

SECTION 4:

# Separated & Unaccompanied Children

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## SECTION 1 : OVERVIEW

*NOTE: Since child protection is a umbrella term, which covers a wide range of activities, this section should ideally be read in conjunction with the overviews for Abuse & Exploitation and Psychosocial Support (Sections 3 & 5). Remember to maximise resources, coordination is essential.*

Work in relation to separated and unaccompanied children has two dimensions – firstly, efforts to prevent family separation, and secondly the care and response to children who are separated. This second stage also involves the tracing and reunification, where possible, of children with their families.

### Framework for the Care of Separated Children

The successful application of international and national legal protection mechanisms is essential to the well-being of separated children. While international legal instruments provide an important legal framework for child protection, understanding national law and custom as it relates to separated children is also essential to establishing appropriate care and protection. Indonesian Law reflects that separated children need to be provided with substitute care, especially in emergencies.

It is important to note that the prime responsibility for the care and protection of children lies with their families and communities. The government and local authorities have the principle role of ensuring that this is achieved by providing an

environment that will facilitate care, protection, growth and development of children. All efforts should be taken to promote family unity and to urge government agents to undertake their full responsibilities.

### Key Definitions

It is important to establish an understanding of what specific terms mean, since these are often used interchangeably, and it can be confusing. As with other elements of child protection, the definition of a child, both under international and Indonesian Law, is someone who is under 18 years.

**Unaccompanied child** - a child who is separated from his/her family (both nuclear and extended) and is totally alone

**Separated child** - anyone below the age of 18 years who is separated from both parents or guardians or any other person who under law or custom is responsible for his/her care. This definition is also sometimes used to cover unaccompanied children, although in many emergencies children are sometimes accompanied by either community members, friends or members of the extended family

**Orphan** – strictly speaking an orphan is a child who has neither parent alive. However in many countries children are also called orphans if they have one parent who has died, so it is worth clarifying what is meant when a child is called an orphan. In Indonesia, children are commonly called orphans if their father, but not their mother, is dead.



## Why Separation Occurs

Child separation occurs in two primary ways; accidental separation and deliberate separation. Sometimes these two different modes of separation are referred to as 'involuntary' and 'voluntary'. However, one of the problems of referring to separation as 'voluntary' is that it implies that the child's family has a choice. While voluntary separation may be based on an informed decision by the family it is usually due to such adverse conditions that it raises the question of how much choice there actually was and what other options were available.

The risk of separation occurring is likely to increase during large and chaotic population movements, particularly where communities think there is a threat to life, or in situations where such as the tsunami in Aceh where people were swept away with the wave.

### Accidental (Involuntary) Separation

During conflict or natural disasters, especially where this results in population displacement,

children can become separated from their family or those who are caring for them as a result of the ensuing chaos. This is normally beyond the control of children or their families. Accidental separation is particularly traumatic for children as they may simply not understand what is happening.

The reasons why these separations occur include:

- children wandering away from their parents or carers and becoming lost
- families become separated during flight from danger or even repatriation
- children fleeing when their homes are attacked or destroyed
- death or injury of family members
- capture or arrest of family members
- children abducted for ransom, sale, military conscription, labour
- disabled children unable to keep up with other members of the family
- police or others taking a "lost" child to an institution without properly seeking information on the circumstances

### Deliberate (Voluntary) Separation

Voluntary separation occurs where a conscious decision has been made on either the part of the child or the parents or carers to separate. It may be that parents or carers have had an opportunity to explain to the child what is about to happen, but the impact of separation on the child is still likely to be very distressing. Examples of voluntary separation include:

- families under stress (for example due to poverty, breakdown of informal welfare or extended family structures, the death or disability of parents) who feel they can no longer care for the child
- families sending children to stay with relatives or friends in other provinces / districts or abroad
- children choosing to leave their family, in the belief that life will be 'better' for them or their families if they do so
- children who live independently with their parents consent
- families handing over children for their safety (to other local people, care institutions or aid workers)
- children left behind by their foster families (for example, during repatriation)
- Agency induced separations - carers accepting assistance from relief agencies providing food and shelter in ways that do not keep families together

It cannot be stressed heavily enough that multi-sectoral working is critical to ensure that needs are met holistically as this is instrumental in mitigating deliberate separation.

### The Impact of Family Separation on Children

Family separation has a long term negative impact on the well-being of a child. This is made worse if the cause of separation is sudden, or perhaps even violent, and resulted into the death of a family member. Most children who have been separated are severely affected, with the consequences sometimes having

lifelong effects. Since the process of separation involves the loss (even temporarily) of close adults, it is not surprising that many separated and unaccompanied children develop signs of depression and despair which can lead to a total withdrawal. Additionally, children may find it difficult to cope with their new living situation, and this may lead to behaviour problems as a symptom of the difficulty they have in adjusting. Working with separated children therefore requires skills that supersede just the physical registration and completion of documentation.

Lack of family care and protection increases the risk for separated and unaccompanied children of:

- Physical, emotional and sexual abuse and exploitation
- Child labour (including by those supposedly caring for the child)
- Arbitrary detention
- Trafficking
- Discrimination and denial of access to food, shelter, housing, health services and education
- Illness or injury, including being infected with HIV
- Being deprived of emotional support, without which development is at serious risk of being disrupted or impeded
- Recruitment into armed forces

### Preventing Family Separation

**In Aceh, child protection officers were stationed at all health facilities to ensure that no separated children were discharged without verifying their carers. This also ensured that children were not 'passed' from one organisation to another for care**

Preserving family unity should be the paramount goal in separated children programmes. All efforts should be taken to ensure families are



kept together during emergencies and thus a high priority must be given to strategies for the prevention of separation. This necessitates that organisations concerned with the care of separated children coordinate their activities and liaise with other agencies who come into contact, even if only indirectly, with children.

As part of disaster preparedness, agencies carrying out prevention work before emergencies should aim at strengthening grassroots mechanisms and networks that can respond rapidly during the onset of an emergency. Partnership may include faith based institutions, mosques and churches, women's associations, Parents and Teachers' Associations, school authorities, and students' leaderships groups. These groups should be trained in the community mobilisation skills that would enable them to sensitise communities towards understanding the following key essential messages:

- Family separation is possible and its effects are devastating to children with long term consequences for the child's well being
- Parents need to tell children their real names. e.g. Mr. Widiyanto or Mrs. Widiyanto and not PAK or IBU, (these should not jeopardise the cultural norms and practices) together with the address of their house, and key landmarks
- Families should decide upon a safe place where the members can meet in case of emergency and fleeing for example in the case of armed conflict or a volcanic eruption or flooding. Meeting places could include a health centre, church or mosque (normally on higher ground)

An essential aspect of prevention work is to raise awareness about the causes of separation and ways to mitigate the risks of separation. Children are at risk of separation during the chaos that can arise at food and aid distribution centres and points, evacuation and interim care centres and during the transportation of families from one camp to another.

In all circumstances where organised movement of families is planned, separation can be prevented through good coordination and networking among agencies and individuals working with children.

In case of planned evacuation it is important that children are evacuated with adult family members whenever possible. Where this is not possible ensure the family information of each child is recorded and that the child travels

**Practical activities to prevent separation during migration and travel arrangement include:**

- **Displaying prevention of separation messages at the point of embarkment and arrival, including child friendly messages that can be seen by the children. For example 'children hold on to your parents and parents hold on to your children' and 'Parents inform your children about your destination'**
- **Using a mega phone or other audio devices to remind families to keep together and move as a family**
- **Setting up check points at arrival stations for families disembarking from vehicles or arriving on foot to identify if families are still together. This should trigger immediate search for children who may have been separated during the transportation / evacuation process**
- **Identifying a visible location for parents or children to report family separation cases. This can facilitate quick response from community members due to knowledge of where to go and what to do when a separated child is identified**
- **Ensuring offices, vehicles and staff are visible through marked clothes, jackets and identification cards**
- **Deploying a child protection officer at the site to oversee activities and give advice on how to protect children given the particular circumstances**



with this information, with copies given to the organisation responsible for the evacuation.

**Special Needs of Children with Disabilities**

Children with disabilities are normally at higher risk of separation during an emergency due to either their immobility, sight or communication impairment. Children with disabilities can be abandoned or left behind due to their limited agility.

Children with a disability are often treated differently. However, it is important to note that these children have the same needs as any other children, albeit that they may have additional, special needs. Children with disabilities must be treated equally, even though their disability increases their vulnerability during an emergency.

Activities that mitigate risks of separation and loss of life for disabled children include

carrying out an assessment on disabled children within the communities, with details of their address and type of disability. The needs of children with disabilities should be included in local emergency plans, and where possible a community member should be identified to be responsible for ensuring that needs of disabled children are catered for during an emergency.

**The Process of Identification, Tracing, Verification, Reunification & Follow up**

The process of identification, tracing, verification, reunification and follow up is not one that any organisation should embark on in isolation, and is usually part of a wider network including professional authorities.

Once a child has been recognized as being separated or unaccompanied there are a number of steps which agencies should do to ensure that children are safely reunified with their

**The most critical activities for fieldworkers first on the scene of an emergency are the identification and documentation stages, together with knowing how to handle any situations of spontaneous reunification, such as when adults claim that children are from their families.**

families, or where this is not possible, that suitable alternative long term care is found.

- **Identification**

The identification process establishes which children are separated from their families/carers and where they are to be found. Information gathered at the identification point must be sufficient to lead those doing the documentation back to the child (that is for the child to be able to be located by workers).

- **Documentation**

This is the collection and recording of information about the child, such as his/her family and place of origin, the circumstances of separation and the wishes of the child in terms of future living environment.

- **Family Tracing**

This is the process of trying to find the parents or other family members.

- **Verification**

This is the process of validating the relationships between the child and family member and confirming the child's willingness for reunification.

- **Reunification**

This is the ultimate aim of family tracing, namely to reunite the child with parents or family members.

- **Follow-up**

This is the action following reunification to establish that the child settles happily with the family.

Although these steps appear to be different levels or steps, during an emergency they may occur at the same time.

## Emergency Documentation

Documenting separated children lays the foundation for the successful tracing and possible reunification with their families. High quality documentation increases the possibility of reunification, and therefore contributes to minimising the time a child may spend separated from his/her family. Agencies should therefore endeavour to conduct thorough documentation of separated children, and collect as much information as possible from people who may know the child.

Documentation should be carried out as soon as possible following the identification of a child as being separated or unaccompanied. In most emergencies, parents lose their ability to meet the basic needs of children and any registration of separated children may be seen as an opportunity for financial or material gain. Some parents may deliberately instruct their children to register as separated children or orphans in the hope of receiving extra food rations. It is therefore essential to provide sufficient information on the purpose of the registration to community members.

In order to facilitate the systematic collection and sharing of information between agencies working around the issues of separated children, an interagency<sup>1</sup> database has been developed to facilitate quick analysis and matching of separated children with parents who are missing children. Special training is needed in order to use the database, but of course the usefulness of the database is dependent upon the quality of data inputted.

A standard documentation form used by all agencies (and included in the resources part of this section) is key to ensuring that data collection is standardized. This also enables additional information to be linked to each child if additional details are received. Whenever possible photographs of children /adults should be attached to the form to assist with identification. Once completed, forms should

<sup>1</sup> Save the Children, IRC, UNICEF, ICRC



be kept somewhere safe where they will not get lost, wet or destroyed. **Information on the forms must be kept strictly confidential and only shared with other agencies who are working to trace families.**

### Key Guidelines when Carrying Out Emergency Documentation with Separated Children

Workers may receive reports either from the children themselves (looking for their families) or from parents and family members who are trying to find missing children.

It is important to create a friendly and welcoming atmosphere. This can be done by smiling, introducing yourself, and the organisation, and being clear about the purpose of the exercise. It is important to be empathetic with people being interviewed. Ideally, the documentation process should take place in

a space that is safe, and where there are few distractions, but at the same time is visible. Particularly when interviewing children, workers should remember to use language that is easily understood and ensure that their sitting position is at the same level of the child.

Gender is a key consideration and it is important to be sensitive to this. Children tend to confide in female staff, and therefore more information may be provided to female workers than males. However it should not be presumed that all children will prefer to speak to a woman, and so where possible children should be given the choice. In other cases, cultural norms may mean that certain issues can only be discussed by certain genders.

### Special Measures

There are some situations where additional measures need to be taken. These include:





- **Children without an address**

Children without address are those who are separated and cannot provide any adequate information that would enable a case worker to document and successfully trace their family. The majority of children falling into this category tend to be below 5 years old. Special attention should be given to this group of children to ensure their right to a protective family environment is not lost.

Some of the key techniques that can be used immediately when children without an address are identified include:

- As with other children who are without care, it is important to immediately identify a safe place to live, ideally not far from where the child was originally - to ensure that this is done in a systematic way the local leader, child protection officer or social worker should be notified immediately to determine where the child should stay in the interim
- Megaphones and other media should be used to inform the displaced community about the presence of children without an address (without giving the name or details of the children), and if to advise any parent that has lost a young child to make contact

- Photographs of children can be posted on a board where the community can see them. Numbering the photos will help to avoid confusion.
- If an adult identifies a child, it is important to ask for evidence to corroborate that the child is part of their family. For example scars or birthmarks, descriptions of the clothes the child had on during separation, location and circumstances of separation, and name of the child can all help in verifying that the child is who the adult claims.

- **Children with disabilities**

Where children have communication problems, individuals from the communities who have special skills in working with disabled groups should be asked to assist in the documentation and tracing.

### Emergency Reunification

Although significant numbers of children can become separated during the first 72 hours of an emergency, a high proportion of these eventually find their parents (assuming they have survived).

Immediate family reunification and protection of separated children from abuse and neglect is a principle target for child protection programmes in emergencies. Spontaneous or emergency reunification occurs when parents / family members present themselves at the documentation centre or where children are found, and where there is no need for tracing.

When spontaneous reunification occurs it is important to ensure that the children and adults are from the same family. The reactions of the child should be observed and workers should be alert if there are any signs of resistance from the child. For younger children, who are unable to confirm the identity of the adult, it is important to ask the family for identifying features (such as a scar) to verify the child is related.

It is important to document the name and current address of the person taking the child, and that there are witnesses who are prepared to provide their names and addresses. If spontaneous reunification occurs with extended family a follow-up<sup>2</sup> visit, where possible, should be made in order to check that the child is safe.

### Provision of Alternative Care

All communities have their own methods of assisting separated, orphans or missing children.

**“Outside interventions, including the setting up of feeding centres or specific programmes for separated children, will probably affect all local forms of child care.**

**To minimise the potential disruption of local systems, interventions, should aim to support these structures. This requires a good understanding of the type of child care already being provide with the extended families and communities”**

**Uppard S& Petty C (1998) Working with Separated Children, Field Guide**

During the first 72 hours of an emergency some separated children may be taken in by neighbours, friends, villagers or the extended family. This initiative should not be disrupted unless the best interest of the child is under threat. Wherever feasible children should be looked after within families. This is because, apart from needing their physical needs met (such as food, shelter and clothing), children fair better when they are able to form positive relationships with significant adults, and where they are regarded as an individual, rather than a number. This is difficult to do in an institution where there are high numbers of children being looked after.

Unless it is necessary for safety reasons or medical treatment, children should be kept in the same locality as they live / were found, or as near to this as possible. The reason for this is because when adults are looking for missing children they are likely to search in the last areas where the children were known to be.

**Anecdotal reports from at least one of the countries affected by the Tsunami in 2005 suggests that while the government and other actors were successful in keeping children out of institutions and ensuring they were placed in foster care, limited records were kept. This meant that there was no follow up of cases, and it is now difficult to identify where the children are, and if their needs are being met.**

Additionally, if the child is moved great distances, this can make spontaneous reunifications difficult and increase the likelihood of children spending increased periods away from their families.

Fostering, that is where adults agree to look after a child that they are not the parents of, at the onset of an emergency should be seen as a temporary measure as most separated children are likely to be spontaneously reunified with their families. Creating a network of foster

<sup>2</sup> Follow up here refers to home visits. Although all reunified children would require follow-up the priority under these circumstances is children reunified within an extended family or neighbours.

families that are ready and prepared to provide temporary care for separated children can help in keeping more children in families in an emergency. The setting up of such a network can be part of emergency preparedness.

Where families spontaneously foster children it is important to record details of the family together with the names of the children, their parents names and if possible last known address. If the foster family is moving, for example to another camp/ location, then the final destination of the foster family should be noted. Information regarding foster placements should be kept together with other documentation regarding separated children and strictly confidential.

Where temporary foster families cannot be identified to look after separated children, a temporary shelter with basic amenities may need to be set up. If such a shelter is established then it is important to ensure that the care provided is appropriate, and that there are sufficient trained staff. Separate facilities should be provided for boys and girls, with a special emphasis on the needs of adolescent girls. It is important that parents and the community understand the purpose of the temporary shelter and recognise that it is not an orphanage designed to provide long term care.

Institutional care in the initial stages of the emergency is not recommended. However, this does not imply that we overlook the positive aspects of institutional care especially when tracing, fostering and other community based mechanisms have failed. Where circumstances dictate the temporary placement of separated children into orphanages, institutions should be identified that will not block the smooth process of tracing and subsequent reunification of separated children.

Under no circumstances should the adoption of children be considered during the response phase of the emergency. Adoption should only

**In Aceh a ban was placed on adopting children following the tsunami. This was done to ensure there was due time and attention given to tracing and re-unification efforts and ensuring children remained within their families and communities.**

take place after a lengthy period of time has elapsed (at least a year) and after extensive tracing has taken place and there is little or no prospect of any family being located.

### Matrix of Principle Alternative Care Options

The matrix on the next page gives a useful overview of the principle alternative care options available, and some of the factors to take into consideration.

### Good Practice in Working with Separated Children in Emergencies

It is important that humanitarian workers balance assistance for separated children with assistance for all children in emergencies. While separated children are especially vulnerable, care should be taken to provide support in a way that does not cause jealousy or stigmatise children. It is essential not to provide incentives for children with families to claim separated status or for parents to abandon their children in order to gain benefits either for themselves or for their children. Targeting assistance to separated children without providing appropriate assistance to the generally affected population creates risk of further separations.

Option	Advantages Include:	Risks May Include:	Observations
Temporary Foster Care	<ul style="list-style-type: none"> <li>Child remains within a family setting</li> <li>Is community based and therefore cost effective</li> </ul>	<ul style="list-style-type: none"> <li>Some foster families will give a new name to the foster child (loss of identity and name).</li> <li>Risk of discrimination i.e may be seen as second class member of the family</li> <li>Re-location of foster family means that child may never be seen again.</li> <li>Its sometimes used for financial and material support from agencies</li> </ul>	Highly recommended but with constant follow - up and monitoring
Temporary Shelter Homes	<ul style="list-style-type: none"> <li>Provides protection to children when there is massive family separation that agencies cannot cope with immediately</li> <li>Can be useful in the first 72 hours when high numbers of children may be spontaneously reunified with their families</li> </ul>	<ul style="list-style-type: none"> <li>Risk of abuse and neglect</li> <li>Can be expensive as requires trained staff</li> <li>Risk of permanent institutionalisation of children &amp; risk of further voluntary separation being encouraged by parents (on the basis that material needs can be met)</li> </ul>	May be used as a last resort, when no foster families are readily available, there are no resources to monitor foster care and provide follow up or when many children have been separated
Institutional Care / Orphanages	<ul style="list-style-type: none"> <li>Provides protection to children when there is a massive family separation</li> <li>Already established facilities with staff and infrastructure</li> </ul>	As for temporary shelters	Not recommended -Should generally only be used if child is to stay temporarily basis only
Adoption	N/A	N/A	Not appropriate until all efforts to reunify children with their families have been exhausted



## SECTION 2 : TRAINING MATERIALS

This part of section 4 includes the materials necessary to run a two day training course on separated & unaccompanied children. Depending upon the depth of exploration / number of groups the time may vary. We suggest that any remaining time is spent practicing filling in the forms contained in the reference section to clarify issues and practicalities.

**Resources Needed:** Pens, flipchart paper, small pieces of paper and card or post it notes. Copies of overview, worksheet 4.1 – 4.5 as handouts, copies of referral forms from resources

**REMEMBER** – Due to limited resources it may be necessary to adapt the way the training is delivered / exercises are run – Section 1 gives tips for how to do this

### Objectives

**By the end of the course, participants should:**

- **Be aware of the basic principles of the UNCRC, and be able to identify any traditional practices that conflict with international instruments such as the UNCRC, and how work in Indonesia fits with this**
- **Understand the different definitions related to separated children; and similar terms which have different implications when working with separated children in an emergency**
- **Understand the various ways in which children might become separated from their families & the effect of family separation on children, especially as a result of natural disaster**
- **Identify and measures for preventing separation**
- **Understand the importance of involving the community and children in the prevention of separation campaigns**
- **Identify key features of a community awareness-raising campaign to encourage the prevention of separation.**
- **Understand the governing principles for care arrangements for separated children, including the link between children's needs and their rights**
- **Identify different types of alternative care common in emergencies, and its strengths and weaknesses**
- **Identify the processes involved in family tracing and reunification (IDTR)**



## SEPARATED & UNACCOMPANIED CHILDREN TRAINING PROGRAMME

<b>OPENING</b>	Approx 5 minutes needed	<p><b>Introduce</b> participants to objectives of the training, either by reading through or displaying the objectives</p> <p>It is useful if trainer has experience of working with separated children, and has had the opportunity to read through the overview for this section</p> <p>Trainer to emphasise that guidance given in workshop is consistent with policy of Indonesian Government &amp; law</p>
<b>SESSION : 1</b>	Approx 45 minutes needed	<p><b>Session 1: Definitions Linked to Separated Children in Emergencies</b></p> <p>Pin up / write on board the following:</p> <ul style="list-style-type: none"> <li><b>Carer</b></li> <li><b>Family</b></li> <li><b>Orphan</b></li> <li><b>Child</b></li> <li><b>Separated child</b></li> <li><b>Unaccompanied child</b></li> <li><b>Child headed household</b></li> <li><b>Fostered child</b></li> <li><b>Missing child</b></li> <li><b>Institutional care</b></li> </ul> <p>In pairs, participants to decide upon a definition for each term</p> <p>Feedback to main groups - participants to share definitions, with trainer clarifying any misunderstandings</p> <p>Distribute worksheet 4.1(see pg. 24) as handout to reinforce key definitions</p> <p>Note: Not all definitions are contained on worksheet , only key definitions</p>

## SEPARATED & UNACCOMPANIED CHILDREN TRAINING PROGRAMME

<b>SESSION : 2</b>	Approx 45 minutes needed	<p><b>Session 2: Rights &amp; Needs of Separated Children</b></p> <p>Divide into small groups (4-6).</p> <p>Distribute handouts of worksheet 4.2 &amp; 4.3 (see pg. 25 &amp; 26) and ask participants and go through the different sections using the Triangle of Rights ( i.e. Participation, Non-Discrimination, Best Interest and Growth &amp; Development) as a model for conceptualizing / grouping rights</p> <p>Feedback &amp; discussion in large group</p> <p>Divide participants into 2 groups. One group to discuss traditional practices &amp; ideas relating to child care and children, and the advantages of such. Other group to discuss traditional practices &amp; ideas and their disadvantages</p> <p>Large group discussion on points raised in each group – are there any needs which are not met by ensuring rights are met</p> <p>Trainer to sum up session by comparing key issues debated to the articles contained in the UNCRC</p>	<p>Trainers might find it useful to display large copy of Triangle of Rights (worksheet 4.3) to aid group discussion</p> <p>Note: Many of the rights are ‘overlapping’ and cannot be put into one category</p> <p>The purpose of this exercise is to enable participants appreciate the value of a child in the Indonesian Culture &amp; also how they may be advantaged, or disadvantaged, by such values</p> <p>In conclusion mention that the UNCRC is not based on Western values and norms but is grounded on basic rights shared by all humanity</p> <p>It is ESSENTIAL to emphasis that in order to meet the rights of separated and unaccompanied children it is critical to work with other agencies and sectors</p>
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## SEPARATED & UNACCOMPANIED CHILDREN TRAINING PROGRAMME

<b>SESSION : 3</b>	<p>Approx 60 minutes needed</p> <p><b>Session 3: Importance of Family and the Causes &amp; Prevention of Separation</b></p> <p>In pairs participants to discuss the advantages of staying in a family</p> <p>Feedback &amp; large group discussion</p> <p>Trainer to introduce the topic of separation by explaining very briefly the different ways in which a child might become separated from his/her carer(s), giving one example for each of the following:</p> <p><b>Accidental (involuntary) separation</b></p> <p><b>Deliberate (voluntary) separation</b></p> <p><b>Agency induced separation</b></p> <p>In three groups: On flipchart paper (or note paper if flipchart not available) each group to discuss the three causes of separation (above) and list other examples or situations where children might become separated under each heading</p> <p>In large group, each group to present their answers to one of the causes – other groups to add or comment</p> <p>Large group discussion about their ideas for ways of preventing separation</p> <p>Trainer to sum up separation issues, ensuring key points have been covered – worksheet 4.4 (see pg. 27) can be distributed as handout</p>	<p>Note: Need to emphasize the increased vulnerability of children when separated</p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>• It is essential that activities preventing separation are established as quickly as possible</li> <li>• Children become separated from their families in various ways and the response should reflect the cause</li> <li>• Agencies need to take great care to ensure that their own activities do not lead to accidental separations</li> <li>• Children who are alone are not always “separated”</li> <li>• The evacuation of children should only be undertaken under particular conditions &amp; with careful consideration</li> </ul>
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## SEPARATED & UNACCOMPANIED CHILDREN TRAINING PROGRAMME

<b>SESSION : 4</b>	<p>Approx 60 minutes needed</p> <p><b>Session 4 : Community Mobilisation and Awareness Raising</b></p> <p>Trainer to explain that the involvement of the local community is an essential component in preventing the separation of children from their carer(s), especially in situations where communities are in transit or fleeing</p> <p>In large group, ideas storm participants ideas why this is the case</p> <p>In small groups (4-6 participants) ask the groups to discuss and prioritise key features of a campaign which aims to raise awareness – both in the local community and among local organisations – of what can be done to prevent separation. (The campaign must reflect the local situation and the resources available, and must work through the local structures). Families and communities must be made aware of the causes of separation and how it can be prevented</p> <p>Presentation of each group’s ideas to main group</p> <p>Discussion in large group, with trainer to ensure that key points are discussed</p>	<p>This session is highly dependant upon the creativity and experience of the participants – trainers need to pay attention to the groups as they work and be prepared to facilitate discussions &amp; input ideas if necessary</p> <p>Note: If there are existing teams or groups that should logically work together, use these, if not, then select groups randomly</p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>• Families should be encouraged to identify possible meeting-points if separation occurs</li> <li>• Families should understand that separation is generally NOT in a child’s best interests</li> <li>• Where possible, prevention of separation activities should be undertaken by local communities and organisations, such as schools, mosques and churches.</li> <li>• Using mass media such as newspapers and radio can be a useful way of spreading messages, but is less targeted than specific campaigns – however such mass media is particularly useful in non camp situations</li> </ul>
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## SEPARATED & UNACCOMPANIED CHILDREN TRAINING PROGRAMME

SESSION : 5

Approx  
80  
minutes  
needed

### Session 5: Family Tracing & Reunification (IDTR) – Underlying Principles & Technicalities

Note! Emphasis will be put on emergency tracing and spontaneous reunification, although general information will be given on the overall process of tracing and how it links into post emergency activities

It is CRITICAL to ensure that participants are aware that IDTR activities are not carried out by individual organisations, and that coordination between agencies is necessary

Trainer to present case study to large group:

**Following a large scale natural disaster, a child has been found wandering around a remote area outside town. He is alone, thought to be about 3 years old, and is crying**

Distribute small cards or pieces to participants and ask them to write down 3 different priority actions they would take to assist this child

Collect all cards and lay them on the ground where all can see. Group the cards according to the common responses listed.

Ask participants to give reasons why those particular actions were chosen & discuss appropriateness

In small groups, ask participants to think about child in previous exercise – what information would they need to locate any surviving family members? How might they go about finding out the information?

Feedback to large group & discussion

Trainer to present the different steps of IDTR (ie Identification, Documentation, Tracing, Reunification and Follow-up) giving short description of the activity (as described in overview).

It might be useful to write the main heading on flipchart

## SEPARATED & UNACCOMPANIED CHILDREN TRAINING PROGRAMME

SESSION : 5 CONTINUED

In large group, trainer to lead discussion on some of the underlying principles of good practice - best interests of child, non discrimination, confidentiality, working with other agencies.

In small groups, carry out exercise as described on worksheet 4.5 (see pg. 28) – one participant to role play the separated child (different participant for each case study) while rest of group act as workers to try and answer questions

Feedback to main group – highlighting any particular difficulties, together with suggestions for how difficulties can be overcome (see also overview)

Trainer to distribute and talk through rapid tracing form and registration form (contained in resources section) to participants

Trainer to summarise session

Note : Remind participants of the need to be sensitive to children when asking questions - in some cases it may not be appropriate

Note: It is important to ensure that the following points are understood by participants:

- The process of family tracing and reunification is a complex one. Close collaboration is required between all parties involved.
- Any decisions and actions on behalf of separated children should be informed by the guiding principles of Best Interests, Participation, Non-discrimination and Family Unity.
- Confidentiality and the protection of data needs to be ensured at all stages of the tracing and reunification process.
- Tracing must be sustained even when the child has been temporarily placed in a foster family or a care centre.

## SEPARATED & UNACCOMPANIED CHILDREN TRAINING PROGRAMME

SESSION : 6

Approx  
60  
minutes  
needed

### Session 6: Care Arrangements for Separated Children

Trainer to remind participants that family care has been demonstrated to be the best for children – however in an emergency while the aim might be family preservation that might not be possible due to circumstances

In large group idea storm the different kinds of alternative care that participants can think of

Pin / write up 4 different types of substitute care :

- Temporary Foster Care**
- Temporary Shelter Homes**
- Institutional Care / Orphanage**
- Adoption**

In small groups (4 - 6) participants to think about what the different terms mean (what are the distinguishing features) and the advantages and disadvantages of each. Ideas to be written on small slips of paper which are then pinned around each type

Feedback and large group discussion

Trainer to present following scenario to large group:

*Following an tsunami on an island off Indonesia, where there is widespread destruction, a group of international adoptions agencies flood into the island. They inform survivors about a great opportunity of having their children adopted overseas. Over 80% of the children in the community (including separated children).*

Trainer might find it helpful to refer to the matrix of alternative care in the overview. This can be copied and given to participants if desired

## SEPARATED & UNACCOMPANIED CHILDREN TRAINING PROGRAMME

SESSION : 6 CONTINUED

Discuss in large group the issues this scenario raises

Ask participants to think about what kind of procedures and working practices they think would be needed if either placing a child in foster care or reuniting with their family  
Distribute copies of Reunification Form, Fostering Agreement & Follow Up Sheet (included in resources)

Trainer to talk through forms with participants.

Trainer to sum up session stressing

- There are a variety of care options for separated children.
- Children living with extended families and those spontaneously fostered should be encouraged to remain unless it is an abusive situation
- Institutional forms of care should be avoided where possible.
- The risks and resources involved in fostering programmes need to be carefully considered – follow up is important

Remember that adoption can also be domestic (ie from same country). Need to emphasis that adoption while providing a family generally severs the ties a child has with his / her family of origin / culture

Adoption should not happen during emergency because: Tracing is ongoing, high risk of child trafficking, risk of exploiting families by not providing enough information on the implications of international adoption

Issues to cover include, verifying details, keeping records, follow up

Copies of overview should be distributed as reference material – worksheet 4.6 (see pg. 29) can also be given



## SEPARATED & UNACCOMPANIED CHILDREN

Worksheet 4.1

### Key Definitions

#### i) Child

The UN Convention on the Rights of the Child-1989 (UNCRC) defines a child as anyone below the age of 18 years unless, under the law applicable to the child, majority is attained earlier. Under Indonesian Law a child is anyone under 18 years old, even if they are married

#### ii) Unaccompanied Child

This refers to a child who is separated from his/her family (nuclear and extended) and is totally alone

#### iii) Separated and Unaccompanied Child

A separated child is anyone below the age of 18 years who is separated from both parents or guardians or any other person who under law or custom is responsible for his/her care. This definition is also sometimes used to cover unaccompanied, although in many emergencies children are sometimes accompanied by either community members, friends or members of the extended family.

#### iv) Orphan

In many countries children are described as orphans even if only one parent has died. However in other cultures this is not the case. It's therefore useful to understand the traditional rules and practice prior to defining who an orphan is. What is common in the different definitions is the element of loss of a close family member who has been providing immediate care and support to the child. In Indonesia children are commonly called orphans when their father has died

## Key Articles in the United Nations Convention on the Rights of the Child that Relate to Separated Children

Worksheet 4.2

All children have a right to their own **name and nationality**; the right to know this and to be aware of their family, cultural and national heritage (Articles 7 and 8).

All children have **a right to a family and families have a right and responsibility to care for their children**. Early efforts should therefore be made to protect family unity and avoid family separation. Separated children have a right to be reunited with parents, relatives and guardians. Those working with them should encourage family tracing, family contact and reunification as quickly as possible. If reunification is not immediately possible, care of the child should be as consistent and continuous as possible to enable the child to build up relations with those who care for him or her (Preamble, Articles 5, 9, 18, and 27).

All children are entitled to **provision for their basic subsistence**. Assistance for separated children must meet their basic needs in a way which is comparable with what children can expect in the surrounding community: it should not encourage further family separation (Articles 6 and 20).

Separated children are entitled to **care appropriate to their age and developmental needs**. In most cases this is best met by family care. If it is not possible to provide care in the child's immediate or extended family, alternative care such as foster placement or, if necessary, placement in suitable institutions for the care of children, shall be provided (Article 20).

Children have a right to **participate in decisions about their future**. They have a right to express their opinions (Articles 12 and 13).

Children have a right to **physical and legal protection**. Separated children may have particular protection needs. Protection should be needed extended to those at risk from armed conflict, military recruitment, sexual assault, prostitution, torture, exploitative work, or any other form of violence, abuse or neglect. Children outside their own country are entitled to care, protection and representation regardless of their legal status (Articles 19, 20, 22, 32, 33, 34, 35 and 38).

**Communities and authorities have the prime responsibility for ensuring children's survival and well-being**. Where there is external assistance, it should aim to increase the community's capacity to meet the needs of all children, including separated children (Articles 5, 18, 20).

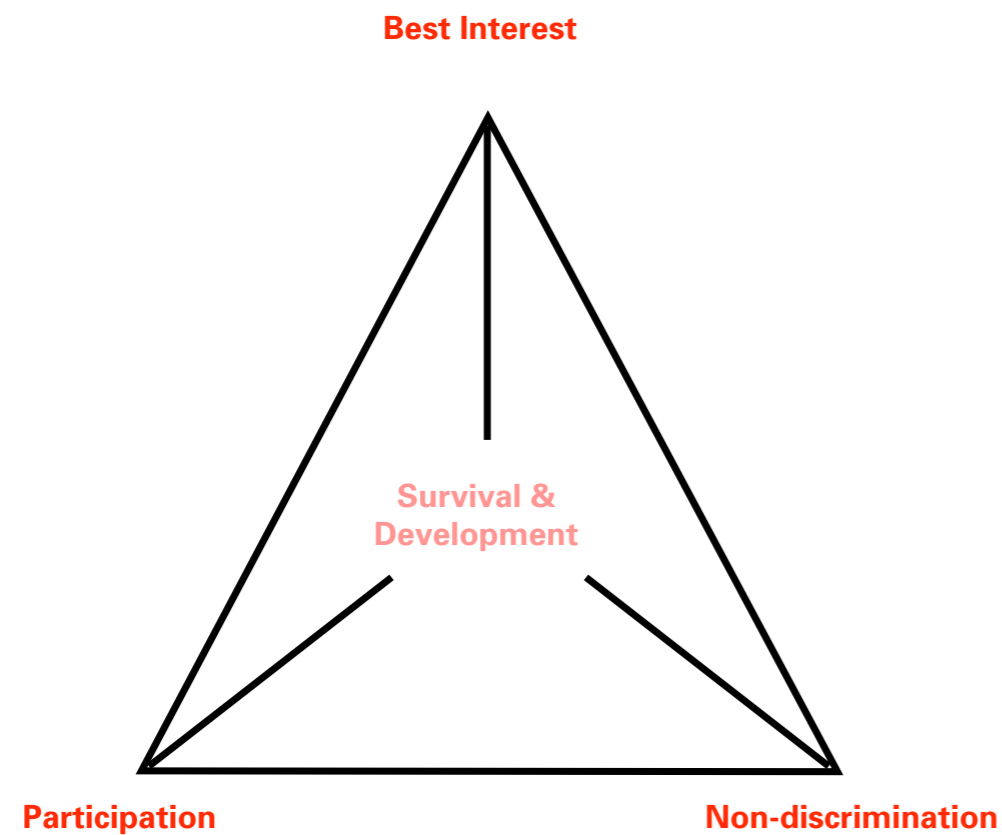
The **best interests of the child** should guide all decisions and actions concerning the separated child (Article 3).

## SEPARATED & UNACCOMPANIED CHILDREN

Worksheet 4.3

### Triangle of Rights

#### The Four Basic Principles of The CRC



## SEPARATED & UNACCOMPANIED CHILDREN

Worksheet 4.4

### Specific Measures to Avoid Separation of Children, Especially During Population Movements

Children are especially vulnerable to separation during large population movements. Some specific measures which can be taken to avoid separations, such as to:

- Ensure that families know of the precautions they can take to keep their family together - e.g. holding hands, attaching string to children's clothes, using name-tags, necklaces or bracelets
- Ensure that people know what to do when children become separated
- Encourage families to ensure that young children know their names and addresses
- Identify particular locations where separations are most likely - e.g. border crossings, checkpoints, transit sites, health facilities, and focus preventive activities at these points
- Identify particular categories of children who are most vulnerable to separation - e.g. fostered children, those with disabilities, children whose parents are in hospital, children with elderly carers etc.
- Avoid measures which are seen to specifically target separated children and provide them with special care, as these may encourage further separations.

### Specific Measures for Health Centres and Hospitals to Prevent Separation

Having a Child Protection Officer, or nominated Health Worker, can help prevent separation by:

- Taking note of any children who need to be cared for, and helping the parent(s) to make appropriate arrangements.
- Encouraging parents to stay with their sick child, but if this is not possible (for example, when the parent is unable to arrange for other children to be cared for), to record full contact details
- Health centres and hospitals treating parents should be responsible for ensuring that care for the children has been arranged and that records are kept of their whereabouts
- Ensuring that children are discharged only into the charge of their carer

Health workers can raise awareness of the risks of family separation among the people attending the health centre, particularly for services that affect children such as immunisation, mother and child clinics and nutrition programmes

### Specific Measures for Child Care Centres and Institutions

Children who are perceived to be "orphans" or "abandoned" children are frequently seen by some aid agencies as groups deserving special treatment. Experience demonstrates that the presence of children's residential centres can often unwittingly serve to further encourage the separation of children from their families (or other carers) as they appear to offer a better life for children



## SEPARATED & UNACCOMPANIED CHILDREN

Worksheet 4.5

This exercise aims to get you thinking about the process of documenting children and tracing their families.

If you are asked to be one of the children, spend a few minutes thinking what life might be like for the child, and why they are behaving as they are.

The rest of the people in your group have to answer the questions – they may choose to ‘consult’ you for more information.

When the exercise is finished, remember who you really are, and reintroduce yourself to the group using your own name.

### Case 1 : 17 years old female

This young person has provided all the information about her family to her case worker. However when her uncle is identified she refused to be reunified with him. The girl insists that she wants to stay with the case worker and no one else. The case worker is a new graduate from the Muslim University that was destroyed by the emergency

Questions - Why do you think she refuses? What options does the case worker have? What do you suggest the case worker does?

### Child 2: 4 years old male

The child constantly calls for PAK and IBU . He cries all the time and is not interested in taking part in any activities. He refuses to eat or sleep.

Questions – What do you suggest the case worker does next? What options does he / she have?

### Child 3: 15 years old female

Living in an orphanage. She provides all the information required for successful tracing including the house number of her grandmother. When tracing is carried out the community she mentioned neither knows her nor her grandmother.

Questions – Why do you think the family are unknown? What are the next steps for the fieldworker?

### Child 4: 12 years old boy

He has a physical disability. The child has provided all the details required to trace his parents. When they are located a date for reunification is set. On the day of the appointment the mother refuses to take in the child because she says she cannot cope.

Questions: What do you understand by the mother saying she cannot cope? What should be the next steps for the case worker?

## SEPARATED & UNACCOMPANIED CHILDREN

Worksheet 4.6

### Issues to consider in relation to the care (and protection) of separated and unaccompanied children in an emergency include:

All communities have their own methods of assisting separated, orphans or missing children. Existing traditional mechanisms and norms towards the care of children (separated children) should be understood before making any decision in this regard.

The most common tradition in most societies has been the provision of care within the extended family system or even neighbours. Unfortunately, conflict and natural disaster can weaken and destroy this good traditional practice.

During the first 72 hours of an emergency some separated children may be taken in by neighbours, friends, village mates or the extended family. This initiative should not be disrupted unless the best interest of the child is under threat.

Families that **spontaneously foster children** must be asked to record the names of the children, their parents and if possible last known address, and the final destination of the foster family. A copy of this information must be kept by the Child Protection Officer, or whoever is given responsibility for this. Prospecting foster families must be informed to **safeguard the identity and name of the child** as stipulated in the UN Convention on the Rights of the Child.

Fostering at the onset of an emergency should be seen as a temporary measure as most separated children are likely to be spontaneously reunified with their families.

### Under no circumstances should adoption, both domestic and international, be an option at this stage of the emergency.

The following will be essential for agencies and individuals aiming at securing protective care for separated children during an emergency:

- Aim at keeping children in families by creating a network of foster families that are ready to provide temporary care for separated children. Community leaders and CBOs are encouraged to include this activity in their emergency preparedness plans
- As a last resort, set up a temporary shelter with basic amenities to house children who may not be temporarily fostered while tracing of their families is on going
- Set up a section for boys and girls with special emphasis on the needs of adolescent girls
- Ensure that parents and the community understand the purpose and location of the temporary shelter, and that its not an orphanage
- Recruit or train staff to work in the temporary shelter ensuring that there is a balance between staff genders
- Ensure through rapid training on child abuse that the temporary shelter is safe for children, and that case workers are not a threat to the children

## SECTION 3 : RESOURCES

**Contained in the resources for the Separated & Unaccompanied Children Section are the following tools:**

- Rapid Tracing List Proforma
- Registration & Documentation Form for Separated & Unaccompanied Children
- Handover Family Reunification Certificate
- Follow Up Form for Reunified or Child in Foster Care
- Foster Placement Agreement

These forms were based on other similar forms used in Indonesian emergencies and other emergencies globally. The good spirit of cooperation between agencies means that many of these forms have appeared in other places, but we are not able to credit the original designer, as there have been numerous modifications and versions (including these).

Additional information regarding separated & unaccompanied children can be found:

**OnLine Resources -**

The Better Care Network is an excellent source of information and research from around the world, focusing specifically on alternative care [www.bettercarenetwork.org](http://www.bettercarenetwork.org)

**Publications -**

There is a lot of material regarding separated and unaccompanied children, some better than others.

A very accessible publications for fieldworkers is:

Tolfree D (2005) *Facing the Crisis – Supporting Children Through Positive Care Options*; Save the Children Fund, London (available to download from [savethechildren.org.uk](http://savethechildren.org.uk))

**A key document is:**

ICRC (2004) *Inter-agency Guiding Principles on Unaccompanied & Separated Children*; Geneva

Another useful reference document is:

International Save the Children Alliance (2007)

*Child Protection in Emergencies: Priorities, Principles and Practices*; Save the Children Alliance

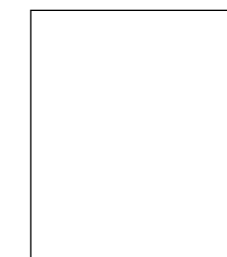
## RAPID TRACING LIST – FOR PARENTS/FAMILY MEMBERS

No	Complete name of missing child	Distinguishing features:	Names of parents: Mother	Nationality	Last permanent address
	Age:	Sex:	Father		
	Person requesting, relationship to child & current address:				
No	Complete name of missing child	Distinguishing features:	Names of parents: Mother	Nationality	Last permanent address
	Age:	Sex:	Father		
	Person requesting, relationship to child & current address:				
No	Complete name of missing child	Distinguishing features:	Names of parents: Mother	Nationality	Last permanent address
	Age:	Sex:	Father		
	Person requesting, relationship to child & current address:				
No	Complete name of missing child	Distinguishing features:	Names of parents: Mother	Nationality	Last permanent address
	Age:	Sex:	Father		
	Person requesting, relationship to child & current address:				

Name of Staff or Volunteer  
Date

Community/Camp/ City/Village

## REGISTRATION & DOCUMENTATION FORM FOR UNACCOMPANIED & SEPARATED CHILDREN



ID No. \_\_\_\_\_

Other ID No. \_\_\_\_\_  
(Please specify organisation)

Please Note:

- A **separated** child is any person under the age of 18, separated from both parents, or from his/her previous legal or customary primary care giver, but not necessarily from other relatives. An **unaccompanied** child is any person who is under the age of 18, separated from both parents, or from his/her previous legal or customary primary care giver and **also** his/her relatives.
- If the child does not remember his/her address, please note other relevant information, such as descriptions of mosques, churches, schools and other landmarks.

Please fill out this form with a ballpoint pen.

### 1. Identity of the child

Personal ID document type \_\_\_\_\_ no. \_\_\_\_\_ Sex M  F

First Name \_\_\_\_\_ Middle/ Second Name \_\_\_\_\_ Last Name \_\_\_\_\_

Also known as (nickname) \_\_\_\_\_

Name(s) given to the child by others after separation from parents Yes  No

Date of birth \_\_\_\_\_ Age<sup>3</sup> \_\_\_\_\_ Place of birth (Street & house #) \_\_\_\_\_

City/ Village \_\_\_\_\_ District \_\_\_\_\_ Country \_\_\_\_\_ Tel \_\_\_\_\_

Nationality \_\_\_\_\_ Ethnic group \_\_\_\_\_ Religion \_\_\_\_\_

Language(s) spoken \_\_\_\_\_ Name of School \_\_\_\_\_ Level of Education \_\_\_\_\_

Distinguishing physical characteristics (facial scars, birth marks, disabilities, musical or artistic talents, etc)

### 2. Family Details

Note: Be sensitive to the feelings of children who may be upset by the following questions, especially if they have recently lost their parents. In some cases information should not be sought directly from the child. Please try to get this information from a relative or neighbour or another adult who knows the child.

Father's Name: First \_\_\_\_\_ Middle \_\_\_\_\_ Last \_\_\_\_\_

NickName \_\_\_\_\_ Name used by Child \_\_\_\_\_

Alive  Dead  don't know

Mother's Name: First \_\_\_\_\_ Middle \_\_\_\_\_ Last \_\_\_\_\_

NickName \_\_\_\_\_ Name used by Child \_\_\_\_\_

Alive  Dead  don't know

<sup>3</sup> In database, date of birth and age should be linked so if only one is entered the other should be automatically generated and updated.



### 3. Different Addresses of the Child and History of Separation

#### a) Address where the child grew up, if different from place of birth

Mark any information the child can remember. If the child does not remember his/ her full address, ask him/her and note other relevant information that could help find the address, such as description of special places - markets, mosques, churches, schools, rivers, known roads, landmarks near the house, name of a village chief etc.

Location of house: \_\_\_\_\_ Street: \_\_\_\_\_

Area: \_\_\_\_\_ Town: \_\_\_\_\_ District: \_\_\_\_\_

County: \_\_\_\_\_ Country: \_\_\_\_\_ Tel.No: \_\_\_\_\_

Other information about address: \_\_\_\_\_

Person with whom the child lived when grew up:

Full Name \_\_\_\_\_ Age \_\_\_\_\_ Sex M F

Relationship with that person \_\_\_\_\_

#### b) Address of the child before separation if different from address where the child grew up or place of birth

Mark any information the child can remember. If the child does not remember his/ her full address, ask him/her and note other relevant information that could help find the address, such as description of special places - markets, mosques, churches, schools, rivers, known roads, landmarks near the house, name of a village chief etc.

Location of house: \_\_\_\_\_ Street: \_\_\_\_\_

Area: \_\_\_\_\_ Town: \_\_\_\_\_ District: \_\_\_\_\_

County: \_\_\_\_\_ Country: \_\_\_\_\_ Tel.No: \_\_\_\_\_

Other information about address: \_\_\_\_\_

Person with whom the child lived before separation

Full Name \_\_\_\_\_ Age \_\_\_\_\_ Sex M F

Relationship with that person \_\_\_\_\_

#### c) History of separation

Date of separation \_\_\_\_\_ Place of separation \_\_\_\_\_

Persons separated from \_\_\_\_\_

Circumstances of separation (what led to separation, when it occurred, who child was with, etc)  
If more than one separation has occurred, please provide dates and details of every separation, starting from the first one and ending at the current location. Use extra pages as necessary

ID No: \_\_\_\_\_

#### d) Child's address / where child has been staying after separation

Location: \_\_\_\_\_ Street: \_\_\_\_\_

Area: \_\_\_\_\_ Town: \_\_\_\_\_ District: \_\_\_\_\_

County: \_\_\_\_\_ Country: \_\_\_\_\_ Tel. No: \_\_\_\_\_

Full Name of the Person With Whom the Child Lived \_\_\_\_\_

Relationship with that person Relationship with that person \_\_\_\_\_

#### e) Additional Information for babies and other children with only partial or no identity and insufficient information on their address

Full name of the person who found the child \_\_\_\_\_ Sex M F

Full address or whereabouts of that person \_\_\_\_\_

Full name of the person who brought the child \_\_\_\_\_ Sex M F

Full address or whereabouts of that person \_\_\_\_\_

Exact address/place the child was found \_\_\_\_\_

Describe objects worn by the child (medals, jewellery, clothes, etc) \_\_\_\_\_

Special words that the child keeps repeating (Note any other relevant information that could help locate the child's relatives, such as descriptions of mosques, churches, markets, schools and other landmarks)

#### 4. Family members accompanying the child/ currently living with the child

Note, each family member under the age of 18 should be documented on a separate family tracing form.

Note the Family Tracing Registration ID #s for all family members under the age of 18.

A. Full name \_\_\_\_\_ Registration No: \_\_\_\_\_  
 Date of birth/age \_\_\_\_\_ Date of birth/age \_\_\_\_\_ Place of Birth \_\_\_\_\_ Country \_\_\_\_\_ Sex M F  
 Current address \_\_\_\_\_  
 \_\_\_\_\_ Tel.no: \_\_\_\_\_

B. Full name \_\_\_\_\_ Registration No: \_\_\_\_\_  
 Date of birth/age \_\_\_\_\_ Place of Birth \_\_\_\_\_ Country \_\_\_\_\_ Sex M F  
 Current address \_\_\_\_\_  
 \_\_\_\_\_ Tel.no: \_\_\_\_\_

#### 5. Current care arrangement of the child

a. Refugee Camp IPD Camp Other \_\_\_\_\_

b. Children's centre/ ICC Child Headed household Street Child

Extended Family (relative) Country of Origin Foster family Host Foster Family

Other Nationality Foster Family (please specific nationality) \_\_\_\_\_

Other (please specify) \_\_\_\_\_

Full name of institution/person(s) responsible \_\_\_\_\_

Relationship if relative \_\_\_\_\_ Sex M F

Address \_\_\_\_\_

\_\_\_\_\_ Tel. no: \_\_\_\_\_

Date this care arrangement commence \_\_\_\_\_

Place foster family intends or is likely to return to or resettle in:

Address \_\_\_\_\_

Country \_\_\_\_\_ Tel. no: \_\_\_\_\_

Does the caregiver agree to take care of the child Yes No

#### 6. In case the child has been evacuated or reallocated to another location

By whom / through which organization? \_\_\_\_\_ Date \_\_\_\_\_

Reason(s) for evacuation \_\_\_\_\_

From where? \_\_\_\_\_ To where? \_\_\_\_\_

Name and contact information of person(s)/ organization who evacuated / relocated the child \_\_\_\_\_

\_\_\_\_\_

#### 7. Additional protection concerns

Has the child been associated with an armed force or armed group?	Yes	No
Child headed household	Yes	No
Disabled child	Yes	No
Medical	Yes	No
Street child	Yes	No
Girl mother	Yes	No
Current Abuse situation	Yes	No

Other (please specify) \_\_\_\_\_

Further information (nature of disability abuse, etc)

\_\_\_\_\_

Immediate action required? Yes No \_\_\_\_\_

If Child has been associated with one or more armed group/ force, other relevant information:

Name of armed group/ Force \_\_\_\_\_ Circumscription Date \_\_\_\_\_

Reason of circumscription \_\_\_\_\_ Date child left armed group/ force \_\_\_\_\_

\_\_\_\_\_

How did the child leave armed group/ force \_\_\_\_\_

#### 8. Wishes of the Child – Family members child wishes to find

Note: if more than 3, please add extra sheet with details

Person/s child wishes to find Father Mother Brother Sister

Other (please specify) \_\_\_\_\_

A. Full name and relationship \_\_\_\_\_

Last known address \_\_\_\_\_

Country \_\_\_\_\_ Tel. no: \_\_\_\_\_

B. Full Name and relationship \_\_\_\_\_

Last known address \_\_\_\_\_

Country \_\_\_\_\_ Tel. no: \_\_\_\_\_

C. Full Name and relationship \_\_\_\_\_

Last known address \_\_\_\_\_

Country \_\_\_\_\_ Tel. no: \_\_\_\_\_

Is the child in contact with/has heard from any relative(s)? (please give details)

\_\_\_\_\_

#### 9. Interview by other organisation involved in tracing

Has the child been interviewed by any other organisation(s)? Yes No

Name of organisation(s) \_\_\_\_\_

Place of interview \_\_\_\_\_ Date \_\_\_\_\_

Reference no. given to the child by other organisation \_\_\_\_\_





## HANDOVER FAMILY REUNIFICATION CERTIFICATE/ FORM

Child's ID No:	Nickname (if any):
ID No from other organizations (specify):	
Name of child being reunited: First: Middle: Last:	
Who has been staying with: First: Middle: Last Name:	At: Location of House (full address, inc country)  Tel No:
Has been handed by (organisation & name):	
To: First: Middle: Last Name: Relationship to child:	Full Address (inc country)  Tel No:
Welcome of the Child into the Family I welcome the child mentioned above into my house, I will do all I can to respect his/her rights. He/she will not be discriminated against in any way. If, for any reason, major problems of settling into the family do arise I shall immediately consult with the local authorities so that the problems can be sorted out together in the best interest of the child.	
Date of Reunification:	Place of Reunification (address)
Signature / Thumb print of person receiving child:	ID No of person receiving child:
Signature / Thumb print of child:	Signature / Thumb print of witness:  ID No:
Signature of Tracing Worker	Name of Worker / Organisation
Items given to reunited child/ family	Comments Observations on reunifications
Follow up visit requested / require? If yes agreed date of visit:	Reviewed by (name & organisation):  Date: Signature:

Note: Original documents to be given to child – copies to be kept with form

Please give explanations / further information / notes on reverse of form if necessary

## FOLLOW-UP FORM FOR REUNIFIED CHILD OR IN ALTERNATIVE CARE

Please give details of any social follow-up visit to the child and their caregiver

IDENTITY OF CHILD: Full Name: Nicknames:	
ID No:	Other ID No (specify):
Sex M F	Nationality:
Estimated Date of Birth / Age:	Name of carer: Relationship to child:
Reason for reunification: Auto- Reunification Reunified with family Reunified by an organization Placement in alternative care Date of reunification:	Full address of where child is living:
Follow up visit details: Number of visit: 1 2 3 4 5 Date of visit:	Was the child seen during the visit? Yes No Alone? Yes No If not seen, why not? Visiting relatives At school At work Moved to new location Changed Caregiver Moved onto Street Other specify
Current Care Arrangements Has there been any change in caregiver since the last visit? Yes No If Yes, please answer the following questions: What were the reasons for the change? Caregiver death Caregiver illness Caregiver moved Education or training Poverty Relationship problems Abuse and exploitation Other Note:	What type of care arrangement is the child in now? Own Family Extended Family Foster Family Orphanage Boarding School Independent Living Other  Other  What is the name of the new caregiver?  Relationship to child:  Full Address:

<p>PLACEMENT Please summarise your assessment of the child's situation. Consider the opinion of the child, their caregiver, their teacher and other community members. Also include your own observations</p>		
Thoughts & feelings of child on their living situation / settling in	Relatives impression of how child is settling in	Other relatives / neighbours / teachers etc impressions
<p>Home Environment – Do the home conditions appear satisfactory (shelter, food, clothing, bedding etc)?</p>		
<p>Psychosocial well-being of the child</p> <p>How does the child appear to be within his/her home? a. happy b. well-adjusted c. withdrawn d. aggressive</p> <p>Is the child helpful at home? Yes No</p> <p>Does the child have nightmares / scream or shout in sleep?? Yes No</p> <p>Does the child play with other children? Yes No</p> <p>Please ask child names of his friends and what they do together :</p>	<p>Overall Assessment of Psychosocial well-being of child</p> <p>Intervention/support required: No Further Action Ongoing Support Urgent Intervention</p>	
<p>Does the child have problems with :</p> <p>a. children in the home      b. parents/guardians c. other adults                  d. peers</p> <p>Please explain problems</p> <p>Does the child have any particular worries? Yes No If yes, explain:</p>	<p>General health of the child</p> <p>How does the child look? a. healthy b. malnourished c. sickly (explain: _____)</p> <p>Is the child frequently sick? Yes No</p> <p>What does the family/guardian do when the child is sick? a. take to hospital b. take to country doctor c. nothing</p> <p>Overall assessment of child's health and nutrition.</p> <p>Intervention/support required: No Further Action Ongoing Support Urgent Intervention</p>	
<p>Assessment of the child's participation in education, training, etc</p> <p>Is the child participating in education or training? Yes No</p> <p>Details:</p>	<p>If No, why not?</p> <p>Financial Reasons                  School Damaged Bullying &amp; Discrimination          Pregnancy Abusive Teachers                  End of course Work                                  Other _____</p> <p>If No, what is child's preference?</p>	

<p>Child's relationship with caregiver and caregiver's family</p> <p>Is the child treated any differently from the other children in the family? Yes No</p> <p>If yes, please describe:</p> <p>Observations &amp; assessment of relationships</p> <p>Intervention/support required: No Further Action Ongoing Support Urgent Intervention</p>	<p>Protection concerns</p> <p>Does the child feel safe? Yes No If no, why?</p> <p>Has the child reported any forms of abuse? Yes No If yes, please describe, commenting on how this situation has been handled, or recommended course of action:</p> <p>Has the child come in conflict with the law? Yes No If yes, please describe::</p> <p>IS THE CHILD IN IMMEDIATE DANGER? Yes / No Details</p>
<p>Child's acceptance by and participation in community</p> <p>What community-based activities does the child participate in? Youth Group      Children's Club      Sports Peer Education Livelihood Activities Other</p> <p>_____</p> <p>(farming, skills training, income generating activities, etc)</p>	<p>Assessment of social connections / community activities / reintegration</p> <p>Intervention/support required: No Further Action Ongoing Support Urgent Intervention</p>
<p>Previous / Current Support &amp; Services, including follow up undertaken</p>	
<p>Any other comments by child or carers</p>	





Signature of Foster Parents:  Date:
Signature of child (if old enough)  Date:
Signature of Approved Worker:  Date:
Signature of Agency Supervisor  Date:

*Note: This agreement is binding and effective from the date of signature*





# Toolkit on Child Protection in Emergencies : A Guide For Fieldworkers



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## SECTION 4: SEPARATED & UNACCOMPANIED CHILDREN

For every child  
Health, Education, Equality, Protection  
ADVANCE HUMANITY

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Maret 2008

Designed By LeBoYe  
Printed By PT. Persada Utama Tirta Lestari



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