Supporting Child (Re)Integration

Terre des hommes Policy Paper

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1. Summary

According to the UN Convention on the Rights of the Child, States have an obligation to promote social re(integration) of any child victim of abuse and violence. This document describes “re(integration)” according to Tdh, presents the positioning of the organisation, elaborates on the various services needed and finally gives some indication on how they can be implemented in a qualitative manner.

The document does not argue that all these services should be covered by Tdh projects. It provides a list of services needed to help the team in choosing the intervention which best corresponds to their capacities and skills. The listing illustrates the need to work with national duty bearers as well as within a comprehensive referral system. As such the document can be useful in the planning phase either when starting or adjusting a project.

This document is the result of a one-week meeting held in 2008 in which knowledge and experience was shared from projects on exploitation in South East Europe, West Africa and South Asia. Internal expertise on work with children in street situations also contributed heavily to this document.
2. Introduction

2.a. What is re(integration) for Tdh?

“Re(integration)” refers to the process that takes place after the return of the child to his home, city or country (place of origin). “Integration” refers to the process that takes place in the new destination. Depending on the determination of the best interest of the child, the process will be either re(integration) or integration. Considering that the main elements of intervention remain the same in both contexts and in order to facilitate the reading of the document, the term (re)integration is used through the text, unless when referring to only one of the contexts.

For Tdh (re)integration aims to ensure that the child a) lives in a protective environment, b) has adequate access to his/her fundamental rights, and c) further develops his or her level of choice (capacity to project him or herself in the future and chose).

Tdh principles include the following:

- Tdh work on (re)integration is in support of article 39 of the UN Convention of the Rights of the Child states: ‘States Parties shall take all appropriate measures to promote physical and psychological recovery and social re(integration) of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and re(integration) shall take place in an environment which fosters the health, self-respect and dignity of the child’

- The child is the main actor in his/her own (re)integration. It will succeed only if wanted and constructed by the child. Tdh commits itself to assist the child to establish his or her own life’s project and to realize it concretely. The child should see his/her interest served throughout the Tdh intervention. The family and community of the child are also important actors in the process of (re)integration and working with them is critical to achieving success.

- (Re)integration activities must go beyond relief intervention and aim for a sustainable livelihood approach. Livelihood refers to the individual and social resources needed to conduct activities and acquire assets. It is sustainable when it can cope with and recover from stresses and shocks.

This positioning of Tdh has important consequences it terms of operational intervention, as it requires both intervention of a short- and long term character. The intervention should not only respond to the immediate needs of the child, family and community, but also be able to build upon their strengths, so that the child and family are assisted in long term solutions. As the national stakeholders remain the main duty bearer, gradual transfer of skills to them by Tdh and other actors is essential.
2.b. Case management

Assistance in re(integration) should be structured and efficient in serving the child. Case management facilitates this by providing a step-by-step approach; identification, assessment, intervention and case closure. Case management means multidisciplinary teamwork, composed for example of a social worker, lawyer, health professional, community representative, and a case manager. The participation of someone representing the existing enterprises within the community, when possible, can also benefit the case management team. While in most situations it will be difficult to bring together all these actors Tdh must continuously strive to expand the existing team. The main responsibilities of the case management team are:

1) To collect facts and data on the situation of the child
2) To analyze and assess these facts and data
3) To decide what should be done according to the best interest of the child
4) To identify and mobilize outside resources aiming at service delivery
5) To ensure through coordination and referral implementation of the decisions taken
6) To make sure that services are based on sustainable livelihood
7) To ensure confidentiality of the data
8) To monitor the well-being of the child and readjust if necessary
9) To close the case

2.c. Best interest determination

Throughout (re)integration work, the case management team will have to determine what is in the best interest of the child. This team will discuss:

a) the range of alternatives aiming at sustainable livelihood of the child
b) which of them is realistic, considering circumstances and possibilities
c) anticipation on the consequences of each of the alternatives

The determination of the best interest of a child in a given situation can be very difficult and requests serious involvement of the team. Tdh teams should use additional tools (ex. capitalization of experiences by Tdh or other organizations) to determine the best interest of the child. Training on child rights issues and what they mean in specific contexts also helps the teams to anticipate the consequences of their actions on the rights of the child and decide on the best alternative.

The following recommendations for the team are necessary to determine the best interest of the child:

- **listening to the child.** This means social work explaining the different options to the child, what the team thinks is possible and what the child wants and why. The team must have strong listening and communication skills.
- making sure that the option chosen will not endanger the child (ex. the child might be placed under the same or a different form of exploitation, the life or health of the child will be threatened).

- assessing if positive change will be brought to the child (ex. the child will be better protected, have access to financial means, further empowered, the health situation will improve.)

The team should seek for the least detrimental course of action for the child, and the least intrusive one for the family, unless this is really required by the specific situation.

**For further reading:**

**Sustainable livelihood:**
- siteresources.worldbank.org
- www.fao.org

**Case management:**
- Interagency Guiding Principles Unaccompanied and Separated Children, 2004
- Patrick O'Leary and Jason Squire, Case Management Systems, Tdh, 2008

**Best Interest Determination (BID):**
- John Frederick, Decision making in Rescue, Recovery, Repatriation and Integration Process, UNICEF Rosa, 2007, under publication
- Work on Best Interest Determination by UNHCR and IRC
3. Family and Community (Re)integration

3.a. Return to the family of origin

One of the first operational concerns should be to assess whether the child can return to the family of origin:

1. Does the family genuinely want the child to be member of the family?
2. Does the child want to return to the family of origin?
3. Is it safe for the child to return to the family of origin?
4. Is it safe for the child to return to the community?
5. What alternatives exist and what is in the best interest of the child?

During the case conference agreement should be reached on whether the answer to the first 4 questions is ‘yes’ or ‘no’. For each question answered ‘no’ during the case conference participants should consider if steps can be undertaken to overcome the problem. All answers should be documented.

An experienced social worker should exchange with the child on the child’s situation, the different options available and try to assist the child in expressing his/her views and wishes. It should be a process of continuous and often long-term dialog between the child and the social worker.

Discussion should be held with family and community members and relevant authorities to assess whether it is safe for the child to return to the family and community. It is necessary to discuss issues such as the role of the community and authorities in preventing the child from re-victimisation (protection in the community, livelihood opportunities etc.).

As the process occurs in the place of origin the child, Tdh (or its partner) should be able to reach out to such places. This has three operational consequences for Tdh projects:

a) For cross-border trafficking, it requires projects with strong cross-border links (transnational projects).

b) As even at the country level Tdh or its partner cannot guarantee full coverage of the country, it is necessary for the project to be developed within a referral network of different stakeholders (communities, NGOs, local State structures) around the country.

c) Last but not least, the multidisciplinary team should have at least one professional from both places (origin and destination).

**Remember!** During discussions with the child, family and community members of the case management team should seek to explain the situation, different options and listen to the views expressed by each party. Under no circumstances should the case management members influence or ignore the other party’s views. The team should have strong communication skills which can be acquired through regular trainings.
3.b. Alternatives to parental care

For a number of reasons the case conference might decide that it is not in the best interest of the child to return to the family of origin (for example if a negative answer is given to one or more of the above 4 questions). The following alternatives to the family of origin exist:

- Placement in extended family
- Foster care and domestic adoption
- Semi-independent living arrangements
- Independent living, including marriage
- Institutionalization

The child has the right to grow and develop in a family environment. Placing the child in an institution should be a short term/emergency intervention as it does not constitute a sustainable livelihood for the child. On the contrary, it often diminishes them as the child remains dependent on the institution as a means of living. Only in very special cases, when the child is suffering from serious injury or no alternatives can be found, will institutional placement be an appropriate short term solution.

While intervention by Tdh at the shelter level might still be necessary, this should be considered only as one small part of (re)integration work. Adequate resources should be allocated to post-shelter follow-up activities. Assistance provided within the shelter should aim to prepare the child for his or her life upon leaving the shelter (sustainable livelihood).

Regarding semi-independent living arrangements it is worth mentioning an example of good practice. In work with children living in street situations in Asia initiatives were taken by groups of children to search for common housing (groups of 4-5 girls sharing rent). Simultaneously they received individual follow up for the specific problems they were facing.

The irregular residence status of the child in the country of destination may constitute an obstacle to realize integration of the child in this country. National migration law might provide opportunities to regulate the residence status of the child (i.e. humanitarian residence permit, as a victim of trafficking, etc). The legal opportunities need to be properly explored in Tdh projects. A lawyer can advise the team whenever there are any legal opportunities for the integration of the child in the country of destination. Failing to reflect on this might result in forcing children into a process which is illegal or inadequate.

The fact that there are other alternatives than return to the family of origin and institutionalization, means that it is not always in the best interest of the child to return to the country of origin. Semi-independent life can very well be organized in the country of destination or when the parents or extended family lives in the country of destination.
3.c. The role of family and community

While the main stakeholder throughout the process of (re)integration is the child, the family and community are also of crucial importance. This is at least the case when the child returns within a family context. However, in some cases it could be in the best interest of the child to be assisted instead through semi-independent living arrangements. For example, after assessing the family, community and the will of a 17 year-old girl who has been sexually exploited, the case management team can decide that the best way to assist would be through a semi-independent living arrangement. Even in this case efforts need to be made to involve the family and community and accepting that its role may be weak or non-existent.

The family and the community are the main providers of services in the process of (re)integration. When the child returns to a family context it is not only the child who needs assistance. It often requires supporting the capabilities, assets and livelihood activities of the caretakers and community in order to ensure the well-being of the child. Services might include assisting the family in income generating activities or community development.

The family and community should also be involved in the decision taken by the child during the (re)integration phase. Unless such decisions are explained to and supported by the family and the community, it might be difficult for the child to realize them. Experienced social workers should work in constructing bridges between the child- family and the community to make sure that the decisions of the child are supported by the family and community as decisions benefitting them too.

For further reading on family and community (re)integration:

- Tdh Thematic Policy against child trafficking (www.tdh.ch)
4. Access to rights and services

4.a. Services needed

The range of services needed during the re(integration) process will depend on the specificities of the case and on the best interest determination done by the case management team. The services are often not only for the child but also for the family and community. The case management team should from the beginning agree on:

a) the mechanisms for emergency intervention in cases of protection concerns
b) the list of services needed
c) the existing providers of services
d) the time frame for delivery
e) the procedures for monitoring and adjustment
f) criteria on case closure

The services needed will be of an emergency character as well as of a more long term character. They will cover the following services:

1. Survival and physical wellbeing:
   - accommodation
   - physical protection
   - health and nutrition
   - water, sanitation and hygiene

2. Psychosocial wellbeing and development of capabilities:
   - educational activities
   - recreational activities
   - life skills development and level of agency (self confidence and making choices)
   - preparation of the child for workforce participation (required social skills)
   - sense of belonging to family or having his/her own family (marriage, children etc.).
   - sense of belonging to community and when applicable religious re-conciliation

3. Assets and activities required as a mean of living:
   - preparation of children for work force participation (job skills, on the job training)
   - employment (either of the child in working age or family members)
   - microloans to setup a business (either by the child, family member or community).

The services do not necessarily need to be delivered by Tdh. On the contrary, as an international organization, Tdh should work towards sustainable services. This means that every intervention should first consider existing practices and service suppliers and support those services that can be of benefit to the child. Tdh can then deliver directly only in

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1 The services on health, nutrition and wash are not covered in this document as they are elaborated in existing Tdh documents. Tdh projects would either refer to other service providers or deliver them in accordance with Tdh guidelines.
absence of other service providers. As already elaborated, it will be difficult to cover in one project all the range of services needed by the child, family and community. Consequently, a mapping of service providers should be clear to the case management team for referral (community assessment). In terms of legitimacy and sustainability, national stakeholders should be in front line of service provision and investments are needed towards their ongoing professional enhancement.

Joint intervention of Tdh with these actors should first aim to make sure that the child receives the service and secondly to increase the capacity of the local actors to determine what is in the best interest of the child and react accordingly.

4.b. Access to physical safety

Ensuring the physical protection of the child especially within the family is a difficult task. Family and community visits/discussions by an experienced social worker and the discussion of his/her findings with the case management team should serve to identify protection concerns for the child in the family or community.

During the family visits the social worker should try to analyze the behaviour of the child and family members. The following elements examples which should indicate to the social worker that there might be protection concerns for the child within the family:

A parent or other adult in the household …
• swears, insults or puts the child down
• acts in a way that may makes the child afraid that he/she will be physically hurt
• often pushes, grabs or slaps the child
• lives in conditions that encourage promiscuous/sexually inadequate behaviour (ex. An uncle sharing the bed with the teenage niece)
• The child has marks over his/her body

Many domestic concerns can be resolved without any legal intervention. The possible range of interventions includes the following measures, listed in increasing degrees of intrusiveness. Some of these measures can be used in combination.
a) Therapeutic intervention at community level through group discussions.
b) Assistance for a family that finds itself overwhelmed. Support could include care in the form of an occasional babysitter, regular day care services, or periodic foster care.
c) Practical help with daily household tasks, including managing domestic finances, or with training in work skills.
d) Training in parenting.
e) Therapeutic interventions, such as attendance at substance abuse programmes, treatment for mental illness, or marital counselling.
f) Supervision of the home, with a child protection service provider visiting periodically to evaluate the progress of the child and family.
g) The removal of the alleged perpetrator from the home, while the rest of the family is kept intact.
h) The removal of the child from the home and placement in a relative's home, a foster home, or – as a last resort only – residential care. Conditions may be attached such as the attendance of parents at a substance abuse or mental health programme and periodic health checks for the child.

As many of these services do not exist in the countries where the organization works, Tdh should reflect on how to bring them into existence together with national stakeholders and communities. Moreover, the sustainability of protection should be sought in the involvement of the family and community (including local stakeholders) in following up the specific case, and in more general terms, in ensuring a community where children are safer. The building and enforcement of safety nets for children at community level remains one of the main priorities of Tdh in ensuring the protection of the child, either in the context of re(integration) or not.

Safety nets need to be centred on existing practices within the community and well accepted by them. This means that the community should consider them as relevant and to the benefit of the community rather than imposed by others (NGO, IO, Government, etc). Safety nets do not mean that the community members or local authorities should become the ‘prison guards’ of the children. On the contrary, the safety net should aim at ensuring an environment where the child is able to realize his/her will and potentials. They should also serve as a forum of exchanges on different norms and values on childhood and child’s participation in the family and community life.

These are important considerations in particular when dealing with phenomena such as child work or child mobility. The role of the safety net is not to prevent children from any form of working activities, but to ensure that the work is not dangerous and exploitative to the child. In similar terms, the aim should not be to prevent migration, but prevent it from being unsafe for the child.
4.c. Access to education

Education plays a crucial role in the child’s life. It can contribute to the protection and overall development of the child, by increasing his/her capabilities and providing the child with knowledge as a resource for future activities. This however remains conditional on:

- the perceptions of the child, family and community on what is education and the various settings through which it can be pursued
- access of the child to such settings
- quality of education

As recognized by the CRC, education aims to enhance the child’s sense of identity and affiliation, his or her socialization and interaction with others and full development of the potentials of the child. This helps the child throughout in acquiring skills or a profession. Education is not necessarily equal to schooling as such aims can also be pursued through other settings such as street classes or skill teaching.

Tdhp projects need to encourage innovations in pursuing education even when the child is not attending school. Specific community approaches in education need to be analyzed and the perceptions of the child, family and community on what education is need to be discussed. Only when a common understanding exists can we direct the activities into strengthening the existing settings within the community and making them succeed in pursuing educational aims.

Seeking (re)integration of the child to school should remain important for Tdh projects but not their only aim regarding education. When speaking about (re)integration in schools different obstacles can come forth: the child lacks identity papers, the school is too far away, the child has never been to the school before or has missed some years. Most of these obstacles need to be addressed by interventions such as cooperation with local structures (to provide the child’s identity papers or to construct a school nearer to the community), literacy and numeracy or remedial classes.

If intervention facilitating the access of the child to the school is not accompanied by social work with all the above-mentioned actors, there is a large probability that the child will drop out of school again. Tdh projects can contribute with the following types of activities; exchanges with teachers on how to assist in difficult cases, coaching within schools, activities which can be proposed by the pupils and the parents, games and sports, or the introduction of courses on specific job skills. To avoid facing the inflexibility of the national system of education, it is recommended to work in agreement with few schools and with the involvement of the respective community. These initiatives may also be used to discuss for example the issue of violence in the school.
4.d. Access to psychosocial support

Tdhs defines psychosocial as the wellbeing of the individual in relation to his or her environment. As such the activities even though centred on the child, should also cover the family and the community.

Attention should be paid to developing the child's life skills at a personal and social level. The social worker identifies the skills of the child and works with the child to channel such skills. Skills that can be worked on include: communication and social interaction, decision-making and problem-solving, assertiveness and confidence-building, emotional and stress management, critical thinking, negotiation, empathy and community involvement. In addition, activities can be used to discuss nutrition, personal hygiene, health, etc.

A local NGO in India, with the support of Tdh and the author of PowerGirl is applying the PowerGirl manual in the daily activities aiming at enhancing the life skills of girls, former victims of sexual exploitation. Such tools on life skills can be applied not only with the children but also with family and community members.

It is very important to accompany the child in realizing his or her life project and to enhance the child’s capacity to make choices over his/her life. Useful tools are included in the Tdh Child Protection Psychosocial Training Manual. Tools such as ‘Who Matters’ and ‘My individual file’ serve respectively at mapping and discussing the social network of the child and assisting the child in establishing his/her life project. Other tools such as fairytales can be used to discuss with the children, parents and community the concept of rights, childhood and the role of the child in family and community.

Moreover, throughout the past years Tdh has developed an approach called “Movement, Games and Sport” which uses games and sports in order to improve personal and social competences of children. Tdh projects on re(integration) should incorporate in their activities games with a psychosocial aim. Through games and sports, children learn important life skills such social interaction, creativity, honesty, determination, cooperation and empathy. When done adequately recreational activities place the children in a protective environment.

All these tools are relevant and contribute to the preparation of the child entering the labour market. Tdh projects should better explore the possibility of using psychosocial activities to prepare children for workforce participation.

4.e. Access to resources

Although poverty is not the only cause behind child exploitation and trafficking the economic aspect plays a role and should be taken into account in any re(integration) intervention. Despite the harmful and exploitative conditions the family and/or the child may perceive that no other resources are available as a means of living than for the child to work. Consequently, the project should work on the perceptions but also on assisting the
child and the family to concretely access resources for living. There are different schemes that can be implemented and some of them, with their strengths and weaknesses, are discussed below. The role of Tdh would be to refer to existing schemes applied by other service providers and in their absence to consider including such services within its own projects.

(a) **Conditional in Kind or Cash Transfer Schemes** provide modest cash incentives to parents on condition that they meet certain requirements, for example sending their children to school. On occasions, instead of cash, modest in-kind incentives (food, clothes, etc) are provided to the parents. Such schemes (both in cash and in kind) might have a short-term positive impact for extremely vulnerable families. The scheme can be a solution enabling the most vulnerable to access modest resources during a given period, usually short term (project timeframe). On a long term basis however they bring no sustainable changes on the financial situation and empowerment of the family and child. On the contrary they may lead to dependency on the project.

(b) **Referral to State Welfare Schemes**, when existing at the national contexts, can also assist the family or the child in accessing economic resources. Tdh projects can guide the family and the child through administrative procedures required to access such welfare schemes. The sum that the family can benefit from is often low and time limited. Therefore the projects shouldn’t take satisfaction by this simple referral but seek to explore other possibilities of a more income generating character.

(c) **Employment either as wage- or self- employment** provides the family and/or the child with regular incomes and has a positive impact on the psychosocial well-being of the individual. In most contexts in which (re)integration take places the labour market is limited and the family members and the child have difficulties to access the labour market because of limitations in the market itself and lack of skills. This necessitates preparation of the family member or the child for full workforce participation. When appropriate with the age and development of the child, it might be better to invest in the preparation of the child rather than that of a family member.

(d) **On job training** (apprenticeship) is one of the best options among the different existing formats, especially considering the very community based approach taken by Tdh. The child joins one of the enterprises operating in the community or its vicinity, assists with different tasks under the guidance of a more knowledgeable person and learns through such guidance. The child receives a modest salary for the activities performed. The term *learning through work* is also used since the relevance of the scheme is the overall learning process the child benefits from in the workplace.

According to article 6 of the *Minimum Age Convention* only children above 14 years can benefit from such schemes. One potential solution for *younger children* would be to situate a skills training programme in the school environment through an agreement between the school, the project and the enterprise. Compared to the more institutionalized training format this way of learning through work is more inherent to local cultures, and as
such better accepted by the community, including children. It also does not require large investments while it benefits both the child and the community at large. Regretfully what occurs often is that it is not properly implemented as the learning element remains very weak or non existent. Other considerations to be taken into account are linked to the non-harmful and non-exploitative character of the work activities performed by the child.

In order to succeed in developing learning through work for the child the project needs a partnership strategy with the businesses sector through which an ongoing exchange takes place between the enterprises and the project. The project can contribute not only through teaching of pedagogical skills but also with social skills on how to exchange with the child. The partnership should serve the business sector and generation of youth employment opportunities.

(e) **Micro-lending** is a range of economical policy initiatives in which public or private agencies target their credit policy to the poorest and the most vulnerable for their economical development. Micro credit is often used as a tool to further objectives such as social welfare, employment, urban development, financial education, and not least to develop the self-esteem of people excluded from ordinary economic activity. Even though micro-lending can take place also in other forms (lease, factoring, seed capital), the most applicable form is through micro-loans.

**Micro-loans** are small loans used for business purposes by private individuals who seek to earn their living through independent work. The family or the child might have the capabilities required, including the professional skills, but has no resources to start up a business activity. Moreover he/she is not able to put collateral and because of social status might be considered by the formal banking system as not able to pay back the loan. Specialized institutes ranging from NGOs to certain banks provide micro-loans and it is recommended to refer to these microfinance institutes (MFIs) to provide the loan. Cooperation with MFIs can be very interesting as it may provide solutions from an economic perspective. However micro-loans are often associated with high interest rates. Before referral to any MFIs the project needs to carefully assess whether the person would be able to pay back through the proposed activity. The project should seek to avoid financial and/or social overburdens caused by the loan. The project needs to make sure that after receiving the micro-loan the person will have both financial and social support to succeed; first in gaining incomes out of the business and secondly in being able to properly use the income (i.e. household need and distribution, savings etc). What the project can also consider is to cover the interest applied by the MFIs or so-called subsidized microloan.

**Grants** (providing a small start up capital either in cash or in kind) involve less financial risks and might also be considered as a way of assisting the family or the child with income generating activities. Even in absence of a repayment obligation the project has to carefully consider the local market and business context prior to deciding on the grant. If the activity proposed does not sound grounded from a business perspective it will not generate income for the family/child and it might even aggravate their psychosocial wellbeing.
**Community Economic Development.** When the project assesses a high number of vulnerable families within the same community it may also consider supporting community business initiatives rather than individual ones. The support can be either through grants or micro-lending. Such initiatives, to be based on the economic competitive advantages of the community, would then generate employment and incomes for the individual members and might also support the establishment and functioning of the safety net at the local level. Such activities should however always take place in partnership with experienced organizations. Tdh can assess whether such initiatives are already being implemented at the community level and link up with these.

**Remember!** All assistance in incomes generating activities should be based on an approach which combines social work with a strong understanding of the local business context. As these are two very different fields the project needs to work with professionals from both fields rather than for example count on social workers to conduct market appraisals. The case management team and its case conferences provide a forum where the different professionals are brought together.

There should be no activities initiated and no decisions taken (on training, microloans, grants, etc) without a professional market appraisal. For micro-loans and grants, when considering the proposed economic activity, the project needs to assess:

- the chances of success of an economic activity in a certain community
- the different phases required in the production and/or delivery of the good/service
- the technological, financial and other resources
- the existing capabilities and resources of the individual or entity
- the local infrastructure as it has an impact on the success of the proposed business

In certain situations the project may need to redefine their activity according to the needs of local economy or to the capabilities of the upcoming entrepreneur. After a positive decision on the microloan or grant, the project needs to make sure that the financial amount is accompanied with coaching on the business level and social level.

**4.f. Access to legal and administrative support**

Access to legal and administrative support might be required by the child and the family to ensure access to other rights, including those elaborated above. For example access to education is often dependent on registration as nationals (possession of a birth certificate/ID paper), which on its side requires an administrative or legal procedure. For vulnerable communities going through such procedures it can be very difficult as they might lack knowledge on the procedure, be discriminated by the decision-making authorities or lack resources to cover procedural costs.

More specialized legal assistance might be needed in case of abuse and exploitation of the child, i.e. advice on legal options of intervention and accompany the child through any legal procedure (testifying, to be legally qualified as a victim, to claim compensation etc.). It is
necessary that Tdh projects refer in such cases to local and experienced lawyers who can take over the case. The role of the lawyer would be to protect the interest of the child, even though this may in certain circumstances mean not proceeding with the case against the perpetrator.

Legal and administrative support might also facilitate the access of the child and the child’s family to economic resources. Different forms of intervention can be thought in this regard, including support in receiving alimony, support with housing and property rights or in accessing social welfare schemes.

For further reading on access to services:

- Mike Dottridge, Kids Abroad: ignore them, abuse them or protect them, lessons on how to protect children on the move from being exploited, IFTDH, 2008
- Tdh, Manual on Games with a Psychosocial Aim (www.tdh.ch)
- Tdh Definition Psychosocial Approach, see: Definition Psychosocial, Tdh available on KIT
- Tdh Thematic Policy on Children in Street Situation
- Tdh Child Protection Policy (www.tdh.ch)
5. Follow up activities

5.a. Tdh commitments in the field

- By the end of 2010, Tdh will ensure that this document accompanies establishment or adjustment of projects which support child (re)integration.

- By the end of 2010, Tdh will ensure that the case management system includes explicit records of (re)integration decisions covering best interest determination.

- By the end of 2010, Tdh will ensure that in (re)integration work the existing tools included in the Tdh Child Protection Psychosocial Training Manual are applied.

5.b. Monitoring and Evaluation

One of the responsibilities of the case management team is to monitor and readjust the intervention throughout the process. Monitoring and evaluation does not mean only considering whether the activities foreseen have been conducted or not. What is in fact required is to assess the impact of the intervention on the wellbeing and the rights of the child in the community where he/she lives.

5.c. Learning and Advocacy

Through monitoring and evaluation the organization gains important knowledge on the existing problems and how they can be addressed through the implementation of re(integration) activities, either directly or through referral. The obligation to consolidate such knowledge is part of Tdh mandate. It also requires analyzing and reflecting other organizations’ behaviour and knowledge. This ongoing and open process of learning should aim at concrete recommendations for improving the quality of Tdh interventions and simultaneously share with local actors at community or national level.