

Keeping Children with Families: Every Manager's Responsibility

Training Manual



Keeping Children with Families: Every Manager's Responsibility



PREVENTING CHILD SEPARATION



समाज सेवा तथा मानव अधिकारमा
महिला र बालबालिका



(Affiliated to Purbanchal University)

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Introduction

Many organizations are working to promote child rights in Nepal. However, only a few organizations are seen working to safeguard the parental care right of children. The Government of Nepal's Child Act, 2018 clearly states institutionalization of children is the last resort. For the purpose, the government has developed policies and programs attempting to protect children from the harms of separation. But still, due to the lack of resources, knowledge and expertise, a significant gap has been observed in its implementation at the national and local levels. There is a huge need for building understanding and knowledge on the harms caused by institutionalization to children among politicians, donors, families and parents. Likewise, the existence of more suitable alternative care is also not known to many concerned people. The delivery of child protection and educational services is the responsibility of local governments/municipalities which need support in capacity building and service delivery. Hence, developing and strengthening the capacity of the local child protection institutions/systems should become the priority of all organizations working in the field of child rights.

Since 2010, Children Women in Social Service and Human Rights (CWISH) as a local NGO has been active in working for the rights of children to parental care in Nepal. The last project of CWISH, 'Promoting Children's Right to Parental Care' completed in 2018 in partnership with ATOS Denmark and the School of Social Work, Kadambari Memorial College (KMC) Kathmandu, highlighted the gap in trained human resources in working with children and families at a community level. It also found that the frequent changes of core practitioners during the project period left gap in human capital leading the disappearance of institutional knowledge.

This training manual has been developed to fill the gap of the trained child rights workers at the community level and secure institutional knowledge for effective work on keeping children with families. The manual intends to enhance the capacity of the managers in planning and implementing activities in protecting children's right to parental care. It is believed that when the people working at the managerial or senior level understand the value of protecting children from unnecessary separation, they take ownership of the issue and make sure that none of their project activities would separate children unnecessarily. This sharing of commitment, knowledge and experiences guide their organizations toward keeping children with family in the best interest of the child.

This training manual is prepared by Kadambari Memorial College (KMC) in collaboration with project implementation organization, CWISH and ATOS under the project 'Preventing Child Separation, 2019'. Ms Pradipta Kadambari has developed this manual in consultation with Rita Tisdall and Pramita Dhungana. This training manual was reviewed with final advise from Ms Bindu Gautam. Additional resource materials of the manual are available on the website www.stopchildseparation.org. The PowerPoint slides are available in annexes and can be downloaded from the manual section of the resource hub.



Objectives of the Manual

This training manual is developed as the supporting material for the members of the executive committee of the organization and the officials at managerial level to facilitate the training for their subordinates. It also helps to make sure that the right to parental care will not be overlooked when making institutional policy rules or in the time of designing and implementing programs. Rather, it would be promoted during staff appointments, training, as well as institutional knowledge and memory management.

Hence at the end of the training, the participant will

1. Enrich knowledge of international and national instruments on children's right to parents care.
2. Update their knowledge on the issues and status of parental care right in Nepal.
3. Deepen their concerns on the harms of separation on children.
4. Build insights on the facts of child and parental /family separation in Nepal
5. Discuss Gatekeeping as a promising system to prevent child separation
6. Revisits features of child rights organization and commitment to child rights work and enhance their capacity and commitment to integrate children's right to parental care into the organizational system.

For this purpose, the one-day training has been developed under the following headings within the following eight sessions.

Session 1 : Opening and Creating Training Environment

Session 2 : Parental Care is Every Child's Right! Global and Local Instruments of Children's Right to Parental Care

Session 3 : Child Separation, A Traumatic Event in a Child's Life! Child Separation and Impact on Children

Session 4 : Nepal, A Country that Stands Out! Nepal and Family Separation

Session 5 : Keeping Children with Families! Gatekeeping and its Effectiveness

Session 6 : Strong Institutions, Safer Children! Features of Building Strong Child Rights Institutions

Session 7 : Parental Care for Every Child! Integrating Children's Rights to Parental Care in the Organizational System

Session 8 : Consolidation and Closing

Training Methodology

The training is designed to guide the training facilitators with structural discussions, group discussions, individual experience and insights sharing and group work.

Training Participants

The manual is designed for the professionals working as the managers/ heads/leads of child rights organizations like NGOs, CBOs and government agencies. The board of directors, executive heads, and top to mid-level managers/ coordinators playing roles in formulating organizational policy, programs and training are the participants in this training.

Session 1: Opening and Creating Training Environment

Duration: 1 hour

Method: Discussion

Materials: PowerPoint slides/ prepared material in newsprint, meta card, marker

Session Objectives

The objective of the session is to welcome, and introduce the participants to each other and set the training environment.



Activity 1.1 Welcome and introduction

- Welcome everyone and explain the training objectives.
 - Prepare everyone for activities for the introduction and set the training environment for the day.
 - “Who is with us today? Ask participants to find a friend who is not known or least known and find out the three things about each other
 1. Name of the friend
 2. Work and organization
 3. One adjective that would be the quality of managers that the friend relates to. It can be the strength of the friend. Write the adjective in front of the friend's name in the meta card (hardworking Hemant, Innovative Indu, Good Geeta etc).
 - After the conversation, introduce the friend to others telling their name, work, organization and the quality that the friend relates to.
 - Thank everyone and request all the participants to put themselves in the shoe of managers throughout the training sessions and bring their experiences, views and ideas to make the training effective.
- ✓ *Note: The introduction activity can be carried out interestingly in different ways.*

Activity 1. 2: Expectation Collection

- Ask all participants to count 1, 2, 3 and divide them into the 3 groups with the number. Paste three charts paper on a wall and write as follows
 1. Training content
 2. Facilitator
 3. Participants
- Ask each group to stand in front of one chart paper, discuss the following and write.
 1. Training contents: What do I want to learn today?



2. Facilitator: What could the facilitator do to enrich the learning?

3. Participants: What do I expect from my fellow participant to have a good training environment and learning?

- After 3 minutes, ask the group to move to the next paper, read and add if necessary.
- After completion of the activity, read the expectations, level up the expectation as per the objectives of the training and consolidate the expectation to formulate codes for the best training environment.

Key Messages

- ✍ This course is based on the need to promote and protect children's right to parental care as a commitment to Nepal's child rights leaders and workers. It is designed to meet the needs of the participants to fill gaps in knowledge integration and implementation of parental care right of children in their organizational policy and programs.
- ✍ Despite ensuring the child's right to parental care and prevention of unnecessary child separation by the United Nations Convention on the Right of the Child (UNCRC), children continue to be separated from their parents. The 80 years of experience and studies on separated children have provided eye-opening evidence of harm to children, ranging from immediate, short-term to long-term.
- ✍ Understanding the urgency of keeping children in loving care of parents, United Nations has developed an Alternative Care Guideline to guide government and practitioners in using UN-CRC and other international instruments to safeguard children from the harms of separation. This calls every organization and everyone working in child rights to integrate the right into their policy, program and activity to protect children from detrimental consequences of living away from families and parental care in the best interest of the child.



Session 2

Parental Care is Every Child's Right!

Global and Local Instruments of Children's Right to Parental Care

Duration: 1 hour

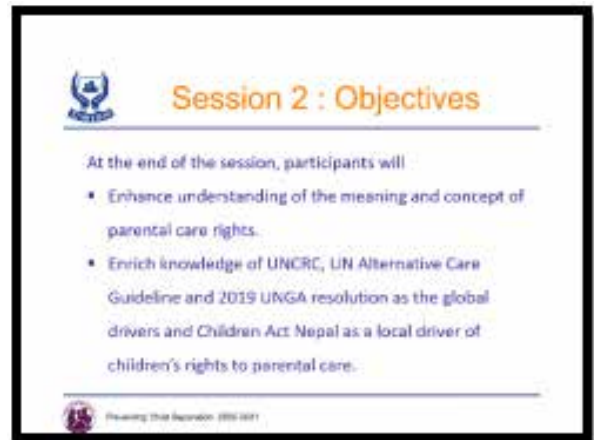
Methods: Explanation, discussion

Materials: PowerPoint slides/ prepared material in newsprint, meta cards, markers

- ✓ Note : To download resource material follow this link:
<https://www.stopchildseparation.org/post/category/prechise-managers-training-manual>

Session Objectives

- ❖ Explain the session objects on it intend to
 - Enhance their understanding of the meaning and concept of parental care rights.
 - Enrich their knowledge of UNCRC, UN Guidelines for Alternative Care children river of children's rights to parental care.
- ❖ Show the prepared materials from PowerPoint slides or newsprint and explain the content in a participatory way to the participants. In doing that, consolidate the views, experiences and ideas of the participants to make a common understanding of the content.



Activity 2.1: Discussion and explanation

With the prepared newsprint material or PowerPoint slides, make a common understanding of the following points by explaining and discussing them in a participatory way. The slides are available in annex session 2)

Point 2.1.1 Meaning of Parental Care Rights

- Getting care from parents is every child's right and providing parental care is every parent's duty. Every child has the right to grow up in a loving family environment under the care of their parents unless it is not in the best interest of the child. Parental care is the right of every child and the duty of every parent.
- ✓ Note: *The best interest of children is that caring and nurturing care of the children which prioritizes the best of the child, meets the individual needs, respects the wishes of the child and provides appropriate guidance taking into consideration the children as evolving beings.*





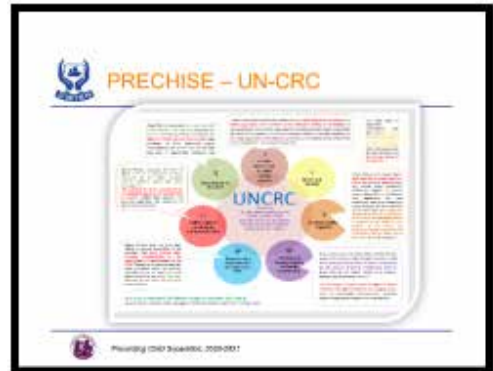
Point 2.1.2 Key Drivers of Children’s Right to Parental Care(International)

- Highlight and explain UNCRC as the key driver of children’s right to parental care which was ratified on 16 December 1992 and came into application on 15 January 1992 as the widely signed convention (196 states)of the United Nations.



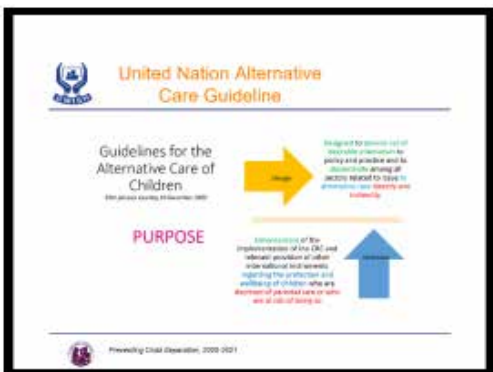
Point 2.1.2 A : Children’s Rights to Parental Care in UNCRC

- Explain how a family has been recognized as the fundamental group of society and the natural environment for the growth and well-being of all its members, particularly the children by UNCRC and the seven (3, 5, 9,10,18, 27) articles of UNCRC that clearly declares the children’s right to parental care.



Point 2.1.2.B: Development of UN Guidelines for Alternative Care of Children

- Though UNCRC has declared the right of children to parental care, the phenomena of children separating from their parental care by chance or by choice kept on happening mainly because of the family’s material poverty in many countries around the world. The condition of care provided to such children in alternative facilities was lacking priority on the protection of children, increasing children’s vulnerability to harm. Explain the reasons for developing the UN Guidelines for Alternative Care of Children, how it defines parental care right and the environment of family care, the objectives, and taking decide on alternative care.



Point 2.1.2 B1: UN Guidelines for Alternative Care of Children

- Explain how this document is developed to target both policy and practice of respective states with a specific focus on the protection and well-being of the children who are deprived of parental care or who are at risk of being so.



Point 2.1.2.B2: Design of UN Guidelines for Alternative Care of Children

- Explain the design of the guideline and discuss how it guides to support the efforts of keeping children in



or returning them to the care of their families. In case of failing to do so, it guides to find another appropriate and permanent solution for family-based care as per the context of the country.

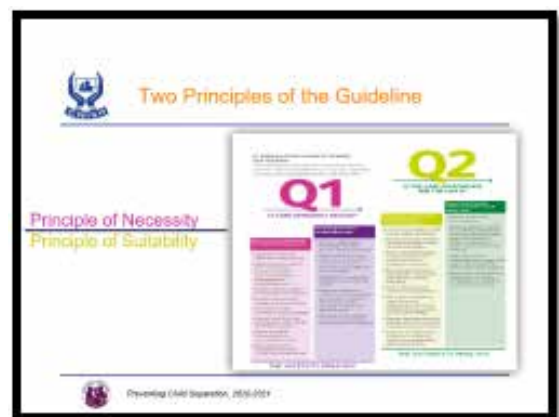
Point 2.1.2.B3: Three Pillars and Two Principles of UN Alternative Care

- The UN Guidelines is comprised of three pillars and two principles to promote and protect children's right to parental care. The three pillars are the prevention of unnecessary separation of children, the arrangement of suitable alternative care in necessary separation and the reunification of the child to family/ family-based care. While implementing the tasks of each pillar, the actions are guided by two principles: the principle of necessity and the principle of suitability. A strong system called Gatekeeping is envisioned by the Guideline integrating the three pillars and two principles to safeguard children from the harms of separation.



Point 2.1.2.B4: The Principles of Necessity and Suitability in Alternative Care

Discuss the principles of necessity and the suitability with appropriate examples and explain despite the appropriate support, if the child's family is not able to take care of the child, or relinquish the child, the situation is against the child's best interest, then the child protection officer/ agencies or authorized local bodies separate the child from the family and parental care in the best interest of the child. This is the principle of necessity. Such children are sent to alternative care making suitable arrangements to ensure their security and safety, fulfilling individual needs, respecting the child's participation in their care plan ensuring the best interest of the child, is the principle of suitability.



- ✓ Note: For resource materials <https://www.stopchildseparation.org/post/un-alternative-care-guidelines-887-16-04-2021>

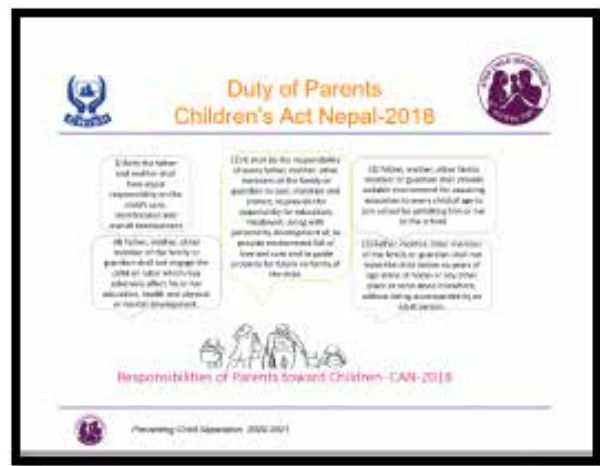


Point 2.2.2 C: UNGA Resolution 2019

- On 18 December 2019, the UNGA third committee passed a resolution to address the gap in the promotion of parental care right of children and suitable arrangements of alternative care with a special focus on children without parental care. Explain how it has emphasized the importance of a child to grow up in a family environment and right to the family and how Nepal must implement necessary measures to protect parental care right and suitable alternative cares as it has signed the resolution and has a duty toward its children.



Point 2.1.3 : National Driver: Children Act Nepal -2018



- The Children's Act Nepal is Nepal's legal instrument that ensures children's rights to parental care. The act has mentioned parents as the primary duty bearer of the rights. It has given equal importance to other family members to provide care and maintain and protect children. In doing so, parents are also obliged to provide an opportunity for education, treatment, and personality development in a loving and caring family environment to guide the proper future. The state must support families in fulfilling their duty of care to their children.

Point 2.1.3A : Alternative Care in Children's Act Nepal-2018

- Explain how the children Act Nepal, recognizes children with special protection and their need for alternative care. It has enlisted at-risk children and has set provisions as guided by the UN Guidelines for the Alternative Care of Children. It has declared institutions as the last resort for child care.
- Discuss and explain how in the present scenario the alternative care pyramid is different from its intention with the high number of children in institutions.





Activity 2.2 : Group Discussion (15 minutes)

- Divide the participants into two groups and let one group discuss one question and present their ideas to the group.
 1. With all these treaties, policies and provisions, why are children still being separated from their parents?
 2. What child rights organizations can do in ensuring the application of the global and national instruments in Nepal?
- Close the session by consolidating the views, ideas, and key message as per the theme and emphasize on being vigilant to ensure that children are not separated from their parents unnecessarily in the programs of child rights organizations



Key Message

- ✍ Children's right to parental care has been recognized and signed by all the member States of the United Nations except the USA. The UNCRC serves as a key driver of child's rights and guides all the signatories to develop necessary policies and design provisions to promote and protect children's rights to parental care and family. However, the incidences of separation of children due to poverty or for education and better life opportunity, keep on happening.
- ✍ To address the concerns of child separation and the magnitude of harm to children, the UN Guidelines for the Alternative Care of Children was developed and adopted in 2010 to guide all its signatory states to ensure the prevention of unnecessary separation, arrange suitable alternative care in case of necessity of separation and conduct reunification of children back to the family or family-based care.
- ✍ Again, on 18 December 2019, the United Nations passed a resolution on children's right with a special focus on children without parental care to address the gap in the promotion of parental care right of every child and his/her arrangement of suitable alternative care, emphasizing the importance of children to grow up in a family environment including children with disability.
- ✍ Nepal as a signatory country, formulated the Children's Act Nepal in 1991 and revised it in 2018. The revised Children Act Nepal 2018 includes all the aspects of children's right to parental care and also children's alternative care provision in special protection. It has mentioned the institutionalization of children as the last resort of alternative care.



Session 3

Child Separation, a Traumatic Event in a Child's Life! Child Separation and Impact on Children

Duration: 1 hour

Method: Explanation, discussion

Materials: PowerPoint slides/ prepared material in newsprint, meta cards, markers

- ✓ Note : To download resource material follow this link: <https://www.stopchildseparation.org/post/category/prechise-managers-training-manual>

Session Objectives

Explain the objectives as it intends to

- ❖ Borden their understanding of child separation from parental care.
- ❖ Enhance their understanding on possible harms of child separation from parents and family.
- ❖ Deepen their insights on the roles of child right organizations in protecting children from the harms of separation.



Activity 3.1: Discussion and explanation

- Tell participants that we are going to discuss the effects of child separation. In this context, provide 2-3 minutes to listen to the participants' ideas and experiences on the harms of separation to children. Take notes and explain the following points in a participatory manner with the help of the materials prepared in slides or newsprint. For this, it is necessary to ask questions in between and facilitating discussions is important to exchange experiences and internalize the harm to the children.



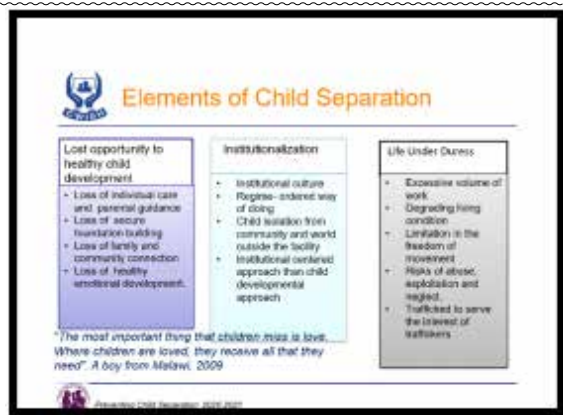
Point 3.1.1: Defining child separation

- The UN Guidelines for Alternative Care of Children defines children without parental care as children who are not living with at least one of their parents for whatever reasons and under whatever circumstances. Child separation has multiple dimensions, namely residential care, hostels, orphanages, religious learning centres, domestic and industrial child labour, living with relatives or family friends for education, child-headed families, unaccompanied, street children and children in detention and correction facilities.



Point 3.1.2: Three Elements of Child Separation

- The three elements of child separation distinguish and clarify the phenomena of child separation. It can be a cumulative of three or the presence of one among the three. The three elements are 1) The lost opportunity for a healthy child's development, 2) Institutionalization and 3) the Life of a child under duress.
- Explain the elements with examples and encourage participants to share their experiences and ideas as well.



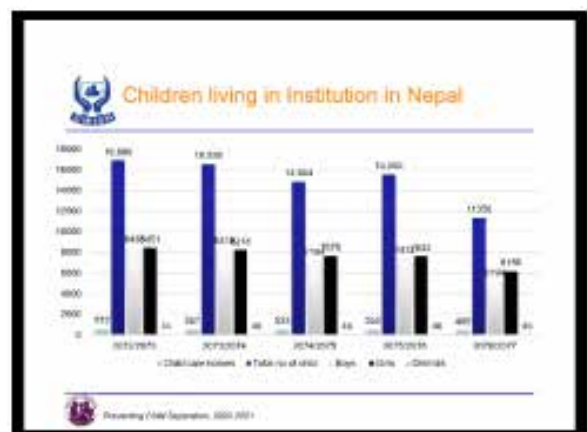
Point 3.1.3: The scale of child separation

- Discuss that child separation is a global issue as a study on a global scale shows 3.18 million to 9.42 million children are living in institutions around the world with median estimates of 5.37. This number doesn't include the children living in boarding school, living with employers, on the streets or missing children. Amongst the large pool of children living in institutions, more than 80% of children have one parent alive.



Point 3.1.4: The magnitude of child separation in Nepal

- Show then CCWB and now NCRC reports of children living in institutions in Nepal. There are many sources which are not yet tapped as separated children from their families. The missing and never found children, children in child labour, trafficked children, children in boarding schools, residential care institutions/facilities for children with disabilities and religious schools are also the of child separation from parental care and family. Make participants realize the concern and commitment of child rights organizations when all these children are summed up as separated children from their families.



Activity 3.2: Group Discussion (15 mins)

- Divide the participants into three groups.
- Ask them to discuss the question
 1. How harmful can this situation be for those children?
- Ask the group leaders to present their discussions to the group.
- Acknowledge and consolidate the views of the participants and explain the 80 years long study and experiences of separated children with the following evidences.



Point 3.2.1: Child separation, the traumatic event in a child’s life

- Explain that the past 80 years long studies in child separation show child separation as the most harmful event in a child’s life. The elements of separation show the negative consequences on child development. Children not only lost the opportunity to grow in a loving and caring natural environment of the family but also exposed to the detrimental environment of violence and risks. There are two aspects of harms that emerged as cumulative harms of separation. First, it is a denial of different rights of children and the second is the compromised development which opposes the best interest of the child.

Point 3.2.2 : Effect on Child Psychology and child development

- Explain how different theories and experiments in psychology and child development have brought evidence of harm. There have been several research studies which confirmed the irrevocable damage to the child and depicted short-term, long term and life-threatening harm to a child.



Point 3.2.2: Infancy experience and effect on brain development

- Continue explaining the harms from another fact from the experiences of the first few months of infancy determining the direction of child development. Explain the impact of neurological studies on the brain development of children raised in institutional care and families through resource materials. When they are kept in institutional care for three months, it is seen that the children’s development is delayed by one month compared to other normal conditions. Scientific studies showed that childhood affection and healthy attachment with family and caregivers play an important role in children’s development in adulthood. Explain other evidence from PowerPoint/newsprint discussing with the participants.



Point 3.2.3, 3.2.4, 3.2.5, 3.2.6 : The Evidence of Harm of Child Separation

- Discuss the diverse range of harms that the children are exposed to by showing the prepared material in newsprint or PowerPoint slides raising the concern of the participants to the issue.

✓ Note: The resource materials for the evidence of harms from different studies are available <https://www.stopchildseparation.org/post/category/parental-separation-and-impact-on-child>, <https://www.stopchildseparation.org/post/category/harms-of-institutions>



The Evidences of Harms :Exposing Children to Separation Trauma, Violence, Abuse and Exploitation

- When secure base is removed or missed, children feel unsafe and scared. This puts children into the situation of stress and which if timely not deescalates, turns into distress leading to separational trauma, an impaired mental health condition.
- During separation , children become vulnerable to physical, emotional and sexual abuse, exploitation, neglect and Trafficking.
- At least one in six of the children entering SOS village has previous experience of violence. (Gale & Khatiwada,2015)
- The studies have shown that, the vulnerability of the children with disability institution is very high. The lack of personal attention to the child have resulted 26% death of such children in institutions,(LUMOS,2015)

The Evidences of Harms :Exposing Children to Separation Trauma, Violence, Abuse and Exploitation

- Involve in smoking , misuse alcohol and drugs, and engage in high-risk sexual behaviour.
- Higher rates of anxiety, depression, other mental health problems and suicide.
- Affects brain development negatively brain development and damages other parts of biological systems.
- Negative affect on cognitive development and results in low educational and vocational learning.
- highly exposed to violence against children and builds on the trauma, impair children's growth and many times threatens the child life
- lack of warmth and love (healthy stimulant) and separational trauma leads use drugs, alcohols like substance to compensate the childhood healthy stimulation.

WHO,2020

The Evidences of Harm

- Research suggests that staff-to-child ratios vary enormously around the world, but in some instances can be as high as 1:100 (Pinheiro 2008).
- In Sub-Saharan Africa, the rapid rise in children's homes run by faith-based organizations in response to the HIV and AIDS crisis means that children are often cared for by volunteers.
- Not only are such individuals often not properly trained, but they also come into institutions for relatively short periods of time, making it particularly hard for children to form a long-lasting bond (Firelight Foundation 2008)

The Evidences of Harm

- Institutions lack environment of attachment and adequate stimulation which hinder the development of social skills, motor skills and intellectual capacity (EveryChild 2005; Toffree 2003).
- Emotional deprivation under threes can hinder the physical development of the brain (Rutter 1996)
- Children living on the streets, or in institutions or detention, may never get opportunity to recover their emotional deprivation and bonding process (Thomas de-Benetiz 2007; Save the Children 2004; Toffree 2003).
- In many institutions, children's ability to form an attachment is particularly hindered by limited contact with families, high staff to child ratios, and high staff turn-over, (EveryChild, November 2019)

Activity 3.3: Open Discussion (15mins)

Despite the detrimental effects of child separation on children, the program and interventions from the government level are minimal. In this context, what would be the duty of a child rights organization to protect children from the harms of unnecessary separation from parental care and family?

- Ask the question to the group, listen to the ideas taking notes.
- Consolidate the session, building ownership of the child's right organization in protecting children from unnecessary separation and emphasize the importance of their active roles in this issue.

Key messages

- The elements of separation of the lost opportunity for healthy child development lead to the loss of individual care and appropriate parental guidance, loss of opportunity to build a secure base of trust and intimate bonding, loss of connection to the family environment and community and loss of healthy emotional and cognitive development.
- Likewise, institutionalization is associated with the culture of institutions where child care is carried out in an ordered and regimented way. The environment not only isolates children from family but also keeps the children away from the community and the world outside of the institution. The approach of the institution is focused on the institutional interest than the individual need and the best interest of the child.



- ✍ Next, life under duress is related to the negative experiences of children associated with the excess volume of work, degrading living conditions, limitations in the freedom of movement, risks of abuse, exploitation, maltreatment, neglect, trafficking and threat to survival.
- ✍ When children are separated from their parents and live in institutions, with employers, relatives or any others, they are deprived of the developmental aspects of care. This has been found to delay the development of children with a long-term negative effect. LUMOS reports a study of young adults raised in an institution in which they were found to be 10 times more likely to involve in sex work, 40 times more likely to involve in criminal activities and 500 times more likely to commit suicide than the children grown up with families.
- ✍ Studies have shown a strong relationship between children's attachment styles and individual characteristics in their later lives. It serves as a shaper of the child's personality and well-being.
- ✍ When children live with strangers/relatives/streets/cities, their standards of living and food are usually not healthy. The risk of abuse, maltreatment (including violent punishment), and physical sexual and psychological/emotional violence increased significantly.
- ✍ Children exposed to violence and other adversities/ traumatic experiences are more likely to be dropped out of school, have difficulties in finding and keeping jobs, and are at high risk of being a victim again or being the perpetrator, self-harm which has a long-term effect on them and their families (WHO,2020).
- ✍ The magnitude of harm of child separation to children is relatively high. It deters the children's overall development and the child as a growing entity of human life.
- ✍ The role of child rights organizations in safeguarding and protecting children from the harms of separation is very crucial. Due to their expertise and longtime investment in child protection, they are better equipped to work as practitioners and advocates of protecting children from the harms of child separation with the integration of parental care rights in all of their child protection work.





Session 4

Nepal, a Country Stands Out! Nepal and Family Separation

Duration: 45 minutes

Method: Explanation, discussion

Materials: PowerPoint slides/ prepared material in newsprint, meta cards, markers

- ✓ Note : To download resource material follow this link: <https://www.stopchildseparation.org/post/category/prechise-managers-training-manual>

Session Objectives

Explain the objectives as it intends to

- ❖ Enhance knowledge on the causes and emerging trends of child separation in Nepal
- ❖ Enrich their understanding of the association of child trafficking with child separation.
- ❖ Deepen insights on the link between trafficking and child separation in Nepal and get clarity on the role and responsibility of child rights organizations in addressing the issue.



Activity 4.1 : Discussion and Explanation

- Ask participants the following questions one after another.
 1. What are the causes of child separation in Nepal? How do they trigger child separation?
 2. What are the emerging trends of child separation? How do they influence parents to separate their children from their families?
 3. How is child trafficking associated with child separation in Nepal?
- Take notes of the views and ideas shared by the participants and consolidate the discussion. Then invite participants to look into the different points and explain them in participatory way.

Point 4.1.1: Causes of family separation in Nepal

- Refer to the study carried out by Dr Chrise Gale and Chandrika Khatiwada in 2016 on Arrangement of Alternative Care in Nepal and show three main causes of child separation in Nepal. Building on the earlier discussion, highlight that though the study did not mention children with disability separately, disability is one of the important causes of separation in Nepal. This has been understood by the establishment of separate institutions like Khagendra Nawa Jeevan Kendra and a special school for hearing-impaired children in Nepal.





Point 4.1.2 : Emerging trends and causes of separation

- With the changing time, new trends have emerged. Discuss with the participants and identify the different causes of recent trends in a participatory way.

Point 4.1.3 : The criminal ide of child separation: orphanage trafficking in Nepal

Continue the discussion. Bring again the linkage of child trafficking to child separation. Discuss with examples in a participatory way adding a further link between orphanages and child trafficking. Explain how people or the criminal nexus have taken advantage of the social and unstable political situation to persuade parents to send their children to orphanages and also discuss how after the 2010 restriction on inter-country adoption, the trafficker's nexus modified their model showcasing children as destitute and orphans to influence donors on funding orphanage which is still.

- Explain how the facts of orphanage trafficking startle everyone. Among the children who were in orphanages 85% had living parents. Many children were forced to lie about their origin and identity, not allowed to have access to their families and communities and abused and exploited. Sometimes they were devoid of proper care deliberately to incentivize donation. These indicated modern slavery and marked the phenomenon as child trafficking in Nepal by a TIP report in the US in 2017. Though the reports became public in 2017, the incentivized donation still happens and the children having one living parent continue to live in orphanages.
- Along with the key message, highlight the seriousness of the issue and sensitize participants on their duty as child rights organizations in addressing this issue urgently and efficiently following the international instruments and guidelines for the protection of children's right to parental care and family.

Emerging Trends and Causative Factors

- Migration and child abandonment
- Teenage child marriage and child separation
- Working class and child separation
- Nature of job and child separation
- Social media and child separation

Orphanage Trafficking in Nepal

- The roots of orphanage trafficking in Nepal go back to the 10-year civil conflict between 1996 and 2006 (Punaks & Feil, 2014a).
- When the conflict ended in 2006, orphanage trafficking evolved further and spread across Nepal as business model extended to intercountry adoption
- Following the 2010 restriction on inter-country adoptions, the business model target well-intentioned foreign volunteers.
- Donors were persuaded to financially support children's homes and 'orphanages', believing the children to be orphans or destitute.

Orphanage Trafficking in Nepal

- In fact, up to 85% of the children had living parents.
- Children were often be forced to lie about their origins and identity
- They were denied access to their families and communities; emotionally, physically and sexually abused; and sometimes denied access to proper care as a deliberate strategy to incentivize donations.
- In 2017, the phenomenon was recognized by the US government as a form of trafficking in Nepal in the Trafficking in Persons Report (Department of State, 2017)
- This stands out Nepal as a country of orphanage trafficking and serious concerns for child right organizations.

Key Messages

- Like many underdeveloped countries and developing countries, child separation from families in Nepal is triggered by poverty, lower socioeconomic conditions and the lack



of knowledge of parental duties. There is a perceived understanding of the improved living standards, excess to education and better life opportunity for children as drivers of child separation. The weak child protection monitoring system of Nepal adds to the two casual factors of family separation.

- ✍ However, with time, new trends of separation along with new casual factors are emerging and keep separating children from their parents.
- ✍ Child separation from family is tightly connected with child trafficking. Child trafficking has been happening in false promises of the better life opportunity for children from orphanages to trafficking nexus. The nature of trafficking ranged from intercountry adoption to persuasion of donors to fund orphanages. It has also extended to in-country trafficking of domestic child labour, children in the entertainment sectors and cross-border trafficking.
- ✍ The extent of Nepal's orphanage trafficking has been recognized as Trafficking in Person by the US department in 2017 and brought a huge concern over child protection issues in Nepal.



Session 5

Keeping Children with Family! Gatekeeping System and its Effectiveness

Duration: 1 hour

Method: Explanation, discussion

Materials: PowerPoint slides/ prepared material in newsprint, meta card, marker

- ✓ Note : To download resource material follow this link: <https://www.stopchildseparation.org/post/category/prechise-managers-training-manual>

Session Objectives

Explain the end of this session, participants will

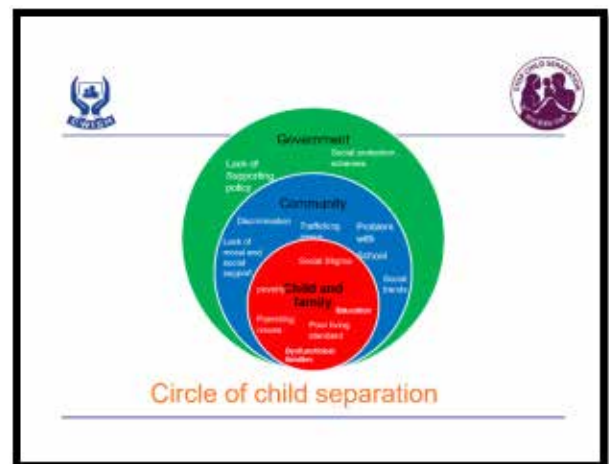
- ❖ Understand gatekeeping as an effective system for keeping children with families.
- ❖ Build insights on the importance and significance of gatekeeping system in Nepal and the role that the organization can play in building the system in Nepal.

Activity 5.1 Discussion and explanation (15 mins)

- Explain the prepared PowerPoint slides or the points written in the newsprint in a participatory way, taking the participant's points of view to create a common understanding

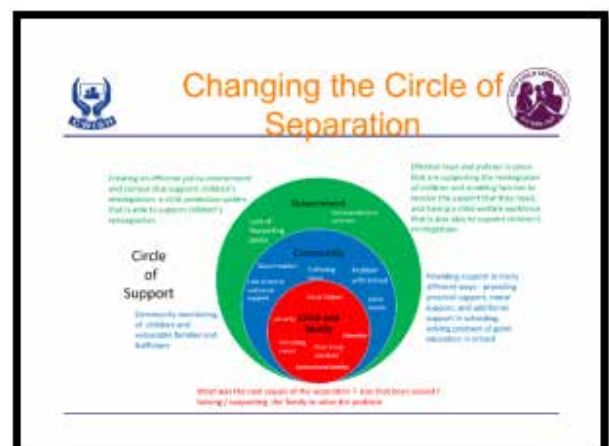
Point 5.1.1 Circle of Child Separation

- Showing the prepared Circle of Child Separation material, discuss and explain the elements of the three circles and explain how the family, community and the government play a role in separating children from families. Explain how a family is forced to think about sending their children away due to the diverse problems they are facing within the family, outside the family from the community and how the family is further pushed to take that decision when it does not receive family service facilities, support and protection from the nation.



Point 5.1.2 The Circle of Support

- Discuss with the participant the ways to change the Circle of Child Separation into a Circle of Support for families and children. In a participatory way create a common understanding among the participants on the possibilities of changing the circle of separation to a circle of support if the problems faced by children and families are solved, if people in the community are alerted





about traffickers and families at risk of child separation, improve school education, aware public not to discriminate against disabilities, caste, poverty etc, build a family support policy and program from the municipal level to families at risk of family separation.

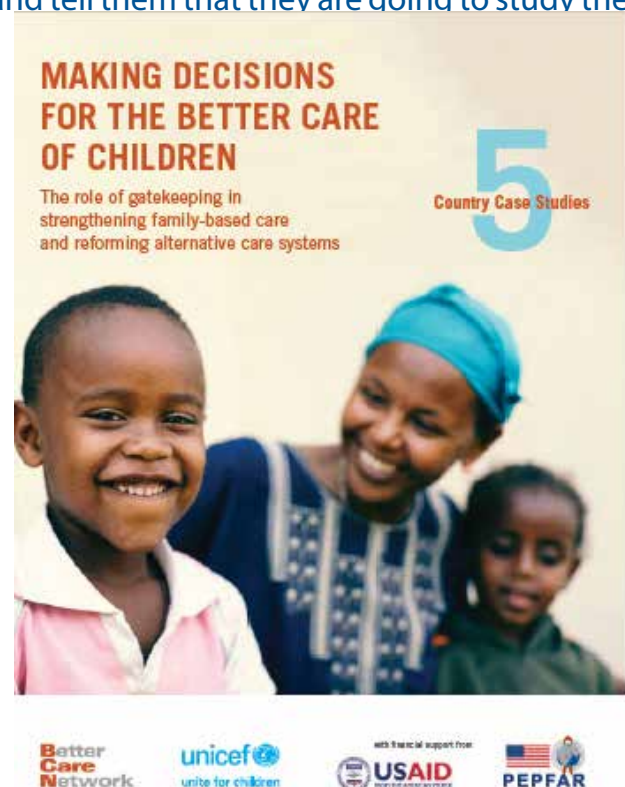
Point 5.1.3 UN Guidelines for Alternative Care of Children in building the Circle of Support

- Explain that to build the circle of keeping children in their own families, the three foundations of the United Nations Alternative Care guidelines have created a systematic approach called the Gatekeeping. Gatekeeping means monitoring children to protect them from harm and damage of separation by preventing unnecessary separation of children, rescuing them when there is a necessity for separation and placing them in short-term suitable alternative care and returning them to their own families or family-based care after the problem/crisis has been managed or solved.



Activity 5.2 How does Gatekeeping system look like? Case study (40 mins)

- Ask the participants to stay in three groups and tell them that they are going to study the Gatekeeping system from three different country case studies (Moldova, Brazil and Rwanda). Listed in annex 5.2
- Distribute one country case study to one group and tell them to study the case, discuss and present their views on the three questions below
 - What were the causes of child separation in the country?
 - What were the system or activities of keeping children in the families?
 - What could be the possible ideas for Gatekeeping in Nepal?
- Note: The case studies were brought from a report Making decisions for the better care of children from Better Care Network. For more study, visit www.stopchildseparation.org



- After the presentation from participants, show them how gatekeeping can be different in different contexts and countries. Then with prepared slides or material, recap the different models of gatekeeping with the following points in brief.



Point 5.2.1 A Moldova: Multisectoral commission-based model

- Moldova has different commissions on different levels as a district, regional, national and central. They have assessment and referral mechanisms for children at risk of separation and in need of alternative care. The impact of the dedicated Gatekeeping has lowered children in the institution, provided family-based care and closed residential institutions.



Point 5.2.1 B Brazil: The interagency model

- Brazil works with different agencies at different levels. With the agencies at three levels, child court and legal authority the Gatekeeping system has been built. The families are receiving family support through the community social support program.



Point 5.2.1 C Rwanda: Family and community support model

- Rwanda has a comprehensive system of family support at the community level with comprehensive legal and family promotion services. The four-tiered Gatekeeping system is based on family and community-based activities for the welfare of the family in the leadership of the Ministry of Family Welfare.



Key messages

- Gatekeeping is the process designed by the UN Guideline for or children which ensures making the right decision for children’s care that relates to their needs and their best interests. It helps to determine the best interest of the child and to find out if the separation is necessary and if a child gets suitable alternative care.
- The model and approach of the Gatekeeping can be different in a different context.
- The case studies show a similar socio-economic context and causes of separation as Nepal and then depicted evidence of how Gatekeeping systems have been able to save children from institutionalization and transformed the childcare model. These examples help organizations to play a key role in developing Gatekeeping systems in Nepal.



Session 6

Strong Institutions, Safe Children!

Features of Strong Child Rights Institutions

Duration: 45 minutes

Methods: Explanation, discussion

Materials: PowerPoint slides/ prepared material in newsprint, meta cards, markers

- ✓ Note : To download resource material follow this link: <https://www.stopchildseparation.org/post/category/prechise-managers-training-manual>

Session Objectives

Explain the end of the session, participants will

- ❖ Revisit and review the features of own child rights organizations in being a strong organization for child protection.
- ❖ Build their commitment and enhance their capacity in integrating children's right to parental care into their organizational system.

Activity 6.1: Organizational discussion (15 mins)

- Let the participants stay with their colleagues of the same organization and ask each organization's participant to revisit features (values and norms) of their organization. Ask them to write the main characteristics of their organizations on meta cards and paste them on a blank chart paper under the topic of "organizational Features".
- Read the features of the organization and clarify that; though there could be many features of child rights organization, in this training 5 key features will be discussed.
 1. Adherence to core values and ethics of human services,
 2. Encouraging participation and empowerment of children,
 - 3 Have effective human resource management,
 4. Have systems to ensure adaptation, innovation and continuous improvement

Conduct educational and training activities on children's rights and the organisation's responsibilities.





Activity 6.2: Challenges of Strong Child Rights Organisation Building, Discussion and explanation (20 mins)

- When trained employees leave midway or go elsewhere, there is a challenge in the efficiency and strengthening of the organization. When resources like training and orientation have to be invested time and time again on the same subject, it is found that the resource gets lost. Ask the participants to exchange their experiences on this issue and discuss how organizational memory disappears.
- When employees leave the organization, it is necessary to protect the organization from losing the organizational memory along with the employees. Share participants' experiences on getting back to the same level when any project completes and the employees leave the organization leading to the disappearance of the knowledge built with the project.
- To avoid this situation, it is very important to manage the knowledge acquired through a system and explain how memory can be managed in different ways (formal records/ documents, personal and institutional culture perceptions, etc.).
- Another aspect of making a strong organization is effective management of institutional memory and knowledge. Ask whether the 3 steps of the organization memory management method have been implemented in participants' respective organizations. If so, ask to share how they have been implemented.
 1. Acquisition
 2. Retention of memory (individual level, cultural level, transformation process, structural level and outside activities)
 3. Retrieval
- Take notes and consolidate the participants' opinions by summarizing the steps mentioning the use of office computers for institutional work, proper documentation of details of work stored in personal folders of employees on the organization's storage system (G drive). These systems should be monitored periodically. The storage of the data from this drive has to be carried out to a permanent storage system periodically. When any individual leaves, making sure of memory acquisition is mandatory. Taking a proper handover note from the person (current status of work, details of work to be done, work-related contact number, email, etc.) helps to acquire memory too. Preparing organizational standards and principles of memory and knowledge management with employees in a participatory way, posting them in a visible place, orienting new employees accordingly, organizing knowledge and skill sharing sessions with employees, reviewing organizational documentation to understand risks and learning, supports memory retention in individual, and cultural, transformation process and even retain or retrieve the knowledge when needed from ex-employees. Since memory is the resource of organizations, it is utilized to make professional codes to shape employees' behaviour which builds organizational culture, contributing positively to transforming the organization into a strong organization.

Activity 6.3 : Building strong organisation: internal monitoring, evaluation and learning system (Discussion and explanation)

- Explain the three levelled pyramid of internal monitoring, evaluation and learning system as another important aspect of building a strong organization from the PowerPoint or



newsprint material

1. The board of directors (Governance level)
2. Management head (Management level) and
3. Project head (Implementation)

- In a participatory way, discuss, and explain how the leaders can play important roles in monitoring, evaluating and collecting learning, then supporting , training and coaching their subordinates in children's right to parental care and families. Facilitate the discussion to instill the ownership of the leaders in keeping children with the families.
- Along the key messages, consolidate the session ensuring that child rights organizations with not play any role in unnecessary separation of children from their parents . Rather they keep on working institutionalizing the children's right to parental care with principles and values for child protection, proper and updated knowledge, skills and competences of the staffs.



Key Messages

- ✍ Child rights organization has special features as per their philosophy and their principles of protecting children's rights.
- ✍ In Nepal, child rights organizations are found in the form of NGOs or CBOs. They have multiple projects going on as per the funding resources. Most organizations face problems with skilled human resources on the one hand; and in another hand, the frequent turnover of its employees. This includes project staff to project leads. This situation brings a challenge to organizational management leading to organizational memory loss. It is important to sustain the knowledge of organizations through the organizational memory management systems.
- ✍ A strong organization is the foundation of social changes. This organization needs an effective internal integrity system which functions on three levels: monitoring, evaluating and learning system. This system of feedback and coaching contributes positively toward becoming a strong organization for strong child protection work.



Session 7

Parental Care for Every Child!

Integrating Children's Right to Parental Care in the Organizational System

Duration: 30 minutes

Method: Group discussion

Materials: PowerPoint slides/ prepared material in newsprint, newsprint paper, markers

Session Objectives

- Explain that the objective of this session is to think and plan the integration of children's right to parental care in the participants' organizational system

Activity 7.1 : Integrating the right of parental care into the organizational system

- Divide the participants into three groups as the system pyramid of the organization into
 1. Governance (the board members)
 2. Management (executive heads)
 3. Implementation (project leads)
- Ask each group to discuss and plan how to integrate/adjust the right of children to parental care and keeping children with the family into their organizational system and present their ideas or plan.
- After sharing for link the three leveled pyramid to make a plan for an organization.
- Thank everyone with the belief that participants will be able to improve their institutional system to keep the children with their families for the best interest of the children.
- Inform the participants that the training sessions are coming to the end and ask them if there are any queries or confusions. If so, address the concerns and consolidate the training linking to the training objectives.

Session 8

Training Consolidation and Closing

Inform the participants that the training workshop is completed. Then, collect feedbacks verbally or in writing form. The individual forms can have categories on facilitation, participants, training methods, and management. Other evaluation methods can also be adopted.

End the training by thanking all the participants.

- ✓ Note: The consolidation and closing can be carried out in different ways looking at the availability of the time.



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