

Working with children in street situations

Training Manual 3: Outreach, Drop-in Centres & Family Reunification

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CREATE: Child Rights Evaluation, Advice & Training Exchange

for

EveryChild Kyrgyzstan

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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 third 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 centres 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. Much of the thinking for Section 4 (family reunification) draws on: *In Best or Vested interests? An Exploration of the Concept and Practice of Family Reunification for Street Children*, Thomas Feeny, Consortium for Street Children, 2005

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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 outreach, drop-in centres and family reunification;
- As **background reading material** on outreach, drop-in centres and family reunification and good practices for working on these topics;
- As a **planning tool to develop an overall strategy** to improve policy, standards and practice in relation to outreach, drop-in centres and family reunification. Please note, however, that an overall strategy for working with children in street situations must be centred on prevention work, as outlined in Manual 2.

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.
- 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.
- The manual is **divided into 3 topics:** outreach; drop-in centres; family reunification. The manual assumes that the training participants will be the same for all three areas but in reality this may not be the case and so care must be taken when adapting materials and devising training agendas.

**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



Remember!

This manual should be used in conjunction with Manual 1 which outlines core approaches to working with children and families. This Manual assumes that participants are already familiar with some of the key concepts outlined in Manual 1.

Section 1: Getting started¹

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 outreach, drop-in centres and family reunification;
- Have a visible reminder of the focus of the workshop (children already in street situations who may benefit from outreach, drop-in centres and/or family reunification) 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 – ‘Spot the lie’²

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

Time: 15 minutes

Materials: 1 post-it note per participant

Task: Each participant writes 3 facts about themselves on a post-it note, e.g.

1. “I have 3 brothers”
2. “I speak Chinese”
3. “I enjoy playing the guitar”

However, one of the three statements must be a lie. Participants stick their note to their chest and circulate freely around the room trying to guess which statement about each person is not true. Brief plenary feedback: Did anyone learn anything interesting about their fellow participants?

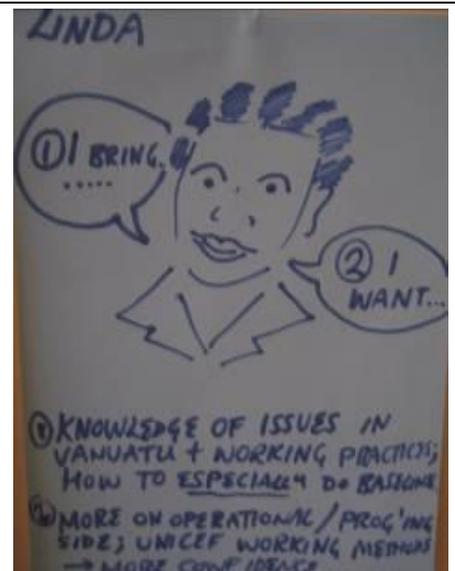
Explain to participants that it is important that they take an active part in the training and that the information sharing should go in all directions. Everybody has something to contribute as well as something to learn. You will explore this quickly through ‘Contribution and Expectation Portraits.’

Activity 2: ‘Contribution & Expectation Portraits’³

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: 30 minutes

Materials: Small, folded pieces of paper listing every participant’s name in a hat or similar container; 1 piece of paper and pen per participant; sticky tape



¹ This section deliberately follows a similar format to Section 1 of Manuals 1 & 2. The content of all activities except Activity 2 have been adapted to suit the subject material of Manual 3. If participants attended similar exercises from Manual 1 and/or Manual 2 training then this section should be quick and smooth, but be sure to point out the slightly different content and focus – i.e. outreach, drop-in centres and family reunification for children already in street situations.

² Original source unknown.

³ First experienced by the author courtesy of UNICEF Pacific. Original source unknown.

Task: Pass around the hat. Each participant takes out the name of one fellow participant (if they pull out their own name then they should put it back and try again). They must draw a portrait of this participant on a sheet of paper and ask them 2 questions: 1) What do you bring to this workshop? (contributions) 2) What do you hope to get out of this workshop? (expectations). Write the answers under the portrait. Stick all portraits on the wall and ask the 'artists' to present their 'subjects'. Summarise similar contributions and expectations and highlight issues which are not going to be dealt with during this training course. Explain that you will return to these at the end of the training to see if contributions have been made and 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:** Sample 'Contribution & Expectation Portrait', UNICEF Pacific Child Protection Retreat, March 2008]

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.

- **Overall aim:** To equip participants with the necessary skills and knowledge on how to work with children in street situations through outreach, drop-in centre and family reunification work.
- **Outputs:** By the end of the training, participants will:
 - Have a basic knowledge of outreach, drop-in centre and family reunification work;
 - Understand how outreach, drop-in centre and family reunification work fit into an overall strategy for working with children in street situations;
 - Be familiar with good practices in outreach, drop-in centre and family reunification work.

1.b Pre-training assessment: knowledge and attitudes in relation to outreach, drop-in centres and family reunification

Activity 3: Baseline knowledge survey – outreach, drop-in centres and family reunification

Aim: To explore participants' knowledge of outreach, drop-in centres and family reunification; 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 outreach, drop-in centres and family reunification.
- 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 outreach, drop-in centres and family reunification

Aim: To explore participants' attitude and practice in relation to outreach, drop-in centres and family reunification; 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. [1T; 2F; 3F; 4F; 5F; 6?; 7T; 8F; 9T; 10F; 11T; 12F; 13T]

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

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? [Please note: if participants did this exercise from Manual 1, they can use the same drawing as before or they can re-draw the same child. However, this would *not* be the same child that was drawn in Manual 2: Manuals 1 and 3 deal with children *already* in street situations; Manual 2 deals with children at risk of leaving home to live and/or work on the streets.]
- 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:** Osh training April 2006]

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 outreach, drop-in centres and family reunification;
- The importance of remembering that this workshop is ultimately about children in street situations and how this learning can benefit these children.

Section 2: Outreach

Objectives for Section 2

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

- Understand what is meant by 'outreach';
- Understand why outreach is important and how it fits into a comprehensive, overall strategy for working with children in street situations;
- Understand how to do outreach based on international good practice, including: clarifying outreach aims and targets; how the 5 basic principles apply to outreach; the 3 stages and 'golden rules' for outreach work; the importance of good communication skills; mapping out existing services for referral; and keeping and analysing accurate records for monitoring and evaluation purposes;
- Put into practice good outreach communication skills as practised during role-plays.

2.a Introduction



Please note: Due to time and space constraints, this section is not a comprehensive guide to outreach work. For example, it does not cover in detail:

1. The profile and selection of outreach workers

This is essential for successful outreach: outreach is a delicate and sensitive task which involves trust-building with children who may be suspicious or hostile but who are most in need of our help. It requires:

- patience
- empathy
- perseverance
- sense of humour
- excellent understanding of how to communicate with children and young people.

Not just anyone can be trained to be a successful outreach worker. Outreach workers who are not interested in the job, who do not even like children(!) or who do not know how to communicate with children in street situations can do more harm than good. They may alienate children and make it more difficult for others to build trust with them at a later stage. Within an outreach programme it is therefore essential to pay close attention to the selection, training and supervision of outreach workers.

2. Peer outreach work

Building the capacity of children and young people to conduct outreach work amongst their peers in a way that safeguards children's rights and child protection is a specific process that is embedded in good child participation practice. In general, peer outreach can be a very valuable component of an overall outreach programme but:

- The children and young people involved need careful selection and a lot of training, support and supervision.
- They need to be able to make informed decisions about what they will be doing.
- There must be very strict child protection safeguards in place to make sure that no physical, emotional or sexual harm comes to either the peer outreach worker or the children with whom they will have contact (clear training and strict adherence to behaviour and communication codes of conduct is necessary).
- There must be clear limits to their role (i.e. they must know when and how to seek adult help).

- There must be clear guidelines on whether or not the peer outreach worker will be paid and if so what is expected from them in return, what hours they will work and what reports they are expected to fill in etc. (a contract should be drawn up).
- Peer outreach should not interfere with a child or young person's education and it must be mindful of any other responsibilities and time pressures they have, e.g. within their family or at work.

Failure to address these issues may cause considerable harm to the young people involved and it is likely to result in high turnover of peer outreach workers which will not benefit the project.

3. Substance abuse

This section does not look in detail at how to deal with children in outreach situations who are 'high' on drugs or who are drunk.

- Depending on the level of intoxication, it can be very difficult, if not impossible, to communicate effectively with children who are 'high' or drunk and the child may not remember the conversation later anyway.
- If an outreach worker has a regular presence on the streets, and has established a good relationship with the children⁴, s/he can establish 'rules' with the children for outreach contact. For example: no sniffing of glue, drinking of alcohol or smoking during conversations with the outreach worker; if someone is high or drunk then they will be asked to leave the group until they have 'come down' / sobered up.
- Never do anything to put yourself at risk during outreach work: remember that substances have a chemical effect on the user which can affect their physical and emotional behaviour; some substances may make the user more aggressive and violent than usual or cause them to hallucinate so that their perception of reality is affected.
 - Avoid being alone in such situations.
 - If you see that the child is becoming violent or aggressive, avoid doing anything to antagonise them, remain calm and remove yourself from the situation as soon as possible. You could say calmly and compassionately: "I can see that you are upset now. I will talk to you later when you are feeling better. Take care of yourself."



See also: Manual 1, Section 2.f and Manual 1, Handout 7 for more information on children in street situations and substance abuse. See Manual 2, Section 6.b and Manual 2, Handouts 17 and 18 for information on how to address substance abuse, including alcoholism.

2.b What is 'outreach'?

Activity 6: What does the term 'outreach' mean to you?

Aim: To elicit participants' ideas, to promote debate and to clarify a working definition of 'outreach'

Time: 15 minutes

Materials: Ball, flipchart [Handout 3 from Manual 1 (definitions) – optional]

Task:

⁴ This assumes that the social worker is well-liked by the children and that the children enjoy their contact with the social worker and are therefore prepared to comply with the rules in order to maintain this contact.

- Brainstorm ideas with participants on “what does the term ‘outreach’ mean to you?” by throwing a ball around the group.
- Write up key points on a flipchart.
- Consolidate key ideas and compare them to the definition and summary table below. [If participants attended previous training from Manual 1, encourage them to think back to the definitions handout provided previously].
- Encourage as much discussion as time allows.
- [Optional: Provide participants with Handout 3 from Manual 1 for reference throughout the training which includes this and other definitions].

Definition:

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.

Summary table

Purpose of outreach	Outreach is <i>not</i>
<ul style="list-style-type: none"> • To build trust with children in street situations • To be a responsible adult friend • To listen to children in street situations • To be a good role model • To expand choices available to children in street situations • To link children in street situations into services 	<ul style="list-style-type: none"> • Conducting street-based education / information sessions (e.g. on HIV/AIDS): this is a good initiative, and it may complement outreach work, but it should not be confused with the purposes listed on the left • Raids and round-ups which: <ul style="list-style-type: none"> ○ Are a violation of children’s rights ○ Serve no purpose: they are a waste of time, money and energy ○ Are damaging for the child ○ Make it harder for others to build trust  <p>See also: Manual 1, Handouts 9 and 10 for more information on round-ups and attitudes of police towards children in street situations.</p>

2.c Why is outreach important?

Activity 7: Why is outreach important?
Aim: To remind participants of the importance of outreach and how it fits into an overall strategy for children in street situations.
Time: Part 1 - 5 minutes; Part 2 – 5 minutes.
Materials: Ball and flipchart; Handout 11 from Manual 1 (cycle of street migration and stages of intervention)

Task:

Part 1 – Brainstorm:

- Throw a ball around the room to facilitate a brainstorm on why outreach is important. Compare answers with the list below and write up key points on a flipchart to refer to throughout the training:
 - **Outreach is the first step** for working with children who are already on the streets. Without outreach, children in street situations are unlikely to be able to access all of the other stages (drop-in centre work, family reunification, residential centres, alternative care options etc.).
 - **Immediate benefits:** even if street-involved children do not want to take advantage of other services available, or if they drop out of initiatives such as drop-in or residential centres, maintaining regular contact with a trusted adult on the streets still has immediate psychosocial benefits (do not underestimate the importance to a child of: having a trusted adult to talk to; getting attention from a trusted adult; outreach workers as positive role models).

Part 2 – Cycle of street migration

- Draw participants' attention to Handout 11 from Manual 1 (cycle of street migration and stages of intervention) or draw the diagram on a flipchart.  Remind participants: this diagram 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.
- As discussed in Manual 1 and explored in more depth in Manual 2, the most important stage of intervention is preventing children from leaving homes and families in the first place. If we can intervene successfully with prevention then the whole of the remaining diagram and costly, complex interventions that follow, including outreach, can be avoided. We can cut short the cycle of street migration and the negative consequences it usually entails. Outreach and other interventions are therefore not a substitute for prevention. However, prevention will unfortunately not be possible in all cases. Prevention will greatly reduce the need for outreach and other interventions, but it will not eliminate the need for them altogether. It is for this reason that we will now look at *how* to do good quality outreach.



See also: Manual 1, Section 3 for more details on the cycle of street migration.

2.d How do we do outreach?

i. Clarifying outreach aims and targets

Activity 8: Clarifying outreach aims and targets

Aim: To help participants think through the aims and targets for their outreach work.

Time: 1.5 hours

Materials: Ball, Handout 3 (clarifying outreach aims and targets)

Task:

- Quickly recap the purpose of outreach by throwing a ball around (refer back to the 'summary table' above in section 2.b).
- Explain that these elements are the essential aims of outreach but that there can be additional aims as well, depending on local needs, circumstances and philosophies.
- For example, some projects working with children in street situations strongly believe that *all* services (education, life skills, health services, counselling etc.) should be

“street-based” (as opposed to “centre-based”). This means that children should not have to come to a “centre” to be able to get these services. Their rationale for this is that: street-based services respect children’s ‘right to be on the streets’; children are more likely to attend services which come to where they are rather than having to go to a specific place which may be far away; street-based services can potentially reach many more children than centre-based services.

- On the other hand, other projects strongly believe that *no* additional services beyond the core aims of trust-building should be offered on the streets. Instead they encourage **“centre-based”** services. Their rationale for this is: street-based services encourage children to remain on the streets (which may be contrary to the project’s overall aim); it is difficult to provide services in a street situation (noisy, busy, no privacy etc.); offering street-based services encourages more children on to the streets.
- There are **pros and cons** to both of these positions. For example, it will depend on how dangerous the street situation is in a particular town or country, what other services are available, how many children there are in street situations and their particular needs.
- Divide participants into groups of 4-6 and get them to complete the first table in Handout 3 (clarifying outreach aims) according to their local context. [15 minutes]
- Plenary feedback and discussion. Try to get consensus from the group on which aims are best suited to the local circumstances [30 minutes].
- Still in the same groups, fill out the remaining tables in Handout 3 (clarifying outreach targets). The right-hand table should be completed in light of the ‘ideal’ aims established previously. ‘Types of children’ can include (e.g.) children who work on the streets but who still live at home; or children who live on the streets full-time; or children who sometimes live on the streets and sometimes live at home; age ranges of children; sex of children (male or female); ethnicity; language; or other categorizations as appropriate. [15 minutes]
- Plenary feedback and discussion. If outreach work is already going on, then compare the two tables: are we currently reaching the right targets? Pay particular attention to ‘why’. What changes need to be made in our outreach work in terms of aims and targets? If no outreach work is currently going on, then try to build consensus on the aims and targets for an outreach project.



ii. Reminder of the 5 basic principles for working with children and families

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

Activity 9: Reminder of the 5 basic principles⁵

Aim: To remind participants of the 5 basic principles for working with children and families; to explore how the 5 basic principles apply to outreach work.

Time: 45 minutes [or 1.5 hours if participants are not familiar with the 5 principles]

Materials: 5 basic principles written on separate, large cards; sticky tape; Handout 19 from Manual 1 (5 basic principles)

Task:

⁵ This mirrors Activity 12 from Manual 2 where the same ‘revision’ exercise on the 5 basic principles was conducted in relation to prevention work.

- It is crucial that participants are familiar with the 5 basic principles. If they have not done Activity 25 from Section 5 of Manual 1 then they should do this now focusing on how the principles relate to outreach work[1.5 hours].
- If participants have already done Activity 25 from Manual 1 then proceed as follows:
- **Introduction [5 minutes]:** Stick the 5 cards on the wall, in order, but *facing away from participants so they cannot see what is written on them*. Remind participants that they were previously introduced to 5 basic principles for working with children and families. Can anyone remember what they were? If participants correctly guess, then turn around the relevant card. Prompt them until all of the cards are turned over.
- **Group work [15 minutes]:** Divide participants into 5 groups and hand each group one of the cards and a copy of Handout 19 from Manual 1 for reference. Give them 15 minutes to prepare a 5 minute presentation on how this principle is relevant to outreach work. 
- **Plenary feedback [25 minutes]:** Each group has 5 minutes to present their discussions.
- Optional: Additional plenary discussion time can be added if necessary / if participants need further clarification.

iii. The basics of outreach work

Activity 10: Stages and 'golden rules' of outreach work

Aim: To elicit participants' ideas on stages and 'golden rules' for good outreach practice.

Time: Part 1 - 20 minutes; Part 2 - 30 minutes

Materials: Pictures of a child in a street situation from Activity 5; flipcharts and pens; Handout 4 (basics of outreach work)

Task:

Part 1 – Three stages of outreach

- Divide participants into 4 groups. Each group should choose one of the pictures they drew of a child in a street situation in Activity 5. The person who drew the child should briefly 'introduce' the child to the rest of the group. [5 minutes]
- The group should then imagine that they want to make contact with this child on the streets for the first time, through outreach. Spend 5 minutes discussing as a group what they think are the three stages involved in outreach work, using the example of the child to help think through the process. Note ideas for the 3 stages on a flipchart.
- Plenary feedback [10 minutes]: compare flipcharts. Can you consolidate these ideas into 3 stages? Compare these stages with those listed here:
 - 1. Observation:** just looking and listening and through that finding out where children are, what they do, with whom they communicate and how, etc.
 - 2. Making contact:** informal, non-threatening approach aimed at building trust and without asking too many questions.
 - 3. Developing relationships** with children and starting to provide support.

Part 2 – 'Golden rules'

- Participants remain in their 4 groups. Explain that, when working through these 3 stages, in addition to the 5 basic principles of working with children and families (which apply to *all* stages of intervention), there are some key things to remember *specifically* in relation to outreach work. Give each group a flipchart sheet labelled with one of the following headings:
 1. Practical things
 2. Communication & behaviour
 3. Safety
 4. Support

- The group has 5 minutes to list as many things as possible under this heading which might be considered good advice or a 'golden rule' specifically for outreach. If necessary, give one example for each group to help them get started [taken from Handout 4]. Some of the ideas might overlap with the 5 basic principles from Activity 9. This is fine and will help to reinforce key principles but the examples given here must be specific to outreach. Keep this activity very fast to encourage high energy levels.
- Each group presents their work to the plenary. Encourage other groups to add to or challenge each others' ideas. [15 mins]
- Give participants Handout 4 (basics of outreach work) and compare their ideas to the 'golden rules' developed by Osh outreach team in 2005 and the 'further guidelines' given in the handout. Does the group agree with these points? Does the group understand why these things are important? Discuss.



iv. Communication skills⁶

Activity 11: Verbal and non-verbal communication

Aim: To familiarise participants with essential communication skills for outreach work; to emphasise the need for 'conversation' rather than 'interrogation' during outreach.

Time: Part 1 – 15 minutes; Part 2 – 30 minutes; Part 3 – 45 minutes; Part 4 – 20 minutes

Materials: Ball; 3 labels - 'Stage 1: Observation', 'Stage 2: Making contact', 'Stage 3: Developing relationships'; Handout 5 (outreach communication skills)

Task:

Part 1 – Communication at each stage of outreach

- Ask participants by throwing a ball what are the 3 stages of outreach work (observation, making contact, developing relationships). Stick these labels on 3 different walls of the room.
- From Handout 5.a (the table examining communication in relation to the 3 stages) randomly call out one of the 'communication tips'. If participants think it refers to Stage 1 then they should go and stand by the wall which is labelled 'Stage 1' etc. Repeat a number of times as necessary. Keep this lively (it can double-up as an energiser).
- Give participants page 1 of Handout 5.a for reference.



Part 2 – Language and body language

- Give participants Handout 5.b (child-friendly communication – general guidelines) and look through it together.
- Spend 10 minutes doing the 'language practice' in pairs (5 minutes each pretending to be the child), then 10 minutes doing the 'body language practice' in pairs (5 minutes each).
- Plenary feedback / group discussion [10 minutes].



Part 3 – Conversation, not interrogation!

- Ask participants, by throwing a ball: What is the difference between a 'conversation' and an 'interrogation'? Write up key points on a flipchart. [5 minutes]
- Ask: Which technique is best suited to outreach communication with children in street situations? Why? [Prompt: Which technique is more likely to build trust? What is the main purpose of outreach work? (to build trust)] [5 minutes]
- Give participants 5.c (conversation not interrogation). Get 2 volunteers to come to the front and read Dialogue 1. Then get 2 different volunteers to read Dialogue 2. [10 minutes]

⁶ You may find it useful to remind participants of the material covered in Manual 1, Section 4 (psychology of children in street situations) as this is directly relevant to outreach communication.

- Discuss in plenary [10 minutes]:
 1. How do you think the child feels in each dialogue? Why?
 2. Which dialogue gets the best information? Why?
 3. For each dialogue, what do you think the child will do the next time she sees the social worker? Why?
- [10 minutes] Go back to the flipchart outlining key differences between conversation and interrogation. Based on the sample dialogues, is there anything participants want to add to this list? Throw around the ball. [Prompt using key words from the table in Handout 5: e.g. time spent listening & time spent talking; power; control; information (balance, amount and accuracy of information); atmosphere; follow-up; trust].
- [5 minutes] Give participants Handout 5.d. (conversation / interrogation continued and types of question). Draw attention to the comparison table.
- **Summarise:** outreach communication with children in street situations should be a conversation, not an interrogation!
- **[Optional:** If participants are already engaged in outreach work then they can be asked to silently reflect on their technique: does it resemble a conversation or an interrogation? Take note of how you communicate with your friends over the next couple of days and compare this with how you communicate with children in street situations. What improvements can you make to your technique?]



Part 4 – Closed and open questions

- **Introduction** [5 minutes]: Tell participants not to look at their handouts. Explain: there are two main types of question: 'closed' and 'open'. Get examples of each type of question by throwing a ball around and explain further as necessary. Once all participants are clear on the difference between closed and open questions, ask: which type of question is more useful in outreach work? Why? [Prompt as necessary based on information in Handout 5.d].
- **Summarise** [5 minutes]: open questions are better than closed questions for outreach work: they draw out more information; they do not make assumptions about the answer; they give more control of the conversation to the child; they help to make a conversation flow better. Draw attention to Handout 5.d for reference.
- **Practice** [10 minutes]: In pairs, note down 3 closed questions that you might use in an outreach situation and find alternative, open questions for each one. Plenary feedback.

Activity 12: Outreach role plays

Aim: To give participants the opportunity to practice and improve their outreach communication skills through role plays.

Time: 1-2 hours [minimum 1 hour for 1 role play; maximum 2 hours for 3 role plays]

Materials: Handout 6 (outreach role plays)

Task:

- In advance, cut the role play sheets in Handout 6 along the dotted line.
- **Introduction [10 minutes]:** Explain that we will be doing role plays in small groups of 3 and that we will be giving each other constructive feedback. Remind participants of the 'sandwich criticism method' from Manual 1, TOT session 13. In other words, say something positive, then give some suggestions for improvement, then finish again with something positive. Remind participants of the key learning points from Activity 11: pay attention to verbal and non-verbal language; keep language simple; have a conversation, not an interrogation; ask more open than closed questions.
- **Role plays [30 minutes per role play]:** Divide participants into groups of 3. Each group is allocated one of the role plays. Each person within the group takes on a role: either the child, the social worker or the observer. Distribute the role play cards accordingly. Give the observer a copy of the feedback form.

- Give the group 5 minutes to read their cards and familiarise themselves with their role. Do not show your role play card to other members of the group. Act out the role play according to the information you have been given [15 minutes].
- Have feedback within the small groups based on the questions listed on the role play cards. Start with the 'child' then the 'social worker' then finally the 'observer'. Remember to use 'sandwich criticism'![10 minutes]
- **[Optional extra questions for discussion:** Based on this interaction, what do you think might happen next in the story? Would this interaction lead to a positive outcome for the child? If not, then what would be a more positive outcome and how could the interaction with the social worker help to lead to this more positive outcome?]
- If there is time, swap role play cards between the groups and change roles within the groups until each group has practised all 3 role play scenarios and each person within the group has had a chance to be a child, a social worker and an observer.
- Monitor the role plays carefully and make notes for plenary feedback.
- **Plenary feedback [20 minutes]:** share general positive comments and suggestions for improvement and give time for questions and answers. [See below for some sample feedback]

Sample feedback from outreach role plays⁷

A. Positive feedback from groups:

- Sensitive communication
- Good body language: eye contact, coming down to the level of the child, approaching the child rather than making the child come to you
- Listening to the child
- Use of open questions
- Starting with general questions about external things such as work rather than personal issues
- Giving clear information about the drop-in centres – location and opening times
- No pressure to attend the drop-in centre
- Using simple language that the child understands
- Not interrupting the child's work
- Emphasis on other children 'like you' at the drop-in centre

B. Room for improvement:

- Remember to introduce your name quite early on – usually at the same time you ask the child's name
- Too much use of closed questions
- Balance of conversation is not equal: social worker does most of the talking and gives little information in return
- Avoid a constant stream of questions which can be very threatening: just chat / make comments rather than always asking questions. For example, rather than: "How often do you work here? How much money do you earn?..." Try something like: "I think you're providing a useful service to people by helping them to carry their bags [don't make the child feel as if their work is worthless]. I only come to the bazaar about twice a week, but it seems busier on Sundays. How does that affect your work?".... etc.
- Better not to carry anything like a pen as this may make the child suspicious
- Be careful not to talk too fast
- End on a positive note, e.g.: "If you come to the centre I'll see you there"

⁷ Feedback from EveryChild Kyrgyzstan outreach training to Osh social workers by CREATE, April 2006.

C. Role plays - Questions and answers:

1. Should the social worker mimic the behaviour of the child? For example, if the child smiles, then should the social worker smile too? What about if the child is smoking? Should the social worker smoke too?

- Be natural. Be yourself. Don't put on an act. Children will see through this very quickly and they will not trust you. If you normally smoke, then you could smoke here, but you could also use it as a learning opportunity, e.g. "I know I shouldn't smoke and I'm trying to give up because it's so bad for my health – and it also costs money – but I find it really hard. Have you ever tried giving up?" Make it a point to *not* smoke in front of the child the next time to show that you really are trying to give up. This will make you a good role model for the child as well as providing a topic of conversation.

2. How should the social worker respond when the child replies to the question "What do you want to do when you get older?" with the answer "I want to be a robber"?

- Don't ignore the answer and don't be judgemental, but at the same time, don't condone the behaviour by saying (e.g.) "I will teach you to be a robber!" In the example described here, this was the first question that the child had responded to / taken an interest in. Don't block off your communications with him – after all, you did ask the question! Possible responses include: "That's interesting. Why?"; "Do you think a robber earns more than a market porter?"; "What about problems with the police? Would you be able to spend your money if you were in jail?"; "What other options are there for jobs?"; "What qualifications do you need to be a robber?" etc.

v. Mapping of services and developing referral contact sheets

Activity 13: Stakeholder mapping & referral contact sheet⁸

Aim: To create a map of local facilities and services where children can be referred for social, medical, legal, welfare or other support, or from where you can seek advice.

Time: Part 1 – 30 minutes; Part 2 – 20 minutes

Materials: Flipchart paper and pens; drawings of a child in a street situation from Activity 5; Handout 7 (referral contact sheet)

Task:

Part 1 – Stakeholder mapping

- In groups of 4-5, choose one drawing of a child in a street situation from Activity 5 and place him / her in the centre of a flipchart sheet. Map out facilities and services (both government and non-governmental) which exist in your area and which you may need to contact regarding the welfare of this child. Try to identify particular names of people or places so that the map is as practical as possible.
- Next, swap the 'child' picture for a different 'child' and see if you need to add any other services. Continue swapping in all the 'children' from the group until you have a full picture of services available in your area.
- When you have finished drawing the map, use a different coloured pen and circle the actors with whom you have the most contact at the moment in relation to children.
- Where do you need to strengthen your contacts?



⁸ 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, pp.78-80.

Part 2 – Referral contact sheet

- In the same groups, and based on the information provided in part 1, complete Handout 7 (referral contact sheet) as fully as possible.
 - Make a commitment to filling in any information gaps after the training.
 - This referral sheet should be regularly updated (approximately once every 3 months) and every outreach worker and drop-in centre staff member should have a copy. Outreach workers should carry a copy of this sheet with them when they are doing outreach.
 - Suggested groups / individuals to include: social welfare department; police; local clinics and hospitals; local schools; helplines – e.g. telephone advice lines for children; crisis centres / refuges; drug rehabilitation centres; someone's opinion or advice you can trust (may be a senior manager); NGOs and community organisations – providing shelter for street/ abandoned children/ children whose parents or guardians cannot be identified/ advice on appropriate treatment of children/ medical services / legal aid; supportive religious groups / churches / mosques / temples etc.
 - Are there referral procedures already in place? Memoranda of understanding (MOUs) between agencies? Are they formal or informal? Do steps need to be taken to formalise any of these processes? [Take care to ensure that verbal agreements with some organisations are not jeopardised if there is a change in staff].
 - Highlight the importance of having written information and referral procedures:
 - To ensure that children are given **consistent information** about services available, regardless of whom they ask in the project. If different children get different information they may compare and become mistrustful of the workers.
 - To ensure information is available for temporary staff (e.g. to cover sick leave) and for any new staff who arrive – in order to combat problems associated with **staff turnover**.
- [**Photos:** EveryChild Kyrgyzstan outreach training to Osh social workers by CREATE, April 2006]

vi. Record-keeping, monitoring and evaluation

Activity 14: Outreach record-keeping

Aim: To focus participants on the purpose of keeping outreach records, the need to keep accurate records, and how to use data from these records to assist with project planning and improving overall outreach approaches.

Time: 45 minutes – 1 hour

Materials: Appendix 5, forms A & B

Task:

- In groups of 4-6, examine the sample reporting forms A & B from Appendix 5 (outreach worker notebooks and monthly outreach reports).
- The aim of this exercise is to think about why the forms have been designed in this way: what are we trying to show? Discuss the following questions:
 1. Why do you think the columns are divided into 'old' and 'new' contacts?
 2. Why are the columns also divided by sex?
 3. Why are we trying to measure both successful and unsuccessful contacts?
 4. Why are we trying to measure the *type* of contact (general or referral to other services)?
 5. Why are we trying to measure the number of children interested in the drop-in centre?
 6. If information is correctly gathered in each of these columns, how can it help us to *monitor and evaluate* our outreach work?
 7. What is the impact of *not* keeping accurate records?
 8. What is the impact of keeping accurate records but *not analysing them* on a regular basis (i.e. just filing them away)?

9. Based on your local context, what changes (if any) would you make to these forms to make them more appropriate for your situation and why?
- Plenary feedback: compare answers with the suggestions below.
 - **Summarise:**
 - Accurate data collection and record-keeping using carefully thought-out formats is essential in order to effectively monitor and evaluate outreach work. It helps us to check: who we are reaching (age, sex, old or new contacts); how our outreach is being received (proportion of contacts refused or accepted); the outcome of our outreach (referrals to drop-in centre and other services) and challenges faced.
 - Based on this information we can assess: where we need to improve our skills (for example if we are getting a high 'refusal' rate); whether we are reaching our chosen target group or if we need a different strategy (refer back to the aims and targets identified in Activity 8); the impact of our work (how many children who expressed an interest in the drop-in centre have actually attended the drop-in centre?); ways to improve the project to minimise external obstacles which are highlighted in the reports.
 - Failure to keep accurate records, or keeping records in a format which does not record essential information, or failure to analyse the information that we *do* collect means that we are not maximising the impact of our work. We may be wasting time and money on approaches which are not achieving our aims and targets.

	Question	Suggested answers
1	Why do you think the columns are divided into 'old' and 'new' contacts?	To find out how many children are benefiting from outreach (overall quantitative impact) and whether it is the same children each week / month or new children as well. ⁹ If it is always the same children then efforts need to be made to reach out to new children. If it is always new children then what has happened to the 'old' children? A substantial increase in 'new' contacts would need to be examined to see if this reflected an overall increase in the numbers of children in street situations. This could have important implications for prevention work.
2	Why are the columns also divided by sex?	To check whether the proportion of boys and girls contacted during outreach mirrors overall proportion of boys and girls in street situations or whether there is a discrepancy. E.g. if girls make up 20% of children in street situations in your area but only 6% of your outreach contacts then we are either discriminating against girls or failing to reach out to them. We need to find out why. Maybe girls are hanging out in different areas or at different times of day, or maybe they are scared to approach the outreach workers, or maybe the outreach workers prefer working with boys for some reason etc.
3	Why are we trying to measure both successful and unsuccessful contacts?	This will give a reflection of how individual outreach workers are being received by children: do some outreach workers have a higher refusal rate than others? If so, then maybe the outreach worker needs additional support, guidance or training to improve their approach. If refusal rates are high across all outreach workers then the project needs to assess what can be done to improve awareness of and/or the image of outreach work. Or maybe the outreach workers are targeting an inappropriate place or time of day where it is difficult for children to stop and talk...
4	Why are we trying to measure the <i>type</i> of contact (general mention of the drop-in centre or referral to other services)?	To assess overall qualitative impact of encounters with children. If most encounters are 'general' then this might indicate that outreach workers are not getting enough time to look at in-depth issues, or that they are not confident to tackle these issues, or maybe the children do not need other types of services. It is not enough to simply measure how many children we are 'in contact with': we need to know what is the outcome of that contact [this will depend on the aims and targets which you established in Activity 8 and your reporting forms will need to be adapted accordingly].
5	Why are we trying to measure the number of children interested in the drop-in centre?	This can be cross-referenced to drop-in centre records to see if children who express an interest in the drop-in centre are actually attending the drop-in centres. If not then we need to look at why: maybe they are forgetting the time and place of the drop-in centre; maybe they are intimidated by older children who already attend the drop-in centre...etc.
6	If information is correctly gathered in each of these columns, how can it help us to <i>monitor and evaluate</i> our outreach work?	It will help to show our achievements in terms of number of contacts and the quality of those contacts. It will help to show whether we are achieving our outreach aims and whether we are reaching our chosen target groups. It will help to reveal possible problem areas or areas which need further investigation. It will help to show trends over time (i.e. increasing numbers of children or girls within a particular area). All of this must feed into the overall project planning and approach to ensure that we are targeting our human and financial resources in the most effective and efficient way.

⁹ Statistics which simply state that '30 children were contacted in Jan; 45 in February' do *not* mean that 75 children have benefited from outreach work over 2 months as the majority of these are likely to be the same children. Reporting formats which fail to distinguish between 'old' and 'new' contacts cannot be used to assess overall number of children benefiting from outreach work.

7	What is the impact of <i>not</i> keeping accurate records?	If records are filled in inaccurately either deliberately (e.g. if an outreach worker is not doing their job but just inventing statistics) or accidentally (e.g. because the outreach worker does not understand how to fill in the form correctly), then all of the benefits listed above will be lost. The project will fail to reach its full potential. Valuable resources will be wasted or invested in the wrong areas. Children will suffer.
8	What is the impact of keeping accurate records but <i>not analysing them</i> on a regular basis (i.e. just filing them away)?	As for answer #7. The time spent filling in careful records will be wasted. Opportunities to improve the project effectiveness and efficiency will be lost. Children will suffer.
9	Based on your local context, what changes (if any) would you make to these forms to make them more appropriate for your situation and why?	[Make sure that the changes suggested are carefully justified and that the consequences have been carefully thought through].



Key learning points:

- **The purpose of outreach** is to build trust with children in street situations; to be a responsible adult friend; to listen to children in street situations; to be a good role model; to expand choices available to children in street situations; to link children in street situations into services.
- **Conducting street-based education / information sessions** (e.g. on HIV/AIDS) is a good initiative, and it may complement outreach work, but it should not be confused with the purposes listed above.
- **Raids and round-ups** are *not* outreach. Instead they: are a violation of children's rights; serve no purpose - they are a waste of time, money and energy; are damaging for the child; make it harder for others to build trust.
- **Outreach must be part of an overall strategy** to address children in street situations. The overall strategy must be centred around prevention in order to reduce the need for more complex and costly interventions (including outreach) once children are already in street situations. However, outreach will still be a necessary part of a holistic intervention cycle. Outreach is the 'gateway' to accessing other services.
- Firstly you need to **clarify your outreach aims and targets** based on local circumstances. This should involve discussions around the pros and cons of 'street-based' versus 'centre-based' activities.
- **The 5 basic principles of working with children and families** are directly relevant to outreach work and should be applied at all times: child rights; child protection; your own safety & support; participation, ownership, sustainability & creativity; and case management - the importance of progress & follow-up.
- **There are 3 stages to outreach work:** observation, making contact and developing relationships with children in order to start providing support.
- In addition to the 5 basic principles, there are some **additional 'golden rules'** for good outreach work such as punctuality, regularity, working in pairs, honesty etc.
- **Good communication skills** are essential for outreach: each outreach stage requires particular communication approaches; pay attention to verbal and non-verbal language; outreach should be a conversation not an interrogation!; use more 'open' than 'closed' questions.
- It is useful to **map out existing services** and to develop **regularly updated referral contact sheets** to assist with outreach work.

- **Accurate data collection and record-keeping** using carefully thought-out formats is essential in order to effectively **monitor and evaluate** outreach work and therefore to maximise the impact of our work for the benefit of children in street situations.
- **The profile and selection of outreach workers** is crucial to the success of outreach programmes.
- **Peer outreach work** can be a very valuable component of outreach work but it needs to be managed very carefully.
- **Substance abuse** complicates outreach work. Outreach workers must be careful not to put themselves at risk in such situations.

Summary of Section 2

Participants should now be familiar with the following:

- What is meant by 'outreach';
- Why outreach is important and how it fits into a comprehensive, overall strategy for working with children in street situations;
- How to do outreach based on international good practice, including: clarifying outreach aims and targets; how the 5 basic principles apply to outreach; the 3 stages and 'golden rules' for outreach work; the importance of good communication skills; mapping out existing services for referral; and keeping and analysing accurate records for monitoring and evaluation purposes;
- How to apply good outreach communication skills as practised during role-plays.

Section 3: Drop-in centres¹⁰

Objectives for Section 3

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

- Understand what is meant by 'drop-in centres';
- Understand why drop-in centres are important and how they fit into a comprehensive, overall strategy for working with children in street situations;
- Understand how to work in drop-in centres based on international good practice, including: clarifying drop-in centre aims and targets; how the 5 basic principles apply to drop-in centres; additional principles for drop-in centre work; the importance of good activity planning; mapping out existing services for referral; and keeping and analysing accurate records for monitoring and evaluation purposes;
- Plan a series of drop-in centre activities according to basic guidelines and sample formats.

3.a Introduction



Please note: Due to time and space constraints, this section is not a comprehensive guide to drop-in centre work. For example, it does not cover in detail:

1. The profile and selection of drop-in centre workers

This is essential for successful drop-in centre work. As with outreach work, drop-in centre work requires:

- patience
- empathy
- perseverance
- sense of humour
- excellent understanding of how to communicate with children and young people.

Within a drop-in centre programme it is therefore essential to pay close attention to the selection, training and supervision of drop-in centre workers.

2. Peer work

Building the capacity of children and young people via centre-based activities to conduct work amongst their peers in a way that safeguards children's rights and child protection is a specific process that is embedded in good child participation practice. In general, peer work, including peer outreach, can be a very valuable component of an overall drop-in centre programme but the same safeguards mentioned in relation to 'peer outreach work' need to be in place.



See also: Section 2.a.2 (peer outreach work)

¹⁰ You may find it useful to remind participants of the material covered in Manual 1, including Section 4 (psychology of children in street situations) as this is directly relevant to drop-in centres.

3. Substance abuse

This section does not look in detail at how to deal with children in drop-in centre situations who are 'high' on drugs or who are drunk.

- As with outreach work, rules can be established, preferably through a participatory process which is led by the children attending the drop-in centre. For example: no alcohol, smoking or drugs in the drop-in centre; if someone is 'high' or drunk then they will be asked to either leave the drop-in centre or to sit quietly in one corner of the room until they have 'come down' / sobered up. They will not be allowed to join in activities. [This is for the benefit of the other children and to encourage the child to refrain from using substances].
- Never do anything to put yourself at risk during drop-in centre work.



See also: Section 2.a.3 (substance abuse); Manual 1, Section 2.f and Manual 1, Handout 7 for more information on children in street situations and substance abuse. See Manual 2, Section 6.b and Manual 2, Handouts 17 and 18 for information on how to address substance abuse, including alcoholism.

4. Detailed ideas for drop-in centre activities

This section does not go into great detail about specific activities which can be used with children in drop-in centres as the range of possibilities is so great. One activity is shown in detail as an example (the 'me map') but otherwise the emphasis here is on how to plan sessions within the context of overall guidelines.

3.b What are drop-in centres?

Activity 15: What does the term 'drop-in centre' mean to you?

Aim: To elicit participants' ideas, to promote debate and to clarify a working definition of 'drop-in centre'.

Time: 15 minutes

Materials: Ball, flipchart [Handout 3 from Manual 1 (definitions) – optional]

Task:

- Brainstorm ideas with participants on "what does the term 'drop-in centre' mean to you?" by throwing a ball around the group.
- Write up key points on a flipchart.
- Consolidate key ideas and compare them to the definition and summary table below. [If participants attended previous training from Manual 1, encourage them to think back to the definitions handout provided previously].
- Encourage as much discussion as time allows.
- [Optional: Provide participants with Handout 3 from Manual 1 for reference throughout the training which includes this and other definitions].



Definition:

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.

Summary table¹¹

Purpose of drop-in centre	Drop-in centres are <i>not</i>
<p>A drop-in centre is a safe place where children in street situations can come to:</p> <ul style="list-style-type: none"> • relax; • speak to a responsible adult; • access services – e.g. counselling and visiting medical, legal or other professionals; • 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. 	<ul style="list-style-type: none"> • a place for regimentation, hierarchy and authority; • a place where they will be talked at or 'preached to' (even though they <i>are</i> places where children should be able to practice, learn or recover the skills and habits of good interpersonal relationships).
Additional drop-in centre services	Drop-in centre atmosphere
<p>In addition to activities, the centre may provide:</p> <ul style="list-style-type: none"> • Storage for working materials/personal belongings (preferably in a personal 'locker'); • Washing facilities; • Opportunity for rest and play, outside of structured activities (collection of toys and games); • Nutritious snacks; • Information (leaflets, posters, 'library' books etc.); • Night shelter (overnight accommodation for homeless children). 	<p>The centre should offer:</p> <ul style="list-style-type: none"> • Safety; • Environment that builds trust; • Consistent approach; • Stable workforce; • Environment that acknowledges strengths; • Children are aware of what is expected of them; • Structures in place to address the needs of children.

3.c Why are drop-in centres important?

Activity 16: Why are drop-in centres important?

Aim: To remind participants of the importance of drop-in centres and how they fit into an overall strategy for children in street situations.

Time: Part 1 - 5 minutes; Part 2 – 5 minutes.

Materials: Ball and flipchart; Handout 11 from Manual 1 (cycle of street migration and stages of intervention)

Task:

Part 1 – Brainstorm:

- Throw a ball around the room to facilitate a brainstorm on why drop-in centres are important. Compare answers with the list below and write up key points on a flipchart to refer to throughout the training:

- **Drop-in centres are a transitional stage** for working with children who are already on the streets. Following successful outreach, regular attendance at a drop-in centre can help to: develop stronger relationships with children in street situations; engage in more

¹¹ Includes material from Laura Boone training materials for EveryChild Kyrgyzstan, 2005.

systematic case management / follow-up work with individual children; develop children's interpersonal, psychosocial, educational and technical skills to better equip them to explore more positive life choices; prepare homeless children for more structured living options such as a residential centre, foster home, group home or family reunification.

- **Safe space:** even if street-involved children do not want to take advantage of other services available, such as residential centres or family reunification, having access to a safe space where there are trusted and caring adults still has immediate physical and psychosocial benefits (do not underestimate the importance to a child of: having a trusted adult to talk to; getting attention from a trusted adult; drop-in centre workers as positive role models).

Part 2 – Cycle of street migration

- Draw participants' attention to Handout 11 from Manual 1 (cycle of street migration and stages of intervention) or draw the diagram on a flipchart.  Remind participants: this diagram 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.
- As discussed in Manual 1 and explored in more depth in Manual 2, the most important stage of intervention is preventing children from leaving homes and families in the first place. If we can intervene successfully with prevention then the whole of the remaining diagram and costly, complex interventions that follow, including drop-in centres, can be avoided. We can cut short the cycle of street migration and the negative consequences it usually entails. Drop-in centres and other interventions are therefore not a substitute for prevention. However, prevention will unfortunately not be possible in all cases. Prevention will greatly reduce the need for drop-in centres and other interventions, but it will not eliminate the need for them altogether. It is for this reason that we will now look at *how* to do good quality drop-in centre work.



See also: Manual 1, Section 3 for more details on the cycle of street migration.

3.d How do we work in drop-in centres?

i. Clarifying drop-in centre aims and targets

Activity 17: Clarifying drop-in centre aims and targets

Aim: To help participants think through the aims and targets for their drop-in centre work.

Time: 1.5 hours

Materials: Ball, Handout 8 (clarifying drop-in centre aims and targets)

Task:

- Quickly recap the purpose of drop-in centres by throwing a ball around (refer back to the 'summary table' above in section 3.b.).
- Explain that these elements are the essential aims of drop-in centres but that there can be additional aims as well, depending on local needs, circumstances and philosophies.
- Refer back to Activity 8 which examines the difference between 'street-based' and 'centre-based' activities and the pros and cons of each. This discussion is equally relevant for drop-in centres as well as outreach. It is important to clarify: is the drop-in centre the place where the majority of activities and services will be based? Or is the drop-in centre a base to support predominantly street-based activities?
- Divide participants into groups of 4-6 and get them to complete the first table in Handout 8 (clarifying drop-in centre aims) according to their local



context. [15 minutes]

- Plenary feedback and discussion. Try to get consensus from the group on which aims are best suited to the local circumstances [30 minutes].
- Still in the same groups, fill out the remaining tables in Handout 8 (clarifying drop-in centre targets). The right-hand table should be completed in light of the 'ideal' aims established previously. 'Types of children' can include (e.g.) children who work on the streets but who still live at home; or children who live on the streets full-time; or children who sometimes live on the streets and sometimes live at home; age ranges of children; sex of children (male or female); ethnicity; language; or other categorizations as appropriate. [15 minutes]
- Plenary feedback and discussion. If drop-in centre work is already going on, then compare the two tables: are we currently hitting the right targets? Pay particular attention to 'why'. What changes need to be made in our drop-in centre work in terms of aims and targets? If no drop-in centre work is currently going on, then try to build consensus on the aims and targets for a drop-in centre project.

ii. Reminder of the 5 basic principles for working with children and families

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

Activity 18: Reminder of the 5 basic principles¹²

Aim: To remind participants of the 5 basic principles for working with children and families; to explore how the 5 basic principles apply to drop-in centre work.

Time: 45 minutes [or 1.5 hours if participants are not familiar with the 5 principles]

Materials: 5 basic principles written on separate, large cards; sticky tape; Handout 19 from Manual 1 (5 basic principles)

Task:

- It is crucial that participants are familiar with the 5 basic principles. If they have not done Activity 25 from Section 5 of Manual 1 then they should do this now focusing on how the principles relate to drop-in centre work[1.5 hours].
- If participants have already done Activity 25 from Manual 1 then proceed as follows:
- **Introduction [5 minutes]:** Stick the 5 cards on the wall, in order, but *facing away from participants so they cannot see what is written on them*. Remind participants that they were previously introduced to 5 basic principles for working with children and families. Can anyone remember what they were? If participants correctly guess, then turn around the relevant card. Prompt them until all of the cards are turned over.
- **Group work [15 minutes]:** Divide participants into 5 groups and hand each group one of the cards and a copy of Handout 19 from Manual 1 for reference. Give them 15 minutes to prepare a 5 minute presentation on how this principle is relevant to drop-in centre work. 
- **Plenary feedback [25 minutes]:** Each group has 5 minutes to present their discussions.
- Optional: Additional plenary discussion time can be added if necessary / if participants need further clarification.

¹² This mirrors Activity 12 from Manual 2 where the same 'revision' exercise on the 5 basic principles was conducted in relation to prevention work and Activity 9 from this manual (revision in relation to outreach work).

iii. The basics of drop-in centre work

Activity 19: Basics of drop-in centre work

Aim: To elicit participants' ideas on good practice for drop-in centre work.

Time: 15 minutes

Materials: Handout 9 (basics of drop-in centre work)

Task:

- Explain that, in addition to the 5 basic principles of working with children and families (which apply to *all* stages of intervention), there are some key things to remember *specifically* in relation to drop-in centre work.
- Give participants Handout 9 (basics of drop-in centre work). Talk through the key points. Draw out comparisons between the section on 'child protection' and any points which the group mentioned about this in Activity 18. If participants have undergone training on outreach, then get them to spot the similarities and differences between the 'key principles of drop-in centre work' (Handout 9) and the 'key principles of outreach work' (Handout 4) [Drop-in centre principles include: inclusion; work with children to develop rules; be consistent with discipline and rules. Outreach principles include: go to children and child-focused. Other points are the same: child protection, regularity, punctuality, honesty, and work in pairs.]
- Do not talk about 'activities' yet – this is the next activity.



iv. Drop-in centre activities

Activity 20: How to plan drop-in centre activities

Aim: To give participants the opportunity to plan a series of drop-in centre activities.

Time: 1.5 – 2 hours

Materials: Handout 10 (how to plan drop-in centre activities); Appendix 5, Forms D and F

Task:

- Give participants Handout 10 (how to plan drop-in centre activities) and allow 10 minutes of reading time.
- In groups of 4-6, based on the guidelines in Handout 10, plan a series of monthly activities using the first part of Appendix 5, Form D as a template. Pay attention to how well the activities match the overall aims, the balance of activities and how the activities contribute to the 4 areas of child development (physical, cognitive, emotional and social / moral). [30 minutes] [If you are already running drop-in centre activities, then adapt the template to reflect the actual days and hours when the centre is open]
- Each group should then choose 1 of the activities mentioned in their monthly plan and elaborate it as an individual session plan, using the individual session plan format of Appendix 5, Form D. [30 minutes]
- Plenary feedback. [20 - 50 minutes]
- [**Optional:** To further structure this activity, each group could be given a different card listing the aims and structure of a particular type of drop-in centre, e.g. one centre focuses on getting homeless children linked into longer term living arrangements; another focuses on providing educational support for market-working children etc. The plenary feedback could then assess the similarities and differences between the types of activities planned for different drop-in centre contexts].



Activity 21: Internal and external risk and resilience / protective factors: 'Me Map'¹³

Aim: To identify the internal and external risk and resilience factors of children in street situations through an activity which can be used in the context of drop-in centre work.

Time: Option A - 30 - 40 minutes; Option B - 20 minutes

Materials: Pen and paper for each participant; Manual 1, Handout 14 (Resilience)

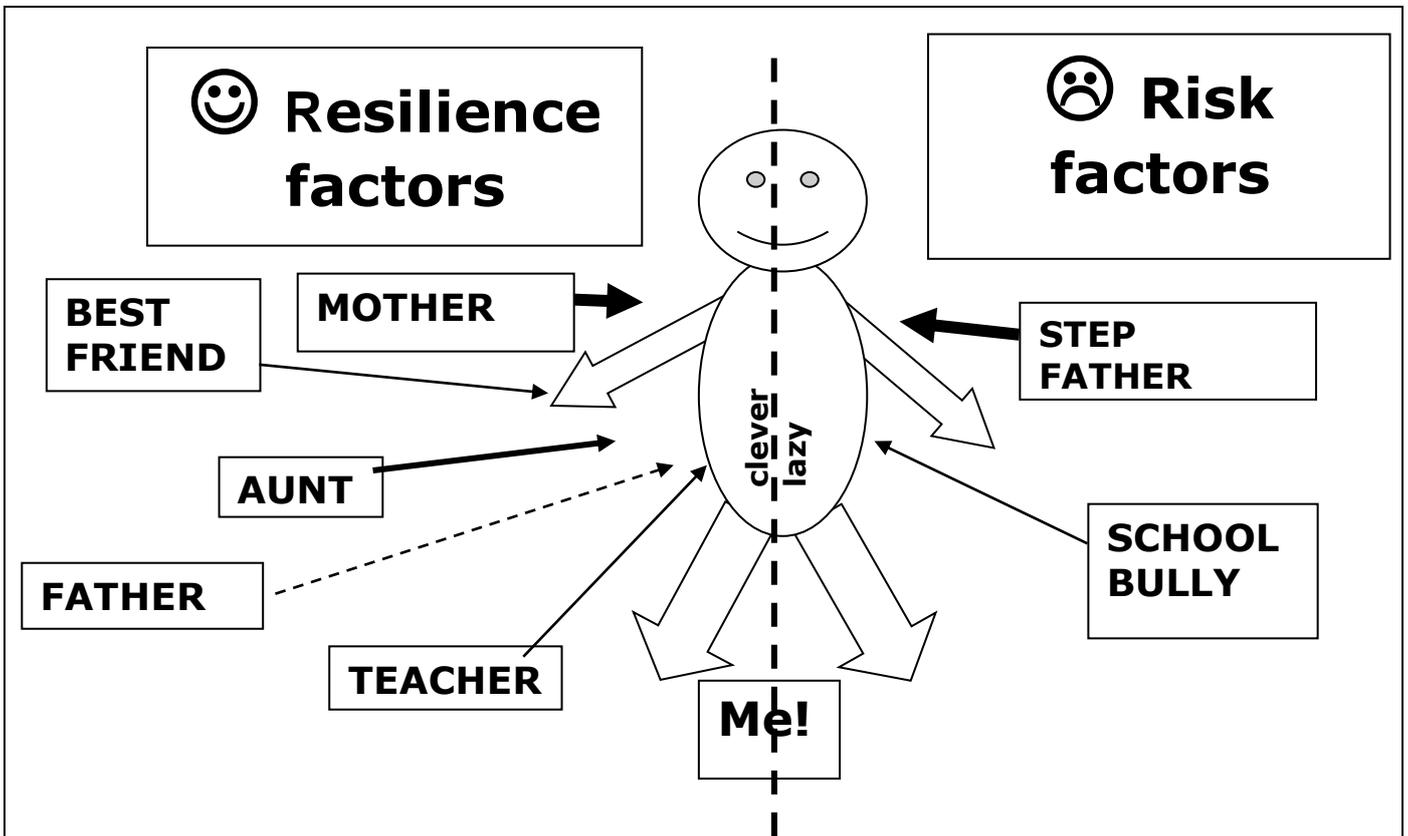
Task:

- Explain that there are many specific activities which can be done with children in street situations in the context of drop-in centre work. The exercise below is just one example of an activity which can be undertaken with a child to help create a 'personal development plan'. A 'personal development plan', in turn, can help contribute to good individual case management of children attending drop-in centres.

Option A [if participants have *not* done Activity 16 from Manual 1]:

- 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.

¹³ 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. This exercise appears in Manual 1, Activity 16 where it is used to explore participants' own risk and resilience factors as an insight into the psychology of children in street situations. It has been adapted here for use directly with children in a drop-in centre setting.



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].

1. How could you use this exercise with this child or with a similar child in the context of drop-in centre work to help them explore their own risk and resilience factors?
2. What safeguards would have to be in place to facilitate this process? [Make sure that the facilitator is someone that the child trusts; the child would need to have a good level of concentration; if it is done as a group activity then the children must respect the privacy of each other's drawings; if it is done as an individual activity then it needs to be done in a private space with no interruptions; the facilitator must not interpret what the child writes or draws but instead use it as an opportunity to ask open questions; the facilitator must be prepared and confident to deal with any disclosures that the child makes – e.g. revealing sexual abuse; the facilitator must end the session by focusing on the positive, resilience factors of the child.]
3. How could you use this exercise to work with this child on his or her 'personal development plan'? [See Appendix 5, Form F for a sample personal development plan].
4. How could you monitor progress of the child towards improving their resilience and minimising their risk factors? [Repeat the exercise after a certain time, e.g. 3 months, to see if there is any change in the diagram which the child draws.]

Option A [if participants have *already* done Activity 16 from Manual 1]:

- Remind participants of this activity.
- Next, ask participants to think of a child they know on the streets [refer to drawings from Activity 5 if relevant].
- Ask participants questions #1-4 from Option A above.



See also: Manual 1, Handout 14 on resilience.

v. Mapping of services and developing referral contact sheets

Activity 22: Stakeholder mapping & referral contact sheet

Aim: To create a map of local facilities and services where children can be referred for social, medical, legal, welfare or other support, or from where you can seek advice.

Time: Part 1 – 30 minutes; Part 2 – 20 minutes [or 5 minutes in total if participants have already done Activity 13 from Section 2]

Materials: Flipchart paper and pens; drawings of a child in a street situation from Activity 5; Handout 7 (referral contact sheet)

Task:

- If participants have *not* yet done Activity 13 from Section 2, then they should do it here.
- If participants *have* done Activity 13, then draw attention to it here and remind them of the relevance of this to drop-in centre work. The stakeholder mapping and referral contact sheet are likely to be the same for both outreach work and drop-in centres.
- Remind participants of the need to keep regularly updated referral contact sheets readily accessible in drop-in centres where all staff have access to them.

vi. Record-keeping, monitoring and evaluation

Activity 23: Drop-in centre record-keeping

Aim: To focus participants on the purpose of keeping drop-in centre records, the need to keep accurate records, and how to use data from these records to assist with project planning and improving overall drop-in centre approaches.

Time: 45 minutes – 1 hour

Materials: Appendix 5, forms C, D, E & F

Task:

- In groups of 4-6, examine the sample reporting forms C & E from Appendix 5 (drop-in centre attendance book and monthly report).
- The aim of this exercise is to think about why the forms have been designed in this way: what are we trying to show? Discuss the following questions:
 10. Why are we asking for the total number of children per session?
 11. Why are we asking for age and sex of children attending the centre?
 12. Why are we asking for the total number of sessions attended by each individual child per month?
 13. In Form E, why are we asking for achievements, problems and lessons learned?
 14. If information is correctly gathered in each of these forms, how can it help us to *monitor and evaluate* our drop-in centre work?
 15. What is the impact of *not* keeping accurate records?
 16. What is the impact of keeping accurate records but *not analysing them* on a regular basis (i.e. just filing them away)?
 17. Based on your local context, what changes (if any) would you make to these forms (including Form F) to make them more appropriate for your situation and why?
- Plenary feedback: compare answers with the suggestions below.
- **Summarise:**
- Accurate data collection and record-keeping using carefully thought-out formats is essential in order to effectively monitor and evaluate drop-in centre work. It helps us to

check: who is attending the drop-in centre (age and sex) and how many; topics covered per session; achievements and challenges faced.

- Based on this information we can assess: whether we are reaching our chosen target group or if we need a different strategy (refer back to the aims and targets identified in Activity 17); how many children are attending and whether they are attending regularly or not (if not, then why not?); whether we are covering a good range of topics during sessions; whether we are achieving the aims of the sessions; ways to improve the project to minimise external obstacles which are highlighted in the reports.
- As with outreach work, failure to keep accurate records, or keeping records in a format which does not record essential information, or failure to analyse the information that we *do* collect means that we are not maximising the impact of our work. We may be wasting time and money on approaches which are not achieving our aims and targets.

	Question	Suggested answers
1	Why are we asking for the total number of children per session?	To find out how many children are benefiting from drop-in centre activities (overall quantitative impact). This will show if we are reaching our target numbers and whether some sessions or days or times are more popular than others.
2	Why are we asking for age and sex of children attending the centre?	To check whether the proportion of boys and girls (and ages) accessing the drop-in centre mirrors the overall proportion of boys and girls (and ages) in street situations or whether there is a discrepancy. E.g. if girls make up 20% of children in street situations in your area but only 6% of drop-in centre participants are girls then we are either discriminating against girls or failing to create a welcoming atmosphere for them. We need to find out why. Likewise with ages: is it generally older or younger children attending and why?
3	Why are we asking for the total number of sessions attended by each individual child per month?	This will give an idea of how regularly children are attending the centre and why. For example, does a child only come on Mondays, or is there no discernable pattern to his/her attendance? This might reflect on the activities being held or the child's level of commitment or availability. This will help with individual case management as well as overall planning for the centre.
4	In Form E, why are we asking for achievements, problems and lessons learned?	To encourage workers to reflect on their work every month, to identify problems that need addressing and to encourage them to make positive changes for the next month so as to maximise the effectiveness of their work.
5	If information is correctly gathered in each of these forms, how can it help us to <i>monitor and evaluate</i> our drop-in centre work?	It will help to show our achievements in terms of number of children attending sessions and the range of activities covered. It will help to show whether we are achieving our drop-in centre aims and whether we are reaching our chosen target groups. It will help to reveal possible problem areas or areas which need further investigation. It will help to show trends over time (i.e. increasing numbers of children or girls within a particular centre). All of this must feed into the overall project planning and approach to ensure that we are targeting our human and financial resources in the most effective and efficient way.
6	What is the impact of <i>not</i> keeping accurate records?	If records are filled in inaccurately either deliberately (e.g. if a drop-in centre worker is not doing their job but just inventing statistics) or accidentally (e.g. because the drop-in centre worker does not understand how to fill in the form correctly), then all of the benefits listed above will be lost. The project will fail to reach its full potential. Valuable resources will be wasted or invested in the wrong areas. Children will suffer.

7	What is the impact of keeping accurate records but <i>not analysing them</i> on a regular basis (i.e. just filing them away)?	As for answer #7. The time spent filling in careful records will be wasted. Opportunities to improve the project effectiveness and efficiency will be lost. Children will suffer.
8	Based on your local context, what changes (if any) would you make to these forms (including Form F) to make them more appropriate for your situation and why?	[Make sure that the changes suggested are carefully justified and that the consequences have been carefully thought through].



Key learning points:

- **The purpose of drop-in centres** is to provide a safe place where children in street situations can come to: relax; speak to a responsible adult; access services – e.g. counselling and visiting medical, legal or other professionals; take part in life skills, educational, cultural, sport, creative and other activities which aid their development; and possibly to learn about ways to get involved in peer education work.
- **Drop-in centres can also provide:** storage for working materials/personal belongings; washing facilities; opportunity for rest and play, outside of structured activities (collection of toys and games); nutritious snacks; information (leaflets, posters, 'library' books etc.); night shelter (overnight accommodation for homeless children).
- **Drop-in centres should not be** places for regimentation, hierarchy, authority or 'preaching' to children.
- **Drop-in centres must be part of an overall strategy** to address children in street situations. The overall strategy must be centred around prevention in order to reduce the need for more complex and costly interventions (including drop-in centres) once children are already in street situations. However, drop-in centres will still be a necessary part of a holistic intervention cycle. Drop-in centres can serve a valuable short-term service delivery role, or they can be a transition stage for children and families to access longer-term support.
- Firstly you need to **clarify your drop-in centre aims and targets** based on local circumstances. This should involve discussions around the pros and cons of 'street-based' versus 'centre-based' activities and a needs assessment of the type of children in street situations in your area.
- **The 5 basic principles of working with children and families** are directly relevant to drop-in centre work and should be applied at all times: child rights; child protection; your own safety & support; participation, ownership, sustainability & creativity; and case management - the importance of progress & follow-up.
- In addition to the 5 basic principles, there are some **additional good practices** for drop-in centre work such as punctuality, regularity, working in pairs, honesty etc.
- **Good planning of activities is** essential for drop-in centres. You will need to take into account: the overall aims and structure of the centre; how activities can best address children's developmental needs; children's participation in planning activities; the importance of play and creativity.
- It is useful to **map out existing services** and to develop **regularly updated referral contact sheets** to assist with drop-in centre work.
- **Accurate data collection and record-keeping** using carefully thought-out formats is essential in order to effectively **monitor and evaluate** drop-in centre work and

therefore to maximise the impact of our work for the benefit of children in street situations.

- **The profile and selection of drop-in centre workers** is crucial to the success of drop-in centres.
- **Peer outreach work** can be a very valuable component of drop-in centre work but it needs to be managed very carefully.
- **Substance abuse** complicates drop-in centre work. Outreach workers must be careful not to put themselves at risk in such situations.

Summary of Section 3

Participants should now be familiar with the following:

- What is meant by 'drop-in centres';
- Why drop-in centres are important and how they fit into a comprehensive, overall strategy for working with children in street situations;
- How to work in drop-in centres based on international good practice, including: clarifying drop-in centre aims and targets; how the 5 basic principles apply to drop-in centres; additional principles for drop-in centre work; the importance of good activity planning; mapping out existing services for referral; and keeping and analysing accurate records for monitoring and evaluation purposes;
- How to plan a series of drop-in centre activities according to basic guidelines and sample formats.

Section 4: Family reunification

Objectives for Section 4

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

- Understand what is meant by 'family reunification' and how this differs from 'reintegration' in general;
- Understand why family reunification is important and how it fits into a comprehensive, overall strategy for working with children in street situations;
- Understand how to do family reunification based on international good practice, including: current experience and practice in your country; how the 5 basic principles apply to family reunification; understanding families; the 5 stages of family reunification;
- Practice some of the stages of family reunification through case studies and role plays.

4.a Introduction



Please note: Due to time and space constraints, this section is not a comprehensive guide to family reunification. For example, it does not cover in detail:

- 1. Involuntary separation:** Although there is mention of children who are temporarily 'lost', this manual does not cover in detail children who become separated from their families during natural disasters or conflict and the tracing processes involved in this type of situation. The main focus here is on children who have 'voluntarily' separated from their families.
- 2. Other longer-term care options:** This section emphasises throughout that family reunification is one of several longer-term care options for homeless or separated children. However, this manual does not go into detail about these other options such as residential care, group homes, foster homes, or assisted independent living. An overview of some of these other options can be found in Manual 1, Section 3.

4.b What is family reunification?

Activity 24: What does the term 'family reunification' mean to you?

Aim: To elicit participants' ideas, to promote debate and to clarify a working definition of 'family reunification' and to distinguish it from 'reintegration'.

Time: 15 minutes

Materials: Ball, flipchart [Handout 3 from Manual 1 (definitions) – optional]

Task:

- Brainstorm ideas with participants on "what does the term 'family reunification' mean to you?" by throwing a ball around the group.
- Write up key points on a flipchart.
- Ask: "What is the difference between 'family reunification' and 'reintegration'?"
- Consolidate key ideas and compare them to the definition and summary table below. [If participants attended previous training from Manual 1, encourage them to think back to the definitions handout provided previously].
- Encourage as much discussion as time allows. Ensure that participants are clear on the differences between family reunification and reintegration.
- [Optional: Provide participants with Handout 3 from Manual 1 for reference throughout the training which includes this and other definitions].



Definition:

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 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.

Summary table

Family reunification	Reintegration
<ul style="list-style-type: none">• Applies to children who have become separated from their families.• Identify homeless children's family of origin.• Take steps (including assessment, preparation and follow-up) to secure the child's return to their family of origin or an alternative family placement - e.g. extended family.• Includes 'reintegration'.• Must only take place if child wants it and if it is in best interests of the child (pay particular attention to child protection).• Child must never be forced or pressured and must be free to change their mind at any stage of the process.• Must always be offered as one of a range of options, not the only option.• Child must be fully informed of the consequences and fully involved in the process.• Should only be attempted by those who have undergone specific and proper training.• If done badly, the failure rate is very high and the process can be very damaging for all parties involved.	<ul style="list-style-type: none">• Work 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.• 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.• 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.



Please note: Some people use the terms 'reunification' and 'reintegration' interchangeably, and the processes are often linked. However, for the purposes of this manual, 'reintegration' is a broader process which may or may not include the specific element of 'family reunification'.

4.c Why is family reunification important?

Activity 25: Why is family reunification important?

Aim: To remind participants of the importance of family reunification and how it fits into an overall strategy for children in street situations.

Time: Part 1 - 5 minutes; Part 2 – 5 minutes.

Materials: Ball and flipchart; Handout 11 from Manual 1 (cycle of street migration and stages of intervention)

Task:

Part 1 – Brainstorm:

- Throw a ball around the room to facilitate a brainstorm on why family reunification is important. Compare answers with the list below and write up key points on a flipchart to refer to throughout the training:
 - Family reunification is one of several long-term options for homeless children. Other options include group homes, foster homes, or assisted independent living. Family reunification is a complex and sensitive process and it may not be possible in some cases. But *if it is done well*, it **can bring huge benefits to the child and their family**.
 - In general, placement in a **family-type setting** is preferable to placement in a residential centre. However, the pros and cons of each option must be carefully weighed on a case by case basis *in the best interests of the child* as this is not always the case.
 - Interventions with the family of origin can also **benefit other siblings** who may also be tempted to leave home to follow the example of the child.
 - **Family reunification can take place from any stage** once the child has left home – e.g. outreach, drop-in centres or other residential centres. The sooner this takes place in the cycle, the more likely it will be to succeed. Early intervention is key before the child has had time to become habituated to street life.

Part 2 – Cycle of street migration

- Draw participants' attention to Handout 11 from Manual 1 (cycle of street migration and stages of intervention) or draw the diagram on a flipchart.  Remind participants: this diagram 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.
- As discussed in Manual 1 and explored in more depth in Manual 2, the most important stage of intervention is preventing children from leaving homes and families in the first place. If we can intervene successfully with prevention then the whole of the remaining diagram and costly, complex interventions that follow, including family reunification, can be avoided. We can cut short the cycle of street migration and the negative consequences it usually entails. Family reunification and other interventions are therefore not a substitute for prevention. However, prevention will unfortunately not be possible in all cases. Prevention will greatly reduce the need for family reunification and other interventions, but it will not eliminate the need for them altogether. It is for this reason that we will now look at *how* to do good quality family reunification.



See also: Manual 1, Section 3 for more details on the cycle of street migration.

4.d How do we do family reunification?

i. Current experience and practice in your country

Activity 26: Current experience and practice of family reunification in your country

Aim: To acknowledge and build on existing good practices and to learn from aspects which can be improved.

Time: 1 hour

Materials: Flipchart and pens

Task:

- [5 minutes] Brainstorm with participants the key types of children for whom family reunification is currently used in your local context, e.g. children who are runaways, lost, abandoned, in institutions, in the Centre for Adaptation and Rehabilitation of Minors (CARM), or other children identified by the Commission on Minors' Affairs (CMA).
- [30 minutes] Divide into groups. Each group should look at one of the 'types' of cases identified and analyse:
 1. What are the stages involved?
 2. Who is involved at each stage?
 3. What works well?
 4. What doesn't work well?
- [20 minutes] Plenary feedback and discussion. [See background notes below for reference].
- [5 minutes] Summarise lessons learned. Explain that for the rest of this section on family reunification we will be examining international good practice which should help us to build on our strengths and improve our current methods.

Sample analysis of existing family reunification processes in Kyrgyzstan

a) Feedback from group work during work Osh training, April 2007

Stage	Who is involved?	What works?	What doesn't work?
Gain trust	Social workers, parents, teachers, police, friends of the child, neighbours, family community, Village Committees (if rural) or Women & Children Protection Dept (if urban – under Mayor's Office), heads of rayon administration involved in placement decision, psychologist, teachers, staff of institutions, Village	<ul style="list-style-type: none"> • Role of family & community • Need good collaboration of police & social workers • All participants have the same information & work together / cooperate • Use of media to find family of lost children • Decision made by committee 	<ul style="list-style-type: none"> • Lack of time of police & social workers • Lack of information – especially on source of the problem & context • Parents may not be registered & may be moving around • No link between government departments – so many bureaucratic delays that people are scared to even start the process • Lack of outreach to make contact in the first
Information collection on family & why child is separated			
Assess information: observation of family & child, investigation			
Decision on placement / action plan – reviewed by committee			
Preparation of child for alternatives			
Preparation of family – income generation etc.			

Monitor & review decision	Council Social Workers	<ul style="list-style-type: none"> • Accurate family information • Examining alternatives • Social benefits 	<p>place</p> <ul style="list-style-type: none"> • Participants explained that the full process is undertaken by some institutions / in some cases, but that a lot of the time, it is not happening in practice.
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b) Feedback from group work during work Bishkek training, April 2007

Stage	Who is involved?	What works?	What doesn't work?
<ol style="list-style-type: none"> 1. Identify child (in case lost – gender, age, ethnic group, address etc.); CARM questionnaire; Find out about child (including personality), family & analysis of underlying causes of separation – from child & family perspective [temporary placement of child in social institutions – e.g. CARM or boarding house – prevention talks during this time] 2. Look for / contact parents (may also come from parents if child is lost); Identify problems with family 3. Commission decision on where to send family 4. Strengthen family 5. Placement 6. Reunify child with family; accompany child to family 7. Follow-up (supervised by District police in case of CARM) 	SPD, school, IMA, Centre for Family & Children's Affairs, adults who have found child, police, social workers, health facilitators, NGOs, mass media, doctors, staff of centres, CMA (decision-making), parents / guardians, territorial councils, psychologists, educators, Head of Police, territorial units / Village Council	<p>Information collection: personal visits; different sources of information to cross-reference information; informal work – taking personal responsibility; get accurate information from child; identify status of child; cooperation between departments</p> <p>Learn from others' mistakes.</p> <p>Professionalism</p>	<p>Information collection: if done formally; red tape leads to delays; non-professionalism; lack of knowledge of good psychology of child; hiding information</p> <p>Takes a long time and may not be possible.</p>

ii. Reminder of the 5 basic principles for working with children and families

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

Activity 27: Reminder of the 5 basic principles¹⁴

Aim: To remind participants of the 5 basic principles for working with children and families; to explore how the 5 basic principles apply to family reunification.

Time: 45 minutes [or 1.5 hours if participants are not familiar with the 5 principles]

¹⁴ This mirrors Activity 12 from Manual 2 where the same 'revision' exercise on the 5 basic principles was conducted in relation to prevention work and Activities 9 and 18 from this manual (revision in relation to outreach and drop-in centre work).

Materials: 5 basic principles written on separate, large cards; sticky tape; Handout 19 from Manual 1 (5 basic principles)

Task:

- It is crucial that participants are familiar with the 5 basic principles. If they have not done Activity 25 from Section 5 of Manual 1 then they should do this now focusing on how the principles relate to family reunification [1.5 hours].
- If participants have already done Activity 25 from Manual 1 then proceed as follows:
- **Introduction [5 minutes]:** Stick the 5 cards on the wall, in order, but *facing away from participants so they cannot see what is written on them*. Remind participants that they were previously introduced to 5 basic principles for working with children and families. Can anyone remember what they were? If participants correctly guess, then turn around the relevant card. Prompt them until all of the cards are turned over.
- **Group work [15 minutes]:** Divide participants into 5 groups and hand each group one of the cards and a copy of Handout 19 from Manual 1 for reference. Give them 15 minutes to prepare a 5 minute presentation on how this principle is relevant to family reunification.
- **Plenary feedback [25 minutes]:** Each group has 5 minutes to present their discussions. Compare with suggested answers below.
- Optional: Additional plenary discussion time can be added if necessary / if participants need further clarification.



Suggested answers on how the 5 principles of working with children & families apply to family reunification¹⁵

- 1. Child rights:** Bigger picture – it treats the child as an individual person rather than a pawn on a chessboard [refer to Manual 1, Section 6.d, Activity 32 'From pawn to person']. Table leg test can be used as a tool in individual and programmatic decisions around family reunification: is this the best option to ensure the child's right to life, survival and development? In his/her best interests? Has s/he been involved in the decision-making? Is the decision discriminating against the child or a group of children for reasons of prejudice or misunderstanding? (e.g. Liulu minority children, disabled children) Are there resources to facilitate / implement this decision? If not, how can we get these resources?
- 2. Child protection:** This is a key feature throughout all stages of working with children in street situations. It is linked to child rights (individual articles like Art 19 as well as a key component of the 'table top' – life, survival & development). In relation to family reunification, it consists of 3 parts:
 - a. **Avoid any harm** (physical, psychological, sexual) coming to the child as a result of your actions at each stage of the family reunification process: e.g. codes of conduct for your own behaviour towards the child and a child protection risk assessment of any placement options for the child (this assessment should also apply to other children in the family).
 - b. Work together with stakeholders (child, family, community) to **proactively promote a protective environment for the child** (be aware of peer harm; make use of the legislative framework on children and family).
 - c. Know **how to respond to a child who discloses abuse** to you at any point during the process.
- 3. Worker safety and support:** Safeguard your own **physical safety** during all stages of family reunification such as information collection, monitoring etc. For example, work in pairs, leave contact details / let people know where you will be and when you will be back, find out specific things about the area and/or family in advance. **Psychological**

¹⁵ Feedback from EveryChild Kyrgyzstan Osh and Bishkek trainings, April 2007.

support: talk things over with colleagues (whilst respecting confidentiality of cases); work as a team; have prizes for staff motivation; stress-relief. All staff work under very stressful conditions. Working with children is a most important job, but it's so important that they have good mental health – *especially* working with children. Staff can work too long hours and even in dangerous physical situations. Take care of the worker so that the worker can take care of others.

- 4. Participation, ownership, sustainability & creativity:** Child participation has already been covered under the child rights-based approach, but participation of other stakeholders is equally as important. Unless families and communities are involved in the family reunification process – e.g. coming up with ideas for an action plan, working out their own strategies for what to do if something goes wrong – then they will not feel they 'own' the actions and are less likely to implement them, which is not sustainable. Creativity, innovation and taking initiative are needed to avoid the process becoming bureaucratic and mechanical in ways which do not respond to the specifics of each case.
- 5. Case management:** Take a case, divide it into steps and monitor progress towards mutually agreed / participatory goals. Good case management in family reunification will: ensure child protection in placements; document decisions, analysis and conclusions in a transparent way (whilst respecting confidentiality); facilitate cooperation and agreement between government bodies and others; reveal obstacles and difficulties; make sure that actions happen in practice and do not remain on paper alone.

iii. The basics of family reunification

Activity 28: Basics of family reunification

Aim: To familiarise participants with some basic information about family reunification before looking at each stage in detail.

Time: Part 1 – 30 minutes; Part 2 – 10 minutes; Part 3 – 5 minutes

Materials: Handout 11 (family reunification – key points); Handout 12 (family reunification flowchart) – for your reference only at this stage – do not hand out to participants yet; 'blank' flowchart made up of flipcharts

Task:

Part 1 – Introductory debate [30 minutes]

- 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].
- **"Family reunification should be raised as an option for all separated children"** [True: In general we must take care not discriminate against certain children in terms of the options that we discuss with them. Raising family reunification as an option, in a sensitive way and at the right time (i.e. in accordance with the good practice outlined in this manual) does not mean that it will actually be appropriate for all separated children. However, it is something that can at least be discussed with the child. There

may be some extreme cases where it is in the best interests of the child *not* to raise family reunification as an option at all, but these will be in the minority.]

- **"It is easier to reunify girls who have run away from home 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].
- **"Disabled children are better off in institutions than at home"** [False: Disabled children have the same rights as non-disabled children. Families and communities should be supported to care for disabled children in a home and community environment where possible. Children requiring specialized physical or learning support should have the *choice* of remaining within their family and local schools (with support provided) *or* of attending specialized small scale residential centres or day centres and schools. It should *not* be an automatic assumption that disabled children are better off in institutions. This discriminates against them and is a violation of their rights. Large scale institutions should *never* be an option for any child, whether they are disabled or not.]
- **"The best place for children is in their family"** [True: In theory this is true which is why we spend so much time on prevention work trying to avoid family break-up in the first place. *However*, as we have seen in the case of children who run away from home, there are unfortunately many occasions where the family is *not* the best place for the child. Each case needs to be judged on an individual basis. This applies especially to family reunification. We must not assume that all homeless children are better off back with their families.]

Part 2 – Family reunification – key points [10 minutes]

- Give participants Handout 11 (family reunification – key points) and very briefly talk through the information. Explain that each of the points summarized here will be discussed in more detail throughout the training.
- Summarise: We are examining good practice in relation to family reunification but as we will see, it is very complex, time-consuming and not always successful. We should therefore always have at the back of our minds that it would be much better to work on preventing families from breaking up in the first place.



Part 3 – Building a flowchart [5 minutes]

- In advance, prepare a large 'blank' family reunification flowchart made up of flipchart sheets and display it somewhere visible throughout the training. It should resemble the structure of the flowchart in Handout 12, showing the boxes and arrows, but the boxes should be blank at this stage.
- You can also prepare the 'content' of the boxes ready to stick in the relevant box when the time comes.
- Draw participants' attention to this blank flowchart and explain that you will fill in the stages as a group as you progress throughout the training.
- Do *not* give out Handout 12 at this stage.

Activity 29: Understanding 'families'

Aim: To explore in more detail what we mean by 'families' and how this relates to the process of family reunification.

Time: Part 1 – 10 minutes; Part 2 – 15 minutes; Part 3 – 10 minutes

Materials: 1 slip of paper per person with an animal name (see Part 1); paper and pens; flipchart

Task:

Part 1 – 'Animal families' [10 minutes] - can be used as an energiser

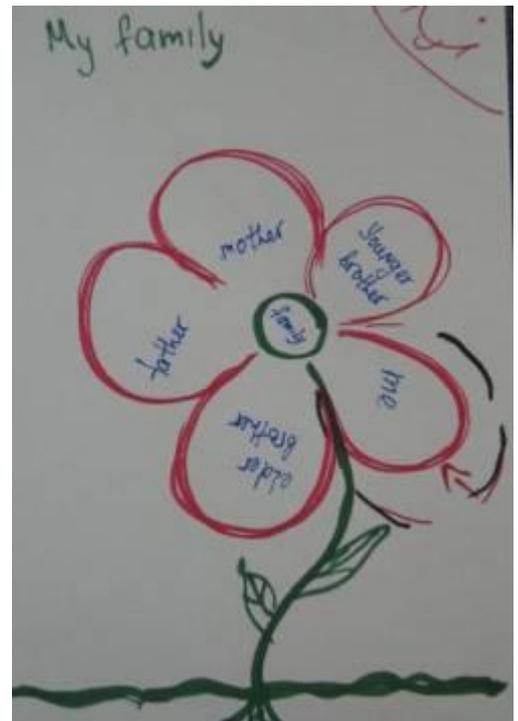
- In advance, prepare slips of paper with the name of an adult or baby animal. The animals should be able to be grouped in 'families' of different sizes and structures. For example:
 - Horse family: mare x 1; foal x 1
 - Sheep family: ewe x 1; ram x 1; lambs x 4
 - Dog family: bitch x 1; dog x 1; puppies x 3
 - Cat family: cat x 1; kittens x 6
 - Duck family: duck x 1; ducklings x 5
 - ...etc. Make sure that there is one slip of paper per participant.
- Mix up all the slips of paper and hand them out randomly. Tell participants that their 'animal family' has become separated. They need to find each other by making the noise of their animal! Once they have been reunited, they should stay in their groups.
- Ask: Are all the 'families' the same? [No] Why? [Different sizes; different structures- some have 2 'parents', others only 1; different characters – each family makes a different 'noise' to the others!]
- Summarise: Families come in different sizes, shapes and characters. We need to bear this in mind when exploring family reunification.

Part 2 – Draw a picture of your family [15 minutes]

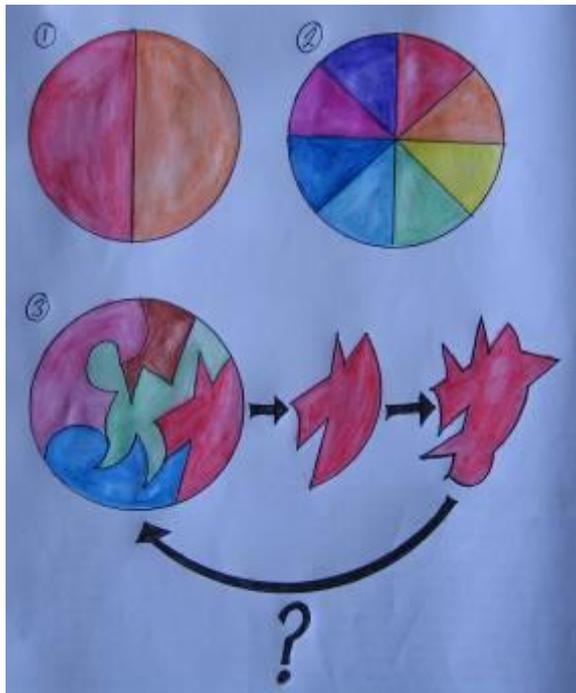
- Each participant draws a picture to represent their 'family'. It can either be symbolic (an image to represent their family) or literal (the members of their family). Encourage them to reflect silently: How many members are there in your 'family'? Do you all live together? What defines a 'family'? Do the members of your family get on well together or are there difficult relationships?
- Plenary feedback: Ask for volunteers to share their drawings. Are there any similarities or differences?



- **Please note:** do not force anyone to share their drawings; explain that they can keep their drawings private if they prefer.
- Elicit key words and concepts which come to mind when talking about 'family' and what defines a 'family'. Write them on a flipchart. [See table below for ideas]. Note whether the ideas which emerge are positive, negative or a mixture of both.
- Ask: Do all families share the same characteristics?
- **Summarise:** Each family is different in terms of size, structure and relationships. Some families are harmonious, nurturing, supportive places which are good for children's development; others are difficult, harmful places which are not good for children's development. In the next exercise we will explore the implications of this for family reunification.



[Photo: EveryChild Kyrgyzstan, Osh training, April 2007]



Part 3 – The family jigsaw [10 minutes]

- On a flipchart, draw 3 circles [these can be prepared in advance]. Divide them up as shown in the picture here.
- **Point to circle #1:** this represents a small family of only 2 people, but the relationship is good; they share responsibilities equally and it is a harmonious family.
- **Point to circle #2:** this represents a larger family (8 people) but once again, even though it is bigger, the relationships are still good and the family function well together. However, as with circle #1, this situation could change. Families change. People are born, grow up, get married, get divorced or separated, move away and die. Sometimes these changes can be accommodated and, in spite of the changing 'shape' of the family, it still manages to function well. For other families, either they do not start

with harmonious relationships in the first place, or changes which happen in the family structure (such as re-marriage or the 'merging' of two families) cannot be accommodated so easily.

- **Point to circle #3:** The relationships in this family are more difficult and 'jagged'. Some family members have more power than others. Imagine that the red shape is a child who, because of these difficult relationships, is 'pushed out' of the family (as when a child runs away from home to live on the streets). While the child is living on the streets they will 'change shape'. They will get older and develop in different directions. They may develop more 'spiky edges' in order to survive. [Draw the new 'shape' of the child]. In the meantime, the family will also change shape to accommodate the void left by the child. Other changes in family structure may also take place during the child's absence. Look at the new shape of the child and the shape of the family. Is it possible simply to 'insert' the child back into this family? Why not? [We need to assess whether or not this is even possible and then we need to go through stages of careful preparation and support to ensure that family relationships are improved so that the child is not simply 'pushed out' once again].
- 'Family reunification' may be more accurately described as 'family re-creation'. It is not simply a question of 'slotting' a child back into place.
- **Summarise** based on the key learning points below.



See also: Manual 2, Section 5a, Activity 16 – stakeholder analysis of an individual child or family; Manual 2, Section 5b, Activity 17 – understanding families and communities; Manual 2, Section 6a – improving family relationships for more exercises around understanding and working with families.

Sample key words and concepts about families [from EveryChild Kyrgyzstan, Osh and Bishkek training, April 2007 – all concepts were positive]:

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Support • Act freely • Group • Related to each other • Blood links | <ul style="list-style-type: none"> • House • Parents • Partner • Children • Feeling of being 'not alone' |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|

<ul style="list-style-type: none"> • History / roots / ancestors • Past / present / future • Change • Grow • Strength • Continuity • Respect • Warmth • Possibilities / opportunities • Clan / identity • Mutual understanding 	<ul style="list-style-type: none"> • Structure • Hierarchy • Responsibility • Attachment • Financial support • Happiness • Cooperation / working together • Siblings • Primary cell of society • Joint decision-making
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Key learning points:

1. **Families come in all shapes and sizes:** respect family situations which are different from your own and don't make assumptions about a child or their family. There is no 'model' family.
2. Some families are '**nuclear**' (i.e. made of parents and children); others are '**extended**' (made of parents, children, aunts, uncles, grandparents, cousins etc.)
3. Some families are '**biological**', others are '**adopted**'.
4. There are **families of 'blood'** and **families of 'choice'**.
5. It is the **quality of relationships** rather than the size or structure of the family which matter.
6. **Family structures change.** Some families are able to accommodate these changes successfully, others are not.
7. **The biological family is not always the best place for the child.**
8. **Both the child and the family change during separation.** Family 'reunification' is more like family 're-creation'.

iv. The 5 stages of family reunification

Activity 30: Overview of the 5 stages of family reunification

Aim: To remind participants of the 5 stages of family reunification and to illustrate the consequences of not going through these stages properly.

Time: Part 1 – 10 minutes; Part 2 – 20 minutes; Part 3 – 30 minutes

Materials: Ball; Handout 11 (family reunification – key points); 5 pieces of paper each listing 1 stage of family reunification; 5 pieces of paper (preferably a different colour to the stages) each listing 1 basic principle of working with children and families; sticky tape; 5 wooden spoons with faces stuck to them (or other puppets); flipchart and pens

Task:

Part 1 – Introduction [10 minutes]

- Recap the 5 stages of family reunification by throwing a ball around – see how many the participants can remember without looking back at Handout 11! As they remember each stage, stick the relevant paper, in the correct order of the stages, down the side of one wall.
- Recap the 5 principles of working with children and families by throwing the ball. Stick these up along the top of the wall to provide a 'framework' for family reunification.
- Explain that as we look at each stage in more detail throughout the rest of this section, we will consider how to apply the 5 basic principles. This builds on work done in Activity 27.

Part 2 – The consequences of getting it wrong [15 minutes]

- Draw attention back to the 'warning' at the end of Handout 11: "Either do family reunification properly, or don't do it at all!" Throw the ball again to get ideas of why it is so important to follow the 5 stages of family reunification, taking into account the 5 principles of working with children and families. What are the consequences of not doing family reunification properly?
- To illustrate this, and to elicit more ideas from participants, either describe a case study of a 'failed family reunification' or – to make it more memorable – act it out with puppets and get as much audience participation as possible (the example here uses wooden spoons or kitchen utensils which are easily available: you can stick a different facial expression on each side of the spoon). For example:



1. "Once upon a time there was a family living in Uzgen. [See picture above] There were two children: Akyl, aged 13 [in the middle], and his younger sister, aged 9 [on the right]. They live with their father [on the left]. Does the father look happy? Can you guess why not? His wife – the children's mother – has unfortunately died. In spite of this the family is still together and Akyl, who is generally a bright and cheerful child, is trying hard to help out around the house, as well as doing extra work at the market to make money.



2. After a lot of pressure from family members, the father re-marries. What do you think of his new wife?! [2nd from left]. How do you think the family will cope with this change in structure?
3. Unfortunately, the family does not cope well. Akyl's step-mother does not like Akyl and starts to blame him for everything which goes wrong. She calls him lazy and scolds him for not earning enough money at the market. She starts to beat him regularly. Akyl's father withdraws into himself and starts spending more and more time away from home, drinking. Akyl also starts spending more and more time at the market amongst the older boys. This makes his step-mother even more angry. One day she accuses Akyl of stealing some money from her purse. What do you think will be Akyl's reaction?
4. Akyl runs away from home, even though he is reluctant to leave his little sister. Some of the older boys at the market suggest going to Osh in order to make more money. He goes with them. He learns to survive on the streets, although he often worries about his sister and what the future will bring.





5. One day, about 6 months later, he meets a very friendly social worker in Osh market. She reminds him of his mother. She asks where his family lives and persuades him to go back home. He agrees because she is kind and she is paying him some attention. He is worried that if he says 'no' that she will get angry and not speak to him again. Has the social worker followed the 5 stages of family reunification? [No] Is she taking into account the 5 principles of working with children and families? [No] What do you think will be the outcome?

6. The social worker accompanies Akyl back home, telling him not to worry – that everything will be OK and that his father, step-mother and sister will be very pleased to see him. The first

meeting between them is a little tense, but the social worker stays for some tea before going back to Osh.

7. One week later, the social worker is very surprised to see Akyl back in Osh market. She



is even more surprised when he refuses to talk to her. What do you think happened? [Akyl ran away again] How do you think he feels? [Angry that the social worker lied to him (his step-mother and father were *not* pleased to see him); ashamed that he has disappointed the social worker; too embarrassed or angry to talk to her again; even more mistrustful of adults than before]. How do you think the social worker feels? [Upset; disappointed; confused – she thought she was helping, but actually she has made things worse; frustrated at the waste of time and effort]. What would have prevented this from happening? [Follow the 5 stages of family reunification, taking into account the 5 basic principles of working with children and families].



Remember! Either do family reunification properly, or don't do it at all!

Part 3 – Preparing our case studies

- Hopefully by now the participants will understand the importance of going through the 5 stages in order. We will look at each of these stages in turn by seeing how they apply to particular cases of children who have become separated from their families.
- Divide participants into approximately 4 groups. Each group is given one 'type' of separated child from the following:
 - Group A: child who is lost
 - Group B: child who has run away from home
 - Group C: child who is in the Centre for Adaptation and Rehabilitation of Minors
 - Group D: disabled child in an institution
- [15 minutes] They must imagine a child in this situation and draw the child on a flipchart, noting his/her name and other key words about their situation. Concentrate on the child's name, age, family background and how they have become separated from their family. Do not talk at this stage about what will happen next. Explain that we will use these case studies for the rest of the training on family reunification.
- [15 minutes] Plenary feedback: each group presents their child. Warn participants to pay attention to the other groups' presentations as they may end up working on more than one case study.
- [See below for some sample case studies. However, it is important that participants are given the opportunity to devise their own case studies. The case studies are shown here simply to illustrate how this exercise works by following the case studies through each of the 5 stages of family reunification.]



Ermek [LOST CHILD]

12-year-old Kyrgyz boy who only speaks Kyrgyz, from Sarai village. 6 people in his family. His father is a farmer and his mother works washing dishes in a café. His older brother beats him. Ermek is jealous of the older brother who gets more money and favoritism from his parents as he is the oldest. He also has a younger brother and a younger sister who he gets on well with. He got lost in the wholesale market at Kara-Suu. The family receives no social benefits. He is curious and naughty and can't stay in one place for too long. However, he is also very kind and always ready to help others. He went to the market with the idea of making money but got lost. He was found, hungry and crying by a woman who offered him sweets and took him home, but who then lured / forced him into begging by pretending that he can't speak. He has got used to the idea of making easy money. He was found by social workers and taken home, but he now spends 2-3 days at home and then leaves again, lured by the idea of getting more money.

Aidar [RUNAWAY CHILD]

15-year-old Tartar boy who speaks Russian. He is very isolated and doesn't speak much or socialize well. His parents are divorced. His mother is drunk but has gone to Russia. He stays with his father who works as a driver (and who is not an alcoholic). He has a step-mother and a step-brother. He stays in touch with his mother's mother. His step-mother and her mother pressured him to do all the housework and yet they were always dissatisfied, saying that he did it wrongly. Aidar became so unhappy that he took 200 com and ran away to where his grandmother lives. He has spent 3 days living in the basement of a building. His father started looking for him on the second day that he was missing and called the police on the third day.



Mars [CHILD IN CARM]

14-year-old boy from Kara-Suu who has never been to school. His father is Uighur and his mother Kyrgyz. Both his birth parents are alcoholics. They don't work and they have sold their house in Arashan and now they all live in Kara-Suu park together with Mars and his younger brother. The two brothers both sniff glue. Sometimes they sell boxes or steal in the market and take the money to their parents. They have been caught 6-7 times in police raids and sent to CARM. They are often beaten and are scared of being caught. Mars is active, tells lies and gets scared when someone looks at him.

Jazgul [DISABLED CHILD IN AN INSTITUTION]

7-year-old girl who developed meningitis at aged 3 months and is now paralysed down one side. She understands perfectly but cannot speak. She communicates through gestures. She doesn't like her mother and will bite her arm if she gets close. She also does not like her younger sister who refuses to play with her. However, her father loves her very much. They sleep together with their feet touching which gives Jazgul great comfort. When her father is not around, Jazgul cannot sleep and gets distressed. Her mother's mother blames Jazgul for making the mother sick and is insistent that Jazgul be sent to an institution. The father disagrees and is worried that they will treat her badly there. When the father is away one day, the mother and grandmother take her to an institution. Jazgul is isolated and feels invisible (hence the pencil drawing done deliberately by the group to represent insubstantiality).



Activity 31: Stage 1 – Information gathering and assessment

Aim: To give participants the opportunity to explore Stage 1 of family reunification in detail through the use of case studies.

Time: 1 – 1.5 hours

Materials: Handout 13 (Stage 1 of family reunification); 'blank' flowchart from Activity 28; materials for drawing

Task:

- [10 minutes] Give participants Handout 13 (Stage 1 of family reunification) and allow 10 minutes reading time. Highlight key points.
- Participants should re-form the same groups as Activity 30.
- [30 minutes] One volunteer per group should play the role of the 'child' that they have drawn for their case study. Another volunteer should play the role of the social worker. The rest of the group are observers. Role play Stage 1 of family reunification (information gathering) using one of the tools mentioned in Handout 13 (draw your family as a picture; draw a family tree; lifeline – changes in family over time; or conversation or interview). The group should assume that there is already a certain level of trust between the child and the social worker and that this is the *initial* information gathering stage (i.e. *not* mentioning family reunification yet, but simply finding out about the child's family and reasons for separation).
- [20 minutes] Plenary feedback on the process. [See samples below]
- [5 minutes] Based on the information gathered so far, each group should decide whether or not there is a 'reunification window' to raise the issue with the child.
- [5 minutes] Brainstorm by throwing the ball: How do the 5 basic principles of working with children and families apply during this stage? (indicate the 'framework' on the wall from Activity 30).
- [5 minutes] Fill in the relevant boxes of the 'blank' flowchart on the wall and check that participants are clear about the process so far. Do *not* give out Handout 12 (flowchart) at this stage.



Sample feedback from this exercise as reported by Osh trainees, April 2007:

[Most groups chose to use the 'family drawing tool' apart from 'Mars' who did the 'lifeline']

Ermek – 12-year-old 'lost' boy:

Feedback from the 'social worker in the role play: Maybe at first my voice was too loud. I got quieter and he started responding better. Through the picture, we started to understand his situation and relationships but it took time. We had to let him draw pictures of what he wanted – e.g. flowers and dog – and this automatically led to him talking about his family.



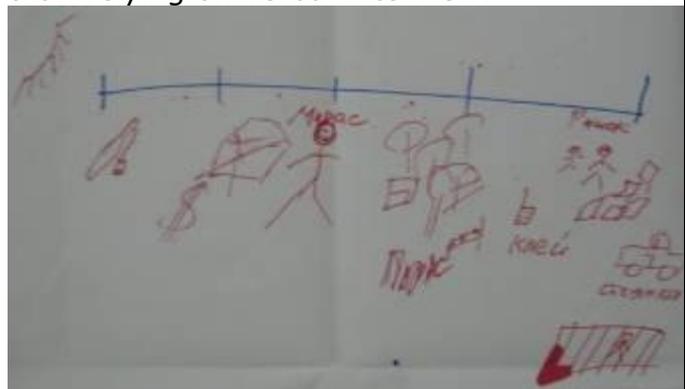
Aidar – 15-year-old 'runaway' boy:

Social worker found it difficult to find a point of contact as Aidar was very isolated and withdrawn. He would communicate with boys of the same age, but not with adults. The use of drawing was very successful and he enjoyed it, because he was shy in talking.



Mars – 14-year-old boy in CARM:

At first Mars tried to avoid the interview and eye contact with the 'social worker'. When he understood that the social worker was not angry with him and was trying to help, then the interview improved. Mars felt uncomfortable being asked to draw. He has never been to school and so even holding a pen in his hand is an alien experience. He felt they were making fun of him. He would have preferred it if they had a series of pictures from magazines or books to show him and then he would have felt more comfortable to talk, rather than having to generate the pictures himself. He liked the idea of relating to pictures, however, rather than relying on verbal interview.



Jazgul – 7-year-old disabled girl:

The 'social worker' found the interview very difficult and time-consuming as Jazgul could not communicate verbally. "I thought maybe because she doesn't like her mother, that she doesn't like any women and I was afraid that she would bite me too." The group imagined that the social worker took Jazgul outside, gave her attention, tried different things – didn't wait until she was hungry until giving her food (in contrast to her mother) and that eventually Jazgul started to greet her with a smile. The social worker started to draw a picture of Jazgul's family, but Jazgul snatched away the pen and drew her own picture.



Activity 32: Stage 2 – Introducing the idea of family reunification

Aim: To give participants the opportunity to explore Stage 2 of family reunification in detail through the use of case studies.

Time: 1-1.5 hours

Materials: Handout 14 (Stage 2 of family reunification); 'blank' flowchart from Activity 28

Task:

- [Continues from Activity 31] Clarify in plenary which case studies decided that there was a 'window' to raise the issue of family reunification with their 'child'.
- [10 minutes] Give participants Handout 14 (Stage 2) and allow 10 minutes reading time. Highlight key points. 
- [30 minutes] If all of the groups decided that there was a window to raise the issue then they can simply continue with the role plays, taking into account the guidance in Handout 14. However, if some groups decided not to go ahead then they have 2 options: either they can 'adopt' one of the other case studies to take forward, or they can imagine, for the sake of the training, that a 'window' opens up after all to raise the issue with their original 'child'.
- [20 minutes] Plenary feedback on the process.
- [5 minutes] Based on the role play, each group should decide whether or not reunification should go ahead with this particular child. Refer back to the assessment criteria in Handout 13 if necessary.
- [5 minutes] Brainstorm by throwing the ball: How do the 5 basic principles of working with children and families apply during this stage? (Indicate the 'framework' on the wall from Activity 30).
- [5 minutes] Fill in the relevant boxes of the 'blank' flowchart on the wall and check that participants are clear about the process so far. Do *not* give out Handout 12 (flowchart) at this stage.

Activity 33: Stage 3 – Preparation

Aim: To give participants the opportunity to explore Stage 3 of family reunification in detail through the use of case studies.

Time: 1.5 hours

Materials: Handout 15 (Stage 3 of family reunification); flipchart and pens; 'blank' flowchart from Activity 28

Task:

- [Continues from Activities 31 & 32]
- [10 minutes] Give participants Handout 15 (Stage 3) and allow 10 minutes reading time. Highlight key points. 
- [10 minutes] As a plenary group, choose one of the case studies which decided that family reunification should go ahead. The group who originally drew this child should remind participants of the child's story, circumstances and information about the family and separation which came up during Stages 1 and 2. Based on this recap, give each group one stakeholder to 'prepare' for family reunification. E.g. if there are 4 groups then 1 group 'prepares' the child, 1 group 'prepares' the family, and the remaining 2 groups 'prepare' the community (1 could prepare the school and 1 could prepare the neighbours or another stakeholder which has been identified as being significant).
- [30 minutes] Each group should discuss how they would prepare their stakeholder for family reunification, based on the guidance in Handout 15, and write up notes on a flipchart.
- [30 minutes] Plenary feedback. [See samples below]

- [5 minutes] Brainstorm by throwing the ball: How do the 5 basic principles of working with children and families apply during this stage? (Indicate the 'framework' on the wall from Activity 30).
- [5 minutes] Fill in the relevant boxes of the 'blank' flowchart on the wall and check that participants are clear about the process so far. Do *not* give out Handout 12 (flowchart) at this stage.

Sample feedback from this exercise as reported by Osh trainees, April 2007:

As the groups took each case study, via role plays, through the first 2 stages of reunification, it became clear that of the original 4 cases, only two were suitable for taking forward the reunification process (Ermek and Aidar). Using the example of Ermek ('lost' boy), each group examined how they would prepare Ermek, his family, people in the market, and friends and neighbours in the community for his reunification – summarized here.

<p>Preparation of Ermek:</p> <ul style="list-style-type: none"> • Talk with him and check that it's still OK to go ahead. • Through drawings, examine what is most interesting about the market and his family – comparison. • Talk through the positives and negatives of family reunification: emphasise positive support networks and that he needs to make an informed choice. 	<p>Preparation of Ermek's family:</p> <ul style="list-style-type: none"> • Socio-economic assessment • Speak to mother who is closer to Ermek (speak to mother and father separately – the father comes in later from work so this is not difficult). • Get grandmother and grandfather involved to speak to the parents about treating all the children equally and not giving the older brother special attention. Talk to the parents about child rights.
<p>Preparation of people in the market:</p> <ul style="list-style-type: none"> • Get information from Ermek about the woman in the market who was exploiting him. Find her address. • Talk to other boys in the market and find out what they think about this woman and the work that Ermek is doing. • Will also speak to tax inspectors in the market so that they won't protect her if she bribes them. • Will prepare information and then go to the police. • Will use it as an opportunity to address street children issues in the market in general – e.g. if the woman is also exploiting other children. 	<p>Preparation of friends and neighbours:</p> <ul style="list-style-type: none"> • "Like fingers on a hand, not all friends are equal". • Capitalise on positive peer influences and older people in the village who can act as mentors. • [Debate amongst participants that this seems to be preparing Ermek through the community, rather than preparing the community for Ermek's return]. • Shouldn't tell everyone that he's been on the streets as this could increase discrimination against him. • "Proverbs alone are not enough".
<p>Preparation of school:</p> <ul style="list-style-type: none"> • Find out who has a positive attitude towards Ermek. • Speak to Director, Deputy Director, teacher and students. However, there is no need to tell everyone. Respect for his privacy. • Prepare teachers that he may be teased. • Get his best friend to stand by and support him. • Extra tuition to catch up and arrange additional classes for subjects he likes. • Hold meetings between teachers and the Director to address any problems which might arise. • Turn it into a general school campaign against bullying / teasing rather than singling out Ermek. 	

Activity 34: Stage 4 – Managing the first meeting

Aim: To give participants the opportunity to explore Stage 4 of family reunification in detail through the use of case studies.

Time: 1.5 - 2 hours

Materials: Handout 16 (Stage 4 of family reunification); 'blank' flowchart from Activity 28

Task:

- [Continues from Activities 31, 32 & 33]
- [10 minutes] Give participants Handout 16 (Stage 4) and allow 10 minutes reading time. Highlight key points.
- [15 minutes] Groups should assume that all parties are now fully prepared and that family reunification will continue to go ahead for the chosen case study. Discuss and make a decision on whether, in this particular case: the first meeting should be **public or private** and whether the child should take something back to the family (a '**family reunification kit**').
- [1 hour] Taking into account these decisions, each group should prepare and deliver a role play of the actual first meeting between the child and his/her family.
- [15 minutes] Plenary discussion: compare similarities and differences between the groups' decisions about public versus private meetings and family reunification kits and how the reunification went in each case. Would a '**reunification contract**' be appropriate in this context? If so, what things should it include? [**Optional:** If there is time available, this could be expanded into a separate exercise: to draft a contract for this specific case study and act out the signing of it].
- [5 minutes] Brainstorm by throwing the ball: How do the 5 basic principles of working with children and families apply during this stage? (Indicate the 'framework' on the wall from Activity 30).
- [5 minutes] Fill in the relevant boxes of the 'blank' flowchart on the wall and check that participants are clear about the process so far. Do *not* give out Handout 12 (flowchart) at this stage.



[**Photo:** EveryChild Kyrgyzstan, Bishkek training on family reunification, April 2007]

Activity 35: Stage 5 – Follow-up and monitoring

Aim: To give participants the opportunity to explore Stage 5 of family reunification in detail through the use of case studies.

Time: 45 minutes

Materials: Handout 17 (Stage 5 of family reunification); 'blank' flowchart from Activity 28; Handout 12 (flowchart of family reunification)

Task:

- [10 minutes] Elicit by throwing a ball: why is follow-up and monitoring so important in relation to family reunification?
- [15 minutes] Plenary or small group discussions on how to measure the 'success' or impact of family reunification.

- [10 minutes] Give participants Handout 17 (Stage 5) and allow 10 minutes reading time. Compare the group's answers to the information in the handout. 
- [5 minutes] Brainstorm by throwing the ball: How do the 5 basic principles of working with children and families apply during this stage? (Indicate the 'framework' on the wall from Activity 30).
- [5 minutes] Fill in the relevant boxes of the 'blank' flowchart on the wall and check that participants are clear about the process of family reunification throughout the 5 stages. Give participants Handout 12 (flowchart) for reference. Make it clear that not all children in street situations can be reunified with their families. [This may well have been reflected in the case study process that participants have gone through]. Other options must therefore also be explored. 

v. Summary

Activity 36: Summary of family reunification

Aim: To summarise key learning points from the training on family reunification.

Time: Option A - 15 minutes; Option B - 30 minutes

Materials: Ball, flipchart and pen

Task:

Option A

- Throw a ball around the room asking participants to say one thing they found the most interesting from the training on family reunification: what will they remember the most?

Option B

- In groups of 4-6, brainstorm the 3 most important points about family reunification according to their opinion.
 - Plenary feedback: can you compile a consolidated list of the most popular 3 points based on the group feedback? Compare with the list below (which is only a suggestion).
1. Family reunification is difficult, time-consuming and complicated. Either do it properly or not at all!
 2. Resources would be better spent on preventing separation in the first place!
 3. However, family reunification will still be necessary for a minority of cases in which case: follow the 5 stages taking into account the 5 basic principles of working with children and families at each stage.

"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)

"The important issue to consider is not *where* children are, but *how* they are – the issue is the quality of their relationships with reliable adults who are able to put the child's needs above their own and commit to a life-time relationship."
(Alex Pearce, JUCONI NGO Ecuador)



Key learning points:

- **Family reunification means** identifying homeless or separated children's family of origin and taking steps (including assessment, preparation and follow-up) to secure the children's return to their family of origin or an alternative family placement - e.g. extended family. It includes other elements of 'reintegration'.
- **Family reunification is difficult, time-consuming and complicated. Either do it properly or not at all!**
- Resources would be better spent on **preventing separation in the first place**.
- However, family reunification will still be necessary for a minority of cases in which case: **follow the 5 stages** (information gathering and assessment; introducing the idea; preparation of the child, family and community; managing the first meeting; follow-up and monitoring) **taking into account the 5 basic principles** of working with children and families at each stage (child rights; child protection; your own safety and support; participation, ownership, sustainability and creativity).
- Family reunification is not suitable for all children in street situations. **Other options will also need to be explored.**
- Family reunification **must only take place if the child wants it and if it is in the best interests of the child** (pay particular attention to child protection).
- The child must **never be forced or pressured** and must be **free to change their mind** at any stage of the process.
- Family reunification **must always be offered as one of a range of options**, not the only option.
- Child must be **fully informed** of the consequences and **fully involved** in the process.
- It should only be attempted by those who have undergone **specific and proper training**.
- **If it is done badly**, the failure rate is very high and the process can be very damaging for all parties involved, as well as a waste of time and resources.
- **Families come in all shapes and sizes**: respect family situations which are different from your own and don't make assumptions about a child or their family. There is no 'model' family.
- **Some families are 'nuclear'** (i.e. made of parents and children); **others are 'extended'** (made of parents, children, aunts, uncles, grandparents, cousins etc.)
- Some families are **'biological'**, others are **'adopted'**.
- There are **families of 'blood'** and **families of 'choice'**.
- It is the **quality of relationships** rather than the size or structure of the family which matter.
- **Family structures change**. Some families are able to accommodate these changes successfully, others are not.
- **The biological family is not always the best place for the child.**
- **Both the child and the family change during separation**. Family 'reunification' is more like family 're-creation'.

Summary of Section 4

Participants should now be familiar with the following:

- What is meant by 'family reunification' and how this differs from 'reintegration' in general;
- Why family reunification is important and how it fits into a comprehensive, overall strategy for working with children in street situations;
- How to do family reunification based on international good practice, including: current experience and practice in your country; how the 5 basic principles apply to family reunification; understanding families; the 5 stages of family reunification;
- How some of the stages of family reunification work in practice, as examined through case studies and role plays.

Section 5: Overcoming obstacles

Objectives for Section 5

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

- Approach solutions to obstacles and challenges with a positive attitude;
- Explore solutions to obstacles and challenges likely to be faced in outreach, drop-in centre and family reunification work.

Activity 37: Overview: importance of a positive attitude¹⁶

Aim: To set a positive tone for dealing with potential obstacles and challenges to outreach, drop-in centre and family reunification work.

Time: 5-10 minutes

Materials: Ball

Task:

- Explain to participants that before tackling obstacles and challenges to outreach, drop-in centre and family reunification work it is important to have the right attitude. We acknowledge that outreach, drop-in centre and family reunification work are complex and sensitive. However, we must also acknowledge how far we have already come [refer to Activity 26 – existing family reunification initiatives. You could elicit examples from participants by throwing a ball around, asking: what do we already do well?]
- If we are already convinced at the '**HEAD**' and '**HEART**' levels of the benefits of conducting outreach, drop-in centre and family reunification work well then our commitment and passion will ensure that we find resources and overcome challenges at the '**HANDS**' level.
- So please try to approach the following activity with a positive attitude and an open mind. Thank you!

Activity 38: 'Bursting balloons!'¹⁷

Aim: To identify solutions to common obstacles and challenges to outreach, drop-in centre and family reunification work.

Time: 45 minutes – 1 hour

Materials: Balloons

Task:

Each group of 4-6 people identifies up to 5 common obstacles or challenges to outreach, drop-in centre and family reunification work (15 minutes). You can either give groups a free choice of topics, or you can allocate particular themes to each group – e.g. Resources (may be sub-divided into financial, human and time); attitude; knowledge and expertise; organisational priorities; external context etc.

Plenary version: Take one issue per group at a time, blow up a balloon and (carefully!) write the issue on the balloon in marker pen. The balloon gets batted around the room. If you catch the balloon you should try to give a solution to the obstacle. If you cannot think of a solution, bat the balloon to someone else. Keep batting the balloon around until the participants feel they have discussed enough solutions to burst the balloon / obstacle then move onto the next issue.

¹⁶ Adapted from Activity 43, *Child Protection Training Pack, Level 1- Core Training*, by Marie Wernham, CREATE: Child Rights Evaluation, Advice & Training Exchange, for Plan International, 2007. This Activity is also included as Activity 24 in Manual 2.

¹⁷ Ibid, Activity 44. This Activity is also included as Activity 25 in Manual 2.

Group work version: Give each group a supply of balloons and explain the exercise as above. They should come up with solutions within their group (rather than in plenary) and then report back to the plenary after 20 minutes. Compare feedback with suggested solutions included in Handout 18 (overcoming common obstacles).



Warning! Some people have a phobia about balloons and may not like this exercise! An alternative is simply to brainstorm obstacles and solutions in groups.



Key learning points:¹⁸

- If the understanding (HEAD) and right attitude (HEART) are in place, then finding solutions to implementation challenges (HANDS) becomes much easier.
- Suggested solutions to common obstacles are included in Handout 18 but the key to overcoming difficulties is to have a positive attitude and to work together.

Summary of Section 5

Participants should now be familiar with the following:

- The need for a positive attitude when trying to find solutions to outreach, drop-in centre and family reunification obstacles and challenges;
- Solutions to obstacles and challenges likely to be faced in outreach, drop-in centre and family reunification initiatives.

¹⁸ Adapted from Key Learning Points, Section 7, *Child Protection Training Pack, Level 1- Core Training*, by Marie Wernham, CREATE: Child Rights Evaluation, Advice & Training Exchange, for Plan International, 2007.

Section 6: Summary

Objectives for Section 6

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.

6.a Team quiz – revision

Activity 39: 'Team quiz – revision game'¹⁹

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. Give 3 aims of outreach (**3 points**)
2. Name the 3 stages of outreach (**3 points**)
3. Give 3 'golden rules' of outreach (**3 points**)
4. Give 1 example of a 'closed' question and 1 example of an 'open' question (**2 points**)
5. Give 3 reasons why it is important to keep accurate outreach records according to carefully devised formats (**3 points**)
6. Give 3 possible aims of drop-in centres (**3 points**)
7. Why is it important to clarify your drop-in centre aims and target groups? (**1 point**)
8. Give 3 examples of things to take into consideration when planning drop-in centre activities (**3 points**)
9. Give one advantage of 'street-based' activities and one advantage of 'centre-based activities' (**2 points**)
10. Give one suggestion on how to deal with a child who is sniffing glue during a drop-in centre activity (**1 point**)
11. Name the 5 stages of family reunification *in order* (**5 points**)

¹⁹ 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.

12. What are the 3 most important things to remember about family reunification? (**3 points**)
13. If, after Stage 1, there is not a 'reunification window' to raise the issue of family reunification with a child, what should you do (2 things) (**2 points**)
14. Give 2 reasons why it might not be in the child's best interests to go ahead with family reunification (**2 points**)
15. Name 2 tools to help prepare the family for reunification (**2 points**)
16. Give 1 'pro' of family reunification kits and 1 'con' (**2 points**)

[40 points in total]

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

Activity 40: 'Post-training assessment – outreach, drop-in centres and family reunification'

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 41: 'True or false? Attitudes and practice towards outreach, drop-in centres and family reunification - 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. [1T; 2F; 3F; 4F; 5F; 6?; 7T; 8F; 9T; 10F; 11T; 12F; 13T]

Activity 42: Returning to the 'contributions and expectations portraits'

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: 'Contribution and expectation portraits' 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 portraits 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 43: 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 3 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.

6.c Making a commitment

Activity 44: 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 child in a street situation 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 child in a street situation. 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.]

6.d Concluding message²⁰

Outreach, drop-in centres and family reunification are all important elements of a holistic strategy to address the prevention of street migration in the first place and the provision of comprehensive services for children already in street situations.

There is still a lot of work to be done to implement good practice in our work on outreach, drop-in centres and family reunification. 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, with children and in collaboration with other actors in the system, change is possible.

**"I wish that our community and government would love us and guide us and not be ashamed of us."
(Child in a street situation in the Philippines)**

Thank you for your participation and good luck!

Summary of Section 6

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.

[**Photo:** EveryChild Kyrgyzstan: Outreach and Drop-in Centre training, Osh, April 2006]



²⁰ First documented for Section 9 of *Child Protection Training Pack, Level 1- Core Training*, by Marie Wernham, CREATE: Child Rights Evaluation, Advice & Training Exchange, for Plan International, 2007

Handouts

This section contains photocopiable handouts to accompany this training manual.

Contents

Handout 1: Baseline / end of workshop knowledge assessment

Handout 2: Working on outreach, drop-in centres and family reunification: attitude and practice

Handout 3: Clarifying outreach aims and targets

Handout 4: Basics of outreach work

Handout 5: Outreach communication skills

Handout 6: Outreach role plays

Handout 7: Referral contact sheet

Handout 8: Clarifying drop-in centre aims and targets

Handout 9: Basics of drop-in centre work

Handout 10: How to plan drop-in centre activities

Handout 11: Family reunification – key points to remember

Handout 12: Family reunification flowchart

Handout 13: Stage 1 of family reunification: information gathering and assessment

Handout 14: Stage 2 of family reunification: introducing the idea of family reunification

Handout 15: Stage 3 of family reunification: preparation

Handout 16: Stage 4 of family reunification: managing the first meeting

Handout 17: Stage 5 of family reunification: monitoring and follow-up

Handout 18: Overcoming common obstacles: outreach, drop-in centres, family reunification

Handout 1: How much do I know about outreach, drop-in centres and family reunification?

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
OUTREACH											
1	I understand how outreach fits into an overall strategy for working with children in street situations										
2	I am familiar with the 3 different stages of outreach										
3	I understand the 'golden rules' of outreach										
4	I understand the safeguards that need to be in place for good quality peer outreach work										
5	I am confident that my communication skills are appropriate to build trust with a child in a street situation during outreach										
DROP-IN CENTRES											
6	I understand how drop-in centres fit into an overall strategy for working with children in street situations										
7	I am clear about the aims and possible target groups of children for drop-in centres										
8	I know how to plan a series of activities for use in drop-in centres										
9	I understand how activities can be chosen in drop-in centres to deliberately contribute to children's development										
10	I am familiar with reporting formats for drop-in centre work										
FAMILY REUNIFICATION											
11	I am clear about the difference between 'family reunification' and 'reintegration'										
12	I understand how family reunification fits into an overall strategy for working with children in street situations										
13	I understand the 5 stages of family reunification										
14	I understand the consequences of not doing family reunification properly										
15	I know what is involved in the process of preparing the child, family and community for reunification										

Handout 2: Working on outreach, drop-in centres and family reunification: attitude and practice

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

			T	F	Don't know
ATTITUDE	1	Not just anyone can do outreach work: you need a particular personality as well as good training			
	2	Round-ups of children in street situations by the police are a useful form of outreach			
	3	It is easy to build trust with children in street situations through outreach			
	4	Working at a drop-in centre is more important than working out on the streets			
	5	It is good to carefully structure all the activities at the drop-in centre so children don't have to worry about organising their own time			
	6	All drop-in centres should offer 'locker' facilities for children to store their belongings			
	7	It is easier to reunify homeless boys with their families than homeless girls			
	8	All homeless children can be reunified with their families			
PRACTICE	9	If done correctly, peer outreach is a good practice			
	10	If outreach is not conducted at regular hours each week it doesn't matter			
	11	Codes of conduct between adults and children, and between children themselves, are a useful tool to establish a good drop-in centre atmosphere			
	12	If a child expresses an interest in family reunification then they should be taken back to their family as quickly as possible			
	13	If we prevent children from leaving home in the first place then we don't have to spend so many resources on outreach, drop-in centres or family reunification			

Handout 3: Clarifying outreach aims and targets

Complete the following table *based on your specific context* (overall project aims, available services and resources etc.) Think carefully about how you can balance the provision of short-term services with the need to bring about long term improvements in the lives of children in street situations.

	Aims of outreach	Pros	Cons
1	<ul style="list-style-type: none"> • To build trust with children in street situations • To be a responsible adult friend • To listen to children in street situations • To be a good role model • To expand choices available to children in street situations 	Please note: These are the bare minimum aims that outreach should set out to achieve. These elements, as outlined in the definition of 'outreach' are essential. Other aims, below, are 'additional extras' and will depend on local circumstances.	
2	To link children in street situations into locally available services		
3	To conduct street-based non-formal education classes (literacy, numeracy, life skills etc.)		
4	To conduct street-based awareness-raising on topics such as HIV/AIDS, child rights, substance abuse		
5	To offer other specific street-based services such as first aid / health services, counselling etc.		
6	To build the capacity of children in street situations to conduct peer outreach		
7	Other (please specify)		

**If you do not currently do outreach work then ignore the table on the left.
Complete the table on the right based on the aims you have decided on from the previous table.**

Types of children we currently target in outreach	Why?

Types of children I think we <i>ought to be</i> targeting in outreach	Why?

Handout 4: Basics of outreach work

- Outreach work happens on the street at places where children are.
- **The aim of outreach work** is to build trust with street children and to be a responsible adult friend in their lives – someone they can talk to. Do not underestimate the importance of this! You might be the only adult to offer them kindness, a good role model and someone who believes in them. In addition, outreach is the first stage of expanding the choices available to street children and linking them into services so that they can start to improve their lives.

Outreach work is **never** about 'rounding street children up' and forcing them into detention centres. Raids and round-ups are a violation of children's rights and serve no purpose: if children are taken 'back home' like this, they will simply run away back to the streets again. Not only is this a waste of time, money and energy, but it is also damaging for the child and makes it even harder for others to build trust with them in the future.

Some key principles of outreach work:

- Remember **child protection** behaviour guidelines at all times
- **Regularity** (same time and same faces)
- **Punctuality**
- **Honesty** at all times and **not making any promises** that you might not be able to keep
- **Go to children** and not have children come to you
- **Child-focused**, on the level and conditions of the child
- **Work in pairs** (preferably one female, one male)

Outreach work is built up in 3 phases:

1. **Observation**: just looking and listening and through that finding out where children are, what they do, with whom they communicate and how, etc.
2. **Making contact**: informal, non-threatening approach aimed at building trust and without asking too many questions.
3. **Developing relationships** with children and starting to provide support.

In 2005, the outreach team developed some 'golden rules' for the team members to follow:

Practical things	Communication & behaviour	Safety	Support
<ul style="list-style-type: none"> • Don't come late • Dress casually • Don't bring and/or show expensive things (mobile phone, jewellery) 	<ul style="list-style-type: none"> • Don't give money or things/gifts • Do what you promise to do • Don't promise anything you can't deliver • Don't lie to children • Don't argue with each other in front of children • Keep authority • Confront children with their behaviour if they obviously lie • Check information children give you about your colleagues 	<ul style="list-style-type: none"> • Don't give personal address and phone number • Lock away own bag and other personal things • Don't give reason for provocation to children • Be careful/attentive so children don't follow you home 	<ul style="list-style-type: none"> • Support and respect each other • Have regular team meetings (also for team support and stress relief)

Further guidelines.....

What to do:

- listen and make sure you are really hearing
- look, observe, record, reflect on what you see
- learn about them and about yourself
- be patient – remember that they might be testing you to see if you are really committed to them!
- treat them equally – don't have favourites
- smile and be relaxed
- respect them: respect their personal space, their privacy
- make an effort to understand why they have made the choices they have made
- expand the choices available to them
- empower and support them to make and follow through on positive choices – but don't make choices for them! They must do this for themselves!

What not to do:

- force the child to do anything
- treat children with fear
- under-estimate their intelligence
- think of them as thieves
- imagine you know their needs and wants
- imagine you know their values / fail to understand their values
- impose your own values, teaching, preaching, telling them things
- be repelled by their appearance or habits, refuse to touch them, refuse to take food or drinks from them
- compete with their time for work
- create dependency by linking your visits with handouts
- try to lure children into programs with handouts or promises: they must make their own, informed choices
- draw the attention of public or police to them
- think of yourself as noble
- make differences between groups of children that they do not make themselves
- break up their existing networks and social groups

Handout 5: Outreach communication skills²¹

5.a Communication at each stage of outreach

Stage of outreach	Communication tips
1. Observation	<p>Observe & listen to individual children & groups of children. Pay attention to their language & body language:</p> <ul style="list-style-type: none"> • What language are they speaking? ('national', local, ethnic minority etc.) • Are they using particular 'slang' words or phrases? • Are they talkative or quiet? • From their body language do they seem confident or shy? Aggressive or friendly? Lively or withdrawn? Open or suspicious? • Who do they spend time with? What are the group dynamics based on age, gender and personality? • Where do they spend time? Where is the location and at what times of day do they seem to be most relaxed?
2. Making contact	<ul style="list-style-type: none"> • Based on what you have observed above, adapt your approach as necessary to make the child feel comfortable. Be prepared for different reactions from the child (e.g. openness or hostility, curiosity or suspicion, silence or 'showing off'). • Try to approach the child or children in the place and at the time when they are most likely to be relaxed. • Use the language of the child. • Take an informal, non-threatening approach aimed at building trust: this applies to verbal and non-verbal language: don't forget to smile! • Introduce yourself: make it clear who you are and what you are doing. • Address the child by name (makes child feel you respect them). • Show that you are interested in the child. • Do not ask too many questions on the first contact. Do not ask questions that might make the child feel threatened or suspicious. Keep questions simple and general. • Remember: conversation not interrogation! For every question you ask the child, you should also give one piece of information (see below for more details). • If child doesn't respond, tell them that you will be here regularly (say when and where) and that it would be nice to talk to them again next time. • Finish on a friendly note.
3. Developing relationships	<ul style="list-style-type: none"> • Learn the names of children and have regular, informal conversations with them over a period of time to develop trust. • Be patient, consistent, punctual, regular and reliable. Remember that children in street situations may deliberately test your patience to see if you are really interested in them and dedicated to helping them. This may take a long time. • Employ the '3-stage choice process' [Manual 1, Section 4.f]. Understand the choices they have made so far, expand the choices available to them and empower and support them to follow through on more positive choices. This might include encouraging them to attend the drop-in centre regularly [See Manual 3, Section 3] or to consider family reunification (if appropriate) [see Manual 3, Section 4]. • Based on local services available, discuss referral options. • Even if a child is not interested in other services, <i>do not abandon them!</i> Remember the essential aims of outreach which still have important psychosocial benefits for the child (you are someone to trust, a good listener and a good role model – do not underestimate the importance of these things to a child's development).

²¹ Some of the materials in this section are adapted from EveryChild Kyrgyzstan training materials developed by Laura Boone, 2005, drawing in turn on World Health Organisation training materials, 2000.

5.b Child-friendly communication – general guidelines²²

Always use simple language

- Always use simple language, taking into consideration the age, apparent maturity, and intellectual development of the child in front of you.
- Check if the child really understands every word you use.

Avoid	Use
1. Long sentences 2. Complicated sentences 3. The passive voice ('Was he hit by the man?') 4. Negative sentences ('Didn't you tell her?') 5. Questions with more than one meaning 6. Double negatives ('Didn't your mother tell you not to go out?') 7. Hypothetical situations ('If you are tired, tell me')	1. Short sentences 2. Simple sentences 3. The active voice ('Did the man hit him?') 4. Positive sentences ('Did you tell her?') 5. Questions with only one meaning 6. Single negatives ('Did your mother tell you not to go out?') 7. Direct approach ('Are you tired?')

Language practice: In pairs, imagine your partner is an 11-year-old child you are talking to through outreach. Practice asking the 'child' questions using simple language. Pay attention to your tone of voice: is it friendly or threatening? As the 'child' how do you feel? Do you understand the questions? Do you feel at ease? Why / why not?

Body language

- Avoid frowning which shows negative judgement.
- Adopt interested and good eye-contact and bring yourself down to the eye-level of the child.
- Avoid tense body postures.
- Remember that the posture you adopt will automatically evoke a certain response from the child.

Behaviour

- Never treat the child in a degrading, humiliating, rough or uncaring way.
- (See sample behaviour guidelines in Manual 1, Appendix 6).

Body language practice: In pairs, practice using different types of body language to express different emotions *without speaking*. Your partner must guess which emotion you are trying to portray (e.g. anger, concern, interest, sadness, fear, joy etc.) Act out how you would behave with the 11-year-old child in the previous example: how would you stand / sit? What would be appropriate or inappropriate body language with this child? As the 'child' how do you feel? Do you feel at ease? Why / why not?

²² This page 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, pp.129-130.

5.c Conversation, not interrogation!

- Many children in street situations will not speak spontaneously about their lives, especially to a stranger. They have learned to be careful about who they give information to and are suspicious of adults who ask too many questions.
- Remember that the main purpose of outreach is to build trust. Without trust, you will not get any information from the child, or the information will not be accurate. Trust therefore takes priority over information-gathering, especially in the first few meetings.
- The way to build trust, and therefore to obtain the maximum amount of accurate information in the long term, is through conversation, not interrogation.
- A good conversation should flow naturally between the two people. Each person takes turns to give information and to ask questions. Compare the following two dialogues:

Dialogue 1: Conversation

Social worker	Child
Hello. My name's Mira. What's your name?	Zakiya.
Nice to meet you, Zakiya. I often come here to the market to meet children like you who work here. My work is about helping children like you. Here is my identity card, see? I'd like to talk to you for a few minutes if that's OK. Have you seen me around before, or have other children here mentioned me?	My friend Alexei knows you. I've seen you before. What do you want?
I just want to get to know you better, to find out how you are doing and maybe talk about some ways to help you. What do you do here in the market?	I collect cartons with the other girls. We sell them to the woman at the back of the market.
Oh yes, I know who you mean. Some of the other children complain that sometimes she doesn't pay them properly. How about you?	Once she offered to give me clothes instead of money but I said no. And sometimes she cheats us. But mostly it's OK.
Where do you stay and who do you stay with?	With my mother and brothers near here. My older brother works here, too.
Maybe I know him. What's his name?	Mikhail. He's 15.
No, I don't think I've met him yet. But you can tell him that we talked and that I am here every Monday and Thursday afternoon from 2-4 o'clock if he wants to talk to me, too.	OK. I'll tell him. I need to get back to work now.
OK. I hope to speak to you again so we can get to know each other better. In the meantime, good luck with your work.	Thanks. Bye.
Bye.	

Dialogue 2: Interrogation

Social worker	Child
Hello. What's your name?	Zakiya.
Where are you from?	Alai
Where are your mother and father?	[no answer]
How old are you?	12
Do you go to school?	No
Do you work here in the market?	Sometimes
Do you have any brothers or sisters?	Yes
Do they work here in the market, too?	[no answer] I have to get back to work.

5.d Conversation / interrogation continued & types of questions

Discuss:

1. How do you think the child feels in each dialogue? Why?
2. Which dialogue gets the best information? Why?
3. For each dialogue, what do you think the child will do the next time she sees the social worker? Why?
4. What are the main differences between a conversation and an interrogation?

Comparison between conversation and interrogation

Conversation	Interrogation
Time spent talking and time spent listening are balanced equally between the 2 parties	The questioner spends more time talking and less time listening than the respondent
Power is shared equally between the 2 parties	The questioner has much more power than the respondent
Both sides control the dialogue in terms of subject matter and time	The questioner controls the subject matter and timing of the dialogue
Information is given equally from both sides	Information is only given by the respondent
A lot of information is exchanged	The respondent only gives a minimal amount of information
Information is more likely to be accurate because trust is established	Information may not be accurate because trust is not established
Both parties feel relaxed	The respondent feels intimidated; the questioner may feel nervous
Both parties are happy to have another conversation on a different occasion	The respondent will be unlikely to want to repeat this experience and may avoid the questioner in future
Trust is established between the 2 parties	Trust is not established. The respondent may feel suspicious or resentful of the questioner

Types of questions

- Think carefully about what questions you need to ask and how to ask them. Ask questions in a way that will encourage children to speak freely.

A. Closed or 'yes/no' questions

- Closed questions are formulated to give a simple yes or no answer, e.g. "Do you live with your mother?" "Do you like working in the market?"
- To a child or even an adult, a 'yes/no' question sounds like s/he is expected to give a one-word answer and then wait for the questioner to speak again. These questions can stop a conversation as they discourage active participation.
- With these types of question the questioner does most of the talking which is the opposite of what we want in outreach. In outreach we want the child to be doing most of the talking and the social worker to be doing most of the listening. Try to avoid 'yes/no' questions as much as possible.

B. Open-ended questions

- Open-ended questions give the respondent a lot of freedom in the way they answer, e.g. "Who do you live with?" "How do you feel about working in the market?"
- Open-ended questions encourage further conversation and more information can be gathered about the child.
- Open-ended questions also give the child more power within the conversation because they can control the information they give and how to present this information. This might make them feel more at ease.

- Open-ended questions do not put ideas for the answer into the child's head which can be limiting. For example, if you ask: "Do you live with your mother?" the child might respond: "Yes", thinking that the questioner is only interested in the mother, not in other family members. The child will therefore not spontaneously tell you about the other people s/he also lives with.
- Open-ended questions do not make assumptions about the answer. For example, if you ask: "Do you live with your mother?" the child might think: "Why is this person interested in my mother? Does she know that I don't live with my mother? Is she going to tell me that I have to go back and live with my mother? I don't want to do that so I'll lie and say that I live with my mother anyway."
- The process of asking such questions should be guided by the topic being explored.
- Some younger children may not be able to answer open-ended questions. If they do not answer or say something irrelevant in response to the question, ask them a more specific question. If they still do not answer, stop asking about that topic and just say something such as 'you can tell me about that later if you want to'.

Asking questions about a painful subject²³

- Spend some time with the child. These types of questions should not be asked until you have established trust with the child.
- Hold the conversation in a safe space with some privacy.
- Start with general questions.
- Don't assume you know how the child feels – emotional reactions occur in specific situations of a person's life, 2 people may have completely different emotional reactions to the same event, e.g. death of father can lead to deep sorrow, but death of abusive father, violent father can also lead to a feeling of relief. The same person might also feel a mixture of conflicting emotions about a single event, as in the above situation, the death of an abusive father can lead to a feeling of relief, but the child might also feel guilty about feeling relieved at his father's death.
- Pay attention to the child's body language.
- Listen carefully. Let the child tell the story in their own time. Do not interrupt.
- At the end, thank the child for sharing their story. "It must be difficult to talk about these things. You are very brave. Thank you for trusting me. It's OK to feel the way you feel. Lots of people feel the same way."
- End by talking about something positive and by reinforcing the child's resilience [see Manual 1, Section 4.c], e.g. "How is your younger sister? Are you still helping her with her reading? I think you're very kind to spend time with her like that" etc.

²³ Adapted from World Health Organisation training materials on street children, 2000, Module 5, p.7.

Handout 6: Outreach role plays²⁴

Role Play 1: Natasha (13-year-old girl) – Child

You are Natasha and you are 13 years old. You ran away from home because your mother died and your father doesn't care for you. He is more interested in vodka and other women. Your older brother (16) also lives on the street, but you don't see him very often. You work hard collecting bottles at the bazaar, but it doesn't really earn you a lot of money. You spend a lot of time with the other girls on the street, but you need to be tough because they are all quite dominant. So you imitate them and act rough. You also fight quite a lot with the boys when they want to take away your food or money. You have learned how to survive. You never saw this person who is coming up to you now. You don't really want to talk to them and you act rudely (turning your back, saying it is none of their business to know about you). If this person starts to ask questions you make up lies, making it seem as if you have a nice life and no problems.

During the role play try to imagine you are Natasha and what it feels like to be her.
For feedback afterwards:

- How did you feel during the conversation?
- Did you like the social worker and the way s/he talked to you?
- Did you feel at ease, so you could open up, more than you intended?
- What did you like about the social workers behaviour? / What made you feel comfortable?
- What could the social worker have done to make you feel more comfortable?

Role Play 1: Natasha (13-year-old girl) – Social worker

You have been observing this girl (about 13 years old) for a while and you have noticed that she works hard collecting bottles. She hangs around with some other girls and they argue a lot, all acting quite aggressively in their behavior. The boys tease the girls a lot which sometimes ends in fights. The girl looks very 'closed' and withdrawn into herself and she doesn't make a happy impression. You decide to introduce yourself and try to get her trust in order to find out more about her.

During the role play do what you think is good and be yourself.
For feedback afterwards:

- How did you feel during the conversation?
- Did you feel you made progress?
- What was difficult?
- With hindsight, is there anything you would have done differently?

Role Play 1: Natasha (13-year-old girl) – Observer

As the observer, make notes on the feedback sheet during the role play. Observe especially the communication skills of the social worker: What does s/he do to make the child feel at ease? What kind of questions does s/he use? How is the non-verbal communication? etc. During the feedback afterwards, use 'sandwich criticism' [see Manual 1, TOT Section 13]: mention first what went well and then give some constructive critical comments so the social worker can learn from this exercise, then finish with another positive comment. After the role play first ask how the child felt during the role play, then how the social worker felt and then finally you give your own feedback.

²⁴ Adapted from EveryChild Kyrgyzstan training materials developed by Laura Boone, 2005.

Role play 2 - Alexei (11-year-old boy) - Child

You are Alexei and you are 11 years old. Your father is with another woman. Your mother is sick all the time and doesn't seem to care for you, she just has self-pity. Your older sister (13) is always home to take care of your mother. You spend most of the time on the street to earn some money, by helping in a café and begging. You go home late at night and leave early in the morning. You don't like it at home because your mother always scolds you about not bringing home enough money and says you are worthless. You see this person (social worker) almost every day on the street talking with other children. You don't trust this person very much, thinking they might be from the police or want to take children away. You avoid contact but you are curious because this person seems nice. At some point you are sitting on a bench and this person comes up to you. You avoid eye contact and keep your answers short.

During the role play try to imagine you are Alexei and what it feels like to be him.

For feedback afterwards:

- How did you feel during the conversation?
- Did you like the social worker and the way s/he talked to you?
- Did you feel at ease, so you could open up, more than you intended?
- What did you like about the social workers behaviour? / What made you feel comfortable?
- What could the social worker have done to make you feel more comfortable?

Role play 2 - Alexei (11-year-old boy) - Social worker

For some time now you have seen this young boy (about 11 years old) on the street, mostly begging or hanging around at a café. He seems a bit afraid of you and avoids making contact, although he always follows you with his eyes. You decide to give it a go and when you see him sitting alone on a bench you walk up to him.

During the role play do what you think is good and be yourself.

For feedback afterwards:

- How did you feel during the conversation?
- Did you feel you made progress?
- What was difficult?
- With hindsight, is there anything you would have done differently?

Role play 2 - Alexei (11-year-old boy) - Observer

As the observer, make notes on the feedback sheet during the role play. Observe especially the communication skills of the social worker: What does s/he do to make the child feel at ease? What kind of questions does s/he use? How is the non-verbal communication? etc. During the feedback afterwards, use 'sandwich criticism' [see Manual 1, TOT Section 13]: mention first what went well and then give some constructive critical comments so the social worker can learn from this exercise, then finish with another positive comment. After the role play first ask how the child felt during the role play, then how the social worker felt and then finally you give your own feedback.

Role play 3 - Nurbeek (15-year-old boy) – Child

You are Nurbeek and you are 15 years old. You have already lived on the streets for 6 months. You ran away from home because your father drinks a lot and he started to hit you, your mother and your younger brother and sister. They live now with an aunt but she didn't have enough space for you to stay there as well. So you chose to live your own life and you survive well on the streets. You have a lot of friends and usually you have enough money. You beg at places where you know there are lots of foreigners and you also steal money or food. You stayed in a shelter once, but ran away because you didn't like the rules and duties. Back on the street, the police caught you and you spent a week in the detention centre. Now you are back on the streets again. You see this social worker a lot on the streets and the other children have told you she is okay to talk to. You want to talk to her, but more to show off how tough you are, how you can deal with problems and how much money you make. You start the conversation by being very familiar and saying something like 'hey, how are you, I haven't seen you in a while'.

During the role play try to imagine you are Nurbeek and what it feels like to be him.
For feedback afterwards:

- How did you feel during the conversation?
- Did you like the social worker and the way s/he talked to you?
- Did you feel at ease, so you could open up, more than you intended?
- What did you like about the social workers behaviour? / What made you feel comfortable?
- What could the social worker have done – to make you feel more comfortable?

Role play 3 - Nurbeek (15-year-old boy) – Social Worker

You know this boy, Nurbeek (about 15 years old) but only from seeing him around and from the stories you have heard from other children. Normally he says something when you see him. You know he has already been living on the streets for quite some time, but you haven't seen him lately. You know he begs and steals and he seems to be popular with other children. Suddenly you see him again and you walk up to him and want to get to know him better.

During the role play do what you think is good and be yourself.
For feedback afterwards:

- How did you feel during the conversation?
- Did you feel you made progress?
- What was difficult?
- With hindsight, is there anything you would have done differently?

Role play 3 - Nurbeek (15-year-old boy) – Observer

As the observer, make notes on the feedback sheet during the role play. Observe especially the communication skills of the social worker: What does s/he do to make the child feel at ease? What kind of questions does s/he use? How is the non-verbal communication? etc. During the feedback afterwards, use 'sandwich criticism' [see Manual 1, TOT Section 13]: mention first what went well and then give some constructive critical comments so the social worker can learn from this exercise, then finish with another positive comment. After the role play first ask how the child felt during the role play, then how the social worker felt and then finally you give your own feedback.

Outreach role plays: Feedback form for observers

Role play #:

Social worker:

Child:

Observer:

Positive comments:

Constructive comments:

Types of used questions:

Non verbal communication:

Other comments:

Handout 7: Referral contact sheet

Name of institution / organization	Type of service/ support offered	Main contact person/s	Contact details (address, phone – office/ cell/, email, fax)	Hours contactable	Who to contact out of office hours	Tips/ extra information

Handout 8: Clarifying drop-in centre aims and targets

Complete the following table *based on your specific context* (overall project aims, available services and resources etc.). Think carefully about how you can balance the provision of short-term services with the need to bring about long term improvements in the lives of children in street situations.

	Aims of drop-in centre	Pros	Cons
1	<p>A drop-in centre is a safe place where children in street situations can come to:</p> <ul style="list-style-type: none"> • relax; • speak to a responsible adult; • access services – e.g. counselling and visiting medical, legal or other professionals; • take part in life skills, educational, cultural, sport, creative and other activities which aid their development 	<p>Please note: These are the bare minimum aims that drop-in centres should set out to achieve. These elements, as outlined in the definition of 'drop-in centres' are essential. Other aims, below, are 'additional extras' and will depend on local circumstances.</p>	
2	To provide children in street situations with the opportunity for rest and play, outside of structured activities. This includes providing access to a collection of toys and games		
3	To build the capacity of children in street situations to conduct peer work, including peer outreach (peer education training centre)		
4	To facilitate the transition of <i>homeless children</i> into more structured living situations such as residential centres, foster homes, group homes or family reunification (in other words the drop-in centre is a temporary 'transit centre' which refers homeless children onto other services: it is not expected that the same children will continue to attend the drop-in centre indefinitely)		
5	To be a permanent place of refuge for <i>homeless children</i> to attend during the day (it is expected that the same children may continue to attend the drop-in centre indefinitely)		
6	To provide overnight accommodation for <i>homeless children</i> (i.e. to function as a night shelter as well as a drop-in centre)		

7	To link <i>children who work on the streets but who still live in a family situation</i> into longer-term support mechanisms for themselves and their families (in other words the drop-in centre is a temporary 'transit centre' which refers children onto other services: it is not expected that the same children will continue to attend the drop-in centre indefinitely)		
8	To be a permanent place of refuge for <i>children who work on the streets but who still live in a family situation</i> to attend during the day (it is expected that the same children may continue to attend the drop-in centre indefinitely)		
9	To provide children in street situations with safe storage for their working materials and/or personal belongings (preferably in a personal 'locker')		
10	To provide children in street situations with washing facilities		
11	To provide children in street situations with nutritious snacks (not just biscuits and sweets)		
12	To provide children in street situations with reference information (leaflets, posters, 'library' books etc.)		
13	To provide adolescent girls in street situations with day care activities for their babies (crèche facilities) so that the girls can continue to work during the day and not have to resort to sex work, and so that babies and young children in street situations receive early child development services		
14	Other (please specify)		

If you do not currently do drop-in centre work then ignore the table on the left. Complete the table on the right based on the aims you have decided on from the previous table.

Types of children we currently target in drop-in centres	Why?

Types of children I think we <i>ought to be</i> targeting in drop-in centres	Why?

Handout 9: Basics of drop-in centre work

A drop-in centre is a safe place where street children can come to:

- relax
- speak to a responsible adult
- access services
- 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

Child protection:

The children must feel safe at the drop-in centre. This means making the following things as safe as possible:

- **The room / building / space** (beware of dangerous wiring, potential for accidents, specific dangers children might have to encounter in order to get to the centre).
- **Behaviour of adults towards children** (follow good child protection guidelines: make it clear to the children what behaviour they can expect from you and display this somewhere visible: e.g. 'We will... We will not...').
- **Behaviour of children towards the adults and towards each other** (work with them to develop codes of conduct, e.g. 'Whilst we are here, we will: respect each other; listen when someone else is talking.. etc... We will not: hit each other; steal each others' things; bully or make fun of each other; make others feel bad... etc... Make sure this is done as a positive, rather than a negative exercise. Get the children to decorate the guidelines and display them in the centre.
- **Recruit a 'Welcome Officer'**. Have a group discussion with all the children about how all of you should welcome new children to the centre (e.g. greeting them with a smile, asking their name, introducing them to others, explaining the behaviour guidelines and centre rules, sitting next to them and helping them in activities etc.). Ask for a volunteer from amongst the regular children to be the 'Welcome Officer', or get the children to elect someone (use this as an opportunity to encourage decision-making and take responsibility through voting). The new Welcome Officer should then be trained on how to welcome new children who come to the centre. There could be one boy, one girl and/or a rotation system for different days of the week / different months etc. The other children can be encouraged to monitor the Welcome Officers and make suggestions / complaints.

Child participation:

Remember – the children themselves are your best resource: ask them what they think, how they feel, and what ideas they have – almost everything can be used as an occasion to develop their skills and encourage their participation!

Some key principles of drop-in centre work:

- Remember **child protection** behaviour guidelines at all times
- **Regularity** (same time; same faces as much as possible)
- **Punctuality**
- **Honesty** at all times and **not making any promises** that you might not be able to keep
- **Inclusion** – do not exclude
- **Work in pairs** (preferably one female, one male)
- **Work with children to develop rules** and a system for enforcing them (preferably a system which is fun!)
- **Be consistent with discipline and rules:** be firm, friendly and fair. Make sure the children cannot play one of you off against the other: back up your co-worker.

Record-keeping:

Standard formats for attendance and for planning activities should already be in place at the centres. Make sure to pass on all relevant notes to new staff and, if possible, have a face to face handover to explain the drop-in centre work.

Types of activities

- **Be very careful not to exclude anyone!** In all activities, take into account: different levels of ability within the group; physical and learning disabilities; children's interests; children's levels of literacy.
- **Work in pairs:** one person to lead the session and the other to deal with discipline or emotional problems, to observe, support, and make notes on who has attended the session.
- **Planning activities:** activities can have different goals and stimulate different skills/characteristics. Think carefully about what activities you want to do and how they fit into the project plan. Make a note of which activities work well and why.

1. Life skills: Developing knowledge, skills, positive behaviour and attitudes, and the ability to adapt that enables individuals to deal with the demands and challenges of everyday life – e.g.

- Decision making and problem solving
- Critical and creative thinking
- Effective communication and self-awareness
- Interpersonal relationships and empathy
- Coping with stress and emotions

2. Informal education: This focuses on increasing knowledge through interactive methods. It refers to education outside the formal school system. It has a value of its own, but it can also prepare children for integration back into formal schools. If the purpose is the latter, then the following skills need to be developed:

Listening Memory Discipline Attention/concentration Regularity

3. Recreation: These activities should have the full involvement of children. Recreation and fun activities have a value of their own (we all need to relax, especially if our lives are difficult!). They are also very important for healthy development and for strengthening skills. Activities can include:

Play Sport Games Arts/crafts Exercises
Music Drama Reading/listening Creative expression

You may find it easier to start with less structured activities and move to activities which require more concentration and complex rules. Alternate active and more passive activities to keep children interested and to use a range of their skills.

Handout 10: How to plan drop-in centre activities²⁵

Depending on the specific aims of our drop-in centre work, it is likely that we will plan a series of structured activities for children. Here are some questions to help with the planning process.

1. Overall aims and structure of the drop-in centre

- What are the overall aims of the drop-in centre? (This will affect the types of activities you will do: life skills, informal education, recreation)
- What types of children will be attending and how many? / Who is your target audience and what are their needs?
- What physical space do you have available? Is there room for indoor and outdoor activities?
- How long is the drop-in centre open for and when? Draw a timetable of the hours for which activities are needed (e.g. Monday, Wednesday and Friday from 14.00 – 17.00)
- What resources do you have available? (Human resources – regular staff and guest speakers / visiting professionals; art and craft materials; toys and games; books etc. Remember that there are many activities which require little or no financial budget!)

2. Addressing children's developmental needs

- Activities should contribute to the 4 areas of child development: physical, cognitive, emotional and social / moral. Should you have an equal balance of activities which contribute to all of these areas equally, or are there some areas in need of more attention for the group as a whole or for particular children within the group? [Life skills, informal education and recreation contribute to each of these 4 areas simultaneously].



See also: Manual 1, Handout 13 (areas and stages of development).

- How can you use 'personal development plans' to help establish personal goals for individual children to achieve through activities? For example, a child might have a goal one month to improve how to: 'wait for your turn'; 'pay attention to others'; 'play together nicely'; 'cope better with losing' [see Appendix 5, Form F for a sample personal development plan]
- How can you provide time for both individual and group activities? For active and passive activities?
- How can we choose and facilitate activities that will help children to:

Participate well	Be able to control impulses and emotions
Be able to communicate at various levels	Be unselfish
Be achievement oriented	Have an appealing temperament
Be able to solve problems	Be sympathetic/empathetic
Be creative, be autonomous	Trust and be trusting
Have high self-esteem	Be humorous
Be persistent/patient	Be resilient

- How can we balance structured and unstructured activities? Both are important. Structured activities can target particular aims deliberately. However, unstructured

²⁵ Incorporates some material from Laura Boone training materials for EveryChild Kyrgyzstan, 2005.

play time is important because it allows children the space to manage their own time and to take the initiative in planning activities which is not possible if everything is always structured for them by someone else.

6. If we have the same group of children regularly attending, how can we build up from more simple to more complex activities?
7. If we do not have children who attend regularly, how can we manage mixed abilities / new children at each session?

3. Child participation

- a. How can you plan activities together with children? (ask children what they want to do and take them seriously! - If you are not going to take them seriously, then don't ask them for ideas in the first place!)
- b. Can you build up the planning and organization skills of children in a gradual process? (e.g. start with jointly choosing individual activities; then get children to think about the purpose of different types of activities; then move towards planning a series of activities, balancing different types of aims; then start jointly planning weekly and monthly activity sessions).
- c. How can you encourage children to take responsibility for running some activities? (e.g. taking it in turns to gather other children together, give instructions, hand out and collect materials or sports equipment, clear up afterwards).
- d. How can you get feedback after the activity? Did they like it? Why / why not? Did it achieve its aims? What could be done differently next time? Etc.



See also: Appendix 5, Form D (sample drop-in centre session plans: monthly and weekly objectives and individual session plans).

Other things to think about when planning activities

The importance of play and creativity

- Provide structured and unstructured opportunities for play and creativity: children may or may not be used to such opportunities depending on their personal history and culture.
- The right to play is incorporated into the UN Convention on the Rights of the Child (Article 31) because it is essential for relaxation and for development: children relax and learn through play.
- Play encourages creativity which is an essential asset to come up with solutions to complex problems. Creativity helps us to adapt to changing situations.
- Play helps to break down barriers between children, and between children and adults.
- In addition to the inherent developmental value of play and creativity, fun activities will help to attract children in street situations to attend the drop-in centre and build trust with the workers so that they can also engage in other types of activities and services.
- Some activities can be purely 'play' oriented. However, other activities, such as non-formal education, can also incorporate play and creativity into their methodology. The more fun an activity, the more children will learn from it and the more they will be motivated to continue with such activities.

Creative therapy versus therapeutic activities

- It is important to point out that the majority of drop-in centre workers will not be trained counselors. However, there are many activities and games that all caregivers, with little psychological training, can provide to children.
- Trained and experienced therapists and counselors use creative therapies (drama, art, music, movement, etc.) as a method of drawing out the hurt from children who have been abused. The activities are merely a means to an end, for example, a counselor may use the child's picture to lead that child on a journey back to the original cause of her trauma.
- But creative activities can be a therapy in themselves. Just participating in the activities will be a positive experience for the child and the caregivers.
- It is good to avoid work that could be emotionally stressful, but use activities that may raise the child's awareness of his or her potential.
- Specialized one-on-one creative therapy asks for a good deal of professional, training needs to become skilled at it. But group work, drama, art, etc. can be a therapy in itself.



-  **Please note:** Never 'interpret' or make assumptions about a child's drawings or other forms of creative expression. For example, do not assume that because a child draws a picture of two adults hitting each other that these are his or her parents. The child may simply be drawing something they saw on TV or at the market – or something that someone else told them about! If you are concerned about something the child has drawn or said, stay calm and ask open, not closed, questions. For example, you could say: "That's an interesting drawing / play / story. Can you tell me about it?" Do *not* say: "Is that you and daddy fighting?"

Handout 11: Family reunification- key points to remember

Remember the child rights-based approach ('Table Leg Test'):

- Will family reunification contribute to the child's overall **life, survival and development**?
- Is family reunification in the **best interests** of the child?
- How is the child **participating** in the decision-making and process?
- Does the process **discriminate** against any particular children (girls, boys, ethnic minorities, disabled children etc.)?
- What **resources** are available to implement the process?

Choice: Always present family reunification as one of several options

Definition of family: 'families' come in all shapes and sizes. Families change over time. There is no one 'model' for an ideal family. Have respect for the diversity of children's family situations. Avoid being judgemental about family situations which are different from your own.

Voluntary or involuntary separation? Be aware of the difference between 'family tracing' and 'family reunification'.

'Reunification windows': These can be reactive and proactive. 'Windows' are often linked to crisis points and adolescence, the age of child and length of time he/she has been separated / on the street.

Process: 5 stages of family reunification

STAGE 1: Information gathering & assessment

- a. Who is the child's family?
- b. Why is the child not with their family?
- c. Assessment: is family reunification an appropriate option for this child?

STAGE 2: Introducing the idea of family reunification

STAGE 3: Preparation:

- a. Child
- b. Family
- c. Community

STAGE 4: Managing the first meeting

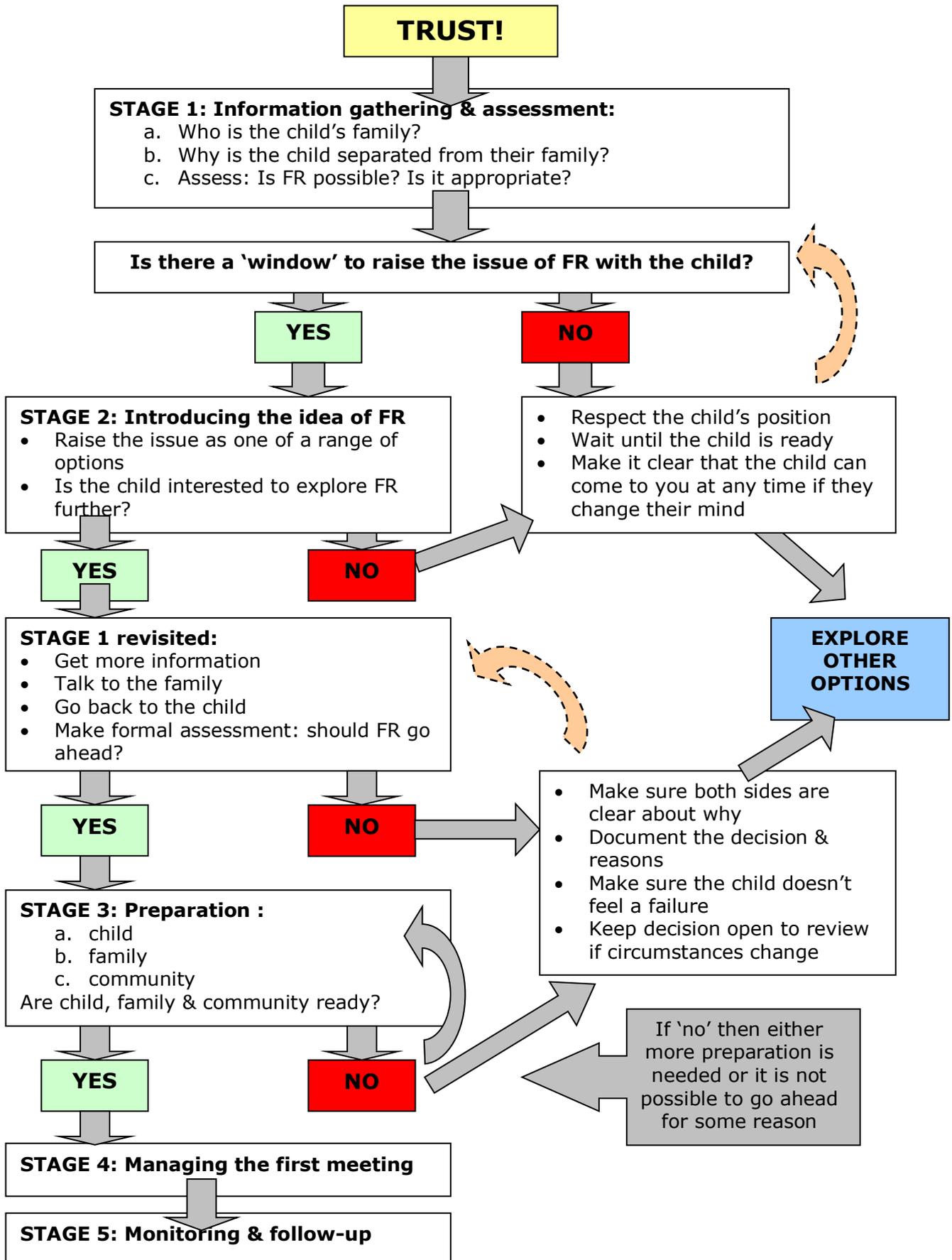
STAGE 5: Monitoring and follow-up

Child psychology: There is a natural tendency to be suspicious of people who try to radically change our lifestyle. Does this person really care about me or are they just trying to get me out of the way? Are they pressuring me to do something I don't want to do? Does this person understand why I am not with my family, how that makes me feel, and the complex emotions I feel about going back? (fear, shame, pride, anger, hurt, excitement, suspicion that nothing will really change, fear of being rejected again...) So....



Either do family reunification properly, or don't do it at all!!!

Handout 12: Family reunification flowchart



Handout 13: Stage 1 of family reunification - information gathering and assessment

Stage 1: Overview

In this stage we are trying to find out 3 things:

- a) **Who is the child's family?**
- b) **Why is the child separated from his/her family?**
- c) **Is family reunification possible? Is it appropriate?**

This is not possible unless a good level of **trust** has been established with the child.

The period of information gathering and assessment will take place over a period of time, in at least 2 phases:

1. **Initial information gathering and assessment:** whilst getting to know the child. Gathering information at this early stage does *not* necessarily mean raising the issue of family reunification with the child (which is Stage 2). It is possible to find out about the child's family and reasons for separation without talking about family reunification. The 'assessment' here is whether or not to raise the issue of family reunification with the child at this stage in your relationship with the child.
2. **Detailed information gathering and assessment:** If it was decided after the initial information gathering that family reunification might be possible and appropriate then the issue will be raised with the child at a suitable point in time (Stage 2). After having raised the issue, if the child is interested in exploring family reunification further, then more detailed information will need to be collected. On the basis of this more detailed information, a revised assessment will need to be made as to whether family reunification is possible and appropriate.

The approaches and tools used to gather information, as set out below, will depend on whether you are gathering initial or detailed information.

1.a. Who is the child's 'family'?

- Composition of family and significant changes over time
- Type and quality of relationships
- Geographical location / address
- Who would the child like to be reunified with? (may or may not be immediate family)

1.b. Why is the child separated from their family?

- Was the separation:
 - **Voluntary** (run away, economic migrant) or
 - **Involuntary** (lost, abandoned, kicked out)
- Was the separation:
 - **Sudden** or
 - **Gradual** over a period of time? (may be different for boys & girls)
- Understand push and pull factors:
 - **Immediate factors:** incident (e.g. specific violence, loss of income, change in family structure through death, abandonment, re-marriage)
 - **Underlying factors:** chronic poverty; physical, sexual, psychological violence; alcoholism or drug abuse; parental depression; lack of opportunities; desire for consumer goods

- **Please note:** The child's and the family's perspective on what happened may be very different and it may change over time or with reflection.

Tools to assist in information gathering:

- Draw your family as a picture
- Draw a family tree
- Lifeline – changes in family over time
- Conversation or interview

Interview guidelines²⁶:

- Trust
- Respectful, sensitive, relaxed, honest and positive atmosphere
- Comfortable location where child feels free to speak openly and honestly
- Listen! Show you are interested
- Be aware of your language & body language (individualised, gender-sensitive and culturally appropriate)
- Led by pace and topics set by the child, not by the interviewer or a form which 'needs to be filled out': allow enough time to clarify things which are not clear
- Avoid giving advice, providing solutions, moralising, arguing, sympathising, interpreting or withdrawing
- Pay attention to details: may be important to child, even if you don't understand why
- Information may be incomplete or contradictory: don't worry – can be checked later
- Not just about collecting information: counselling, comfort and support

Reunification Interviews at Mkombozi Centre for Street Children, Tanzania²⁷

The interviews are done in two parts to reduce the child's boredom and to slowly build trust.

INTERVIEW ONE:

- Name and Age
- Tribe / clan
- Education (*Educational history; Has the child been sent to school? Which class did they reach? Which school did they attend? Who paid the school fees?*)
- Basic family information as an introduction to the second interview:
 - *Where has s/he come from? (Village, Ward, District, Region)*
 - *Name and place of work of father*
 - *Name and place of work of mother*
 - *Relatives – names, where they live and work*
 - *Other information about relatives and the child's relationship with them.*

Explain to the child about the plan for a second interview, the date and aims of the interview.

INTERVIEW TWO:

- What kind of relationships did s/he have within their family?
- What were his/her reasons for leaving home?
- Who did s/he last live with?
- What does s/he feel about returning home?

²⁶ Adapted from *Working with Street Children – A Training Package on Substance Use, Sexual and Reproductive Health including HIV/AIDS and STDs*, World Health Organisation, Geneva. 2000.

²⁷ Taken from Mkombozi Centre for Street Children, *Family Reunification Department Policy and Procedures*, Appendices 5 & 6, Tanzania, 2002, as cited in: *In Best or Vested interests? An Exploration of the Concept and Practice of Family Reunification for Street Children*, Thomas Feeny, Consortium for Street Children, 2005, pp.35-36.

- Which relative would s/he like to visit first?
- Can s/he tell us about any anxieties which would be relevant for us when we visit their home? e.g. fear, drunkenness etc.
- What are the child's plans for his/her future?
- What day does s/he think would be good to visit the home and who does s/he want to meet?

1.c. Assessment

- **Is family reunification possible?**
 - Can you find the family? (Can child remember address? Relocated? Changed name?)
 - Verify the family's identity (documentation, cross-reference stories / memorable situations, take photos of family, *don't* take child)
 - Are both sides (child & family) interested to take this option forward?
- **Is family reunification appropriate?**
 - **Assessment criteria for families²⁸**
 - ❖ Child protection: risk assessment of physical, psychological or sexual violence, exploitation etc.
 - ❖ Ability to use support networks (e.g. neighbours, extended family, organisations)
 - ❖ Ability to develop trusting relationships
 - ❖ Ability to develop positive 'family vision' (how they would like their family to be)
 - ❖ Ability to articulate, understand and act upon their needs
 - ❖ Motivation to keep children
 - ❖ Physical & mental limitations (e.g. illness or disability)?
 - ❖ Addictions?
 - ❖ Hostilities within the family?
 - ❖ Criminal history of family members?

Assessment: non-discrimination - disabled children and children who are HIV positive:

- Have the same rights as other children & should not be excluded from family reunification opportunities. Follow same process
- Emphasise abilities
- Find alternatives means of communication if necessary
- Explore community support mechanisms
- Work to reduce community misunderstanding and stigma
- [No mandatory HIV testing]

"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)

Tools to assist in assessment:

[Same as for information gathering] plus...

- Child protection risk assessment
 - Assessment of the best interests of the child
 - Internal and external risk and resilience factors – diagram ('me map')
 - Mobility mapping
 - Flow diagrams (needs assessment: money, health, emotional support)
- [Mobility mapping and flow diagrams are explored in Stage 3 – preparation]

²⁸ Adapted from Feeny, p.41.

If the child does not want to go ahead with family reunification:

- Respect the child's position
- Wait until the child is ready
- Make it clear that the child can come to you at any time if they change their mind
- Explore other options for long-term support

If the child wants to go ahead but assessment reveals that family reunification is not possible or appropriate:

- Make sure both sides are clear about why
- Document the decision and reasons
- Make sure the child doesn't feel a failure
- Keep decision open to review if circumstances change
- Explore other options for long-term support

Handout 14: Stage 2 of family reunification - introducing the idea of family reunification

Stage 2: Overview

If, after initial information gathering and assessment, it seems that family reunification may be possible, you need to decide whether it is a good time in your relationship with the child to raise it as an option. In other words, is there a '**window**' to explore family reunification with the child.

If yes, then take into account the guidelines below.

If no, then wait for a 'window' to open up in future as circumstances change, or as your relationship with the child develops.

If, after raising the issue, **the child wants to explore family reunification further**, then return to Stage 1 to do more detailed information gathering and assessment.

If, after raising the issue, **the child does not want to explore family reunification further**:

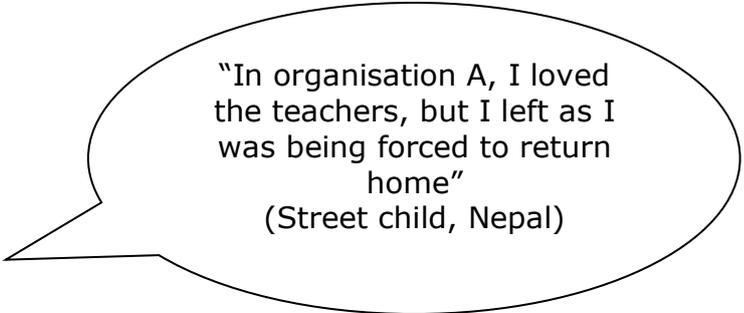
- Respect the child's position
- Wait until the child is ready
- Make it clear that the child can come to you at any time if they change their mind
- Explore other options for long-term support

Child psychology: be aware of possible feelings²⁹:

- Guilt or anger at being neglected, abused or abandoned
- Fear of continued abuse or new 'punishment' for having run away
- Fear of being rejected again by family or stigma by community
- Memory of separation may be too painful to think / talk about
- Might not remember details
- Might prefer current independence, income, friendships
- Suspicion of people trying to 'change' things

Raising the issue: guidelines³⁰

- The longer the relationship with the child, the more trust and more likelihood it will be seriously considered
- Must be presented as one option amongst others- never present it as the only option: discuss pros and cons of each option so the child can make informed decisions
- Explain the process in detail
- Be honest about risks but not overly negative
- Never use: bribes, threats, deception, force, humiliation, fear or other emotional abuse!
- Make it clear that: decision does



"In organisation A, I loved the teachers, but I left as I was being forced to return home"
(Street child, Nepal)

²⁹ Adapted from Feeny, p.30.

³⁰ Adapted from Feeny, p.28.

not have to be immediate; declining family reunification will not affect relationship with organisation

- Multiple sessions – child needs time to digest idea - but avoid repetition being perceived as pressure to accept family reunification

Bad example of an NGO which builds trust with street children through sports, games, music and leisure and then, after encouraging these desires says:
"If you want to participate, you must live with your family." (Brazil)

"When a child stays on the streets for more than 3 days, it often becomes difficult to reunify him/her with their family."

(Mkombozi NGO, Tanzania)

Reunification windows³¹

- Can be reactive and proactive
- Are often linked to:
 - crisis points
 - adolescence
 - age of child and length of time he/she has been separated / on the street

"I want to be a shoeshiner but I am too big. People don't like me any more and prefer smaller boys to shine their shoes. Now I am quite big and everything feels bitter, it's so difficult. I want to go back home, but I'm afraid of my mother and that she will beat me again."

(Supri, 15-year-old boy, Indonesia)

- If a child requests family reunification...



Please note:

- Don't skip stages just because the child seems keen
- Make sure it is an informed decision and fully understood (not just a reaction to an immediate crisis)
- May have been pushed into it by another child to test the process

³¹ Quotations: Supri, 15 years old, February 1996, Quoted in Beazley (2003) and Feeny, p.20.

Handout 15: Stage 3 of family reunification - preparation

Stage 3: Overview

If, after detailed information gathering and formal assessment it is decided that family reunification should go ahead, then preparation needs to take place of:

- a. the child**
- b. the family**
- c. the community**

If, after this preparation all sides are ready to proceed then move to Stage 4 (managing the first meeting). Or if the stakeholders are still not ready then either more preparation is needed or it is not possible to go ahead for some other reason.

If family reunification cannot go ahead at this stage:

- Make sure both sides are clear about why
- Document the decision and reasons
- Make sure the child doesn't feel a failure
- Keep decision open to review if circumstances change

a. Preparation of child

General guidelines:

- Don't make promises you can't keep.
- Prepare the child that it might not happen – there are no guarantees.
- How does child feel about different members of family?
- "Imagine what your family is feeling" – encourage empathy.
- Discuss: "What needs to change: in you and in your family?" (keep the action plan realistic and achievable – do not set families and children up to fail).
- Children may want to take something back to the family (as a matter of pride) – this will need to be discussed and agreed. [See Stage 4 for a discussion of the pros and cons of 'family reunification packs'].
- Discuss how follow-up and monitoring will take place.

Talk through what it will be like:

- Seeing family again.
- Living in a group / with routine / with roles and responsibilities.
- What will be the easiest / most difficult part?
- What will you miss about street life?
- What problems might arise and how can you cope with them?
- Talk through different scenarios of what might happen.
- Share stories of other children who have gone through family reunification, both positive and negative stories.
- Make it clear that there are people to turn to in case of problems, instead of immediately running away again.

Tools to assist in preparation of child:

- 'Me map' (internal and external risk and protective factors) – how this might change after reunification
- Family drawing
- 'Mobility map' [see below]
- 'Flow diagram' [see below]
- Timetable for preparation: what will happen when

- Scrap book / diary of events leading up to reunification – can include hopes and fears, memories from life on the streets, memories of family
- Case studies of other children (both positive and negative)
- Flow chart – “what happens if...?”
- Action plan and reunification contract which is realistic and achievable [see Stage 4 for more about ‘reunification contracts’].

Project example: 1 month ‘home orientation camps’ (SATHI-Indian NGO)

- Structured daily routine
- Development of healthy habits
- Cultivate a reflective approach
- Week 1: Adjustment to camp life
- Week 2: Good and bad aspects about life on the streets
- Week 3: Relationships (building on affectionate relationships; use of fables; stories)
- Week 4: Life goals and achievements (inc. case studies of other children; children are asked if they would like to consider giving their home address to explore the possibility of family reunification; if so, their parents are invited to attend a public ceremony at the camp)

b. Preparation of family

- Talk through changes that may have occurred in the family and child since separation.
- Discuss the reasons for separation from their perspective and compare them with the child’s perspective.
- Pick up on, and address, prejudices and assumptions about the child being: ‘bad’, ‘lazy’, ‘useless’, ‘a prostitute’, ‘using drugs’ etc.
- Get them to identify at least one thing that they like about the child.
- “Imagine how the child is feeling” – encourage empathy.
- Explore access to support: financial, emotional etc. [see ‘flow diagram’ below].
- Discuss how follow-up and monitoring will take place.
- Develop action plans and a reunification contract.

Tools to assist in preparation of family:

- [similar to tools used with a child]

b. Preparation of community

- Who needs to be involved? (based on child’s and family’s perspective)
- How can you balance the need to involve key people without the child and family feeling that ‘everyone knows their private business’? (discuss with child and family)
- Stakeholders to involve may include:
 - Teachers
 - Village leaders
 - Religious leaders
 - Others (especially those identified by the child or family as potentially helpful - or harmful)
- Overcome stigma that may surround the child’s return and encourage culturally appropriate and positive community responsibility / monitoring of the child and family (which is supportive, not interfering).



Warning: Remember to involve all necessary stakeholders in your action plan to ensure ownership and sustainability!

Mobility Mapping³²

A mobility map shows a family's social network. Using the map, a field-worker discusses with family members each place and person identified and the potential significance of that place or person to the household's economic functioning and ability to reintegrate the child. The map can also help identify potential opportunities for improving a household's economic productivity and, thereby, its capacity to provide for the needs of an additional child.

Information generated through mobility mapping can include, but is not limited to, the following:

- Type, level, and frequency of the family's economic activities
- Economic assets (such as land, animals, or remittances)
- Participation in community affairs (such as religious bodies and social groups)
- Family and community conflict
- Identification of extended family members, neighbours, and other community members whom the family relies on in times of need or crisis (the informal social safety net)
- Extent of social integration or isolation within a community
- Daily activities of any other children in the household (such as schooling, household tasks, economic tasks, and play) and indications of the well-being of those children
- Extent and nature of contact with formal social support services (such as health clinics, micro-finance services, and religious groups)

Maps are particular to each individual, and one family member's map may differ significantly from that of another. When used in combination, the maps reveal a complex, holistic family network and identify opportunities for economic strengthening of the family. That also holds true for flow diagrams.

How to draw a Mobility Map³³

1. After establishing a rapport with the child or family member, explain the purpose of the exercise.
2. Provide a piece of paper and a pencil or colored pencils (with an eraser). Draw a small house in the middle of the paper. Explain that this drawing represents his or her house. Now ask the person to draw around the house all the places and people that he or she sometimes visits. (For children or adults who are not comfortable drawing, the fieldworker can draw the map according to the person's instructions or help the person create a map on the ground using objects to represent places and people.)
3. After ensuring that the person understands the exercise, allow him or her time to draw or complete the diagram without interruption. Mapping can take from 20 minutes to 1 hour depending on how detailed the map is.
4. Once the map has been completed, ask the person to name all the places indicated on it. If the person is literate, ask him or her to label each place. If the person is not literate,

³² Feeny, p.43.

³³ De Lay, B. (2003) *Mobility Mapping and Flow Diagrams: Tools for Family Tracing and Social Reintegration Work with Separated Children*, International Red Cross-Rwanda, pp. 19-20, cited in Feeny, p.44.

label the places, explaining that this will help you remember each place. Take care to avoid a subtle putdown of "I can read and you can't."

5. Now verify that he or she has not forgotten any place or person. (Use probing questions such as the following: "Do you ever go to a neighboring town?" "Are there some days of the week or the month when you go to particular places?" "Are there places that you go to at different times of the year?") Ask the person to add other places or people to the map as they are mentioned.

6. Once the labeling is finished, ask the person to mark each of the places that he or she likes best with a particular color, using a colored pencil, marker, or sticker. (e.g. green)

7. Now ask the person to mark the places that he or she most dislikes in a different color. (e.g. black)

8. Then ask the person to mark the places that he or she visited most often (e.g. red) and least often (e.g. yellow), using a different color for each.

9. Once the map has been completed, it is time to interview. Begin by explaining that you would like to learn more about the drawing and would like to ask some questions. Ask if you can write down the responses.

10. Begin with the places that the person listed as "best-liked" places. Use the following discussion guides:

- "Tell me about this place." "Why do you like it?"
- "What do you do there?" (Probe for activities and reason for visits.)
- "Whom do you have contact with there?" (Probe for description and significance of each relationship.)
- "How often do you visit this place?" (Determine whether it was frequently, sometimes, or rarely.) "Please explain."
- "Have there been any changes in places you go to or people you visit over time?" "Please explain."

11. Follow the same line of questioning for "most-disliked" places.

12. In conducting an interview, follow the above guide, but do not be overly restricted by it.

Use follow-up questions for clarification and to gather additional information. The point is to generate as much conversation as possible in order to develop a complete picture of the social network and economic activities of the person and household.

The Flow Diagram³⁴

A flow diagram identifies the chain of resource persons approached when the household member or the child to be reintegrated is in need. Flow diagrams, more focused than maps, identify specific avenues for social support when the individual or household needs medical care, money, or moral support.

³⁴ Feeny, .p.45.

How to draw a Flow Diagram³⁵

1. After establishing a rapport with the child or family member, explain that the purpose of the exercise is to help you understand whom the interviewee turns to for help when there is a problem. Often, people turn to different individuals for different types of problems. For that reason, you will address three areas of need: money, health, and emotional support.
2. Begin with health problems. Ask the family member whom they ask for help when they have a health problem. Write that name at the top of a paper.
3. Proceed by asking whom would he or she turn to if the person listed were unable to help. Continue this line of questioning, writing the names in descending order until the family member's options are exhausted.
4. Next ask whom he or she would approach in the event of a financial problem. Once again, write this name down and then exhaust other options for assistance.
5. Conduct the same line of exhaustive questioning for emotional (or moral) support.

During the interview, you may ask probing questions such as "What type of support is provided?" "Why do you approach certain people?" "What are some past examples of support?"

³⁵ De Lay, pp.19-20, cited in Feeny, p.45.

Handout 16: Stage 4 of family reunification - managing the first meeting

Stage 4: Overview

If preparation of the child, family and community has gone well, and if all sides are ready, then the child can be reunified, paying attention to the guidelines here.

The process does not end after the first meeting, however. During the first meeting, make sure that the child, family and community are clear about how you will go about Stage 5 (follow-up and monitoring) which should have been discussed in detail during Stage 3 (preparation).

General guidelines and issues to consider

- **Discuss in advance and plan together:** when, where, how the first meeting will take place and who will be present.
- **Don't rush:** the child and family will be feeling at their most vulnerable and they will be apprehensive; complex and powerful emotions going on.
- **Psychology:** ensure the child feels s/he is moving forwards in a positive way, of his/her own choice, from you to the family, *not* being 'handed over' like a pawn. The child should not feel like you are abandoning him/her. Make it clear if or when s/he will see you again.
- **Public or private meeting?**³⁶
 - **Public:** neighbours, community leaders and extended family members witness and participate in the meeting to make it a memorable event – celebrated with music, dancing, prayers or other acts as culturally appropriate – to make the child feel welcome and to emphasise public responsibility to safeguard the child. Reunification contract could be read out and signed – publicly acknowledging the social, moral and economic bonds between the child and his/her family and community.
 - **Private:** would a public ceremony draw unwanted attention to the family and exacerbate previous problems? Could it cause additional stigma?
 - Make the decision based on the **participation and best interests** of the child!
- **'Reunification kits'?**³⁷
 - Can range from short term to longer term 'gift' of material value (e.g. basic foodstuff, clothes and school materials, a bicycle, livestock or even a piece of land).
 - **Pros:**
 - **Symbolic gift:** child feels proud at not coming back empty-handed.

³⁶ Adapted from Tolfree (1995:146) as cited in Feeny, p.49.

³⁷ Drawing on information from Feeny, pp.51-52 (which incorporates information summarised from Bonnerjea, L. (1994) *Family Tracing: A Good Practice Guide*. Save the Children Development Manual 3, pp.77-79).

- **Material aid** may help the family reintegrate the child e.g. through clothing, school assistance etc.
- **Cons:**
 - **Resources:** can they be better spent on reunifying more children rather than providing kits?
 - **Targeting:** should better-off families also benefit?
 - **Child-centred or family-centred?** E.g. school books? or a goat for the whole family? Is it better to equip the child with life skills & vocational skills for future rather than something of shorter term material value?
 - **Moral issues:** is this a bribe, a false incentive to families to take back the child? Isn't it enough to reunite the family? Is there a danger that it will incite resentment amongst other community members who do not receive anything? Is there a danger that it will incite other children to run away so they can 'get stuff' for themselves and their families?

'Reunification Contracts'³⁸

To formalise the reunification and help families appreciate the importance of their subsequent responsibilities, many organisations choose to draw up a 'contract' or agreement to confirm in writing that they are willing to accept and care for the child. The less close the degree of kinship, the more important this safeguard may be, and the contract may then be read out and signed in front of the assembled group to create a publicly acknowledged social, moral and economic bond.



Please note: It is likely that a written agreement will mean less to many families in other cultures than it does in a Western culture, and organisations should explore alternative strategies where necessary to ensure that the importance of this is expressed in locally appropriate ways.

Understanding what a 'Reunification Contract' should contain requires discussion with both the child and the family as to (a) what they feel is *desirable*; and (b) what they feel is realistically *achievable*. This may include issues such as anticipated school attendance, domestic chores and living conditions. The information obtained during interviews with the child and the family assessment are particularly helpful in this respect to avoid burden a reunified family with goals and expectations that are beyond their capacities and that may even serve to inspire further conflict down the line. Furthermore, the contract should also include some acknowledgement of the organisation's continuing commitment to the child's welfare by specifying their responsibilities for follow-up and future assistance should it be required. Again, staff need to be honest and realistic here to avoid disillusionment and feelings of abandonment in the eyes of the child and their family. The example below of reunification 'Terms of Agreement' drawn up by Mkombozi Centre for Street Children in Tanzania is a good example of how these considerations can be reflected in a simple and comprehensive manner:

³⁸ Tolfree (1995:146) as cited in Feeny, p.49; Feeny, p.50

Terms of Agreement between Mkombozi Centre for Street Children and

_____ (Name of child's guardian)

Concerning

_____ (Child's name)

On this day of _____

It is understood by both of the above parties that after this reunification the above guardian will take the following actions:

(tick) (Explain further: e.g. what school, relative?)

- The child will be entered into school _____
- The child will live with the above guardian _____
- The child will live with another relative _____
- The child will work at home _____
- The child will work for someone else _____
- The child will return to Mkombozi _____
- Other _____

It is agreed by both parties that:

Mkombozi Reunification staff will follow up on the child's progress 3 months after this date and again after another 3 months. The village officer who witnesses this agreement will follow-up the child and guardian's progress once a month for the next 6 months.

If the family or child experiences any problems they will contact the village officer or Mkombozi using the envelope provided. If the child leaves home the guardian will contact Mkombozi immediately using the envelope provided.

If these Terms of Agreement have been fulfilled after 6 months Mkombozi will end its relationship with the child and guardian. Mkombozi can end its relationship with a child or family if they feel there is no positive movement towards behavioural change and family reunification

Signed and Stamped by:

Witnessed By:

Mkombozi Reunification Officer

Child's Guardian

Village Officer/Representative

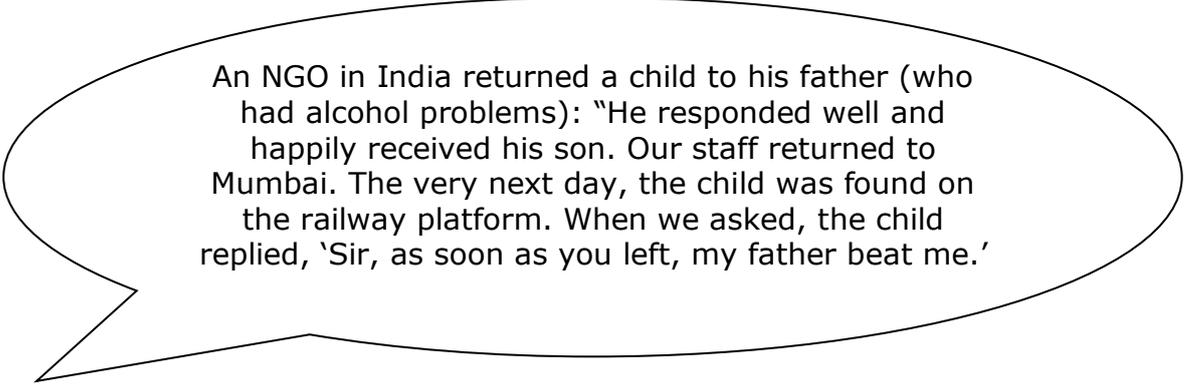
Date of 1st Follow up: _____ **Date of 2nd Follow up:** _____

Handout 17: Stage 5 of family reunification - monitoring and follow-up

Stage 5: Overview

Family reunification of children in street situations often has a high failure rate. By following the 5 stages outlined in this manual, in conjunction with the 5 basic principles for working with children and families, this failure rate can be minimised.

However, follow-up and monitoring of a child is vitally important, not only for the child's and family's well-being, but also in order to monitor and evaluate the success (or failure!) of your family reunification work in general.



An NGO in India returned a child to his father (who had alcohol problems): "He responded well and happily received his son. Our staff returned to Mumbai. The very next day, the child was found on the railway platform. When we asked, the child replied, 'Sir, as soon as you left, my father beat me.'

Benefits of follow-up and monitoring³⁹

- Child protection: check on safety and well-being of the child: offers protection and a contact for help.
- Acts to prevent problems since both the child and family expect to be followed-up.
- Offers reassurance to the child that someone outside the family cares about them.
- Helps to measure success rate.
- Offers feedback on the family reunification programme to see which elements need reviewing or strengthening.

How can we do follow-up and monitoring?⁴⁰

- Visits in person are preferable – at least one, preferably more.
- Follow-up may also be conducted using less formal and more indirect methods such as through medical check-ups or school records.
- For visits, develop questions for the child, family and community based on the family reunification contract (if relevant).
- Develop cooperation and coordination with other professionals; develop an 'early warning' system to deal with problems and also to deal with geographical distances involved [see Manual 2 for what a comprehensive, multi-agency system might look like]
- Leave the child and family with an emergency contact phone number or letter (an addressed envelope with postage already paid).

³⁹ Drawing on Feeny, p.53. Quotation taken from 2003 Annual Report of Saathi, a Mumbai-based organization implementing family reunification programmes for street children in India, cited in Feeny, p.53-54.

⁴⁰ Drawing on Feeny, pp.53.



Please note⁴¹:

- Need to balance actively monitoring the child with being seen as 'interfering'.
- Too many visits can disrupt the family bonding process and confuse the child's sense of belonging.
- How can you avoid the family feeling embarrassed by your visits?
- The child can use the opportunity of monitoring visits to make threats or demands on the family (which may be reasonable or unreasonable!)

How can we measure the 'success' of family reunification?

What are the indicators for success?

- **Quantitative:**
 - Number of children taken back home?
 - Number of children taken back home who are still there after 1/3/6/12/18/24 months?
- **Qualitative:**
 - If the child is still with their family but has dropped out of school again or if the child's health has deteriorated, is it still a 'success'?
 - Deciding when and how to intervene or act on your concerns - even taking the child back? [Make it very clear in advance the limits or extent of your responsibility towards the child].
- **Evaluation**
 1. Of individual cases
 2. Of the reunification programme / approach as a whole:
 - Efficient? Are processes adequate? Cost-effective? Can they be speeded-up, improved or done differently without compromising the quality of the process?
 - Effective? Impact on children, families and communities? Were all stakeholders well-prepared? Did they receive assistance to adapt to the new situation?

⁴¹ Drawing on Feeny, p.54.

**Questions to be asked on the first follow-up visit for reunified children:
Mkombozi Centre for Street Children, Tanzania⁴²**

General:

1. What where the Terms of Agreement?
2. How have they been followed?
3. Are there any problems?
4. What steps have been taken to deal with these problems?
5. What are the feelings of the child?
6. Contributions of others (e.g. neighbours, teachers)

Questions for the child:

1. How many times has s/he missed school?
2. Why?
3. Do they have any problems at school? What are they?
4. Has s/he talked to parents about these problems?
5. When s/he is at home, what do they do?
6. How do they feel about being at home?

Questions for their teacher:

1. How is the child's attendance at school?
2. How is his/her progress?
3. Are the parents following up on the child?

Questions for the village leaders / neighbours

1. How is the family progressing with the child since s/he was returned?
2. Has the family reported any problems with the child?
3. Where have you reached in resolving these problems?

What problems are they having?

1. School costs, uniforms, exercise books and pens
2. Hunger
3. Health
4. Comments – Do you think returning the child has been successful?

⁴² Mkombozi, p.38, cited in Feeny, p.54.

Appendices

Contents

Appendix 1: Adapting the materials to suit your needs

Appendix 2: Sample 3-day training agenda

Appendix 3: Sample evaluation form

Appendix 4: Index of training activities

Appendix 5: Sample record-keeping formats for outreach and drop-in centre work

Appendix 1⁴³: 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'⁴⁴:** 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
Section 1: Getting started	<ul style="list-style-type: none"> • Activity 1: Warm-up (or similar introductory game) [15 mins] • Present training aims [5 mins] • Activity 5: Draw picture of a child [5-15 mins] 	<ul style="list-style-type: none"> • Activity 3 & Handout 1: Baseline knowledge survey [10 mins] • Activity 4 & Handout 2: Attitudes and practice questionnaire [15 mins] <p>[Both of these can be done by participants in advance of the training]</p>	<ul style="list-style-type: none"> • Activity 2: Contributions and expectations portraits [10 mins] <p>[Expectations can be elicited via pre-training questionnaire instead]</p>

⁴³ Adapted from Manual 1, Appendix 1

⁴⁴ See Manual 1, TOT Section 7, 'How to plan sessions'

Section 2: Outreach	<ul style="list-style-type: none"> • 2a. Introduction • Activity 6 [15 mins] • Activity 7 [10 mins] • Activity 8 & Handout 3 [1.5 hours] • *Handout 4 • *Handout 5 • Activity 12 & Handout 6 [1-2 hours] • Key learning points 	<ul style="list-style-type: none"> • Activity 9 [45 mins – 1 hour] • Activity 10 [50 mins] • Activity 11, Part 3 [45 mins] • Activity 11, Part 4 [20 mins] • Activity 13 & Handout 7 [50 mins] • Activity 14 [45 mins – 1 hour] 	<ul style="list-style-type: none"> • Activity 11, Part 1 [15 mins] • Activity 11, Part 2 [30 mins]
Section 3: Drop-in centres	<ul style="list-style-type: none"> • 3a. Introduction • Activity 15 [15 mins] • Activity 16 [10 mins] • Activity 17 & Handout 8 [1.5 hours] • *Handout 9 • Key learning points 	<ul style="list-style-type: none"> • Activity 18 [45 mins – 1.5 hours] • Activity 19 [15 mins] • Activity 20 & Handout 10 [1.5-2 hours] • Activity 22 [50 mins] • Activity 23 [45 mins – 1 hour] 	<ul style="list-style-type: none"> • Activity 21 [20-40 mins]
Section 4: Family reunification	<ul style="list-style-type: none"> • 4a. Introduction • Activity 24 [15 mins] • Activity 25 [10 mins] • *Handout 11 • Activity 28 [45 mins] • *Handout 12 • Activity 30, Part 1 [10 mins] & Part 3 [30 mins] & Handouts 13, 14, 15, 16, 17 • Activity 36 [15-30 mins] • Key learning points 	<ul style="list-style-type: none"> • Activity 26 [1 hour] • Activity 27 [45 mins – 1 hour] • Activity 29, Part 3 [10 mins] • Activity 30, Part 2 [15 mins] • Activity 31 [1-1.5 hours] • Activity 32 [1-1.5 hours] • Activity 33 [1.5 hours] • Activity 34 [1.5-2 hours] • Activity 35 [45 mins] 	<ul style="list-style-type: none"> • Activity 29, Part 1 [10 mins] • Activity 29, Part 2 [15 mins]
Section 5: Overcoming obstacles	<ul style="list-style-type: none"> • Activity 37: Overview: importance of a positive attitude [10 mins] • Handout 18 • Key learning points 	<ul style="list-style-type: none"> • Activity 38: 'Bursting balloons!' [or similar exercise] [1 hour] 	
Section 6: Summary	<ul style="list-style-type: none"> • Activity 40: knowledge assessment[5-10 mins] – assuming this was done at the beginning of training • Activity 43: evaluation form [15 mins] • Activity 44: 3 personal action points[10 mins] • Concluding message (Section 6.d) 	<ul style="list-style-type: none"> • Activity 39: team quiz [45-60 mins] • Activity 41: attitudes and practices revisited [15 mins] 	<ul style="list-style-type: none"> • Activity 42: return to contributions and expectations tree [15 mins]

Training of trainers (TOT) materials (Manual 1)

	High priority	Medium priority	Lower priority
Training techniques	<ol style="list-style-type: none"> 1. Overview 2. Training methodology and adult learners [10 mins] 3. What makes a good trainer / facilitator? Presentation and body language [10 mins] 4. General training techniques [5-30 mins] 6. Training needs assessment [45 mins] 7. How to plan sessions [45 mins] 12. Monitoring and evaluation of training [30 mins] 13. Training practice: How to give constructive criticism to peers [if in a TOT format] [5 mins] 	<ol style="list-style-type: none"> 5. Creating a positive learning environment [30 mins] 8. Training action plan [45 mins] 9. Logistics 10. Training tools [75-105 mins] 	<ol style="list-style-type: none"> 11. How to facilitate group work [65 mins]

Suggested contents of training sessions

Length of session	Training only	TOT only ⁴⁵	Combined training and TOT
½ day	Choose one topic only (either outreach, or drop-in centres, or family reunification) & concentrate on: <ul style="list-style-type: none"> • What is it? • Why is it important? • Overviews, basic principles and key learning points 	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
1 day	Same as ½ day <i>plus</i> : <ul style="list-style-type: none"> • Overview of 'how do we do it' • Choose at least 2 participatory exercises 	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
3 days	Option 1: Overview of all 3 topics (outreach, drop-in centres and family reunification) – 1 day per topic, as above Option 2: One of the 3 topics in more detail. In this case, cover all material from 'high priority' and as much as possible from 'medium priority'. 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.
5 days	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.	Option 1: 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. Option 2: 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.

⁴⁵ Please note: Training of trainers (TOT) sessions refer to TOT material in Manual 1.

Appendix 2: Sample 3-day training agenda [general introduction to each topic: 1 topic per day]

TIME	DAY 1: OUTREACH	DAY 2: DROP-IN CENTRES	DAY 3: FAMILY REUNIFICATION
09.00-09.15	Section 1: Getting started <ul style="list-style-type: none"> Welcome Warm-up: Activity 1 (or similar introductory game) 	Warm-up Re-cap of Day 1	Warm-up Re-cap of Days 1 & 2
09.15-09.45	Section 2: Outreach <ul style="list-style-type: none"> Present training aims Activity 6: What does the term 'outreach' mean to you? Activity 7: Why is outreach important? 	Section 3: Drop-in centres <ul style="list-style-type: none"> Present training aims Activity 15: What does the term 'drop-in centres' mean to you? Activity 16: Why are drop-in centres important? 	Section 4: Family reunification <ul style="list-style-type: none"> Present training aims Activity 24: What does the term 'family reunification' mean to you? Activity 25: Why is family reunification important?
09.45-10.45	<ul style="list-style-type: none"> Activity 8 & Handout 3: Clarifying outreach aims and targets 	<ul style="list-style-type: none"> Activity 17 & Handout 8: Clarifying drop-in centre aims and targets 	<ul style="list-style-type: none"> Activity 28 & Handout 11: Basics of family reunification Activity 29, Part 3: Understanding 'families'
10.45-11.00	BREAK		
11.00-11.30	<ul style="list-style-type: none"> Activity 8 continued 	<ul style="list-style-type: none"> Activity 17 continued 	<ul style="list-style-type: none"> Activity 26: Current experience and practice of family reunification in your country Activity 30, Part 1 & Part 3: Overview of the 5 stages of family reunification
11.30-12.30	<ul style="list-style-type: none"> Activity 10 & Handout 4: Stages and 'golden rules' of outreach work 	<ul style="list-style-type: none"> Activity 18: Reminder of the 5 basic principles Activity 19 & Handout 9: Basics of drop-in centre work 	
12.30-13.30	LUNCH		
13.30-14.15	<ul style="list-style-type: none"> Activity 11, Part 3: Verbal and non-verbal communication 	<ul style="list-style-type: none"> Activity 20 & Handout 10: How to plan drop-in centre activities 	<ul style="list-style-type: none"> Activity 31: Stage 1 – Information gathering and assessment [Wrap up by asking groups which of the case studies would, in theory, be suitable to move onto the other stages of family reunification – even though there is no time here to go through those stages in detail]
14.15-15.00	<ul style="list-style-type: none"> Activity 11, Part 4: Verbal and non-verbal communication continued Handout 5 Preparation of Activity 12 & Handout 6: Outreach role-plays 		
BREAK			
15.15-16.00	<ul style="list-style-type: none"> Activity 12: Outreach role plays Key learning points 	<ul style="list-style-type: none"> Activity 20 continued 	<ul style="list-style-type: none"> Activity 36: Summary of family reunification Key learning points & Handouts 12, 13, 14, 15, 16, 17 Activity 39: team quiz
16.00-16.45		<ul style="list-style-type: none"> Activity 22: Mapping of services and developing referral contact sheets Key learning points 	<ul style="list-style-type: none"> Activity 39 continued Activity 43: evaluation form Activity 44: 3 personal action points
16.45-17.00	Q&A / RE-CAP WRAP-UP	Q&A / RE-CAP WRAP-UP	WRAP-UP, certificates & concluding message (Section 6.d)

Appendix 4: Index of training activities

Main section	Sub-section	Activity number	Activity title	Page
1. Getting started	1a. Welcome, expectations and aims	1	Energiser – ‘Spot the lie’	8
		2	Contribution & Expectation Portraits	8
	1b. Pre-training assessment: knowledge & attitudes in relation to outreach, drop-in centres and family reunification	3	Baseline knowledge survey – outreach, drop-in centres and family reunification	9
		4	True or false? Attitudes and practice towards outreach, drop-in centres and family reunification	10
	1c. Putting children in street situations at the centre of the training	5	Draw a picture of a ‘child in a street situation’ you know	10
2. Outreach	2a. Introduction			
	2b. What is ‘outreach’?	6	What does the term ‘outreach mean to you’?	13
	2c. Why is outreach important?	7	Why is outreach important?	14
	2d. How do we do outreach?	8	Clarifying outreach aims and targets	15
		9	Reminder of the 5 basic principles	16
		10	Stages and ‘golden rules’ of outreach work	17
		11	Verbal and non-verbal communication	18
		12	Outreach role plays	19
		13	Stakeholder mapping and referral contact sheet	21
		14	Outreach record-keeping	23
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	3b. What are ‘drop-in centres’?	15	What does the term ‘drop-in centres’ mean to you?	29
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	3d. How do we do work in drop-in centres?	17	Clarifying drop-in centre aims and targets	31
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		19	Basics of drop-in centre work	33
		20	How to plan drop-in centre activities	33
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		22	Mapping of services and developing referral contact sheets	36
23	Drop-in centre record-keeping	36		
4. Family reunification	4a. Introduction			
	4b. What is ‘family reunification’?	24	What does the term ‘family reunification’ mean to you?	40
	4c. Why is family reunification important?	25	Why is family reunification important?	42
	4d. How do we do family reunification?	26	Current experience and practice of family reunification in your country	43

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Appendix 5: Sample record-keeping formats for outreach and drop-in centre work⁴⁶

Please note: These formats are suggestions only and should be fully discussed, adapted as necessary and piloted for even further adjustment. Outreach and drop-in centre workers should be encouraged to assess the purpose behind collecting data and how they can use it to improve / feed into their planning and overall approaches.

Sample formats included here:

Outreach work:

- A. Outreach worker notebooks (raw data collected in the field)
- B. Monthly outreach reports (consolidated from notebooks)

Drop-in centres:

- C. Drop-in centre attendance book
- D. Drop-in centre session plans: monthly & weekly objectives and individual session plans
- E. Drop-in centre monthly report
- F. Individual case file

⁴⁶ Based on consultation with EveryChild Kyrgyzstan staff and Osh social worker team, August 2006. Originally documented as Appendix 8 of Marie Wernham's technical assistance report, July-August 2006.

A. Outreach worker notebooks (raw data collected in the field) [Key information that needs to be collected is: number of successful and unsuccessful contacts; gender; whether contacts are old or new]

Date	Names of SWs	# children approached but refused contact		Total # of successful contacts made				# of children general discussion & mention of drop-in centre (show in brackets # of children who showed a <i>positive interest</i> in drop-in centre)				# of children – longer discussion / other referrals or services (e.g. first aid, specific problems discussed – inc. details in general notes)				Names & ages of children if known		General notes / observations, inc.: types of activities children engaged in; difficulties experienced due to external factors; and issues to follow-up on with next contact – inc. whether children turned up at drop-in centre.
				M	F	M	F	M	F	M	F	M	F	M	F			

Outreach - Monthly outreach reports (consolidated from notebooks) [Please note – this is almost the same as the format for the notebooks, except that it summarises each week’s data in one line, it has a space at the bottom for next steps and it does not ask for the names of the children]

Date	Names of SWs	# children approached but refused contact		Total # of successful contacts made				# of children general discussion & mention of drop-in centre (show in brackets # of children who showed a <i>positive interest</i> in drop-in centre)				# of children – longer discussion / other referrals or services (e.g. first aid, specific problems discussed – inc. details in general notes)				Ages of children if known		General notes / observations, inc.: types of activities children engaged in; difficulties experienced due to external factors; and issues followed-up on with next contact – inc. whether children turned up at drop-in centre.
				M	F	M	F	M	F	M	F	M	F	M	F			
Week 1																		
Week 2																		
Week 3																		
Week 4																		
Week 5																		

Further plans and steps for following month:

B. Drop-in centre attendance book

MONTH: [insert]

Names	Age	Gender	Dates													Total # of sessions attended per child
			2	5	7	9	12	14	16	19	21	23	26	28	30	
TOTAL # per session	Average age:	Total boys: Total girls:														

C. Drop-in centre session plans and reports [This overall page should be completed before the individual sessions are planned]

OVERALL DROP-IN CENTRE MONTHLY OBJECTIVES
MONTH: [insert]

Overall objectives for the month		Objectives for each week		
		MONDAY	WEDNESDAY	FRIDAY
	Week 1: [insert dates]			
	Week 2: [insert dates]			
	Week 3: [insert dates]			
	Week 4: [insert dates]			

INDIVIDUAL DROP-IN CENTRE SESSION PLAN

DATE:		
KEY SOCIAL WORKER: [Take it in turns to lead the sessions]		
ASSISTANT SOCIAL WORKER:		
THEME / TOPIC		
OVERALL OBJECTIVE: [Take from monthly plan]		WERE THE OBJECTIVE & AIMS ACHIEVED? COMMENTS?
SPECIFIC OBJECTIVES	1.	
	2.	
	3.	
ACTIVITIES UNDERTAKEN & TIMING		
ADDITIONAL COMMENTS / OBSERVATIONS / IDEAS FOR FOLLOW-UP		
TOTAL # OF CHILDREN ATTENDED		

D. Drop-in centre monthly report

MONTH: [insert]

	DATES & NUMBER OF CHILDREN ATTENDED				TOPICS COVERED	RESULTS / ACHIEVEMENTS	PROBLEMS / FOLLOW-UP NEEDED
MONDAYS	[date] # boys # girls	[date] # boys # girls	[date] # boys # girls	[date] # boys # girls			
WEDNESDAYS	[date] # boys # girls	[date] # boys # girls	[date] # boys # girls	[date] # boys # girls			
FRIDAYS	[date] # boys # girls	[date] # boys # girls	[date] # boys # girls	[date] # boys # girls			
Overall objective for month	[Take from monthly plan]				Objective achieved?		Problems, follow-up needed & recommended objective for next month:
Lessons learned							

E. Individual case file [N.B. These must be kept confidential with access restricted only to those who need to know.]

Name of social worker completing the form: _____
 Date: _____

Basic information about the child

Name			
Gender			
Date of birth			
Nationality / Place of birth (hometown)			
Home address (or place where the child stays)			
Main family contact / emergency contact name and address if available			
Main source of child's income / jobs undertaken			
Status	Lives 100% on street	Works on street during day	Works on street during night

Family history

Relationship (e.g. 'mother')	First and last name	M/F	Age or DOB	Occupation	Quality of relationship according to the child: 0-5 (0=very bad; 5=excellent)	Does the child want to improve his/her relationship with any of these relatives? (Y/N)	Does the child live with any of these relations? (✓)

If the child does not live with any of these relations, where does s/he live? (√)	Other relatives		Adopted / foster home	
	With friends		Institution (specify)	
	On the street		Other (specify)	

Status of the child's parents (√)	Married		Mother deceased	
	Divorced		Father deceased	
	Separated		Both parents deceased	
	Single parent (never married)		Other (specify)	

Any other information about the child's family situation; Reasons why child is living / working on the streets	
----------------------------------------------------------------------------------------------------------------	--

Education history

	Full time (100%)	Part time (20-80%)	Rarely (<20%)	Never (0%)	
Attending school? (√)					
If attending school rarely or not at all, when was the last time attended school regularly?					
Highest school grade achieved so far					
Name and address of last known school attended					
	Not at all	With difficulty	OK	Without difficulty	Very well
Can the child read and write?					
Can the child count / work with numbers					
	Wants to go back to school full time	Wants to go to evening classes	Wants to attend vocational training (what type of skills preferred?)	No interest in school or vocational training	Other (specify)

If the child is not in full-time education, does s/he want to improve his/her education?					
Any other information about the child's educational situation or needs / wishes					

Health information (specify whether completed by social worker or nurse)

How would you describe the general state of the child's:	Excellent	Good	Average	Bad
Physical health				
Mental health				
Nutritional condition				
Survival capacity				

Does the child have any known illnesses, disabilities or allergies?	
----------------------------------------------------------------------------	--

Date of last medical check-up	Comments

Has the child received training on:	Date training received	Training conducted by:	Comments
Hygiene			
Nutrition			
Sexually transmitted infections (including HIV/AIDS) / sexual and reproductive health and rights			
First aid			
Other (specify)			
Other (specify)			
Other (specify)			

Any other information about the child's health situation or needs / wishes	
-----------------------------------------------------------------------------------	--

Emotional development of the child / behavioural issues (specify whether completed by social worker or psychologist)

--

Any other information

Information provided directly by the child about problems, needs, hopes, wishes, dreams etc.	
Observations by social workers	

Trainings / activities / events in which child has taken part:

Date	Title of training / event / activity	Organised / delivered by:	Comments

Personal development plan (to be completed with the child and updated / revised each month – or weekly if possible; alternatively this could be done as overall objectives for 3 months broken down into objectives for each month; this can be discussed with the child; you do not have to look at all areas of development each month – take up to a maximum of 4 areas, depending on the wishes of the child)

Area of development	Overall objectives for the month	Objectives for each week				Progress / comments [Progress can be marked by both child and social worker on a scale of 0-5 (0=no progress ☹ ; 5=excellent progress ☺)]
		Week 1: 5-9 June 06	Week 2: 12-16 June 06	Week 3: 19-23 June 06	Week 4: 26-30 June 06	
Family						
Education / vocational training						
Work						
Life skills (e.g. problem-solving, conflict resolution, making responsible decisions)						
Health						
Other						

This training manual is the third 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.



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