



REPUBLIC OF KENYA

MINISTRY OF GENDER, CULTURE
AND CHILDREN SERVICES
STATE DEPARTMENT FOR CHILDREN
SERVICES



KAFALAH FACILITATOR'S GUIDE— A FAMILY-BASED CARE OPTION FOR CHILDREN IN KENYA

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AND CHILDREN SERVICES
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GLOSSARY

Ajiy: A child whose mother has passed away.

Kadhi: A judicial officer (magistrate/judge) presiding over a Kadhi's court.

Kafaalah: A type of alternative care whereby a person professing the Islamic faith, who is capable of looking after a child as per the Children Act,¹ takes in a child who has been deprived of parental and family care.

Kafil: A person or family taking a child under Kafaalah.

Latiim: A child whose parents are dead.

Makfuul: A child deprived of parental care for diverse reasons and placed in Kafaalah.

Ustadha: A female religious teacher.

Ustadh: A male religious teacher.

Wasiyah: Similar to a will; the declaration a person makes whilst alive regarding their property and preferred arrangements according to Islamic law to be carried out after their death.

Yatim: A child whose father has passed away.

¹ <https://www.nccs.go.ke/resources>.

ACRONYMS

ACRWC	African Charter on the Rights and Welfare of the Child
AFC	Alternative Family Care
CM	Case Management
CPIMS	Child Protection Information Management System
DCS	Directorate of Children Services
NCRS	National Care Reform Strategy
SOP	Standard Operating Procedures
UNCRC	United Nations Convention on the Rights of the Child

INTRODUCTION: FACILITATOR'S GUIDE

What is This Guide?

This facilitator's guide is part of a training package that also includes a training agenda, PowerPoint slides, a Kafaalah flipbook and handouts for small group activities. The training package is designed to help key actors engaged in children's care and protection at community, county and national levels share a consistent understanding of the practice of Kafaalah as a recognized and important family-based alternative care option in Kenya.

Who is This Guide For?

This guide is part of a Kafaalah training package. It is designed for use by the Directorate of Children Services (DCS) at national and county levels, staff from institutional care centres, community child protection volunteers, and representatives and/or members of Muslim organizations, including Imams, Ustadhs and Ustadhas.

Training Objectives

The objectives of the Kafaalah training are to ensure that after training, participants are confident in their understanding of care reform, can recognize Kafaalah as a family-based alternative care option within the continuum of care, and understand how to support the placement of children within Kafaalah. By the end of this training, the facilitator should be able to:

1. Strengthen participants' knowledge of care reform principles and objectives.
2. Deepen participants' understanding of the role of Kafaalah within the broader continuum of alternative care.
3. Build participants' skills to advocate for Kafaalah as a viable family-based care solution.
4. Equip participants to effectively use the Kafaalah flipbook to raise awareness and improve community understanding and acceptance.
5. Develop participants' ability to facilitate engagement with community members and children during local Kafaalah sessions.

Expected Learning Outcomes

The training is designed to build the capacity of key actors engaged in children's care, including those involved in care decisions. The training aims to make these actors comfortable with, and able to understand, articulate and advocate for, Kafaalah as an important family-based alternative care option in their community or professional environment. Expected learning outcomes include:

1. Participants demonstrate confidence in the core concepts and foundational principles of care reform.
2. Participants clearly understand and are confident in explaining Kafaalah's role within the continuum of care.
3. Participants are confident in defining Kafaalah and distinguishing it from other family-based alternative care models.
4. Participants effectively use the Kafaalah flipbook to build awareness and understanding among community members, including children.

How to Use the Guide

The guide is part of a package of training materials that also includes a training agenda, PowerPoint slides, a Kafaalah flipbook and handouts for small group activities. The guide is designed in a user-friendly manner to assist facilitators in planning each day with specific sessions of the Kafaalah

training. Each session includes details about the time required, necessary materials, additional resources or handouts, and further guidance, such as descriptions of small group activities. This guide offers general recommendations for implementing the Kafaalah training. It should be noted that the training is designed with the assumption that all content will be covered; omitting any part will compromise a comprehensive understanding of Kafaalah and the standardization of practice. The small group activities and flipbook sessions are vital components of the methodology, as they reinforce the information through practical experiences.

This handbook should be viewed as a "living document," meaning its content will be updated based on feedback and lessons learnt from facilitators who have conducted the training.

DAY ONE

Objectives:

By the end of the day, participants should be able to:

- Define care reform and the three national care reform pillars included in the National Care Reform Strategy for Children in Kenya.²
- Explain the continuum of care and outline the different types of care for children, noting the importance of family-based care options.
- Illustrate the place of Kafaalah in the continuum of care.
- Describe Kafaalah, including key terms and guiding principles that form the foundation of the practice.

Session 1: Welcome, Introductions, Climate Setting and Expectations

Total time needed	60 minutes or 1 hour
Resources	<ul style="list-style-type: none">▪ Facilitator guide.▪ Day 1 presentation slides.▪ Appendices 1 and 2.▪ Printouts of Appendix 1: Pretest.
Session outline	<ul style="list-style-type: none">▪ Welcome/Opening prayer.▪ Introductions, climate setting & setting expectations.▪ Overview of the training objectives and program.▪ Setting training norms.▪ Opening remarks.▪ Housekeeping.▪ Training pretest (written).
Additional materials	Name tags and detailed agenda, pens, notebooks, flip charts, markers, printed pretest forms, laptop and projector.

Welcome: The moderator of the session welcomes participants to the training.

Opening Prayer: The facilitator requests a volunteer to lead a prayer to open the workshop.

Introductions and Expectations: Ask participants to break into pairs. Then, in plenary, ask each pair to introduce their partner to the group, including their name and preferred name, position, organization and workstation, and one expectation they have for the training. One facilitator will note these on a flip chart to reflect on later. The facilitator can also utilize other introductory methods if preferred.

Opening Remarks: Give key stakeholders at least five minutes to share their opening remarks.

Pretest: The facilitator gives out a pretest and a random number to each participant, requesting each participant write their random number on the paper. Give participants time to complete the test. Note to participants that the objective of the test is purely to evaluate their knowledge of Kafaalah practice before the training. **See Appendix 1: Pretest and Post-test.**

² <https://www.nccs.go.ke/resources>.

The facilitator is to provide no more than 30 minutes for the test. After 30 minutes, the facilitator should collect all tests from participants.

Training Objectives, Outputs and Daily Agenda: The facilitator is to take participants through the training objectives, expected outputs and agenda for the first day. See **Appendix 2: Training Agenda**.

Session 2: Introduction to Care Reform, the Continuum of Care: Why Family- and Community-Based Care Matters

Total time needed	120 minutes or two hours
Resources	Day 1 presentation slides.
Session outline	Presentation and plenary session.
Additional materials	Flip charts, projector, laptop, masking tape, markers.

Introduction to Care Reform: Ask participants why it is important for children to be raised in a family. Follow up by asking them to share if they are familiar with what happens to children in their community who cannot be cared for in their families. As a group, discuss what happens to them.

Review slides on the reasons for family- and community-based care. Explain that currently, family- and community-based care isn't always prioritized and children often find themselves in institutional care or on the streets.

Explain to participants that years of research have demonstrated the positive benefits of children being raised in families, especially families that are stable and nurturing. There is also a robust evidence base that highlights some of the challenges associated with institutional care. Review slides on the care reform journey, explaining the definition of care reform and the three pillars of care reform, illustrating examples. Take participants through the progress of care reform in Kenya.

Continuum of Care: The facilitator introduces the concept of the continuum of care and breaks down the concepts enshrined therein, ensuring participants understand the difference between the continuum of care and alternative care.

Ask participants the following questions in plenary.

- Are you familiar with these types of care? Please give examples from your community.
- In your experience, are children being referred to different types of care?
- Is there a tendency to just use one option? Which ones? How is the type of placement determined and by whom? What considerations are made when making the decision?
- Is the selection of the care option based on the needs and wants of the child?

Place of Kafaalah in the Continuum of Care: Using the continuum of care concept, illustrate where Kafaalah is within the continuum.

Home in on the **preservation of families and family strengthening:**

- Explain to participants the importance of prioritizing the prevention of family separation. Explain why family-based care is preferred. Refer back to what the evidence tells us.
- Emphasize that a thorough assessment of the child and family is critical to determining the strengths and needs of the child and family. We often look at problems and overlook strengths. Prevention of family separation requires a strengths-based approach.

- The facilitator should ask participants to come up with a list of services that are aimed at the prevention of separation/family strengthening. Ask them to think of the DCS or government services first and then those provided by non-state actors, including faith-based organizations and the community. Give concrete examples from their experience in the field, **including examples being practiced by Muslim communities.**

Session 3: Introduction to Kafaalah: Key Kafaalah Terms, Guiding Principles of Kafaalah and Types of Kafaalah

Total time needed	240 minutes or 4 + hours with breaks
Resources	Day 1 presentation slides.
Session outline	Presentation session: <ul style="list-style-type: none"> ▪ Activity—Pop quiz: Introduction to Kafaalah terms. ▪ Activity—Understanding core principles.
Additional materials	<ul style="list-style-type: none"> ▪ Key Kafaalah terms and definitions in the National Kafaalah Framework. ▪ Core principles and other general principles: Appendices 3 and 4 ▪ Case Study 1.

Key Definitions in Kafaalah: Inform the participants that they will be focusing on Kafaalah within the continuum of care. Emphasize that it is essential for participants to understand the key definitions and terms used in Kafaalah.

Activity—Pop Quiz: Introduce this session by asking participants to pick a word from a “popcorn can” and discuss it with members at their table, then share at plenary. The facilitator writes down the following terms and puts them together in one place for participants to pick from; do not include the definitions.

- Kafaalah: A type of alternative care whereby a person professing the Islamic faith, who is capable of looking after a child as per the Children Act, takes in a child who has been deprived of parental and family care.
- Kafil: A person or family taking a child under Kafaalah.
- Makfuul: A child deprived of parental care for diverse reasons and placed in Kafaalah.
- Kadhi: A judicial officer (magistrate/judge) presiding over a Kadhi’s court.
- Ustadh: A male religious teacher.
- Ustadha: A female religious teacher.
- Wasiyah: Similar to a will (the declaration a person makes whilst alive regarding their property and their preferred arrangements according to Islamic law to be carried out after their death).
- Yatim: A child whose father is dead.
- Ajiiy: A child whose mother is dead.
- Latiim: A child whose parents are dead.
- Alternative care: A formal or informal arrangement whereby a child is looked after at least overnight outside their parental home, either by decision of a judicial or administrative authority or duly accredited body, or at the initiative of the child, his or her parent(s) or primary caregivers, or spontaneously by a care provider in the absence of parents.

Plenary: Present the Kafaalah terms and definitions to participants and elaborate on what each term means using examples as much as possible. Emphasize that Kafaalah is a family-based alternative

care option that has been practiced informally by Muslim communities for many years to support children in need of care and protection within a family set-up. Explain that the Government of Kenya is formalizing and strengthening Kafaalah to prevent the separation of children from families and support families practicing Kafaalah to access services.

Core and General Principles Guiding Kafaalah: Present the two United Nations (UN) principles on alternative care and their definitions. Define the concepts of Necessity and Suitability/Appropriateness, noting these are the two core principles that guide Kafaalah practice. See **Appendix 3: Principles of Necessity and Appropriateness**.

Necessity: Ensures that children are not unnecessarily separated from their families and discourages unwanted placements to alternative care, in this case, Kafaalah. It means that all efforts are made to determine that placement in alternative care is necessary. If it is not, efforts should be made to keep a child in the biological family.

Suitability: A range of care services should be available to meet the unique needs of each child and the available care options should meet minimum standards. Things to be considered include the age, sex, ability of the child, his or her strengths and needs, and the context.

Elaborate using examples of how each principle is applied when making decisions about the placement of children in Kafaalah.

Present the additional principles related to the Kafaalah care option and discuss how they can be applied when placing a child in Kafaalah care. They include the following (see **Appendix 4: Additional Key Considerations**):

- a. Family-based care.
- b. Best interest of the child.
- c. Child-centered approach.
- d. Permanency.
- e. Child participation.
- f. Subsidiarity.
- g. Kafaalah is a key tenet of Islam.
- h. Non-severance of biological ties.
- i. Siblings should not be separated.
- j. Right to privacy.

Activity—Understanding Core Principles: Review **Case Study 1—Abdul, Hashim and Said** and practice how to apply the two principles. Divide the participants into 3–4 groups. Assign each group the case study. Request that participants read and understand the case study well in their respective groups and come up with a proposed solution outlining which principle/s informed their decisions. Put their responses on a flip chart. See **Appendix 5 for Case Studies**.

Plenary Discussion Questions:

- Is alternative care for Abdul and his siblings necessary?
- What suitable care options should be considered for the three siblings and why?
- What solutions would you propose to keep Abdul, Hashim and Said with their family?

- What is in the three siblings' best interests? What considerations should be taken into account to make this decision? How can their needs be considered in the plan?
- What arrangements would provide Abdul and his siblings with a stable and permanent care solution that prevents multiple disruptions in their care?
- How can the children's voices be heard in the process?

Conclusion: Ask participants for feedback by using the following prompts.

- Are you familiar with these types of principles?
- Do we currently apply these well to our work?
- When do you think these principles might collide? Give examples.
- In your experience, are these principles considered before placing a child in Kafaalah care?

Conclude this session by reiterating that by adhering to these guiding principles, Kafaalah can provide a nurturing and inclusive environment for all children, respecting their rights and promoting their best interests.

Types of Kafaalah Care: Inform participants of Kafaalah care options. Present the slides on types of Kafaalah and explain to the participants to help them understand the differences between them.

4: Reflection and Evaluation of the Day (30 minutes)

Reflection: Review the day's reflection slide with participants to evaluate whether the day's objectives have been achieved and summarize the lessons from the day.

Day 1 Key Messages: Introduction to Care Reform and Kafaalah

- Family-based care is better for children's well-being than institutional care, and Kenya's National Care Reform Strategy supports this.
- Kafaalah is a traditional Islamic family-based care option now being formally supported by the Government of Kenya.
- The two core UN principles guiding Kafaalah are *necessity* (only using alternative care when needed) and *suitability* (matching the care to the child's needs).
- Every child has the right to grow up in a safe and loving family.
- Understanding and respecting key Kafaalah terms and principles ensures correct application in real-life situations.

Evaluation of the Day

Make three flip chart posters with the following headings:

1. Something new I learned today.
2. Something that could be improved.
3. Something that needs clarification.

Note to Facilitator: Facilitators should help participants who are unable to share their reflections via writing. Collect all of the submitted sticky notes and group them according to relevant themes, (e.g., content, facilitation approaches, welfare issues, emerging issues, etc.). This should be presented at the beginning of Day 2. Using the plenary discussion and summary evaluation, assess whether participants were able to meet the objectives of the day.

DAY TWO

Objectives:

At the end of the day, participants should be able to:

- Understand the legal provisions supporting Kafaalah.
- Illustrate the benefits of Kafaalah for children in need of care and protection.
- Understand the eligibility criteria of a Kafail and children who qualify for Kafaalah care.
- Understand the importance of gatekeeping mechanisms in Kafaalah (identify the actors and stakeholders in Kafaalah).
- Explain the standard Kafaalah care placement process.
- Describe the monitoring and reporting process for Kafaalah.

Session 1: Morning Recap

Total time needed	30 minutes or .5 hours
Resources	Recap slide
Session outline	Presentation of the previous day's evaluation and recap
Additional materials	None

Welcome participants back for the day's session. Thank them for their active participation on the previous day and ask the facilitator to choose a volunteer to open the day with a word of prayer. The facilitator provides a summary of findings from the previous end-of-day reflection activity.

Note: Facilitators are at liberty to appoint a participant to lead the recap process. This can be done by using a small, soft ball which can be thrown to participants in turn. Questions are directed to the person holding the ball until all participants have answered a question.

Address any issues that require more clarity from the day before.

The facilitator introduces the day's sessions by presenting the day's objectives to participants.

Session 2: Legal Provisions Supporting Kafaalah

Total time needed	60 minutes or 1 hour
Resources	Day 2 presentation slides
Session outline	Presentation: <ul style="list-style-type: none">▪ International, regional and national legal frameworks▪ Islamic perspectives of Kafaalah
Additional materials	None

International and National Legal Provisions in Kafaalah: Ask participants if they are familiar with any national, regional or international laws that reference Kafaalah.

Present the slides on key international child rights instruments. The most notable for children's care include the UNCRC (United Nations Convention on the Rights of the Child), the UN Convention on the Rights of Persons with Disability, the Hague Convention 1993, UN Guidelines for Alternative Care, regional instruments like the African Charter on the Rights and Welfare of the Child (ACRWC), and national laws and policies (e.g., the Children Act [2022], Sections 2 and 12, Kafaalah Regulations) that reference Kafaalah and recognize it as an alternative-family based care option. Refer to the

National Care Reform Strategy for Kenyan Children for more information. Explain in brief how each legal framework applies to Kafaalah as an alternative care practice.

Islamic Legal Provisions in Kafaalah: Ask participants how Muslims are taught to care for vulnerable children. Where possible, pick examples from the Qur'an. Request participants share any verses from the Qur'an or Hadith that speak about caring for orphans and vulnerable children (i.e., Kafaalah). Take the participants through the Islamic perspective of Kafaalah, pre-Islamic and Islamic history.

Conclude the session by emphasizing it is important for Kafaalah to be anchored in all legal frameworks in order to support access to government services for children and families practicing Kafaalah.

Session 3: The Benefits of Kafaalah, Eligibility Criteria of Kafiil/Sponsor and Children Who Qualify for Kafaalah Care

Total time needed	90 minutes or 1.5 hours
Resources	Day 2 presentation slides
Session outline	Presentation: <ul style="list-style-type: none">▪ Present the benefits of Kafaalah▪ Pulse check activity: understanding key Kafaalah terms▪ Plenary discussions, group work or brainstorming
Additional materials	None

Ask participants about the benefits of Kafaalah. Present the slides on the benefits of Kafaalah and discuss with participants.

Pulse Check Activity: Check participants' understanding of the terms "Kafiil" and "Makfuul" as defined on Day 1 during the Key Definition of Terms session.

The facilitator introduces the session on eligibility criteria and who qualifies to be a Makfuul. Ask participants to mention people who qualify to take a child into Kafaalah care (i.e., a Kafiil) and what they must have. Present the slides on the eligibility of Kafiil and Makfuul, discuss with participants the requirements and qualifications of a Kafiil, as well as the categories of children eligible for Kafaalah care.

- Describe the qualifications of a Kafiil.
- List the requirements of a Kafiil.
- List categories of children who qualify for Kafaalah care.

After the presentation, ask participants the following key reflective questions.

- Do we have Kafiils and Makfuuls in our community?
- Do the Kafiils practicing Kafaalah in your community possess the discussed requirements of a Kafiil?
- Do the children under Kafaalah in your community fall under the discussed categories?

Conclude the session by emphasizing that any person who wants to be a Kafiil should have the discussed qualifications, and any child who must be placed in Kafaalah care should meet the criteria discussed in the session.

Session 4: Gatekeeping Mechanisms in Kafaalah (Identify Actors and Stakeholders, and Their Roles in Kafaalah)

Total time needed	90 minutes or 1.5 hours
Resources	Day 2 presentation slides
Session outline	Presentation session Activity—Gatekeeping in practice
Additional materials	Case Study 2

Begin by introducing the session's objectives and emphasizing the importance of understanding gatekeeping and who is a gatekeeper. The facilitator displays the slide that shows the gatekeeping process and asks participants what they see in the picture.

Present the definition of gatekeeping and the gatekeeping mechanism while mentioning the gatekeepers involved in the Kafaalah process.

- Define gatekeeping mechanisms.
- Describe the gatekeeping mechanism in Kafaalah.
- Outline gatekeepers in the Kafaalah process and their roles.
- Explain the role of gatekeeping in Kafaalah.

Activity—Gatekeeping in Practice: Divide participants into five small groups of 4–5 participants. The facilitator should issue a printed copy of **Case Study 2** to all participants, allowing them to read and understand the case study before answering the following questions.

- What type of Kafaalah care were the children placed in?
- Was it “necessary” for the child to be placed in that Kafaalah care? Why or why not?
- Were the child and other family members consulted before placement with a Kafiil? Is child and family participation necessary?
- What could have been done in this situation to prevent the child from entering Kafaalah care?
- Which key decision-makers (gatekeepers) should have been involved throughout the process?
- Now that the child is already in Kafaalah care, what is the role of those gatekeepers?
- Which care placements could have been considered that may have been more suitable/appropriate? Why?

Each group should present back to the plenary and reflect on common/different responses.

Introduction to Duty Bearers: Facilitators will help participants understand the terms duty bearers and rights holders, and will illustrate examples of both.

Categories of Stakeholders/Duty Bearers: Present the categories of duty bearers at national and community levels. Discuss each of the following categories of stakeholders that implement Kafaalah, including national government agencies, county governments, civil society organizations, faith-based

organizations, mosque committees, Kafaalah committees, private businesses, community structures, childcare service providers, biological families, Kafiils and Makfuuls.

Group Activity: Ask participants to go back to their initial small groups to discuss the roles and responsibilities of the duty bearers and stakeholders they listed. Request each group answer the following reflection questions:

- What roles do each of these stakeholders play in the Kafaalah process in your community? Consider all possible roles, including roles beyond the placement process.
- How are these stakeholders coordinated in your workplaces?
- What structures or platforms do they use to coordinate their work?

Facilitator Notes: Encourage participants to consider whether duty bearers can legally be held responsible for their roles.

Conclude the session by emphasizing that gatekeeping is key in making informed and appropriate decisions about children's care. It supports the process of transition and the shift towards more appropriate family-based care options. Gatekeeping also operates at different stages of child involvement to prevent unnecessary separation.

Session 4: The Standard Kafaalah Placement Process

Total time needed	90 minutes or 1.5 hours
Resources	Day 2 presentation slides.
Session outline	Presentation on case management (CM) and Kafaalah standard operating procedures (SOP). Group activity—role play: Plenary discussion focusing on understanding the CM and Kafaalah placement process.
Additional materials	Flip charts, markers.

The facilitator will highlight the basic concepts of CM and its importance in the Kafaalah placement process. Review the slide on CM steps.

The facilitator introduces Kafaalah SOPs to participants for a better understanding of the Kafaalah placement process. Take participants through each step, and in each step, ask participants:

- Which CM steps are you familiar with, and which ones are new to you?
- Which CM steps have we practiced? Where do we need more clarification?
- Why do we think each CM step is important during Kafaalah placement?
- What do you think might happen if we miss a CM step?

The facilitator will emphasize how each CM step relies on the previous step and informs the step that follows, that is, the process is sequential. Emphasize the importance of completing the entire process within the context of reintegration, noting particularly the importance of monitoring in ensuring the child is safe once they are back in a family and community setting. Emphasize that in each step, there is a stakeholder involved and they play an equally important role.

Group Activity: Understanding Case Management and the Kafaalah Placement Process: Request participants go back to their original groups of 4–5 participants. Using **Case Study 2** in **Appendix 5:**

Case Studies, role-play the Kafaalah placement process based on their understanding of the CM steps and the Kafaalah placement process.

The facilitator guides participants into role-playing. Select 2–3 groups to role-play as the rest of the participants write down strengths and areas needing improvement.

After the role-playing activity, the facilitator guides the plenary session by asking the following reflection questions. .

- What was positive about the placement process? Give practical examples of how the CM steps were applied.
- How were the core guiding principles of Kafaalah placement utilized in the process?
- How were the voices of the Kafiils and Makfuuls considered in determining the placement process?
- Who else (gatekeepers) was involved in determining the placement process?
- What are we learning about the importance of following the CM steps for the Kafaalah place process?

Conclude the session by emphasizing the importance of using the CM approach in the Kafaalah placement process. Point out the most important CM principles of “**strength-based,**” “**child-centeredness,**” “**family-focused,**” “**child participation**” and “**partnership.**”

Session 5: Mechanisms for Reporting Kafaalah

Total time needed	30 minutes or .5 hours
Resources	Day 2 presentation slides.
Sessions outline	Presentation and plenary discussions.
Materials	Slides.

Importance of Monitoring and Reporting on Kafaalah Practice: Inform participants that the session will focus on the importance of reporting, including crucial aspects of monitoring and reporting, within the Kafaalah practice. Explain that understanding the significance of monitoring and reporting is essential for ensuring the welfare and protection of the children under Kafaalah arrangements.

In pairs, ask participants to discuss the importance of monitoring and reporting. Provide the participants with five minutes and ask them to share their responses. Present the slides on monitoring and evaluation (M&E), emphasizing the following points about monitoring and reporting.

- **Child Protection:** Monitoring ensures that the child's living conditions, health, education and overall well-being are maintained at optimal levels and helps in identifying strengths, early signs of abuse, neglect or exploitation.
- **Compliance with Kafaalah Regulations:** By ensuring that the Kafiil is fulfilling his/her responsibilities to the Makfuul as outlined in the case plane.
- **Builds Transparency:** Regular reports create a trusting environment between the Kafiil, the biological family and the Makfuul, where the status and progress of the Makfuul and family are documented and reviewed.
- **Supportive Environment:** Helps build the confidence of the child and family as key contributors and players within the process.
- Helps to **identify additional strengths and needs** of the Kafiil and Makfuul.

- Provides an **avenue for guiding and supporting** the Kafiil and Makfuul to address any challenges they may face in meeting the Makfuul's needs.
- Helps the **government gather data** for decision making and resource allocation for effective and efficient service provision.
- Helps to **identify best practices** and facilitates the improvement of practices to inform policies.
- Monitoring and reporting are also **accountability measures**.

Introduction to the Child Protection Information Management System: Facilitators will introduce this sub-topic by providing an overview of the Child Protection Information Management System (CPIMS) as the platform to report children's cases, including Kafaalah placements. The facilitator demonstrates the reporting of Kafaalah in the CPIMS, emphasizing again the importance of reporting. Let the participants know that there is a separate training on reporting.

The facilitator summarizes key points and reinforces the importance of effective monitoring and reporting for Kafaalah. Emphasize that, in addition to monitoring, the DCS has a mechanism in place to enhance the capacity of the child protection social workforce through the supportive supervision approach. Inform participants that the DCS has a mandate to conduct monitoring visits through supervision.

Conclude the session by emphasizing the importance of not only monitoring and reporting on Kafaalah cases, but also the use of the supportive supervision approach in strengthening workforce capacity for effective and efficient service delivery to Makfuuls and Kafiils.

Session 6: Reflection and Evaluation Of The Day (30 minutes)

Reflection: Review the day's reflection slide with participants to evaluate whether the day's objectives have been achieved and summarize the lessons from the day.

Day 2 Key Messages: Legal Frameworks, Gatekeeping and Case Management

- Kafaalah is recognized in Kenyan law and Islamic tradition, which helps ensure its legal protection and access to services for children and caregivers.
- Only qualified caregivers (Kafiils) should be matched with children (Makfuuls) based on clear eligibility criteria.
- Gatekeeping helps ensure that alternative care decisions are made in the child's best interest and unnecessary separation is avoided.
- The Kafaalah placement process should follow standard case management steps, including assessment, planning and follow-up.
- Monitoring and reporting Kafaalah placements helps protect children and improve services through data and supervision.

Evaluation of the Day

Make three flip chart posters with the following headings:

- Something new I learned today.
- Something that could be improved.
- Something that needs clarification.

Note to Facilitator: Facilitators should help the participants who are unable to share their reflections via writing. Collect all of the submitted sticky notes and group them according to relevant themes (e.g., content, facilitation approaches, welfare issues, emerging issues, etc.). This should be presented at the beginning of Day 3. Using the plenary discussion and summary evaluation, assess whether participants were able to meet the objectives of the day.

DAY THREE

Objectives:

At the end of the day, participants should be able to:

- Understand how to use the Kafaalah Community Engagement Flipbook.
- Have basic facilitation skills.
- Understand how to engage with children during community sessions.
- Understand the basic protection and safeguarding concepts in engaging with community members and children before, during and after the community sessions.
- Be confident in conducting community engagement sessions with children.

Session 1: Morning Recap

Total time needed	30 minutes or .5 hours
Resources	Day 3 presentation slides.
Session outline	<ul style="list-style-type: none"> ▪ For participants completing the full five-day training, provide the evaluation summary and recap exercise for Day 2. ▪ For participants only going through the Kafaalah flipbook training, recap key Kafaalah concepts and terms. ▪ Practical session on the flipbook and how to use it, including a teach-back session to ensure mastery of content and concepts. ▪ For all groups: Begin with the “Jeopardy” game activity. ▪ Refer to Appendix 6: Tips and Tricks of Good Facilitators.
Additional materials	Kafaalah Flipbook: Softcover and hardback copies. Papers with the topic on the front with a specific number of marks and questions on the back, flip charts, markers.

Continuing Participants: Welcome the participants back for Day 3. Thank them for their active participation on the previous day and ask the facilitator to choose a volunteer to open the day with a word of prayer. The facilitator provides a summary of findings from the previous end-of-day reflection activity.

Participants Who are Going Through the Three-Day Flipbook Training

Welcome: The moderator of the session welcomes participants to the training.

Opening Prayer: The facilitator requests a volunteer to lead a prayer to open the workshop.

Introductions and Expectations: Ask participants to break into pairs. Then, in plenary, ask each pair to introduce their partner to the group, including their name and preferred name, position, organization and workstation, and one expectation they have for the training. One facilitator will note these on a flip chart to reflect on later. The facilitator can also utilize other introductory methods if preferred.

Opening Remarks: Give key stakeholders at least five minutes to share their opening remarks.

Training Objectives, Outputs and Daily Agenda: The facilitator will take participants through the training objectives, expected outputs and agenda for the first day.

Activity—Jeopardy Game: Understanding the Basic Kafaalah Concepts and Terms

- The facilitator divides the room into two groups and organizes them on each side of the room.
- The facilitator displays the “Jeopardy” game questions on a wall/chart/board, starting with questions worth 100, 200 and 300 points, and moving to Double Jeopardy questions worth 1000 points.
- Flip a coin to identify which group goes first.
- The facilitator asks the first group to pick a question of their choice. They then consult as a group and provide their response. If they have the correct answer, they win the relevant number of points. If they don't, the other groups take turns answering until the correct answer is provided.
- A co-facilitator keeps track of the points and which groups raise their hands first.

Jeopardy Questions			
Questions–100 marks	Questions–200 marks	Questions–300 marks	Double Jeopardy 1000
<ul style="list-style-type: none"> ▪ What is Kafaalah? ▪ Why is Kafaalah encouraged in Islam? ▪ Who is a Kafiil and a Makfuul? ▪ Name at least two requirements for a Kafiil. 	<ul style="list-style-type: none"> ▪ Why is the government strengthening the Kafaalah care option? ▪ Name two committees that would be engaged in Kafaalah placement? ▪ Name the two UN guiding principles to be considered in Kafaalah placement? ▪ Name two legal provisions on Kafaalah in Kenya. 	<ul style="list-style-type: none"> ▪ Describe the three components of the continuum of care. ▪ Describe the eight CM steps for reintegration. ▪ Name any three requirements for a Kafiil. ▪ Name at least three gatekeepers in Kafaalah care placement. 	<ul style="list-style-type: none"> ▪ A child, or children, under Kafaalah care should be allowed to <u>retain their name and family ties</u>; they cannot <u>inherit</u>, but the Kafiil can <u>gift/hiba/ or write a will/Wasiya</u> from his property. ▪ Note: The underlined and bolded words are answers and shouldn't be read during the exercise.

Session 2: Introduction to the Kafaalah Flipbook and Simulating Child Community Engagement

Total time needed	210 minutes or 3.5 hours
Resources	Day 3 presentation slides.
Session outline	Overview of the layout of the flipbook.
Additional materials	Kafaalah flipbook: Softcover and hardback copies.

Introduction to Kafaalah: The facilitator provides a brief reminder on the overview of Kafaalah, building up to the Jeopardy game and clarifying information that was not clear.

Introduction to the Flipbook – 60 minutes

- The facilitator distributes the flipbooks to each participant, checking preference for English or Swahili versions of the book.
- Facilitators explain that the Kafaalah flipbook is a structured tool designed to guide communities on how to promote the implementation of Kafaalah. The flipbook is aimed at raising awareness, providing practical steps and fostering community involvement in promoting Kafaalah.
- The facilitators introduce the layout of the Kafaalah flipbook by going through sections of the book.
- The facilitators will introduce the Kafaalah flipbook by going through slides/pages 1–6 with the participants.
- The facilitator will inform participants that they will each have to take up teach-back sessions for them to qualify as facilitators at the end of the training.
- All facilitators will use the Facilitator’s Assessment Checklist to note independent observations of the teach-back. Facilitators are free to request general feedback from the participants.

Introduction to the Child Session Guide – 120 minutes

- The facilitator introduces the Child Session Guide and goes through the guide slide by slide to ensure a deeper understanding of the content (slides/pages 5–16).
- Practical session: The facilitator requests that participants move to a child-friendly space where the child session can be simulated.
- The facilitator then goes ahead and does a practical simulation of the child session from Sessions 1–4. Include breaks in between sessions.

Session 3: Practical and Teach-Back for the Child Community Engagement Session

Total time needed	120 minutes or 2 hours
Resources	Kafaalah flipbook.
Session outline	Teach-backs.
Additional materials	Facilitator’s Assessment Checklist and Tips for a Good Facilitator.

Participant Teach-Back for the Child Session

- The facilitators ask participants to pick random papers with topics from the child, female and male caregiver session that they will teach to the group during the three-day training.
- In the same child-friendly environment, facilitators should request participants assigned topics from the child session to prepare for the teach-back.
- Give the chosen participants (the “simulation facilitators”) five minutes to prepare for the teach-back. Meanwhile, the main facilitators should prepare for the assessment of each simulating facilitator.
- The main facilitators should ask the first simulating facilitator to start their presentation of session one. When they are done, the main facilitator should then move on to the other chosen participants for sessions two, three and four. Each simulation facilitator will have 20 minutes to present their session.

- After the four chosen participants have presented their sessions, main facilitator will ask all of the participants to give their general feedback on the simulation facilitators' skills. Then call upon co-facilitators to give feedback.

Conclude the session by emphasizing that to engage directly with children, there is a need to get down to their level and consider their levels of concentration. Thus, each session should not go beyond 45 minutes. Further, be ready to respond appropriately to any child protection or safeguarding concerns that may arise. Ensure that at any given time, sessions are conducted in the presence of someone else from the community or a fellow facilitator and that confidentiality is upheld.

Session 4: Reflection and Evaluation of the Day (30 minutes)

Reflection: Review the day's reflection slide with participants to evaluate whether the day's objectives have been achieved and summarize the lessons from the day.

Day 3 Key Messages: Using the Kafaalah Flipbook and Engaging Children

- The Kafaalah flipbook is a simple and structured tool for explaining Kafaalah to communities, especially children.
- Good facilitation means using clear communication, being respectful and encouraging participation.
- Community sessions with children should be safe, short, interactive and focused on children's voices and needs.
- Facilitators must always consider child protection and safeguarding throughout community engagement.
- Practice and feedback help facilitators feel confident leading flipbook sessions in real settings.

Evaluation of the Day

Make three flip chart posters with the following headings:

- Something new I learned today.
- Something that could be improved.
- Something that needs clarification.

Note to Facilitator: Facilitators should help participants who are unable to share their reflections via writing. Collect all of the submitted sticky notes and group them according to relevant themes (e.g., content, facilitation approaches, welfare issues, emerging issues, etc.). This should be presented at the beginning of the next day. Using the plenary discussion and summary evaluation, assess whether participants were able to meet the objectives of the day.

DAY FOUR

Objectives:

At the end of the day, participants should be able to:

- Understand how to use the Kafaalah Community Engagement Flipbook.
- Feel competent in their own facilitation skills.
- Be confident in conducting community engagement sessions with female caregivers.

Session 1: Morning Recap

Total time needed	30 minutes or .5 hours
Resources	Kafaalah flipbook.
Session outline	Recap child session.
Additional materials	None.

Welcome the participants back for the day's sessions. Thank them for their active participation on the previous day and ask the facilitator to choose a volunteer to open the day with a word of prayer. The facilitator then provides a summary of findings from the previous end-of-day reflection activity.

Session 2: Introduction to the Female Caregiver Session Guide and Simulating Female Caregiver Community Engagement

Total time needed	330 minutes or 5.5 hours with breaks
Resources	Day 4 presentation slides.
Session outline	Simulating the Female Caregiver Community Session.
Additional materials	Kafaalah flipbook and Facilitator's Assessment Checklist.

Introduction to the Female Caregiver Session

- The facilitator asks participants to open the Female Caregiver Session Guide.
- The facilitator introduces the Female Caregiver Session Guide and goes through the guide slide by slide to ensure a deeper understanding of the content.
- The facilitator reminds participants that they will each have to conduct a teach-back session for them to qualify as facilitators at the end of the training.
- All facilitators will use the Facilitator's Assessment Checklist to note independent observations of the teach-backs. Facilitators are free to request general feedback from participants.

Female Caregiver Session Guide

- Practical session: Facilitators request that participants move to a comfortable space where the practice sessions can be held.
- The facilitator then conducts a practical simulation of the Female Caregiver Session from Sessions 1–4. Make sure to include breaks in between sessions.

Session 3: Practical and Teach-Back for the Female Caregiver Community Engagement Session

Total time needed	120 minutes or 2 hours
Resources	Kafaalah flipbook.
Session outline	Teach-backs.
Additional materials	Kafaalah flipbook and Facilitator's Assessment Checklist.

Participant Teach-Backs for the Child Session

- The facilitators randomly pick four participants assigned to the Female Caregiver Session.
- In the same friendly environment, give the simulating facilitators five minutes to prepare for their teach-backs. Meanwhile, the main facilitators prepare for the assessment of each simulating facilitator.
- The facilitators ask the first simulating facilitator to start session one. When they are done, ask the next participant to begin session two, then session three and session four. Each participant will have 20 minutes to simulate their session.
- After the four practice sessions, the facilitator will ask all of the participants to give their general feedback on the facilitation skills of the four chosen participants. Then call upon co-facilitators to give feedback.

Conclude the session by emphasizing that to engage directly with female caregivers, it is important to consider the preference of when and where to hold sessions. Where Female Caregiver Sessions are being held by a male facilitator, there is a need to consider the Islamic teaching on how to engage with females. Ensure that at any given time, sessions are conducted in the presence of someone else from the community or a fellow facilitator and confidentiality is upheld.

Session 4: Reflection and Evaluation of the Day (30 minutes)

Reflection: Review the day's reflection slide with participants to evaluate whether the day's objectives have been achieved and summarize the lessons from the day.

Day 4 Key Messages: Engaging Female Caregivers

- Female caregivers play a central role in children's care and decision-making within families and communities.
- Kafaalah sessions with female caregivers should be held in comfortable, respectful environments that match their needs and preferences.
- Facilitation should take into account Islamic guidance on gender dynamics, especially when sessions are led by male facilitators.
- Caregiver sessions must allow time for open sharing, listening and building trust.
- Simulated practice and group feedback help facilitators improve their skills and confidence.

Evaluation of the Day

Make three flip chart posters with the following headings:

- Something new I learned today.
- Something that could be improved.
- Something that needs clarification.

Note to Facilitator: Facilitators should help participants who are unable to share their reflections via writing. Collect all of the submitted sticky notes and group them according to relevant themes (e.g., content, facilitation approaches, welfare issues, emerging issues, etc.). This should be presented at the beginning of the next day. Using the plenary discussion and summary evaluation, assess whether participants were able to meet the objectives of the day.

DAY FIVE

Objectives:

At the end of the day, participants should be able to:

- Understand how to use the Kafaalah Community Engagement Flipbook.
- Feel competent in their facilitation skills.
- Be confident in conducting community engagement sessions with male caregivers.

Session 1: Morning Recap

Total time needed	30 minutes or .5 hours
Resources	Kafaalah Flipbook: Softcover and hardback copies.
Session outline	Recap child session.
Additional materials	Summary slides on the child session.

Welcome participants back for the day's sessions. Thank them for their active participation on the previous day and ask the facilitator to choose a volunteer to open the day with a word of prayer. The facilitator then provides a summary of findings from the previous end-of-day reflection activity.

Session 2: Introduction to the Male Caregiver Session Guide and Simulating the Male Caregiver Community Sessions

Total time needed	90 minutes or 1.5 hours
Resources	Day 5 presentation slides.
Session outline	Simulating the Male Caregiver Community Session.
Additional materials	Kafaalah flipbook.

Introduction to the Male Caregiver Session

- The facilitator asks participants to open the Male Caregiver Session Guide.
- The facilitator introduces the Male Caregiver Session Guide and goes through the guide slide by slide to ensure a deeper understanding of the content. The facilitator reminds participants that they will each have to take up teach-back sessions for them to qualify as facilitators at the end of the training.
- All facilitators will use the Facilitator's Assessment Checklist to note independent observations of the teach-backs. Facilitators are free to request general feedback from participants.

Male Caregiver Session Guide – 180 minutes

- Practical session: Facilitators request that participants move to a comfortable space where the sessions can be simulated.
- The facilitator then conducts a practical simulation of the Male Caregiver Session from Sessions 1–4. Make sure to include breaks in between sessions.

Session 3: Practical and Teach-Back for the Male Caregiver Community Engagement Session

Total time needed	120 minutes or 2 hours
Resources	Kafaalah flipbook: Softcover and hardback copies.
Session outline	Teach-backs.
Additional materials	Kafaalah flipbook and Appendix 7: Facilitator's Assessment Checklist.

Participant Teach-Backs for the Child Session – 180 minutes

- The facilitators randomly pick four participants who were assigned to the Male Caregiver Session to conduct teach-back sessions.
- In the same friendly environment, give the chosen participants five minutes to prepare for their teach-back. Meanwhile, the main facilitators prepare for the assessment of each simulating facilitator.
- The facilitators ask the first simulating facilitator to start session one. When they are done, ask the next participants to begin session two, then session three and session four. Each facilitator will have 20 minutes to conduct their teach-back.
- After the four teach-backs, the facilitator asks participants to give their general feedback on the facilitation skills of the simulating facilitators. Then call upon co-facilitators to give feedback.

Conclude the session by emphasizing that to engage directly with male caregivers, it is important to consider their preferences of when and where to hold the sessions. Where Male Caregiver Sessions are being held by a female facilitator, there is a need to consider the Islamic teaching on how to engage with males. Ensure that at any given time, sessions are conducted in the presence of someone else from the community or a fellow facilitator and confidentiality is upheld.

Session 5: Wrap Up of the Kafaalah Flipbook Sessions and the Way Forward

Total time needed	120 minutes or 2 hours
Resources	Summary of the key highlights and takeaways.
Session outline	Plenary of key highlights. Action planning and the way forward.
Additional materials	None.

Introduction and Session Objectives

- The facilitator provides a recap of the sessions conducted for children and male and female caregivers and summarizes key takeaways. The facilitator outlines an action plan for new facilitators to implement in their communities.

Day 5: Engaging Male Caregivers and the Way Forward

- Male caregivers also have an important role in supporting children emotionally, financially and socially within Kafaalah care.
- Sessions with male caregivers should respect cultural and religious norms and promote shared responsibility with female caregivers.
- Facilitators must plan sessions carefully, ensuring that confidentiality, trust and participation are upheld.
- Communities benefit most when both men and women are involved in promoting and supporting Kafaalah.
- At the end of the training, participants develop action plans to begin using the Kafaalah flipbook and promote family-based care in their communities.

Action Planning and the Way Forward

Request that participants sit in their respective localities—whether county or sub-county. Inform participants that it is essential for them to develop an action plan to engage communities in promoting Kafaalah using the flipbook.

While they are in their groups, ask participants to share key action points after the workshop, taking note of how they intend to report the outcomes of the workshop to their respective organizations, their strategies for community engagements/conducting the sessions, dates for follow up or check-ins, and how they can mobilize resources to support them perform their roles, among other key points.

Closing Remarks

- Thank all participants for their active involvement and commitment.
- Encourage facilitators to apply the knowledge and skills gained in their communities, fostering positive behaviour change that supports the well-being of children and caregivers in Kafaalah settings.

Note to Facilitator: Provide printed copies of the final evaluation form and ask participants to fill it out before they leave. **See Appendix 8: Workshop Evaluation Form.**

Appendix 1: Pre and Post-Test

1. What do you understand by Alternative Care?

- a. Care of children in a Charitable Children's Institution.
- b. Formal and informal arrangements whereby a child is looked after outside the parental home, either by decision of a judicial or administrative authority.
- c. Placement of children from an institution back with their biological parents.
- d. It is a government process for identifying orphans and vulnerable children for scholarship programmes.

2. What are the two core principles of the United Nations Guidelines for Alternative Care for Children?

- a. Case Management and Do No Harm.
- b. Suitability/Appropriateness and Case Management.
- c. Necessity and Suitability/Appropriateness.
- d. Necessity and Do No Harm.

3. What is Kafaalah care for children?

- a. The process by which a child is placed with a family, and over time can completely integrate into the family and community, to feel a sense of belonging.
- b. When a child changes from living on the street to living in an institution.
- c. A type of alternative care whereby a person professing the Islamic faith, who is capable of looking after a child under the Children Act, takes in a child deprived of parental and family care.
- d. The process of transitioning a child outside of parental care back to his/her family of origin. This includes children in orphanages, foster care and other forms of alternative care as well as those living on the streets.

4. Who is a “Kafiil”?

- a. A judicial officer (magistrate/judge) presiding over a Kadhi's court.
- b. A person leading prayer in a mosque.
- c. A person or family taking a child under Kafaalah.
- d. A child deprived of parental care for diverse reasons and placed in Kafaalah.

5. Who is a “Makfuul”?

- a. A person leading prayer in a mosque.
- b. A child deprived of parental care for diverse reasons and placed in Kafaalah. .
- c. A judicial officer (magistrate/judge) presiding over a Kadhi's court.
- d. A person or family taking a child under Kafaalah.

6. What are the benefits of Kafaalah as a family-based care option?

- a. Early family integration for babies and, in some cases, breastfeeding of the infant.
- b. Live and grow in a family setting and enjoy the right to education, healthcare and social services.
- c. The Makfuul can be gifted properties by Kafiil and can benefit from Wasiyah (i.e., a will) as they cannot inherit intestate automatically.
- d. All of the above.

Pre and Post-Test Answers

1. What do you understand by Alternative Care?

- a. Care of children in a Charitable Children's Institution.
- b. Formal and informal arrangements whereby a child is looked after outside the parental home, either by decision of a judicial or administrative authority.**
- c. Placement of children from an institution back with their biological parents.**
- d. It is a government process for identifying orphans and vulnerable children for scholarship programmes.

2. What are the two core principles of the United Nations Guidelines for Alternative Care for Children?

- a. Case Management and Do No Harm.
- b. Suitability/Appropriateness and Case Management.
- c. Necessity and Suitability/Appropriateness.**
- c. Necessity and Do No Harm.

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- b. When a child changes from living on the street to living in an institution.
- c. A type of alternative care whereby a person professing the Islamic faith, who is capable of looking after a child under the Children Act, takes in a child deprived of parental and family care.**
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- a. A judicial officer (magistrate/judge) presiding over a Kadhi's court.
- b. A person leading prayer in a mosque.
- c. A person or family taking a child under Kafaalah.**
- b. A child deprived of parental care for diverse reasons and placed in Kafaalah.

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- a. A person leading prayer in a mosque.
- b. A child deprived of parental care for diverse reasons and placed in Kafaalah. .**
- b. A judicial officer (magistrate/judge) presiding over a Kadhi's court.
- c. A person or family taking a child under Kafaalah.

6. What are the benefits of Kafaalah as a family-based care option?

- a. Early family integration for babies and, in some cases, breastfeeding of the infant.
- b. Live and grow in a family setting and enjoy the right to education, healthcare and social services.
- c. The Makfuul can be gifted properties by Kafil and can benefit from Wasiyah (i.e., a will) as they cannot inherit intestate automatically.
- d. All of the above.**

Appendix 2: Training Programme Promoting Kafaalah as Family-Based Care for Children

Participants to be Trained: State and non-state stakeholders involved in Kafaalah

Training Objectives

By the end of this training, the facilitator should be able to:

1. Strengthen participants' knowledge of care reform principles and objectives.
2. Deepen participants' understanding of the role of Kafaalah within the broader continuum of alternative care.
3. Build participants' skills to advocate for Kafaalah as a viable family-based care solution.
4. Equip participants to effectively use the Kafaalah flipbook to raise awareness and improve community understanding and acceptance.
5. Develop participants' ability to facilitate engagement with community members and children during local Kafaalah sessions.

Training Outcomes

Expected learning outcomes include:

1. Participants demonstrate confidence in the core concepts and foundational principles of care reform.
2. Participants clearly understand and are confident in explaining Kafaalah's role within the continuum of care.
3. Participants are confident in defining Kafaalah and distinguishing it from other family-based alternative care models.
4. Participants effectively use the Kafaalah flipbook to build awareness and understanding among community members, including children.

Day 1		
TIME	TOPIC / ACTIVITY	FACILITATOR
08:00 - 08:30 am	Registration	
08:30 - 09:30 am	Welcome, Introductions and Climate Setting <ul style="list-style-type: none"> ▪ Welcome/Opening prayer ▪ Introductions, climate setting & setting expectations ▪ Overview of the training objectives and program ▪ Setting training norms ▪ Opening remarks ▪ Housekeeping ▪ Training pretest (written) 	
09:30 - 10:00 am	Presentation: Introduction to Care Reform	
10:00 - 10:30 am	Presentation: <ul style="list-style-type: none"> ▪ Introduction to the Continuum of Care: Importance of Family and Community-Based Care ▪ Place of Kafaalah in the continuum of care 	
10:30 - 11:00 am	Tea Break	
11:00 - 12:00 pm	Presentation: Introduction to Kafaalah and key terms	

12:00 - 01:00 pm	Presentation: Types of Kafaalah	
01:00 - 02:00 pm	Lunch Break	
02:00 - 02:30 pm	Activity: Understanding core principles	
02:30 - 04:00 pm	Presentation: Guiding Principles Supporting Implementation of Kafaalah	
04:00 - 04:30 pm	Plenary: Reflections and evaluation of the day	
04:30 pm	Tea and Departure	

Day 2		
TIME	TOPIC / ACTIVITY	FACILITATOR
08:30 - 09:00 am	Opening Prayer and Day 1 Recap	
09:30 - 10:30 am	Presentation: Legal provision supporting the Kafaalah care option	
10:30 – 11:00 am	Tea Break	
11:00 - 12:00 pm	Presentation: Benefits of Kafaalah	
12:00 - 01:00 pm	Presentation: <ul style="list-style-type: none"> ▪ Eligibility Criteria for Children ▪ Qualifications and Requirements of a Kafiil 	
01:00 - 02:00 pm	Lunch Break	
02:00 - 03:00 pm	Presentation: Gatekeeping Mechanism in Kafaalah Activity: Gatekeeping in Practice	
03:00 - 04:00 pm	Presentation: <ul style="list-style-type: none"> ▪ Standard Kafaalah Placement Process ▪ Mechanism for Reporting Kafaalah Care 	
04:00 - 04:30 pm	Plenary: Reflections and evaluation of the day	
04:30 pm	Tea and Departure	

Day 3		
TIME	TOPIC / ACTIVITY	FACILITATOR
08:30 - 09:30 am	Recap: The Jeopardy Game	
09:30 - 10:00 am	Presentation: Introduction to Kafaalah	
10:00 - 10:30 am	Presentation: Introduction to the Kafaalah Flipbook Layout	
10:30 - 11:00 am	Tea Break	
11:00 - 11:30 pm	Presentation: Introduction to Safeguarding and Facilitation Skills	
11:30 - 01:00 pm	Practical practice session: The Child Community Engagement Session	
01:00 - 02:00 pm	Lunch Break	
02:00 - 04:00 pm	Practical and Teach-Back Session: The Child Community Engagement Session	
04:00 - 04:30 pm	Plenary: Feedback on the teach-back session	

04:30 – 05:00 pm	Plenary: Reflections and evaluation of the day	
05:00 pm	Tea and Departure	

Day 4		
TIME	TOPIC / ACTIVITY	FACILITATOR
08:30 - 09:00 am	Recap	
09:00 - 09:30 am	Presentation: Good Facilitation Skills	
09:30 - 10:30 am	Presentation: Introduction to the Female Caregiver Session	
10:30 - 11:00 am	Tea Break	
11:00 - 01:00 pm	Practical Practice Session: The Female Caregiver Community Engagement Session	
01:00 - 02:00 pm	Lunch Break	
02:00 - 04:00 pm	Practical and Teach-Back Session: The Female Caregiver Community Engagement Session	
04:00 - 04:30 pm	Plenary: Feedback on the teach-back session	
04:30 – 05:00 pm	Reflections and evaluation of the day	
05:00 pm	Tea and Departure	

Day 5		
TIME	TOPIC / ACTIVITY	FACILITATOR
08:30 - 09:00 am	Recap and facilitator feedback	
09:00 - 09:30 am	Presentation: Introduction to the Male Caregiver Session	
09:30 - 10:30 am	Practical Practice Session: The Male Caregiver Community Engagement Session	
10:30 - 11:00 am	Tea Break	
11:00 - 01:00 pm	Practical and Teach-Back Session: The Female Caregiver Community Engagement Session	
01:00 - 02:00 pm	Lunch Break	
02:00 - 02:30 pm	Plenary: Feedback on the teach-back session	
02:30 - 03:00 pm	Plenary: Wrap-up on the flipbook sessions	
03:00 - 04:30 pm	Plenary: The way forward	
04:30 pm	Tea and Departure	

Appendix 3: UN Guiding Principles on Alternative Care

In all cases concerning children without parental care, whether temporary or long-term, the two primary principles that must be considered throughout are **necessity** and **suitability**. As the child grows and develops and the situation evolves, both principles should be continuously examined.

Necessity: This principle ensures that children are not unnecessarily separated from their families and discourages unwanted placements to alternative care, in this case, Kafaalah. Essentially, poverty and disability should NEVER be the driving factors for removing a child from their biological family and placing them in any form of alternative care. Instead, all reasonable measures should be taken to understand and address the causes of family separation in the best interests of the child.

Suitability: A range of care services should be available to meet the unique needs of each child, and the available care options should meet minimum standards. The care option for each child should be selected on a case-by-case basis, and the provision should promote long-term solutions. This principle ensures that the care provided is tailored to the individual needs of the child, including those with disabilities, ensuring inclusivity and support for their development and well-being within the family.

By adhering to these guiding principles, Kafaalah can provide a nurturing and inclusive environment for all children, respecting their rights and promoting their best interests.



Appendix 4: Additional Key Principles in the Provision of Kafaalah

The following additional principles shall fortify the general and operational principles outlined in the Guidelines for Alternative Care of Children^{3,4} in support of Kafaalah placement in a Muslim context:

- Caring for orphans and vulnerable children through Kafaalah is generally a key tenet of Islam, to provide them with the safety and security that a family environment offers.
- Any measure taken for the placement of a child under Kafaalah must be guided by the best interest of the child and for upholding the rights of the child.
- Every child has a right to grow up in a family environment. The family should be seen as a shield of defense from the violation of a child's rights and as a necessary tool for the holistic development of a child.
- If a child cannot be cared for by his/her biological parent(s), the DCS shall consider all alternatives for temporary/permanent care within the child's extended family.
- Placement of a child in Kafaalah outside his/her biological parent(s) shall be considered only if no appropriate placement within the extended family is possible.
- Placement of a child in Kafaalah does not dissolve the identity of the child by establishing paternal and/or maternal relations between the child and the Kafiil.
- The appropriate authorities will place siblings together in a single home, or, if this is not possible, they will be placed in close geographic proximity with frequent visitations arranged.
- Kafaalah, though temporary in nature, may be extended beyond adulthood, if necessary, based on a periodic review of the placement, and if no long-term solution is available.
- All procedures for the placement of a child in Kafaalah must be completed and decisions rendered without undue delay.
- As a matter of priority, a child shall be placed in Kafaalah within Kenya. Inter-country Kafaalah can be considered as an alternative only after having ensured that a satisfactory solution for the child cannot be found in his/her country of origin.
- The child, biological parent(s), Kafiil and his/her family have a right to privacy. Access to personal recorded information by any party shall be strictly treated in accordance with relevant laws.
- In all procedures relating to Kafaalah, it is of great importance that the highest standards of practice are followed within the realization of the higher objectives of the law (Maqasid Sharia).

³ <https://www.nccs.go.ke/resources>.

⁴ United Nations General Assembly (2010). Guidelines for the Alternative Care of Children. Retrieved from <https://digitallibrary.un.org/record/673583?ln=en>.

Appendix 5: Case Studies

Case Study 1: Abdul, a 4-year-old boy, and his twin baby brothers, Hashim and Said, require temporary care while their single mother undergoes medical treatment. A Christian institution is identified by the family's neighbour to care for Abdul, but it doesn't have room for the little ones. The institution's director says that it is OK to separate them since the twins will stay together. Abdul makes many friends at the institution, but when he attends Bible class, he is unhappy. He asks if he can use a prayer rug like his mommy does, but the institution director sends him to his room, and he doesn't get dinner. Abdul cries and misses his brothers. The institution's director and staff ask if they can call Abdul "David" instead. The twins are taken by a neighbour to an institution that specializes in small children. They are well fed, but all the time ask after Abdul and their mom.

Case Study 2: Rehema lived with her father and seven siblings in their home in Kwale. Her mother died while giving birth to her last-born child, Juma. At the time of her mother's death, Rehema was 12 years old and in Class 4. Following their mother's death, Rehema dropped out of school to help her father take care of her siblings, including Juma, who has a physical disability. The father works in the local quarry where his meagre earnings are barely enough to feed the children.

Five years after Rehema's mother's death, the father was involved in an accident—the walls of the quarry caved in as he worked, and he was buried alive. Relatives supported the family with the burial arrangements. Rehema's siblings were placed under the care of their 80-year-old grandmother. To ease the financial burden of the family, Rehema was placed with a distant relative in Nairobi where she worked as a house girl. A local NGO working in the area referred 5-year-old Juma for admission to an institution that admits children living with disability in Thika. After a while, Rehema's 15-year-old brother, Daudi, ran away from his home and went to live on the streets of Malindi. He was later picked up by the local authorities and admitted to a rehabilitation centre. The rehabilitation social worker traced his home to Kwale, and due to the great needs at home, decided to transfer Juma into an institution so that he could get an education. The institution director also decided to help Daudi's younger sibling, Bakari, by admitting him to the same institution.

Case Study 3: Salimu (12 years old) lived with his maternal grandparents in a rural area from when he was a small baby until approximately 3 years of age while his parents moved around for work. Salimu was very attached to his maternal grandparents; however, when he became ill at 3 years old, his parents decided to move him to live with his paternal grandparents, who reside in a more urban area, because it had better access to health care. As Salimu grew older, his paternal grandmother became resentful of having to care for him. She was old and felt tired and started to mistreat Salimu quite often out of frustration. The grandmother informed Salim's father that he was misbehaving, and she was fed up with him, so Salimu's father took Salim to stay with him in Nairobi.

Once in Nairobi, Salimu's father asked him to collect recyclables to sell to make money to support them (as his income was meager), but he soon began to beat Salimu, saying he was not earning enough. Salimu knew his mother also lived in Nairobi and went looking for her, but he was unable to find her and ended up living on the streets.

After some time living on the street, Salimu was picked up by staff from an institution. Salimu's father looked for him for a long time and eventually assumed he had been abducted and sacrificed.

Salimu has now been in the institution for four years, and his family does not know his whereabouts. He often tells the institution staff he misses his maternal grandparents and wants to find his mother.

Appendix 6: Tips and Tricks of Becoming a Good Facilitator

Understand and Respect Your Audience:

- Tailor your approach to the unique needs of boys, girls, and male and female caregivers. Recognize and respect different experiences, backgrounds and learning styles.
- Be sensitive to cultural, religious and gender dynamics, ensuring that all participants feel valued and included.

Promote a Safe and Inclusive Environment:

- Encourage diversity and inclusion by being mindful of gender, age and disability considerations. Create a welcoming space where everyone feels safe to express themselves.
- Ensure confidentiality and never make promises you cannot keep. Respect participants' privacy and maintain trust.

Be Respectful and Professional:

- Always arrive on time and fit into the participants' schedule. This demonstrates respect and builds trust.
- Model the agreed-upon ground rules and foster a supportive environment by being an active and empathetic listener.

Encourage Active Participation and Engagement:

- Use a variety of facilitation techniques such as brainstorming, storytelling, games and role-playing to keep participants engaged.
- Keep everyone involved by asking questions and eliciting responses rather than lecturing. Be supportive by encouraging the quieter participants to share.

Adapt and Be Flexible:

- Be prepared to adjust your facilitation style based on how the group responds. Consider conducting activities outdoors for a change of scenery.

Summarize and Check Understanding:

- At the end of each session, summarize the key points and check for understanding from participants. This ensures they grasp the core messages and build confidence.

Maintain a Positive and Respectful Tone:

- Provide positive and constructive feedback, highlighting both strengths and areas for improvement. Be clear and specific, focusing on growth and development.

Manage Group Dynamics with Care:

- Balance discussions so that all voices are heard. Be mindful of dominant participants and encourage everyone to contribute.
- Be sensitive to the diverse experiences participants bring, validating their contributions and encouraging empathy within the group.

Prepare and Practice Thoroughly:

- Review the content in advance and practice delivering each section. Being well-prepared ensures smooth facilitation and allows you to confidently handle questions and discussions during the session.

Appendix 7: Facilitator Assessment Checklist

The main facilitators will use this facilitation checklist to assess individual participant capacity to become a facilitator.

FACILITATION CHECKLIST

Facilitation Skill	Complete	Incomplete
Welcomes participants		
Introduces participants		
Explains their role		
Explains session expectation and time frame		
Conducts a warm-up exercise/Climate setting		
Starts discussion		
Sets a positive tone		
Uses energizers/humor		
Checks pulse of participants		
Maintains eye contact appropriately		
Uses verbal and non-verbal cues		
Maintains good posture		
Asks probing questions		
Encourages participations		
Transitions smoothly to new sessions		
Keeps track of the discussion		
Answers questions throughout the discussion		
Compares and contrast participant ideas		
Ends with a great conclusion		

Appendix 8: Workshop Evaluation Form

Please comment on the following aspects of the training

Contents of the training	Comments	Suggestions
Structure and format of the workshop		
Workshop methodologies		
Quality of facilitation		
Presentations (PowerPoint Slides)		
Group work		
Materials used		
Other comments		