentional injuries and suicide can occur.</p>	Anxiety, irritability, inability to sleep, muscle cramps, convulsions, delirium		
	Caffeine		X	X				<p><b>Immediate:</b> Caffeine in coffee and tea spreads quickly through the body and makes a person feel awake. Too much caffeine can cause an increase in heart beat, anxiety and upset stomach.</p> <p><b>Long term:</b> Coffee and tea may cause anxiety, depression, stomach upset and difficulty in sleeping.</p>	Headaches, tiredness, aches and pains, anxiety		
STIMULANTS	<p>Coca Products Cocaine Amphetamines MDMA (Ecstasy) Khat</p>	<p>Shabu Speed Goey Crack</p>	X	X	X	X		<p><b>Immediate:</b> The effects of cocaine and amphetamines are similar except that the effects of cocaine last for less time. These are excitement, decreased need for sleep and food. High doses can cause anxiety, panic, high blood pressure, convulsions and aggression. With crack (cocaine which is smoked) a person usually experiences a brief intense feeling of intoxication and an exaggerated feeling of confidence. This quickly changes to a low feeling and may prompt the person to repeat the dose.</p> <p><b>Long Term:</b> Use of amphetamine and cocaine can cause dependence, inability to sleep, irritability, and mental health problems such as feelings of suspiciousness and hallucinations. Similarly, heavy use of Khat can result in dependence and physical &amp; mental problems.</p>	<p>Amphetamines: fatigue, hunger, irritability, depression, suicidal feelings, sleeplessness</p> <p>Cocaine: fear, depression, nausea, vomiting, tremors, muscle pain, tiredness</p>		

OTHER PSYCHOACTIVE SUBSTANCES	These include a wide range of easily available products including: Aerosol sprays Butane gas Petrol Glue Paint thinners Solvents Amyl nitrite (poppers)		X					<b>Immediate:</b> Feelings of happiness, relaxation, sleepiness, poor muscle coordination, slurred speech, irritability and anxiety. Hallucinations and fits can occur with heavy use. The most immediate danger to the user is of 'sudden sniffing death'. Death could also occur as a result of suffocation. <b>Long term:</b> Regular long term use may lead to nose bleeds, rashes around the mouth and nose, loss of appetite and lack of motivation. Some of the solvents are toxic to the liver, kidney, heart and brain.	No significant withdrawal symptoms		
	Kava: a drink made from the roots of a shrub, which is used in the South Pacific for social and ceremonial purposes. Betel nut: this substance is the seed of an Asian palm tree				X				Causes mild sedation and feeling of well being. Heavy use can cause dependence and medical problems.		
			X		X			Regular use can cause dependence and diseases of the mouth, including cancer.			

## Handout 8: Children in street situations and the criminal justice system

### Activity 12: Case study: why do children in street situations commit crimes?<sup>68</sup>

Why did Manas commit the crime? Use the following framework to help the discussion:

1. Family background and upbringing of the children
2. Educational background
3. Community and social environment
4. Peers, activities and role models
5. Age, character and personality of the child
6. Significant life experiences, including stressful events, if any
7. Crime committed and reason for committing crime
8. The root cause of his offending
9. At what stages could someone have helped Manas in order to prevent him committing the crime?
10. Whether they think the child can be rehabilitated and how

#### Case study: Manas

Manas is a young boy of 13. He lives with his mother and two younger brothers in Osh. During the day, he usually goes to school for 2 hours in the morning from 8.00 to 10.00. When he goes home, he usually finds his mother busy washing the clothes and preparing food. She complains that he is in her way and if he has no intention of helping her in the house, he'd better go somewhere else and find something more useful to do, like getting some income for the family.

Manas's father died about 4 years ago. He does not like talking about it, but just mentions it as a fact when people ask him. Since then, it's been hard for the family. Manas can always see the look of worry in his mother's eyes and finds it very hard to deal with. She is not able to find a good job as she can only read and write a little bit. She would like to do some cleaning work or washing of clothes for others, but usually she is so tired from worrying about the family and running the household that she actually doesn't have any energy to try and find a job. She also does not want to be dependent on other people.

One day, at around 16.00 o'clock, Manas is tired of wandering the streets around the restaurant and trying maybe to clean some cars. He doesn't want to go back home yet, because he does not want to see the sight of the worry in his mother's eyes. He did not have a very successful day today and hardly managed to get any extra money.

Then he sees a foreigner leave his car parked outside a restaurant in the centre of town, forgetting to lock the car door. From a short distance, Manas can see a bag on the back seat of the car. Shall he....? He could just have a look and maybe.... You never know, there might be some money in it. The rich man would not miss it anyway. They say that the foreigners earn so much they can buy a complete house with it in their countries. He could take it home to his mother. She would be so happy. Maybe that look in her eyes would disappear. Why shouldn't he try? It's not *that* wrong, is it? They have enough and he doesn't. Isn't that fair?

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<sup>68</sup> Based on an original exercise from *Training Manual for Police Officers on Child Rights, Juvenile Justice, Child Abuse and Children At-Risk*, UNICEF Timor-Leste Child Protection Section, Draft 2004, Module 5, pp.5-6, adapted for *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Marie Wernham with Savina Geerinckx and Elanor Jackson, Consortium for Street Children, March 2005, p.121, and re-adapted here.

Manas walks over to the car and tries the door. He keeps his head down and crawls into the back seat, slips that bag out of the car and runs away. Some people see him running away with the bag and shout very loud: "Stop that thief! He's stolen something! Stop him! Somebody grab that boy!"

Manas runs very fast, faster than he ever thought he could run. He is sweating, his heart is pounding and he is so scared. Some people are still following him and are getting closer and closer. Manas's legs are hardly moving as he approaches the end of the street. Suddenly, three police officers who were attracted by the noise, grab him from 3 sides. All kinds of things are going through Manas's head. What will his mother say? What will become of his mother? What will his friends and classmates say when they find out that he stole money and was in contact with the police?

## Handout 9: End 'round-ups' or 'raids' of children in street situations

Children in street situations may be arrested and detained on an individual basis by the police if they are suspected of committing a crime or sometimes simply because they are homeless and have no identity papers. In addition to this, police departments often conduct more extensive and systematic roundups.

### Common reasons for round-ups include:

- Well-meaning but misguided attempts to 'help' children in street situations – especially to try and send them back to their families;
- 'Cleaning' the streets prior to the arrival of visiting dignitaries to the city, international conferences or similar events;
- To coincide with the tourist season or the promotion of campaigns to encourage tourism;
- Preceding, or immediately following, local or general elections so that politicians are 'seen to be doing something' about the 'problem' of children in street situations;
- As periodic 'new' initiatives, often prompted by the arrival of new personnel trying to 'make their mark' in relevant government departments;
- In order to use the children as scapegoats following high profile crimes in relation to which the public – and media – demand action;
- In response to residents' complaints of an increase in crime in a particular area.

In many countries, street raids often involve beatings, humiliation, requests for bribes and frequent detentions at police stations for those who refuse or who are unable to pay bribes.

Despite claims that round-ups are for the benefit of the children involved, they are usually undertaken in the context of the criminal justice system, rather than the social welfare system: the children are picked up by the police and held either in police cells or remand homes, often alongside children who are suspected of being in conflict with the law. **It is not fair to treat children in this way simply because they are poor and have to live and work on the streets.** Individual children in street situations who are suspected of being in conflict with the law, based on proper investigation and police procedures (not just prejudice and discrimination) should be dealt with separately, according to a fair juvenile justice process. Not all children in street situations commit crimes. Each child is an individual and makes individual decisions based on their circumstances, the limited choices available to them, and their character. Do not treat all children in street situations automatically as criminals.

Roundups are not only in **violation of the fundamental rights of children in street situations, but that they are also ineffective, costly, short-term, unsustainable, often poorly thought out, and ultimately counterproductive.** Without the provision of a comprehensive and holistic range of child-friendly services to genuinely expand the life choices available to children in street situations, based on their specific needs and circumstances as identified by the children themselves, removing them from the streets – especially against their will – will achieve nothing. Experience shows that they will merely return to the streets at the first possible opportunity, most likely bearing an even greater grudge against a society which refuses to listen to their views and treat them with the dignity and respect they deserve as individual human beings.

**Even if there are no other social welfare alternatives available for children in street situations, it is still better to leave them on the streets amongst their friends and support networks rather than forcibly taking them away to 'try and help them'.**

## Handout 10: Children in street situations and the police: attitudes and roles

### 'The police and children are very important people!' – Training exercise<sup>69</sup>

- Write the following statement on a flipchart: "The police are very important people!" Ask participants if they **agree or disagree** and why. Try to elicit some roles and responsibilities of the police and write these up.
- Next, write this second statement on the flipchart: "Children are very important people!" Ask participants if they agree or disagree and why.

Ask participants to close their eyes and think of **a child that they love**, for example their own child, or the child of someone they know. Ask:

- How do you feel when you think about this child?
- Elicit some adjectives from participants. It is likely that these words will be positive, e.g. 'happy', 'proud', 'friendly', 'kind', 'responsible' and 'sometimes angry / frustrated.' Write the participants' words to the left of the statement 'children are very important people.'

Now ask participants to close their eyes again, but this time to think of **a child that they come into contact with on the street** (or who they have arrested if they are police officers). Ask:

- How do you feel when you think about *this* child?
- Elicit some adjectives from participants. Encourage them to be honest. They are allowed to include negative comments. It is possible that these words will be more negative than previously, e.g. 'angry', 'impatient', 'frustrated', 'responsible', 'sometimes friendly / kind'. Write the participants' words to the right of the statement 'children are very important people.'

Compare the two sets of feelings about children.

- What are the similarities and differences? Why?
- What conclusions can you draw from this? [If the participants have equally positive feelings for both of the groups, then praise them and explain that this training will help to strengthen and reinforce those positive feelings about all children they encounter].

### Discussion summary

- It is easy to say that "children are very important people" about our own children and children we know personally and whom we love – our sons and daughters, nieces and nephews and children of friends. We know that they are unique human beings with distinct, individual characteristics, filled with great potential, energy and a huge capacity for joy and kindness.
- However, it can be difficult to understand and feel the same way about boys and girls we do not know personally – children who are 'different' in some way; children who are 'difficult', 'troublesome' or sometimes even violent and disruptive; children in conflict with the law who grow up in difficult circumstances which we may not understand but which contribute to the way they are; children who have suffered and survived terrible neglect, abuse and exploitation. And yet these are the children who actually need our help and understanding the most.
- This is particularly true of police officers. The police have a duty to protect the most vulnerable members of society<sup>70</sup> and to make sure that children who do break the law

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<sup>69</sup> Wernham, M., *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Consortium for Street Children, March 2005, pp.62-63.

<sup>70</sup> UN Code of conduct for Law Enforcement Officials, Article 1: " Law enforcement officials shall at all times fulfill the duty imposed upon them by law, by serving the community and by protecting all persons against illegal acts, consistent with the high degree of responsibility required by their profession."

are treated fairly and with respect, and are given a second chance and a guiding hand to lead them away from the negative choices they have made.<sup>71</sup>



**Key learning points:** Treat all children as if they were your own because *all* children are very important people, even those who experience difficulties or who are in conflict with the law. The *police* are very important people because they are uniquely placed to help, support and guide these children when they need that guidance the most.

### 'A police officer is a friend' – Training exercise<sup>72</sup>

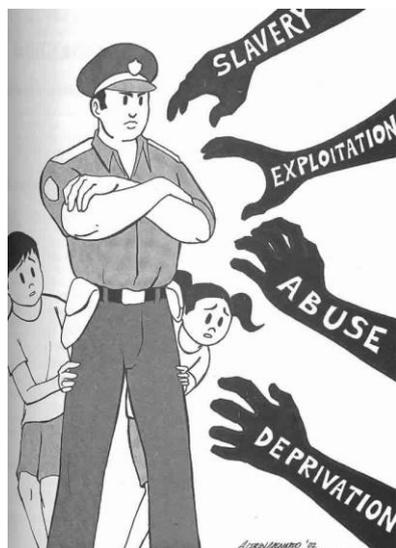
**Aim:** To introduce the concept of the police as a supportive and positive influence in the lives of the children that they come across in their work.

**Time:** 10 minutes

**Materials:** Flipchart and pen

**Task:**

1. Ask participants to try to remember themselves when they were between 12 and 15 years old. Tell them to visualise their house, the people around them, their school, their friends and village or community.
2. Next, tell the participants to remember a person who was important to them during this time – someone who was a real friend to them. This could be an adult or a child. Ask them why they consider this person important to them. (What did the person do or say that made him / her so important?) Tell them to name 3 characteristics of this person (e.g. honesty, good listener, wisdom, loyalty etc.)
3. Ask the participants to:
  - a) Give a short definition or characteristic of what a friend is: "A friend is someone who...."
  - b) Give a definition of what it means to be a friend to children as a police officer: "A police officer is a friend who..." (e.g. maintains peace in the community). If participants need prompting, give some ideas from the list below. Summarise key points and write them on the board.



### Ways in which a police officer can be a friend<sup>73</sup>

- Help when a child is lost
- Direct children to social workers, NGOs and other help
- Find people who have stolen something from children
- Protect children from people who hurt them
- Maintain peace, law and order

*"The friendship of a police officer goes hand in hand with a responsibility for the human rights of people and a respect for the law."<sup>74</sup>*



**Key learning points:** A police officer is an important person in the community and has the opportunity to be an important person in the life of a child who really needs a friend.

<sup>71</sup> UN CRC Art. 40.1: "States parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's rights sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society."

<sup>72</sup> Wernham, M., Police Training on Child Rights and Child Protection: Lessons Learned and Manual, Consortium for Street Children, March 2005, p. 66, adapted from UNICEF Timor-Leste police training manual Module 1, p.1.

<sup>73</sup> Adapted from UNICEF Timor-Leste police training manual Module 1, p.2.

<sup>74</sup> Ibid. Illustration by Aldrin Menardo, Philippine Police Training Manual, p.63.

## 'Crisis or chance?' – Training exercise<sup>75</sup>

A child's every encounter with another person, or the tasks given to a child during certain stages of development, can bring either a crisis (risk) or a chance (opportunity). For example:

Chance / opportunity	Crisis / risk
When parents are loving and caring and give a safe home environment, it will give the child the chance to learn and grow with the parents' encouragement.	If the parents are abusive, alcoholic or careless, the child will not grow and develop in a positive way. Instead of gaining confidence and feeling safe and loved, the child may develop a sense of fear, incompetence and loneliness and may feel unsafe.
When a child succeeds in tasks, and is given praise and encouragement, it gives the child an opportunity to grow and to gain self-esteem, to feel confident and competent (i.e. the child thinks 'I can do this!').	If a child fails in tasks and is constantly criticised, it can cause a crisis or pose a risk to the child's development. The child can develop a feeling of negativity about her/himself (i.e. the child thinks 'I'm worthless, I can't do anything, I'm stupid')

### 'Crisis or chance? – Discussion'

**Aim:** To identify examples of 'crises' and 'chances' in a child's life and the people who can play either a negative or positive role in such situations.

**Time:** 15 minutes

**Materials:** Board and pen

**Task:** Draw two columns on the board. Write the words 'crisis' and 'chance' at the top of each column. Ask participants for examples of 'crises' and 'chances' in a child's life and write them on the board in the appropriate column. Ask the participants to identify the main 'significant person(s)' in the examples given, both for the 'crisis' and for the 'chance' examples. In other words, in the crisis situation, who is the person who is a negative influence? In the chance situation, who is the person who is the positive influence?



**Please note:** The more crisis situations a child has to encounter in her or his life, the more risk there is for this child to develop a negative identity in the present and also the future. For example: children who encounter hunger and poverty, or neglect or exploitation, or who are exposed to violence, alcoholism and drug abuse may not develop enough self-esteem, tolerance, competence or positive problem-solving skills. They are therefore likely to come into contact with people whose behaviour could lead them to commit crime and possibly to further abuse and/or exploitation.

### Is a child's meeting with a police officer a crisis or a chance?

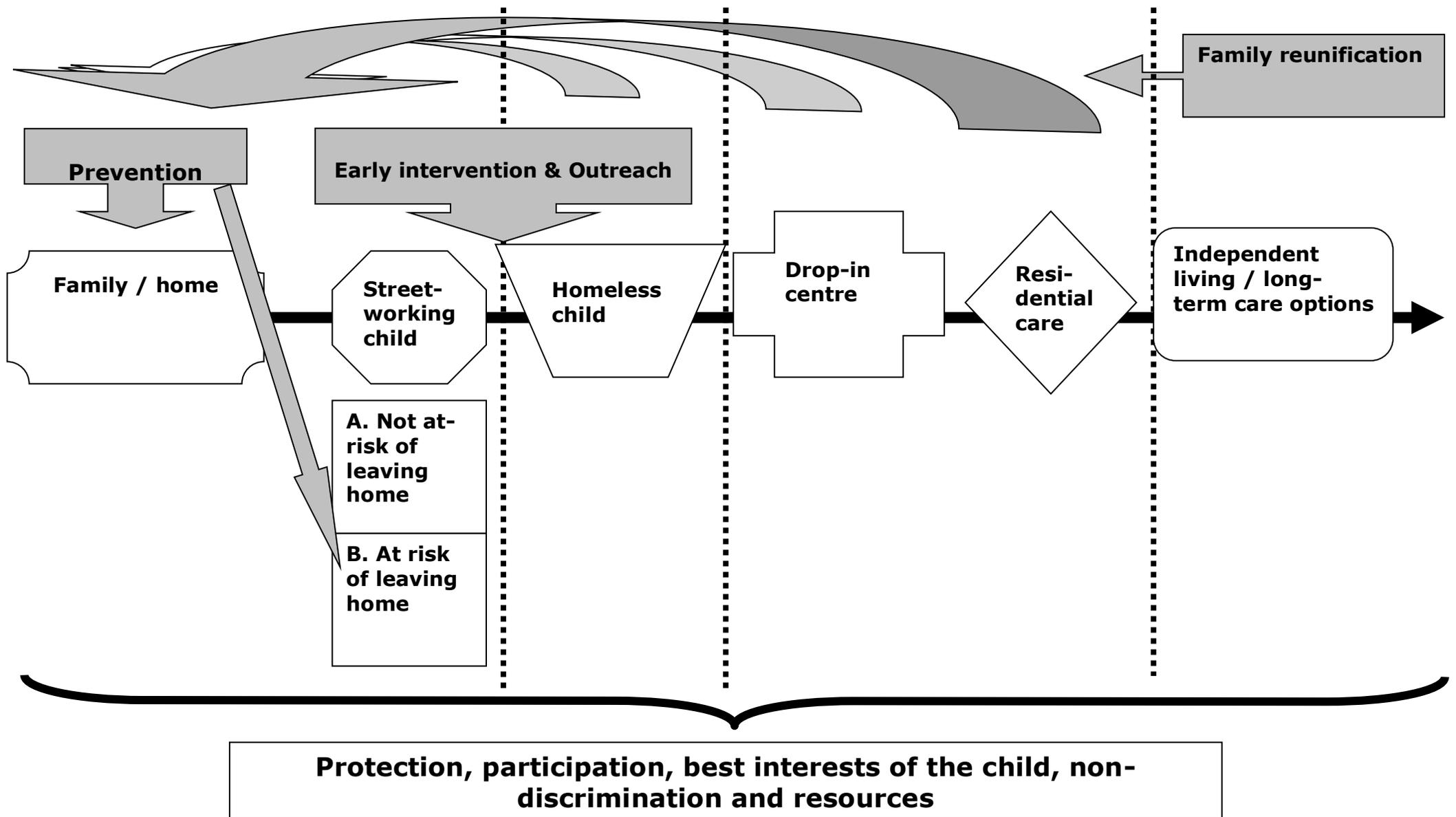
Although a meeting with a police officer may be in a situation of crisis, the police officer nevertheless has the opportunity to positively influence the life of a child and to stop the negative cycle that the child is involved in. If it is found that the child is living in an environment which poses crises or risks, the police have a chance to intervene in that situation and stop that negative cycle.



**Key learning points:** A police officer can turn a crisis into a chance and an opportunity for change. A police officer can be 'significant person' that a child meets and can make sure that this encounter is a positive one.

<sup>75</sup> Wernham, M., Police Training on Child Rights and Child Protection: Lessons Learned and Manual, Consortium for Street Children, March 2005, p. 66, adapted from UNICEF Timor-Leste police training manual Module 1, pp.5-6.

# Handout 11: Cycle of street migration and stages of intervention



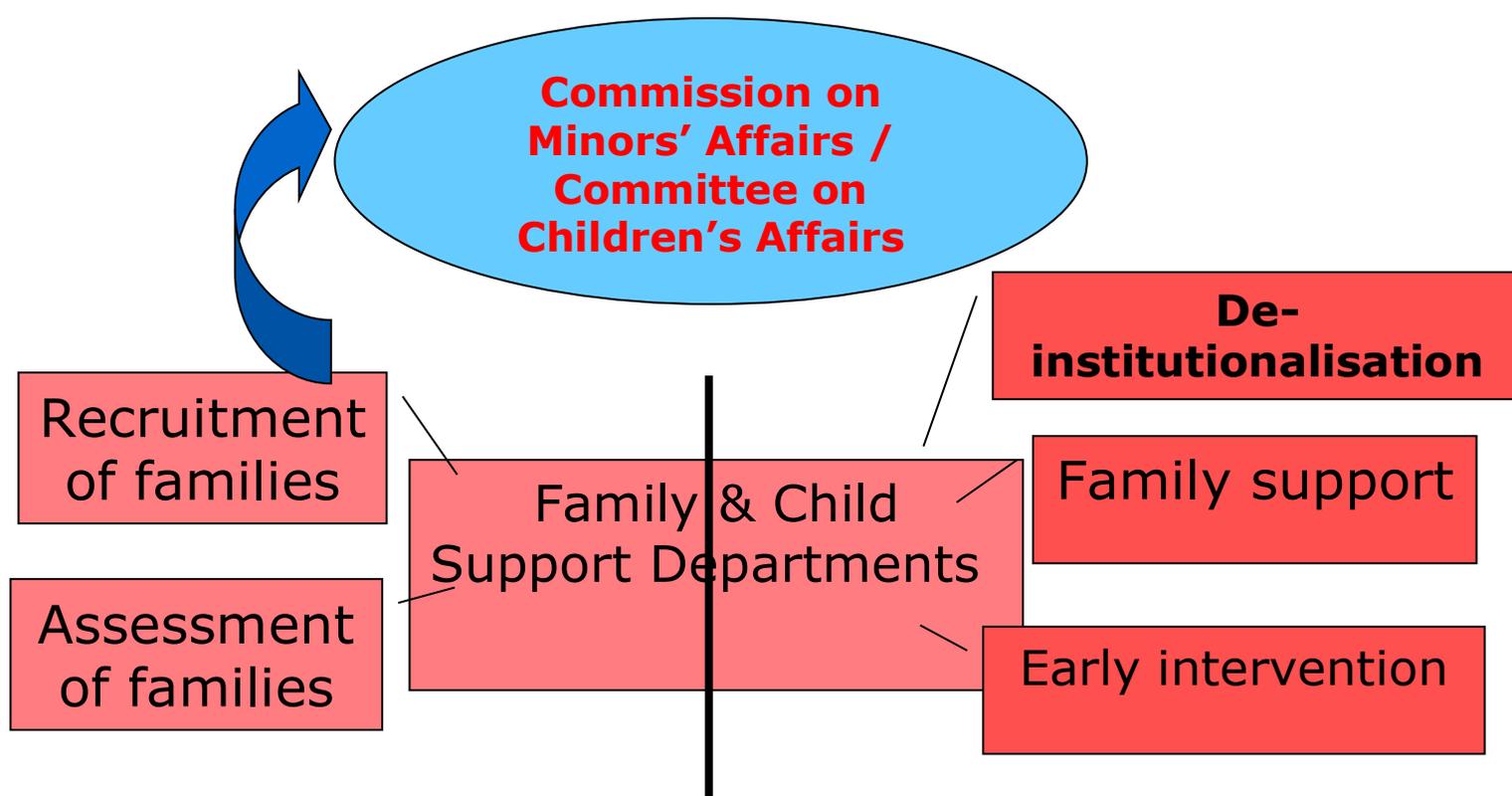
## Handout 12: Fostering in Kyrgyzstan

**What is 'fostering'?** : Temporary care in a family environment.

1.SHORT-TERM: a few days – 1 year

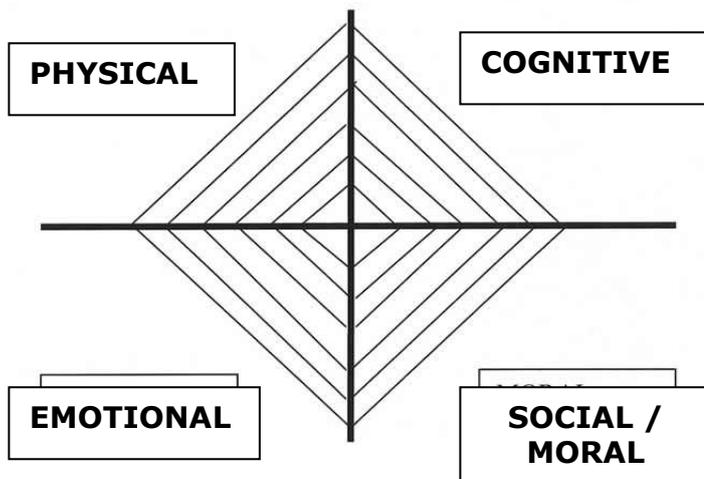
2.LONG-TERM: +1 year

A pilot fostering project was initiated in Kyrgyzstan at the instigation of UNICEF. The structure of this pilot works through the Family and Child Support Departments (FCSD) with key placement decisions being made by the Committee on Children's Affairs. Part of the FCSD's work is the recruitment and assessment of potential foster families. It is also anticipated that the FCSD will work more broadly on de-institutionalisation, family support and early intervention. As of June 2007, the status of the fostering pilot project was as follows:



## Handout 13: Areas and stages of development

As children grow, they 'develop' in four different areas.



**Physical:** Refers to the child's body. Physical development includes the child growing bigger and changes in the body. Physical sexual development includes changes in hormones (chemicals in the body) which can strongly affect an adolescent's emotional state.

**Cognitive:** Refers to what a person or child knows and understands. It refers to the mental process of knowing, thinking, remembering, reasoning, understanding, problem solving, evaluating, and using judgment. It is in contrast to emotional processes. As children get older, their ability in all of these areas increases.

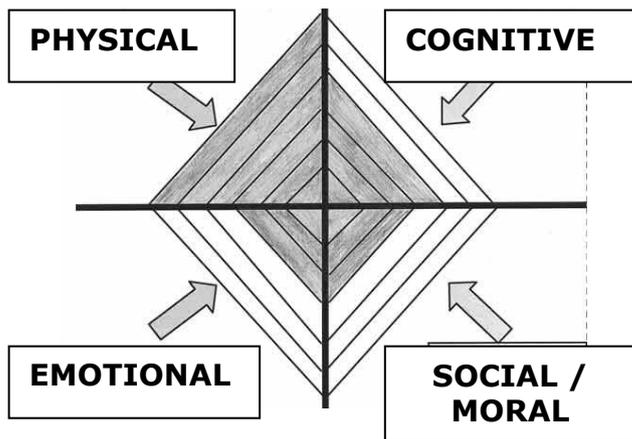
**Emotional:** Refers to feelings rather than knowledge. As a child gets older, he or she gains increasing control over his/her emotions, learning - through social interactions - what is considered 'appropriate' emotional behaviour in different circumstances and within the context of his/her culture.

**Social / moral:** Social development is about knowing how to communicate and act with others. Moral refers to knowing what is right and wrong. As a child gets older, his/her understanding of this increases, but it depends very much on what environment he/she is in and who his/her role models are. There is a difference between 'cognitive' and 'moral' reasoning and judgment. For example, a child might 'understand' in a cognitive way, that stealing is 'against the rules' because they have been told this, but they might not 'understand' that it is 'wrong' in a moral sense.

In an ideal situation, all children's rights are respected and fulfilled and children receive all of the input they need in order to develop as well-rounded individuals. The younger the child, the less developed they will be in all of these areas, but if they are growing up in a supportive, safe and loving environment, they will still be on track for overall balanced development.

Think about the types of input needed for a child to develop equally and healthily in each of the four areas, for example:

- **physical development** - proper nutrition, protection from violence etc.;
- **cognitive development** - stimulation, education, play etc.;
- **emotional development** - supportive family, love, protection from neglect and emotional abuse etc.;
- **social and moral development** - positive role models, positive and consistent discipline in a loving context (praising good behaviour, explaining why bad behaviour is wrong) etc.



### 'Uneven' child development

However, if children do not get the right kind of input and they grow up in an environment where their rights are not respected or fulfilled, then their development will be affected and can be 'unbalanced.'

For example:

- If a child does not get enough nutritious food he or she will not develop properly **physically**;
- If a child does not get enough stimulation or education, his or her **cognitive development** will be affected;
- If a child does not grow up in a loving and supportive environment, or if they grow up in a situation of neglect and emotional abuse, then their **emotional, social and moral development** will be less advanced than that of a child who has better opportunities.

For example, a 15-year-old boy or girl living on the streets may be physically (including sexually) developed and may 'look' like a '15-year-old', and they might even have quite good cognitive 'streetwise' skills which they have picked up in order to survive, *but their emotional, social and moral development might be at a much lower level.*

### Implications for working with children in street situations

- **Different ages:** A 7-year-old is obviously very different to a 17-year-old. The younger the child is in general, regardless of their background, the less he or she will be to understand certain things.
- **Different abilities:** Each child is different. We are all born with different personalities and abilities. Some children are naturally more intelligent, creative or sensitive than others. Some are born with, or acquire, physical or mental impairments which can lead to disability. Some disadvantages may be overcome by appropriate support in a loving and encouraging environment. However, regardless of age or social background, it is still safe to say that not all 7-year-olds are at the same level of development. Each child must therefore be assessed and treated on an individual basis.
- **Different backgrounds:** In addition to age differences, children such as children in street situations, who may lack the necessary supportive and nurturing environment needed in order to develop to their fullest potential, are likely to have experienced uneven, or 'unbalanced' development across the four areas discussed above. Even if an adolescent street child appears to be physically well developed, he or she might well display a lower level of emotional, social and moral development.

In general, younger children, those with more limited abilities, and those with uneven / unbalanced development may be less able to understand:

- The implications of their choices and behaviour – the impact on others and ramifications for themselves;
- The difference between right and wrong;
- The way systems work;

- Complex / technical language;
- Adult concepts and understanding of time – e.g. they might refer to an event as happening 'on the same day that my friend Akyl hurt his leg' rather than 'three days ago' as an adult would describe it.



**Key learning points:** Your treatment of every child should always be appropriate to the individual child's *developmental* age – not just how old they 'look.' Do not assume that a street child has achieved 'adult' levels of emotional and moral development because of the way they look and act. Be patient and understanding; use child-friendly language; explain things clearly; check they have genuinely understood by getting them to repeat important information back to you. Understand the choices that the child has made within the limits of their particular developmental context and work to expand those choices so as to have a positive, rather than a negative, impact on their development.

When working with children in street situations, remember this diagram and the 4 rules which accompany it:

1. **Do no harm** to any of the areas of development through your intervention
2. **Contribute positively** to these areas of development through your intervention
3. **Remember the evolving capacities of the child:** a 7-year-old is at a different developmental level to a 17-year-old
4. **Remember the individuality of each child:** even children of the same age have different natural abilities and additionally some may have experienced uneven child development through their upbringing.

## Handout 14: Attachment theory<sup>76</sup>

- Children develop different styles of attachment based on experiences and interactions with their primary caregivers.
- Researchers have developed various ways of assessing attachment in children.
- Much of early attachment theory was written by **John Bowlby**.
- **Mary Ainsworth** conducted research based on Bowlby's theory and she devised the 'strange situation protocol' where a mother (or other caregiver) and child are separated and reunited twice across eight episodes. 1. Ainsworth placed the mother and child in a room with toys to explore; 2. A stranger entered; 3. The mother left; 4. The stranger left; 5. The mother returned and comforted the child; 6. The mother left; 7. The stranger entered and attempted to comfort the child; 8. The mother returned and comforted the child.
- Infants were classified in one of three categories based on their behaviour on reunion with their mothers: **secure**, **avoidant** or **ambivalent** attachment. Since the initial work by Ainsworth in 1978, a fourth category has been identified by Dr. Mary Main and Judith Solomon in 1990: **disorganised** attachment.

Attachment type	Child's behaviour	Attachment figure's behaviour
<b>Secure attachment</b>	The child protests the mother's departure and quiets promptly on the mother's return, accepting comfort from her and returning to exploration.	The attachment figure responds appropriately, promptly and consistently to the emotional as well as the physical needs of the child. She helps her child to transition and regulate stress, and as a result, the child uses her as a secure base in the home environment.
<b>Avoidant attachment</b>	The child shows little to no signs of distress at the mother's departure, a willingness to explore the toys, and little to no visible response to the mother's return.	The attachment figure shows little response to the child when distressed. She discourages her child from crying and encourages independence and exploration. The avoidantly attached child may have lower quality play than the securely attached child.
<b>Ambivalent attachment</b>	The child shows sadness on the mother's departure, ability to be picked up by the stranger and even 'warm' to the stranger, and on the mother's return, some ambivalence, signs of anger, reluctance to 'warm' to her and return to play.	The attachment figure is inconsistent with her child, at times be appropriate and at other times neglectful to the child. The child raised in an ambivalent relationship becomes preoccupied with the mother's availability and cannot explore his environment freely or use his mother as a secure base. The ambivalently attached child is vulnerable to difficulty coping with life stresses and may display role reversal with the mother.
<b>Disorganized attachment</b>	The child presents stereotypes upon the mother's return after separation, such as freezing for several seconds or rocking. This appears to indicate the child's lack of coherent coping strategy. Children who are classified as disorganized are also given a classification as secure, ambivalent or avoidant based on their overall reunion behaviour.	This can be associated with frightened/disoriented behaviour, intrusiveness/negativity and withdrawal, role/boundary confusion, affective communication errors and child maltreatment.

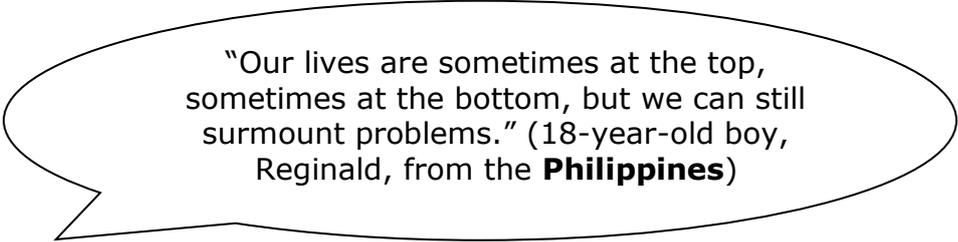


**Key learning points:** Children need a secure attachment to at least one primary carer to ensure healthy physical, cognitive, emotional and social development and to set a good pattern for future relationships with other people. It is difficult to achieve secure attachment where there is a low ratio of carers to children and where there is a high turnover of carers (such as in large institutions). Be patient, reliable, caring, available and consistent when dealing with children in street situations in order to gain their trust which, based on their past experiences, they might find difficult to give.

<sup>76</sup> Adapted from information on 'Attachment Theory' at [http://en.wikipedia.org/wiki/Attachment\\_Theory](http://en.wikipedia.org/wiki/Attachment_Theory)

## Handout 15: Resilience

There has been a recent shift in the field of child development away from focusing on environmental *risk* factors towards consideration of personal resiliency and environmental *protective* factors that allow a child to survive the adversities of his or her environment.



"Our lives are sometimes at the top, sometimes at the bottom, but we can still surmount problems." (18-year-old boy, Reginald, from the **Philippines**)

### What is resilience?

"Resilience has been defined as the capacity to withstand, recover, and even grow from negative experiences".<sup>77</sup>

Studies have revealed the following critical factors associated with resiliency:

- **External supports and resources** available to a child (e.g. family, school and community institutions);
- **Personal / internal strengths** that a child develops (e.g. self-esteem, a capacity for self-monitoring, spirituality and altruism),
- **Social interpersonal skills** acquired (e.g. conflict resolution and communication skills).<sup>78</sup>

In general, resilience requires a combination of all of these things: internal strengths alone are not enough as a child is constantly interacting with his or her environment.

**Some internal strengths and social interpersonal skills include:** sense of direction; belief in self; social problem-solving skills; street survival skills – although these may involve self-damaging behaviour; ability to separate oneself physically and/or psychologically from risk factors in one's environment; realistic view of one's environment; having a hobby or creative talent; self-monitoring; self-control; intellectual capacity; 'easy' temperaments and dispositions – which helps foster good interpersonal relationships thus allowing others to treat them in a more positive manner; capacity to recognize and learn from mistakes made in the past; sense of humour; leadership skills; altruism; empathy; sense of morality; religion or faith in God. (Based on interviews with 25 children in street situations in the Philippines).

**Any interventions in the field of children in street situations need to focus on minimizing the risk factors and emphasizing the protective factors in the relationships that children in street situations have with others. Concentrate not only on their problems, but also on their strengths and try and enhance their resiliency.**

In the context of children who lack 'traditional' family ties, the **role of the peer group** or gang as an 'alternative' family has important implications for the resiliency of children in street situations.

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<sup>77</sup> Banaag Jr., C.G., M.D., *Resiliency: Stories Found in Philippine Streets*, AusAID, National Project on Street Children and UNICEF, Manila, Philippines, 1997, p.9.

<sup>78</sup> Ibid.



### **Key learning points:**

- Focus on positive things within the child and his/her environment – not just the negative things. This is a much more empowering approach for children as it recognises and builds on their strengths. With a little encouragement, children in street situations are capable of participating in a very positive way to their own development as well as that of their peers, families and communities.
- Find out as much as you can about the individual child's internal and external risk and resilience factors as this will help you to identify the best range of options available to that child.
- The external resilience factors make up the child's 'social support network' which you can also be a part of.
- Be a positive rather than a negative influence in a child's life by helping them to minimise the influence of internal and external risk factors and strengthen the influence of internal and external resilience factors.

## Handout 16: Peer groups

Children's involvement in 'gangs' or peer groups on the streets can be one of the main risk factors in an individual child's experience, but it can also be one of the main protective factors, depending on the nature of the gang / group, the character of the leader, the local environment, the extent and type of substance abuse and 'survival strategies' engaged in and so on.<sup>79</sup>

### Why do children in street situations join gangs / groups?

In a society that has failed to provide them with their basic physical and emotional needs children in street situations join gangs / groups in response to:

- social exclusion
- loneliness
- need for protection<sup>80</sup>

### What are the positive and negative factors of street gangs / peer groups?

In many countries it is a key coping strategy for survival in a hostile environment and the negative aspects of gang involvement must therefore be balanced against the positive ones.

#### Negative aspects may include:

- violence (to maintain discipline and assert authority within the hierarchy of the gang as well as taking the form of inter-gang violence)
- introduction to substance abuse
- potential for increased criminal behaviour

#### Positive aspects may include:

- mutual protection from outside threats
- a sense of belonging
- security
- pride (often gained through undergoing harsh initiation rites)
- friendship
- emotional and financial support (group members may often share resources)

### What are the implications of peer groups for work with children in street situations?

- **Do not underestimate the importance of peers groups** for children in street situations, especially for those who lack the support of a biological family. The peer group can become the child's 'family of choice' rather than his/her 'family of blood'. Children can strongly resent you if they think you are trying to break up their group and thoughts of leaving peer groups can severely impact on a homeless child's desire for family reunification or reintegration into school.
- **Remember to assess each child's experience of peer groups on an individual basis**, even children within the same group may have different experiences of the group based on age, gender, personality, role and position in the group hierarchy.
- **Understand, from the individual child's point of view:** Why does s/he associate with this particular group? What are the good things about it? What are the bad things? Where does the group, or individual members of the group, fit into the risk and resiliency diagram? Does the group help to reinforce positive or negative *internal* psychological factors? Is there any way that the group experience can be improved? How?

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<sup>79</sup> *An Outside Chance: Street Children and Juvenile Justice – an International Perspective*, Marie Wernham, Consortium for Street Children, London, 2004, p.59.

<sup>80</sup> Wernham, M., *Background Paper on Street Children and Violence*, Consortium for Street Children, 16 November 2001.

- **Acknowledge any particular roles that the child plays within the group:** for example, s/he may be the one who takes charge of finding food, or getting work, or making jokes. If these are roles which are contributing to the positive development of life skills then how can you build on this? If these roles are having a negative impact on the child's development (e.g. being the one who is always bullied or sexually abused), then – working *with* the child - how can you improve this situation?
- **It may be necessary to gain access to some children in street situations via the leader of the group / gang:** "For the social worker attempting to establish contact with children in street situations, the leader is [...] the key-element for approaching the group, and will often control the extent to which group members access or take advantage of external interventions."<sup>81</sup> How can you identify and work with these leaders to encourage them to have a positive rather than a negative influence on the others?



**Key learning points:** Peer groups are often extremely important to children in street situations. Acknowledge and show respect for the role these groups play in children's lives. Understand, from the child's own perspective, how they fit into his/her personal risk and resiliency scheme and think how you can make these groups work *for* your initiatives rather than against them. Assess the role of the leader of the group and how you can work with him/her. Be aware of the group dynamics: are they static or changing? How will this impact on the child and on your work?

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<sup>81</sup> European Network on Street Children Worldwide, [http://www.enscw.org/eng/satellite/country\\_salvati\\_copii.htm](http://www.enscw.org/eng/satellite/country_salvati_copii.htm) with reference to the group dynamics of street children in Romania.

## Handout 17: Gender<sup>82</sup>

- **Sex:** Being male or female (biological differences).
- **Gender:** Social, economic, political and cultural roles and expectations assigned to males and females.
- **Gender sensitivity:** Being 'gender-sensitive' is partly about recognising how a child's sex and gender affects the way you need to treat that child appropriately in the context of your work. However, it is also about understanding gender inequality in relation to economic, social and political power. It is often this inequality that contributes to women and children – both girls and boys – ending up in street situations in need of care and protection.

### Gender sensitivity

#### Human rights of women and girls

- The **UN Convention on the Rights of the Child (CRC)** applies equally to both girls and boys up to the age of 18, even if they are married or already have children of their own.
- In addition, the **UN Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)** also applies to women of all ages, including girls under the age of 18. CEDAW is a comprehensive and detailed international agreement seeking the advancement of women which: seeks to guarantee full enjoyment and exercise of women's human rights; requires governments which have ratified CEDAW to eliminate discrimination against women in the enjoyment of all civil, political, economic and cultural rights – in public and private life such as legal status and political participation; is concerned with ways that women are discriminated against and how to prevent that discrimination; focuses on ways women are treated differently from men.

#### Attitudes and behaviour towards women and girls

- Attitudes and expectations are shaped through family, school, church / religion, mass media, legal system, workplace.
- Women are often defined in terms of their relationships with men rather than as individual human beings in their own right (daughter, sister, wife, mother).
- Women are seen in many cultures as the 'property' of men (fathers, brothers, husbands, sons).
- Due to the attitudes about women listed above, and due to their lack of economic and political power, physical, psychological and sexual violence against women and girls is common.

#### The truth about violence against women and girls

- Violence against women and girls is a widespread phenomenon.
- Women and girls are most at risk of violence from men they know.
- Gender-based violence cuts across all socio-economic groups and educational groups.
- Emotional and psychological abuse can be at least as debilitating as physical abuse.
- Alcohol and drugs may facilitate and exacerbate the commission of violent acts but they are not the real cause of violence against women and girls.
- Violence against women and girls may be physical, psychological or sexual. It includes: battering, sexual abuse, dowry violence, non-spousal rape and violence, marital rape,

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<sup>82</sup> Material in this section has been adapted from the UNICEF Philippine police training manual pp.252-279 and Wernham, M., *An Outside Chance: Street Children and Juvenile Justice – an International Perspective*, Consortium for Street Children, London, May 2004, pp.15-16, compiled in Wernham, M., *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Consortium for Street Children, March 2005, pp.94-95 and further adapted here.

harmful traditional practices, sexual harassment, forced prostitution, trafficking in women and girls, and exploitation-related violence.

- Violence against women and girls, in all its forms, violates the human rights and freedoms of women and girls.
- Violence against women is now recognised as a major public health concern. Studies from a range of countries show that 40-70% of female murder victims were killed by their husband or boyfriend, often during an ongoing abusive relationship.<sup>83</sup>

### **Gender-sensitivity in relation to children in street situations**

- There are more boys than girls who live on the streets (estimates of girls range between 3 and 30% depending on the country in question<sup>84</sup>).
- Many more boys than girls come into contact with the police as suspected offenders.
- There is little recognition that the needs of boys and girls are different: programmes in Kenya, Senegal, Bolivia, Brazil and Guatemala report that girls on the street display more psychological damage than boys – a combination of both sexual abuse and rupture in the family;<sup>85</sup> the internalisation by girls of the effects of domestic violence, sexual abuse and family break-up may find expression in violent behaviour, depression, withdrawal and self-mutilation;<sup>86</sup> girls appear to grow out of crime more successfully and at an earlier age than is the case with boys.<sup>87</sup>
- There is little recognition that the needs of girls and older / adult women are different.
- No child – whether a boy or girl - should suffer violence, corporal punishment or exploitation.



**Key learning points:** Treat girls and boys equally as much as possible, but be aware that sometimes they may need different treatment – judge this on an individual basis; girls and boys may react to things in different ways; where possible provide a choice of male or female professionals whom the child can talk to; take violence against women and girls seriously – it is a serious crime with far-reaching consequences.

<sup>83</sup> World Health Organisation fact sheet on intimate partner violence, 2002,

[http://www.who.int/violence\\_injury\\_prevention/violence/world\\_report/factsheets/en/ipvfacts.pdf](http://www.who.int/violence_injury_prevention/violence/world_report/factsheets/en/ipvfacts.pdf)

<sup>84</sup> 1991 study, quoted in *Urban Girls: Empowerment in Especially Difficult Circumstances*, Gary Barker and Felicia Knaul, 2000, p. 8.

<sup>85</sup> *Urban Girls*, p.9.

<sup>86</sup> This is born out by reports from Guatemala, Bolivia and the USA in *ibid*, p.9.

<sup>87</sup> Roy, N. and Wong, M., *Juvenile Justice Review and Training Documents* prepared for Save the Children UK, 2002-3.

## Handout 18: 3-Stage Choice Process

- We all make choices every day – some big, some small.
- Each child in front of you has made a series of choices that have brought them to where they are now in their life journey.
- However, for many children who are not lucky enough to have the support of a loving family and positive role models, these choices may actually be 'limited choices' or even 'non-choices.' For example, a boy or girl may be faced with the dilemma: 'Do I stay at home and continue to be abused by my step-father, or do I take my chances of being abused on the street?'; 'Do I steal or go hungry?'; 'Do I help the older boy in a robbery or get beaten up by him?' These are 'limited' or even 'non-choices.'
- You, as a professional, can help to change a child's life by understanding and expanding the choices available to that child when they come into contact with you. This approach is known as the '3-stage choice process'.

**1. Understand choices:** We need to understand, *from their own perspective*, why individual children have made the choices they have – and remember, they may be 'limited' or 'non-choices'. Do not assume that you know the situation. Listen to the child and take them seriously. Only once we understand the background to a particular child's situation can we attempt to identify a suitable intervention that we can work with them to implement.

**2. Expand choices:** The next logical step is to help expand the choices available to children. For children in need of care and protection, options can include: residential shelters as an alternative to sleeping in a dangerous alleyway; family reunification or group living; the option of less hazardous employment through a local NGO; ensuring that victims, especially of sexual abuse, are given the opportunity to take control of what happens to them and that their opinion is respected.

**3. Empower children to make choices:** Even when choices are expanded, it can be difficult for children to make, and carry through, their choices. This can be especially difficult in the case of children who are not used to being able to make free choices, e.g. children who have been abused, children who have limited decision-making power in gangs, children who are addicted to drugs. In some cultures, girls may be less used to making decisions for themselves than boys. In spite of these obstacles, it is still very important that children – to the greatest possible extent within given circumstances – make educated choices for themselves, rather than having 'choices' made for them by others, no matter how well-intentioned. Children who are empowered to make their own choices are better able to protect themselves, assess and strengthen their own support networks, and take part in shaping their own lives and contributing to society in a positive way.



**Non-discrimination:** It may be that, due to socio-economic and cultural constraints, there are fewer choices available to some children compared with others (refer to Activity 22). Therefore particular efforts should be made to ensure that options are made equally available to all children, regardless of whether they are male or female, what religion or race they are etc.

## Handout 19: 5 basic principles for working with children and families

1. Child rights
2. Child protection
3. Your own safety and support
4. Participation, ownership, sustainability and creativity
5. Case management – the importance of progress and follow-up

### 1. Child rights

- **The UN Convention on the Rights of the Child (CRC)** sets out a comprehensive framework for ensuring children’s survival and development to their fullest possible capacity. Nearly all countries have agreed to implement this convention in its national laws and policies. The CRC sets out 41 rights to which children are entitled – things like education, health, family life, play and leisure, freedom of expression and protection from violence. It also sets out the process by which these rights should be implemented: through allocation of adequate resources; by not discriminating against any particular children; by acting in the best interests of children; and by involving children themselves in the process of achieving their rights.
- **Using a framework of child rights** helps us to respect children as individual human beings rather than thinking of them as objects to be pushed around by adults. It helps us understand that children have a lot to offer if we only take the time to listen to them and involve them as partners in our work. A child rights-based approach helps us to find accurate solutions to problems that are sustainable in the long term. In fact, if all the rights in the CRC were implemented in practice, we would not have children living and working on the streets in the first place! Implementation of the CRC is therefore the best and most comprehensive type of prevention work in the long term.
- **The CRC emphasises the essential role of family and community in children’s lives.** Indeed, it says that governments should help to strengthen families and communities so that they can better support, protect and nurture children. However, the CRC also recognises that in cases where families and communities hurt rather than help children, the government has a duty to protect such children through rights-based interventions.
- **This is where prevention of street migration comes in:** on the one hand it is about strengthening families and communities to better support, protect and nurture children. On the other hand it is about intervening to protect children when things are not going well. [More detailed information on a child rights-based approach can be found in a separate handout].

### 2. Child protection

A large part of prevention work is about protecting children from physical, psychological and sexual harm in their families and communities. For example, we need to identify children who are at risk of such harm and intervene to help them. We need to raise general awareness in communities about the importance of keeping children free from violence and abuse and how to do this. We need to work directly with children themselves to empower them to protect themselves and their peers. However, we also need to make sure that we ourselves do not cause any harm to children through our interventions – even if we mean well. Think carefully about:

- **Your physical behaviour to children:** is it appropriate to the age and sex of the child? Is the child comfortable with what you are doing? Children who have been physically or sexually abused may be wary of adults or may misinterpret physical displays of affection.

- **Your attitude and language:** don't humiliate children; don't have favourites; be fair and consistent; don't make promises you can't keep; don't talk to adults about a child in front of the child as if s/he wasn't there – include the child in discussions and direct remarks to them. Treat children with dignity and respect at all times.
- **The decisions you make:** decisions should be made in the best interests of the child and the child should be involved in decisions that affect them (see notes on 'child participation' below). Be aware of the impact your visit / intervention will have on the child after you have gone: e.g. will the child be beaten for having talked to you?
- **If a child discloses violence, abuse or neglect to you<sup>88</sup>:**
  - **General advice:** Accept what the child says; Keep calm; Don't panic; Be honest; Look at the child directly; Do not appear shocked; Let them know that you need to tell someone else; Assure them that they are not to blame for the abuse; Never ask leading questions; Try not to repeat the same questions to the child; Never push for information; Do not fill in words, finish their sentences, or make assumptions; Be aware that the child may have been threatened; Take proper steps to ensure the physical safety and psychological well being of the child. This may include referring them for medical treatment or to a psychologist; Make certain you distinguish between what the child has actually said and the inferences you may have made; Accuracy is paramount in this stage of the procedure; Let the child know what you are going to do next and that you will let them know what happens.
  - **Things to say:**
    - Repeat the last few words in a questioning manner
    - 'I believe you'
    - 'I am going to try to help you'
    - 'I will help you'
    - 'I am glad that you told me'
    - 'You are not to blame'
  - **Things not to say:**
    - 'You should have told someone before'
    - 'I can't believe it! I'm shocked!'
    - 'Oh that explains a lot'
    - 'No not...he's a friend of mine'
    - 'I won't tell anyone else'
    - 'Why? How? When? Where? Who?'
  - **At the end of the disclosure:** Reassure the child that s/he was right to tell you; Immediately seek help; Write down accurately what the young person has told you. Sign and date your notes. Keep all notes in a secure place for an indefinite period. These are essential in helping social services/ the police decide what is best for the child, and as evidence if necessary; Seek help for yourself if you feel you need support.

### 3. Your own safety and support

- **Physical safety:** Assess the situation in advance if possible: is there likely to be risk involved in a particular visit (e.g. an aggressive, drunk man in the household, or a particularly remote location where little help would be available in case of trouble)? If so, can you arrange to do the visit accompanied by the police or a colleague? Is there a time of the day or week when it would be better to visit – e.g. the man may be less

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<sup>88</sup> Taken from Jackson, E. and Wernham, M., *Child Protection Policies and Procedures Toolkit: How to Create a Child-Safe Organisation*, Appendix 11, 'Allegations from a child – listening to a child's disclosure of abuse' – based on material from *Methodist Church Guidelines: Listening to a Child's Disclosure of Abuse* and including some points from Tearfund Child Protection Policy, May 2001.

drunk early in the morning or when his drinking money runs out at the end of the week; give yourself enough time to make the return journey to remote sites during daylight. Make sure someone (a relative or colleague) knows exactly where you are and what time you will be back when you are making visits. If inside a building, know where your exits are (front and back doors). Think about how you would call for help in an emergency: if you have a mobile phone, make sure it is charged; if there is a phone in the building, find out where it is; are there neighbours nearby?

- **Psychological support<sup>89</sup>:** You are working under very stressful conditions, dealing with lots of problems and distressing situations. You must take care to look after yourself physically and mentally. You cannot help others if you are not strong yourself.
  - **Managing your own stress and distress:** don't ignore, 'downplay' or dismiss your distress. Many of you will automatically deal with stress and distress in ways that come naturally to you, without thinking, but here are a few strategies for dealing with distress: accept how you feel; talk to someone you trust (a friend, family member or colleague); make time to do something for yourself (listen to music, go dancing, spend time with friends, treat yourself to your favourite food etc.); if you are spiritual / religious, take time to go to your place of worship, spend time in quiet reflection / prayer, and possibly speak to a religious leader; remind yourself of something positive that you have achieved, or a situation where you helped someone in the past (this is especially important if the situation currently causing you distress makes you feel powerless to help); surround yourself with visible reminders of situations where you have helped someone or of people you care for – for example keep a photograph of a successful family reunification of a street child that you assisted on your desk, or a family photograph or drawing from your child in your wallet etc.; identify sources of stress; manage time well; be assertive, but not aggressive; accept creative challenges; get enough sleep; rest or conserve strength; eat regularly; do physical exercise; control intake of alcohol, tobacco, etc; develop satisfying friendships and relationships; have a positive attitude; have a sense of humour; laugh often; know your own limits: if you find yourself getting 'abnormally' distressed *by your own standards*, or if your distress lasts for a lot longer than it 'normally' does *for you*, then speak to someone you trust about this.
  - **Managing someone else's stress:** be sensitive to the moods of your colleagues, especially those you know get easily stressed; offer friendship and support; help tackle the problem that is causing them stress; remember 'a problem shared is a problem halved'; do not underestimate the importance of talking over problems with someone you trust; if in doubt, seek help.
  - **Teamwork is essential:** working in a team gives you the opportunity to share problems, exchange experiences, learning and training, and to plan and manage work more effectively. Working in a multi-disciplinary team gives you the opportunity to see situations from a different professional perspective and to plan the best way to complement and support each other's work. Regular team meetings should be held to: air concerns; discuss particular cases; review progress towards overall departmental goals; monitor record-keeping; share new ideas; brainstorm solutions to problems; encourage participation of all team members in planning and decision-making. The more individual staff feel their input is taken seriously, the more they will 'own' their work and the more committed they will be to achieving results.

#### 4. Participation, ownership, sustainability and creativity

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<sup>89</sup> Adapted from Wernham, M., with Geerinckx, S. and Jackson, E., *Police Training on Child Rights and Child Protection: Lessons Learned and Manual*, Consortium for Street Children, March 2005, pages 126-127.

- **Child participation:** Children have the right to participate in decisions that affect them. Not only this, but the more children are involved, the more accurate and sustainable the plan of action will be. Children have the best understanding of anyone of their situation and so it is common sense – as well as a sign of courtesy and respect – to involve them as much as possible. As they get older, they can take more and more of an active role in decision-making, but even very young children are capable of understanding and participating in serious decisions about their own welfare if the situation is explained to them clearly in simple language that they understand. In cases where adults feel they must go against the wishes of children, as decided in the best interests of the child, the reasons for this must be clearly explained to the child. Otherwise the child will feel excluded, not respected, and they will lose trust in adults. In order to participate fully, children must be given accurate information in a language they understand so that they are able to make informed decisions, weighing up the pros and cons. Children should be kept updated about progress and changes in their case. Child participation does not absolve adults from their responsibilities to protect children: we must balance the need to involve them with the need to not overburden them.
- **Parent and family participation:** The principles of participation are the same for parents and families as for children. Parents and families need accurate information and the opportunity to have their side of the story heard. They need to be kept informed of the progress of the case. The more they feel involved in the plan of action, the more likely they are to feel ownership of the decisions and therefore they will be more likely to implement these decisions.
- **Community participation:** The impact of Soviet culture on some countries has led to a certain passivity on the part of the population - an expectation that the government will do things for them. There is a huge need to stimulate average community members to take an interest in identifying and resolving their own problems - in partnership with government agencies where necessary and possible. Communities are made up of individuals interacting in multiple groups (families, faith groups, work colleagues, schools, apartment blocks etc.). These interactions produce complex power structures based on age, gender, social class, education, ethnicity and other factors. Very often it is only the most powerful individuals who 'participate' in local decision-making. Less powerful individuals and groups can feel left out, isolated and resentful. It is commonly the most isolated families which face the greatest problems (violence, alcoholism etc.) and yet who have the least access to community support structures to help them with these problems. In working on prevention of street migration, we must explore how we can facilitate discussions in communities that involve *all* community members. These discussions should identify problems and come up with locally-based, creative solutions which they can implement themselves, as well as accessing as much support as possible from the government. Facilitating community participation reduces the pressure on you as individuals to 'solve everyone's problems': there is only a limited number of social workers and IMA / police and yet there are many families and individuals with problems. Community participation is a way of enlisting help on these problems as well as identifying accurate solutions and increasing ownership of these solutions by the very people who will be implementing them.
- **Your participation:** It can be very easy to sit back and wait for others to tell us what to do. We are handed down plans from our government departments with targets we have to achieve within certain time frames. We are only rarely asked for our opinion and ideas. We may be afraid to voice out opinion for fear of getting into trouble. However, there is huge potential for us as individuals to put our experience and knowledge to use in the best interests of the children and families we serve. Within the mandates within which we have to operate, there is always *some* flexibility – some

small degree of space which allows us to interpret the manner in which we implement the plans. In other words, there is space for us to express our creativity and to come up with innovative solutions to problems. The problems we face – poverty, violence, alcoholism, child labour, lack of education – are so great that we must work together to ensure that our teams and departments support and encourage the free exchange of ideas so that we all participate in coming up with solutions to these problems. We need to revive a culture of creativity and innovation in our *own* working practices as well as in communities.

## **5. Case management – the importance of progress and follow-up**

- In addition to community-level awareness-raising activities, prevention of street migration will involve targeted work with individual children and families. Case management is a basic principle of social work. It is a way to clearly document the analysis which has been made of a situation and the actions to be taken. However, some case files fail to outline the overall goal of work with the child and/or family.
- Case management should be clearly focused on achieving an end result that has been mutually agreed between the stakeholders. Care must be taken to regularly review action plans in order to ensure that progress is being made towards this end result. If progress is not being made, then a participatory review of the actions should be undertaken, involving all of the stakeholders once again, to address any obstacles and to revise the actions and overall goal if necessary.
- In other words, be careful not to see case management as a mechanical exercise in form-filling. The forms are a tool to bring about positive transformation in people's lives – in real life, not just on paper! Furthermore, the more progress we see in our cases, and the more we document and share our successes, the more motivated we will be to continue in our work and to improve the way we do it.

## Handout 20: Child rights-based approach

### Background to the UN Convention on the Rights of the Child

The 1989 UN Convention on the Rights of the Child (CRC), sets out a comprehensive series of rights to which all children are entitled, including children in street situations! The CRC is legally binding on States who have ratified it - and this includes nearly all countries in the world. Your country has therefore likely committed to taking the necessary legal, administrative and other measures in order to implement the CRC. This could mean changing legislation, training civil servants and professionals, setting up monitoring mechanisms or elaborating new policies.

However, the CRC was not written like a shopping list of 41 rights. Instead, every individual article - like the right to education - must be underpinned by the five umbrella rights of the CRC:

- **the best interests of the child (Art 3.1)**
- **non-discrimination (Art 2)**
- **participation (Art 12)**
- **implementation** (to the maximum extent of available resources) **(Art 4)**
- **the right to life, survival and development (Art 6)**

In other words, the *process* of achieving children's rights is just as important as the *outcome*.

### Definition of a child rights-based approach<sup>90</sup>

Together these umbrella rights make up the **child-rights based approach**. This is: an approach which sees each child as unique and **equally** valuable human beings (**non-discrimination – Art. 2**), with the right not only to **life and survival**, but also to **development** to their fullest potential (**Art. 6**). They offer the best understanding of anyone of their own situation and they have essential experience to offer (**participation – Art. 12**). They deserve to have their **best interests** met (**Art. 3**) through adequate **allocation of resources and implementation** of all the rights in the CRC (**Art. 4**).

The International Save the Children Alliance has also developed three areas of action which must be worked on simultaneously in programmes in order to achieve a child rights-based approach.

1. **Specific and practical actions** to implement the CRC (directly addressing rights violations and gaps in service provision);
2. **Strengthening structures and mechanisms** to promote and protect children's rights (e.g. legislative, political, administrative and community structures, practices and mechanisms; ensuring incorporation of the CRC into domestic legal systems; monitoring progress; ensuring accountability and overcoming constraints);
3. **Awareness-raising / building constituencies of support** for children's rights (amongst individuals in government, professionals, the media, the private sector, the general public and civil society).

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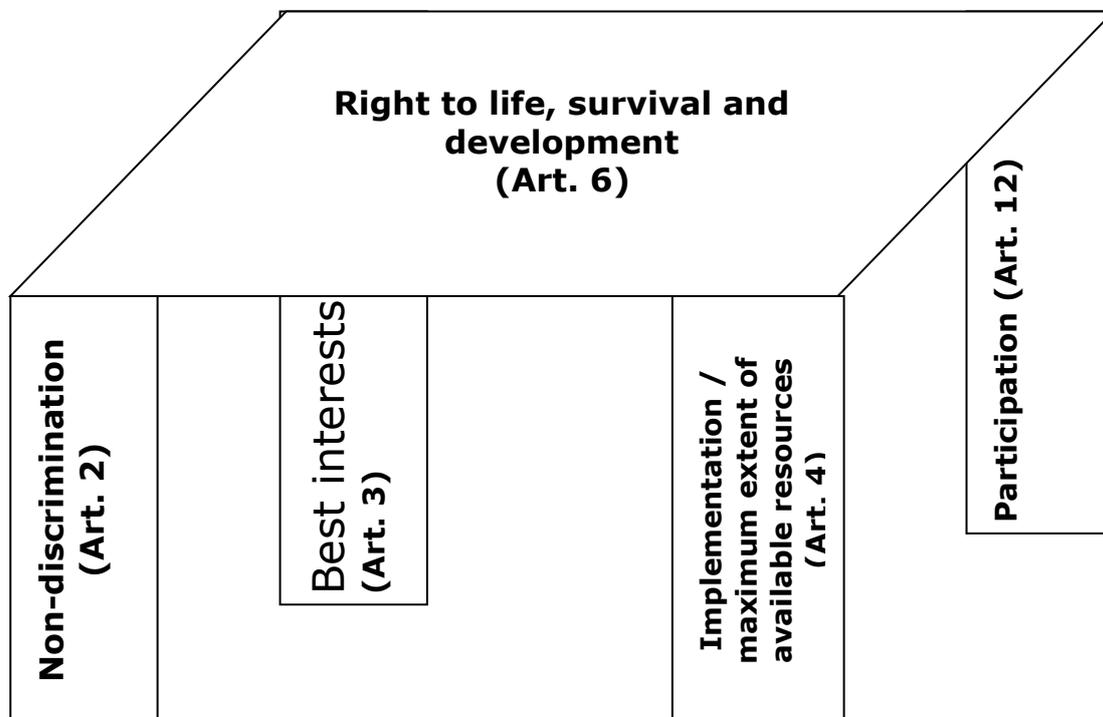
<sup>90</sup> This definition of the child rights-based approach and the image of the Table Leg Test is taken from Wernham, M., *An Outside Chance: Street Children and Juvenile Justice – an International Perspective*, Consortium for Street Children, 2004.

## Introducing the 'Table Leg Test'

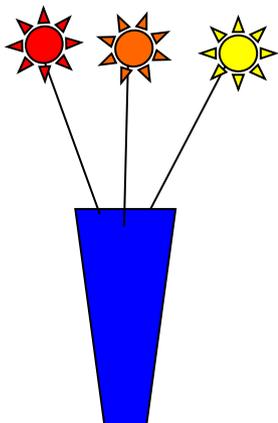
The five umbrella rights are illustrated in the diagram below in the form of the 'Table Leg Test'. This illustrates how the best interests of the child, non-discrimination, participation and implementation (including of economic, social and cultural rights) underpin the ultimate goal of the CRC: the right to life, survival and development. The 'Table Leg Test' can act as a simple reminder in the design and implementation of any proposed activities.

It can act as a checklist, by asking at every stage of the process: '**Is the table stable?**' - i.e.

- **Have each of the five umbrella rights been considered?**
- Is this proposed action in the **best interests** of the children?
- Does it safeguard their **survival** and actively contribute to their **development**?
- Have the **children themselves been involved** in planning and implementing it?
- Is it reaching / taking into consideration the needs of *all* children, **without discrimination** against particular groups?
- Are there adequate **resources** available?



**If any of the legs is missing, the activity or programme is not stable!**



If you are designing an overall programme (rather than just a single activity), then you can **imagine that the 3 areas of action (specific and practical actions, strengthening structures and mechanisms, awareness-raising / building constituencies of support) are 3 flowers sitting in a glass on top of the table**: do you have a balance of activities amongst the three areas of action? Does each of the three areas of action pass the Table Leg Test?

## Child Rights-Based Approach – planning matrix

	E.g.	<b>Right to life, survival and development (Art.6)</b>	<b>Non-discrimination (Art.2)</b>	<b>Best interests of the child (Art.3)</b>	<b>Participation (Art.12)</b>	<b>Adequate resourcing (Art.4)</b>
<b>Specific and practical actions targeted at fulfilling children’s rights</b>  <b>[service delivery]</b>	Activity 1...					
	Activity 2...					
	Activity 3...					
<b>Strengthen structures and mechanisms</b>  <b>[capacity building]</b>	Activity 1...					
	Activity 2...					
	Activity 3...					
<b>Awareness-raising / building constituencies of support</b>  <b>[advocacy]</b>	Activity 1...					
	Activity 2...					
	Activity 3...					

# Appendices

## Contents

- Appendix 1:** Adapting the materials to suit your needs
- Appendix 2:** Sample 3-day training agenda
- Appendix 3:** Sample pre-training needs assessment
- Appendix 4:** Sample evaluation form
- Appendix 5:** UN Convention on the Rights of the Child 'cards'
- Appendix 6:** Sample child protection behaviour guidelines
- Appendix 7:** Index of training activities

## Appendix 1: Adapting the materials to fit your needs

When selecting activities and material from this manual to suit the length of your training course, focus very carefully on:

- **The 'training rocket':** Be realistic about what you want to achieve with the given audience within the time available. Be clear about your aims. What is it most important that participants remember at the end of the session? There is a limited amount of information that a person can take in, understand and actively remember within a short space of time.
- **The existing knowledge and attitudes of participants who will attend the training:** How much do they already know? Where is the greatest need for improvement in knowledge and skills? What is the best selection of activities to get this information across in the time available? What is the level of their 'head' (knowledge), 'heart' (attitude) and 'hands' (practice)? Which areas need more work?
- **How you can adapt the material in this manual:** Use your common sense. If you like an activity but think it will take too long, how can you adapt it? For example, an activity that has participants writing their thoughts on cards can be speeded up by turning it into a 'brainstorm' instead. Use the 'key learning points' for each section in order to summarise material.
- **The ways people learn best:** If you have limited time available, avoid falling into the trap of thinking that it is better to cram in lots of information or 'presentations' at the expense of dropping or cutting short activities. People, especially adults, learn – *and remember* - through 'doing.' It is better to get across one point which participants will remember forever and which they will implement every time they deal with children, than to talk about lots of points which will be forgotten within a few days or weeks. If an activity at first glance seems 'frivolous' or a 'waste of time', check again what it is aiming to do. Each activity in this manual (apart from some energisers) is designed to get across, or reinforce, learning. Remember: the more fun or interesting it is, the more it will be taken on board and remembered in the long term.

### Table of training materials priority:

1. Time indications in brackets refer to the specific activities listed, not to general presentations of key learning points and handouts.
2. Note materials marked \*: if there is not enough time to do full exercises, handouts and key learning points can be presented to participants as background reading. However, it might be better to drop the topic altogether rather than trying to cram it in without an explanatory activity.

	High priority	Medium priority	Lower priority
<b>Section 1:</b> Getting started	<ul style="list-style-type: none"> <li>• Activity 1: Warm-up (or similar introductory game) [15 mins]</li> <li>• Present training aims [5 mins]</li> <li>• Activity 5: Draw picture of a child [5-15 mins]</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 3 &amp; Handout 1: Baseline knowledge survey [10 mins]</li> <li>• Activity 4 &amp; Handout 2: Attitudes and practice questionnaire [15 mins]</li> </ul> <p>[Both of these can be done by participants in advance of the training]</p>	<ul style="list-style-type: none"> <li>• Activity 2: Tree of contributions and expectations [10 mins]</li> </ul> <p>[Expectations can be elicited via pre-training questionnaire instead]</p>
<b>Section 2:</b> Who are children in street situations?	<ul style="list-style-type: none"> <li>• Activity 6 &amp; Handout 3: Definitions [10 mins]</li> <li>• Activity 8 &amp; Handout 4: Causes and consequences [45-60 mins]</li> <li>• *Handout 5: profile in your country</li> <li>• Presentation of Children's Code key information [15-30 mins]</li> <li>• *Handout 6 &amp; Key Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 7: Quiz – international situation [20-30 mins]</li> <li>• Activity 9: Profile in your country [60 mins]</li> <li>• Activity 10 &amp; presentation of key facts: violence and child protection [30-60 mins]</li> </ul>	<p>[Depending on the specific audience, any of the sub-sections in Section 2 may be a lower priority]</p>

	<ul style="list-style-type: none"> <li>Points: violence and child protection</li> <li>*Handout 7 &amp; Key Learning Points: substance abuse</li> <li>*Handouts 8, 9, 10 &amp; Key Learning Points: criminal justice system</li> </ul>	<ul style="list-style-type: none"> <li>Activity 11 &amp; presentation of key facts: substance abuse [90 mins]</li> <li>Substance abuse discussion [10-15 mins]</li> <li>Activity 12 &amp; presentation of key facts: why commit crimes [45 mins]</li> </ul>	
<b>Section 3:</b> The cycle of street migration and stages of intervention	<ul style="list-style-type: none"> <li>Presentation of cycle diagram &amp; Handout 11 [30 mins]</li> <li>Key learning points</li> </ul>	<ul style="list-style-type: none"> <li>Activity 13: stages of intervention [45 mins]</li> </ul>	<ul style="list-style-type: none"> <li>Handout 12: fostering in Kyrgyzstan</li> </ul>
<b>Section 4:</b> The psychology of children in street situations	<ul style="list-style-type: none"> <li>Activity 15, implications for working with children, key learning points &amp; Handout 13: areas of child development [30 mins]</li> <li>*Key learning points &amp; Handout 14: attachment theory</li> <li>Activity 17, key learning points &amp; Handout 15: resilience [30-40 mins]</li> <li>*Key learning points &amp; Handout 16: peer groups</li> <li>Activity 22, key learning points &amp; Handout 17: gender [30-60 mins]</li> <li>Activity 24, Key learning points &amp; Handout 18: 3-stage choice process [10 mins]</li> </ul>	<ul style="list-style-type: none"> <li>Activity 14: stages of child development [10 mins]</li> <li>Activity 16: introduction to attachment theory [5-20 mins]</li> <li>Activity 19: peer groups [20 mins]</li> <li>Activity 20: reflections on gender [10-15 mins]</li> </ul>	<ul style="list-style-type: none"> <li>Activity 18: 'lifeboats' energiser [5-10 minutes]</li> <li>Activity 21: 'born equal?' [30 mins]</li> <li>Activity 23: choices – personal reflection [10-15 mins]</li> </ul>
<b>Section 5:</b> 5 basic principles for working with children & families	<ul style="list-style-type: none"> <li>Activity 25, key learning points &amp; Handout 19: 5 basic principles [90 minutes]</li> </ul>		
<b>Section 6:</b> A child rights-based approach to working with children in street situations	<ul style="list-style-type: none"> <li>Activity 27 &amp; key learning points: difference between needs and rights [15 mins]</li> <li>Activity 29 &amp; key learning points: arch of human rights [10 mins]</li> <li>Activity 30 &amp; key learning points: introduction to child rights [15 mins]</li> <li>Activity 32: from pawn to person [5 mins]</li> <li>Activity 33, key learning points and Handout 20: 'the table leg test' [60 mins]</li> <li>Activity 35 &amp; key learning points: 'taking the table apart' [60 mins]</li> </ul>	<ul style="list-style-type: none"> <li>Activity 26: what does a child need? [30 mins]</li> <li>Activity 31, Part 3: clustering rights cards – children in street situations [30 mins]</li> <li>Activity 34: pawn to person – personal reflection [5-15 mins]</li> <li>Activity 36: child rights based approach planning matrix [60-120 mins]</li> </ul>	<ul style="list-style-type: none"> <li>Activity 28: what are human rights? [5 mins]</li> <li>Activity 31, Part 1: clustering rights cards – grouping articles [30 mins]</li> <li>Activity 31, Part 2: clustering rights cards – interdependence [30 mins]</li> <li>Activity 31, Part 4: clustering rights cards – linking needs and rights [5-30 mins]</li> </ul>
<b>Section 7:</b> Summary	<ul style="list-style-type: none"> <li>Activity 39: knowledge assessment [5-10 mins] – assuming this was done at the beginning of training</li> <li>Activity 42: evaluation form [15 mins]</li> <li>Activity 43: 3 personal action points [10 mins]</li> <li>Concluding message (Section 7.d)</li> </ul>	<ul style="list-style-type: none"> <li>Activity 37: team quiz [45-60 mins]</li> <li>Activity 40: attitudes and practices revisited [15 mins]</li> </ul>	<ul style="list-style-type: none"> <li>Activity 38: design a poster [30-60 mins]</li> <li>Activity 41: return to contributions and expectations tree [15 mins]</li> </ul>
<b>Training</b>	1. Overview	5. Creating a positive	11. How to facilitate group

<b>techniques</b>	<p>2. Training methodology and adult learners [10 mins]</p> <p>3. What makes a good trainer / facilitator? Presentation and body language [10 mins]</p> <p>4. General training techniques [5-30 mins]</p> <p>6. Training needs assessment [45 mins]</p> <p>7. How to plan sessions [45 mins]</p> <p>12. Monitoring and evaluation of training [30 mins]</p> <p>13. Training practice: How to give constructive criticism to peers [if in a TOT format] [5 mins]</p>	<p>learning environment [30 mins]</p> <p>8. Training action plan [45 mins]</p> <p>9. Logistics</p> <p>10. Training tools [75-105 mins]</p>	work [65 mins]
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### Suggested contents of training sessions

Length of session	Training only	TOT only	Combined training and TOT
<b>½ day</b>	<ul style="list-style-type: none"> <li>• Activity 1</li> <li>• Present training aims</li> <li>• Activity 5</li> <li>• Activity 6</li> <li>• Activity 8</li> <li>• Presentation of Section 3 cycle diagram</li> <li>• Activity 15</li> <li>• Activity 24</li> <li>• Activity 43</li> <li>• Concluding message Section 7d</li> </ul>	All material in 'high priority' column can be done as a straightforward presentation, but with no opportunity for peer training practice [therefore TOT Section 13 can be dropped].	N/A
<b>1 day</b>	<p>Same as ½ day <i>plus</i>:</p> <ul style="list-style-type: none"> <li>• Presentation of Children's Code</li> <li>• Activity 27 &amp; key learning points</li> <li>• Activity 29 &amp; key learning points</li> <li>• Activity 30 &amp; key learning points</li> <li>• Activity 32</li> <li>• Activity 33, key learning points and Handout 20</li> <li>• Activity 35 &amp; key learning points</li> <li>• Activity 42</li> </ul>	All material in 'high priority' and 'medium priority' columns can be done as a straightforward presentation, but with no opportunity for peer training practice [therefore TOT Section 13 can be dropped]. If time is short, also drop TOT Section 5 (give handout only) and choose short versions of activities. Alternatively, concentrate on 'high priority' column material in more detail.	N/A
<b>3 days</b>	All material / as much as possible from the two columns of 'high priority' and 'medium priority' <i>excluding</i> : Activities 11 & 12 (key facts can still be presented). Shorter versions of all activities to be used.	All material can be covered with ample time for peer training practice based on session developed in TOT Section 7.	Content of 1 day training and of 1 day TOT sessions with time given for peer group training practice.
<b>5 days</b>	All material / as much as possible. If cuts need to be made, take out activities listed as 'lower priority' in the table above. The longer the training session, the more time participants will need for reflection and revision of material covered.	All material can be covered with ample time for peer training practice based on session developed in TOT Section 7.	<p><b>Option 1:</b> If overall emphasis is on transfer of core knowledge: Content of 3 day training plus content of 1 day TOT with time for peer group training practice.</p> <p><b>Option 2:</b> If overall emphasis is on improvement of training skills: Content of 1 day training plus content of 3 day TOT with time for peer group training practice.</p>

## Appendix 2: Sample 3-day training agenda

TIME	DAY 1	DAY 2	DAY 3
09.00–09.15	<b>Section 1: Getting started</b> <ul style="list-style-type: none"> <li>Welcome</li> <li>Warm-up: Activity 1 (or similar introductory game)</li> </ul>	Warm-up Re-cap of Day 1	Warm-up
09.15–10.00	<ul style="list-style-type: none"> <li>Present training aims</li> <li>Baseline knowledge survey: Activity 3 &amp; Handout 1</li> <li>Attitudes and practice questionnaire: Activity 4 &amp; Handout 2</li> <li>Draw picture of a child: Activity 5</li> </ul>	<b>Section 3: The cycle of street migration and stages of intervention</b> <ul style="list-style-type: none"> <li>Presentation of cycle diagram &amp; Handout 11 [30 mins]</li> <li>Key learning points</li> <li>Stages of intervention: Activity 13 [45 mins]</li> </ul>	Re-cap of Days 1 & 2
10.00–10.30	<b>Section 2: Who are children in street situations?</b> <ul style="list-style-type: none"> <li>Definitions: Activity 6 &amp; Handout 3</li> <li>International situation: Activity 7 - Quiz</li> </ul>		<b>Section 6: A child rights-based approach to working with children in street situations</b> <ul style="list-style-type: none"> <li>What does a child need? Activity 26</li> </ul>
10.30–10.45	<b>BREAK</b>		
10.45–11.30	<ul style="list-style-type: none"> <li>Causes and consequences: Activity 8 &amp; Handout 4</li> </ul>	<b>Section 4: The psychology of children in street situations</b> <ul style="list-style-type: none"> <li>Stages of child development: Activity 14</li> <li>Areas of child development: Activity 15, implications for working with children, key learning points &amp; Handout 13</li> <li>Introduction to attachment theory: Activity 16, key learning points &amp; Handout 14</li> <li>Risk and resilience: Activity 17, key learning points &amp; Handout 15</li> </ul>	<ul style="list-style-type: none"> <li>Difference between needs and rights: Activity 27 &amp; key learning points</li> <li>'Arch' of human rights: Activity 29 &amp; key learning points</li> <li>Introduction to child rights: Activity 30 &amp; key learning points</li> <li>Clustering rights cards – children in street situations: Activity 31, Part 3</li> <li>From pawn to person: Activity 32</li> <li>From pawn to person – personal reflection: Activity 34</li> </ul>
11.30–12.30	<ul style="list-style-type: none"> <li>Profile of children in street situations in your country: Activity 9 &amp; Handout 5</li> </ul>		
12.30–13.30	<b>LUNCH</b>		
13.30–14.15	<ul style="list-style-type: none"> <li>Energiser</li> <li>Children's Code &amp; how this affects work with CSS: key information &amp; discussion</li> </ul>	Energiser [Activity 18] & re-cap (mini quiz on topics covered so far – throw a ball around)	<ul style="list-style-type: none"> <li>Energiser</li> <li>'The table leg test': Activity 33, key learning points and Handout 20</li> <li>'Taking the table apart': Activity 35 &amp; key learning points <b>OR</b> Activity 36: child rights based approach planning matrix [whichever is more useful]</li> </ul>
14.15–15.00	<ul style="list-style-type: none"> <li>Violence and child protection: Activity 10, Handout 6 &amp; key learning points</li> </ul>	<ul style="list-style-type: none"> <li>Peer groups: Activity 19, key learning points &amp; Handout 16</li> <li>Gender: Activity 20, Activity 22, key learning points &amp; Handout 17</li> <li>3-stage choice process: Activity 24, Key learning points &amp; Handout 18</li> </ul>	
15.00–15.15	<b>BREAK</b>		

15.15–16.00	<ul style="list-style-type: none"> <li>• Substance abuse: presentation of key facts, Handout 7 &amp; key learning points</li> <li>• Substance abuse discussion</li> </ul>	<b>Section 5: 5 basic principles for working with children &amp; families</b>	<b>Section 7: Summary</b> <ul style="list-style-type: none"> <li>• Activity 37: team quiz</li> </ul>
16.00–16.45	<ul style="list-style-type: none"> <li>• Criminal justice system: presentation of key facts &amp; Handouts 8, 9, 10 &amp; key learning points [&amp; if time, Activity 12]</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 25, key learning points &amp; Handout 19</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 39: knowledge assessment– assuming this was done at the beginning of training</li> <li>• Activity 40: attitudes and practices revisited</li> <li>• Activity 42: evaluation form</li> <li>• Activity 43: 3 personal action points</li> </ul>
16.45–17.00	Q&A / RE-CAP WRAP-UP	Q&A / RE-CAP WRAP-UP	Final Q&A / RE-CAP WRAP-UP, certificates & concluding message (Section 7.d)

## Appendix 3: Sample pre-training needs assessment for participants

In order to get the most out of the training on 'Working with Children in Street Situations', we have put together some questions to help you start thinking about the topic and to give the facilitators an idea of the context in which you are working. We would be very grateful if you could complete the following questionnaire. *Please be very honest with your answers so that we can make the training fit your needs.* Thank you! We look forward to seeing you soon! Feel free to make any extra comments on a separate piece of paper. Send the completed questionnaire back to [insert name] at [insert contact details] by [insert deadline].

**Name:** \_\_\_\_\_

**Job Title:** \_\_\_\_\_

**How long have you been working in your current position?** \_\_\_\_\_

**Have you attended any previous training sessions organised by EveryChild?**

Y / N / Don't know

**If yes, what topics and when?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What % of your time each week do you work:**

	<b>% of your time that you <u>currently</u> spend on this</b>	<b>% of your time that <u>you think</u> you ought to work on this</b>
<b>Directly with children in street situations</b>		
<b>Directly with other types of children</b>		
<b>With families of children in street situations</b>		
<b>With other families (not related to children in street situations)</b>		
<b>On management issues</b>		
<b>On paperwork and administrative tasks</b>		
<b>Other (please specify)</b>		
<b>Other (please specify)</b>		

**What topics would you like to focus on during the 3-day training? Please prioritise the following using numbers 1-10. How confident are you already on each of these topics on a scale of 1 – 10? (Please be honest!)**

	<b>TOPIC</b>	<b>Priority for training: 1 – 10</b>  1=most important  10=least important	<b>My level of confidence: 1-10</b>  1="I am extremely confident" 10="I don't know anything about this topic"
<b>1</b>	Understanding the context of children in street situations in your country (causes and consequences)		
<b>2</b>	Violence and child protection in relation to children in street situations		
<b>3</b>	Understanding substance abuse		
<b>4</b>	Children in street situations and the criminal justice system		
<b>5</b>	Different stages of intervention for working with children in street situations		
<b>6</b>	Basic child development		
<b>7</b>	Child psychology – including attachment theory, resilience, gender and peer groups		
<b>8</b>	Key principles for working with children and families		
<b>9</b>	Child rights and the UN Convention on the Rights of the Child in relation to children in street situations		
<b>10</b>	Other (please specify)		

**Do you agree or disagree with the following statements (please be honest!)**

	<b>AGREE</b>	<b>DIS-AGREE</b>	<b>DON'T KNOW</b>
1. All children in street situations can be reunified with their families			
2. Children in street situations who still live at home / maintain contact with their families should be treated the same way as children who have left home and who live on the streets			
3. Girls and boys working and living on the street face have the same experiences and face the same problems			
4. Working at the drop-in centre is more important than working out on the streets			
5. Children in street situations should be placed in large residential institutions			
6. Parents should bear more responsibility for their children			
7. Round-ups of children in street situations by the police are useful to assist them in getting help			
8. Children in street situations themselves are the best source of help and support for themselves and their peers			
9. All children in street situations commit crimes			



## Appendix 5: UN Convention on the Rights of the Child 'cards'

<p><b>Article 1</b></p> <p><b>A child is every human being below the age of 18 years</b></p>	<p><b>Article 2</b></p> <p><b>Non-discrimination</b></p>	<p><b>Article 3</b></p> <p><b>Best interests of the child</b></p>	<p><b>Article 4</b></p> <p><b>Governments must use all available resources to implement all of the rights in the CRC</b></p>	<p><b>Article 5</b></p> <p><b>Parents &amp; families should direct and guide children as appropriate to their age</b></p>
<p><b>Article 6</b></p> <p><b>Right to life, survival and development</b></p>	<p><b>Article 7</b></p> <p><b>Right to birth registration, name and a nationality</b></p>	<p><b>Article 8</b></p> <p><b>Right to keep your name and nationality</b></p>	<p><b>Article 9</b></p> <p><b>Right to live with your parents unless it's bad for you</b></p>	<p><b>Article 10</b></p> <p><b>Right to enter or leave any country to be reunited with family</b></p>
<p><b>Article 11</b></p> <p><b>Right to be protected from being kidnapped and taken out of the country</b></p>	<p><b>Article 12</b></p> <p><b>Right to say what you think and be listened to by adults when they make decisions that affect you</b></p>	<p><b>Article 13</b></p> <p><b>Right to get information and express what you think, unless it is against other people's rights</b></p>	<p><b>Article 14</b></p> <p><b>Right to think what you like and have what religion you want, with your parents' guidance</b></p>	<p><b>Article 15</b></p> <p><b>Right to meet with others and join or set up clubs, unless it is against other people's rights</b></p>

<p><b>Article 16</b></p> <p><b>Right to Privacy</b></p>	<p><b>Article 17</b></p> <p><b>Right to get information. Information on media (radio, newspaper, books, TV etc.) should be useful to you and not harmful</b></p>	<p><b>Article 18</b></p> <p><b>Right to be brought up by your parents if possible</b></p>	<p><b>Article 19</b></p> <p><b>Right to protection from being hurt, violence, abuse and neglect</b></p>	<p><b>Article 20</b></p> <p><b>Right to special care and protection if you can't live with your parents</b></p>
<p><b>Article 21</b></p> <p><b>Right to have the best care for you if you are adopted</b></p>	<p><b>Article 22</b></p> <p><b>Right to special protection and help if you are a refugee</b></p>	<p><b>Article 23</b></p> <p><b>Right to special care and education to help you develop and lead a full life if you have a disability</b></p>	<p><b>Article 24</b></p> <p><b>Right to the best health possible and to medical care</b></p>	<p><b>Article 25</b></p> <p><b>Right to have your placement checked regularly if you have to be looked after away from home</b></p>
<p><b>Article 26</b></p> <p><b>Right to help from the government if you are poor or in need</b></p>	<p><b>Article 27</b></p> <p><b>Right to a good enough standard of living for you to develop properly</b></p>	<p><b>Article 28</b></p> <p><b>Right to education</b></p>	<p><b>Article 29</b></p> <p><b>Right to education which tries to develop your personality &amp; abilities as much as possible &amp; encourages you to respect other people's rights &amp; values</b></p>	<p><b>Article 30</b></p> <p><b>Right to use your own language and practice your own culture and religion</b></p>

<p><b>Article 31</b></p> <p><b>Right to play and free time</b></p>	<p><b>Article 32</b></p> <p><b>Right to protection from work that is bad for your health or education</b></p>	<p><b>Article 33</b></p> <p><b>Right to be protected from taking, making and selling dangerous drugs</b></p>	<p><b>Article 34</b></p> <p><b>Right to be protected from sexual abuse</b></p>	<p><b>Article 35</b></p> <p><b>Right to not be abducted or sold</b></p>
<p><b>Article 36</b></p> <p><b>Right to protection from any other kind of exploitation</b></p>	<p><b>Article 37</b></p> <p><b>Right not to be punished in a cruel way or tortured. Not to be put in prison with adults</b></p>	<p><b>Article 38</b></p> <p><b>Right to not be in an army or fight in a war before you are 15. If you are affected by war, you must be protected</b></p>	<p><b>Article 39</b></p> <p><b>Right to help if you have been hurt, neglected or badly treated</b></p>	<p><b>Article 40</b></p> <p><b>Right to help in defending yourself and to have your age taken into account, if you are accused or breaking the law</b></p>
<p><b>Article 41</b></p> <p><b>Right to any rights in laws in your country or internationally which give you better rights than these</b></p>				

## Appendix 6: Sample child protection behaviour guidelines<sup>91</sup>

### CREATE Code of Conduct<sup>92</sup>

- The Code of Conduct should be interpreted in a spirit of transparency and common sense, with the best interests of the child as the primary consideration.
- CREATE associates must make an attempt to understand the local norms around physical contact between children and adults.
- **Minimising risk situations:**
  - **Try to:** avoid placing yourself in a compromising or vulnerable position; be accompanied by a second adult whenever possible; meet with a child in a central, public location whenever possible; immediately note, in a designated organisational Child Protection Log Book or incident report sheet, the circumstances of any situation which occurs which may be subject to misinterpretation; keep in mind that actions, no matter how well intended, are always subject to misinterpretation by a third party.
  - **Try not to** be alone with a single child, including in the following situations: in a car (no matter how short the journey); overnight (no matter where the accommodation); in your home or the home of a child. Do not show favouritism or spend excessive amounts of time with one child.
- **Sexual behaviour:**
  - **Do not:** engage in or allow sexually provocative games with children to take place; kiss, hug, fondle, rub, or touch a child in an inappropriate or culturally insensitive way; sleep in the same bed as a child; do things of a personal nature that a child could do for him/herself, including dressing, bathing, and grooming; encourage any crushes by a child.
- **Physical behaviour:**
  - **Do:** wait for appropriate physical contact, such as holding hands, to be initiated by the child, except in situations where it is expected for adults to greet children by offering them their hand.
- **Psychosocial behaviour:**
  - **Do:** Be aware of the power balance between an adult and child, and avoid taking any advantage this may provide; be aware that as a consultant, your presence with children will often be temporary and you should therefore avoid creating bonds with children which encourage emotional or psychological dependency: make it clear to children from the outset, in age-appropriate terms, that you will not be with them long-term.
  - **Do not:** use language that will mentally or emotionally harm any child; suggest inappropriate behaviour or relations or any kind; act in any way that intends to embarrass, shame, humiliate, or degrade a child; encourage any inappropriate attention-seeking behaviour, such as tantrums, by a child; show discrimination of race, culture, age, gender, disability, religion, sexuality, or political persuasion.

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<sup>91</sup> Please note: a 'code of conduct' or 'behaviour guidelines' are *only one aspect* of an overall child protection policy which should include elements such as: recruitment and selection of personnel; training and sensitization of personnel; management structures; behaviour guidelines; communication guidelines; reporting and reaction protocol; ramifications of misconduct.

<sup>92</sup> These behaviour guidelines are taken from CREATE's Child Protection Policy and are based on the child protection policies of World Vision, Save the Children UK, Tearfund, Sense International and Learning for Life.

- **Peer abuse:**
  - **Do:** be aware of the potential for peer abuse; develop special measures / supervision to protect younger and especially vulnerable children; avoid placing children in high-risk peer situations (e.g. unsupervised mixing of older and younger children).
  - **Do not:** allow children to engage in sexually provocative games with each other.
- **Physical environment:**
  - **Do:** develop clear rules to address specific physical safety issues relative to the local physical environment of a project (e.g. for projects based near water, heavy road traffic, railway lines).

## Appendix 7: Index of training activities

### Part 1: Core knowledge and approaches to working with children in street situations

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This training manual is the first in a series of 3, commissioned by EveryChild Kyrgyzstan to assist government and NGO personnel working on issues related to children in street situations. The 3 training manuals are:

4. Core knowledge, approaches and training techniques
5. Prevention of street migration
6. Outreach, drop-in centre work and family reunification

Manual 1 contains essential information which all personnel need to know in relation to working with children in street situations. In addition Manual 1 contains training techniques to assist trainers, and trainers of trainers, to effectively deliver the material contained within the manuals.



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