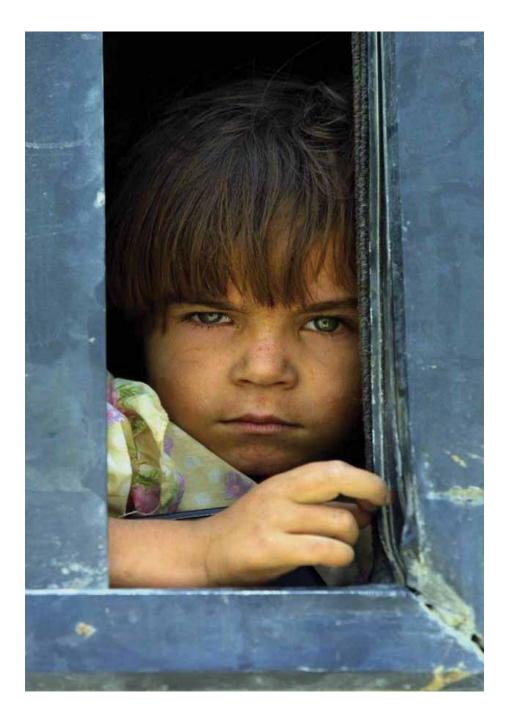


Facilitator's Notes for the implementation of **UNHCR BID Guidelines**







Facilitator's Notes for the implementation of UNHCR BID Guidelines



Table of Contents

Facilitator's Notes for the Implementation of UNHCR BID Guidelines - Day 1	3
Training Module 1: Introduction	3
Training Module 2: Overview of Best Interests Determination	4
Training Module 2: Overview BID, PowerPoint Presentation	8
Training Module 3: BID as Part of Broader Child Protection Programming	17
Training Module 3: Best Interests Determination as Part of Broader Child Protection Programming, <i>PowerPoint Presentation</i>	26
Facilitator's Notes for the Implementation of UNHCR BID Guidelines - Day 2	41
Training Module 4: Best Interests Determination in the Context of Durable Solutions	41
Training Module 4.1: BID in the Context of Durable Solutions, PowerPoint Presentation	47
Training Module 4.2: Resettlement and Children's Issues, PowerPoint Presentation	52
Training Module 5: Communicating with Children: Child-friendly Interview Techniques	57
Training Module 5: Communicating with Children, <i>PowerPoint Presentation</i>	64
Facilitator's Notes for the Implementation of UNHCR BID Guidelines - Day 3	72
Training Module 6: The BID Process: Step-by-Step.	72
Training Module 6: The BID Process Step by Step, PowerPoint Presentation	93
Annexes	101
Annex 1: Sample Agenda – 3-Day Workshop on Implementation of UNHCR BID Guidelines/Child Protection	
Annex 2: Pre-Test Case Study	
Annex 3: Sample Questions, Recap of Day 1 BID/Child Protection	
Annex 4: Sample Quiz	

Facilitator's Notes for the implementation of **UNHCR BID Guidelines**



Facilitator's Notes for the Implementation of UNHCR BID Guidelines - Day 1

Training Module 1: Introduction

ACTIVITY 1	
Time	9.00-9.30
Objective	To introduce participants and trainers to each other, and to learn relevant facts about each other's experiences. This also helps trainers to draw from participants' experience.
Materials	Paper ball
Method	1. Ask the participants to stand in a circle and to talk approximately five minutes with their nearest neighbour about her/himself, organisations, role and work experience related to children and their protection, and something particular about his/herself (favourite food, for example).
	2. The trainer throws a paper ball to one of the participants.
	3. The participant introduces her/his neighbour to the group.
	4. The participant throws the ball to the next person to introduce her/his neighbour. This continues until all participants are introduced.
Notes for Facilitator	First introduce yourself/yourselves, your organisation and experience related to BID and child protection (5 minutes). Then ask participants to introduce themselves through the above method (15 minutes, depending on the size of the group).
References	Action for the Rights of Children: Facilitator's Toolkit (ARC), 2009. Available at: http://www.savethechildren.net/arc/using/facilitators.html

ACTIVITY 2	EXPECTATIONS, EXPLANATION OF THE FUTURE, OBJECTIVES, AGENDA, GROUND-RULES, MATERIALS (30 MINUTES)
Time	9.30-10.00
Objective	To establish trust and clarity, learn about participant expectations for the workshop and clarify misunderstandings.
Materials	Flip chart, PowerPoint slides, handouts with objectives, workshop agenda.

Method	1. Ask participants to share their expectations and write these on the flip chart (facilitator). Explain whether this workshop will address each of these expectations and explain expectations that may not have been mentioned.
	2. Handout copies of the workshop objectives. Address each objective to make sure participants understand the purposes. Clarify questions or concerns.
	3. Distribute the workshop agenda. Review the daily schedule with the participants and explain how the workshop sessions build upon each other to achieve workshop objectives.
	4. Agree on ground rules and post them on the wall.
	5. Appoint two volunteers to summarize Day One of the workshop the next day. Emphasize that they should summarize the content of the training, highlighting key issues. Encourage the volunteers to be creative with their recap.
Notes for Facilitator	Prior to the workshop the facilitator needs to develop:
	1. Workshop agenda (see sample workshop agenda).
References	Action for the Rights of Children: Facilitator's Toolkit (ARC), 2009. Available at: http://www.savethechildren.net/arc/using/facilitators.html

Training Module 2: Overview of Best Interests Determination

ACTIVITY 3	PRESENTATION: INTRODUCTION OF THE BEST INTERESTS PRINCIPLE AND BID (15 MINUTES)
Time	10.00-10.15
Objective	To increase knowledge of legal framework as the basis of best interests determination.
Materials	Flip chart, sample PowerPoint presentation, facilitator's notes, handouts
Method	Presentation, brainstorming
Notes for Facilitator	Present Module 2, slides 1-6.
References	UNHCR BID Guidelines, page 14-15
	BID Field Handbook, ¹ Chapter 1 § 1.1 and § 1.2 and Chapter 2 § 2.1 - § 2.3.

ACTIVITY 4	FACTORS TO CONSIDER FOR BID (15 MINUTES)
Time	10.15-10.30
Objective	Identify which factors should be taken into consideration when determining the best interests of children during the BID process.
Materials	Flip chart, Module 2, PowerPoint slide 7, handout

¹ UNHCR, Field Handbook for the Implementation of UNHCR BID Guidelines, 2011 (hereafter BID Field Handbook)

Method	 Ask the participants to brainstorm about which common factors should be taken into consideration to determine the best interests of the child. Write down the correct answers on a flip chart. Discuss in plenary (10 minutes) and write down the most important common factors on a flip chart.
Notes for Facilitator	 Write down the main common factors to consider on a flip chart: Age (biological age and level of maturity), security, health, sex/gender; individual circumstances and past experiences of the child, and current circumstances and future prospects (including risk factors such as abuse, neglect, violence, exploitation and protective factors); presence or absence of the family and quality of the relationship between the child and family members/caregivers (including outcome of tracing efforts, quality of care arrangement, social circumstances/safety network, developmental and psychosocial needs); cultural, traditional and linguistic aspects and views of the child and other key people in the life of the child. It is important to stress that each child is different and the above examples
	 are common factors to consider. Generally, security, protection, care and health issues are very important. The above factors may not be the only factors to consider, depending on the past and current situation of the child and her/his caretaker. When conducting a BID, child protection staff and/or BID panel members can use Annex 9 of the BID Guidelines as a checklist. Show Module 2, powerpoint presentation, slide 6. Hand out Annex 9 of the BID Guidelines.
References	UNHCR BID Guidelines, page 14-15 and Annex 9 BID Field Handbook, Chapter 1 § 1. 1 and § 1. 2 and Chapter 2 § 2. 1, § 2. 2 and § 2. 3. Chapter 3 provides background information on child protection risks, root causes of child protection issues, family structures and different forms of interim care.

ACTIVITY 5	CONTINUED PRESENTATION: INTRODUCTION OF THE BEST INTERESTS PRINCIPLE AND BID (25 MINUTES)
Time	10.30-10.50 Tea break 10.50-11.15 Continued presentation
Objective	To increase knowledge of legal framework as the basis of best interests determination.
Materials	Flip chart, sample PowerPoint presentation, facilitator's notes, handouts
Method	Presentation, brainstorming
Notes for Facilitator	Present slides 8-17.
References	UNHCR BID Guidelines, page 20-24 and 30-44 and Annex 1-4 BID Field Handbook, Chapter 1 § 1. 1 and § 1. 2 and Chapter 2 § 2.1 – §2. 6

ACTIVITY 6	BIA VERSUS BID (15 MINUTES)
Time	11.15-11.30
Objective	To clarify the differences between BIA and BID.
Materials	Handouts
Method	This is a good exercise to start with after a tea or lunch break and to refresh participants' minds.
	1. Read the statements below.
	2. Ask participants to stand up if they think a statement is true or remain seated if they think it is false.
	3. Discuss the answers and present the concepts of BIA and BID
	a. A BIA only needs to be conducted for specific "categories of children." (FALSE)
	b. A BIA does not require documentation. (FALSE)
	c. A BIA needs to be done before reunification of a child and his/her family (TRUE)
	d. A BIA should be undertaken for all identified unaccompanied and separated children. (TRUE)
	e. One BIA for each child is sufficient. (FALSE)
	f. When a BIA is conducted, a BID is not necessary. (FALSE)
	g. BIAs are part of "general child protection work and case management." (TRUE)
	h. The main difference between a BIA and BID is that a BIA does not follow strict procedural safeguards. (TRUE)
	i. After a BIA follow-up is not necessary. (FALSE)
	j. A BIA should be carried out prior to tracing. (TRUE)
	k. A BIA can be done by one child-protection staff member alone. (TRUE)
	 A BID needs to be conducted as soon as possible after identification of the child. (TRUE)
	m. A BIA may reveal that a BID needs to be conducted. (TRUE)n. BIA is a one-off event. (FALSE)
	o. BIA is a continuous process which starts after identification of unaccompanied and separated children (as well as other children at risk) until a durable solution is implemented. (TRUE)
	p. BIAs can only be conducted by skilled child-protection staff. (TRUE)q. When conducting a BIA, participation of the child is not important. (FALSE)
Notes for Facilitator	Explain to the participants that BIA is part of a best interests process and that it is an assessment often considered essential prior to any child-protection interventions or any actions or decisions that may affect children, as stipulated in Article 3 of the CRC. A BIA is a continuous process and needs to be conducted for all children at risk as soon as possible after identification. BIAs are required prior to placement in care, referral to services, tracing, reunification, etc.

	A BID is required under specific circumstances, described in the BID Guidelines on page 23-24 and Chapter 2 § 2.4 of the BID Field Handbook. Both BIAs and BIDs can only be effective when integrated in a comprehensive child protection and case management programme framework to prevent and respond to abuse, neglect, exploitation and violence affecting children. Finally, emphasize that it is important not to be too "categorical" about when a BIA or a BID is required. When in doubt, staff members need to ask themselves which procedure would be most appropriate in order to fulfil the principle of the best interests of the child.
References	UNHCR BID Guidelines, pages 22-24 and 30-44 and Annex 1-4 BID Field Handbook, Chapter 2 § 2.4. This paragraph includes case scenarios with examples of situations requiring BIA and/or BID. Chapter 3 provides information on how BIA and BID fit into a broader child protection programme.

Suggestions for Alternative Activities:

earn more about participants' experiences.
participants to bang the table or stand up if they: Have attended a child protection/BID training workshop before. Are working with unaccompanied, separated or over children at risk in their current jobs. Have ever interviewed a child. Have ever interviewed a child facing abuse, neglect, violence or exploitation. Are member of a BID panel. Are a trainer. Have given training on child protection or BID before.
]

Training Module 2: Overview BID, PowerPoint Presentation

Note: This presentation can be adapted to a specific refugee context, according to the level of knowledge and understanding of the participants and the duration of the training.

Slide 1

Objectives Training Session Module 2

- To increase knowledge and skills on BID implementation.
- To establish the concept of BIA and BID.
- To understand when a BID is required.
- To recognize the importance of systematically conducting timely BIDs.

Slide 2

Purpose of the BID Guidelines

It will guide UNHCR and partners in:

- When to conduct a BID.
- What procedural safeguards should be followed.
- Who should participate in the BID process.
- How criteria should be applied to reach a decision in a particular case.

The BID process provides a framework for case management for UNHCR and partners.

Notes for the Facilitator

- The BID Guidelines have been developed in order to explain when a BID is required, which procedures to follow, and why.
- The Guidelines also explain who is responsible to set up and carry out best interests procedures.
- BIAs and BIDs should be used as child protection tools.
- BIAs and BIDs also facilitate case management, including referrals of, monitoring of, and follow-up with children at risk as part of a broader child-protection mechanism.

You can ask questions throughout this session and let participants brainstorm:

- What is main purpose of the UNHCR Guidelines?
- How do the Guidelines support the work for children in your operation?

UNHCR BID Guidelines, pages 9-10 and 20-21

BID Field Handbook, Chapter 1, § 1. 1 and § 1. 2 and Chapter 2, § 2. 3

Slide 3

International Legal Framework

• Convention on the Rights of the Child (1989) Article 3: "In *all* actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the **best interests of the child shall be** a *primary consideration*."

- According to the CRC, the best interests principle forms the basis for all decision making/actions affecting children.
- In various countries around the world, the best interests principle in national law is specific only to custody disputes and adoption and is applied by judges based on reports of child-protection authorities and sometimes other experts.
- In other words, the CRC broadens the scope of the best interests of the child drastically, applying it to all actions affecting children's lives by all the above parties.

You can ask questions throughout this session and let participants brainstorm:

- What is the origin of the concept of the best interests of the child?
- Where is it written or codified?
- When does it apply?

UNHCR BID Guidelines, pages 14-15 BID Field Handbook, Chapter 2, § 2. 1 and § 2. 2.

Slide 4

What are the Four Principles of the CRC?

- The best interests of the child
- Non-discrimination
- Right to life, survival and development
- Child participation

Notes for the Facilitator

- The best interests principle is one of the four key principles of the CRC and these are all interrelated.
- The best interests principle relates to all articles of the CRC.

You can ask questions throughout this session and let participants brainstorm:

- How should these principles be applied in the BID process?
- Who can give concrete examples from his/her operation?

BID Field Handbook, Chapter 2, § 2.1 and § 2. 2

Slide 5

National Legislation

The best interests principle is also adopted in various national child protection laws.

According to the Committee on the Rights of the Child, the principle should be:

- Reflected in domestic laws, in child rights statutes and in "sectoral" laws (health, education, etc.).
- Written in a way that enables it to be invoked before the courts.

Notes for the Facilitator

In various countries around the world, the best interests principle in national law is specific only to
custody disputes and adoption and is applied by judges based on reports of child protection authorities and sometimes other experts.

- Different countries around the world developed national legislation related to children based on the CRC.
- Kenya, Tanzania, Namibia, Botswana, Angola, Mozambique, Madagascar, the Democratic Republic of Congo, Sierra Leone, Malaysia, Ecuador and the United Kingdom are examples of some of the countries that have taken over the best interests principle relating to all actions (as stipulated in the CRC) and incorporated it into national legislation.

Ask participants to brainstorm:

- How does the best interests principle stipulated in the CRC differ from the best interests principle in various national laws?
- Name examples of national child protection legal frameworks in your region that have incorporated the best interests principle as stipulated in the CRC?

UNHCR BID Guidelines, pages 15-16 BID Field Handbook, Chapter 2, § 2. 2

Slide 6

What Do We Mean by "Best Interests of the Child"?

- No common definition.
- Broadly describes the well-being of the child.
- Multiple factors determine "best interests."

Notes for the Facilitator

- There is no common definition of what constitutes the best interests of girls and boys, as this depends on a wide range of current and past factors and the individual situation of each child. Each child is unique.
- However, there are important common factors that need to be considered when determining the best interests of a child.
- Some of the key factors are:
 - Age, gender, individual circumstances and past experiences;
 - social circumstances, protection, health, development needs;
 - the presence or absence of the child's family;
 - security and the environment of the child.

You can ask questions throughout this session and let participants brainstorm:

- What do we mean by the "best interests" of the child?
- Is there a common definition of the best interests of the child?
- If there is no such definition, why not?

UNHCR BID Guidelines, pages 14-15 BID Field Handbook, Chapter 2, § 2.1.

What Is the "Best Interests Principle"?

- A general principle and a procedural rule.
- A basic standard for guiding all decisions and actions taken on behalf of children.
- A legally binding rule, which States must follow.

Notes for the Facilitator

- The best interests principle should be applied in all actions and decisions for individual and groups of children and relates to all articles of the CRC.
- The best interests principle is a basic standard to be applied in order to take decisions in the best interests of children according to set procedural rules.
- The best interests of a child should be determined on a case by case basis.
- All factors, including current and past experiences as well as the future perspectives of the child's life, need to be considered. Different rights of the child may be at stake.
- All factors and rights at stake should be weighed and balanced carefully in order to determine the best interests.

UNHCR BID Guidelines, pages 14-15 BID Field Handbook, Chapter 2, § 2.1

Slide 8

What Is "Best interests Assessment (BIA)"?

When?

• Assess child's individual situation prior to tracing, referral, temporary-care placement, etc.

How?

- No particular formality, but documentation is required.
- Only staff with requisite child-protection skills, with adequate child protection

Notes for the Facilitator

- BIAs should take place for all children at risk as soon as possible after identification.
- BIA takes place prior to all actions affecting the life of the child in order to identify her/his best interests in line with the CRC.
- E.g. before starting tracing of a family member of a child, placement in care, assess if reunification with this family member is in the best interests of the child and in line with the wishes of the child.
- BIA can be a one off event, but often it is a continuous process of assessments, monitoring and follow-up.
- BIA builds up case files of children, which can be used at a later stage, if and when a BID is required.
- BIA can be done by one staff member. It is important that staff members working directly with children have requisite child protection experience.

You can ask questions throughout this session and let participants brainstorm: e.g.

How can BIA's contribute in case a BID process is necessary at a later stage for a girl or a boy?

UNHCR BID Guidelines, page 22 BID Field Handbook, Chapter 2, § 2.4.1

What Is "Best Interests Determination (BID)"?

Describes a formal process:

- Strict procedural safeguards to determine the child's best interests;
- Adequate child participation without discrimination;
- Involvement of decision makers with relevant areas of expertise;
- A balance of all relevant factors and rights at stake.

Notes for the Facilitator

- The BID Guidelines outline procedures for implementation of the best interests principle for children of concern to UNHCR.
- It is a mandatory procedure in certain circumstances.
- BID decisions are formal decisions which can have a lifetime impact on the child and her/his caretaker.
- BID follows strict procedural safeguards, such as documentation, involvement in decision making of different actors with child-protection expertise, and child participation.

UNHCR BID Guidelines, page 23-24 and Annex 1-4 BID Field Handbook, Chapter 2, § 2.4.2

Slide 10

What are the Objectives of BID?

- Protect individual children.
- Support the immediate and long-term safety and well-being of children.
- Achieve durable solutions for separated children and sustainable solutions for other children at risk.
- Support appropriate and safe care arrangements.
- Consider and balance a wide range of relevant aspects of children's lives including, sometimes, competing aspects and rights.
- Encourage meaningful child participation.

Notes for the Facilitator

This slide explains the ultimate goals of the BID process:

- BID is a child protection tool, aiming to support protection and well-being of children.
- Each decision takes place on case-by-case basis.
- Competing rights often pose a challenge to staff involved in the BID process and requires careful consideration of different factors of the life of the child and of rights of the child, which may be at stake.
- The BID process enables meaningful child participation during the decision-making process according to the child's developmental stage and capacity.

BID Field Handbook, Chapter 2, § 2.4.2

Who Is Responsible for a BID?

- UNHCR should seek to involve competent state authorities in the BID procedures.
- If competent state authorities are unable and/or unwilling to get involved, then UNHCR and partners should ensure that the BID process is established.

Notes for the Facilitator

- The responsibility for the best interest procedures lies primarily with the state.
- Whenever possible, UNHCR should make all reasonable efforts to involve the competent state authorities in its own BID procedures.
- UNHCR has a role to play only when state authorities are unavailable/unwilling to conduct BID or when the national child-protection system is inaccessible to refugee children.
- UNHCR plays a role in actions the UNHCR undertakes independently, such as a decision whether to submit an unaccompanied refugee child for resettlement, or support his or her voluntary repatriation.

You can ask questions throughout this session and let participants brainstorm:

- Who is responsible for BID?
- What is the role of UNHCR and partners?

Write the answers on a flip chart.

UNHCR BID Guidelines, page 26-27 BID Field Handbook, Chapter 2, § 2.5.

Slide 12

When Is BID required?

- Temporary care arrangements for unaccompanied or separated children in exceptional situations.
- The identification of **durable solutions for unaccompanied and separated children**: voluntary repatriation; local integration or resettlement.
- The possible separation of a child from her/his parents (or person holding custody rights by law or custom) against his/her will if competent authorities are unable or unwilling to act.
- Unresolved custody situations in which national authorities are unwilling or unable to adjudicate on.
- Complex cases **prior to family reunification**.

Notes for the Facilitator

- First:
 - Ask participants to mention the five situations in which a BID is required and write them on a flip chart; then show Slide 14.
 - Provide handouts outlining the five situations at the end of this session.
- A BID should be conducted in the context of durable solutions for unaccompanied and separated children to identify which of the available durable solutions is in the best interests of the child (and not only prior to decisions on resettlement).
- It is often thought that a BID is necessary only for unaccompanied and separated children, but a BID is required in various situations for children at risk, including unaccompanied and separated children; children facing abuse, neglect, exploitation or violence by their parents/caretakers; and

children who face custody disputes after their parents have divorced.

- It is important to set up a comprehensive mechanism to identify children at risk from the beginning of a refugee operation.
- A BID is needed in cases of unresolved custody, when national authorities are unable or unwilling to adjudicate:
 - in cases of divorce/separation of the parents;
 - in cases when parents disagree about whom should have custody;
 - in cases where one parent is being resettled and custody disputes remain unresolved.

IMPORTANT: UNHCR's decisions related to custody are limited to a best interests determination for the child. The BID is not a legal determination of custody

UNHCR BID Guidelines, pages 23-24 and 30-44 and Annex 1-4 BID Field Handbook, Chapter 2, § 2.4.2.

Slide 13

What Are the Key BID Procedural Safeguards?

- Involvement of several persons in decision making.
- Involvement of Staff with relevant child protection expertise.
- Careful consideration of facts, factors and rights of each child.
- Systematic documentation of the BID process.

Notes for the Facilitator

- A minimum of two persons (preferably three to five or more) should make joint decisions.
- Each step of the BIA and BID process must be documented to support case management, to address child protection and other issues and to implement the BID decision.
- The BID report must outline all factors in the life of the child and the rights at stake.
- The BID documentation must outline the rationale of the final decision.
- The BID documentation should describe the views of the child and those of other key people in the life of the child.
- Each child should have an individual file. Documentation of siblings should be kept together in one file.
- Those involved in the BID process should have adequate experience in child protection and/or receive training on child protection and BID implementation.

You can ask questions throughout this session and let participants brainstorm:

• Ask participants to mention some key procedural safeguards and write them on a flip chart.

UNHCR BID Guidelines, page 48

BID Field Handbook, Chapter 2, § 2. 4. 2 and see also Chapter 6 for guidance on the implementation of the BID process.

Slide 14:

What Are the Guiding Principles

- Explain the codes of conduct and confidentiality.
- Be objective and avoid conflict of interest.

- Act as advocate for the child.
- Provide adequate training on child protection and BID.
- Ensure that staff have experience in child protection.

- Staff must ensure that the child's best interests are fully represented and maintain a child focused approach.
- Information shared about individual children is confidential and will be shared only on a need-to-know basis with other actors and with the consent of the child and/or caretaker.
- Only staff who are trained on child protection, implementation of the BID Guidelines, psychosocial support, alternative care, FTR, etc. should be involved in the BID process.
- Staff must not take part in the BID process when friends or relatives are involved.
- The rights and needs of each individual child are primary considerations prior to best interests decisions.
- Staff involved in BID and child protection must be trained and understand and abide with the codes of conduct and confidentiality.

Slide 15

What Is the Best Timing for BID?

- BID should happen no later than two years after identification.
- BIA can be used as an intermediate measure pending conclusion of a full BID.
- BID can be initiated earlier if children are at heightened risk.

REMEMBER: All children at risk require individual follow-up and ongoing monitoring!

Notes for the Facilitator

- The two-year standard is intended to allow for tracing, but a BID can also be undertaken earlier if the child is facing imminent risks or tracing efforts have been exhausted.
- Children who are awaiting a BID procedure should be monitored by using BIAs or individual care plans as intermediate steps pending a BID.
- Regular monitoring, referral and follow-up should occur throughout the period prior to the BID and a case file should be established for the child.
- All efforts should be made to exhaust tracing and family reunification possibilities over a period of two years.
- This time will also allow the child protection staff member to get a thorough picture of the child and the issues that she/he is facing.
- If there are no or limited prospects for tracing, due to security situations, for example, the BID needs to be established at an earlier stage to prevent children from lingering in limbo.

UNHCR BID Guidelines, page 32 BID Field Handbook, Chapter 2, § 2.6

Slide 16

Why Is BID Important?

BID is a formal process.

- BID provides for decision making in line with the CRC (and other relevant legal instruments).
- BID acts as a management tool for children at risk.
- BID includes persons with different expertise in the decision-making process
- Children's views are recorded and given due weight.

- The BID process formalizes decisions that can have a permanent impact on the life of the child.
- BID helps in documentation, monitoring, follow-up of and planning of action required to prevent and increase the protection of children at risk.

UNHCR BID Guidelines, page 30 BID Field Handbook, Chapter 2, § 2.4.2

Slide 17:

Why Is BID Important? (continued)

- Enhances coordination and cooperation
 - Establishes roles and responsibilities different actors.
 - Encourages accountability of stakeholders.
- Acts as a key child-protection tool
 - Identify child-protection issues and trends.
 - Guide programming for child protection.
 - Identify quality child-protection community services.
 - Establish referral mechanisms.
 - Assess impact of protection and child-protection interventions.

Notes for the Facilitator

- Joint decision making through a BID panel helps to establish the responsibilities and available services of different actors.
- Actors will be jointly responsible for the implementation and/or monitoring of the BID decision.
- Through the BID process, general child protection issues can be identified and stakeholders can develop strategies to undertake (joint) action to prevent and address these issues.

BID Field Handbook, Chapter 2, § 2.4.2

Training Module 3: BID as Part of Broader Child Protection Programming

Learning Objectives:

- To apply the principles and processes of prevention of family separation, identification, documentation, family tracing and reunification, and follow-up (FTR).
- To increase understanding of the root causes and impact of child protection issues.
- To identify support measures for community-based monitoring and follow-up mechanisms for children at risk.

ACTIVITY 1	PRESENTATION MODULE 3: BID AS PART OF BROADER CHILD PROTECTION PROGRAMMING (30 MINUTES)
Time	11.30-12.00
Objective	To increase the understanding of child protection programming and BID as a tool for case management for children at risk.
Materials	PowerPoint presentation, flip charts, markers
Method	Presentation and brainstorming. Present Module 3, Slides 1-15.
	This module should be conducted in an interactive manner and create dialogue. Draw as much as possible from the participants' experiences. Be ready to provide specific programming activities and lessons illustrating protection risks children face to allow for discussion and reflection among participants.
	Conclude that BID cannot be applied in isolation; it should be part of a case-management system and a broader child-protection programme. Also stress that active tracing for unaccompanied and separated children should start as soon as possible after identification and should continue during after the BID process. Emphasize that BID and child-protection interventions, monitoring and follow-up should not focus only on separated children but on <i>all</i> children at risk.
	Write the key responses of the participants on a flip chart.
	Note: In the end of the workshop day, there is time for a daily review, although shorter than the time for this activity. This allows for flexibility in case some of the presentations or exercises generate more discussions and questions then anticipated.

ACTIVITY 2	CASE STUDIES I: CHILDREN AT RISK (1 HOUR)
Time	12.00-12.30 (group work) 12.30-1.30 (lunch) 1.30-2.00 (presentation group work and discussion in plenary)
Objective	Identify child-protection issues and develop appropriate response
Materials	Flip charts and exercise handouts

Method

- 1. Divide participants into groups and provide each group with a case scenario.
- 2. One participant of each group reads the case scenario for the rest of the group
- 3. Each group develops a *plan of action* with key steps to address the identified issues and consider the following questions (20 minutes):
 - What issues could be protective factors and/or which may be risks the children may face?
 - How would the groups support systematic identification of separated and other children at risk?
 - What other actors would groups involve?
 - ▶ How would groups approach a do-no-harm approach?
- 4. Each group presents its step-by-step plan to the rest of the groups (20 minutes).
- 5. All groups discuss in plenary (10 minutes).

CASE SCENARIO 1:

You are a social worker with a local child-protection NGO based in Zambia. Your NGO works in partnership with UNHCR. You and your team are working in an urban area, where there are refugees from Rwanda and the DRC. You have heard about increased risks and protection issues regarding separated children. Some were placed in a nearby orphanage, while others are living in groups together, but without adequate adult supervision.

CASE SCENARIO 2:

You are working in a refugee camp in Thailand, where there are mainly refugees from Myanmar. During a camp-management meeting, one of the refugees reports that there are increased numbers of fostered children who are being exploited in their homes. You also receive reports from a colleague of a national NGO detailing domestic violence in the camp.

CASE SCENARIO 3:

You are working for UNHCR in Yemen in a camp with refugees from Somalia. There are about 300 unaccompanied and separated children who have been registered by UNHCR about three years ago, but you notice that many of the children do not have files or the information in their files is outdated. You have also been informed that resettlement of Somali refugees to the United States may start in three months.

CASE SCENARIO 4:

You are working for UNHCR in Iran. The office is starting to make arrangements for voluntary repatriation of Afghan refugees. There are about 120 unaccompanied and separated children registered by UNHCR. Some are living with foster families, others in child headed households or in group situations.

Facilitators can adjust the case studies to the context.

General outcome:

- Verify available assessment outcomes and data (government/ other agencies)
- Conduct an (interagency) assessment when necessary, citing protective and risk factors for separated and other children at risk, traditional practices in care, situation of girls and young children below age five.
- Conduct focus group discussions with youths.
- Identify child protection issues and root causes to be addressed.
- Map available services and resources.
- Develop and coordinate an appropriate response together with child-protection actors and government counterparts.
- Support community outreach programs.
- Set up a referral mechanism.
- Support case management, timely identification of children at risk, updated documentation and follow-up.
- Carry out tracing of (extended) family members for unaccompanied and separated children in the country of asylum and home country.
- Reinforce awareness raising activities on child protection, child rights, prevention of separation and related issues.

Other actions:

After the reports have been verified and necessary information has been collected:

- Verify if existing documentation of the children is available.
- Contact child-welfare authorities to visit orphanages to carry out identification, documentation and follow-up.
- Identify UAM/SC and children at risk with comprehensive documentation and follow-up (BIA).
- Verify the existence of any tracing records in-country and/or cross-border, when security allows.
- Assess traditional forms of care and necessary support.
- Identify suitable foster families, especially for young children.
- Support group-care living for older children/youth.
- Monitor and follow-up.
- Plan and conduct BIDs prior to durable solutions for separated children (voluntary repatriation/resettlement).

References

BID Field Handbook, Chapter 3

ACTIVITY 3	PRESENTATION MODULE 3 (CONTINUED, 30 MINUTES)
Time	2.00-3.30
Objective	To increase the understanding of child-protection programming and BID as a tool for case management for children at risk.
Materials	PowerPoint presentation, flip charts, markers
Method	Present Module 3, slides 16-25, with Q & A, discussions and conclusions.

ACTIVITY 4	CASE STUDIES II: CHILDREN AT RISK (45 MINUTES)
Time	3.00-3.15 Tea break 3.15-4.00 Case studies/group work
Objective	Consider the best interests of the children and identify appropriate steps for follow-up.
Materials	Flip chart, exercise handouts
Method	 Divide the participants into groups and provide each group with a case scenario. One participant of each group reads the case for the rest of the group (15 minutes). Each group presents a step-by-step plan and discusses in plenary (30 minutes). Ask the groups to answer the following questions: What are the protective and/or risk factors facing the child/children? What information should groups verify and how/from whom? Are there pieces of information missing? Which factors of the lives of the child/children do groups consider most important to determine the child/children's best interests? List.
	d. Should a BID be conducted? e. What follow-up measures should be taken to address the identified issues? CASE SCENARIO 1 You are a social worker, based in Zambia. There is a case of two Congolese unaccompanied children, called Myriam, a 15 year old girl, and Innocent, her 12 year old brother, who are living in a foster family in the country of asylum. The children have been identified about 3 years ago. Some sporadic tracing efforts took place, but with no positive results up till now. Recently, through the foster mother, you got in touch with Mister Bahati, a 42 year old man, living in a small town in the DRC with his second wife. He claims to be the uncle of the two children. He has four other children, three boys and one girl. The man is unemployed at the moment. His wife has a small shop and sells clothing. According to the documentation form of the children, they previously lived in a village close to the town where Mister Bahati lives with their aunt and elder sister. When you visited the children the last time, they had expressed their strong wish to be reunified with their aunt. The children are doing well in the foster family, although Myriam sometimes does not go to school. In general the children say they do not really like to live like refugees and they wish to go home soon.

CASE SCENARIO 2:

You have been in contact with Jacob, a 14-year year-old boy. Jacob is from Zimbabwe where he lived with his mother, his younger brothers and sisters. Jacob had witnessed the killing of his father. His mother sent Jacob to South Africa. He travelled together with friends of his parents. For about one year, they took care of the boy. After that he stayed for a while in the house of another family, until he was placed in a children's home in South Africa. Jacob seems very bitter about what happened in Zimbabwe with his father and does not speak about the event often. He sometimes opens up to one of the staff at the children's home, and he speaks about his past. He says that he misses his mother and brothers and sisters and longs to go home. Jacob says his grandparents are also in South Africa. He said that his grandparents came to the home three times over the last two months. He said that they are willing to take care of him, but are old and unemployed. He talked to the staff of the home about his grandparents, but Jacob does not know what will happen next.

CASE SCENARIO 3:

You are conducting follow-up work with a 17-year year-old Burundian refugee girl called Louise in a camp in Tanzania. She has lived for seven years in the country of asylum with a foster family. The girl is well-integrated into the family, which consists of two older boys and three girls. She has sporadic contact with her parents, who are refugees living in Zambia. The foster family are friends of her parents from Burundi, but she did not really know them before she fled with them to Tanzania. Louise helps her foster mother in the household and also helps the family with their shop. She is now taking a tailoring course three days per a week and she hopes to find work. The family does not yet know what they will do in the future; stay in Tanzania or return to Burundi.

CASE SCENARIO 4:

You are working in Yemen and you have identified a family of three children, two boys of 10 and 12 years old respectively and a girl of seven. They are refugees from Somalia. Their parents recently divorced. At the moment the children are all living with their mother in an urban area. The boys go to school, but the 7-year old girl is kept at home. The mother does some housecleaning work at people's homes, but she has no regular income. You have been informed by the mother that the father wants to move to Europe and wants to take the boys with him to Europe. All three children are very attached to both parents and to each other.

CASE SCENARIO 5:

A 14-year year-old refugee girl from Afghanistan named Behrukh is living in Kazakhstan. She lives with her mother and her mother's new second husband and his two children, a son and a daughter. Her mother remarried three years ago. It has been reported that Behrukh's stepfather severely physically abuses her. Her mother regrets this, but does not know what to do. Behrukh does not go to school since about one year, as she must help her mother and her stepfather in the household. She does not have contact with her father anymore. Her mother told her that he has repatriated with her two brothers and his new wife.

Case Scenario 1:

- Verify existing documents of Myriam and Innocent (Registration, BIA Form, etc.).
- Conduct BID interviews with the children, the foster family and others around the children.
- Determine how the children and their parents were separated? Verify tracing records, results and whether the children and foster family know about the records.
- Check the identity and whereabouts of Mr. Bahati with UNHCR in the DRC and if he is willing and capable to provide long-term care for the children. Verify if the children know Mr. Bahati and if they want to live with him.
- Check the identity of the aunt and elder sister, whether they are related to the children? Do the children know them?
- Assess the current situation of the children with their foster family: Are they treated similarly as the other children in the family? Do they have access to basic services? Has the family the ability and willingness to take care of the children in the long term? What are their plans for the future: voluntary repatriation to the DRC, staying in Zambia, and what are the prospects of the fostered children?
- Verify why Myriam sometimes does not go to school. Interview the girl separately, check with neighbors and/or school teachers.
- Inform the children about their prospects.
- Identify a durable solution for the children through a BID and develop a care plan with time lines.
- Inform the children and their family members and foster family about the decision
- Support and monitor the implementation of the decision.

Case Scenario 2:

- Verify existing documentation of Jacob (Registration, BIA Form, etc.).
- Conduct a BID interview with Jacob at the children's home.
- Identify protection and psychosocial issues and provide support, such as counseling through referral.
- Verify if Jacob is in contact with his mother and/or other family members, and whether his mother is willing and capable of caring for him. Determine the prospects for the boy in Zimbabwe. Contact Jacob's grandparents and verify their willingness and capability of caring for him. Find out what type of support they receive and/or would need. Determine their future plans and Jacob's wishes in terms of care and durable solutions.
- Assess the situation in the children's home, the daily activities of the children, their care and access to education, etc. Speak to the staff and other children and follow-up.
- Check tracing records of family members of Jacob and conduct further tracing in South Africa and Zimbabwe.

- Identify a durable solution for Jacob through a BID and develop a care plan with time lines.
- Inform Jacob and his family members about the decision
- Support and monitor the implementation of the decision.

Case Scenario 3:

- Verify existing documentation of Louise (Registration, BIA Form, etc.).
- Conduct a BID interview.
- Verify why the girl has not been reunified with her parents. Are they willing and capable of caring for Louise? What is their relationship? How was she separated from them? Has there been abuse in the past? Is the family planning to return to Burundi? What does Louise want?
- Assess the situation at the foster home? What is the relationship between the foster family, their other children and Louise? Is she treated similarly to the other children? Is the foster family willing and able to take care of Louise on a long-term basis? What are their current plans in terms of durable solutions? What are the prospects for Louise in her parents' county and in Burundi?
- Identify a durable solution for Jacob through a BID and develop a care plan with time lines.
- Inform Jacob and his family members about the decision.
- Support and monitor the implementation of the decision.

Case Scenario 4:

- Verify existing documentation of the children (Registration, BIA Form, etc.).
- Conduct BID interviews with the children, the father and mother, and other key people.
- Assess the living situation of the children and the quality of the relationship with their parents: Why is the girl not going to school? What does she do during the day? Follow-up.
- Verify needs for further support of the mother.
- Verify the information with regard to the father: Does he plan to move to Europe illegally? Is the mother aware of his plans? Follow-up.
- Assess the wishes of the children.
- Mediate with the father to prevent him from moving the children to Europe illegally. Follow-up.
- Identify a durable solution for the children through a BID and develop a care plan with time lines.
- Inform the children and their parents about the decision.
- Support and monitor the implementation of the decision.

	Case Scenario 5:
	• Verify existing documentation of Behrukh (registration, BIA, etc.).
	• Assess with urgency the situation of Behrukh, seek the views of the child and the mother, identify the reported abuse and, if the allegations are confirmed, separate the girl from the abusive situation.
	• Refer the child (and the mother) to a safe house or place the girl in suitable interim care and involve government authorities, if possible.
	• Provide the girl (and her mother) with psychosocial support, if she/they wish to receive this.
	• Mediate with and inform Behrukh's stepfather about the decision and care plan, if in the best interests of Behrukh.
	Conduct a BID and continue to monitor the situation of Behrukh.
	Develop a care plan, including time lines.
	• Verify tracing records of the father and consider reunification with the father and other siblings if in the best interests of the child.
	Trace other family members to explore alternative care options.
References	BID Field Handbook, Chapter 3, especially § 3.5 and § 3.6

ACTIVITY 5	BIA FORM (45 MINUTES)
Time	4.00-4.45
Objective	Improve skills of participants to complete Best Interests Assessments Forms in a qualitative manner.
Materials	Hand out a completed BIA Report from your own or another operation (make sure all names of children and other elements related to their identity and/or confidential information are not displayed).
Method	1. Divide the participants in groups.
	2. Give each group a completed BIA Form and ask them to review the report (25 minutes).
	3. Ask them to think about the following questions: Are there missing elements, is information accurate, what do you think of the suggested steps for action, are these sufficiently documented?
	4. Ask the participants to write down what changes they suggest.
	5. Discuss in plenary and allow time for questions (20 minutes).
Notes for Facilitator	The facilitators can also send out/hand out the completed BIA form prior to the workshop day, so that participants can review the report and provide feedback in plenary.
References	BID Field Handbook, Chapter 3, especially § 3.5 - § 3.8

ACTIVITY 6	DAILY REVIEW
Time	4.45-5.15
Objective	Summarize and review Workshop Day 1.
Materials	Hand out Daily Review Form.
Method	 Summarize the key learning points and messages of Day 1. Ask participants to draw a cross on a blank piece of paper. Have participants write in the right corner above what she/he "liked about the training sessions of Day 1," and in the left corner above what "she/he did not like." In the left corner below, she/he writes what she/he has learned during this workshop day and in the right corner below "what was missing" or which topics she/he would still like covered during the training.
Notes for Facilitator	The facilitators can also draw a cross on a flip chart and ask the above questions to the group and note them on the flip chart. The daily review can help facilitators' adapt the training to participants' needs and learning gaps.

Suggestions for Alternative Activities:

ACTIVITY 7	DEFINITIONS OF UNACCOMPANIED AND SEPARATED CHILDREN (10 MINUTES)
Objective	Create consensus on who are unaccompanied and separated children.
Materials	Flip chart, PowerPoint slides, handout definitions
Method	 Brainstorm with the group on the differences between unaccompanied and separated children. Discuss, with questions and examples (5 minutes). Facilitators can use the examples mentioned in the BID Handbook, Chapter 3 (§ 3-5), to have participants determine whether a child is unaccompanied or separated.
Notes for Facilitator	 There is often confusion among participants regarding the definitions of unaccompanied and separated children. This activity aims to clarify the two concepts. Unaccompanied children (also called unaccompanied minors) are those who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so. Separated children are those separated from both parents, or from their previous legal or customary primary care-giver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members. The facilitator should stress that the term child should be used rather than minor. The term child is defined in international law (CRC) whereas the term minor is not defined. It also has a connotation of someone of "lesser value" or "less importance."

References	UNHCR BID Guidelines, page 8
	BID Field Handbook, Chapter 3, § 3.5. There are also case examples of unaccompanied and separated children in this paragraph.

Note: For more background information, reading, presentation slides, training activities and exercises related to child protection, unaccompanied and separated children and other children at risk, psychosocial support, community mobilization, etc. see ARC Resource Pack (2009: Foundation Module 1: Abuse and Exploitation, and Critical Issues Module 7: Separated Children.²

Training Module 3: Best Interests Determination as Part of Broader Child Protection Programming, *PowerPoint Presentation*

Note: This presentation can be adapted as relevant to a specific refugee context, the level of knowledge and understanding of the participants, and the duration of the training.

Slide 1

Best Interests Determination as Part of Broader Child Protection Programming Module 3

- Understand how the BID process is linked to the broader child protection programming.
- Apply the principles and processes of prevention of family separation, identification, documentation, family tracing and reunification and follow-up (FTR).
- Increase understanding of the root causes of child protection issues and their impact on the protection and well-being of children.
- Identify support measures for community based monitoring and follow-up mechanisms for children at risk.

Notes for the Facilitator

• The main message of this session is that BID cannot exist in isolation, but should be part of a wider child protection program, targeting children at risk.

Slide 2

What Is Child Protection?

Child protection strategies aim to:

- Prevent and address risks and vulnerabilities underlying abuse, exploitation, violence and neglect.
- Improve law implementation and services for children and caregivers.
- Influence behaviors and practices to minimize children's vulnerability.
- Strengthen children's, families' and communities' resilience.

Notes for the Facilitator

• Write the definition of child protection on a flip chart:

² Action for the Rights of Children, ARC resource pack, 2009, http://www.arc-online.org/using/index.html

"The prevention of and response to abuse, neglect, exploitation of and violence against children in emergencies."

-Global Child Protection Working Group, June 2010

Protection factors affecting children are:

• Age and developmental stage, gender, family ties, social and security networks, socioeconomic status, access to community and peer support, and children's capacity for resilience

You can ask questions throughout this session and let participants brainstorm:

- What is the aim of child protection?
- What type of child protection interventions do you carry out in your operation?
- What are examples of protective factors for children?

UNHCR BID Guidelines, pages 20 and 26. BID Field Handbook, Chapter 3, § 3.2

Slide 3

A Systems Approach to Child Protection

A systems approach:

- Calls for a more holistic view of the situation of the child.
- Represents a shift away from looking only at categories of children.
- Aims at strengthening/building child protection systems to ensure a protective environment for children.
- Builds on partnerships (national system, civil society, community etc.).
- Stresses best interests procedures as part of a child protection system.

Notes for the Facilitator

UNHCR, like many key child-protection agencies (UNICEF, Save the Children, Terre des Hommes, etc.), is moving toward a child protection approach.

This approach represents a shift away from categories of children (victims of abuse, girl mothers, street children, child soldiers and so on) to a more holistic view of the situation of the child, and the components of such a child protection system.

UNHCR defines six components in a child protection system:

- Coordination mechanisms and processes to ensure child protection actors work together in a coordinated manner.
- Knowledge and data surveys, assessments and other data collection and analysis which informs planning and programming, information management systems, monitoring and evaluation.
- Legal and policy framework: legislation and policy, oversight, strategies regulation, gatekeeping and standard setting.
- Prevention and response services: functions of government departments and other agencies and the
 delivery of services, as well as protocols and structured linkages between social work, legal, health,
 police services, etc. (including processes of identification, assessment, referral and child protection
 case management).
- Capacities: human and financial.
- Advocacy and awareness raising: influencing change.

Because it is not possible for any one single agency to carry out or support all of the activities related to the main components, the systems approach to child protection is based on the principle of partnership across levels and sectors.

In line with the systems approach, international agencies should build upon what already exists in terms of national child-protection systems. This also applies for implementation of best-interests determination procedures. Efforts should first be made to build upon existing best-interests procedures where these exist, rather than create parallel structures. Thus, when the national system is weak, efforts should be made to assist and support it. Where the national system is functioning, UNHCR should advocate for children of concern to have non-discriminatory access to that system.

UNHCR BID Guidelines, pages 20 and 26 BID Field Handbook, Chapter 3, § 3.1

Slide 4

Conducting Assessments and Situation Analysis

- Family structures and child rearing
- Root causes of abuse, neglect, exploitation and violence
- Reasons for family separation and scope of the problem
- Factors exacerbating abuse, neglect, exploitation and violence
- Protective factors in communities

Notes for the Facilitator

Establishing prevention and response interventions to support children and their families requires careful assessment and situation analysis.

The assessment should consider both positive (protective) factors and negative risks:

Family structures and child rearing:

- Concepts of family and childhood depend on cultural and sociopolitical norms and practices.
- The role of the (extended) family, the perception of childhood and child-rearing activities vary around the world.

Root causes of abuse, exploitation, neglect and violence:

 Discrimination, conflict, gender, poor parenting, parental death or chronic illness, poverty, family separation, unsafe physical environment, and cultural beliefs and practices are root causes of abuse, neglect, exploitation and violence.

Factors exacerbating abuse, neglect, exploitation and violence:

- Factors include poverty, social exclusion and HIV.
- More likely that successive generations face similar risks.

The protective factors:

- Safety networks in the community, peer-to-peer support and traditional care of separated children, etc.
- Existing national child protection systems accessible by refugee children.

BID Field Handbook, Chapter 3, § 3.3- § 3.5

BID as a Child Protection Tool for Children at Risk

Best interests should be a primary consideration for interventions for all children at risk:

- Children subject to or at risk of abuse, neglect, exploitation and/or violence
- Children with physical and/or mental health problems and/or disabilities;
- Children with parents who face risks
- Unaccompanied and separated children

Notes for the Facilitator

- Children of families in extreme poverty.
- Child Headed Households may be at heightened risk among unaccompanied and separated children.
- UNHCR and partners should maintain a holistic approach toward children at risk and not view children as categorized problems" "children out of school," "separated children," "children facing GBV."
- Child protection issues affect individual boys and girls of various ages around the world differently.
- Furthermore, children often face multiple child protection issues and categorization may detour necessary interventions for individual children or appropriate program response for children in general.
- All children at risk need individual monitoring and follow-up.

BID Field Handbook, Chapter 3, § 3. 6 and § 3. 7

Slide 6

Family Separation

Accidental and/or "intentional/deliberate" separation:

- The causes of separation guide the interventions needed.
- Unaccompanied and separated children are often at increased risk of abuse, neglect, exploitation and violence.

Notes for the Facilitator

Unaccompanied and separated children are often at increased risk, because they lack parental care or the protection of other caring adults.

Unaccompanied and separated children are likely to be in need of:

- Appropriate interim care;
- Family tracing;
- Other forms of support.

In order to develop program support for unaccompanied and separated children, UNHCR and partners should assess and understand the root causes of separation and the impact of the lack of care and protection of their families or legal or customary caregivers.

Targeted protection interventions are needed to meet the specific needs of unaccompanied and separated children.

You can ask questions throughout this session and let participants brainstorm:

- Which type of separation do you find in your operation?
- What type of support is available?

BID Field Handbook, Chapter 3, § 3.5

Slide 7

Definitions of Unaccompanied and Separated Children

- Unaccompanied children (also called unaccompanied minors) have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so.
- Separated children are separated from both parents or from their legal or customary primary caregiver, but not necessarily from other relatives. These may include children accompanied by other adult family members.

Notes for the Facilitator

- First ask participants:
 - What is the definition of unaccompanied children and of separated children?
 - ▶ Then show Slide 7: It is important that there is a common understanding of who is unaccompanied and who is separated.
- You can also suggest that participants:
 - Read out loud some of the case examples of the BID Field Handbook in Chapter § 3.5 and ask participants if the child/children is/are unaccompanied or separated.
- Hand out the definitions of unaccompanied and separated children.

UNHCR BID Guidelines, pages 9-10, BID Field Handbook, Chapter 3, § 3.5

Slide 8

What are Some Key Elements of a Child Protection Program?

- Identification
- Registration
- Documentation
- Case management
- Psychosocial support
- Temporary care arrangements

- Monitoring
- Family tracing
- Reunification
- Referral
- Individual case followup for children at risk
- Family, community and peer-to-peer support mechanisms

Notes for the Facilitator

- BID cannot exist in isolation and should be part of a wider child protection programme targeting children at risk, with mechanisms for referrals and continued monitoring and follow-up of children at risk.
- These interventions will also help to prevent (further) harm to children and their families/caregivers and enable implementation of BID decisions.
- It is important to work together with other stakeholders such as child protection agencies to carry out the necessary interventions.

- Ask participants to brainstorm about different elements of child protection and write them down on a flip chart.
- Then Show slide 8.

BID Field Handbook, Chapter 3.

Slide 9

Identification of Children at Risk

- Start as soon as possible after displacement.
- Identification starts case management.
- Think of identification as an on-going process.
- Identify separated children as well.
- Pay attention to specific risk groups.

Notes for the Facilitator

- All children at risk, including separated children, should be identified pro-actively and as soon as possible through a well-supported comprehensive identification mechanism.
- The purpose of identification of children at risk is to provide them with necessary support in a timely manner.
- Vulnerable or at risk groups include for instance, child-headed households, separated girls, disabled children, children in institutions, children living on the street or in host communities.
- Separated children as well as unaccompanied children should also be identified for tracing, reunification and follow-up.

The above are examples. Staff should not be overly categorical and stick to "well known" risk groups. Be open to the possibility that there are unique and unprecedented vulnerabilities in other contexts.

Actors involved in identification need training in order to be able to identify and refer children at risk to the appropriate services

You can ask questions throughout this session and let participants brainstorm:

- How are children at risk identified in your operation?
- When and where are they identified? By which actors?

BID Field Handbook, Chapter 3, § 3.7

Slide 10

Registration and Documentation

- Registration:
 - ▶ Should occur as soon as possible after identification.
 - Records basic information and preserves the child's identity.
- Documentation:
 - ▶ Should occur as soon as possible after registration.
 - Records information about the child to meet the specific care and protection needs.

Notes for the Facilitator

Objectives of documentation:

- Facilitates planning for next steps (tracing, reunification, implementation of immediate and long-term protection measures, follow-up and BID).
- Assures updating becomes a continuous process.
- Encourages the use of standard forms (e.g. BID Report Form).
- Creates a record in the database system for case management.

Generally:

- Careful registration and documentation of children at risk is crucial to carry out effective case management. All actions and decisions on behalf of children need to be documented.
- All children need individual case files, containing BIA and BID report forms and other important documentation (if available), including copies of birth certificates, possible health certificates, consent forms and the reports of experts such as psychologists.
- Staff need to receive on-the-job training to know what must be documented and why.
- The quality of the documentation will impact the quality of decisions and actions taken for children and their caregivers.

UNHCR BID Guidelines, page and Annex 6
BID Field Handbook, Chapter 3, § 3. 8 and Sample BIA Form

Slide 11

Supporting or Establishing Local/Community-based Child-protection Mechanisms

- Who is involved?
 - National and local child welfare authorities, local NGOs, community based organisations (CBOs), and community groups.
- What to do?
 - Support and strongly involve above actors.
 - Assist them in the identification and referral of separated and other children at risk.
 - Build capacity (e.g. on psychosocial support, community empowerment, strengthening resilience of children/families).
 - Conduct community awareness raising activities (e.g. on child rights, child protection, family unity, impact of abuse, peer-to-peer support and parental skills).

Notes for the Facilitator

- It is important to map the available national child-protection services to determine if refugee children can access them? If not, could advocacy change this?
- If national services unavailable or inaccessible, consider establishing child protection networks with communities and partners.
- Community based child protection networks can be involved in the identification of children at risk as well as the monitoring and follow-up of children.

BID Field Handbook, Chapter 3, § 3.12

Slide 12

Specific Interventions for Unaccompanied and Separated Children

This implies:

- Protection and care of separated children
- Family tracing
- Interim care arrangements
- Monitoring, follow-up and referral
- Prevention measures
- Community mobilization and awareness raising
- · Family reunification
- Monitoring

- Separated children are likely to be in need of immediate identification, on-going tracing efforts, interim care, monitoring and follow-up.
- Prevention strategies, such as awareness-raising activities with parents, children and other key people in the community, also need to be put in place.
 - Ask participants to brainstorm about different interventions for support and write them down on a flip chart.
 - ▶ Then show Slide 12.

BID Field Handbook, Chapter 3, § 3.9- § 3.15

Slide 13

Family Tracing and Reunification

- Family tracing should start as soon as possible and continue during & after the BID process
- Family reunification is ultimate goal of tracing
- In-country and cross-border family tracing mechanisms
- Close cooperation with the ICRC and National Red Cross/Red Crescent societies and other tracing actors

Notes for the Facilitator

- Family reunification is the ultimate goal of tracing.
- Tracing needs to take place for all unaccompanied and separated children, if security circumstances allow.
- The views of children should be sought: Who does he/she want to be reunified with?
- It is important to actively monitor and regularly follow-up with tracing partners on progress made regarding individual children.
- E.g. in Guinea, Sierra Leone, Liberia and Ivory Coast, thousands of children have been reunified through long-term FTR programmes, including in-country and cross-border tracing, supported by UNHCR, ICRC, UNICEF and various child protection agencies such as Save the Children, IRC and Caritas.
- UNHCR offices in other countries should also be contacted for tracing purposes.
- FTR requires a wide network of agencies, institutions and key people in communities to support tracing efforts, care arrangements and follow-up.
- Collaboration and communications are crucial elements of FTR mechanisms.
- There should be adequate resources in place to support FTR mechanisms on short and long terms.

- Tracing efforts and results (both positive and negative) must be recorded for each unaccompanied and separated child.
- Children and caregivers need to be informed on the outcomes of tracing efforts.

You can ask questions throughout this session and let participants brainstorm:

- Do they know of examples of effective FTR mechanisms?
- How can family tracing efforts be systematically enhanced?
- Which organisations could play a role in FTR?
- What is the role of the community with regard to FTR?

BID Field Handbook, Chapter 3, § 3.9

Slide 14

When Is BID Required Prior to Family Reunification?

Usually a BIA is sufficient, but a BID is required when:

- Doubts exist about the legitimacy of the family relationship.
- False information has been provided.
- Reunification is not taking place with biological parents.
- Reunification is taking place with a caregiver facing an incapacitating disability or terminal illness.
- The child or the family is reluctant to be reunified.
- The child has been involved in an unstable care situation.
- Separation has been long term.

Notes for the Facilitator

- First ask the group to brainstorm about which situations require a BID prior to reunification and what may be the reason.
- Ask participants if they are familiar with Annex 4 of the BID Guidelines.
- Show Slide 14-15.
- Family reunification is generally in the best interests of children and is often the most sustainable solution.
- Family reunification needs to be supported on a case by case basis through mediation, guidance and psychosocial support of the child and relatives by skilled child-protection staff; and sometimes through material support (additional clothes, food rations for a set period of time, etc.) after an assessment shows this is required to support the family and reintegration of the child.
- You can ask questions throughout this session and let participants brainstorm:
 - What are examples of situations where a BID is required prior to reunification?

UNHCR BID Guidelines, Annex 4 BID Field Handbook, Chapter 3, § 10.

Slide 15

When Is a BID Required Prior to Family Reunification? (continued)

• Child reported/showed indications of past abuse or neglect or fears of future harm by the family.

- Reunification will result in the child being separated from a close family member.
- Reunification could affect custodial rights or contact with a family member.

• In some cases a BID is required to determine if the reunification is in the best interests of the child, especially when there are signs of past or current abuse in the family with whom the child is to be reunified.

UNHCR BID Guidelines, Annex 4 BID Field Handbook, Chapter 3, § 10. 1

Slide 16: Alternative Care Arrangements

- Traditional/informal foster care
- Spontaneous foster care
- Arranged foster care
- Group living
- · Child-headed households
- Independent living
- Residential care (last resort)

Notes for the Facilitator

- Unaccompanied and separated children need to be provided with alternative care until they are reunited with their family or previous caregiver
- UNHCR and partners should assess existing/traditional care arrangements in the community.
- A BIA should determine which form of alternative care for is most suitable for the child.
- Children or young persons living on their own or in child-headed households are often at heightened risk and in need of adult support and supervision. Sometimes a trusted community member can act as a support person with whom children can discuss problems.
- Local authorities or child-welfare staff should be involved in making placements, if feasible.
- Priority should be given to community-based solutions that build on existing social structures.
- The contribution of foster families to the community should be recognized.
- Children in care should be monitored regularly, because foster children and children in other types of care may be vulnerable and at risk of abuse and exploitation.
- Whenever possible, authorities should be involved to formalize care arrangements.

You can ask questions throughout this session and let participants brainstorm:

- Which type of care arrangements do you know in the communities where you work?
- Which type of care arrangements would be appropriate for girls and boys of different ages?

BID Field Handbook, Chapter 3, § 3.11 and § 3.12

Slide 17

How to Identify Foster Families?

- Assist the community with sensitization and awareness raising campaigns.
- Assist the community to set criteria for identification of potential foster families.

- Identify a pool of stand-by foster families.
- Regularly train foster families.
- Develop community based "foster parent committees."

- Sometimes it can be challenging to find suitable foster families for children in need of alternative care.
- Communities need to be aware of the risks that children without care are facing and what role they can play in providing temporary care.
- Communities and foster families themselves can help identifying other suitable foster families.
- It is important to have a "stand-by pool" of foster families where children can be placed when there is a (sudden) need.

BID Field Handbook, Chapter 3, § 3.11

Slide 18:

Important Considerations Prior to Placement in Care

- Inform the child on care prospects.
- Seek her/his feelings and views.
- Develop an individual care plan for each child.
- As a general rule, keep siblings together.
- Regularly monitor and follow-up through home visits after placement is finalized.
- Consider a written agreement to formalize the care arrangement.
- Review the care situation after 12 weeks.

Notes for the Facilitator

- Child and potential foster family should meet prior to the placement in the presence of the child-welfare officer or social worker.
- The individual care plan should outline the situation of the child and caregiver and the different steps for support and monitoring.
- The BIA and care plan will contribute to the BID process, if required at a later stage.
- All children in care need an individual case file.
- It is important to carry out regular home visits of children and their caregiver.

BID Field Handbook, Chapter 3, § 3.11 and § 3.12

Slide 19

BIA or BID for Alternative Care Arrangements

- Normally a BIA is sufficient.
- Exceptionally a BID is required:
 - When there are grounds to suspect abuse/neglect in current care situation.
 - When current care arrangement are deemed unsuitable.
 - When the child has multiple specific needs and requires additional support.

- Decisions on alternative care arrangements should be swift and not be delayed by BID procedures; therefore a BIA is normally sufficient.
- Through regular home visits and monitoring, staff can identify children in care who face abuse or other risks and are in need of alternative care; in such circumstances, a BID is required to determine if the child needs to be separated from her/his caregiver or others living with the child.
- A BID is also required when the current care arrangements are deemed unsuitable because the caretaker speaks a different language or belongs to a different ethnic group.
- As stipulated in the previous slides, a BID is also necessary for all unaccompanied and separated children when considering durable solutions - also for those in foster care. A BID needs to be conducted for children in foster families prior to voluntary repatriation in order to determine the best interests of the children.

UNHCR BID Guidelines, pages 34 and 35 BID Field Handbook, Chapter 3 § 3.11 and § 3.12

Slide 20

Monitoring of Care Arrangements

- Children in care arrangements are potentially at risk.
- All forms of community-based interim care should be monitored and supported by government authorities or child-protection agencies.
- If authorities are unable or unwilling to intervene, UNHCR and partners need to monitor care arrangements and address gaps and risks.

Notes for the Facilitator

• If it is not possible to involve local authorities, then UNHCR should develop *clear standards and procedures for interim care* (UN Guidelines for the Appropriate Use and Conditions of Alternative Care for Children, 2010).

Ask participants what factors they should focus on during the monitoring of care arrangements and write the key factors on a flip chart.

- During home visits, community workers and child-protection staff need to focus on key indicators:
 - Child's physical and emotional state;
 - Quality of the child's relationship with the caregivers and other children in the household;
 - Treatment of the fostered child compared to the household's other children;
 - Access to basic services for medical care, school, etc.;
 - Daily activities, play and possible household chores.

Facilitators can also ask participants:

- What monitoring mechanisms have been established in your operation?
- Has a referral mechanism been established?
 - ▶ How can you help communities identify and monitor children at risk?

BID Field Handbook, Chapter 3,§ 3.12

Slide 21:

Separation from Parents

Children have the right to live with their parents:

- "A child shall not be separated from his or her parents against their will, except when competent authorities, in line with applicable law and procedures, decide that such separation is necessary for the best interests of the child" (Art. 9 CRC).
- If authorities are unwilling or unable to take action, UNHCR must take measures to protect the rights of children in line with its international protection mandate.
- Separation from parents should be a last resort.

Notes for the Facilitator

- Effective mechanisms need to be put in place to identify and monitor children at risk, including those facing abuse, neglect, exploitation or violence at home.
- Children who face domestic violence often are more "hidden."
- Separation from parents is a last resort and only considered when there are **reasonable grounds** that the child is likely to be exposed to severe abuse or neglect or sexual exploitation. If there are clear signs that the child is at imminent risk, immediate action needs to be taken and she/he should be separated from her/his parents and placed in alternative care.
- An assessment should determine if the child needs to be separated urgently. The BID process must formalize the decision and develop a care plan.
- If child-protection issues are identified, but the child is not found to be at imminent risk, the family and child should receive support aimed at improving the situation through mediation, referral to counselling and/or health services, livelihood opportunities, monitoring and follow-up.
- If the situation does not improve, the BID needs to be reopened.
- UNHCR and partners should seek to involve the local authorities whenever possible.

UNHCR BID Guidelines, pages 36-44 BID Field Handbook, Chapter 3, § 3.15

Slide 22

BID and Separation from Parents - Continued

A BID should outline:

- Reasonable grounds of child's imminent risk
- Time frame of the separation
- Suitable alternative temporary care
- Judgement on informing parents/caregiver of child's whereabouts
- Arrangement of visits, if safe and appropriate
- Need for services, referral, regular monitoring and follow-up
- Start of a BID process conducted by skilled staff

Notes for the Facilitator

• Ask participants which different steps should be taken when a child is found to be at imminent risk.

• Write the key answers on a flip chart.

UNHCR BID Guidelines, pages 36-44 BID Field Handbook, Chapter 3, § 3.13

Slide 23

Regarding Children at Imminent Risk

Children at imminent risk of abuse, neglect, exploitation or violence:

- Should be removed from (foster) families following local legislation/policies, with the involvement of local authorities if possible.
- Should be placed in suitable interim care.
- Should be spared multiple placements in different foster families whenever possible.

Notes for the Facilitator

- BIDs conducted for children removed from parents or caretakers need to be carried out with close monitoring and follow-up.
- Suitable interim care generally refers to foster families or *supported* independent or group living.
- Continuity in care is generally in the best interests of the child. Removal from caretakers should only be a last resort. Placement in alternative care needs to be carefully assessed to meet the best interests of the child. Monitoring and follow-up systems need to be in place in order to support care arrangements.
- Plan ahead! There should be a contingency plan in place for possible emergency placement of children at imminent risk.

UNHCR BID Guidelines, pages 36-44 BID Field Handbook, Chapter 3, § 3. 12 and § 3. 13

Slide 24

What Is Monitoring and Individual Follow-up?

- Both are crucial elements of effective child-protection programming.
- Individual case follow-up should be regular and systematic.
- Target groups include all children at risk, including children in the best-interests process.
- Monitoring and individual follow-up comprises:
 - Development and implementation of a care plan
 - Support activities for children and their caregivers
- Monitoring and follow-up should start after the child's identification and until and after a durable solution has been implemented.

Notes for the Facilitator

Monitoring and follow-up aims to:

- Enhance protection of the child.
- Monitor and review impact of protection interventions.
- Facilitate the child's social (re)integration into the family/community.
- Develop a care plan, with monitoring and follow-up for all children at risk, including those for whom a BID has been conducted. The care plan should include timelines and agencies/persons responsible

for the action and follow-up.

- Monitoring and follow-up assess physical and emotional well-being of the child, identify child protection concerns, and assess need for additional support services or guidance.
- Frequency of follow-up depends on the situation of the child (and family), needs and available resources.
- BIDs undertaken in the context of removal from parents or caretakers need to be carried out with close monitoring, follow-up and support of the child and family.
- Home visits should always have a clear objective and actions need to be taken in a timely manner, whenever necessary.
- Sample BIA forms can be used to document the outcome of home visits and determine the next steps to be taken.

• Monitoring should not lead to stigmatization, but should facilitate children's social integration

UNHCR BID Guidelines, pages 77 BID Field Handbook, Chapter 3 § 3.6 and § 3.7

Slide 25

Monitoring Mechanisms

- Establish monitoring mechanisms and referral systems
- Map existing partners and services
- Conduct situation analyses or general child-protection assessments
- Identify national and international child-protection actors
- Involve and support community groups
- Monitor community based child protection with qualified child protection staff.

Notes for the Facilitator

- Monitoring mechanisms should preferably be jointly established with other child protection actors to systematically monitor, identify and refer children at risk.
- Regular monitoring helps highlight general or priority child protection issues and patterns of child rights violations in order to inform program response and/or advocacy strategies.
- National and international child protection actors, staff of NGO's or UNHCR and/or relevant government authorities/child welfare, should be involved.
- Community groups should also be involved and supported from an early stage in monitoring of children at risk (incl. children in foster care, child headed households/group living).
- Roles and responsibilities of community groups should be clear.
- Community groups should be supervised by qualified child protection staff with independent oversight by an approved organisation.
- All actors involved in monitoring and referral require necessary human resources and transport.

Facilitator's Notes for the implementation of **UNHCR BID Guidelines**



Facilitator's Notes for the Implementation of UNHCR BID Guidelines - Day 2

ACTIVITY 1	RECAP DAY 1 (30 MINUTES)
Time	8.30-9.00
Objective	To recap the key messages and learning points of the previous workshop day.
Materials	Flipcharts, markers, and prepared questions.
Method	 Prepare questions related to Day 1. Ask participants to walk around the room in a circle. Each participant has to answer a question and, if correct, can go to her/his seat, once correctly answered. Continue until all participants are seated. Clarify any outstanding questions.
Notes for Facilitator	Ask two volunteers to prepare a creative recap for Day 3. Another recap method is to prepare cards with questions and other cards with answers—as many questions/answers as the total number of participants. Each participant goes around the room to look for 'her/his question or answer' pair.

Training Module 4: Best Interests Determination in the Context of Durable Solutions

Learning Objectives:

- To examine the principles which underpin the voluntary repatriation, resettlement and local integration of separated and unaccompanied children.
- To apply skills in reaching decisions on durable solutions and carefully balance children's rights and other factors
- To identify the most durable solution in the best interests of the child.
- To understand challenges around complex custody issues in relation to durable solutions and the best interests of the child.

ACTIVITY 2	PRESENTATION: BID IN THE CONTEXT OF DURABLE SOLUTIONS (30 MINUTES)
Time	9.00-9.30
Objective	To increase knowledge on BID for unaccompanied and separated children in the context of durable solutions.
Materials	PowerPoint presentation, Flipcharts, and markers.
Method	Presentation of slides 1-7 and discussion. Leave sufficient time for participants to share experiences and individual case examples.
Notes for Facilitator	The Case Study I (Case Scenarios 3-4) and Case Study II (Case Scenarios 1-4) can also be used as exercises in the context of this training session on durable solutions, depending on the specific context and learning needs of the participants.
References	UNHCR BID Guidelines: pages 22-23, 30-31 and Annex 1, page 84, Annex 4, page 87 UNHCR Field Handbook: Chapter 4

ACTIVITY 3	PRESENTATION: BID IN THE CONTEXT OF DURABLE SOLUTIONS (60 MINUTES)
Time	9.30-10.30
Objective	To increase knowledge on BID for unaccompanied and separated children in the context of durable solutions.
Materials	PowerPoint presentation, Flipcharts, and markers.
Method	Presentation of slides 8-16 and discussions.
Notes for Facilitator	A UNHCR resettlement staff with experience in both children's issues and resettlement should conduct this session. This person should be familiar with the BID Field Handbook. The session should focus on issues that children may face in the context of resettlement, rather than the technical details of the resettlement process itself. It is recommended that this resettlement resource person is trained and experienced in "communicating with children". This presentation often generates discussions and further questions. The facilitator needs to be aware of this and allow enough time for participants to share experiences of concrete cases of children and to address outstanding questions.
References	UNHCR BID Guidelines: pages 22-23, 30-31 and Annex 1, page 84, Annex 4, page 87 UNHCR Field Handbook: Chapter 4

ACTIVITY 4	RESETTLEMENT AND CHILDREN'S ISSUES: CASE STUDIES (60 MINUTES)
Time	10.30-11.00 Tea break 11.00-12.30 Case studies/group work 12.30-1.30 Lunch
Objective	Identify child protection issues in the context of resettlement and develop appropriate responses.
Materials	Flipcharts, markers, scotch and handouts with case studies.
Method	Divide the participants into groups and provide each group with a case scenario.
	2. One participant in each group reads the case scenario for the rest of the group.
	3. Each group answers the questions below and develops an individual care plan for the child, keeping in mind the best interests of the child.
	Guiding questions:
	What are the potential challenges in this case?
	What additional assistance/support may the child and family members need?
	Which additional protection measures need to be implemented?
	Which procedural safeguards should be considered to ensure the best interests of the child are considered?
	Why might the case require a BID?
	4. Each group notes the answers and presents the individual care plan to the rest of the groups (20 minutes).
	5. Discussion in plenary.
	CASE SCENARIO 1:
	John is nine years old. He was born in Lebanon to an Ethiopian mother and a Sudanese father. His mother disappeared soon after his birth: There were rumors that she was deported. John lived with his father and Martha, his Sudanese girlfriend. He never heard from his mother. Martha became pregnant, but John's father disappeared before the birth of the boy's half-sister, Jane. John remained with his father's girlfriend, the only caretaker he knows. Martha approached UNHCR Beirut and was recognized as a mandate refugee with her daughter, Jane. Martha continued to care for John and considers him as her child. In the absence of any other durable solution for the family, UNHCR Beirut decided to prepare the case for resettlement.

CASE SCENARIO 2:

Julia is a nine year old born in Uganda. Her brother was adopted by her paternal aunt, as she did not have children. Julia's mother discovered that her husband was homosexual and requested a divorce. In light of the threats and persecution in Uganda in connection with his sexual orientation, Julia's father fled Uganda with Julia and found refuge in South Africa. According to the father's statements, he took his daughter with him because her mother rejected her after the divorce.

Julia's father should be considered for urgent resettlement due to xenophobic attacks he suffered in South Africa.

CASE SCENARIO 3:

Ten-year-old Karim, eight-year-old Abdel and five-year-old Nour and their mother are Iraqi refugees in Amman. The mother claims that she does not know the whereabouts of her husband. She and her three children are being considered for resettlement. UNHCR colleagues in Iraq receive a phone call from the children's father, who is in Iraq and claims that his wife has kidnapped his children. He argues that by law he should have custody and has asked the police to issue an arrest warrant. UNHCR colleagues in Amman conduct an interview with the mother and discover that she and her children had suffered domestic violence while living with the father. The mother is afraid that her husband will come to Jordan and claim the children.

UNHCR decides to submit her case as urgent.

CASE SCENARIO 4:

Fathima is a 46-year-old Somali woman from the Tunni clan, a minority clan. She is married and has five children ages 12, 10, 8 and 6-year-old twins). Due to the violence in Somalia, Fathima and her husband fled to Saudi Arabia, where they both found work. Later, Fathima's husband fell into conflict with his employer and was arrested and deported. Fathima hasn't heard from him since. She eventually lost her job as a domestic servant and feared deportation to Somalia. She and her children fled to India, where she was recognised as a refugee under UNHCR's mandate.

She is considered for resettlement as a woman at risk.

Notes for Facilitator

Facilitators can adjust the case studies as relevant to the context. Depending on the time, they can decide to use one or more of the case studies.

Facilitators walk among the groups to ensure that they are on the right track and that there is full/active participation by all participants. Feedback from each group must be short (5-10 minutes) and should be complemented by other groups' findings/outcomes. Key points related to the case studies should be covered.

Key points Case Scenario 1:

• A BID needs to be conducted for John for durable solutions purposes, since he is separated from both his father and mother. A BIA would be sufficient for Jane.

Other considerations:

- Verify the refugee status of John (and of John's father, Martha and their daughter).
- Check if John and Jane have birth certificates.

- Assess John's willingness to be reunified, or re-establish contact, with his mother and, based on this, determine whether to initiate family tracing of John's mother in Ethiopia. Among the questions that need to be answered: Does his father know more about the whereabouts of John's mother? Why did John's mother leave Lebanon and her son and husband stayed behind? Also check if tracing efforts for John's mother were undertaken in Ethiopia and Lebanon and what the results, if any, were.
- Obtain John's views regarding reunification with his father. Assess if the reunification of John with his father is in the child's best interests. Among the questions that need to be answered: Does John have (regular) contact with his father? Does the father provide care for the child? Why did the father leave his girlfriend and two children? How does John feel about the relationship with his father, and what are Marta's views on this?
- Inquire with Marta and other people close to the child about the quality of their relationship. Check reports of home visits. Are there emotional links with his half-sister, Jane?
- Try to locate the father and interview him regarding the care and custody of John and Jane and his future plans.
- Interview Marta and assess her willingness and capacity to continue to care for John and Jane in the long term.
- If resettlement of Martha, John and Jane is being considered, the father needs to give consent to releasing his custody for both children.
- If it is impossible to contact the father, or if he refuses to give consent, try to obtain a court decision assigning the sole custody rights for Jane to Marta, and possibly for John also, arguing that the custody rights were never exercised by the father for Jane and were abandoned for John.

Challenges:

- Late identification of John, an unaccompanied child.
- Tracing of John's mother and father after a long-term separation.
- John and Jane may not have birth certificates and other relevant documents proving their identity.
- Although Marta and her daughter have been granted refugee status by UNHCR Lebanon, John's current status is unclear.
- John is Ethiopian/Sudanese. Marta and Jane are Sudanese. Both children were born in Lebanon.
- Establishing contact with the father to obtain consent for release of his custody rights for the children may be difficult.
- Judicial systems may not be accessible to address custody issues.

Key points Case Scenario 2:

• If the father has sole custody of Julia, or a consent form is obtained from her mother to release custody, no BIA is needed. If this is not the case, a BIA should be conducted

Other considerations:

• Consider Julia's security, well-being, the willingness and ability of the father and/or of the mother/other family members to care for Julia in the short and the long terms, as well as the views of Julia and her father.

- Contact UNHCR in Uganda to verify the claims of the father regarding the alleged threats against him and Julia, the abandonment or rejection of Julia by her mother, and the circumstances of the divorce between Julia's parents (possibly under pressure from the mother's family, rather than by free will).
- Verify if the custody of the child has been determined by the respective authorities in Uganda.
- Seek to obtain the release of custody from Julia's mother in Uganda, if this is in the best interests of the child.
- A BIA would be sufficient if it appears that her father has sole custody (according to a custody decision in Uganda or her mother signed the custody release form).
- Provide counselling for Julia and her father, if they wish, as they have undergone difficult experiences, according to the reports.

Challenges:

- Difficulties obtaining information in the country of origin and establishing the situation of Julia's mother and possibilities of reunification.
- Difficulties obtaining information in Uganda, further endangering the situation of Julia and her father and their security.
- Difficulties confirming whether reunification with the mother is in the best interests of Julia due to the circumstances of the case (mother/relatives located in the country of origin).

Key points Case Scenario 3:

This is a sensitive case. Although the children are with a parent, a BID should be conducted because there is an unresolved custody issue.

Other considerations:

- Assess the ability and willingness of the mother to care for her children in the short and long terms, assess domestic violence against the mother and how it may affect the children. Questions to be addressed: Have the children been subject to abuse? Are they in need of additional support?
- Ask the UNHCR Office in Iraq to verify the father's claim/arrest warrant for kidnapping and see whether it would be possible to have him sign a custody release consent form.
- Ascertain if the mother might obtain protection under Jordanian law: Can she be supported in filing a divorce claim? Can she be supported in obtaining custody rights of her children? Can she get help documenting domestic violence?
- Provide counselling for the mother and children, if they wish this.

Challenges:

- It might not be possible to obtain a decision from a Jordanian court in the best interests of the children because there is a conflict between international human rights standards and the national law.
- UNHCR should consider long-term advocacy to the host state regarding the application of the Convention on the Rights of the Child.
- UNHCR should also consider the age of the children, their maturity in expressing their wishes, and the urgency of the case.
- Possible urgency of the case.

Key points Case Scenario 4:

- If the father can be reached and a consent form obtained to release custody, no BIA is needed since the children are with their mother.
- If the father cannot be reached, a BIA will be necessary.

Other considerations:

- Explore willingness of the mother and the children to be reunified with the father and assess if family reunification is in the best interests of the children.
- Assess whether return to Somalia would be in the best interests of the children (looking at the security situation in the place of origin, their minority status in Somalia, presence of other family members/availability of services, and the views of the children and their mother).
- Launch tracing of the children's father (likely very challenging) if in the best interests of the children.
- If family reunification and voluntary repatriation are not in the best interests of the children, explore resettlement as the only viable durable solution, since Fathima can be considered a woman-at-risk caring for five young children on her own.
- Assess if Fathima and her children are in need of counselling and other services.

Challenges:

• Ability of Fathima to care for all five children on her own.

References

UNHCR BID Guidelines: pages 22-23, 30-31 and Annex 1, page 84, Annex 4, page 87

UNHCR Field Handbook: Chapter 4. Chapter 3 can also be useful for background information on the identification of and response to child protection issues.

Training Module 4.1: BID in the Context of Durable Solutions, *PowerPoint Presentation*

PowerPoint Slides 1-7

Note: This presentation can be adapted to a specific refugee context, the level of knowledge and understanding of the participants, and the length of the training session.

Slide 1

Objectives Training Session Module 4

- Examine the principles underpinning voluntary repatriation, resettlement and local integration of unaccompanied and separated children.
- Apply skills in identifying the best interests of the child in the context of durable solutions.

Notes for the Facilitator

The main messages of this session are:

- A BID should be conducted in a timely manner for *unaccompanied and separated children* to identify durable solutions.
- A BID should not be placed on hold until prospects for a durable solution emerge.
- All identified unaccompanied and separated children need to be monitored and supported, this means ongoing follow-up after being identified, until a durable solution has been implemented.
- A BID needs to take place for all unaccompanied and separated children prior to *all three durable solutions:* voluntary repatriation, local reintegration and resettlement.

Ask questions such as:

- Is a BID necessary prior to voluntary repatriation and local integration of a foster family with a separated child?
- Do you have examples of BID cases conducted in the context of voluntary repatriation?

UNHCR BID Guidelines: pages 22-23 and 30-31

UNHCR Field Handbook: Chapter 4

Slide 2

BID in the Context of Durable Solutions

A BID should be undertaken for all unaccompanied and separated children to identify a durable solution:

- The best interests process should start as soon as possible after identification of the child.
- A full BID needs to take place at least within two years.
- A BIA should be undertaken as a first step to assess the child and start case management work (monitoring and follow-up) throughout the displacement period until a durable solution is implemented.
- A BID should outline the views/preferences of the child and prospects for durable solutions.
- ★ Tracing should continue throughout the displacement cycle and after the implementation of a durable solution/BID, when possible, and in the best interests of the child.

Notes for the Facilitator

- A BID should be conducted in a timely manner for *all unaccompanied and separated children* to identify durable solutions, not only for unaccompanied children, but also for separated children living with relatives.
- All unaccompanied and separated children need to be monitored, supported and consistently followed-up after they have been identified in order to promptly address and prevent child protection issues and to build individual case work.
- This process continues until after a BID has been implemented.
- Individual case monitoring and follow-up of children at risk need to be documented throughout the displacement cycle. This helps to inform the BID process at a later stage and contributes to the quality and effectiveness of BID decisions and child protection in general.
- Ask questions such as:
 - Why should a BID prior to the establishment of durable solutions generally be conducted within two years after the identification of the child?
 - What circumstances would require a BID earlier than the general two year rule?

UNHCR BID Guidelines: pages 22-23 and 30-31

UNHCR Field Handbook: Chapter 2, § 2.4.2 and Chapter 4, § 4.1

Slide 3

Identification of Durable Solutions

Consider:

- Safety, security and protection
- Prospects for successful tracing and family reunification
- Allow a reasonable period for tracing efforts (at least two years)
- Feasibility of voluntary repatriation in the near future
- Family relationships (including siblings)
- Continuity of care for fostered children
- Developmental needs
- Access to services for children with specific needs
- Views of the child and the parent/caregiver
- Custody issues
- Possible risks linked to the durable solution

Notes for the Facilitator

- Prior to the identification of a durable solution, several factors need to be considered, keeping security and protection as priorities. Access to basic services, prospects for education and maintenance of cultural traditions should be considered as a minimum.
- Whenever possible, all three durable solutions should be considered to identify the best interests of each individual child. However, this may not always be possible, as not all three durable solutions may be available.
- In-country and/or cross-border tracing of relatives of the child needs to start as soon as possible for all
 unaccompanied and separated children, because family reunification is generally the most sustainable
 solution for children.
- Tracing efforts should be carefully documented.
- Tracing efforts should be continuous and actively followed up on and monitored, with a view to exhausting all tracing avenues prior to BID decisions in the context of durable solutions.
- Unaccompanied or separated children who are living with foster families, whether with relatives or nonrelatives, should be included in the BID process, mainly to explore if a durable solution with the foster family is in the best interests of the child/children.

Ask questions such as:

• Which specific factors should be considered prior to voluntary repatriation, local integration and resettlement of unaccompanied and separated children?

UNHCR BID Guidelines: Annex 9, pages 97-98

UNHCR Field Handbook: Chapter 1, § 1.1, Chapter 3, § 3.9, § 3.11, § 3.12

Slide 4

Risk Factors in the Context of Durable Solutions

Consider:

- "Intentional" separation of children and their families
- Abandonment of fostered children

- Breakdown of family structures
- Unresolved custody issues (that can possibly lead to permanent family separation)
- Child trafficking

The main messages of this session are:

- Children may be "abandoned" by their own parents with the intention to be entitled to additional benefits if a child is registered as unaccompanied or separated. This can lead to permanent separation of the child and her/his family.
- Sometimes foster parents abandon children during a durable solutions process because they think the presence of a non-biological child may affect their resettlement case negatively, or because they think they may not have the means to continue to care and support for the child after repatriation.
- In general, displacement heightens risks of breakdown of (extended) family structures, as families may face distress and/or difficult access to support systems and safety networks in the community. This can increase risks of separation of children and families and/or custody issues.
- When custody disputes remain unresolved, a BID needs to take place in order to identify the best interests of the child/children prior to the establishment of any durable solution, as this may lead to permanent separation of children from one parent (and possibly siblings and other relatives).
- Risks of child trafficking may arise where there are large movements of people, including unaccompanied, separated and other children at risk.

The above risks can be addressed through:

- Information campaigns and focus group discussions for children, caretakers and other key people in the community;
- Establishment of monitoring and support systems for children at risk and their families/caretakers;
- A BID process in a timely manner.

Ask questions such as:

- What are potential risks for separated and other children at risk in the context of the establishment of durable solutions?
- Can you give concrete examples of cases?
- What have you done in order to address or prevent these child protection issues?

UNHCR BID Field Handbook § 4.3 to 4.5

Slide 5

What You Can Do

- Support a comprehensive FTR mechanism at the earliest stage of displacement in collaboration with ICRC and other agencies.
- Organize information campaigns and focus group discussions with children (including unaccompanied and separated children), parents and foster parents on the prospects of durable solutions.
- Advocate for continuity and possible formalization of care arrangements in country of asylum/ home/resettlement.
- Advocate for documentation (birth and school certificates, medical reports) prior to implementation
 of durable solutions.

The main messages of this session are:

- FTR means Family Tracing and Reunification.
- It is important to set up and continue to support a comprehensive tracing system in close collaboration with other agencies working with children.
- Children and their families, including foster families, fostered children and child-headed house-holds, have the right to receive and exchange information about the process of the identification and implementation of durable solutions.
- Children and caretakers need to receive the necessary information on prospects of durable solutions to enable them to make informed decisions. This will also help to prevent abandonment of fostered children.
- If there are signs/indication of abandonment of foster children staff need to take immediate action to help children who are abandoned by their caretaker or at risk of abandonment.

Ask participants questions such as:

- Can you give concrete examples of effective tracing mechanisms and the positive results for children?
- Can you identify which actors were involved?

UNHCR Field Handbook: Chapter 3, § 3.6- § 3.12

Slide 6

Consideration of Voluntary Repatriation and Local Integration

- Voluntary Repatriation:
 - Access to adequate support services in the home country
 - Language issues the home country, especially for children
 - Availability and validity of documents (birth registration, school certificates, etc.)
- Local Integration:
 - Access to national support services without discrimination
 - Obtaining necessary legal documents for children/caregivers to secure legal status/identity

Notes for the Facilitator

The main messages of this session are:

- Apart from continuity of care for separated children once they return home with their foster family, access to support services should be considered, especially for children with special needs.
- It is also important to explore if children have adequate language skills or if linguistic support is available to enable returnee children to access education in their country of origin.
- Legal documents will help to secure the legal status of separated and other children at risk once returned to their home country (or when local integration is being considered). UNHCR and partners should play a pro-active role in advocating for the issuance of these documents in collaboration with other relevant actors.

Ask participants questions such as:

- Which documents are important for separated children to secure their legal status?
- Can you give examples of UNHCR and/or partners successfully advocating for the issuance of documents for returnee children? Which other actors were involved?
 - Give examples why close collaboration among the country of asylum and the country of origin is

necessary to support the BID and voluntary repatriation process.

UNHCR BID Guidelines: pages 30-31

UNHCR Field Handbook: Chapter 2, § 2.4.2 and Chapter 4, § 4.2 - § 4.4. Chapter 3 provides useful information on the identification of and response to child protection issues, child protection programming and case management.

Slide 7

Resettlement Considerations

Resettlement can be an effective protection tool for refugee children and their families. Resettlement submission categories include:

- Children and adolescents at risk
- Medical needs
- Legal and/or Physical Protection needs
- Women and girls at risk
- Family reunification.
- Survivors of violence and/or torture.

Priority: Resettlement or unaccompanied and separated children reunited with parents/siblings.

Notes for the Facilitator

- Resettlement can be an effective tool to provide protection for children at risk, if other solutions are not available or are not in the best interests of the child.
- Family reunification of unaccompanied and separated children in a third country should be a priority. Annex 4 of the BID Guidelines stresses which situations require a BID prior to family reunification, including resettlement (or other durable solutions).

UNHCR BID Guidelines: pages 30-32

UNHCR Field Handbook: Chapter 2, § 2.4.2, Chapter 3, § 3.10 and Chapter 4, § 4.6.

Training Module 4.2: Resettlement and Children's Issues, *PowerPoint Presentation*

PowerPoint Slide 8-16

Note: This presentation has been developed by regional resettlement staff members of UNHCR and can be adapted to a specific refugee context, the level of knowledge and understanding of the participants, and the time frame of the training.

Slide 8

Objectives

- To increase knowledge on priority children's cases for resettlement.
- To highlight specific child issues in resettlement processing and the role of BIDs and BIAs.
- To provide guidance on BID preparation for resettlement.
- To share experiences/challenges regarding resettlement in the BID process.

- Best interests determinations in the context of durable solutions should not be conducted in isolation, but should be part of a wider child protection programme.
- BIDs should build upon individual casework conducted earlier during the displacement cycle as, for example, during initial best interests assessments (BIAs) undertaken soon after identification of a child at risk.

Slide 9

Priority of Children's Cases for Resettlement

Refugee children for whom resettlement has been identified as the most appropriate durable solution include:

- Unaccompanied and separated children who have an opportunity of family reunification.
- Children who face protection problems.
- Unaccompanied children (no parents, siblings, or other adult caregivers) for whom resettlement is in their best interests

Notes for the Facilitator

- Resettlement can be an effective tool to provide protection for children at risk, if other solutions are not available or not in the best interests of the child.
- Family reunification of unaccompanied and separated children in a third country should be considered a priority. Annex 4 of the BID Guidelines stress which situations require a BID prior to family reunification, including in the context of resettlement (or other durable solutions).
- Ask participants questions such as:
 - Which circumstances require a BID prior to family reunification?
 - ▶ What types of challenges accompany family reunification in a third country? How can these challenges be addressed? Cite examples.

UNHCR BID Field Handbook § 4.5 and 4.6

UNHCR Field Handbook: Chapter 2, § 2.4.2, Chapter 3, § 3.10 and Chapter 4, § 4.5 and § 4.6.

Slide 10

Family Reunification

- UNHCR promotes the family reunification of dependent unmarried children, regardless of age.
- Family reunification of unaccompanied and separated children is a priority.
- Family reunification with parents/previous caregiver may not be possible or not be in the best interests of the child.
- Reunification with siblings and/or other relatives should also be considered.

Notes for the Facilitator

- Family reunification, including in a third country, is generally in the best interests of the child.
- Annex 4 of the BID Guidelines stresses which situations require a BID prior to family reunification, including in the context of resettlement (or other durable solutions).

Slide 11

Family Tracing

- Tracing of direct and extended family members should begin immediately after identification of unaccompanied and separated children, in both the countries of origin and asylum.
- Active tracing should take place for at least two years, depending upon:
 - Past tracing results of children with similar profiles;
 - Access to the area of origin;
 - Age of the child.
- In order to facilitate tracing, complete information regarding family members should be gathered.

Notes for the Facilitator

- As with all other durable solutions, tracing options and results in the asylum and home country should be exhausted and documented prior to resettlement.
- Active tracing should take place for at least two years, but in cases where prospects for family reunification are generally very low (because the child is very young or security issues do not allow
 for tracing in the home country), a BID should take place at an earlier stage to identify a durable
 solution for the child.

UNHCR Field Handbook: Chapter 2, § 2.6. and Chapter 3, § 3.9

Slide 12

Resettlement Process and Children's Issues

- Custody
- Domestic violence
- Locations of one of the parents unknown
- Polygamous marriages

Notes for the Facilitator

- Unresolved custody issues can lead to protection issues for children, such as permanent separation from a parent and siblings.
- Children facing domestic violence need to be identified, monitored and followed-up on systematically and as soon as possible. If children are at imminent risk at home, a BID needs to take place to consider if she/he needs to be separated from her/his parents.
- If the whereabouts of one of the parents holding custody is unknown, and tracing is unsuccessful, a BIA must be conducted.
- Resettlement countries do not recognize polygamous families, and resettlement submissions of children of polygamous marriages may lead to separation of the family.
- Consideration of the above issues is particularly important prior to formal decisions that will have long-term impact on the life of the child and her/his caretaker.

UNHCR BID Guidelines: page 40-44 UNHCR Field Handbook: Chapter 4, § 4.6

Slide 13

Custody/Domestic Issues

In the case of the resettlement of separated/divorced parents:

- Legal custody decision exists, or
- One parent relinquishes custody.

In the case of custody dispute:

- The State should assume responsibility, or
- UNHCR will need to conduct a BID to identify the best interests of the child.

A BID is essential when protection risks emanate from within the family.

Notes for the Facilitator

- A BID is essential in all cases in which the resettlement of one parent is based on a protection risk emanating from the family (e,g., domestic violence). Resettlement can be an effective tool to provide protection for children at risk, if other solutions are not available or are not in the best interests of the child.
- If there is an unresolved custody issue and the other parent can be reached:
 - ▶ His/her informed written consent should be obtained. If the consent form is obtained, there is no BIA needed.
 - If he/she refuses to sign a consent form, efforts should be made to engage competent national authorities to make a legal determination of custody.
 - ▶ If local authorities are unwilling or unable to make a legal determination, or procedures are inaccessible to refugees, UNHCR should undertake a BID to determine if resettlement together with one parent is in the best interest of the child.
 - The parent who travels with the child should be advised to initiate procedures to acquire full custody rights upon arrival in the resettlement country.
- Brainstorm with participants about:
 - Different circumstances when UNHCR and/or partners have to conduct a BID related to unresolved custody issues.
 - Each step in the process to determine the best interests of the child in case of unresolved custody issues in the context of a resettlement (or other durable solution) process.

UNHCR BID Guidelines, pages 43-44 UNHCR Field Handbook: Chapter 4, § 4

Slide 14

Missing Spouse

- A BIA or possibly a BID would be needed if there is no legal custody document.
- No BIA is needed if the parent traveling has sole custody.

Notes for the Facilitator

- If the parent who is not resettled cannot be reached or is missing:
 - A BIA should be conducted to determine if resettlement with the known parent is in the best interests of the child.
 - No BIA is needed if the parent travelling with the child has sole custody.

- Other considerations:
 - Explore if any documentation is available that would confirm status and location of the absent parent (e.g., death certificate, divorce or custody documents, etc.).
 - Discuss with the child if he/she wishes to pursue a tracing request for the absent parent, or in case of a very young child, discuss the matter with the present parent. Staff should also assess whether tracing is deemed to be in the best interests of the child, and that tracing can be done safely.
 - All information about tracing efforts or any information on the missing parent's identity and whereabouts should be recorded.
 - Explore and document reasons for the separation and, in particular, if domestic violence triggered the separation.
 - Explore and document to what extent the absent parent has exercised his/her parental rights.
 - The child's views on the possible separation from the absent parent should be taken into account.
 - The child should also receive age-appropriate information on the long-term implications of resettlement with just one parent, and be given an objective assessment of the possibility of future family reunification in the country of resettlement if the absent parent should be found.

UNHCR Field Handbook: Chapter 2 § 2.4 and Chapter 4 § 4.6

Slide 15

BID, BIA and Preparation for Resettlement

- A BIA or BID can only be submitted for a resettlement submission if it was completed within the last six months. If a case is being resubmitted, the BID must be updated.
- Children and adolescents at risk resettlement category: A BID must be completed in the case of an unaccompanied or separated child; a BIA is unacceptable.
- Discrepancies in the BIA/BID and the resettlement submission: An interviewer must ensure that the narrative sections in the Resettlement Registration Form (RRF) and the BID/BIA correspond.

Notes for the Facilitator

- All decisions on resettlement related to unaccompanied and separated children should follow strict
 procedural safeguards and should build upon individual case management work done after identification of the child at risk.
- The child should also receive age-appropriate information on long-term implications of resettlement and prospects for family reunification throughout the BID process, to enable her/him to make informed decisions

UNHCR Field Handbook: Chapter 4 § 4.2. Chapter 3 also provides useful information on the identification of and response to child protection issues, child protection programming and case management.

Slide 16

BID/BIA and Preparation for Resettlement (continued)

- **BID Recommendations:** If a BID does not clearly outline the reasons and conclusions for resettlement submission, a BID must be revised/updated by the appropriate staff.
- **Changed Circumstances:** If the circumstances of the child change, the BID/BIA must be reviewed and updated, if resettlement is still the preferred durable solution for the child.
- Attaching BIA/BIDs: A signed BID/BIA form must be included in the resettlement submission.

• All factors and rights of the child at stake need to be considered, balanced and recorded, including actions taken to address child protection issues and the results of these actions.

Training Module 5: Communicating with Children: Child-friendly Interview Techniques

Learning Objectives:

- Increase understanding of the principles and ethics of interviewing of girls and boys.
- Apply child-friendly interview techniques during BIA and BID interviews with girls and boys.
- Increase meaningful participation of children and young people in decision making that affects their lives.

ACTIVITY 1	PRESENTATION COMMUNICATING WITH CHILDREN (30 MINUTES)
Time	1:30-2:00
Objective	To increase knowledge and understanding on the principles, ethics and good practices of communicating with children.
Materials	PowerPoint presentation Slides 1-16, flipcharts, markers.
Method	Presentation and brainstorming: During this session, the facilitator should encourage participants as much as possible to share experiences related to interviews with individual girls and boys.
Notes for Facilitator	 Throughout the presentation, the facilitator can ask questions: What are the main principles for communicating with children? Why are these important? Where do you interview children? What should interpreters in your context know about child protection? Have you encountered difficulties and what did you do to address these? What should you do when a child shows signs of distress? How do you encourage children to participate? What are examples of creative methods to communicate with children? Do you use them in your work?
References:	UNHCR BID Guidelines: pages 57-63 and page 77 UNHCR Field Handbook Chapter 4 § 4.2, Chapter 5, Chapter 6 § 6.12

ACTIVITY 2	ROLE-PLAY I: COMMUNICATING WITH CHILDREN (30 MINUTES)
Time	2.00-2.30
Objective	To apply the principles of communicating with children and to enhance skills of child-friendly interview techniques.
Materials	Flipcharts, markers and two volunteers.

Method

- 1. Prior to this session, request two volunteers to help out with the role-play (facilitators can also choose to act out the role of the child or the interviewer).
- 2. Ask a volunteer to act out the role of the child in Case Scenario 1 below. Ask her/him to read the description of her/his role (s/he should not share information with the rest of the group).
- 3. Ask another volunteer to act out the role of the interviewer. Ask her/him to read the description of her/his role (s/he should not share information with the rest of the group)
- 4. Ask the rest of the participants to observe and note down positive points and areas for improvement for the interviewer.
- 5. Discuss in plenary.

CASE SCENARIO I

Role of the Child

You are a 15-year-old boy from the DRC named Willy. You were born on 16 February 1994. You lived in a small town in North Kivu until you were about ten years old.

You remember that your mother left and never returned home. You do not like to talk about this because it is a painful memory. You are not sure why she left, but you remember that your father and mother used to fight a lot.

Sometimes you feel very angry at her for leaving you, but you also wish that you could be with her again. You have heard that she lived in another town with a new husband and two children, but you do not know where she lives. You do not know the names of your mother's new husband and the two children.

After your mother left, you lived with your father for about three years on a farm. Your father had to pay a tax to armed men who came to see him. One day, a group of men came and took away your father. You immediately fled the farm, not knowing where to go and then you found some other people fleeing to Zambia.

In Zambia, you are living on the streets in Lusaka. You often did not have enough food to eat and people would threaten and mistreat you. Once a man offered work at his home, but you did not want this and do not like to talk about this. He was a powerful man and you were afraid of him.

You really do not like to ask for help with anything. You used to get help from a psychologist at a street-children centre where you would go to take a shower and wash your clothes. When you get uncomfortable, you put your hands together in a tight fist and stay quiet.

About one month ago, you were offered work in a restaurant by a woman. She also offered you a place to live right there in the restaurant. You are not sure why she wants to help you, but she has been nice to you. She lives alone and lets you sleep in a small room next to the restaurant. She lives behind the restaurant. You very much like having your own space, but you do not earn any money.

Sometimes, you get really sick and you have been to the Red Cross for help. You are not going to school, you are just working in the restaurant all of the time. The woman does not pay you, but lets you stay. You feel proud about your work. Sometimes the man that offered you to work at his home passes by the restaurant and you are still scared of him. Some days, you feel very sad and confused about your situation. You have been in Zambia for about two years.

The woman told you that there was a place where you could apply to have documentation to work, so you have gone to the offices of a place called UNHCR.

Role of the Interviewer

You are in the Protection unit of UNHCR. The guard at your building told you that there is a young man, maybe about 14 or 15 years old, whose name is Willy downstairs. You know you are going to have a hectic day and you have to file a report to one of your supervisors by the end of the day.

This would be the first time that you meet Willy. Willy has already met with one of your implementing partners, a psychologist who works with street youth. While that was not an individual interview, Willy did participate in a group reflection exercise where youth talked about the loss of parents. Willy became very emotional about his father and he had to leave the room during the group exercise. He did not come back after that to the street youth centre.

Your colleague at the Red Cross, another implementing partner, told you that Willy had come in a couple of times in the past nine months to ask for medications that were related to venereal diseases. When you see him, he looks very tall and he is a good-looking boy. You guess that he is from the DRC.

Consider how you are going to introduce yourself and your work at UNHCR and what kinds of questions you are going to ask him.

Notes for Facilitator

- Facilitators can adjust the case studies as relevant to the context. Case scenarios of Module 3 or 4 can also be used for further role-playing when necessary. Depending on the time, the facilitator can decide to use different case scenarios (I, II and III) and ask participants to work in groups and to provide each other with feedback. Walk among the groups to ensure that they are on the right track and that there is full/active participation among the participants. You can encourage participants who act out the role of the interviewer to use creative methods to communicate with the child.
- You can also discuss in plenary how the groups/participants experienced the role-playing.
 - Ask interviewers how it felt to interview the child and what did she/he learn.
 - Ask those who played the role of the child how it felt to be interviewed. What types of questions did she/he like/not like? Did she/he know why the interview took place? Did she/he understand all the questions? What did she/he learn about interviewing children through acting out the role of the child?
 - What were the main observations of the other participants?

References

UNHCR BID Guidelines: pages 57-63 and page 77

UNHCR Field Handbook Chapter 4 § 4.2, Chapter 5, Chapter 6 § 6.12

The ARC (Action for the rights of children) resource pack also provides useful guidance and training activities regarding child participation and communicating with children. The foundation module can be found at: http://www.savethe-children.net/arc/foundation/participationinclusion.html

ACTIVITY 3	ROLE-PLAY COMMUNICATING WITH CHILDREN (45 MINUTES)
Time	3.00-3.30 Tea break 3.30-4.15 Role-play (continued)
Objective	To apply the principles of communicating with children and to enhance skills of child friendly interview techniques.
Materials	Flipcharts, handouts with Case Scenarios II and III
Method	 Divide the participants in groups and provide each group with a case scenario. Ask the groups to identify two volunteers, one to play the child and the other one to play the interviewer.
	3. Provide both volunteers with the description of their roles (below) and have them act out the interview.
	4. Have the rest of the participants observe and note down positive points and points for improvement for the interviewer.
	5. Discuss in plenary.
	CASE SCENARIO 2:
	Role of the Child
	You are a 14-year-old girl called Beatrice. You fled with your aunt from the DRC in 1998. You are currently living as a refugee in a border town of South Africa. Your aunt sends you out at night with other refugee girls to earn money to help the family. You are working in a dark bar with no windows. There are numerous men coming and going to the bar. They appear to be truck drivers transporting goods across the border.
	You don't like being there. You are ashamed and scared. The men are mean and smell bad and are bossy. You don't want to do what they ask of you, but know that if you don't, your aunt will be very angry with you. She expects money every morning when you return home.
	You are not feeling well, you can't eat, you are very tired and you don't want to go to the bar. You decide to try and talk to a social worker in an organisation you heard about from another girl in the bar. The NGO is known to help children.
	CASE SCENARIO 3:
	Role of the Child
	You are a 14-year-old refugee girl called Aye Thein in Thailand. You fled from Myanmar with your neighbours. The neighbours cared for you for a short while, but then they abandoned you. Subsequently, you were fostered by another family from Myanmar. You did not know this family before. The family has two children, a 12-year old girl and a 16-year old boy. Both children are going to school. They play with other children after school. You have to stay home all day to clean the house and prepare food for the family. The family complains about you, that the house is not clean and the food you prepare is not good. You feel worthless and isolated. You want to go home and live with your own family again.
	Role of the Interviewer You work for a child protection NGO in Thailand supporting girls and boys at risk.

Notes for Facilitator	Facilitators can adjust the case studies as relevant to the context. Case scenarios of Module 3 or 4 can also be used for further role-playing if desired. Depending on the time, the facilitator can decide to use different case scenarios and ask participants to work in groups and to provide each other with feedback. Walk amongst the groups to ensure that they are on the right track and that there is full/active participation among the participants. Encourage participants who act out the role of the interviewer to use creative methods to communicate with the child.
	Discuss in plenary how the groups/participants experienced the role play. Ask those who played the role of the child how it felt to be interviewed. What types of questions did she/he like/not like? Did she/he know why the interview took place? Did she/he understand all the questions? What did she/he learn about interviewing children through acting out the role of the child? What were the main observations of the other participants?
References	UNHCR BID Guidelines: pages 57-63 and page 77 UNHCR Field Handbook Chapter 4 § 4.2, Chapter 5, Chapter 6 § 6.12 The ARC (Action for the rights of children) resource pack also provides useful guidance and training activities regarding child participation and communicating with children. The foundation module can be found at: http://www.savethe-children.net/arc/foundation/participationinclusion.html

ACTIVITY 4	DISCUSSION: BID CASE PRE-TEST
Time	4.15-4.50
Objective	To review the BID case and the recommendation of the child protection staff in regard to the pre-test (prepared by the participants prior to the workshop) to determine the best interests of the child in the short and long term.
Materials	BID case handout (from pre-test).
Method	1. Present the prepared flipchart with key factors (based on Annex 9 of the BID Guidelines) to consider the best interests of the child (Tanya).
	2. Ask participants what is the purpose of this BID.
	3. Ask participants if they approve of the recommendation of the child protection or if they have another recommendation.
	4. Discuss each of the factors on the flipchart related to the case (see notes for the facilitator below).
	5. Ask participants if information is missing, inadequate or contradictory (see notes for the facilitator below) and how the BID report can be approved.
	6. Ask participants to close out the case and, in doing so, are they comfortable with the decision. Ask them if they would still take the same or another decision.
Notes for Facilitator	During the discussion on the pre-test, the facilitator needs to refer to some of the key learning points of Day 1 and Day 2. Prepare a flipchart with these key factors to consider prior to the session and discuss each factor relating to the case.
	Key points for BID Pre-Test
	Summary and purpose of the BID: Tanya is two-year-old girl living in a refugee camp child with her father. Her mother died due to HIV/AIDS. Both the girl and her father are HIV-positive. The young father feels discriminated against by the

community because of his HIV status and he lacks income. A community worker in the camp is concerned that the girl faces abuse and neglect and that the father is incapable of providing for her. According to some reports, he drinks often and he sells his food rations to buy alcohol. The report also mentions that other sources confirm that he loves his daughter. The question is, is Tanya at imminent risk and should she be separated from her father and placed in alternative care?

- Safety/Security/Protection: Is Tanya safe with her father? The reports are contradictory. A community worker says that the father "spanks" his child, sells his food rations and "feels depressed" because he cannot find support in his community. Others assert that the father loves his daughter and tries hard to care for her. This information is inadequate and contradictory and should be further verified. It is also unclear when interviews and home visits took place and for how long the father and child have been monitored. What are the daily activities of the girl and the father? In addition, it is unclear whether the minority status of the father and his daughter can pose a treat to their security.
- **Health:** The father provides medicines to his child regularly and the child seems healthy. Yet he is not receiving medical care. This may have significant consequences for Tanya's father, as he may become ill or even die, putting his daughter at heightened risk.
- **Age/Gender:** The report states that the child behaves like a normal child of two years old. At the same time, it notes she is not able to talk. This information needs to be further explored and documented. With regards to gender, the girl may not have specific problems at this stage. This may change in the long term, when she grows up as the only child of a single father.
- Care: The father expresses that he wants to continue caring for Tanya. At the same time, he says he has difficulties as a single father supporting his young child, and that she may need alternative care if his health situation deteriorates. Community workers subsequently sought to identify a suitable foster family but failed to do so. Yet, the community workers only looked for two weeks, an extremely short time to explore possibilities of appropriate care. In addition, some family members (family of Tanya's mother, living outside the camp, caring for Tanya's half-sister), as well as some friends of the father are mentioned in this report. Inquiries need to be made, whether these relatives/friends would be willing and able to care for Tanya in case her father's health worsens or if he should die. Also, the report notes that her father feels depressed and drinks alcohol, although there is not enough information about the father's alleged drinking habits and his psychosocial issues. The father needs counselling support and he should be monitored over a set period of time. The placement of Tanya in a national orphanage would not be recommendable and should be a last resort.
- Views of the Child/Others: The child is two years old and is not able to speak yet. As described above, the views of others around the child are contradictory and need to be further explored and clearly documented in a consistent manner, including short and long term perspectives regarding the care and protection of Tanya.

Actions/follow-up:

regarding the alleged abuse of the father and his capacity to care for his daughter in the short and long term. Regular home visits and monitoring is required over a set period of time. The father needs to receive support for his alcohol problem. Day care and other community support should be arranged for the family so that her father will be able to cope with his financial burdens.

	Alternative care needs to be explored, especially among relatives and friends of the father, who can potentially provide for Tanya in the long term, if this is in her best interests. Only if the situation does not improve and Tanya is found to be at imminent risk should she be separated from her father and placed in alternative care. Tanya and her father need a care plan, indicating referrals with clear timelines and responsible agencies/ services. The care plan should include a date for review and final decisions by the BID panel. Recommendations for improvement of the report:
	 The report is somewhat repetitive and therefore not reader friendly. It also contains inconsistencies. Dates are missing. The circumstances surrounding the alleged abuse of the father are not sufficiently described. Also, information regarding monitoring and follow-up, essential elements are missing in the report. Also note that the report is an old version of the BID form.
References	UNHCR BID Guidelines: pages 36-44, Annex 6, pages 89-94 and Annex 7-9, pages 95-98 UNHCR Field Handbook Chapter 3 § 3.9 and § 3.11 - 3.13.

Alternative activities:

ACTIVITY 5	DOS AND DON'TS COMMUNICATING WITH CHILDREN (10 MINUTES)
Time	10 minutes
Objective	To enhance skills of child-friendly interview techniques
Materials	"Dos and Don'ts Communicating with Children" handout, BID Field Handbook, paragraph 5.9.3
Method	 Read a statement from the Dos and Don'ts list. Choose a participant and ask her/him to stand up if she/he thinks it the statement is a "do," or remain seated if she/he thinks it is a "don't."
References	Field Handbook Chapter 5

ACTIVITY 6	DAILY REVIEW
Time	4.50-5.30
Objective	Review Workshop Day 2.
Materials	Daily review form handout.
Method	Review and summarized Day 2.
Notes for Facilitator	The review is optional and should allow for some flexibility in terms of time.

Note: More background information, reading, presentation slides, training activities and exercises related to communicating with children is provided in the ARC Resource Pack (2009), Foundation Modules: 4, Participation and Inclusion.³

_

 $^{3\} Action\ for\ the\ Rights\ of\ Children,\ ARC\ resource\ pack,\ 2009,\ http://www.arc-online.org/using/index.html$

Training Module 5: Communicating with Children, PowerPoint Presentation

Note: This presentation can be adapted to a specific refugee context, the level of knowledge and understanding of the participants, and the length of the training.

Slide 1

Objectives Training Session Module 5

- Increase understanding of the principles and ethics of interviewing children and youth.
- Apply child-friendly interview techniques during all interviews with children and youth.
- Enhance interviewing skills to increase the level of participation of children and youth in decision making.

Notes for the Facilitator

• The main messages of this session are:

- It is a child's right to express his/her views and to receive information in an age appropriate manner.
- Interviewers should facilitate dialogue with children.
- Interviewers and interpreters responsible for interviewing children and youth should be trained in the principles and ethics of child participation and child-friendly interview techniques.
- The quality of the interviews and interviewing skills of the interviewer may impact the quality of BID decisions.

Ask questions such as:

- Have you ever interviewed a child? How did you find this experience? How do you think the child experienced the interview?
- What could be the possible challenges in interviewing children? How can these challenges be addressed?

UNHCR BID Guidelines: pages 57-63 and page 77

UNHCR Field Handbook Chapter 4 § 4.2, Chapter 5, Chapter 6 § 6.12

The ARC (Action for the rights of children) resource pack also provides useful guidance and training activities regarding child participation and communicating with children. The foundation module can be found at: http://www.savethechildren.net/arc/foundation/participationinclusion.html

Slide 2

Child Participation

A child has a fundamental right to share her/his views to influence and contribute to decisions concerning her/his life and to receive information.

- Remember: children are not small adults, but rather have their own needs and abilities different from those of adults.
- Treat children and adults with similar respect.

Notes for the Facilitator

- One of the four key principles of the CRC is child participation (art. 12-13).
- Children do not just have a need to be heard—they have the right to freely express themselves, to be listened and to receive information.

- Staff involved in the BID process must be aware of this.
- Staff working with children should actively encourage meaningful child participation according to the best interests of each individual child.

UNHCR Field Handbook Chapter 5 § 5.1- § 5.2, notably § 5.2.6

Slide 3

Ethics and Principles

- Non-discrimination toward, participation of, and advocacy for the child.
- Child participation.
- Collect information in the best interests of the child.
- Act as advocate for the child.
- Facilitate dialogue and discussion with the child (to explore and express their views, opinions and ideas).
- Acknowledgement of the diversity, resilience and capacities of children.

Notes for the Facilitator

- Staff should be trained on the principles and ethics of communicating with children and youth.
- Each child is unique. Interviewers need to be sensitive and interview children in line with their capacities, age and maturity, with respect for their cultural and/or traditional norms and values.

UNHCR Field Handbook Chapter 5 § 5.1- § 5.2

Slide 4

Ethics and Principles (continued)

- Be aware that interviews/discussions with children can affect their mental health and psychosocial well-being: tread carefully and bear in mind the "do no harm" principle.
- Address identified protection issues and take appropriate and timely steps after the interview, as sometimes immediate action is needed.

Notes for the Facilitator

- Interviewers need to be aware that interviews with children can create expectations or emotional distress. They should avoid questions that may upset the child.
- If staff identify child protection issues during interviews, including those conducted during a BIA or BID process, they should initiate action immediately after the interview, such as referral for counselling, advocacy for access to education or other child protection interventions.

UNHCR Field Handbook Chapter 5 § 5.1- § 5.2

Slide 5

Confidentiality

- Only **necessary** and **relevant** information is shared with third parties.
- Information should be shared with limited actors involved in providing assistance on a need-toknow basis.

• Principle of confidentiality should be respected by interviewers and interpreters.

Notes for the Facilitator

- Interviewers have to explain what confidentiality means at the beginning of the interview.
- During a BIA or BID process, information often needs to be shared among stakeholders about the identity, living situation and protection problems of individual children in order for referral and follow-up, or for the BID panel members to make joint decisions in the best interests of the child.
- The interviewer needs to explain to the child and caregiver that the provided information will only be shared in the best interests of the child.

UNHCR BID Guidelines, page 48 and pages 57-58, Annex 5, page 88 UNHCR Field Handbook Chapter 5 § 5.2.9

Slide 6

Consent

- Consent is defined as "an informed choice to agree freely and voluntarily to do something."
- Ask the child for permission to talk to him/her: *participation is not an obligation and should always be voluntary*.
- Explain in simple terms the reason of the interview.
- Explain confidentiality in simple terms relevant to the child's age and maturity.

Notes for the Facilitator

- Prior to the start of the interview, the interviewer must ask the child and/or caretaker for her/his consent.
- It is important to take time to explain to the child who you are, what your role is, and what the purpose of the interview is.
- Also explain to the child that she/he has the right to decline to participate in an interview or to refuse to answer specific questions.

UNHCR BID Guidelines, page 48 and pages 57-58, Annex 5, page 88 UNHCR Field Handbook Chapter 5 § 5.2.9

Slide 7

General Considerations for Interviewing Children

Staff interviewing children should bear in mind:

- Every child is unique.
- Developmental stage and age.
- Gender.
- Cultural and local circumstances.
- Social and economic circumstances.
- Linguistic issues.
- Mental and physical disabilities.
- Past history of trauma.

The main messages of this session are:

- Interviewers should interview children in an age-appropriate manner and according to their development stage and maturity and be aware of cultural and traditional issues.
- It is especially important to be vigilant with regard to signs or reports of past or current abuse or trauma faced by the child.

UNHCR BID Guidelines, pages 54-55 UNHCR Field Handbook Chapter 5 § 5.3

Slide 8

Preparation, Timing and Location

Preparation

- Be prepared for the interview.
- Avoid multiple interviews.
- Read all available information, including individual case files and other relevant information (country of origin information, child protection assessments, etc.).

Timing

- Allocate sufficient time for the interview.
- Be aware of children's limited concentration.
- Plan more than one interview, if needed.

Location

- Organize the interview in a quiet place with privacy.
- Choose a location that is familiar and comfortable.

Notes for the Facilitator

- In the context of a BID, the interviewer should be prepared and read through other documentation related to the child, e.g., the BIA form.
- Interviewers should not rush through the interview. It is important to take time to listen to and understand the information and views provided by the child.

Slide 9

Child-friendly Interview Techniques

Interviewers need to treat children with similar respect as they would adults.

- Introduce yourself and your organisation.
- Explain the purpose and process of the interview.
- Ask the child for permission to conduct the interview.
- Explain to the child that he/she does not have to answer questions or can answer "I don't know."
- Be open, honest and friendly with the child.
- Create an atmosphere of dialogue (speak softly, laugh, smile) and listen carefully.

- Introduction and clear explanation of the purpose of the interview is very important for children and their caregivers. They may not know what is meant by the "BID process" or the role of UNHCR or other agencies.
- Be realistic and don't make false promises to children and their families.

UNHCR Field Handbook Chapter 5 § 5.9

Slide 10

Child-friendly Interview Techniques (continued)

- Use simple language
- Ask open-ended questions
- Show respect for the child's feelings
- Ask culturally appropriate and gender-sensitive questions
- Show empathy and patience
- Balance emotionally charged questions and lighter topics so as to not overwhelm

Notes for the Facilitator

- Emphasize that staff who are experienced in talking to children or in providing psychosocial care should practice interviews with children with staff less experienced in order to pass on child-friendly interview skills.
- Open questions are usually guided by a number of closed questions. The interviewer should make sure not to make assumptions about what the child wants to say.

UNHCR Field Handbook Chapter 5 § 5.9

Slide 11

Creative and Participative Methods

Be creative and unique in increasing active participation from children by:

- Drawing
- Storytelling
- Singing
- Game playing
- Risk mapping
- Mobility mapping and flow diagrams

Notes for the Facilitator

- It can be useful to use creative methods to communicate with children, depending on their age and maturity.
- It can help sometimes to go for a short walk with the child.
- Drawing can help the child to recall her/his family members or family tree to and get a better overview of her/his family relationships. She/he can draw his village and house for tracing purposes.
- Often children may provide information during organized play, once they feel at ease with staff

working with children,

- Risk mapping can also be used with groups of children during focus group discussions. Children can draw the camp where they reside and draw "smiley faces" where they feel safe, "sad faces" when they do not feel safe. Staff should then open up and guide discussions.
- Generally, only trained staff should use these types of creative methods.

UNHCR Field Handbook Chapter 5 § 5.9. Also, more useful guidance and training activities can be found in the ARC module on Child Participation and inclusion: http://www.savethechildren.net/arc/foundation/participationinclusion.html

Slide 12

Observations

- Carefully observe the child
- Facial expressions
- Gestures
- Body language
- Nonverbal communication (in light of cultural norms)
- Signs of distress
- * Interviewers should be aware of their own nonverbal communication.

Notes for the Facilitator

- At all times, staff should be aware of their own verbal and nonverbal communication and those of the child during the interview.
- Children may express themselves more in nonverbal communication, and interviewers should be vigilant when children show signs of withdrawal, sadness, stress or frustration.

UNHCR Field Handbook Chapter 5 § 5.9.2

Slide 13

Documentation

- Notify the child and family of the need to take notes.
- Be sure information in BID forms is accurate and comprehensive.
- Avoid the use of computers/laptops in front of the child.
- Allow time after the interview to write up the notes and enter data in the database as soon as possible.
- Avoid taking photographs or filming the child, unless necessary. Ask for consent from the child's caregiver.

Notes for the Facilitator

• Explain the purpose of documentation to the child and how it will be used to assist her/him.

UNHCR Field Handbook Chapter 5 § 5.8

Slide 14

Ending the interview

- Explain the next steps
- Discuss the time frame
- Ask if the child has questions
- Discuss possible solutions
- Discuss identified protection issues and interventions and services
- Finish on a positive note: bring the conversation back to a normal, light and playful tone

Notes for the Facilitator

- Children need to know what they can expect—and cannot expect—after the interview. Discuss the
 next steps with her/him in an age appropriate manner and seek the views of the child on these actions.
- Inform the child on your next visit.
- The interviewer should act upon the outcomes of the interview and discussions with the child.
- The interviewer should end the interview positively. Ask questions: for example, what will the child do for the rest of the day?

UNHCR Field Handbook Chapter 5 § 5.9.3

Slide 15

Requirements for Interviewers

- Have a signed code of conduct and confidentiality statement.
- Feel comfortable with children
- Engage/interact with children in a natural way.
- Use language and concepts appropriate to the child's age and stage of development.
- Accept and understand that children with distressing experiences may not trust an unfamiliar adult.
- Understand that children may view their situation in ways very different from those of adults.
- Take seriously the thoughts and feelings of children/youth.
- Perceive children/youth as bearers of human rights.

Notes for the Facilitator

- Staff who are interviewing children must be trained in communicating with children. In the context of a BID, this applies to child protection staff but also to resettlement staff who are in contact with or responsible for interviews with children and youth.
- Interviewers must also be trained in, and understand, the code of conduct and the principle of confidentiality.
- Interviewers should be patient and allow the child time to become familiar with her/him. The child should be free to express that she/he would prefer to speak with another interviewer.
- It is very important for the interviewer to show her/his understanding and respect for any feelings the child may express during the interview.

UNHCR Field Handbook Chapter 5 § 5.3

Slide 16

Requirements for Interpreters

- Have signed a code of conduct and confidentiality statement.
- Feel comfortable with children.
- Engage/interact with children in a natural way.
- Understand the cultural context of the child.
- Have received training on child protection and child participation.
- Have a clear understanding of their role, including its scope and limitations.
- Have a positive and interactive rapport with the interviewer.

Notes for the Facilitator

- Interpreters who are in contact with children and youth *must be trained on communicating with children*.
- They must also be trained in, and understand, the code of conduct and the principle of confidentiality.

UNHCR Field Handbook Chapter 5 § 5.4.

Facilitator's Notes for the implementation of **UNHCR BID Guidelines**



Facilitator's Notes for the Implementation of UNHCR BID Guidelines - Day 3

ACTIVITY 1	RECAP DAY 2 (15 MINUTES)
Time	8.30-8.45
Objective	To summarize the key messages and learning points of the previous workshop day.
Materials	Flip charts, markers
Method	1. Ask the two "volunteers" from Day 2 to recap Day 2.
	2. Clarify any outstanding questions.

Training Module 6: The BID Process: Step-by-Step

Learning Objectives:

- To establish the minimum standards for effective BID implementation.
- To identify the different steps and procedures in the BID process.
- To acknowledge the need of timely identification of suitable partners and close collaboration between UNHCR, governments authorities, (I)NGOs and communities for effective BID implementation.

ACTIVITY 2	PRESENTATION ON THE BID PROCESS STEP-BY-STEP (45 MINUTES)
Time	8.45-9.30
Objective	To increase knowledge and understanding of the key steps of the BID process and the roles and responsibilities of the different actors involved.
Materials	Powerpoint presentation, Flip charts, markers.
Method	Presentation of Module 6 slides 1-15, discussions and brainstorming.
References	UNHCR BID Guidelines, page 47-79 BID Field Handbook Chapter 6

ACTIVITY 3	SAMPLE BID SOP (60 MINUTES)
Time	9.30-10.30 Activity development of sample SOP for BID 10.30-10.50 Tea break
Objective	To identify the most important steps, roles and responsibilities of different actors and principles of the BID process.
Materials	Flip charts and exercise handouts, sample BID SOPs

Method

- 1. Divide the participants in groups.
- 2. Ask each group to brainstorm about the most important elements of sample BID SOPs and write them on a flip chart.
- 3. Ask one group to present their sample SOP, discuss in plenary and ask participants of other groups to comment.
- 4. Hand out the sample BID SOPs.

Walk around the conference room and assist groups when necessary to ensure all members are providing input. Encourage participants to draw from their experiences. It is important to explain that the context of each operation is different but that the goal is to develop a sample BID SOP.

Some key points BID SOPs should cover:

Draft Sample BID SOPs Key Elements⁴

I Introduction

Include here some background information on the country operation and child protection issues and reference to the BID Guidelines (e.g., the Interagency Guiding Principles for Unaccompanied and Separated Children 2004, relevant UNHCR Excom [Q: clarify Ex-com?] conclusions, UN Guidelines for the Alternative Care of Children, etc.).

II Objectives of BID SOPs

III Purpose/Scope of the BID and BIA Processes

- a. BIA
- b. Five situations requiring a BID

IV Target Group

- a. Children at risk of abuse, neglect, exploitation and violence, including unaccompanied and separated children under age 18
- b. Outline criteria for BID for youth up to 21 years old

V Principles

- a. Best interests of the child as a primary consideration prior to all actions affecting their lives
- b. Non-discrimination
- c. Child focused approach
- d. Confidentiality
- e. Child participation
- f. All actors involved in the BID process being objective and acting as advocates for girls and boys

⁴ Please note that this is a sample for BID SOPs, reflecting some of the main elements of a BID which need to be incorporated in a BID SOP. Each operation and refugee context is different; therefore, this document needs to be adequately adapted to the context.

Notes for Facilitator

VI Roles and Responsibilities

- a. Roles/responsibilities of actors
- b. Role of BID supervisor
- c. Role of child protection officer
- d. TOR for BID Panel
 - i. Composition (BID panel members)
 - ii. Making decisions
 - iii. Resolving conflict
 - iv. Signing Code of Conduct
 - v. Regularity of meetings
 - vi. Protocols for information sharing

VII BIA Process: Key Steps

- a. Identification of child at risk
- b. BIA assessment of child at risk and her/his living environment as soon as possible after identification, (with an <u>ongoing process</u> of monitoring and follow-up until a sustainable solution has been implemented)
 - i. Identification of various methods of and actors involved in the referral of children at risk requiring monitoring and follow-up.
- c. Documentation
- d. Referral to support services
- e. Care placement and monitoring of children in care
- f. Tracing
- g. Follow-up/Monitoring
- h. Data entry/ProGres
- i. BID process for children

VIII BID Process: Key Steps

- a. Child protection officer collects information (interview the child/care-giver/home visit and other important people in the life of the child, such as neighbors, teachers, other children, etc.).
- b. Child protection officer drafts BID report with recommendation.
- c. Child protection officer submits BID report to BID supervisor.
- d. BID supervisor reviews the BID report.
- e. BID supervisor sends the BID report back to the child protection officer for clarifications and additional information, when necessary.
- f. Child protection officer resubmits BID to BID supervisor for review.
- g. BID supervisor sends the BID reports to the BID panel members (one week prior to meeting at minimum).
- h. BID panel meets to review and analyze.
- i. BID panel makes a final decision, outlines reasoning/process (approved, deferred, other recommendation).
- j. BID panel agrees on a plan for follow-up and implementation of the decision (including timelines and actors responsible for implementation).
- k. BID panel members sign the BID report.
- 1. Data is entered into ProGres.
- m. Child protection officer informs the child and her/his family/caretaker on the decisions and follow-up.

	 n. The decision is implemented, with follow-up and monitoring. o. Criteria for closure of the case is outlined. p. Criteria for reopening the case is outlined. 	
	IX Outline coordination with relevant section within UNHCR (resettlement/voluntary repatriation/GBV, etc.).	
	X Outline procedures for separation from parents or caregivers (based on existing legislation, policies and procedures in the country of asylum).	
	XI Outline procedures for custody issues (based on existing legislation, policies and procedures in the country of asylum).	
	XII Outline procedures for monitoring and formalizing care arrangements (based on existing legislation, policies and procedures in the country of asylum).	
	elude annex with the key definitions used in this document (e.g., BID, BIA, ASC, etc.).	
	Include Annex of the BID Guidelines (e.g., Annex 4, 6 and 9, etc.).	
References	UNHCR BID Guidelines, page 49 BID Field Handbook Chapter 6 § 6.4	

ACTIVITY 4	CASE STUDIES I AND II: ANALYSING COMPLEX BID CASES AND FINALIZING A RECOMMENDATION (60 MINUTES AND 40 MINUTES)		
Time	10.50-12.30		
Objective	Consider the best interests of the child, balance child's rights and the different facts and factors regarding the child's life.		
Materials	Case studies, Flip charts and markers		
Method	1. Divide the participants into four groups (of five to seven people). Each group forms a BID panel.		
	2. Hand out Case Study I to two groups and Case Study II to the other two groups (or pick one case study for all four groups, depending on the time frame). Other case studies (relevant to the context of an operation) can be used as an alternative.		
	3. Each group will read, review and analyze the case and identify a decision and/or recommendations (30 minutes).		
	4. The groups discuss and write their reasoning and decision/recommendations on a flip chart (20 minutes).		
	5. Based on their analyses, the groups discuss if the write-ups of the cases could be improved: e.g., is additional information required, is the document of sufficient quality, etc. (10 minutes).		
	6. In plenary, the groups briefly summarize their cases and present their decisions and recommendations (10 minutes).		
	7. All participants critically evaluate the decisions and reasoning behind the decisions (10 minutes).		
	8. Groups present remarks regarding the BID report form.		

CASE STUDY I

Best Interests Determination Case Study: San Lorenzo

Date:	6 February 2005
Names of children:	Juan, Diego and Ernesto
Family name:	Y
Age/Year of birth:	Juan (14/1991), Diego (13/1992), Ernesto (10/1995)
Sex:	Male
Name of father:	Raul
Name of mother:	unknown, killed ± in 1997
Country of origin and nationality:	Ruritania ⁵ , northern region, Ruritanians
	(but of ethnic minority)
Religion:	Christian
Status:	Rejected refugees

Part I: Brief Case Summary (from children and father)

...

Part II: History Prior to Flight/Separation

History prior to separation

Juan, Diego and Ernesto are of an ethnic minority living in the north of Ruritania. The children (verified by their father, Raul) give their ages as 12, 11 and 8. According to their father, the children lived with him and their mother in Urbania (a country bordering Ruritania). They fled from Ruritania to Urbania fled shortly before their first child was born.

After their return to Ruritania in 1997, the father murdered his wife, a brutal act witnessed by his middle son Diego. The father was arrested and sentenced to five years in prison. The children stayed in Ruritania with their grandfather. Occasionally their aunt, Alejandra, acted as a caregiver for the children but physically abused them.

History of separation

The father claims he and the children fled to San Lorenzo (another country bordering Ruritania) because he feared detainment in Ruritania. They arrived in a settlement in the border area known as No Man's Land (NML) in May 2003.

After several months, Raul decided that he and his children would go on hunger strike. He taped shut the mouths of his children for two days and threatened to burn down their shelter with kerosene. The police removed Raul from his shelter and put him in jail.

Part III: Current Situation

Temporary solution in orphanage

After witnessing their father's detention, the children become hostile and difficult while under care of the local community. After a few days, they were taken, against their will, to an orphanage in San Miguel (near the capital city of San Lorenzo). The Ministry of Social Development (MOSD) assumed legal custody.

After a few months, Juan was separated from his brothers and moved to an orphanage for older boys. Meanwhile, their father was released and returned to the NML settlement.

⁵ Background: A civil has been raging in Ruritania for a number of years. Many people have fled to neighbouring countries, like Urbania and San Lorenzo, but both countries have not signed/ratified the 1951 Refugee Convention. They are, however, not returned to their country of origin and are provided protection under the so called temporary protection regime. The northern part of Ruritania, which has a large ethnic minority, is relatively stable and calm with functioning regional authorities.

In January 2005, Juan was reunified with his brothers in order that all three could be reunited with their father in the NML settlement. Although the children repeatedly expressed their wish to be with their father, Diego suddenly refused to leave the orphanage. In order not to separate the children, the reunification with the father was postponed.

A social worker and child psychologist became involved in resolving the issue. The children were regularly visited, consulted and interviewed. It slowly became clear that Diego feared his father might kill him.

Juan and Ernesto do not know the reason for Diego's refusal and continued to convince Diego to return with them.

Family relations and tracing

The children said that they do not have any contact with other relatives, nor were they aware of any such relatives.

Education

The children have been deprived of education in northern Ruritania due to a lack of identity papers. It is unclear if the children have been registered anywhere. As the three boys have no legal status and lack identity papers, they are denied access to the educational system in San Lorenzo.

Psychosocial well-being

Juan and Ernesto are aggressive, uncontrolled in their emotions, while Diego internalizes his emotions. Diego has lots of friends and likes to help the staff in the orphanage. He expressed his wish to be reunited with his father until he heard that he would in fact be reunited.

Part IV: Available Options and Analysis

Views of the child

After a decision was made that the children be reunified with their father, Diego changed his mind and refused to leave the orphanage. However, he expressed a desire to stay together with his brothers. When discussing options such as legal guardianship, resettlement or institutionalization in San Lorenzo or Ruritania, Diego says he prefers the orphanage.

Ernesto rejects any other solution than reunification with his father. He is tired of waiting and says he can be separated from his brother(s) if that is what it takes to be reunited.

Juan emphasizes that he wants to stay with his brothers. He rejects legal guardianship, resettlement or being reunited with his father without Diego.

Legal status of the father

Raul is rejected for refugee status as well as his children. His options are to remain in the NML settlement were he is under temporary protection or to return to Ruritania. At the moment, the children are under custody of the MOSD.

Refugee status of the children

Raul did not meet the criteria of refugee status in accordance with the 1951 Convention. The father and the children enjoy international protection, however, as Ruritanians protected from forced return under the temporary protection regime.

Considerations for possible solutions

Family reunification

One of the children has serious reasons to object to reunification with the father. Therefore this does not seem a viable solution for <u>all</u> three children at this moment. Moreover, as there are great concerns about the father's capability to care for his children, reunification might not be in their best interests at all. Reuniting the children with their family in northern Ruritania might be an option in the long term. UNHCR's Ruritania Operation is exploring the possibilities in Ruritania.

Care arrangement

In San Lorenzo, there is an existing formal care system. The possibility of placing the three boys together in a foster family needs to be explored. If placement in appropriate care is possible in northern-Ruritania, the children would have the opportunity to experience the safety and care provided by a family structure or other supervised care arrangement, as well as to experience their own culture. UNHCR Ruritania is assessing legal guardianship in Ruritania.

Resettlement

The children said they have no wish to be resettled. The children will be treated as unaccompanied or separated children looking for asylum only if the father is denied custody.

Institutionalization

Placement in an orphanage in <u>San Lorenzo</u> could be considered as a last resort, although the children's illegal status remains a concern: It denies them access to education, they will remain outside the context of their own culture, and they will have limited prospects without any extended family in their country of exile. There is also a risk that they will be separated and placed in different orphanages because of their age differences.

Placement in an institution in <u>Ruritania</u> is another possibility. UNHCR Ruritania is looking at existing social structures in northern Ruritania. This solution has the advantage of restoring legal rights to the children (a paper from UNHCR stating that they are returnees must be accepted as a legal identity). They would be in their own cultural environment and could receive visits from family members, including their father. Placement in a Ruritanian institution would allow the authorities to monitor the interaction between the children and their father in order to make a thorough BID in the long term. For Diego, this would be a safe environment away from his father, and for Juan and Ernesto, a place to stay together with their brother while remaining in contact with their father, if this is determined in their best interests. Moreover, this solution would allow Raul to rebuild his life in Ruritania so as to one day give his children a safe and stable environment.

PART V: FINAL RECOMMENDATION

Name of the Assessor(s):

The process of the Best Interests Determination has been a joint effort of MOSD and UNHCR. A social worker at the MOSD, Mr. A.R.R., has contributed a great deal to the process of determination. The BID has been written and finalized by Ms. A.R., a child psychologist consulted by UNHCR.

Case Study II	
Location:	Santa Barbara, Sierra Nevada
File No.:	
Registration of Child:	
Priority: Urgent	
Referral:	
Date of Interview:	24 April 2007
Special Needs:	Hearing impaired
Purpose of bid:	Protection
Persons Interviewed:	11000000
responsition viewed.	(1) Daniel
	(2) Guillermo (Uncle)
	(3) José (Father)
	(4) Andrea (Aunt)
	(5) Raul (Class Teacher)
A spaggam(s).	(3) Raul (Class Teacher)
Assessor(s): Date of Interview:	25 April 2007
	25 April 2007 UNHCR Head of Office
Reviewing Officer:	
	(1) José (Father)
	(2) Carlos (UNHCR Partner)
Date of Interview:	30 April 2007
_ ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	(1) Rafael (Child protection officer)
Date of Interview:	7 May 2007
2 444 01 24402 1 2411	(1) José (Father)
	(2) Daniel
	(2) Bullet
Date of Interview:	8 May 2007
	(1) Leonora (Mother)
Date of Interview:	9 May 2007
Dute of Interview.	(1) Andrea (Aunt)
	(2) Guillermo (Uncle)
	(3) Community Leader
	· / ·
	(4) Section Security Officer
Full Name:	Daniel
Nationality:	Ponderosan
Alias:	N/A
Date of Birth:	1 december 1993
Ethnicity:	
Place of Birth:	Santa Cruz, Sierra Nevada
Age:	13 (as of April 2007)
Date of Arrival in Sierra Nevada:	born in Sierra Nevada
Sex:	Male
Religion:	Christian
Current Address:	200m west and 100m north of the former central bank,
Current Auditss.	Santa Barbara
Status of Child:	Separated child, sometimes accompanied (Abusive Father)
Related Case (s):	Andrea and Guillermo
Linked BID(s):	Diego (3 years old, Unregistered younger brother of Danie
	Child's parents are separated; mother is in Ascona (neighbor-
	ing both Sierra Nevada and Ponderogal Tather is in Santa
	ing both Sierra Nevada and Ponderosa), father is in Santa
Name of Biological Father:	Barbara. both parents are unregistered. José, Unregistered, currently in Santa Barbara.

Part I: Brief Summary of the Case

Guardian situation: The Child's Aunt Andrea and Uncle Guillermo have been His guardians in his parents' absence. UNHCR interviewed Andrea and Guillermo twide and submitted their case for ressettlement in the United States. They have requested to take the boy with them, out of fear for his safety.

The child's father is the youngest of 12 siblings: three of his 11 siblings died (two in Santa Barbara and one in Ponderosa); two elder brothers live in Santa Barbara and one elder sister in Santa Cruz (also in Sierra Nevada); two elder sisters and one elder brother live in Ponderosa; one elder brother in New Zealand.

Child's mother, leonora, has two siblings: One elder sister, Andrea, the child's current caregiver in Santa Barbara, whom case has been submitted for resettlement in the United States. UNHCR interviewed her family twice; a younger brother lives in Ascona.

Registration: Daniel is registered with his Aunt Andrea's family. UNHCR sumitted the family's case for resettlement to the US. The child has a three-year-old brother (Diego) living with his father, José, in Santa Barbara (unregistered).

Part II: History Prior to Flight/Separation

1. History prior to separation from biological parents

The child's parents, José and Leonora, are from El Cid, Ponderosa.⁶ Due to the government troops' military operations in the region of El Cid, José and Leonora fled to Santa Cruz in 1992. Daniel was born in Santa Cruz. In 2002, the family moved to Ascona, where José worked as a carpenter and Leonora worked in a food store. Daniel's brother, Diego, was born in Ascona in 2004. It appears that the physical abuse to Daniel began in Ascona.

2. History of separation

The child's parents sent Daniel to live with his aunt in Santa Barbara in 2004. According to Daniel, he was brought back to Sierra Nevada by an agent, who charged the family for the service. The child says he asked his mother to send him back to his Aunt Andrea in Sierra Nevada because of his father's repeated physical abuse of him and his mother.

Part III: Current Situation

1. History after the separation and current situation

José left Ascona in July 2006 with his unregistered three-year-old son Diego and is now in Santa Barbara. Later the father claimed he was homeless and moved in with Aunt Andrea (where Daniel had been staying).

In January 2007, the father severely beat Daniel (now age 13), bringing the case to the attention of the Gender Based Violence committee. The father continued to live in the home despite his acts of violence.

Daniel said his father's physical abuse included kicking and throwing him against a post. The child described his father as an enemy. The child does not feel safe being with his father; indeed, he feels his life is in danger.

⁶ Ponderosa has been in a civil war for more than 20 years. Particularly the region of El Cid has been the scene of fighting between government troops and armed opposition groups. Although there is a large number of internally displaced persons, thousands of people have fled across the border into Ascona or Sierra Nevada mainly going to the larger cities such as Santa Barbara in Sierra Nevada. While the majority is registered as refugees, a minority opted not to register and work illegally.

There is recorded evidence of physical abuses by the father to his elder son, Daniel, and his wife, Eleonora. So far there has been no confirmed evidence of physical abuses to his younger son, Diego. Aunt Andrea and Uncle Guillermo also stated that the relationship between José and Diego is fine and they have seen no physical abuse of the younger child. To the assessor, the younger child seems to have a close attachment to the father. José says he loves both of his children and he wants them to live with him. He says he never beat Daniel but rather "disciplined" him once because the child was disobedient. According to José, he asked Daniel not to go to the resettlement interview, but the child secretly followed his aunt to the resettlement office for the interview; therefore, he was forced to discipline the child.

There is also evidence of a recent violent acts by José directed at a neighbor who was hospitalized.

According to a Santa Barbara refugee community leader, José has been a fugitive from justice since 10 May 2007. He committed a violent act against a friend, breaking his jaw and hospitalizing him. José's exact whereabouts in Santa Barbara are unknown.

Currently there are nine people in the caregiver's house:

Andrea (aunt and caregiver)
Guillermo (uncle and caregiver)
Fifteen-year-old son of caregivers
Twelve-year-old daughter of caregivers
Seven-year-old son of caregivers
Six-year-old-daughter of caregivers

Daniel (13 years old)

Two-year-old son of caregivers

Diego (three-year-old brother of Daniel)

Education

Daniel goes to a Christian Primary School in Santa Barbara. He says he speaks some Asconan. He said he wants to become a priest.

Physical and Mental Health

The child's right ear hearing is impaired. The cause of the child's hearing impairment is unknown, according to the child. According to his aunt, the child once fell down while playing and had to be x-rayed and hospitalized in Santa Barbara.

Note on Diego (unregistered younger brother)

The child was born in Ascona. He has lived with his parents all his life and has never been close to his aunt and uncle until recently. He is three years, two months old. The children's aunt reports that he is well cared for and loved by his father, who is only abusive to his elder son at this point. Other family members also report that the father is very kind to this young child. The father claimed to be homeless and moved in with the aunt and uncle, their children and his older son. During the BID process, the father left that house following a physical assault on another adult. He is currently hiding, to avoid arrest, and the two children remain with their aunt and uncle.

To the assessor, it appeared that the younger child is comfortable with both his aunt and uncle and his father. The child has no diagnosed physical and mental problem. The assessor does not believe that this child is in immediate danger while in the care of his father. However, it is reasonable to predict the likelihood of abuse at some point in the future if the father is allowed to retain custody of his youngest son. Due to the disappearance of the father, the younger boy is currently in the care of his aunt and uncle. The child did not talk much to the assessor and is clearly not in a position to comment on his future. He was eating during the interview and was only interested in playing.

The assessor has visited the caregivers' home several times, sometimes unexpectedly, and observed that the children are well taken care of by the caregivers. The assessor is convinced that the aunt and uncle are better and more capable caregivers than the father

Andrea said that the younger child has never been close with her family until recently. Andrea fears the father's strong opposition, including violence, if she keeps taking care of Diego. There are two reasons why they are hesitant to assume custody of the younger child: First, the child has grown up in the care of his parents with whom he is primarily attached; and second, there has been no known history of father's physical abuses to the child and the child himself clearly feels physically and emotionally close with his father. Andrea says the child's mother does not worry about her younger son's well being but she is always worried about Daniel's relationship with his father. The aunt said they are assuming custody of Daniel and they have become very attached to each other. Andrea says that if they leave Daniel with his father while his mother is in Ascona, they have a strong reason to believe that the father will physically abuse the son.

Note: UNHCR is currently working with community organisations, local authorities and UNHCR child protection staff to find a solution for the youngest son. At this time, UNHCR does not believe that the aunt is willing to assume permanent care of the younger child and so UNHCR is researching other care arrangements.

Assessment on the father's capacity to look after his children and of their future

The assessor has been well informed that the child's father is a violent person. He is now in hiding to avoid arrest. The father does not want Daniel to live with the aunt.

2. Tracing of relatives

The child has both paternal and maternal relatives in Santa Barbara. In Ponderosa, according to the child's father, the child has two paternal aunts and a paternal uncle. The child has a paternal relative in New Zealand and a maternal relative in the United States. The child's mother is in Ascona.

3. Assessment of the child's age and maturity

The child is 13 years old, and his mental health is fairly good. The child has some hearing problems but otherwise enjoys fine physical health.

4. Specific needs assessment

Daniel has specific protection needs. Previously, the child did not go to school because he feared his father would in effect kidnap him.

Part IV: Available Options and Analysis

1. Views of the child

Daniel says he does not love his father nor has any emotional attachment to his father. He says he is afraid of his father and if he has to live with his father, his life is in danger; he said that he would run away from his father. He strongly requested that he be allowed to remain in the care of his aunt.

The child said his father violently beat him often, e.g. after Daniel had said that he would not go to live with him in Santa Barbara. His father also did not want him to go to the resettlement interviews, and beat him very badly for being disobedient to him by attending the interviews. He said he was beaten badly twice in Santa Barbara and beaten often in Ascona. The child said his father's physical abuse included beating and kicking him and pulling and throwing him against the house post.

The child remarked that it would be impossible for him to go to his mother at this time, as he is now 13 and it is difficult to travel without a legal travel document. The child reiterated that he does not want to live with his father even if his mother asks him to. He strongly requests not to be forced to live with his father. He told the assessor that he believes that his aunt Andrea and uncle Guillermo will never treat him badly like his father did.

The child says he is interested in religion and wants to become a priest.

2. Views of the biological parents

José (Daniel's unregistered father)

The father told the assessor that he wanted his children to have a good future and wanted them to have an education. [All people the assessor interviewed said that the child's father has no capacity to do as he states.]

The assessor asked the child's father to state his views on his elder son. The father said that his child was not clever and sometimes disobedient. The father said his son relies excessively on his aunt, and he thinks that his son has been persuaded by the aunt to resettle with them and to leave him behind. The father said that it is not true that he has beaten his child several times. He says he has plans for the child, to send him to school to study and become an educated person. The father wants the child's name removed from the aunt's file and wants the child to live with him.

Eleonora (Daniel's unregistered mother in Ascona)

Eleonora lives in Ascona, and the assessor contacted her by phone. She said she welcomed the news that the aunt would assume custody of her elder son, Daniel. The mother's status in Ascona is illegal. She has applied for UNHCR registration in Ascona. She says the child loves her aunt more than her. As to the younger son, Diego, she would prefer for the aunt to take him with her also. But she said her younger child is not registered with the aunt's family, and she knows that this may be a problem. If it is a problem, she suggested that the child remain with the father temporarily. She strongly requests that Daniel remains in the care of the aunt.

Eleonora said that her husband is physically violent and abusive, and that was why she sent Daniel back to Santa Barbara. She said that in Ascona, her husband beat her using a bicycle chain, made shallow incisions on her skin with a knife, tied her against a stand and gagged her. She said she did not want to live together with her husband anymore.

3. Views of persons close to the child

Uncle Guillermo and Aunt Andrea said that Daniel has been with them for most of his life, but exclusively for the past three years. They say they have looked after him just like their own children. According to the aunt, the child has established stronger attachment to her family than to his own parents. They said they did not want to be separated from the child and leave him with his father, an option which they think will definitely place the child in danger. They worry about the child's future if the child has to live with his abusive father in the camp. Andrea and Guillermo repeatedly requested that the child Daniel be not separated from them and that they be allowed to continue to take care of the child. Regarding the younger child, Andrea said she is happy to care for him temporarily if there are no other options, but believes that it is not the best option for him to be in her permanent custody.

Partner caseworker said Daniel was often absent from the house during home visits, probably because he did not go to school because he feared his father would kidnap him. She said Daniel is afraid of his father and does not want to live with his father. **NB: Previously, the father did not live in the same house with the aunt; he moved in with them later and has subsequently disappeared.**

GBV Committee:

GBV caseworker said the child's father beat the child badly, including kicking and punching. He said Daniel never talks to his father directly if possible. He avoids his father even in the same house. The caseworker provided a written report of the case in Ponderosan to the assessor. He said that the child's father is an ill-tempered person and should never be allowed to live together with the child. He further stated that the way the father treated his son is very inhumane.

Community leader: "He [the father] is a fugitive now on the run. Yesterday he hit a drunken neighbour in the face, when he yelled at him." [House # 16, C4, Santa Barbara]. Now, the neighbor's nose is broken, and he is now in the hospital for treatment. He may be a quiet person, but he is truly very cold-blooded, violent and intolerant." The community leader did not think that the child should be left with a violent and ill-natured father.

Neighborhood security worker: The child's father is an "extra person" to have in the family. He believes that in the best interests of the child, he should remain in the care of his aunt. The child's brother should be in the joint care of the father, his relatives and the community workers.

4. Assessment of family environment and alternative care arrangements

The assessor does not recommend separating children and parents who get along well and love each other. However, if the biological parent has become consistently abusive and repeatedly violent with the child, if the consent and wishes of the child are supported by neighbors and community leaders, the assessor thinks it is fair to separate the child from the parents and allow the caregivers to assume the custody of the child.

Final Recommendation:

Name of Assessor:	Date: 16 May 2007
Signature of assessor:	
Name of Reviewer:	Date: 6 June 2007
Signature of Reviewer:	

Notes for Facilitator

Case Study I: Juan, Diego and Ernesto

Available Options and analysis

At present, reunification with the father is not an option and is not in the best interests of the children, as there are great concerns of the capability of the father to take care of his children, in view of his violent and unstable past. Legal guardianship of the children would be an option in San Lorenzo, but to find caretakers for the placement of three children will be difficult. The assessors recommend the following: The children should return to Ruritania while the UNHCR explores the possibility for institutionalization of the children in Ruritania. This would enable the children to obtain legal documentation and remain in their own culture. It would also increase the possibilities for tracing of other relatives, as well as monitoring the behavior and relationship of the father to determine a durable solution in the long term for the children.

1. Conclusion

The decision needs to be deferred.

- Reunification with the father is not in the best interests of the children, as he neglected and exposed his children to violence and abuse over a long period, even if Ernesto and Juan stated they want to return to their father. Moreover, Diego's wish to remain away from his father should be respected, as he reportedly witnessed the murder of his mother by his father when he was five years old and fears his father will kill him as well. It would also be best if the three siblings stay together.
- In principle, voluntary repatriation to Ruritania should be considered as a viable option, since the political and security situation has stabilized enough to allow children to grow up in their native culture and community. This would also enable them, with the assistance of UNHCR, to obtain necessary identity papers and have access to education. Repatriation to Ruritania would also increase tracing opportunities, in order to facilitate reunification with other relatives living in Ruritania.
- Before finalizing a decision on voluntary repatriation, additional information on available services and options for the children in Ruritania needs to be gathered and further discussions with the children need to take place.
- The children should not be placed in an institution in Ruritania. Institutionalization of children should be considered only as a last resort and may put the children at further risk and cause other human rights violations. In addition, the children were previously placed in an orphanage in San Lorenzo against their will, so institutionalization is not an option.

Before a recommendation can be made to the panel, the following steps need to be taken:

- Further needs assessment of the children should take place, to get a better picture of the direct and long-term psychological, social, health, developmental, care and protection needs of the three individual children. In light of the reported severe abuse and very unstable past of the children, they most likely will need specialized care and protection. Direct counseling and mediation through social services may also help them to better define and analyse their options and preferences, as they may have difficulties expressing themselves due to the repeated violence and abuse. Returning to Ruritania may cause additional distress, especially for Diego, as he witnessed the murder of his mother in Ruritania.
- Furthermore, it will be of crucial importance to gather more information about the available quality services and options in terms of specialized psychological and social care and education and community reintegration support for the children in Northern Ruritania. It needs to be verified, through the relevant state authorities and UNHCR Ruritania, whether the children will have access to these services, especially since they belong to a minority group in northern Ruritania.
- In addition, the possibilities of placing the children under temporary guardianship or in the care of a foster family in Ruritania should be further explored. If available support services in the community are sufficient to meet the immediate and long-term needs of the children, and to ensure they would be protected from further abuse, neglect, violence and exploitation, voluntary repatriation would be a viable option.
- In case the children remain reluctant about returning to Ruritania, a 'go and see visit' could be proposed to them and organized in Ruritania by UNHCR in collaboration with local authorities.
- The assessors recommend that the staff in the institution could facilitate tracing but, if possible, the case should be referred to a tracing agency. Staff of the institution may not be skilled or trained to undertake tracing, or have no real interest in facilitating the reunification of the children. Tracing should start as soon as possible. The grandfather, previously living with the children, should be contacted to seek further information of other relatives living in Ruritania.
- UNHCR Ruritania and/or an implementing partner should oversee the implementation of theses recommendation in Ruritania through follow-up for an extended period and arrangements to ensure the children receive necessary assistance and support in their community. Such support may include governmental authorities/social workers to ensure systematic monitoring of the care and protection of the children when they are under guardianship, as well as follow-up of tracing and reunification. This will be fundamental for the well-being of the children, particularly in light of the special needs of the children stemming from their difficult, unstable, stressful past.
- If a further special needs assessment demonstrates that one or more of the children needs specialized care, and if there is no guaranteed access to adequate, quality services in Ruritania, resettlement should be considered as in the best interest of the children.
- In the long term, when appropriate and possible, and if in line with the wishes and best interest of the children, they could be reunified with the father. Contact with the father needs to be closely supervised, and the father would need social and family support and specialized care to rebuild his life.

2. Recommendations for the improvement of the documentation

The input of specialists in psychology and child welfare has been incorporated, which is important in view of the complexity of the case. The views of other family members or other people have not been systematically documented. The information is incomplete and should be improved:

- There is no detailed information available on the current psychological, social and developmental needs of the children or on their health status, nor is there information detailing what assistance they have received or is pending, nor what their immediate and long-term needs are and what community services will be available in Ruritania to meet these needs.
- The "History Prior to Flight/Separation" is not comprehensively recorded; it is not clear which events prompted the father and children to leave Ruritania, first to Urbania (while their mother stayed behind in Ruritania) and then to San Lorenzo. Several important dates of these events are missing. Background information prior to the flight and description of the root causes of the family separation are essential to determine a durable solution in the best interest of the children.
- There are also no documented interviews with other people who were close to the three children and the father, e.g., their grandfather who cared for them between 1997 and 2002, social workers in the orphanage, community workers in the camp, etc., to provide important information about the history, the wellbeing and wishes of the children.
- There is limited information available about the life of the children in Ruritania, in the camps in Urbania and San Lorenzo, and in the orphanage.
- The report states that the children were placed in the orphanage against their will, yet the actual wish of the children regarding an alternative care arrangement at the time of the second arrest of the father is missing in the documentation.
- There is no information available about what happened to the father in San Lorenzo between 2003 and 2005, when the children were placed in the orphanage and when the father was released after a two-month period in jail.
- There is also no information available on whether the father and the children maintained contact, when he was arrested and detained between 1997 and 2002, and when the children were placed in the orphanage where they stayed from 2003 to 2005.
- It is mentioned that the father will regain custody of the children as soon as they return to him, but it is unclear when, how and by whom the decision has been made that the children could be reunified with their father in 2005 in San Lorenzo.
- The views and plans of the father are not reflected in the documentation; it is not clear if and when interviews took place with the father. In the final recommendation, it is indicated that the father has "a strong wish to return to Ruritania, even without the children"; however, the source of this information is not indicated.
- Important information, e.g. about the children witnessing their father "severely torturing their alleged aunt Maria", is only disclosed in the final recommendation.

Case Study II: Daniel

Available options and analysis

The following options can be considered:

- 1. The child should remain with his aunt and uncle while the UNHCR looks into possibilities for alternative care for his younger brother.
- 2. The child should be reunited with his mother.
- 3. The child should be reunited with his father.
- 4. The child should be placed in a boarding school

1. Conclusion

- The decision should be deferred
- In the short term, it is recommended that Daniel remains with his aunt and uncle while the UNHCR explores alternative care for his younger brother, possibly with his mother (option 1). Daniel has developed a close relationship with his aunt and uncle. At present, the mother seems keen on the children remaining with their aunt and uncle.
- Reunification of the children with the father (option 3) is not an option at the moment, in light of the recorded abuse by the father and his current unstable situation.
- The possibility of placing Daniel in a boarding house (option 4) is not preferable, as family-based care is generally considered in the best interests of the child, and placement in a boarding school may put the child at further risk of abuse and other human rights violations.
- In order to determine the best interests of the child in the long term and to find the most suitable durable solution, more information is needed on (a) the ability and willingness of the mother to be reunified with Daniel and his brother and (b) the resettlement process of the current caregivers.
- At present, Daniel's mother is applying to register with UNHCR, to obtain refugee status in Ponderosa, as she does not have legal status. Daniel does not consider reunification with his mother a viable option as "it would be impossible to go to his mother" because "it will be difficult to travel without a legal document" (page 6). However if the mother obtains the necessary documents, Daniel's view may change.
- Possibilities to reunify the two brothers with their biological mother in Ascona should be further explored through interviews with the mother, neighbors and other people in the community as well as separately with the two children. The current living situation and the capability of the mother to care for her two sons in Ascona in the long term need to be assessed.
- In this regard, further information about the quality of the relationship between Daniel and his mother when they were living together from 1993 to 2004 (11 years) needs to be collected.

- If the mother lives apart from the father, and if she is be able and willing to provide adequate care and protection for the two children in the longer term, and if this arrangement is in line with the wishes of the children (option 2), reunification with the mother and brother should be considered as the best interests of the children in the long term. Monitoring and follow-up arrangements should be put in place after reunification takes place, to ensure the ongoing safety and well-being of the children. UNHCR should assist the mother to accelerate the application process for the necessary legal documents, if possible.
- If reunification of both sons with the mother is impossible or not in the best interests of the child, Daniel should stay with his extended family, where he can maintain contact with his mother and brother.
- Formal decisions need to be made whether the father will be able to visit the child, and if possible, the frequency and nature of the visits. Any arrangements must be agreed upon in writing by all parties involved, especially since Daniel refuses to go to school because he fears his father will kidnap him.
- Daniel's aunt and uncle applied for resettlement to the United States. From the documentation form, it is not entirely clear how far the resettlement process has advanced, if Daniel is willing and able to join the family in the U.S. and if Daniel and his mother are effectively informed about the possible consequences of the resettlement, which may interfere with reunification with the mother and brother in the future.
- In case the mother is not able or willing to take care of Daniel, and if she gives her full consent for her son to join his aunt's family in the U.S., this outcome should be considered in the best interests of the child. Measures will need to be put in place to ensure that the links between the mother, the brother and Daniel will be preserved after he moves with his aunt's family to the U.S.
- Diego is currently not at imminent risk. Presently, he is cared for by his aunt and uncle. His father's whereabouts are currently unknown. According to the assessor, at this stage, the aunt and uncle are unwilling to care for Diego in the long term. The position of the mother towards the child is also unclear. The risk of the father becoming abusive towards Diego should be considered. A durable solution should also be identified for Diego.

2. Recommendations for the improvement of the documentation

Important information concerning the child has been recorded, and the views and information gleaned from various other people close to the child, as well as child welfare experts, have been included. However, the following information is missing or not entirely clear from the documentation:

• The history and the root cause for the separation of the boy from his family in 2004 is not sufficiently elaborated in the documentation. The form states that the "child's parents sent him to live with his aunt in Santa Barbara in 2004." Subsequently, the child said that "he was brought back to Sierra Nevada by an agent, who charged the family for the service." Then "he asked his mother to send him back to his Aunt Andrea in Sierra Nevada because of his father's repeated physical abuses to him." Accurate information on the background of the separation and the motives of the parents to send the boy to his aunt and uncle in Santa Barbara are missing in the documentation.

- The information that is provided does not make clear whether Daniel has been well informed about his mother seeking to register through UNHCR, so that she will be no longer illegal in Ponderosa. The fact that his mother is illegal seems to be of concern to Daniel, and is holding him back from the possibility of reunification with his mother.
- Only one phone call with the mother took place during the BID process. There is no information provided about the quality of the relationship with Daniel and his mother while they were living together for eleven years before he went to live with his aunt and uncle in 2004. It is also unclear whether Daniel remained in regular contact with his mother and brother after his separation. For which reasons the mother does not exercise the custody of her sons? Information about the ability and willingness of the mother to care for and to ensure the well-being of her two sons is crucial in any consideration of the reunification of Daniel and his brother with his mother in the long term.
- The report mentions that the father has been violent against the mother. More information is needed on the violence against the mother. Is the mother in need of additional support?
- It is unclear if the parents are divorced or intend to divorce officially. Child protection staff should clarify and see possible impact of unresolved custody for children. This should be documented in the report.
- The possible resettlement of the aunt and uncle in the United States and its implications for Daniel's life, especially in regard to preserving links to his nuclear family, is not included as a factor to finalize the recommendation to the BID panel. It is also not clear from the text if Daniel and his mother have been informed on these possible implications should the boy be resettled to the U.S with his aunt's family.
- If the mother can be recognised as a refugee in Ascona, her case might be submitted for resettlement, as a linked case to the case of the aunt and uncle. The family's relationships could be maintained in the country of resettlement, if it is in the best interests of the children.
- Nor is it entirely clear that a further needs assessment of the child has been done, or what exactly has been done to address some of the issues the child is facing. It is important to include in the document whether the child has been referred to appropriate, available services, e.g., to address his possible psychosocial needs, the past physical abuse by his father, his hearing problems, as well as the potential need for additional school support (the child has no access to school at the moment). The father also seems in need of social support and professional care. Furthermore, the mother may be in need of further assistance to accelerate the registration process, as this may interfere with possible reunification of the children.

	• There is no information provided on the relationship of Daniel and his cousins, the children of his caregivers. The acceptance and support of the child's peers are vital to the psychosocial well-being of the child. This information also allows a better understanding of the current family environment of the child and the bonds he developed with his cousins, which should be included as a relevant factor to be considered during the determination of the best interest of the child.
	• It is indicated that "Daniel was often absent from the house during home visitsprobably because he did not go to school." This statement is not entirely clear. The reasons for Daniel's absence from home and his daily activities should be further verified and monitored.
References	BID Field Handbook, Chapter 3, especially § 3.5 and § 3.6

ACTIVITY 5	QUIZ (30 MINUTES)	
Time	12.30-1.30 Lunch 1.30-2.00 Quiz	
Objective	To summarize the key messages and learning points of the previous workshop day	
Materials	Flip charts, markers, prepared multiple-choice questions, something to "grab" (a candy, an empty bottle, etc.)	
Method	• It is best to administer this quiz outdoors. It should be a fun activity reenergi ing participants on the last day of the workshop.	
	Ask participants to divide into two groups.	
	Place an item on a chair.	
	• Each group selects one member to be its "runner." Draw a starting line for trunners.	
	• Read a question and three possible answers loudly and begin to count to three.	
	• The runners race to the chair.	
	• The runner who arrives first grabs the item on the chair, allowing him to an swer the question with help of her/his group.	
	If she/he answers correctly, the group is awarded a point.	
	• If she/he answers incorrectly, the other runner may answer the question with help of her/his group	
	The group with the most points wins.	
	• The quiz should contain questions about BID covered in the training and some more unexpected, fun questions (e.g. color of the shirt of facilitator x on the second day of the workshop, the favorite foods of participant x, etc.). See sample quiz questions.	

ACTIVITY 6	DEVELOPMENT OF ACTION PLANS FOR BID AND CHILD PROTECTION (60 MINUTES AND 1H20 MINUTES)	
Time	2.00-3.00 Development of country action points3.00-3.25 Tea break3.25-4.45 Presentations and discussions	
Objective	To identify key steps and activities related to BID and child protection tailored to the country operation following the training	
Materials	Flip charts, markers	
Method	• If there are different countries, participants of the same country should form a group.	
	• Each group discusses existing BID and child protection programme activities and the main challenges and gaps (20 minutes).	
	• The group identifies key steps to address the identified challenges and gaps based on the learning outcomes of the training, and identifies agencies responsible for this action and the timeline for completion of the action points (20 minutes).	
	• Each group notes down the main challenges/gaps, key action points, responsible agencies and a timeline on a flip chart (20 minutes).	
	• The groups should keep the action points simple and feasible to realize as part of the existing operation (in terms of resources, manpower, etc.).	
	• Each group presents its action plan and the rest of the participants ask questions or offer suggestions (20 minutes).	
	• It is important that appointed staff members monitor and oversee implementation of the action points developed during the training.	
Notes for Facilitator:	If you conduct training for participants of only one country (or few), less time is needed for the presentation of the action points.	

ACTIVITY 7	WORKSHOP EVALUATION AND CLOSURE (45 MINUTES)	
Time	4.45-5.30	
Objective	Evaluate the outcome of the workshop and identify further learning needs.	
Materials	Evaluation forms	
Method	1. Handout the evaluation forms and ask participants to fill out the forms.	
	2. Summarize Day 3 and the other key messages of the workshop.	
	3. Close the workshop and thank all for their participation.	

Training Module 6: The BID Process Step by Step, PowerPoint Presentation

Note: This presentation can be adapted to a specific refugee context, the level of knowledge and understanding of the participants, and the length of the training session.

Slide 1:

Objectives Training Session Module 6

- Establish minimum standards for effective BID implementation.
- Identify the different steps and procedures in the BID process.
- Acknowledge the importance of the involvement of partners for effective BID implementation.

Notes for the Facilitator

- During this session, each step of the BID process is defined, as are the minimum requirements for the implementation of the process.
- The development of effective partnerships with child protection agencies and, if possible, with government stakeholders is of particular importance for child protection and BID programming.

Slide 2:

How to Set Up the BID Process

- Appoint a BID supervisor.
- Establish a BID panel and organize regular BID panel meetings.
- Identify a child protection staff
- Clarify the management of caseload and implementation of decisions.
- Develop and implement SOPs.
- ***** Ensure linkages to broader child protection/protection programmes and strategies.

Notes for the Facilitator

- As with all case management mechanisms, the BID process and its key elements need to be managed, overseen and monitored for quality control (in this case, by an appointed BID supervisor).
- The key elements form the basis of a BID programme, which should fit in wider child protection programming.

UNHCR BID Guidelines, page 47-79 BID Field Handbook Chapter 6

Slide 3:

The Role of the BID Supervisor

- Set up, manage, monitor and evaluate the implementation of the BID programme.
- Identify and involve suitable UNHCR staff and partners.
- Develop/revise SOPs.
- Identify suitable BID panel members.

- Organize and chair regular BID panel meetings.
- Oversee the caseload of children (periodic review, analyzing, prioritizing and reopening of cases)
- Oversee the management of the data system.
- Oversee the implementation and follow-up of BID recommendations in coordination with partners/ child protection staff.

Notes for the Facilitator

- A BID supervisor can be a staff member of UNHCR (protection or community services) or from a partner NGO responsible for overseeing the entire BID process.
- The BID supervisor should have previous child protection experience.
- Coordination and collaboration with other actors involved in child protection and/or the BID process is of particular importance.

You can ask questions throughout this session and let participants brainstorm:

- Do you have a BID supervisor in your country programme? What are her/his responsibilities?
- What are the main roles and responsibilities of the BID supervisor?

UNHCR BID Guidelines, page 50-51 BID Field Handbook Chapter 6 § 6.2.1

Slide 4:

The Role of the child protection staff

- Identify children requiring a BID.
- Conduct home visits and interviews with children and people close to the child.
- Write, update and maintain BIA/BID report forms and other necessary documents in timely fashion.
- Inform children and/or caregivers on the decision.
- Monitor and follow-up on child protection issues and the implementation of BID panel decisions and recommendations.

* Act as an advocate for the child.

Notes for the Facilitator

- The child protection staff is usually a member of a partner NGO or UNHCR or a government agency.
- She/he must collect relevant information through child-friendly interview methods.
- She/he also conducts interviews with other people close to the child to verify and collect relevant information.
- She/he must explain to children/caregivers the purpose of consent forms they are asked to sign.
- She/he must understand and respect the principle of confidentiality of information.
- She/he liaises directly with the BID supervisor if additional information/clarification of information or follow-up is required/requested.
- She/he must be experienced or trained in child protection, child rights, communicating with children and psychosocial care.
- She/he supports and works closely with community-based child protection structures.
- Child-welfare officers/BID case workers can also train community-based child protection structures on basic child protection, child rights, child participation, community mobilization, confidentiality,

communicating with children, etc.

- She/he assists the BID supervisor in prioritizing of cases.
- She/he manages a team of child-welfare officers (if applicable).

You can ask questions throughout this session and let participants brainstorm:

- Is there a child-welfare officer/BID case worker among the participants?
- What are her/his responsibilities?
- Can she/he tell something about her/his experiences working directly with children in the context of BID?

UNHCR BID Guidelines, page 51-52 BID Field Handbook Chapter 6 § 6.2.2

Slide 5:

How to Establish a BID Panel

- Strive to establish a gender-balanced, multi-disciplinary, interagency panel of three to five people.
- Seek to include people with a variety of expertise in child protection and knowledge of international/national legislation.
- Work with national child-welfare authorities (whenever possible).
- ★ The BID panel makes collaborative decisions and takes action to address child protection issues and achieve sustainable solutions.

Notes for the Facilitator

- Whenever possible, a BID panel should consist of staff drawn from the UNHCR and its partner organisations and from government staff.
- The BID supervisor is responsible for inviting appropriate BID panel members and can ask assistance from senior protection or community-services staff from UNHCR, when necessary.
- The BID supervisor chairs the panel meetings.

Participants can exchange experiences:

- Who are the members of the BID panel?
- What are your experiences with BID panel members (with verifying backgrounds) and how have they contributed to the BID process and decision-making with regard to children?

UNHCR BID Guidelines, page 53-54 BID Field Handbook Chapter 6 § 6.3

Slide 6:

How to Identify Children Requiring BID

- Stress collective responsibility.
- Establish a continuous, comprehensive mechanism to identify and register children at risk.
- Emphasize the need for ongoing monitoring of general child protection issues/trends as well as individual children at risk.
- * Remember: Don't overlook identification of separated children requiring a BID.

Notes for the Facilitator

- As with case management mechanisms, the systematic identification of children requiring BID is a joint responsibility of actors involved in the BID process; also it can also be defined more broadly as the responsibility of all protection actors or actors who come in contact with individual children.
- If there is no system established to identify children at risk requiring a BIA and/or BID (as part of a wider mechanism to identify children at risk), children at risk can fall between the cracks and their protection needs remain unaddressed.
- Identification of children at risk should take place in a timely manner, as soon as children at risk arrive in the country of asylum or as soon as possible after protection risks have been identified.
- A referral mechanism of children at risk should be clearly established.
- A BIA needs to be systematically conducted after the identification of a child at risk to assess her/ his situation and needs and to plan monitoring and follow-up in order to address the identified child protection issues. This is an ongoing process until a sustainable solution has been found. The BIA can inform the BID process, in case a BID is required at a later stage.
- Staff involved in child protection and BID need to be aware of and understand general patterns of child rights violations and priority child protection issues in the context of their work. This will help in developing appropriate programme response to reach children at risk in general and also helps to identify children at risk in need of BIA and BID.
- BID panel members and others involved in the BID process need to be trained on BID implementation and child protection and the identification of children requiring BID.

You can ask questions throughout this session and let participants brainstorm:

- How are children requiring BID usually identified and included in the BID process in your operation?
- Has this been effective and do you have ideas how the identification process can be improved?

Field Handbook Chapter 2 § 2.4.2, Chapter 3 § 3.7 and Chapter 6 § 6.4

Slide 7

Documentation

- Children who require a BID need to have a case file which will include:
 - Child's registration form
 - ▶ BIA form (if available) and individual care plan
 - ▶ BID report form and individual care plan
 - Tracing requests and results
 - Documentation of expert views
 - Supporting documentation
 - Monitoring, referral and follow-up procedures and outcomes

Notes for the Facilitator

- Each child needs her/his file to contain BIA and BID report forms and other documentation (e.g., reports from psychologist and doctors, copies of a birth certificate, health certificate, household registration, etc.).
- Documentation for BID takes place through the use of the standard BID report form.
- UNHCR and partners need to be trained on documentation and reporting (e.g., through on the job training), in order to improve the quality of the reports and BID decisions.
- Further documentation should build on existing documentation, such as the BIA.

• Follow-up on action proposed during the BID process or related to the implementation of the decision and the outcomes of such action is a crucial part of the BID process.

UNHCR BID Guidelines, page 78 and Annex 6, pages 89-94 BID Field Handbook Chapter 3 § 3.8 and Chapter 6 § 6.8

Slide 8

Data Management and Data Entry

- **ProGres** is UNHCR's data management system.
- UNICEF, IRC, Save the Children and other partners often use the **Inter-Agency Child Protection Information Management System** (IA CP IMS).
- All actions related to BID need to be entered into ProGres/IA CP IMS.

Notes for the Facilitator

- The aim of a database is generally:
 - To ensure accurate statistics;
 - ▶ To facilitate and support case management;
 - To establish a system of information sharing.
- Data and information management systems support case management, including BID.
- A database needs to be updated regularly in order to be useful.
- Data and information in the database can be used to track progress of BID cases, to plan follow-up
 and for monitoring and evaluation purposes. It can also help to detect patterns of child rights violations or child protection problems faced by girls and boys of different ages in different locations in
 the country.
- It is extremely important that staff working directly with children and others involved in the BID process, such as child protection staff and the BID supervisor, have access to the database and are entitled to use it.

You can ask questions throughout this session and let participants brainstorm:

- Is ProGres or another database system established in the context of BID in your operation?
- Is it updated? Do you have access? How is it been used?
- Is information effectively shared with other BID actors on a need to know basis?

UNHCR BID Guidelines, page 78 BID Field Handbook Chapter 6 § 6.9

Slide 9

How to Review the BID Report

- Reviews should account for: Flight history/circumstances of separation
- Quality of care by family/caretaker
- Protection concerns and pending needs
- Address and contact details of family members
- Tracing efforts and results
- Views of the child

- Views of individuals close to the child
- Recommendation and follow-up

Notes for the Facilitator

- The BID supervisor can use the checklists of the BID Guidelines to review cases.
- The purpose of the BID needs to be clear.
- Issues related to the safety, protection and physical and emotional well-being of the child need to be clearly recorded.
- Views of the child should be clearly and comprehensively recorded, bearing in mind hi his/her age, maturity and capacity.
- Views of the individuals close to the child should be clearly and comprehensively recorded. The recommendation of the child-welfare officer/BID case worker should be reviewed if it is the most appropriate, viable solution for the child in the short and long term.
- Previous steps undertaken to address or prevent harm should be recorded, as well as recommendations for further follow-up of the draft recommendation/BID decision.
- The BID supervisor needs to thoroughly review reports with close attention to the accuracy of information related to the flight history, and the consistency of dates of events and interviews.

UNHCR BID Guidelines, Annex 8 and 9, pages 96-97 BID Field Handbook Chapter 6 § 6.7

Slide 10

BID Review by the BID Panel

Analyze and balance rights and factors including:

- Exposure or likely exposure to abuse, neglect, exploitation and violence
- Past abuse, neglect, exploitation and violence (frequency, patterns, trends, etc.)
- Current safety/security
- Existence of a stable, protective, enabling environment
- Existence of root causes of past abuse, neglect, exploitation and violence
- Importance of the family and of close relationships
- Current or available stable alternative care arrangements
- Accessibility to basic services
- Views, opinions and desires of the child
- Views of family members and others close to the child

Notes for the Facilitator

Security, safety and protection from abuse, neglect, exploitation and violence are key issues to be considered in order to determine the best interests of the child.

UNHCR BID Guidelines, pages 69 - 76, Annex 9, pages 97-98 BID Field Handbook Chapter 6 § 6.9 and § 6.11

Slide 11

Challenges Faced by the BID Panel in Reaching a Decision

BID panel members often need to:

- Balance complex circumstances of the child and her/his family/caretaker.
- Balance several competing rights of the child
- Choose the least damaging of a limited number of alternatives.
- Account for the child's views in contradiction with the rights of the child.
- Realize that sometimes one solution may not be indisputably right or in the best interest of the child.

The quality of the decision depends on the quality of the interviews and documentation, and on the capacity of the panel to make a decision despite the wide range of often competing factors.

★ Decisions can have profound long-term implications.

Notes for the Facilitator

• BID panel decisions need to be carefully balanced and should never be rushed, as the decision may have a life-long impact on the child and her/his caretaker!

UNHCR BID Guidelines, page 76 BID Field Handbook Chapter 6 § 6.11

Slide 12

Recording Final Decisions

- Document the decision (approved, not approved, or deferred).
- Document the reasoning leading to the decision.
- Note whether the decision was taken unanimously or by majority.
- Note when information is rejected.
- Plan action for implementation and follow-up, and identify the actors responsible and timelines.
- Record panel members' names, titles and signatures.

Notes for the Facilitator

- BID decisions should be systematically documented.
- Joint decision making, recording and signing off of the BID report form by the BID panel members helps to establish accountability with regard to children of concern.

UNHCR BID Guidelines, page 78 BID Field Handbook Chapter 6 § 6.4

Slide 13

When to Reopen a BID Decision

- Circumstances change.
- Tracing is successful.
- New relevant information/facts emerge.
- Initial BID decision could not be implemented within a reasonable time frame.

★ A BID decision on the separation of a child from parents against the parents' can be reopened at the request of the child's guardian, or by the child if there is no guardian, or by the holders of parental rights.

Notes for the Facilitator

- In the context of durable solutions, a decision should be implemented within a maximum of one year after the initial BID decision.
- The criteria for the reopening of cases should be included in the BID SOPs, so that these are clear and agreed upon by BID panel members.
- Case closure can happen after the care plan has been successfully implemented according to the time frame, actions and aimed durable solution for the child and caretaker recorded in the BID report form.
- Extensive monitoring should be documented.
- The BID panel/ BID supervisor should review closure of cases.
- When possible, cases should be handed over to government.

UNHCR BID Guidelines, page 79 BID Field Handbook Chapter 6 § 6.15

Slide 14

Caseload Prioritization and Management

- Regularly review the caseload and plan for BIA and BID accordingly.
- Ensure adequate response to urgent cases.
- Continue tracking cases and progress.
- Plan regular follow-up.
- Update case files:
 - Re-opening of cases
 - Closing of cases

Notes for the Facilitator

- It is the responsibility of the BID supervisor to manage and oversee the caseload of children requiring a BID and to chart the progress made implementing the decision and follow-up/protection measures.
- The BID supervisor should also be aware of children who are in urgent need of BID decisions. These cases need to be prioritized.

BID Field Handbook Chapter 6 § 6.15



Facilitator's Notes for the implementation of **UNHCR BID Guidelines**



Annexes

Annex 1: Sample Agenda – 3-Day Workshop on Implementation of UNHCR BID Guidelines/Child Protection

Annex 2: Pre-Test Case Study

Annex 3: Sample Questions, Recap of Day 1 BID/Child Protection

Annex 4: Sample Quiz



Annex 1: Sample Agenda – 3-Day Workshop on Implementation of UNHCR BID Guidelines/Child Protection

DAY 1		
TIME	CONTENTS	METHOD
9.00-9.30	Activity 1: Module 1 Opening and introductions (30 min)	Introduction
9.30-10.00	Activity 2: Module 1 Ground rules and expectations, Objectives of the Training, Agenda, etc. (30 min)	Presentation/Brainstorming
10.00-10.15	Activity 3 : Module 2 Overview of BID: Brief overview of BID, concepts, objectives & guiding principles and exercise (15 min)	Presentation/PPP
10.15-10.30	Activity 4: Module 2 Factors to consider for BID (15 min)	Brainstorming/Discussion and plenary
10.30-10.50	TEA BREAK	
10.50-11.15	Activity 5: Module 2 Overview of BID-continued (25 min)	Presentation/PPP
11.15-11.30	Activity 6: BID versus BIA (15 min)	Exercise/Discussion
11.30-12.00	Activity 1: Module 3 BID as Part of Broader Child Protection Programming (30 min)	Presentation/PPP
12.00-12.30	Activity 2: Module 3 Case studies I children at Risk: identifying root causes of child protection issues, protective and risk factors, monitoring and follow-up (30 min)	Case studies/group work
12.30-1.30	LUNCH	
1.30-2.00	Activity 2: Module 3 Case studies I children at Risk –continued (30 min)	Case studies/group work
2.00-2.30	Activity 3: Module 3 BID as Part of Broader Child Protection (30 min)	Presentation/PPP
3.00-3.15	TEA BREAK	
3.15-4.00	Activity 4: Module 3 Case studies II Children at risk (45 min)	Group work discussion in plenary
4.00-4.45	Activity 5: Module 3 BIA Form: Review of (completed) BIA Report Form (45 min.)	Group work discussion in plenary
4.45-5.15	Activity 6: Daily Review Session (30 minutes)	Completion of Daily Review Form
5.15	WRAPPING UP	

DAY 2		
TIME	CONTENTS	METHOD
8.00-9.00	Activity 1: Recap Day 1 (30 min)	Questions for participants
9.00-9.30	Activity 2: Module 4 BID in context of Durable Solutions	Presentation/PPP
9.30-10.30	Activity 3: Module 4 BID in context of Durable Solutions Resettlement (60 min)	Presentation/PPP
10.30-11.00	TEA BREAK	
11.00-12.30	Activity 4: Case studies Resettlement and Children's Issues (90 min)	Group work/Discussion in Plenary
12.30-1.30	LUNCH	
1.30-2.00	Activity 1: Module 5 Communicating with children. Presentation, principles, ethics, preparations (30 min)	Presentation/PPP
2.00-3.00	Activity 2: Module 5 Communicating with Children Role Play I (60 min)	Role Play/Group Work
3.00-3.30	TEA BREAK	
3.25-4.45	Activity 3: Module 5 Communicating with children Role Play II and III (45 min)	Role Play/Group Work
4.15-4.50	Activity 4: Discussion on Pre-test case scenario (35 min)	Brainstorming and discussion
4.50-5.30	Daily Review Session (40 min)	Completion of Daily Review Form
5.30	WRAPPING UP	

DAY 3		
TIME	CONTENTS	METHOD
8.30-8.45	Activity 1: Recap Day 2 (15 min)	Recap led by 2 participants
8.45-9.30	Activity 2: Module 6 The BID process step by step (45 min)	Presentation/PPP
9.30-10.30	Activity 3: Module 6 Development Sample BID SOP (60 min)	Group Work
10.30-10.50	TEA BREAK	
10.50-12.30	Activity 4: Module 6 Case studies I and II (40 and 60 min)	Group work/Discussion and Plenary
12.30-1.30	LUNCH	
1.30-2.00	Activity 5: BID Quiz (30 min)	Quiz
2.00-3.00	Activity 6: Development of Action Plans for BID and Child Protection (60 min)	Group work
3.00-3.25	TEA BREAK	
3.25-4.45	Activity 6: Development of Action Plans for BID and Child Protection – continued (1h20)	Group work/discussion and plenary
4.45-5.30	Activity 7: Workshop Evaluation (45 min)	Completion of Evaluation Form
5.30	WRAPPING UP	



Annex 2: Pre-Test Case Study

The pre-test case study should be disseminated to the participants at least two weeks in advance. They can get back to the facilitator five days before the workshop. Participants present their finding on day 2, activity 4.

BEST INTERESTS DETERMINATION REPORT

Location	Ruritania
File No.	
Registration	
Priority	Protection/urgent
Referral	National
Individual(s) Interviewed	Father, Doctor, Friend of Father, Social Worker, Mother's
	Cousin, Aunt
Special Needs	Child living with HIV
Purpose of BID	Protection
Assessor	
Reviewing Officer	

CHILD'S BASIC BIO-DATA

(Refer to Registration Form)

Full Name	Tanya Lopez
Nationality as Stated	Ruretania
Date of Birth	10 Jan. 2005
Ethnicity	
Place of Birth	Ruritania
Age	2 years
Date of Arrival in Ruritania	2005
Gender	Female
Religion	Cristian
Adresse	
Status of Child	Child living with single parent (biological father)
Related Case(s)	n/a
Linked BID(s)	n/a
Name of Biological Father	Jose Louis Lopez
Name of Biological Mother	Dolores De Ybarra
Date	2007

Summary

After her mother passed away in February 2007, the child's father (aged 23) became her primary caregiver. With no relatives living in the camp, the father receives limited support from friends and other members of the community so he is able to take care of the child. The child becomes ill easily. However, a health NGO in the camp closely monitors the health of both the father and the child. The father has lived with the child since she was born and has continued to take care of the child Since the child's mother passed away in February 2007. The father is HIV infected but still in relatively good health. He is of xxx ethnicity, which is considered a minority group in the camp population.

Registration: the child is registered together with her father.

PART I – SUMMARY INFORMATION ON THE CHILD

1. History prior to separation from biological parents

The two-year-old girl, Tanya, was born in Ruretania. Her father (Jose Louis Lopez) is of XXX ethnicity. The father fled from Ponsedera to seek asylum in a refugee camp in Ruretania in 1994. He met with the child's mother (Dolores de Ybarra) in the camp in 2005. The child's mother at the time had one daughter (Sophia, aged 5) with a Ruretanian man (Pedro Villanueva Cortez), to whom Dolores had been married. Her first husband lived and worked in Casarabonela, a nearby village, close to the camp in Ruretania. He was HIV infected and died of AIDS in 2003. The child's half sibling (Sophia) is registered as a Ruretanian citizen but had lived with the mother in the refugee camp.

Jose Louis, Tanya's father, says that he was "practically married" to the child's mother without knowing that she was infected with HIV. He only found out about her HIV positive status when she became seriously ill in January 2007. The child's mother was of xxx ethnicity. Even though she had a child with a Ruretania man, she mainly lived in the refugee camp together with her daughter (the child's half sibling, Sophia). It is believed that Dolores' first husband is the person who infected her with HIV/AIDS.

2. History of separation

The child, Tanya, had been under the care of her biological parents since she was born, along with her half sibling, until she was about two years old and her mother passed away. The mother started to become ill with different symptoms in late 2006 and died of AIDS in February 2007. The father has continued to take care of the child. The child's half sibling was adopted by her aunt and is now living with this aunt and her family in Yunquera, a village nearby the refugee camp.

3. History after separation and current situation

Once the father learned that his wife died of HIV/AIDS, he saw a doctor who advised that both he and the child should take a blood test at the hospital in a nearby town. The results confirmed that they are both HIV positive. Since then, the child has received medical treatment from the Hospital, arranged by the refugee camp clinic. The father accompanies the child to see a doctor in town every two weeks, or according to appointment as otherwise made by the doctor. The father has not, however, been given special medical treatment related to his own HIV infection.

The father became the child's sole primary caregiver after the death of the mother. The single father claims that he faces difficulties in taking care of the child alone, as the child gets ill often and he has no relatives living in the camp to help him. Apart from providing the usual daily care needed by a small child, the father says that he has to remind himself not to forget to give his child medicine several times a day according to the doctor's prescription. Now the father and the child live in a house

provided by the camp clinic, as the father sold his house to a refugee in late 2006. According to the father, at the time he needed money to cover expenses for his ill wife. He now wants to leave the camp to work in a nearby village so that he can again buy his own house. However, he does not want to leave his child alone in the camp.

The father is currently not working. Due to his limited living conditions, the father often comes to the community social workers in the camp for material support. He reportedly sometimes leaves the child under care of the child's relatives or his friends for a few days at a time. The community social worker observed that the father sometimes does not treat the child well, especially when he gets drunk. The community social worker also worries that care given by the father is inadequate and will negatively impact the child's health.

However, there was no evidence displayed by the child of serious sickness during the assessor's visits. The assessor found that the father has some degree of emotional depression due to his HIV infection and his responsibility as his child's sole caregiver. The father often complains that some people in the camp show a negative attitude toward him and his daughter when they know about the pair's HIV status; this discourages the father greatly.

In September 2007, a national child protection agency referred the case to UNHCR over concerns that the child needs to be separated from her father so that she may have access to better care in an orphanage in Ruretania. The community social worker of the NGO reported that the father sold his food rations and spent the money on alcohol; consequently, he had no food to feed the child. The father claims he does not drink often and that sometimes his rice is stolen from his kitchen. When this happens, he goes to his friend's house (Santiago Lopez) to ask for food for the child. The father's friend says that the father drinks often and usually leaves the child with her.

The father says that he is not willing to give up custody of the child to any party. He says that he needs a temporary caregiver for his daughter, one that would only attend to her during the time that he leaves the camp to go and find work. He claims that he still has strong health and that he wants to work and raise his own daughter. He states, however, that in the long-term his daughter may need "a proper care" if his health deteriorates due to his infection. The father states that eventually he will have to give up custody to any family member who is willing to be the child's foster parent.

On 26 June 2007, UNHCR and the national child protection agency discussed with the Camp Committee and a local women's organization the option of a foster family for the child. Representatives of the camp-based bodies agreed to search for a suitable family (one with sympathy and understanding of the child's conditions) over a one-week period. Their attempt eventually failed. The father accepted the failure to locate a willing foster family, which means that he will have to retain sole responsibility for the child. On 4 September 2007, UNHCR discussed with the community social worker and an international organisation providing health care the need for community support to care for the child. The parties agreed that this health organisation will coordinate with UNHCR and the national child protection NGO to ensure that the child has a place in the camp nursery. One of the health staff of the health organisation also makes regular visits to the child's house and gives counselling to the father.

The father also wishes for resettlement to a third country. He believes that he will have improved opportunities to work and support his daughter in a resettlement country, as opposed to living in the camp. He told the assessor that his frustration often arises because people in the camp discriminate against him and his daughter. Sometimes parents prevent their children from playing with his daughter because they know she is HIV positive. However, he says that he has some good friends who always welcome him and his child in their homes and also give him moral support. The father keeps looking for an opportunity to work in the camp, especially as camp security. He complains that the child needs extra food, in addition to the rations provided, so that she can stay healthy and "fight the sickness." Therefore, he argues that he needs to work to earn money.

The father cooks for and feeds the child. He makes sure that the child takes a bath and he washes her clothes. Most of the time, the father carries the child wherever he goes in the camp and always accompanies her to the hospital for appointments and stays with her there when she is admitted.

Education: At the age of 2 years old, the child is too young to attend school.

Physical and Mental Health

The camp doctor, due to confidentiality reasons, cannot disclose a detailed medical history of the child. According to the assessor's observations, the child looks reasonably healthy, even though she displays some skin problems. The father accompanies the child to see a doctor at the hospital in the nearby town every two weeks. The father states that the child gets ill easily, for instance she sometimes has digestion problems and a fever. Nevertheless, she gets better after taking medicine. The camp doctor confirmed that the child seems to take medicine regularly, as according to the prescription, and has not contracted any serious illness. The child has no sign of mental disorder and has appeared cheerful during the assessor's many visits.

4. Tracing of relatives

The father claims that he has no relatives living in the camp and that his family is hiding along the border of Ruretania. The sister of the child's mother (Andrea Carrion Martinez) and a cousin (Maria Carrion Martinez) also live in the camp. They both are married and have children. However, they have both refused to assist in caring for Tanya in any way. The aunts have very limited contact with Tanya and her father.

The child's half sibling (Sophia) currently lives with her aunt's family in Yunquera, a nearby village. The aunt and her husband treat Sophia like one of their own children. It is observed that Sophia receives good care from the family. She attends school in the village. Her stepfather has no objection to Sophia's adoption and views the aunt is a good caregiver. Tanya's father and the aunt's family do not think that separating the two children will cause any negative impact on the two half-siblings, as the girls were together only when they were very young and do not have any strong emotional attachment.

5. Assessment of the child's age and maturity

The child is two years old. There does not seem to be any discrepancy between the child's actual age and what stated in the registration document. However, she looks smaller than other children of her age. At two years old, she is still unable to speak and thus could not either verbally express her opinion. Neither is she able to decide on her own future care arrangements.

6. Special needs assessment

The health condition of the child is a primary concern. After she was diagnosed as HIV positive, the camp clinic arranged for her medication. She must see the doctor regularly at the hospital in the nearby town. The doctor has informed the father that he must give medicine to the child regularly and on time. It seems that the child has received adequate attention from the father regarding her health and medication. The father is aware that hygiene and nutrition contribute to his daughter's good health and he tries to provide for the child as best he can. The child is currently developing normally and in accordance with her age.

PART II- AVAILABLE OPTIONS

1. Views of the child

It is observed from the child's gestures and facial expressions that she is emotionally attached to her father. The assessor feels that the child loves to be carried by and cared for by her father. She always

smiles when the father talks to and plays with her.

2. Views of the biological parents

The father contends that he wants to continue to take care of the child, even though it is difficult for him to be a single parent. He understands that a family environment (even a foster care situation) may best benefit his daughter's development in the long-term. However, he believes that he cannot find a suitable foster family in the camp as people are biased against HIV infected children. The father says that he feels angry every time people discriminate against his daughter and that he wishes "to give the best to his daughter". He also wishes to be resettled to a third country with the child, as he believes they would be given better assistance and "a friendlier environment". When asked about sending the child to a Ruretanian orphanage, the father does not feel confident that his daughter will receive proper care at such a residence and does not wish for such an option. He says that he loves his daughter and will try his best to raise the child by himself.

3. Views of persons close to the child

Eva Cabrera, the community social worker, reported that the father seems to have an alcohol addiction and, when the father drinks, the child is left with his friends. According to her, the father often comes to the office complaining about his difficulties and the combined burden of being a single parent and HIV infected. The community social worker also worries that the child may receive inadequate food as the father often sells his food rations to buy alcohol. Additionally, he spanks the child when he gets drunk. However, the community social worker confirmed that the father has no intention to abandon the child. His reason for wanting to find a job is to support her. It was also confirmed by the community social worker that the father is in good health despite his HIV infection and that the child has no relatives willing to help provide daily care or to become her foster parents. The community social worker does not think that the father is the best caregiver for the child, but she does not see any other options for the child available in the camp.

Friend of the father

Elena de la Pena lives with her parents' extended family not far from the child's house. She reported that the child's father often argues with people in the community and that this made many people dislike him. However, she says that she feels sympathetic toward the father and child and that she always welcomes them in her house. She confirmed that many people in the camp know that the family is HIV positive and that there is no family in the camp willing to take care of the child, even if they feel that the father sometimes mistreats the child.

Camp doctor

The doctor believes that the child has received adequate healthcare from the father as the child is in relatively good health. This implies that the father is giving the child her prescribed medicine regularly. The doctor feels sympathetic toward the family and reports that the father often comes to request material support from the clinic. The doctor did not know the child's father before they became patients and therefore does not have much knowledge about the pair's backgrounds. She has no particular view regarding the childcare arrangement. However, considering concerns over the child's health, the doctor confirms that the child shows no signs of immediately life threatening sickness.

4. Assessment of family environment and alternative care arrangements

Option 1: Remain with the father and be attached to his durable solution plan.

Under this option, the child will continue living with her biological father who has been the primary caregiver for the child's entire life. The father's commitment to raise his child with love and affection is clearly observed by the assessor and confirmed by many parties. His lack of capacity to be a good caregiver, as assessed by the national child protection agency, is mainly associated with his drinking

behaviour. This, however, could be addressed through counselling programs and does not pose a serious threat to the child's life and development. As long as community support is available and strengthened, and the child's health remains normal, there is no solid reason to argue that the child should be separated from the father in order to prevent her from incurable harms.

Option 2: Separating the child from her father and placing her under residential care.

Ruretanian residential care sometimes has facilities especially for HIV infected children. However, there is inadequate evidence to demonstrate that placing a refugee child in such an institution would guarantee the child's well-being in the long term, particularly with respect to legal protection as a refugee. Under this option, the child would permanently lose contact with her biological father and her connection with her community and culture. While the refugee camp-based organizations and a representative from the Refugee Camp Committee suggest pursuing this option (since they believe there is no alternative), the child's father strongly objects.

Option 3: Separating the child from her father and placing her under foster care within the refugee camp. The father has shown strong commitment to raising his child himself with love and affection, which has been clearly observed by the assessor and confirmed by many parties. The father, however, lacks the support, resources and assistance to raise his child by himself. According to the assessor there is no sufficient reason for separating the child from her loving biological father as there continues to be no solid reason to argue that the child should be separated from the father in order to prevent her from detrimental harm.

PART III – RECOMMENDATION

Considering the custodial rights of the father and his strong commitment to bring up the child with love and care (evidenced by his on-going care for the child, which has helped her to lead a normal healthy life, even despite her HIV status), the assessor recommends that the child should remain under the care of her biological father. This arrangement emphasizes the continuation of the already established collaboration between the concerned agencies to monitor and strengthen community support around the father. The child's best interest (long-term) could also be enhanced through resettlement to a third country. She should, therefore, be attached to the father when/if his wishes for resettlement to a third country are realized.

	2007
NAME OF ASSESSOR	DATE
SIGNATURE OF ASSESSOR	
	12/4/2007
NAME OF REVIEWER	DATE
SIGNATURE OF REVIEWER	

CASE STUDY PRE-TEST

Objective: Identify and address child protection issues and requirements for BID

Answer the following questions after reading the case study:

- 1) What risk factors can you identify for this child?
- 2) What possible protective factors can you identify?
- 3) What additional information do you need in order to make a well-informed recommendation?
- 4) What are the key steps that you need to take in order to address the child protection issues that have been identified?
- 5) Do you approve, defer or do you disapprove the decision of the assessor considering the best interests of the child?
- 6) How could the write-up of this case be improved?



Annex 3: Sample Questions Recap of Day 1 BID/Child Protection

This list of questions should be used at the beginning of day 2 for participants to review the learning elements of day 1.

- 1. Is there a common definition of the best interests of the child? *Answer: No*
- 2. Why not? Answer: There is no common definition, because each child is unique.
- 3. What is meant with the best interests of the child? *Answer:* The term broadly refers to the wellbeing of the child.
- 4. What is the best interests principle? *Answer: It is a general principle and a procedural rule.*
- 5. How is article 3 of the CRC defined? *Answer:* "In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration."
- 6. Which are the four key principles of the CRC? You could ask 4 participants to each mention one of the key principles:
 - a. Non-discrimination
 - b. Best interests
 - c. Right to life, survival and development
 - d. Child participation
- 7. What is the purpose of the BID Guidelines? *Example Answers*:
 - e. When to conduct a BID
 - f. What procedural safeguards should be followed
 - g. Who should participate in the BID process
 - h. How criteria should be applied to take a decision in a particular case
- 8. What is BID? *Answer:* it is a formal process with strict procedural safeguards to determine the child's best interests.
- 9. Which 5 situations require a BID? You could ask 5 participants to each mention of the 5 situations). *Answer:*
 - a. Temporary care arrangements for unaccompanied or separated children in exceptional situations
 - b. The identification of durable solutions for unaccompanied and separated children: voluntary repatriation; local integration or resettlement
 - c. The possible separation of a child from her/his parents (or person holding custody rights by law or custom) against their will if competent authorities are unable or unwilling to take action
 - d. *In situations where custody remains unresolved and national authorities are unwilling or unable to adjudicate on the custody*
 - e. In complex cases, prior to family réunification

- 10. Who is responsible for BID? *Answer:* State Authorities. Only if State authorities are unable and/or unwilling, then UNHCR and partners should establish a BID process.
- 11. Can a BID exist on its own? *Answer:* No, BID should be integrated in a broader child protection programming as part of a case management mechanism.
- 12. What are some of the key elements of a comprehensive child protection programme? *Answers: Identification, registration, documentation, monitoring, follow-up.*
- 13. What does FTR stand for? Answer: Family Tracing and Reunification
- 14. What is the main aim of FTR? Answer: To reunify children and their families.
- 15. What is the definition of unaccompanied children? *Answer:* Unaccompanied children are children who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so.
- 16. What is the definition of separated children? *Answer:* Separated children are separated from both parents, or from their previous legal or customary primary caregiver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members.
- 17. What is the definition of child protection in emergencies of the CPWG? *Answer:* "The prevention of and response to abuse, neglect, exploitation of and violence against children in emergencies"
- 18. Can you mention examples of protection factors affecting children? *Answer:* Age and developmental stage, gender, family ties, social and security networks, socioeconomic status, access to community and peer support and children's own capacity for resilience.
- 19. Can you mention one of the circumstances when a BID is required prior to family reunification? *Answer:* When there are e.g. indications of past or current child abuse or neglect within the family or household or the child reported/showed indications of past abuse or neglect or fears of future harm by the family.
- 20. What should be considered prior to placement of a child in care? *Answer:* To inform the child on care prospects, to seek her/his feelings and views, to develop an individual care plan for each child, as a general rule siblings should be kept together, regular monitoring and follow-up, through home visits, take place, after the placement is finalized and a written agreement/formal review of the care situation should take place (e.g. after 12 weeks).



Quiz Regional Interagency BID Workshop MENA Region November 2009

Annex 4: Sample Quiz

Below are suggested questions for the quiz on Day 3 - activity 5 of the workshop. The answers in **bold** are correct.

- 1) BIAs should be conducted:
 - a) Only in specific cases.
 - b) For children of concern to UNHCR, on an ongoing basis until a durable solution is found.
 - c) Once, prior to a BID.
- 2) BIA and child protection interventions:
 - a) Are always one off events.
 - b) Should be ongoing.
 - c) Are not necessary prior to BID.
- 3) A BID is sometimes needed prior to reunification in cases:
 - a) Where the child and family have been separated for a long period of time.
 - b) Where the child and family want to be reunified after a short separation.
 - c) Prior to all reunifications.
- 4) Who in the groups is from (mention a country/city or village)?
 - a) (Give the name of a participant here.)
 - b) (Give the name of a participant here.)
 - c) (Give the name of a participant here.)
- 5) What is an example of a key component of a child protection program?
 - a) Case management
 - b) Health care
 - c) Education
- 6) Children who need a BIA and follow-up are:
 - a) Only separated children.
 - b) All those at risk of or subject to abuse, neglect, exploitation and/or violence.
 - c) Mainly unaccompanied children.
- 7) When assessing a child at risk you should look at:
 - a) Only the specific child protection problems of the child.
 - b) The child in a holistic way: the child as a whole, not only her/his child protection problems.
 - c) Only her/his strength and coping mechanisms.

- 8) Should a BID SOP be developed?
 - a) Yes.
 - b) It depends.
 - c) No.
- 9) In principle, BID is the primary responsibility of:
 - a) Only UNHCR
 - b) Relevant state authorities
 - c) Partner organizations
- 10) Family tracing:
 - a) Is only relevant for unaccompanied children.
 - b) Can stop after two years.
 - c) Should continue after a BID has been conducted.
- 11) Which of the strategies below are useful when interviewing children?
 - a) Make small talk and try to make the child laugh or smile.
 - b) Reassure the child that she/he will be reunified with the family soon.
 - c) Ask only closed questions that the child can easily understand.
- 12) Who did the recap of yesterday's sessions? (Fill out names of participants.)
 - a) (Give the name of a participant here.)
 - b) (Give the name of a participant here.)
 - c) (Give the name of a participant here.)
- 13) BID interviews aim:
 - a) To help the child participate and express her/his views in regard to sustainable solutions that address her/his protection needs.
 - b) To get as much information from the child as possible.
 - c) To facilitate resettlement.
- 14) Overall, a child protection program aims to:
 - a) Set up BID procedures for children.
 - b) Prevent and address abuse, neglect, violence and exploitation of children.
 - c) Promote child rights.
- 15) Should BIA and follow-up be documented?
 - a) It depends.
 - b) Yes, of course.
 - c) Maybe not.
- 16) One of the procedural safeguards of BID is:
 - a) Child participation: documentation of the views of the child
 - b) Absence of a BID panel
 - c) Referral