



Training Manual on SOPs
for
Separated, Unaccompanied & Missing
Children in Disasters



Training Manual on SOPs for Separated, Unaccompanied & Missing Children in Disasters
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Finally, a special thanks to UN Women and UNICEF for their overall financial support to the GCC, and specifically for this initiative, without which it would not have been possible to take this project to its logical to its logical conclusion in the shape of this document.

Chairman's Message



Major General Asghar Nawaz HI (M)
Chairman NDMA

The fact remains that women, children, aged and disabled persons are the soft targets and worst affected in any type of hazard. Vulnerable groups centered Disaster Risk Management in a disaster prone country like Pakistan therefore needs its rightful importance. NDMA through its Gender and Child cell is pursuing the said objective since the year 2010.

Formulation of National Policy Guidelines was the step in this direction followed by number of interventions to meet the dictates of GCC framework.

The present undertaking of “Training Manual SOPs for Separated, Unaccompanied & Missing Children in Disasters” is an enviable effort to contribute towards the DRM of vulnerable groups in the entire spectrum of Disaster Management.

It is an incisive work done with a profession depth for which the efforts of all those involved is acknowledged with profound appreciation.

I will also like to thank our Development Partners UNICEF for their forthcoming support in development of this Document.

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Acronyms & Initialisms

AJK	Azad Jammu and Kashmir
BR	Birth Registration
CCWD	Commission for Child Welfare and Development
CERD	Centre for Excellence in Resource Development
CNIC	Computerized National Identity Card
CM	Chief Minister
CP	Child Protection
CPiE	Child Protection in Emergencies
CPWB	Child Protection and Welfare Bureau
CPU	Child Protection Unit
CRC	Convention on the Rights of the Child
DRM	Disaster Risk Management
FATA	Federally Administered Tribal Areas
FDMA	FATA Disaster Management Authority
GCC	Gender and Child Cell
IDPs	Internally Displaced Persons
IMS	Information Management System
KP	Khyber Pakhtunkhwa
NDMA	National Disaster Management Authority
NGOs	Non-Governmental Organizations
PCPC	Police Centre for Protection of Children
PDMA	Provincial Disaster Management Authority
SDMA	State Disaster Management Authority
SOPs	Standard Operating Procedures
SWD	Social Welfare Department
UASC	Unaccompanied, and Separated Children

About The Training Manual

During emergencies, children are at high risk of being separated from their families and immediate care givers. Having lost the protection of parents or guardians during such a time, these children are more likely to experience abuse, neglect, exploitation and violence and hence this increases their level of vulnerability. Emergencies often cause breakdown in social structures and protective mechanisms normally provided by the State, the community, and the family. The State, as the main duty-bearer, thus has the overall responsibility to ensure properly guided Standard Operating Procedures (SOPs) to protect and promote the best interest of children during and after disasters. Therefore, the development and adaptation of appropriate guidelines followed by inclusive training events has a vital importance in order to carry out the plan of action in respectful, progressive, careful and professional manner.

The main purpose of preparing this comprehensive training manual for the NDMA staff and related stakeholders /partners is to have the basic knowledge and skills about Separated, Unaccompanied and Missing Children with particular reference to emergencies. Some of the information has been based upon NDMA's field experience whereas a great deal has been taken and adapted from the Standard Operating Procedures/guidelines of NDMA, as well as different related books, manuals and publications on child protection and emergencies. The language of different technical terminologies has been kept the same without changing any part or whole of it.

In this training manual the trainees will be facilitated in assessing the child protection issues, specifically, Separated, Unaccompanied and Missing children issues within the context of emergencies. Moreover, comprehensive knowledge is given about the case management, tools and guideline principles, stakeholders' role and monitoring indicators of case management of UASC. The contents of this training manual were prepared in close consultation with the NDMA- Gender and Child Cell, Islamabad. The training manual outlines and explores the Separated, Unaccompanied and Missing children issues in emergencies in Pakistan.

The manual also serves as background reading on Standards Operating Procedures (SOPs) of subject issues, for those who will be involved in developing policies and procedures and their implementation. It is expected that this resource package will be useful and effective to a broad humanitarian professionals and duty bearers for ensuring better coordination and collaboration for dealing with Separated, Unaccompanied and Missing Children issues in emergencies in Pakistan. It's being hoped that the in hand training manual would be of greater use for all the professionals working for or with children in and after disasters and emergencies. We hope that you find this material useful and enjoy an associated training experience with NDMA.

National Disaster Management Authority (NDMA)

Gender and Child Cell, Prime Minister's Office, Islamabad

Important Definitions¹

Abuse: A deliberate act of ill treatment that can harm or is likely to cause harm to a child's.

Adolescent: A young person who has undergone puberty but who has not reached full maturity; a teenager.

Advocacy refers to efforts to promote respect for humanitarian principles, law and needs, with a view to influencing the relevant political authorities, international organizations, other stakeholders or international public opinion.

Capacity is a combination of all the strengths and resources available within a community, society or organization.

Capacity building is a process by which individuals, institutions and societies increase their strengths and resources.

Child: According to UNCRC, any person below the age of 18 years is a child.

Child Abuse: Child abuse means any voluntary action of any person through which the life (physical, mental, moral, social development) of the child are harmed. The term child abuse includes physical, emotional, sexual abuse and neglect.

Child Marriage: Early marriage involves the marriage of anyone below the age of 18. It is the marriage of child to an adult or another child and is legally disregarded by Pakistani laws.

Child Labor: Child labor refers to work by a child that exceeds a minimum number of hours, depending on the age of a child and on the type of the work.

Child Protection: UNICEF defines child protection as preventing and responding to violence, exploitation and abuse.

Child Participation: Child participation involves encouraging and enabling children to make their views known on the issues that affect them. Child participation must be authentic and meaningful.

Children's rights: These are entitlements that all children should have for their growth and wellbeing regardless of their age, sex, race, nationality, religion, political beliefs and language.

Child Sexual Abuse: Child sexual abuse is termed as that activity wherein adult or adolescent engages a child for sexual satisfaction with or without his/her consent.

Children Trafficking: The term given to the movement of children into and within the country with the intent to exploit them

Climate Change is a change in the climate that persists for decades as a result of human activity e.g., increased temperature and changing weather patterns

Community mobilization: This is the process of supporting communities to clarify and address their problems, needs and aspirations collectively. In this case, the people are involved and participate actively in articulation and responding to their own problems with support of some expert or facilitator.

Community structures: These are organized community based groups, institutions or individuals who could be engaged to provide manpower to child protection activities. They include community authorities, community groups, CBOs and others.

Contingency planning is a process to ensure that adequate arrangements are made in anticipation of a crisis.

Convention on the Rights of the Child: An agreement by all member states of the United Nations on what all children should have and are entitled to for their growth and wellbeing.

Disaster: A natural catastrophe that causes serious disruption to the affected community and widespread human, material, economic and/or environmental losses, which exceed the coping capacity of the affected community.

Disaster Mitigation: A set of measures to reduce the impact of natural hazards by reducing social, practical, or physical vulnerability.

Disaster Preparedness: The organization, education, and training of communities and institutions to assist effective early warning, evacuation, rescue, relief and assistance operations in the event of a disaster or emergency.

Disaster Risk Management involves empowering communities, vulnerable groups, local organizations and local authorities in high risk areas with resources and capacities to prepare for, respond to and recover from disasters.

Early Warning System is used to provide timely information to communities threatened by danger, so that communities and individuals can act in sufficient time to reduce the possibility of personal injury, loss of life and livelihood, damage to property and the environment, and to prepare for effective response from a natural hazard.

Emergency: A situation where lives, physical and mental well-being, or development opportunities for children are threatened as a result of armed conflict, disaster or the breakdown of social or legal order or where the local capacity to cope is exceeded or inadequate.

Emotional Abuse: Emotional abuse can be defined as the rejection, ignoring, criticizing, isolation, or terrorizing of children, all of which have the effect of eroding their self-esteem.

Evaluation: This is a periodic impact assessment process, which seeks to establish whether or not the activities are achieving the desired results or intended purpose.

Exploitation: The use of children for someone else's advantage, gratification or profit often resulting in unjust, cruel and harmful treatment of the child.

Gender: Gender is defined as the set of characteristics, roles and behavior patterns that distinguish women from men socially and culturally. Unlike sex which is biologically determined, gender is learned and can be unlearned. Gender refers to widely shared expectations and social norms that influence status accorded to men and women, plus the way they interact, together with the power plays between them.

Missing Child: A child who is separated (temporarily or permanently) from his/her parents or caregivers who do not know where the child is.

Monitoring: This is the process of tracking progress of activities being undertaken on a continuous basis. It seeks to ensure that activities are carried out as planned.

Neglect: Failure to provide OR secure children their rights to physical safety and development which results in significant impairment of the child's health or development and to thrive emotionally and socially.

Networking: Networking is a process by which two or more organizations/individuals collaborate to achieve a common goal. In child protection, networking is promoted to accelerate learning and information exchange, strengthen partnerships at all levels and build coalition among stakeholders so as to respond effectively to the needs of children.

Orphan Child: A child who has lost his/her mother or lost his/her father or lost both his/her parents due to death.

Out of school Child: A school-aged child who is neither registered in school nor attending classes during school hours.

Participatory approach (Inclusive Approach) is an approach to humanitarian programming in which stakeholders (including beneficiaries) of a policy or intervention are closely involved in the process of identifying problems and priorities, analysis, planning, implementation, monitoring and evaluation.

Physical Abuse: Physical abuse is the non-accidental infliction of physical injury to a child.

Project: A design or an undertaking to accomplish specific objectives in response to an identified need/

problem.

Separated Child: A child who is residing away from his/her parents or primary caregivers but is temporary being taken care of by an adult or adults (including children staying with extended family members or children in institutions).

Service provider: This is an individual employed or attached to a formal institution that provides professional care/service to the children in need of care and support.

Strategy is a high level plan to achieve one or more goals under conditions of uncertainty.

Stakeholders: These are organizations or individuals who are involved or interested in child protection including Government departments, NGOs, CBOs, community support groups, International development partners and donor agencies, families, caregivers, service providers and communities.

Stakeholder analysis is a process of systematically gathering and analyzing qualitative information to determine whose interests should be taken into account when developing and/or implementing a policy or program.

Rehabilitation: A set of measures aimed at restoring normal living conditions through the repair and reestablishment of services and structures affected by a disaster or emergency.

Resilience is the capacity of individuals, community organization and countries to resist, adapt, and recover from a disaster or crisis, and to restore an acceptable level of functioning structures.

Risk in humanitarian context, is the degree of danger associated with a natural disaster or potential crisis.

Risk Management is the structured way to manage potential danger through risk assessment and the development of strategies and activities to reduce risks.

Unaccompanied Child: A child who is separated from both parents and primary caregivers and is not being cared by an adult who is responsible for doing so by law or custom.

Violence: The intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child's health, survival, development or dignity.

Vulnerability is the likelihood of being damaged by a disaster, crisis or event.

Work plan is a description of the necessary activities set out in stages, with rough indication of the timing.

Part-01

1. Introduction to the Training Manual

This training manual is designed to help NDMA/PDMAs/DDMAs, relevant government departments and other key humanitarian actors and organization who can contribute to and play key role in protection of children in times of emergencies and beyond. It is also meant for training of child protection workers which include field workers in NGOs, CBOs, Social Welfare Offices and others. This resource book is divided into two parts. The first part covers the necessary guidelines on how to use this training manual while organizing the training. The second part provides the key contents to be covered in the three days training, including the key knowledge requires for dealing the issues of Separated, Unaccompanied and Missing Children in emergencies and beyond. Moreover, comprehensive knowledge is given about the case management, tools and guideline principles, stakeholder's role and monitoring indicators of case management of UASC. This manual will also incorporate reading material and other information.

2. Objectives of Training Manual

At the end of a three-day training workshop based on this manual, “participants should have achieved the following learning objectives;

- Understand the relevant knowledge and skill for dealing the Separated, Unaccompanied and Missing Children and their issues in Emergencies. Participants will be able to identify, register, and record and establish Referral Mechanism for dealing with the subject issues.
- Understand the overall process of case management, tools and guideline principles, stakeholder's roles and monitoring indicators.
- Enable for making temporary care arrangements, its principles for placement with a regular follow-up and monitoring.
- Understand the techniques of tracing families and tracing missing child and their reunification and to maintain a regular follow ups with family after reunification.

3. How to Use this Training Manual

This manual can be used in the following ways:

- A teaching guide for training on dealing the child protection issues, specifically on Separated, Unaccompanied and Missing Children in emergencies.
- Can be used as information sharing regarding Separated, Unaccompanied and Missing Children in emergencies

4. Target Participants/Groups

This training manual is intended for use with NDMA, PDMAs, DDMAs, and key stakeholders including child protection workers, individuals, Government relevant departments, social welfare officers, district Authorities, community leaders, teachers and other humanitarian actors/organizations

5. Evaluation

5.1 Evaluation of participants

The participants will be given a pre-training questionnaire at the beginning of the training to assess their knowledge level on the subject issue. This will enable to identify areas of improvements which will be addressed during the training. The participants will be given a post test at the end of the training programme to assess the knowledge gained as well as areas that may require further improvement.

5.2 Evaluation of the training

At the end of the training, the participants will fill in a training evaluation form. This will provide feedback on the effectiveness of the training material, handouts, training methodology and trainer techniques.

6. Tentative Program Agenda of Training

S. No	Session Description	Contents (Group work and Exercises)	Resources Required	Responsible	Time (hrs)
DAY ONE					
1	Welcome Note and Introductions	<ul style="list-style-type: none"> Objectives of the session Introduction to participants Concerns and expectations and expectations from the training Training norms setting Overview of the agenda Exercise: Participants self-assessment form	Flipchart Flash cards Markers/ pens Masking tap Writing pads		0900-1000
2	Understanding disasters and emergencies- Including basic concepts	<ul style="list-style-type: none"> Objectives of the session Disaster terminologies Introduction to disasters and emergencies Major disasters in Pakistan Disaster management system in Pakistan Plenary discussion, group work and presentations.	Flipchart Flash cards Markers/ pens Masking tap Writing pads		1000-1100
TEA BREAK					
3	Understanding child protection in emergencies	<ul style="list-style-type: none"> Objectives of the session What is child protection definition, different between child rights and child protection? Child protection issues in Pakistan and during disasters Child protection issues in emergencies in Global and Pakistan context Brainstorming, group discussion, group work and presentations	Flipchart Flash cards Markers/ pens Masking tap Writing pads		1115-1300

LUNCH BREAK					
4	CPIE in Pakistan & the legal framework	<ul style="list-style-type: none"> Objectives of the session UNCRC Child rights laws in Pakistan Current scenario of child protection in Pakistan. <p>Brainstorming, group discussion, group work and presentations</p>	Flipchart Flash cards Markers/ pens Masking tap Writing pads		1400-1530
	Review of the day 1	<ul style="list-style-type: none"> Exercise: Discuss two things learned today and write it on flash card <p>Exercise: Participants fill in evaluation sheet</p>	Flash card Evaluation sheet		1530-1600
DAY TWO					
	Summary of Day 1 and Overview of Day 2	<ul style="list-style-type: none"> Summary of Day 1 and sharing of one thing learned Any confusion, Learning issue Objectives of day 2 	Flipchart Flash cards Markers/ pens Masking tap Writing pads		0900-0930
5	Guiding Principles	<ul style="list-style-type: none"> Objectives of the session Family unity, best interest of the child, Child opinion, Do no harm, Non-discrimination, Psychological support and special needs of girls. 	Flipchart Flash cards Markers/ pens Masking tap Writing pads		0930-1030
TEA BREAK					
6	Identification of Separated and Unaccompanied Children & Steps for establishing a child identity Case management principles for USAC	<ul style="list-style-type: none"> Objectives of the session Steps for establishing a child identity Registration and documentation Verification of birth certificate and Emergency documents Data management Referral system Follow up and Monitoring Guideline for separated children under the age of 5 years. Standard case management principles for UASC 	Flipchart Flash cards Markers/ pens Masking tap Writing pads		1045-1245

LUNCH BREAK					
7	Sub process of case management of USAC Interim Care	<ul style="list-style-type: none"> Objectives of the session Sub process of case management of USAC Temporary care arrangement Selection of caregivers Key principles for placement of Unaccompanied Children in interim care Foster care Guidelines for group care Placement of separated children in Family Based Care Follow up and Monitoring of Interim Care 	Masking tap Writing pads		1400-1530
8	Family Tracing	<ul style="list-style-type: none"> Objectives of the session Family tracing Tracing a missing child 	Flipchart Flash cards Markers/ pens Masking tap Writing pads		1500-1600
DAY THREE					
	Summary of Day 2 and Overview of Day 3	<ul style="list-style-type: none"> Exercise: Discuss two things learned yesterday and write it on flash card Review of day 2 Objectives of day 3 	Flash cards Markers/ pens		0900-0930
9	Family Reunification	<ul style="list-style-type: none"> Objectives of the session Steps in family reunification Steps for follow up after Family reunification 	Flipchart Flash cards Markers/ pens Masking tap Writing pads		0930-1030
TEA BREAK					
10	Alternative Long-term Arrangements	<ul style="list-style-type: none"> Objectives of the session Understanding the term Determinants of Long term Arrangements Referral of children into Residential care 	Flipchart Flash cards Markers/ pens Masking tap Writing pads		1045-1130
LUNCH BREAK					

11	CPIE in Pakistan & the legal framework	<ul style="list-style-type: none"> • Objectives of the session • Complete process of case management including; • Identifying and reporting • Interim care • Family Tracing • Family Reunification • Alternative Long term arrangements • Follow up at all stages • Sample forms for report Unaccompanied and Separated child 	Flipchart Flash cards Markers/ pens Masking tap Writing pads		1130-1300
LUNCH BREAK					
12	Tools & guidelines to be used to complete the process of case management for USAC	<ul style="list-style-type: none"> • Objectives of the session • Tools (forms) to be filled by the team to complete the process of case management of USAC • Guideline principles to filled the forms/ interview the child • Key stakeholder of USAC and their role • Monitoring indicators for USAC 			1345-1445
	Review of the training	<ul style="list-style-type: none"> • Exercise: Discuss the major learning from the training • Q&A 	Flipchart Flash cards Markers/ pens Masking tap Writing pads		1445-1545
13	Training evaluation and Closing	<ul style="list-style-type: none"> • Evaluation form and closing remarks 	Flash cards Markers/ pens Evaluation form		1545-1630

Part-02: Training Sessions

DAY-01: Learning Objectives

By the end of this session, participants will:

1. Be introduced to the trainers and participants
2. Understand the training objectives and training agenda
3. Share expectations for the workshop and agree on ground rules for the workshop
4. Take a pre-test to measure their current knowledge.
5. Be introduced to the topic of understanding disaster and emergencies
6. Understand Child Protection in emergencies
7. Understand the Child protection in Pakistan in the context of emergencies.

Handouts

Handout 1.1: Training Objectives

Handout 1.2: Pre-Test form

Trainer Advance Preparations

1. Write training objectives on flipchart, hang on the wall, and keep covered until use.
2. Hang two signs on the wall next to each other for Expectations and Ground Rules.
3. Flip chart with important definitions
4. Flip chart of training guidelines/ Norms to be remembered

Procedure

- Welcome the participants and thank them for attending the ToT.
- Invite senior official i.e. Director PDMA/Chairman NDMA etc. to make the opening remarks.
- Give a short orientation of the programme
- Tell the participants that they will be working as a team during the training, so they will need to know about each other and feel comfortable communicating with each other.
- Select one provocative question for the training. You may choose either to announce it in advance to give members time to think, or to introduce it on a spontaneous basis. To save time, ask each person to respond in 25 words or less.
- Then call on each person to give his/her self-report. Examples of good questions include:
 1. What is your greatest achievement?
 2. What was the happiest day of your life?
 3. What is your most prized possession?
 4. What is the most fun you ever had?
 5. What is your dream vacation like?
 6. What is the best book you have ever read?
 7. Who is your most admired person?
 8. If you could have a T-shirt printed with a message, what would it say?
- The whole purpose is to encourage light-hearted self- disclosure (on a superficial level) that lends itself to future follow-up and probing in casual conversation

Tips

- Keep it moving fast
- You may wish to volunteer to be the first person to respond, to set the tone for the exercise

Establishing the Ground Rules: Brainstorming (5 minutes)

- Explain that you all will be working together for the duration of the training and that it would be a good idea to set some ground rules for how you will run the activities and how you will interact.
- Tell the participants that you are going to conduct a brainstorming exercise for that purpose.
- Ask the participants to suggest rules for how the training course should be run and how they should treat each other.
- Reveal a sheet of flipchart paper on which to write down the participants' responses.
- After all of the answers are written down on the flipchart, ask the participants if they all agree to follow those rules.
- Post the flipchart with the ground rules on a wall so that all of the participants can see it during the course.

Some examples of ground rules:

- Participate actively
- Respect each other and all opinions
- Speak one at a time
- Focus on processes, not on individuals
- Turn off all cell phones
- Be supportive rather than judgmental

Training sessions

SESSIONS	KEY MESSAGES/ LEARNING MATERIALS	TEACHING METHODS/ TIMINGS
Welcome and Introductions	<ol style="list-style-type: none"> 1. The trainer gives a short welcome to participants (lasting about one minute). Then the trainer asks participants to walk round the room without saying anything, just nodding and smiling at the others. This should go on for one minute. Then participants can greet the others while keeping walking slowly, using different forms of greeting, such as 'Pakhair raglay, 'Aslam o alikum, Good Morning or 'Pleased to meet you'. As a last step participant start walking faster and greeting the others faster. 2. Refer to Handout 1.1: Training Objectives in the Training Manual. Present the objectives for the training using the flipchart paper on the wall. Ask participants if they have any questions or comments about the training objectives. 3. Present an overview of the Training Agenda. Ask participants if they have any questions or comments regarding the training agenda 4. Ask participants about their expectations from the workshop and note on a flip chart. 5. Facilitator clarifies if some expectations are not to be covered in the present training 6. Ask participants to suggest ground rules/ norms for effective training environment Distribute the Pre-test to all participants and complete the test in 10 min. 	<p>60 minutes</p> <p>Discussions</p> <p>Pre- Test Form</p>

SESSIONS	KEY MESSAGES/ LEARNING MATERIALS	TEACHING METHODS/ TIMINGS
<p>Understanding disasters and emergencies</p> <p>Disaster Terms and meanings</p> <p>Introduction to disasters and emergencies</p>	<p>1. Welcome all participants to the session Introduce the topic and briefly give a description of the events Refer to the Training Manual. Present the material given below using flip chart.</p> <p>Practical Exercise Facilitator puts two charts on the wall with the heading of “Child Protection” on chart 1 and “Disaster” on chart 2.</p> <p>2. Hand over small print-out of terminologies of (child protection issues and disaster) to each participant and ask them to stand with the chart having relevant terminologies as per their understanding. Share the meaning with other fellow participants. Exchanges of words meanings and discussions will be held which help the participants to differentiate the terminologies as well as the meaning of these terms. Further the trainer asks to set down and share their practical experiences related to each terminology.</p> <p>1. Disaster is a natural or man-made hazard resulting in an event causing significant physical damage or destruction, loss of life, or drastic change to the environment. A disaster can be extensively defined as any tragic event with great loss stemming from events such as earthquakes, floods, catastrophic accidents, fires, or explosions. (Wikipedia).</p> <p>2. Emergencies (from UNICEF CCCs) refers to natural disasters (ex: earthquakes, floods, etc.) and man-made disasters (ex: conflict, epidemic outbreak, etc.), including rapid onset (ex: earthquake), slow onset (ex: famine) and chronic (ex: protracted conflict and displacement) situations. An emergency can typically be defined as: “A situation where lives, physical and mental well-being, or development opportunities for children are threatened as a result of armed conflict, disaster or the breakdown of social or legal order or where the local capacity to cope is exceeded or inadequate”.</p>	<p>60 minutes</p> <p>Practical Exercise, Plenary discussion, group work and presentations.</p>
<p>Major disasters in Pakistan</p>	<p>3. Major Disasters Floods Floods are the most frequently occurring natural disaster in Pakistan which particularly hit Punjab and Sindh while hill torrents tend to affect the hilly areas of Khyber Pakhtunkhwa, Baluchistan, Gilgit Baltistan (GB) and Federally Administrated Tribal Areas (FATA).</p>	

	<p>The magnitude of the 2010 floods was significantly high both in both scale and destruction causing huge human and financial losses. The impact of flooding in KP and FATA was more complex than in other areas as both refugees and existing IDPs were affected by them and continue to need early recovery support, at the same time the dynamic of the ongoing complex emergency continued</p>	<p>60 minutes Discussions Pre- Test Form</p>
	<p>Droughts</p>	
	<p>Pakistan is vulnerable to long droughts and also to seasonal droughts. Hence, on average, a 2-3 year long period of droughts hits every 10 years. In recent years, drought has brought extensive damages to Bauchistan, Sindh and Southern Punjab in terms of affected livelihood, human deaths, migration of tens of thousands people and loss of large number of cattle.</p>	
	<p>Earthquakes</p>	
	<p>Pakistan lies in a seismic belt and therefore suffers from frequent earthquakes of small, medium and high magnitude. Major cities of Pakistan are significantly vulnerable to earthquakes and located on the edges of high risk areas. Four major disasters have hit the area in 20th Century including: 1935 Quetta earthquake, 1945 Makran Coast earthquake, 1976 GB and 2005 earthquake Azad Jamu & Kashmir (AJ&K) and KP earthquake.</p>	
	<p>Cyclone</p>	
	<p>Coastal belt of Pakistan is highly vulnerable to cyclone and associated storm surges. The losses to infrastructure were estimated at PKR 750 million. In the recent past Pakistan has suffered from cyclone YEMYEN in 2008 and Cyclone PHET in 2010. Fifteen cyclones were recorded between 1971 and 2010.</p>	
	<p>Landslides</p>	
	<p>The regions of AJ&K, GB and parts of KP province are particularly vulnerable to landslide hazard. Aside from the young geology and fragile soil type of mountain ranges, accelerated deforestation is a major cause behind increased incidences of landslides. On January 4, 2010 a massive landslide triggered in Attaabad village of district Hunza Nagar GB.</p>	
	<p>Avalanches</p>	
	<p>The hazard of avalanches in the regions of AJ&K and GB of Pakistan is common as per identified the potential avalanche path. These avalanches cause casualties, damages to properties and losses to livelihood.</p>	
<p>Understanding child protection in emergencies</p>	<ul style="list-style-type: none"> • Welcome all participants to the session • Introduce the topic and briefly give a description of the events • Refer to the Training Manual. Present the material given below using flip chart. 	<p>1 hour 45 minutes Plenary discussion, group work and presentations.</p>

<p>What is child?</p> <p>What is Protection?</p> <p>What is CPiE?</p>	<ol style="list-style-type: none"> 1. Definition of a ‘child’ (Art 1 UNCRC) – any person below the age of 18 years is a child. Although the second part of the article suggest that those under 18 may not necessarily be recognized as ‘children’ under the law, the Committee on the Rights of the Child has emphasized that when States define minimum age in legislation, they must do so in the context of the basic principles of the CRC, in particular those of non-discrimination, best interest of the child, and the right to life and maximum survival and development. 2. Protection encompasses all activities aimed at ensuring respect and fulfillment of human rights, as expressed in international human rights and humanitarian law. 3. CHILD PROTECTION is a broad term to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. 4. Child Protection in Emergencies is the prevention of and response to abuse, neglect, exploitation of and violence against children in emergencies. Also includes addressing psychosocial wellbeing of children and caregivers. 	<p>60 minutes</p> <p>Discussions</p> <p>Pre- Test Form</p>
	<p>The definition of Child Protection, as agreed by the Child Protection Working Group, is “the prevention of and response to abuse, neglect, exploitation and violence against children”. Thus, child protection is not the protection of all children’s rights, but refers instead to a subset of these rights.</p> <p>(Ref: “Minimum Standards for Child Protection in Humanitarian Action” by CPWG)</p>	
	<p>Emergencies can be the consequences of man-made actions like wars, armed interventions etc or result of natural hazards like earthquakes, floods etc. In threatening conditions of emergency, urgent actions are required to prevent the escalation of emergency in to a disaster. When an emergency strikes, it devastates the normal pattern of lives in the area but children are the most vulnerable against the long lasting effects of emergency situations. Children are at more risk of violence, exploitation and abuse during emergencies, so they require Child Protection.</p>	
<p>CPiE in Pakistan – Facts and the legal framework</p>	<ul style="list-style-type: none"> • Welcome all participants to the session • Introduce the topic and briefly give a description of the events • Refer to the Training Manual. Present the material given below using flip chart. 	<p>1 hour 30 minutes</p> <p>Plenary discussion, group work and presentations.</p>

Some facts and figures	<p>1. Child Protection issues in Pakistan</p> <ul style="list-style-type: none"> • A total of 3,508 children were sexually abused in the year 2014 with 10 such cases happening per day. This included 2,141 Girls and 1,367 Boys. The highest percentage of vulnerable age group among both girls and boys was 11-15 years . • Abduction cases increased by 7 per cent, from 1,706 cases in 2013 to 1831 in 2014. On average 5 children were being abducted every day . • There were 898 reported cases of rape and sodomy with children, 256 cases of attempted rape and sodomy, 327 cases of gang rape and gang sodomy . • According to the official survey conducted by the Federal Bureau of Statistics and Ministry of Labour in collaboration with International Labour Organization (ILO) in 1996, 3.3 million children were working, out of which 73 per cent were boys and 27 per cent were girls. • An estimated 1.2 million children are on the streets of Pakistan's major cities and urban centers . • According to a United Nations Office on Drugs and Crime (UNODC) survey, 72 per cent of working children are not in contact with their families and 10 per cent have no unaware of their families details. • Every fourth household in Pakistan employs children for domestic purposes. Majority of these 62 per cent were girls. (SPARC 2013) • A civil society report cited 41 cases of torture to child domestic workers reported in the media during January 2010 to June 2013. (Daily Dawn Jan 27, 2015) • Pakistan ranks third on the list of countries in which slavery is high prevalent with over 2 million people ensnared in some form of bonded labor (The Global Slavery Index 2013) • In its Trafficking in Person Report 2013, The US State Department categorized Pakistan as a source, transit, and destination country for trafficking of women and children for forced labor and sex trafficking . • According to the Acid Survivors Foundation (ASF) there were 142 cases of acid attacks reported in 2013. Out of the victim 20 percent were below the age of 18 years. • In 2014, 103 cases of child marriages were reported in Media. • Children become prone to child sexual abuse, child labor, child and forced marriage, child trafficking, children living and or working on the streets in emergency situations. 	60 minutes Discussions Pre- Test Form
Child rights Laws (national & International)	<ul style="list-style-type: none"> • 2. Child Rights Laws (National & International) 	
	<ul style="list-style-type: none"> • United Nations Convention on the Rights of the Child-UNCRC 	

<p>Some facts and figures</p>	<ul style="list-style-type: none"> • The UN Convention on the Rights of the Child is the primary legal framework for the protection of children in emergencies. It has been ratified by all countries except for the United States and Somalia. Within the UNCRC, four articles are afforded special emphasis, as they are basic to the implementation of all other rights. • These four articles are often referred to as ‘general principles’. These are: 	<p>60 minutes</p> <p>Discussions</p> <p>Pre- Test Form</p>
	<ol style="list-style-type: none"> 1. That all the rights guaranteed by the UNCRC must be available to all children without discrimination of any kind (Article 2) 2. That the best interests of the child must be a primary consideration in all actions concerning children (Article 3); 3. That every child has the right to life, survival and development (Article 6); and 4. That the child’s view must be considered and taken into account in all matters affecting him or her (Article 12). <ul style="list-style-type: none"> • Following from these, each of the substantive articles (Articles 1-41) details a different type of right. Of these, Protection Rights are those that ensure children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind. • The CRC recognizes the specific risks faced by children in conflict situations, and as such, in addition to the more general Protection Rights, which are applicable in all emergency situations, the CRC includes a number of articles that specifically address issues of Child Protection in conflict: <ul style="list-style-type: none"> • Article. 22 – Refugee Children • Article. 38 – Protection of Children Affected by Armed Conflict • Article. 39 – Rehabilitation of Children Affected by Armed Conflict <p>Child Rights and related Laws in Pakistan</p> <p>The Prevention and Control of Human Trafficking Ordinance 2002</p> <p>The Prevention and Control of Human Trafficking Rules 2004</p> <p>The Child Marriages Restraint Act 1929</p> <p>On December 10, 2015, the National Assembly passed the Criminal Laws Amendment Bill 2015. The Criminal Laws (Child Protection) Amendment Bill covers child pornography, exposure to seduction, abuse, cruelty to a child and trafficking in human beings within Pakistan.</p>	

	<p>Criminal Law Amendment (Protection of Women) Act 2006 Criminal Law Amendment Act 2004 Article 11(3) of the Constitution prohibits employment of children below the age of 14 years in any factory or mine or any other hazardous employment.</p>	60 minutes Discussions Pre- Test Form
	<p>Laws on Compulsory Education Article 25-A was inserted in Constitution under the 18th Constitutional Amendment Act 2010 where education has been made a fundamental right for children five to sixteen years of age. Accordingly, the National Assembly and all Provincial Assemblies, except KP, enacted their respective laws in accordance with Article 25-A.</p> <ul style="list-style-type: none"> • The ICT Right to Free and Compulsory Education Act 2012 which was extended to FATA by the then President in 2013. • The Sindh Right to Free and Compulsory Education Act 2013 • The Punjab Right to Free and Compulsory Education Act 2015 • The Baluchistan Right to Free and Compulsory Education Act 2014 <p>KP has still not enacted the KP Right to Free and Compulsory Education Bill 2015. However, the KP Compulsory Primary Education Act 1996 is in place.</p> <p>Legislation and Prosecution against Child Sexual Abuse (CSA) Pakistani criminal justice system does not deal CSA any differently than adults No specific Laws but some like following: Section: 377 (Unnatural Offenses) Pakistan Penal Code (PPC 1860) Section: 375 (Rape) Pakistan Penal Code (PPC 1860) Section: 376 (Punishment for rape) Pakistan Penal Code (PPC 1860) Section: 366-A Procreation of minor girl The National Assembly enacted the long awaited Criminal Laws (Amendment) Act 2015 on December 10, 2015 where by changes have been made in the above sections. Similarly, the age of criminal responsibility has been increased from 7 to 10 years under Section 82 of the PPC and from 12 to 14 years under Section 83.</p>	

	<p>Provincial Laws</p> <p>Punjab The Punjab Destitute and Neglected Children Act 2004 The Punjab Child Marriages Restraint (Amendment) Act 2015 The Punjab Employment of Children Amendment Act 2012 The Punjab Protection of Breastfeeding and Young Child Nutrition (Amendment) Act 2012</p> <p>Sindh The Sindh Child Protection Authority Act 2011 The Sindh Protection and Promotion of Breastfeeding Child Nutrition Act 2013 The Sindh Child Marriages Restraint Act 2014 The Sindh Children Act 1955</p> <p>Baluchistan The Baluchistan Protection and Promotion of Breast-feeding and Child Nutrition Act 2014 The Baluchistan Right to Free and Compulsory Act 2014</p> <p>KP The Khyber Pakhtunkhwa Child Protection and Welfare Act 2010 The KP Protection of Breastfeeding and Child Nutrition Act 2015</p>	
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DAY-02: Learning Objectives

By the end of this session, participants will:

1. Understand 2 day training objectives and agenda
2. Understand the guideline Principle of Child Protection in Emergencies
3. Understand about Separated, Unaccompanied and Missing children, Identification, Registration, Data Management, Referrals and monitoring and Follow up.
4. Understand the standard case management principles for USAC
5. Understand the complete process of case management of USAC
6. Understand about the complete process of keeping these children in Interim Care
7. Able to know about the Family Tracing, and Tracing Missing child

Handouts

Handout 1.1: Previous day Revision

Handout 1.2: Training day 2 Objectives

Trainer Advance Preparations

- Write training objectives on flipchart, hang on the wall, and keep covered until use.
- Hang two signs on the wall next to each other for major learning on the previous day and confusions/ questions remaining on each chart.
- Flip chart with training guidelines/ Norms to be remembered

1. Training Sessions

SESSIONS	KEY MESSAGES/ LEARNING MATERIALS	TEACHING METHODS/ TIMINGS
<p>Guideline Principles</p> <p>What are the main guidelines Principles for CPiE?</p> <p>Practical Exercise</p>	<ul style="list-style-type: none"> • Welcome all participants to the session • Introduce the topic and briefly give a description of the events • Refer to the Training Manual. Present the material given below using flip chart. <p>Exercise: Plenary discussions</p> <p>Facilitator asks the participants to think for two minutes to brainstorm and share what they mean by guideline principles. The facilitator listens to every participant, one by one and writes on a flip chart. Discussions will be held on each point and the facilitator will give comments on each point and explain the meaning and purpose of each principle. At the end, the facilitator will share the list of guideline principles.</p>	<p>1 hour</p> <p>Plenary discussion, group work and presentations.</p>
<p>Family unity, best interest of the child, Child opinion, Do no harm, Non-discrimination, Psychological support and special needs of girls.</p>	<ol style="list-style-type: none"> 1. Family unity According to the principle of family unity (or integrity of the family) all children have the right to a family, and families have a responsibility to care for their children. Unaccompanied and separated children must be provided with services aimed at reuniting them with their parents or primary legal or customary caregivers as quickly as possible. If large numbers of children are separated from their parents or other relatives in an emergency situation, priority should be given to the most vulnerable, whether accompanied or unaccompanied, taking into account that the latter are likely to be more vulnerable. 2. Best interests of the child This principle constitutes the basic standard for guiding decisions and actions taken to help children, whether by national or international organizations, courts of law, administrative authorities, or legislative bodies. The Inter-agency Guiding Principles on unaccompanied and missing children should be taken into account when determining the best interests of the child in a given situation. 3. Child's opinion A child's opinion should be listened to and given due weight in relation to the child's age and maturity. Children must be kept informed about plans being made for them. This includes decisions about placement and care, tracing and reunification. Programs should actively engage children in responding to and prevention of separation issues in disasters 	

SESSIONS	KEY MESSAGES/ LEARNING MATERIALS	TEACHING METHODS/ TIMINGS
<p>Guideline Principles</p> <p>What are the main guidelines Principles for CPiE?</p> <p>Practical Exercise</p>	<p>4. Do-no-harm Care has to be given while dealing with children in emergencies in order to ensure that no harm is done to their physiological and psychological being. The explanation of graphic disaster details without inspiring hope can be dangerous for their personality. There is a fine line between showing children accurate depictions of reality along with useful information to teach or protect, and sharing too-explicit or graphic information which inadvertently harms or further traumatizes them.</p>	<p>1 hour</p> <p>Plenary discussion, group work and presentations.</p>
	<p>5. Non-discrimination One of the basic tenets of international humanitarian law is that the protection and guarantees it lays down must be granted to all without discrimination. Thus all four Geneva Conventions and both Additional Protocols provide that the “specific categories of person they protect must be treated humanely and without adverse distinction founded on sex.” The Convention on the Rights of the Child (CRC) reinforces this key principle and states that girls have additional, specific needs which have to be taken into account in programming for their care and protection.</p> <p>6. Psychosocial support Psychosocial support is the process of meeting a person’s emotional, social, mental and spiritual needs. All of these are essential elements of positive human development. Psychosocial support is needed by all children. It promotes their psychological and emotional wellbeing and helps to build resilience in children. Nevertheless, children are resilient, but when faced with extreme adversity and trauma, they and their families can and do need extra support. Psychosocial support builds internal and external resources for children and their families to be able to understand and deal with adverse events.</p> <p>7. Special needs of girls The special needs of girls must be taken into account throughout the times of crises, conflict and their aftermath as well as man-made or natural disasters. They are more vulnerable to sexual abuse and exploitation as well as facing a higher risk of negligence when it comes to protection and aid. Appropriate responses must be developed at all stages of programming. As an example, consider the Security Council Resolution 1261 (1999) on children and armed conflict, which urges all parties to armed conflicts to take special measures to protect children, in particular girls.</p>	

<p>Guideline Identification of Separated and Unaccompanied Children</p> <p>Differences between separated and unaccompanied children</p>	<ul style="list-style-type: none"> • Welcome all participants to the session • Introduce the topic and briefly give a description of the events • Refer to the Training Manual. Present the material given below using flip chart. <ol style="list-style-type: none"> 1. Separated children are persons under the age of 18 who are separated from both parents, or from their previous legal or customary primary care-giver, but not necessarily from other relatives. Separated Children include both unaccompanied and accompanied children. 2. Unaccompanied children (also called unaccompanied minors) are children who have been separated from both parents and other relatives, and are not being cared for by any adult who, by law or custom, is responsible for doing so. 3. Accompanied children are children who have been separated from both parents but are being cared for by an adult who is either a close or distant relative, or who by law or custom is responsible for the child's care. 	<p>1 hour</p> <p>Plenary discussion, group work and presentations.</p>
<p>Steps for establishing a child identity</p> <p>Registration and documentation, Verification of birth certificate and Emergency documents, Data management Referral system Follow up and Monitoring</p>	<p>Steps for establishing a child's identity</p> <ol style="list-style-type: none"> 1. Capacity of the staff at the point of origin needs to be improved in order for him/her to be able to interview children and members of the community appropriately and gather the relevant data needed to identify the child; 2. Interview a separated child in a child-friendly, quiet place by trained staff. Make the child feel as secure and safe as possible; 3. Whenever possible, take photographs of the child and his/her belongings as part of the registration and documentation process, as soon as possible after the child's separation from his/her family; 4. Use a standardized Reporting Format (Annex I: Separated / Unaccompanied Child Reporting Form); 5. Keep all information confidential; and 6. Use a Central Database for verification of the child's identity (through the birth register) and update it regularly. The verification process needs to be fast in order to shorten the time of the child being separated from its relatives. Early assessment must be completed in order to establish the extent of family separation and the situation. 	
	<p>Registration and Documentation</p> <p>At the point of origin, i.e. first contact with the separated / unaccompanied child (NGO, Police, Social Welfare Department staff/CPU's, Dar-ul-Aman staff, etc.) a Separated / Unaccompanied Child Reporting Form (SRF), as provided in Annex I should always be filled in with maximum possible details to facilitate tracing of</p>	

	<p>relatives or for family reunification. During the registration process, unaccompanied and separated children should be registered individually keeping accountability / responsibility factor in mind, but cross-referenced to the family they are staying with. Local authorities and field offices should keep a registry wherever a separated and unaccompanied child is identified.</p> <p>A large number of children in Pakistan have no Birth Certificate or any other documentation. In emergencies, it is very difficult to register those children and later on trace their families. It is therefore highly recommended to register all relevant information in the Separated / Unaccompanied Child Reporting Form (SRF) and later on to feed all information to a central database accessible for all stakeholders.</p> <p>Documentation and Data Management</p> <ol style="list-style-type: none"> 1. A central database for uniformly recording the cases of separated and unaccompanied children should be established where all the cases can be recorded with the whole background information and tracked. It should have provision for updating data from the district level. NADRA is already working at all levels with swift registration centers. Linkage should be developed with NADRA for the times of crisis and community should be sensitized on the importance of documentation and registration with national database. 2. Beyond registration, a more thorough documentation and data management of each unaccompanied child is required in order to establish the child's personal history and individual needs and to begin tracing for the family. Legal responsibility for unaccompanied children rests with the government. An unaccompanied child should have a legal guardian with respect to involvement in any legal proceedings and to advocate for the child's interests or to make decisions on behalf of the child in other situations. <p>Online Data Management</p>	
	<p>As mentioned earlier there is no central database available in Pakistan for uniformly recording cases of separated and unaccompanied children. There is an urgent need for establishing a central database with a provision for uploading data from the district level. It is recommended that NDMA should take the lead role in this regard. The database initiated by Punjab PDMA can be a good starting point for this. KP-CPWC database can be interlinked with PDMA for the purpose of utilizing the objective. User ID should be provided separately for each department /organization in order to have centralized database at the provincial level.</p>	

	<p>Referral System It can be defined as a network of all the public sector, private sector and non-profit organizations working for the protection and provision of the rights of the children affected by the emergency and disaster to which the child can be referred for different services.</p> <p>Steps for referral system management</p> <ol style="list-style-type: none"> 1. Establish Referral and Reporting System- A list of referral partners of different stakeholders (SWD/ CPUs, NGOs and other community level services) should be in the hands of the Social Welfare Department. An updated contact list and the MoUs should be organized and made available on line; 2. Ensure that all duty bearers understand their responsibility and role. A clear MoU and Guidelines should be developed and signed by all stakeholders. <p>Referral systems have been established in Child Protection Units of the Social Welfare Department in some districts of KP and Sindh under their respective provincial laws i.e. The KP Child Protection and Welfare Act 2010 and the Sindh Child Protection Authority Act 2011. In District Sanghar, Sindh, a Protocol Agreement was signed by the Deputy Commissioner for putting in place a referral mechanism in CPU Sanghar.</p> <p>There is a need to strengthen these referral systems.</p>	
<p>Guideline for separated children under the age of 5 years.</p>	<p>Guidelines for Care of Separated Children under the Age of 5 Years</p> <p><u>Caring for separated children under the age of five is different from caring for older children since they are even less able to express personal views and preferences than older children who might be able to read, write and be able to identify themselves and their relatives.</u></p> <p><u>In an emergency the following steps for the children under the age of five should be activated at the point of origin:</u></p> <ol style="list-style-type: none"> 1. Find families willing to care for babies and children who are separated from their own families. The assistance of community leaders, religious leaders, women's associations, community health volunteers and others would be supportive keeping in view the court and competent authority; 2. Involve community members in decision making from the beginning. One way to do is to help to create a Child Welfare Protection Committee, comprised of key community members, religious leaders, teachers, social workers and parents. Child Welfare Committees can develop the standards of care for separated children and the criteria for foster families and then monitor the care of separated children in foster families; and 3. Determine if there is any problem of abuse or neglect and the care arrangement is adequate before deciding to move a baby child to the foster family. 	

	<p>In all cases, required special care must be provided and monitored regularly by the concerned department/ organization and the court and competent authority should be regularly updated.</p> <p>Standard case management principles for USAC</p>	
<p>Standard case management principles for USAC</p>	<ul style="list-style-type: none"> • Promote the child’s best interest • Ensure the safety of the child • Comfort the child • Ensure appropriate confidentiality • Involve the child in decision-making • Treat every child fairly and equally (principle of non-discrimination and inclusiveness) • Strengthen children’s resiliencies 	
<p>Procedures related to USAC</p>	<p>Procedure related to USAC</p> <ol style="list-style-type: none"> 1. Prevention of Separation: 2. Identification and referral of the UASC: 3. Documentation of the UASC: 4. Case management of UASC: 5. Family tracing of UASC: 6. Family verification: 7. Family reunification: 8. Best Interests Determination (BID): 9. Temporary and long term alternative care arrangements: 10. Monitoring and follow up: 11. Case closure: 	
<p>Sub process of case management of USAC</p> <p>Interim Care</p> <p>Temporary Care Arrangements:</p>	<ul style="list-style-type: none"> • Welcome all participants to the session • Introduce the topic and briefly give a description of the events • Refer to the Training Manual. Present the material given below using flip chart. <ol style="list-style-type: none"> 1. If it is not possible to immediately identify or reunite the child with the family, it becomes imperative to identify interim care measures. All efforts should be made to identify a family based care option, such as relatives, foster care-givers, or other members of the community and should be based on the child’s best interest. Only if it has not been possible to identify a family based option, should residential care such as, an interim care Centre be considered. Children who cannot be reunited with their families within this time frame should have a 12 week placement review to determine if they should continue to remain with their current care-givers or if they should be moved to a more suitable placement. 	<p>1 hour 15 minutes</p> <p>Plenary discussion, group work and presentations.</p>

<p>Key Principles for Placement of Unaccompanied Children in Interim Care</p>	<p>Care arrangements must leave open the possibility of family reunion.</p> <ol style="list-style-type: none"> 2. The number of institutions with the capacity to provide interim care of separated and unaccompanied children is very limited throughout the country. Most of the existing institutions are permanent care institutions, that are not geared towards providing interim care and do not have the protocols and guidelines available for this purpose. <p>Key Principles for Placement of Unaccompanied Children in Interim Care</p> <ol style="list-style-type: none"> 1. Place children in small groups. The child feels more secure and is easier to care for. 2. Always place siblings together; also children who know each other, friends and children from the same geographical area should be put in the same group where possible. 3. Make sure each child is registered, with a separate file; a copy of the unaccompanied child's file should always travel with the child. 4. Immediately notify the local authorities and the community of the child and keep in touch for follow-ups. 5. Try to prevent long-term institutionalization, the faster the child is reunited with its family, the less traumatized he/she will be. 6. Ensure that child protection standards are met. Take specific care of the needs of girl children and of children with disabilities. 7. All children have to be supervised by appropriate staff at all times, especially the small ones. 8. Make sure that the procedures in the care facility are transparent and accountable. 9. Create and enforce national minimum quality standards through certification of the alternative care facilities. 10. Regular inspection, monitoring and reporting should be made mandatory. 11. Take legal actions against unregistered or unauthorized care providers. 	
<p>Foster Care and Placement of Separated Children in Family Based Care</p>	<p>Foster Care</p> <ul style="list-style-type: none"> • While tracing the parents, a child should be placed with a family which would ideally be willing to take care of the child. It must also be ensured that the foster family thereof would also be willing to give the child back to the parents if they are located. Secure and organized fostering arrangements are necessary if the family cannot be traced immediately. Close monitoring of the family based care facilities and regular information on how family tracing efforts are proceeding should be carried out. <p>Placement of Separated Children in Family Based Care</p> <p>Guardianship should be used in administrative or judicial proceedings wherever the system exists to support it</p>	

	<p>, as it provides an important safeguard for ensuring that children’s rights and best interests are upheld. In large-scale disasters, where it will be difficult to establish guardianship arrangements, the rights and best interests of separated children must be safeguarded and promoted by organizations working on behalf of these children.</p>	
	<p>Most separated children do have parents or other family members willing and able to care for them and with effective tracing they can be found. For the best interests of the separated child a family based interim care should be the first priority until the tracing of the parents has been completed.</p> <p>Follow- up and Monitoring of Interim Care</p> <ul style="list-style-type: none"> • Monitoring should be done regularly and reports must be submitted to SWD/CPUs. Budget shall be allocated for the said monitoring and follow up purpose. • A special Reporting Form for follow up should be incorporated and checklist for monitoring should be used along with action plan. • The child should be referred for his/her wellbeing, which will be in his/her best interest and order of the courts / competent authority in this regard should be followed. • The trained social worker should be made accountable for monitoring the overall situation and services provided by the care givers. • Any kind of abuse, neglect or threat related to child welfare observed during or after monitoring must be reported and referred to relevant authorities to provide prompt actions. 	
<p>Family Tracing</p> <p>Family tracing</p> <p>Tracing a missing child</p>	<ul style="list-style-type: none"> • Welcome all participants to the session • Introduce the topic and briefly give a description of the events • Refer to the Training Manual. Present the material given below using flip chart. • Tracing is the process of searching for family members or primary legal or customary care-givers. The term also refers to the search for children whose parents are looking for them. The objective of tracing is reunification with parents or other close relatives. Family tracing and reunification have been emphasized and promoted as the most important durable solution for unaccompanied and separated children by all UN-agencies and the National Government. • The process of tracing and reunification of the children identified as separated and unaccompanied in different provinces in Pakistan has so far been carried out in an informal way and does not follow uniform guidelines. NGOs tend to use informal means to trace families. In certain cases the district administration has been involved in the process but the 	

	<p>district administration has been involved in the process but the tracing is mostly done through links to the community. There are no set guidelines available for NGOs and other stakeholders for reunification and so NGOs follow their own procedures. These include: written statements by parents, copy of ID cards and photos of the reunification.</p>	
	<p>Tracing Families steps/process</p> <ol style="list-style-type: none"> 1. Verification must always be carried out. It is a built-in protection for the tracing system. It checks that the person claiming the custody of child is, in reality, who they claim to be. 2. It can also be used to confirm that the relatives are willing and able to take the child and that the child wishes to be reunited with these relatives. 3. Mobilize the resources at the local Point of Origin. District Coordination Officer (DCO) should coordinate the tracing process and ensure that involvement of NGOs and CBOs in tracing follow a prescribed guideline and reporting system. 4. Social Welfare Department should be involved in the tracing and family reunification process. After the reunification and closing of the case, the information must be fed into the database. 5. Local police should be involved in tracing families. Police networks throughout the country should be able to easily facilitate the tracing process. 6. In emergency situations the Military and other rescue workers can be involved in tracing and reunification. 7. Community leaders, local mosques can also be instrumental in tracing process. But all tracing initiatives should be recorded and coordinated with the DCO and SWD 8. Confidentiality of information should be strictly maintained. 9. Plan and develop long-term solutions for children whose families are not traced despite all efforts. 	
	<p>Tracing a Missing Child</p>	
	<p>In 2010, in Karachi alone 3029 cases of missing children were reported to police.⁴ According to an NGO named ROSHNI the number of missing children during the early stages of the emergency was quite high due to the lack of coordination and capacity of the workers to deal with the issue.</p>	

	<p>The issue of missing children finds little acknowledgment in Pakistan despite the fact that it is a serious and growing problem. This is partly because of the lack of understanding regarding missing children and their documentation in the relevant departments, which leads to little to no information flow on this issue.</p> <p>In case of children missing during emergencies the following steps need to be taken</p> <ol style="list-style-type: none"> 1. Lodging an FIR with the local police station 2. Meeting of the coordination committee 3. Information to the police stations of the adjacent areas 4. Information to and activation of the network of partners 5. Information to the management of camps 6. Printing of leaflets containing information and if possible photographs of the child and widespread displays of posters and leaflets in camps, police stations and bus stations. 	
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DAY-03: Learning Objectives

By the end of this session, participants will:

1. Understand 3 day training objectives and agenda
2. Understand the major Steps in family reunification
3. Steps for follow up after Family reunification
4. Able to know the Determinants of Long term Arrangements
5. Learn the Complete process of case management including; Identifying and reporting , Interim care, Family Tracing, Family Reunification, Alternative Long term arrangements, Follow up at all stages and Sample forms for report Unaccompanied and Separated child
6. Able to know the tools/ forms and their guideline principle for case management of USAC. They will have a complete understanding of the key stakeholder and their role as well understand the monitoring indicators of USAC
7. Participant fill the Post- test and judge their knowledge about the subject

Handouts

Handout 1.1: Previous day Revision

Handout 1.2: Day 3 Training Objectives and agenda

Handout 1.3: Post-test form

Trainer Advance Preparations

- Write training objectives on flipchart, hang on the wall, and keep covered until use.
- Hang two signs on the wall next to each other for major learning on the previous day and confusions/ questions remaining on each chart.
- Flip chart with training guidelines/ Norms to be remembered

Training Session

SESSIONS	KEY MESSAGES/ LEARNING MATERIALS	TEACHING METHODS/ TIMINGS
Family Reunification	<ul style="list-style-type: none"> Welcome all participants to the session Introduce the topic and briefly give a description of the events Refer to the Training Manual. Present the material given below using flip chart. 	1 hour Plenary discussion, group work and presentations.
	<ol style="list-style-type: none"> 1. Reunification is the process of bringing together the child and family or previous care-provider for the purpose of establishing or re-establishing long-term care. The separation of children from their families is often traumatic and can have long lasting consequences in a child's grooming and well-being. In order to minimize further distress resulting from a period of prolonged separation, it is important that family reunification occurs with the least possible delay. Expedited procedures are particularly necessary to reunify separated children with their parents or surviving adult relatives to avoid emotional harm caused by separation. 	
Steps in Family Reunification Follow up after Family Reunification	<p>Steps in Reunification</p> <p>Step 1: Proof of Claim: It should be mandatory to verify any kind of proof/evidence such as family photographs or any other adequate documents (Birth Certificate or Identification document) of the claimant.</p> <p>Step 2: Photo identification by the child: The child must be involved in the reunification process and the "best interest of the child" principles must be the guideline for reunification. If any photograph is available, the child should be allowed to identify the family members and reconfirm the relationships with the claimer.</p> <p>Step 3: Community verification: Verify the claimer's relationships with the child. The local community members, local police station should be involved before any reunification takes place to ensure the security of the child.</p> <p>Step 4: The consent of the child is of vital importance in preparation of family reunification.</p> <p>Step 5: In some cases, an assessment of the family situation should be conducted before reunification takes place.</p> <p>Step 6: Upon positive verification of the claimant and consent of the child, handing over by the child should be done in presence of DCO or Social Welfare officer or Police authority.</p> <p>Step 7: Handing-over document should be signed on closure of the case.</p>	

	<p>Steps for Follow-up after Family Reunification</p> <p>Once the child is reunified the responsibility returns to the family and to a certain extent to the community to ensure the welfare of the child.</p>	<p>1 hour</p> <p>Plenary discussion, group work and presentations.</p>
	<ul style="list-style-type: none"> • Almost all children after reunification need special psycho-social support (due to traumas, distress of separation and other disorders). They should be monitored by the Social Welfare Department or a community level mechanism (NGO may be given approval on behalf of SWD to follow-up, monitor the case and report). The family should report regularly to Social Welfare Officer in the local community. • A child with special needs that were identified before the reunification needs special support due to his/ her disability and should be monitored and supported regularly. If necessary a referral to other relevant service providers in consent with the parents is to be carried out. • All follow-up and monitoring should be done by trained a social worker or NGO worker who has comprehensive knowledge on CP, although regular visits as general support to the family, linking it with community support is helpful. • All monitoring should be recorded and fed into a data system. • If required, material support can be given to the family in order to avoid further separation or traumatizing the child: through support with some basic needs like food support, school fees and some economic assistance. 	
<p>Long Term Arrangement</p>	<ul style="list-style-type: none"> • Welcome all participants to the session • Introduce the topic and briefly give a description of the events • Refer to the Training Manual. Present the material given below using flip chart. 	<p>1 hour</p> <p>Plenary discussion, group work and presentations.</p>
<p>Determinants of long term Arrangements</p>	<p>Long term arrangements</p> <ul style="list-style-type: none"> • The best long-term solution for an unaccompanied child should be made based on best interest of the individual child and depend on the specific merits of any particular case. The determination should follow the procedure below: • Assessments and decisions on a long-term solution for unaccompanied children must be taken by Social Welfare Department (SWD) including experienced child welfare personnel. Cases must be thoroughly assessed on an individual basis. 	

	<ul style="list-style-type: none"> • The procedure should permit the effective participation of the child and, as with status determination, arrangements be made for him or her to be represented. • Where possible, the views of the parents or who are replacing parents should be obtained. • Case histories and documentation on unaccompanied children are to be shared by organizations assisting them. Ensure that as much information as possible is provided about family, relatives and friends to enhance tracing efforts. • In each case, a minor's evolving mental maturity must be determined in the light of the personal, family and cultural background (CRC art. 12). Qualified child welfare workers should be involved in the process of interviewing unaccompanied children. 	<p>1 hour</p> <p>Plenary discussion, group work and presentations.</p>
	Referral of Children into Residential Care	
	<p>This should be done as a last resort, even as an interim care solution and should be done based on the following criteria:</p> <ul style="list-style-type: none"> • The child has a disability or health issue that requires specialized care that is not available in the community, but is available in a centre. • A child needs care on a temporary basis pending reunification or the identification of alternative care and no other interim care options are available. • A child needs a secure environment that cannot be guaranteed through other forms of alternative care. <p>Referral to a Safe House: Girls and boys who have been exposed to or are at risk of abuse and exploitation and whose security cannot be guaranteed through alternative care options, may be referred to a safe house.</p>	
Case Management	<ul style="list-style-type: none"> • Welcome all participants to the session • Introduce the topic and briefly give a description of the events • Refer to the Training Manual. Present the material given below using flip chart. 	<p>1 hour</p> <p>Plenary discussion, group work and presentations.</p>
<p>Case Management system</p> <p>Steps for case management of separated and unaccompanied children during the emergencies</p>	<ul style="list-style-type: none"> • Case management <p>Case management will be coordinated through the provincially developed and endorsed 'action charts' for Unaccompanied and Separated Children. Each stakeholder will follow the 'steps', and adhere to the 'actions/activities' outlined in the charts. Steps include coordinated reporting and monitoring (facilitated by the Child Protection working group or cluster if activated, and relevant DDMA, R/PDMAs and NDMA), and case management (led by the Social Welfare Department).</p>	

	<p>These provincial action charts are working documents and will be updated biannually by PDMA (in coordination with GCC NDMA and the child protection working group or cluster) in order to reflect up-to date Government structures, stakeholders, and focal points within respective agencies.</p> <ul style="list-style-type: none"> The following chart shows the different steps to be taken for case management of separated and unaccompanied children during the emergencies: it provides frameworks for dealing with both separated and unaccompanied children as the requirements of both are different. Whereas unaccompanied children need a full range of services, the separated children may only require monitoring and follow up. 	<p>1 hour</p>
	<p>Plenary discussion, group work and presentations.</p>	
	<p>Step 1: Identification and Reporting</p> <ul style="list-style-type: none"> Child identified by DDMA, SWD, NGO, Police, community member etc. Reporting form filled and SWD immediately notified SWD Caseworker assigned to interview child and complete registration Database maintained by SWD with weekly updates to DDMA and PDMA on status of all registered children <p>Step 2: Interim Care</p> <ul style="list-style-type: none"> If separated (i.e. accompanied), assessment and ongoing monitoring of existing arrangement If UAC, seek family based care (using CP committees and community mechanisms) with interim facilities as emergency option <p>Step 3: Family Tracing</p> <ul style="list-style-type: none"> Child meeting the definition of separated or UAM, is registered and the tracing begins Tracing by SWD in coordination with DDMA and PDMA (missing persons registrar), police and specialized agencies Verification SWD makes referrals to other services (medical, legal, PSS) <p>Step 4: Family Reunification</p> <ul style="list-style-type: none"> Reunification Follow Up <p>Follow ups in all cases: interim, long-term, family, foster or institutional care etc.</p>	
<p>Tools & Guidelines to be used to complete the process of case management for USAC</p>	<ul style="list-style-type: none"> Welcome all participants to the session Introduce the topic and briefly give a description of the events Refer to the Training Manual. Present the material given below using flip chart. Facilitator will show the following forms to the participants and guide them how to fill it 	

Sample forms	<ol style="list-style-type: none"> 1. Sample of registration forms 2. Sample of assessment forms 3. Sample of case planning form 4. Sample of follow up form 5. Case closure form 6. Case transfer Form 	<p>1 hour</p> <p>Plenary discussion, group work and presentations.</p>
Guidelines to fill the forms/ interview child	Guidance Note to fill the UASC Children Registration Form	
	<p><u>This Guidance Notes is aimed at supporting field/social workers to complete the agreed inter-agency registration form for unaccompanied and separated children and should be read together with the form, before starting to register children. It should be used as part of the training for field/social workers on techniques for interviewing children in emergency contexts. The extended registration form follows a similar content but collects more complete information to support the full case management process. Both these forms can be used as they are or contextualized.</u></p> <ol style="list-style-type: none"> 1. Before starting the interview as well as at the end, you should explain to the child, using child-friendly language, what information about them is being collected and why. <p>Include:</p> <ul style="list-style-type: none"> • Your name, who you work with and what your agency does. • You will ask some questions about the child – ask if that is OK and explain that he/she doesn't have to answer questions if they don't want to. • Explain you will be taking notes so that you remember what is said – ask if that is OK. • Explain that you need to share some information – explain with who and why – ask is that is OK. • Reassure the child that if there is any information they do not want to share, they can say so. <ol style="list-style-type: none"> 2. Before starting the interview, review what information is already available on the child. If the child has already been interviewed by another organization, try to find that information and make sure you do NOT ask the same questions again. 3. The shaded areas of the form are for you to complete without asking these questions directly to the child. This information should reflect case coding and the analysis of the child that the field/social worker makes and their recommendations for follow up and next steps. 	

	<p>4. The wording of the questions on this form should serve as a guide. The way questions are phrased and how they are asked should be adapted according to the age of the child being interviewed, how willing they are to give information, the nature and sensitivity of the question, and the local context and culture.</p>	<p>1 hour</p> <p>Plenary discussion, group work and presentations.</p>
	<p>5. Section 1 – Data Confidentiality:</p>	
	<p>a. In order to be able to answer these questions, please explain to the child what the information will be used for, what information will be made public, how their identity will be kept secure and confidential and how sharing certain information may help with successful tracing. Ask the child what they agree with.</p> <p>b. Ensure the child understands and feels free to say if they do not want certain information to be made public – you can get this information in various ways, either asking the child whether he or she would feel safe or would have any reason to worry if you shared the information with specific people or authorities, or observing the child and understanding what information they may/may not want to share and with whom.</p>	
	<p>6. Section 2 – Child’s personal details:</p> <p>a. A Separated child is any person under the age of 18, separated from both parents or from his/her previous legal or customary caregiver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members.</p> <p>b. An Unaccompanied child is any person under the age of 18, separated from both parents and other relatives or from his/her previous legal or customary primary caregiver and who is not being cared for by an adult who, by law or custom, is responsible to do so.</p> <p>c. Orphans are children, both of whose parents are known to be dead. In some countries, however, a child who has lost one parent is called an orphan. Most children who are separated from their families are not orphans and should not be referred to as such. It is important that a local-language term, or phrase, be found and used that conveys the sense of “children separated from their families”</p> <p>d. Urgent protection concern – please state here whether the child requires urgent intervention or not. The type of intervention required is further explored in section 7.</p> <p>e. Names – the structure provided on the forms is first, second and third name throughout. The name format will need to be adapted to each context.</p> <p>f. If the child does not remember her/his address before separation, please note other relevant information, such as descriptions of mosques, churches, schools or other landmarks (Allow the child to draw on the back of the form if you think this will help).</p>	

	7. Section 3 – Wishes of the Child:	
	a. If child DOES want family reunification – only enter details if they are different from the details collected in the previous sections. The registration form gives you enough space to collect information about 2 people the child would like to trace/locate. If you need additional space to enter more people, please use the back of the form, ensuring you collect all the necessary fields.	
	8. Section 4 – Family Details:	
	<p>a. If addresses of father and mother are the same, only enter them once and put ‘same as above.’</p> <p>b. If the child has been in contact with the mother and/or the father, state how this contact was made (telephone, letter, through a third party etc)</p> <p>c. Only enter details of primary caregiver if this was not the father or the mother.</p> <p>d. Family members the child is separated from: Please write down names or nicknames of significant others mentioned by the child. Registration form gives enough space to enter 3 people. If the child mentions more people that need to be recorded, please use the back of the form, ensuring you collect all the necessary fields.</p> <p>e. Family members/other important persons child is with: Please list any family members or other important person, including children of adults the child is travelling with. If the child is travelling with other separated or unaccompanied children, a separate registration form will need to be completed for each UASC. If the child is travelling with other adults please include any ID registration numbers collected which may help with identification. Do not record here details of the current care giver – this is collected in section 3. The table gives enough space to record details of 7 people.</p>	
	9. Section 5 – Current Care Arrangements:	
	a. Only record the address if it is different from the address entered in the previous sections.	
	10. Section 6 – History of Separation:	
	a. Please give as much detail as possible here regarding the circumstance of separation which may help in tracing, remembering to use child friendly language and interview techniques.	
	11. Section 7 – Protection concerns:	
	<p>a. Firstly ask the child if there are any immediate concerns he/she would like to raise.</p> <p>b. This section, or parts thereof, should only be completed if contextually relevant and/or appropriate (respecting security and confidentiality).</p>	

	<p>c. The list of protection concerns should be answered by the field/social worker, and not asked directly to the child. Information should be sought through conversation with the child during which relevant information is elicited, and observation of the child. If there is no evident concern (or if the interviewer is not able to detect non-obvious protection concerns), further information on protection concerns may be collected at a later stage beyond registration.</p> <p>d. “Serious Health Issue” is any health issue which requires imperative medical attention.</p> <p>e. Disabled children include children that may have physical, mental, sensory (blind, deaf, deaf blind), learning or psychosocial impairments.</p>	
	<p>12. Section 8 – Details of Interviewer:</p>	
	<p>a. Please ensure you have again informed the child of how the information will be used and what the next steps in the tracing process will be.</p> <p>b. All field/social workers interviewing children must sign and date the registration form.</p>	
	<p>13. Stakeholders and their role and responsibilities</p>	
	<ul style="list-style-type: none"> • Role of NDMA • Role of PDMA • Role of FDMA • Role of DDMO • Role of NGOs/ CSO • Role of United Nation bodies i.e. UNICEF, UNHCR, and other international organizations • Role of Community based disaster management committees (if any, if not, it could be formed) • Role of volunteer • Role of Media • Role of Social welfare department 	
	<p>14. Monitoring indicators of USAC</p>	
	<ul style="list-style-type: none"> • No of support and guidance to both the child and the caregiver on developing and maintaining a healthy and protective relationship • Monitor and detect any problems arising between the child and the caregiver or if the care plan is being followed as planned • Ensure the child and the family are accessing services and community resources in line with the care plan • Frequently, update the child and the caregiver on the progress made towards long-term care solutions, specifically around family reunification • Monitor for and mitigate the risk of abuse, neglect, violence or exploitation of the child 	

	<ul style="list-style-type: none">• Update the child and the caregiver on the family tracing efforts and exchanging information on the issue which might have emerged since the last visit	
Review of three days	<ul style="list-style-type: none">• Facilitator ask the participant to write any three major learning from the training workshop• Conduct the post-test• Fill the training evaluation sheet	20 minutes

Annexure 1: PRE AND POST TEST

1. Q 1: What is disaster? _____

2. Q 2: What is child protection? _____

3. Q3: CPiE stand for? _____

4. Q 4: What is UNCRC? _____

5. Q 5: Are you aware about the guiding principles of CPiE?
6. i) Yes ii) NO
7. Q 6: Please define the following terms?
8. i) Separated: _____
9. ii) Unaccompanied: _____
10. iii) Missing children: _____
11. Q7: Are you aware about the Interim Care?
12. i) Yes ii) No
13. Q 8: Do you know the process/ Steps of family Reunification
14. i) Yes ii) No If yes please explain: _____

15. Q 9: What is case management: _____

16. Q 10: What is referral Mechanism:

Annexure II: Training Evaluation

A. PROGRAMME EVALUATION					
Please tick the appropriate box	5 Excellent	4 Good	3 Acceptable	2 Fair	1 Poor
Your impression of the training in general:					
Quality of contents and presentations					
Your overall understanding of the training material					
Your assessment of the training in enhancing your understanding of the topics					
You assessment of the programme on:					
Degree of participation					
Degree of learning					
Learning from the pre-test					
B. PROGRAMME LOGISTICS					
Please tick the appropriate box	5 Excellent	4 Good	3 Acceptable	2 Fair	1 Poor
Overall Assessment of the Venue					
Accessibility of the venue					
Service and Courtesy of the staff					
Meals					
Presentation of Meals					
C. TRAINERS AND MODERATORS EVALUATION					
Please tick the appropriate box	5 Excellent	4 Good	3 Acceptable	2 Fair	1 Poor
Trainer 1 (name)					
General Training Ability					
Expertise					
Ability to Stimulate Interest					
Ability to answer questions					
Trainer 2 (name)					
General Training Ability					
Expertise					
Ability to Stimulate Interest					
Ability to answer questions					
Comments and Suggestions:					

Material used in this resource book taken or adopted from following sources:

- Save the Children's Policy Brief Vol. 1. No 1. Spring 2005: Protecting Children in Emergencies)
- ADTF Guidelines
- Hyogo Framework for Action
- "Minimum Standards for Child Protection in Humanitarian Action" by CPWG
- NDMA Reports and NDMA Standard Operating Procedures
- Save the Children Alliance (2008). Child Friendly Spaces in Emergencies: A Handbook for Save the Children Staff
- A Disaster Risk Governance Framework
- UNICEF Children Protection Strategy
- Jordan, child protection sub working group, UASC task force, 203-uascops-presentations-08022015english
- Ref-Doc-CP-Case management guidelines -2014- global protection cluster- child protection
- ia_guidance_note_for_reg_form_final_2.pdf

Sahil's Annual Report "Cruel Numbers 2014", 2014

Sahil's Annual Report "Cruel Numbers 2014", 2014

Sahil's Annual Report "Cruel Numbers 2014", 2014

SPARC's Annual Report "The State of Pakistan's Children" 2013

Sahil's Annual Report "Cruel Numbers 2014", 2014

ANNEXURES

ANNEX I: SEPARATED / UNACCOMPANIED CHILD REPORTING FORM

**To be filled-in at the point of origin: Original submitted immediately to DDMA,SWD/CPU;
one copy to relevant PDMA; one copy to be kept by the reporting organization**

Separated, Unaccompanied and Missing Children in Emergencies: Guidelines and Framework of Action

<p>Status of Child: <input type="checkbox"/> Missing <input type="checkbox"/> Runaway <input type="checkbox"/> Un-accompanied <input type="checkbox"/> Separated</p>
<p>Give a little detail:</p>
<p>Initials:</p> <p>Tick relevant Identified by (individual/Organization staff/department staff name) Mention name of individual/department staff/ organization staff as well: _____</p> <p>Date and Place identified: _____ Name of the accompanied person, if any: _____ Relationship with the accompanied person: _____ Holding Name tags / Arms band (during evaluation) if any: _____</p> <p>If it is a disaster scenario, please mention the type of disaster: <input type="checkbox"/> Flood <input type="checkbox"/> Earthquake <input type="checkbox"/> Bomb Blast <input type="checkbox"/> Shelling <input type="checkbox"/> Armed Conflict <input type="checkbox"/> Mine Blast <input type="checkbox"/> If Other (mention name) _____</p> <p>Any other related documents/Local Police Report Information (attached all the legal relevant document such as undertaking, FIR, medical report etc.):</p> <p>Case No. _____ Date of Filing Report: _____ Police Officer: _____ Police Station Address: _____ Police Station Contact No. _____</p>
<p>Child's Particulars:</p> <p>Name of the Child: _____ Nick Name: _____ Sex (Male/Female): _____ Age: _____ Date of Birth: _____ Birth Certificate (Yes/No): _____ Tribe: _____ Religion: _____ Disability (Yes/No): _____, if yes, Indicate: _____</p>
<p>Family Particulars:</p> <p>Father's Name: _____ Is the father alive? (Yes/No): _____ Mother's Name: _____ Is the mother alive? (Yes/No): _____ Name any other guardian, if any: _____ Relationship with child: _____</p>
<p>Permanent Address:</p> <p>Name of Village: _____ District: _____ Province: _____ Local Police station: _____</p> <p>Present Address:</p> <p>Name of Village: _____ District: _____ Province: _____ Local Police station: _____</p>

اقرارنامہ

میں..... عیضت والد/والدہ صاحب سے متعلقہ اسٹیٹمنٹ کے نام..... ہے یہ اقرارنامہ کرتی ہوں کہ معلومات میں نے اس کے بارے میں سچے سچے اور سچے سچے
 بیان کیے ہیں۔ اس کے علاوہ اسٹیٹمنٹ میں فراہم کی ہوئی دیگر سبھی معلومات میں حتمی اور حتمی طور پر متکلف قانونی طور پر فراہم کیے ہیں۔

میں..... والد/والدہ صاحب سے متعلقہ اقرارنامہ

کا نام اسٹیٹمنٹ کے ساتھ فراہم کیا گیا ہے۔

Note:

Valid copy of CNIC / Passport / Card of parent/guardian shall be attached and shall be duly reconciled with the original.

For office use only

I hereby solemnly declare that all the information given by me about this child is correct to the best of my knowledge.

Name of Assessor		Approved by	CPO
Designation		Name	
Signature		Signature	

A **separated** child is person under the age of 18, separated from both parents, or from his/her pervious 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. An **orphan** is a child is who is under the age of 18 and whose mother, father or both parents have died.

If the child does not remember his/her address, please note other relevant information, such as descriptions of mosques, schools and other landmarks.

Child Handover / Transfer
 Is the child being physically handed over to SWD at the time of reporting? Yes/No
 To whom is the child being handed over to (name, title): _____
 Name and title staff reporting: _____
 Date and signature: _____
 Name, title and agency of person receiving child: _____
 Date and signature: _____

اقرار نامہ

میں..... عیشیت والدہ اللہ وار پرست بچے اپنی جنک نام ہے یا تارا کرنا کرتی ہوں کہ جو معلومات میں نے اس بچے اپنی کے حلقہ پائڈ پر دیکھیں
 ہوت..... کے لئے کفر اہم کی ہیں۔ دعا نکل درست ہیں۔ معلومات کی فروری یا ہو کر وہی صورت میں حقدار ادارہ سے خلاف قانونی چارہ جوئی کا پناہ ہوگا۔

نام..... والدہ اللہ وار پرست دستخط لاکھنؤ

کارڈ اپا سپورٹ ا کیپورٹاز ڈسٹانتی کارڈ نمبر:.....

Note:

Valid copy of CNIC / Passport / Card of parent/guardian shall be attached and shall be duly reconciled with the original.

The declaration is compulsory to be filled for each and every child

For office use only			
I hereby solemnly declare that all the information given by me about this child is correct to the best of my knowledge.			
Name of Assessor		Approved by	CPO
Designation		Name	
Signature		Signature	

A **separated** child is 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. An **orphan** is a child is who is under the age of 18 and whose mother, father or both parents have died.

If the child does not remember his/her address, please note other relevant information, such as descriptions of mosques, schools and other landmarks.

Child Handover / Transfer

Is the child being physically handed over to SWD at the time of reporting? Yes/No

To whom is the child being handed over to (name, title): _____

Name and title staff reporting: _____

Date and signature: _____

Name, title and agency of person receiving child: _____

Date and signature: _____

اقرارنامہ

میں _____ عیثیت والد اوالدہ اس پرست پچے لہنگی جہ نام ہے یا قرار نامہ کرتی ہوں کہ جو معلومات میں نے اس بچے لہنگی کے حوالے سے حاصل کیا ہے وہ مکمل
حقیقت کے مطابق ہے۔ یہ معلومات کی فراہمی بلا دھوکہ دہی کی صورت میں حلفاً ادا ہے۔ خلاف قانونی پابندی کا پابند ہوں۔

نام والد اوالدہ اس پرست دستخط لہنگی

کارڈ اپا سپورٹ / کیپیڈ / ڈیٹا کی کارڈ نمبر:

Note:

Valid copy of CNIC / Passport / Card of parent/guardian shall be attached and shall be duly reconciled with the original.

The declaration is compulsory to be filled for each and every child

For office use only

I hereby solemnly declare that all the information given by me about this child is correct to the best of my knowledge.

Name of Assessor		Approved by	CPO
Designation		Name	
Signature		Signature	

ANNEX-II: LIST OF INSTITUTIONS FOR PROVIDING INTERIM CARE IN PAKISTAN

Balochistan

Sr. No	Name of Institutions	Number	Locations
01	SOS Village	1	Quetta
02	Darul Aman	1	Quetta
03	PCPC (Police Child Protection Center)	1	Quetta

Sindh

Sr. No	Name of Institutions	Number	Locations
01	SOS Village	1	Karachi
02	Darul Atfal (for boys)	2	Karachi - Hyderabad
03	Darul Banat (for girls)	2	Karachi - Hyderabad
04	Darul Aman	4	All Divisional headquarters
05	Edhi Centre (Apna ghar)	7	Karachi

Khyber Pakhtunkhwa

Sr. No	Name of Institutions	Number	Locations
01	Welfare Homes for Destitute Children (SWD)	5	Peshawar, Kohat, Abbotabad, Banu an D.I. Khan
02	Darul Aman	4	Swat, Mardan, Abbotabad, D.I. Khan
03	Darul Kafalah (For beggars)	1	Peshawar
04	Child Protection Bureau Interim Shelter (Only for boys(name is change to CPI and exist only at Peshawar for 75 male and 25 female children	5	Peshawar, Sawabi, Mardan, Swat, Buner
06	Akhpal Kaur (Orphanage)	1	Mangora, Malakand
08	Rehabilitation Centre (Dost Foundation)	1	Peshawar

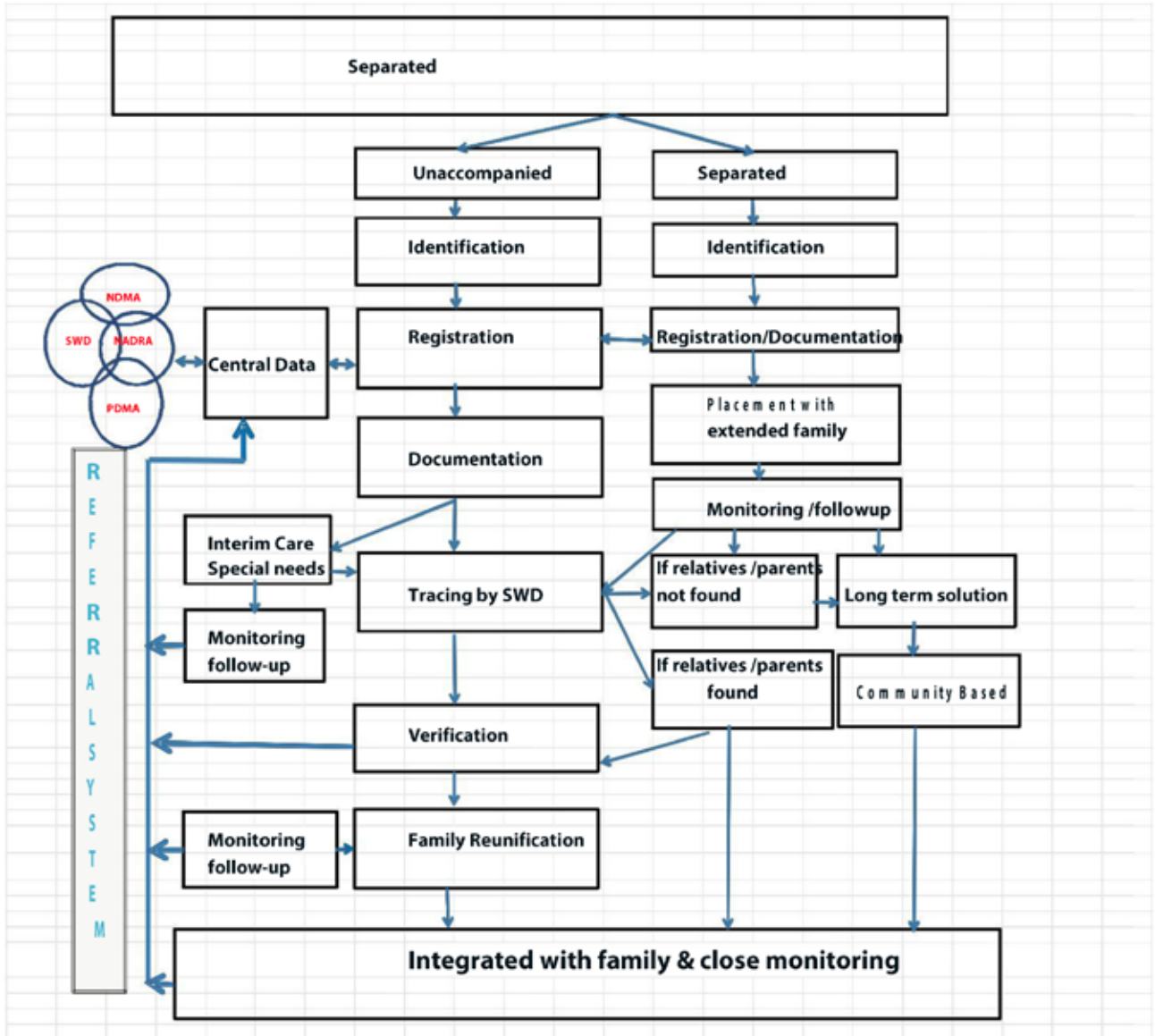
Punjab

Sr. No	Name of Institutions	Number	Locations
01	Nigheban (Transit Shelter homes for lost and kidnapped children	8	8 districts
02	Gehwara (abandoned baby homes)	3	Lahore, Multan and Rawalpindi
03	Children homes (Age limit 7-18)	3	Lahore, Bahawalpur, Rawalpindi
04	Kashana (for girls above age of 6)	3	Sargodha, Lahore, Rawalpindi
05	Chaman (Children with mental disability)	1	Lahore
06	Nasheman (Children with physical disability)	1	Lahore
07	Child Protection Units	7	
08	Child Protection and Welfare Bureau	6	Lahore, Multan
09	Edhi Centres	2	Lahore Multan
10	SOS Village		Lahore

AJK

Sr. No	Name of Institutions	Number	Locations
01	Social Welfare Complex (Interim care for Separated and unaccompanied children)	1	Muzafarabad
02	Sweet Homes (only for orphan children below the age of six)	1	Muzafarabad
03	Kashana (permanent home for girls)	7	Muzafarabad, Bagh, Rawlakot, Sidhnoti, Kotli, Mirpur, Bhimbhur
04	Neelam Special Education Centre (for children with disabilities)	1	Muzafarabad

ANNEX-III: TRACING AND REUNIFICATION FLOW CHART



ANNEX IV: CONSOLIDATED ACTION PLAN MATRIX

Consolidated Action Plan Matrix for Addressing Issue of Separated, Unaccompanied and Missing Children in Disasters
Developed by Sindh, Balochistan, Punjab and Khyber Pakhtunkhwa in Oct 2011
(To be updated regularly by all the provinces)

STEP #	ACTIONS / ACTIVITIES	ACTORS	DOCUMENTATION / TOOLS	TIME FRAME
COORDINATED REPORTING AND MONITORING (Child Protection WG / Sub-Cluster)				
Step 1 – Campaigning and messaging.	<ul style="list-style-type: none"> - Develop context specific messages to broadcast / disseminate, using most appropriate mechanisms. Messages depend on the audience. DCOs will have more detailed messages- but standard messages for people who have been displaced need to be short, simple and with easy to follow information/directions. - Explain and share messages with all provincial and district emergency coordinating bodies. <p>KP Regular refresher trainings need to be organized so that people know the procedures to be followed in an emergency.¹</p> <ul style="list-style-type: none"> - Child Protection Sub Cluster and other actors to pass information to displaced communities on the need to provide information on separated and missing children. - Provincial Standing Committees on Disaster Management to be activated and involved in passing messages through provinces. - DC designated hubs in IDP Camps and affected community, facilitated by focal persons to pass information to displaced communities on the need to 	<ul style="list-style-type: none"> - CP Sub Cluster - SWD - Actors in camps / communities - Provincial Standing Committees - Mosques - PDMAs/DDMAs - PTA - Information department. - Child Protection and Welfare Bureau - Rescue 1122 (Community Safety Officers) - Civil Society - CPU (7) Multan, Muzaffargarh, D.G. Khan, Layyah, Mianwali, Rajanpur and Rahim yar Khan (Punjab) - Humanitarian community - Community leaders - Religious leaders 	<ul style="list-style-type: none"> - Messages - Posters - Radio spots (generic spots already available in Urdu and Sindhi) Leaflets - Newspapers - Local cable TV - Mosque announcements - Helpline & Data base (Balochistan) - Cable Networks - Interactive theatre - 1122 Community Awareness campaign (e.g., schools, colleges, universities, madrasas, industrial areas etc) - Have standard recorded messages, tape recorders and loud speakers to 	<p>Sindh:</p> <ul style="list-style-type: none"> - Pre and during emergency <p>Balochistan:</p> <ul style="list-style-type: none"> - A month before monsoon season. - During evacuation. - Immediate in emergency and continued activities. <p>Punjab:</p> <ul style="list-style-type: none"> - July to October - Throughout the year (Jan-Dec) <p>KP:</p> <ul style="list-style-type: none"> - Most of this is mitigation and preparedness and early warning. - Emphasis on mitigation - Used extensively during the

¹Province specific actions have been highlighted.

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STEP #	ACTIONS / ACTIVITIES	ACTORS	DOCUMENTATION / TOOLS	TIME FRAME
	<ul style="list-style-type: none"> provide information on separated and missing children with special focus on children with disabilities. (Balochistan). Address district specific issues and priorities through timely consultation. Regular mapping of CP actors at district level for overall child protection concerns and in disasters. Compose generic messages that reach out to the vulnerable population: Women, elderly, people with special needs, children. 	<ul style="list-style-type: none"> DCOs/ TMAs Child Protection Unit KP (Swat, Buner, Peshawar, Mardan, Swabi, Mansehra, Abbotabad, Charsadda, Kohat) Child Protection Institute CBOs Media,(messages should be in pictorial form media should be properly trained to report it responsibly Police Rescue 1122/ 1121 GCC 	<ul style="list-style-type: none"> disseminate key messages in all local gather points,, messages at SMS messaging in Urdu 	<ul style="list-style-type: none"> emergency resource mapping, warning of expected epidemics. Emphasis should be on strengthening the community at regular intervals.
Step 2 – Reporting on separated children.	<ul style="list-style-type: none"> SWD & CP Sub Cluster to provide NGOs/CBOs/Police/Social Welfare/Dar-ul-Aman/UN agencies/Army and Rangers with Standard Reporting Form (SRF) Annex I) for identification to facilitate tracing or family reunification at a later stage. First contact agency to report immediately to SWD or Child Protection Unit. Capacity building of stake holders and service providers at all levels for filling of forms and data management. 	<ul style="list-style-type: none"> CP Sub Cluster SWD & helpline 1121 Rescue 15 /Police & helplines Camp coordinators Army & Rangers Girl guides & Boy scouts Pakistan Red Crescent Society DC 	<ul style="list-style-type: none"> Reporting form Under Five Form Punjab: PDMA Online Database (with an exclusive option of unaccompanied children) 	<ul style="list-style-type: none"> Sindh: Reporting within 12 hours of identification or before nightfall Availability of (SRF) Forms with SWD before emergency situation, Report should be generated within 24 hours of emergency and timing of

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STEP #	ACTIONS / ACTIVITIES	ACTORS	DOCUMENTATION / TOOLS	TIME FRAME
	<ul style="list-style-type: none"> - PDMA's to translate Standard Reporting form and guidelines in local languages. - Strengthen and expand helpline services of CPUs to all districts. Ensure that this information is disseminated to all other relevant stakeholders. - Constant monitoring of helpline accessibility. - Establish appropriate monitoring mechanism. - Secretary Union Council should be the focal point. 	<ul style="list-style-type: none"> - DPO (Disabled police organization) - PDMA's - DDMA/ DCOs - TMA - ICRC - GCC - Community involvement * - Museleha - committees (KP) - UC secretaries acting as UC focals.(KP) - CPWB - Edhi - Institutions (welfare homes, Kashana,dar-ul-amanetc) (Punjab) - Community Safety Officer (1122) (Punjab) 		identification till needed.

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STEP #	ACTIONS / ACTIVITIES	ACTORS	DOCUMENTATION / TOOLS	TIME FRAME
Step 3 - documentation / data base (information management).	<ul style="list-style-type: none"> - Agencies to maintain list of children reported to Social Welfare Dept and share with CP Sub-Cluster lead/s (UNICEF & SWD or PDMA) in sub-cluster meeting. - Respective SWDs to maintain database of all reported cases and update all related actions (through Child Protection Units in <ul style="list-style-type: none"> - Sindh: Hyderabad, Sukkur and Karachi with support of UNICEF to maintain database of all reported cases and update all related actions - Punjab: Lahore, Gujranwala, Narowal, Sialkot, Rawalpindi, DG Khan, Sargodha, Bahawalpur with support of UNICEF) to maintain database of all reported cases and update all related actions and Child protection welfare bureau in Lahore, Sialkot, Gujranwala, Rawalpindi, - KP: Peshawar, Charsadda, Abbotabad, Mardan, Swat, Buner, Swabi, Kohat). - Review functionality and accuracy of SWD database, with technical support of relevant agencies. 	<ul style="list-style-type: none"> - CP Sub-Cluster members - Actors in camps / communities - SWD - UNICEF - Roshni - PDMA/DDMAS - Punjab: CPWB - PDMA Punjab Database KP: <ul style="list-style-type: none"> - CPU/ CPWC - SWD- interim care facilities. - GCC 	<ul style="list-style-type: none"> - Registration of missing, separated and unaccompanied children - Verification of data 	<ul style="list-style-type: none"> - Updates in database within 24 hours of case identification. (during emergency) - Punjab: Within one month period, starting from any emergency situation
	<ul style="list-style-type: none"> - Sindh: Roshni helpline and related database to be extended to flood-affected areas (Badin, Mirpurkhas and TandoAllahyar). - Punjab: PDMA missing persons online database to be used for missing children. - Progress on identification and reunification of 			

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STEP #	ACTIONS / ACTIVITIES	ACTORS	DOCUMENTATION / TOOLS	TIME FRAME
	separated children to be discussed at sub-cluster meetings as standing agenda item and shared with PDMAAs. KP: <ul style="list-style-type: none"> - Ensure confidentiality at all levels.(agreement between the referee and referral. - Need for non-disclosure agreement and understanding of the implications. - For unaccompanied children and children in need of interim care facility should be immediately reported to SWD who arrange for their temporary needs. 			
Step 4 – advocacy & sensitization,	<ul style="list-style-type: none"> - Child Protection Sub Cluster and PDMA to document trends and flag issues and gaps with the Protection Cluster and NDMA. (in addition to all other relevant clusters like CCCM, Shelter/ NFI, Food. - Review current capacities at district level (SWD & DDMA) and advocate for additional support. - Regular advocacy with all stakeholders: PDMA, DDMAAs, TMA, national and local stakeholder, CPU, UC secretary - Advocacy should be on two levels <ol style="list-style-type: none"> i. Policy ii. Services 	<ul style="list-style-type: none"> - CP Sub Cluster lead - Cluster members - SWD - NDMA / PDMA - DDMA, TMA, - Community - All other clusters- this is cross cutting. - GCC - Civil society 	<ul style="list-style-type: none"> - CP Sub Cluster sitreps and minutes - Case studies. 	<ul style="list-style-type: none"> - Ongoing - In every meeting as per need.
Case Management (Social Welfare Department)				
Step 1 – child	<ul style="list-style-type: none"> - Community members, /NGOs, army, Pakistan Red 	<ul style="list-style-type: none"> - Agencies 	<ul style="list-style-type: none"> - Inter-agency and 	<ul style="list-style-type: none"> - Sindh:

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STEP #	ACTIONS / ACTIVITIES	ACTORS	DOCUMENTATION / TOOLS	TIME FRAME
identification.	<p>Crescent society, police and camp management staff identify missing, unaccompanied and separated children; and report the separated children to CPU/SWD, sub-cluster lead/s; and maintain copies of reporting forms, while keeping confidentiality key.</p> <p>- Caregivers to report missing children to police and/or CPU</p> <p>- Community members may report separated or missing children to Rescue 15, CPU/SWD, I/NGOs and any other agency working in that location, camp or community.</p> <p>Sindh:</p> <ul style="list-style-type: none"> - Information on the identification and reporting of separated & missing children from all sources to be consolidated by Social Welfare Department / CPU (Sukkur, Hyderabad & Karachi). <p>Balochistan:</p> <ul style="list-style-type: none"> - DCs to maintain record of all cases with confidentiality and generated response against maintained record on the basis of best interest of child. <p>KP:</p> <ul style="list-style-type: none"> - Caregivers to report missing children to police- the role of the police has been emphasized as being key because in many instances they may be first responders. This will need comprehensive attention on sensitizing the police forces to enable them to appropriately work with children. 	<ul style="list-style-type: none"> - Community members - SWD & CPUs - Police - Pakistan Red Crescent - Camp management - Army & Rangers & Rescue services - UNICEF - DDMA/PDMA - Sub clusters - Child protection and welfare bureau (Punjab) - Child protection Bureau (KP) - Police Child Protection Center (KP) - Lawyers involvement - Religious scholars and leaders - Community : to verify the ID of children 	<p>inter-departmental reporting mechanism</p> <p>Reporting missing children form</p> <p>FIR</p> <p>Enquirer Form (Tracing Request) for Missing, unaccompanied, separated Children.</p> <p>SRF</p> <p>Missing Children on line soft ware of PDMA</p>	<p>Reporting within 12 hours of identification or before nightfall</p> <p>Balochistan:</p> <ul style="list-style-type: none"> - Within 24 hours of emergency - Data base Prior to emergency - Follow up Within 48 hours

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STEP #	ACTIONS / ACTIVITIES	ACTORS	DOCUMENTATION / TOOLS	TIME FRAME
	<ul style="list-style-type: none"> - Report unaccompanied children to police and/or CPU, ICRC, CPWB. - Report Separated children to CPUs. - Work with law enforcement agencies to ensure that missing, unaccompanied and separated children are not wrongfully imprisoned or getting illegal detention. - Call 1122 – rescue services to create linkage with on any service provided for missing and unaccompanied children. - Training/sensitization of Police on how to handle unaccompanied, separated and missing children. - Sensitize community to take care of the child and report the child to the Police, SWD. - Sensitize religious leaders/Imam Masjid as even now the unaccompanied, missing children announcement is made from the Masjid loud speaker. 			
Step 2 – verification and registration for family tracing.	<ul style="list-style-type: none"> - CPU to assign Case Worker (CW) to the child. - CPU/ case worker to complete registration on the child through interviews, cross-checking and completing the information received by the reporter, including details of parents/guardians, address of parents and kin (CPU standard registration form), specific needs of the child. 	<ul style="list-style-type: none"> - SWD (Caseworkers) - CPU database Manager - Police - PDMAs - Agency (Reporters) DDMA/PDMA - Designated hubs in 	<ul style="list-style-type: none"> - Database for missing, separated and unaccompanied children (CPU) - Tracing Action Form - Child registration form (CPU) - FIR 	<ul style="list-style-type: none"> - Same day - Verification, Registration and Family Tracing efforts will be initiated within 24 hours of case identification

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STEP #	ACTIONS / ACTIVITIES	ACTORS	DOCUMENTATION / TOOLS	TIME FRAME
	<ul style="list-style-type: none"> - Registration and tracing of the child meeting the definition of separated / unaccompanied child (otherwise the process ends with proper justification). - Cross check list of separated children with list of missing children (including PDMA's online database). - CPU Database Officer/ Designated focal person to enter details of the child in a database and regularly update actions taken; with due regard for protection of data / confidentiality. - Summary of SWD/CPU data to be shared with CP Sub-Cluster 	<ul style="list-style-type: none"> IDP camps & affected community - DCW 	<ul style="list-style-type: none"> - CP Sub-Cluster minutes - Formal case closure form. - Punjab_ PDMA online pro forma in the software 	
Step 3 – protection assessment and interim care.	<ul style="list-style-type: none"> - Trained Case Worker/ Designated hub focal person with the help of case worker to assess the particular needs and protection situation of the child, including an assessment of the existing care arrangements for separated / accompanied children. - CPU/ designated hub to provide support (where available within CPU) or make referrals for psycho-social support, legal aid, medical care with particular attention to child survivors of sexual abuse and needs of children with disabilities. - Carry assessments to include recommendations for interim care arrangements, where immediate protection threat to the child is identified, removing the child to an alternative interim facility. - CPU/ designated hub to actively seek family-based 	<ul style="list-style-type: none"> - SWD - Social service providers, including for child sexual abuse & disabilities - Police - (CPU) Lawyer - (CPU) Home Mother - Inter-care provider / family Sindh: <ul style="list-style-type: none"> - District labour department - GBV Sub-cluster, Health cluster, education Cluster (for referrals & inter-cluster advocacy) 	<ul style="list-style-type: none"> - Protection assessment form (to develop) - Inter-care arrangement form - District level referral mechanism & directory of service providers (including medical, psycho-social, legal, etc) - Follow up reports. 	<ul style="list-style-type: none"> - Within 24 hours of case verified and analyzed

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STEP #	ACTIONS / ACTIVITIES	ACTORS	DOCUMENTATION / TOOLS
	<ul style="list-style-type: none"> - and community-based care arrangements – as a preferred option - through CP Committees and community mechanisms. - Regular monitoring by SWD Case Worker and Child Protection Committees for community-based care for protection from child labour/domestic servants, trafficking, exploitation & neglect. - Protection assessment to be updated regularly to include the long term care arrangements and development needs. - Case Worker to keep the child informed of proposed actions affecting her/him and seek her/his consent to referrals at all levels. - Regular trainings to be conducted for caseworkers in Child Protection (including child labour, gender based violence, etc) 	<ul style="list-style-type: none"> - District bar associations Balochistan:.. - Bait-ul-Mal - Community Support Group - DDMA/Designated Hubs - Punjab: - Nigheban, Transit Shelters for lost and kidnapped children (8) (one in each divisional headquarters except Sahiwal) - Gehwara – abandoned babies home (Lahore, Multan and Rawalpindi) - Children Home (age 7-18) - Kashana (above 6 – girls) - Saigodha, Lahore and Rawalpindi - Chaman(Children with mental disabilities) - Nasheman(Children with physical disabilities) 	

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STEP #	ACTIONS / ACTIVITIES	ACTORS	DOCUMENTATION / TOOLS	TIME FRAME
Step 4 – family tracing and reunification.	<ul style="list-style-type: none"> - CPU Case Worker to register the child with PDMA Missing Persons Registrar (accessible by SWD and police in all districts) and activate SWD networks and NADRA to assist in tracing the child's family. - In using media and posters for tracing separated children, full details of the child not be disclosed (eg. use photo but not name, or use only family information) in order to safeguard against exploitation. For missing children, all identifying details may be necessary. - Once the family is traced, the Case Worker to visit the 	<ul style="list-style-type: none"> - CPU (7) Multan, Muzaffargarh, D.G. Khan, Layyah, Mianwali, Rajanpur and Rahim yar Khan) - Child Protection and Welfare Bureau (8) Lahore, Multan, Gujranwala, Sialkot, Rawalpindi, Faisalabad, Bahawalpur, Rahim yar khan - Edhi Centre (2) KP: - Muskan in Swat - Parwarish in Swat - Care facility list to be provided by the cluster partners - SWD (Case Worker)CP Sub-Cluster members - Police - Helpline - Social Groups / CP Committees / Trained Volunteers - Child and care takers / parents / kin - NADRA - Ministry of Interior (inter-district or 	<ul style="list-style-type: none"> - Contact details - Principles to be followed by agencies involved in family tracing - Best interest - Determination form - Adult verification form - Child verification form - Family reunification form 	<ul style="list-style-type: none"> - Within 48 hours after family identification - Ongoing.

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STEP #	ACTIONS / ACTIVITIES	ACTORS	DOCUMENTATION / TOOLS
	<ul style="list-style-type: none"> - family to verify their identity and assess any protection concerns. - Family reunification to take place and handing over form completed and witnessed. - Database to be updated with reunification details and included in summary report for CP Sub-Cluster. - In the case it has not been possible to locate the child's family and a durable solution with long term placement is required, best interest of the child should be established through a Best Interest Committee (including SWD and representative of district CP working group) in consultation and with consent of the child - Development and follow up arrangements should be ensured and monitoring / family visits put in place. 	<ul style="list-style-type: none"> - inter-provincial tracing) - Media - Mosques - Communities (especially at transport points) - Agencies - Designated Hubs/DDMA - Child protection and welfare bureau Punjab - NADRA - Monitoring officer CP Commission - Community role for follow up, verification 	<ul style="list-style-type: none"> - Tracing poster / leaflets (e.g. Roshni)
	<p>Balochistan:</p> <ul style="list-style-type: none"> - Designated focal person to register the child with designated hubs and activate already established networks with mandated organizations/Govt. departments to assist in tracing the child's family. - Long term placement, development and follow up arrangements should be ensured and monitoring / family visits put in place - Under any circumstances if 48 hours of time pass without reunification of a child, as per formal order of court, the DDMA may be authorized to pass an interim order (obtaining surety) subject to confirmation of court or otherwise. 		

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STEP #	ACTIONS / ACTIVITIES	ACTORS	DOCUMENTATION / TOOLS	TIME FRAME
Step 5 – follow up, after-care and case closer.	<p><u>Punjab:</u></p> <ul style="list-style-type: none"> - After reunification PDMA database should be updated - While using media, MUST keep confidentiality and DO NO HARM principle in mind. <ul style="list-style-type: none"> - Case Worker/ designated focal person to follow up on the child plan (provision of social services, care arrangement monitoring, after care monitoring, child development and family support interventions, etc) - Once the child has crossed 18 years of age or the case has reached some permanent solution / arrangement the case may be closed. <p><u>KP:</u></p> <ul style="list-style-type: none"> - Establish the standard number of periodic follow up care needed. - There needs to be a body that monitors the procedures and processes throughout the case management cycle , including post case situation. - Need to have a code of conduct for case workers - An independent body to monitor this whole process (peer support group from the community and it should be community based. - Multiple monitoring mechanisms should be in place. 	<ul style="list-style-type: none"> - SWD (SCW) - Police - Designated Case Worker - Social service providers - Legal aid and police - Family / child - Community /CP - Committees - NADRA 	<ul style="list-style-type: none"> - Follow up report - After care monitoring report - Case closure report - Punjab: Update the database of PDMA 	<ul style="list-style-type: none"> - On going - At least 2 visits in first 2 months; more regularly in identified cases

ANNEX V: INTER AGENCY WORKING GROUP (IAWG) UASC CHILDREN GUIDANCE NOTE AND REGISTRATION FORM

Guidance Note to fill the IAWG UASC Children Registration Form

This Guidance Notes is aimed at supporting field/social workers to complete the agreed inter-agency registration form for unaccompanied and separated children and should be read together with the form, before starting to register children. It should be used as part of the training for field/social workers on techniques for interviewing children in emergency contexts. The extended registration form follows a similar content but collects more complete information to support the full case management process. Both these forms can be used as they are or contextualized.

1. Before starting the interview as well as at the end, you should explain to the child, using child-friendly language, what information about them is being collected and why.

Include:

- ◆Your name, who you work with and what your agency does.
- ◆You will ask some questions about the child – ask if that is OK and explain that he/she doesn't have to answer questions if they don't want to.
- ◆Explain you will be taking notes so that you remember what is said – ask if that is OK. ◆Explain that you need to share some information – explain with who and why – ask is that is OK.
- ◆Reassure the child that if there is any information they do not want to share, they can say so.

2. **Before starting the interview, review what information is already available on the child.** If the child has already been interviewed by another organization, try to find that information and make sure you do NOT ask the same questions again.
3. **The shaded areas of the form are for you to complete without asking these questions directly to the child.** This information should reflect case coding and the analysis of the child that the field/social worker makes and their recommendations for follow up and next steps.
4. **The wording of the questions on this form should serve as a guide.** The way questions are phrased and how they are asked should be adapted according to the age of the child being interviewed, how willing they are to give information, the nature and sensitivity of the question, and the local context and culture.
5. **Section 1 – Data Confidentiality:**
 - a. In order to be able to answer these questions, please explain to the child what the information will be used for, what information will be made public, how their identify will be kept secure and confidential and how sharing certain information may help with successful tracing. Ask the child what they agree with.
 - b. Ensure the child understands and feels free to say if they do not want certain information to be made public –you can get this information in various ways, either asking the child whether he or she would feel safe or would have any reason to worry if you shared the information with specific people or authorities, or observing the child and understanding what information they may/may not want to share and with whom.

6. Section 2 – Child’s personal details:

- a. A Separated child is any person under the age of 18, separated from both parents or from his/her previous legal or customary caregiver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members.
- b. An Unaccompanied child is any person under the age of 18, separated from both parents and other relatives or from his/her previous legal or customary primary caregiver and who is not being cared for by an adult who, by law or custom, is responsible to do so.
- c. Orphans are children, both of whose parents are known to be dead. In some countries, however, a child who has lost one parent is called an orphan. Most children who are separated from their families are not orphans and should not be referred to as such. It is important that a local -language term, or phrase, be found and used that conveys the sense of “children separated from their families”
- d. Urgent protection concern – please state here whether the child requires urgent intervention or not. The type of intervention required is further explored in section 7.
- e. Names – the structure provided on the forms is first, second and third name throughout. The name format will need to be adapted to each context.
- f. If the child does not remember her/his address before separation, please note other relevant information, such as descriptions of mosques, churches, schools or other landmarks (Allow the child to draw on the back of the form if you think this will help).

7. Section 3 – Wishes of the Child:

- a. If child DOES want family reunification – only enter details if they are different from the details collected in the previous sections. The registration form gives you enough space to collect information about 2 people the child would like to trace/locate. If you need additional space to enter more people, please use the back of the form, ensuring you collect all the necessary fields.

8. Section 4 – Family Details:

- a. If addresses of father and mother are the same, only enter them once and put ‘same as above’.
- b. If the child has been in contact with the mother and/or the father, state how this contact was made (telephone, letter, through a third party etc)
- c. Only enter details of primary caregiver if this was not the father or the mother.
- d. Family members the child is separated from: Please write down names or nicknames of significant others mentioned by the child. Registration form gives enough space to enter 3 people. If the child mentions more people that need to be recorded, please use the back of the form, ensuring you collect all the necessary fields.
- e. Family members/other important persons child is with: Please list any family members or other important person, including children of adults the child is travelling with. If the child is travelling with other separated or unaccompanied children, a separate registration form will need to be completed for each UASC. If the child is travelling with other adults please include any ID registration numbers collected which may help with identification. Do not record here details of the current care giver – this is collected in section 3. The table gives enough space to record details of 7 people.

9. Section 5 – Current Care Arrangements:

- a. Only record the address if it is different from the address entered in the previous sections.
- 10. Section 6 – History of Separation:**
- a. Please give as much detail as possible here regarding the circumstance of separation which may help in tracing, remembering to use child friendly language and interview techniques.
- 11. Section 7 – Protection concerns:**
- a. Firstly ask the child if there are any immediate concerns he/she would like to raise.
 - b. This section, or parts thereof, should only be completed if contextually relevant and/or appropriate (respecting security and confidentiality).
 - c. The list of protection concerns should be answered by the field/social worker, and not asked directly to the child. Information should be sought through conversation with the child during which relevant information is elicited, and observation of the child. If there is no evident concern (or if the interviewer is not able to detect non-obvious protection concerns), further information on protection concerns may be collected at a later stage beyond registration.
 - d. “Serious Health Issue” is any health issue which requires imperative medical attention.
 - e. Disabled children include children that may have physical, mental, sensory (blind, deaf, deaf-blind), learning or psychosocial impairments.
- 12. Section 8 – Details of Interviewer:**
- a. Please ensure you have again informed the child of how the information will be used and what the next steps in the tracing process will be.
 - b. All field/social workers interviewing children must sign and date the registration form

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REGISTRATION FORM

NOTE: The shaded areas of the form are for you to complete without asking directly these questions to the child.

Does the child understand why the information is collected, how it will be used and agrees to be registered? yes no



1 Data Confidentiality

Have you re-explained to the child what the information will be used for and what the process will be? yes no

Does the child/caregiver agree to the public disclosure (on posters, radio, Internet, etc.) of his/her:

a. name yes no b. photo yes no c. names of relatives yes no

(Explain how information will be made public, how their identity will be kept confidential and how sharing information may increase chances of successful tracing)

Specify what information should be withheld:

Additional information (state if permission given by caregiver):

Does the child agree that the information collected can be shared with:

a. Family yes no b. Authorities yes no c. Other Organizations yes no

d. Others yes no Specify who:

Reason for withholding information (can select multiple) fear of harm to themselves or others

Want to communicate information themselves Other reason - specify:

Additional information (state if permission given by caregiver):

Signature of child: and/or (optionally) caregiver:

2 Child's Personal Details

Registration ID (generated by the database):

Other Agency ID (No.): Name of Agency:

Personal ID document (Type and No.):

Is the child: Separated Or Unaccompanied Urgent protection concern yes no

Child's First name Second name Third name

Nickname Other name (after separation) Sex: F M

Age: Estimated: yes no Birth date:

Nationality: Religion: Languages:

Arrival date: Description:

Address before separation: Country: Region: District:
 Village: Street: Landmarks:
 Description:

Current address: Country: Region: District:
 Village: Street: Landmarks:

Telephone Number:

Distinguishing Physical Characteristics (eg birthmarks of visible disabilities):

Wishes of the Child

If the child DOES want family reunification: adults child wishes to locate

1st preference: Relationship:

First name: Second name: Third name:

Last known address: Country: Region: District:

Village: Street: Landmarks:

Telephone Number:

Does the child wish to continue in the current care arrangement? yes no If No, why:

Type of care arrangement child wishes to have: Independent living Alternative interim care
 With Husband/wife/partner Other family Don't know

4 Family Details

Who was the child living with before separation: Father Mother Other:

Father's First name: Second name: Third name:

Is father alive? yes no don't know

Mother's First name: Second name: Third name:

Is mother alive? yes no don't know

Name of Caregiver (other) before separation (if not mother or father)

First name: Second name: Third name:

Relationship: Is caregiver before separation alive? yes no don't know

Family members (adults or children) child is separated from (other than those named above):

A. First name: Second name: Third name:

Relationship: Sex F M Alive: yes no don't know Occupation:

B. First name: Second name: Third name:

Relationship: Sex F M Alive: yes no don't know Occupation:

C. First name: Second name: Third name:

Relationship: Sex F M Alive: yes no don't know Occupation:

Family members/other important persons child is with (adults or children):

First Name	Second Name	Third name	Relationship	Database ID	Other ID	Sex (F/M)	Age
.....
.....
.....
.....
.....

5 Current care arrangements

What are the child's current care arrangements?

Residential Care Centre
 Independent Living
 Stays with related caregiver
 Child Headed Household
 Other (Please specify):
 Stays with unrelated caregiver
 Lives with peers/other children

Name of current caregiver: Relationship of this person to the child:

ID Type and No: Age: Contact details (telephone):

6 History of Separation

Date of separation:

Place of separation: Country: Region: District:

Village: Street: Landmarks:

.....

NOTE: the below must not be asked as direct question but through general dialogue with the child or if they are raised by the child directly

7 Protection Concerns

Is there any urgent/immediate concern the child would like to raise?

Protection Concerns (Tick all that apply):

<input type="checkbox"/> Sexually Exploited	<input type="checkbox"/> Disabled	<input type="checkbox"/> Physically or Mentally Abused
<input type="checkbox"/> GBV survivor	<input type="checkbox"/> Serious Health Issue	<input type="checkbox"/> Living with vulnerable person
<input type="checkbox"/> Trafficked/smuggled	<input type="checkbox"/> Refugee	<input type="checkbox"/> Worst Forms of Child Labor
<input type="checkbox"/> Statelessness	<input type="checkbox"/> CAAFAG	<input type="checkbox"/> Child Headed Household
<input type="checkbox"/> Arrested/Detained	<input type="checkbox"/> Street Child	<input type="checkbox"/> Mentally Distressed
<input type="checkbox"/> Migrant	<input type="checkbox"/> Child Mother	<input type="checkbox"/> Other

Please provide more information where possible

Other (please specify)

Assessment: urgent intervention ongoing monitoring no further action needed

If further intervention is required, by when (date):

8 Details of Interviewer

Name: Signature:

Position: Agency: Date:

Location of interview: Country: Region: District:

Village: Street: Landmarks:

Information obtained from: child caregiver other (specify):

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EXTENDED REGISTRATION FORM

NOTE: The shaded areas of the form are for you to complete without asking directly these questions to the child.

Does the child understand why the information is collected, how it will be used and agrees to be registered? yes no

Who referred the child to the caseworker?

Has the child been interviewed by another organisation? yes no Please Specify:

Place of previous interview Date:

(NOTE: If child has already been interviewed by another organisation, only collect additional information but do not ask the same questions again)

1 Data Confidentiality

Have you re-explained to the child what the information will be used for and what the process will be? yes no

Does the child/caregiver agree to the public disclosure (on posters, radio, Internet, etc.) of his/her:

a. name yes no b. photo yes no c. names of relatives yes no

(Explain how information will be made public, how their identity will be kept confidential and how sharing information may increase chances of successful tracing)

Does the child agree that the information collected can be shared with: a. Family yes no b. Authorities yes no

c. Other Organizations yes no d. Others yes no Specify who

Specify what information should be withheld:

Reason for withholding information (can select multiple): fear of harm to themselves or others

Want to communicate information themselves Other reason Specify:

Additional information (state if permission given by caregiver):

Signature of child: and/or (optionally) caregiver:

2 Child's Personal Details

Registration ID (generated by the database):

Other Agency ID (No.): Name of Agency:

Personal ID document (Type and No.):

Is the child: Separated Or Unaccompanied Urgent protection concern yes no

Distinguishing Physical Characteristics (eg birthmarks of visible disabilities):

Child's First name **Second name** **Third name**
Nickname (also known as) **Other name (after separation)** **Sex:** F M
Age: **Estimated:** yes no **Birth date:**
Nationality: **Place of Birth:** **Country:**
Ethnic Affiliation: **Religion:** **Arrival Date:**
Address before separation: Country: Region: District:
Village: Street: Landmarks:
Telephone Number:
Description:
Current address: Country: Region: District:
Village: Street: Landmarks:
Telephone Number:

3 Wishes of the Child

Does the child want to trace family members? yes no

If the child DOES want family reunification, adults child wishes to locate:

1st preference: Relationship:

First name: Second name: Third name:

Last known address: Country: Region: District:

Village: Street: Landmarks:

Telephone Number:

2nd preference: Relationship:

First name: Second name: Third name:

Last known address: Country: Region: District:

Village: Street: Landmarks:

Telephone Number:

If the child does NOT want family tracing, explain why:

Does the child want family reunification? Yes, as soon as possible Yes but later Not sure No

if 'No', 'Not sure' or 'Yes, but later', explain why:

Does the child wish to continue in the current care arrangement? yes no If No, why:

Type of care arrangement child wishes to have: Independent living Alternative interim care

With Husband/wife/partner Other family Don't know

Other (please specify):

Where does the child wish/plan to live? Country: Region:

District: Village: Street: Landmarks:

Give any other information of relevance that may assist with tracing for the child (such as key persons/locations in the life of the child who/ which might provide information about the location of the sought family – ex. names of religious leader, market place, etc.)
Please ask the child where he/she thinks his/her relatives, including siblings might be or whether the child is in contact with any family friend (include as well any useful information the caregiver might provide)

.....

List details of any documents carried by the child:

4 Family Details

Who was the child living with before separation: Father Mother Other (please specify):

Father's First name: Second name: Third name:
 Is father alive? yes no don't know Profession/Occupation
Last known address: Country: Region: District:
 Village: Street: Landmarks:
 Telephone Number:

Mother's First name: Second name: Third name:
 Is mother alive? yes no don't know Profession/Occupation
Last known address: Country: Region: District:
 Village: Street: Landmarks:
 Telephone Number:

Is the child still in contact with his/her parents? yes no If yes, with whom:
 If yes, when was the last contact (date): and how?
 If father/mother believed dead, give details, including whether information has been verified:

Name of Caregiver (other) before separation (if not mother or father)

First name: Second name: Third name:
 Relationship: Is caregiver before separation alive? yes no don't know
Last known address: Country: Region: District:
 Village: Street: Landmarks:

Is the child in contact with his/her caregiver? yes no
 If yes, when was the last contact (date): and how?

Family members (adults or children) child is separated from (other than those named above):

A. First name: Second name: Third name:
 Relationship: Sex: F M alive? yes no don't know Occupation:
Last known address: Country: Region: District:
 Village: Street: Landmarks:
 Date of Separation: Comments:

B. First name: **Second name:** **Third name:**

Relationship: **Sex:** F M **alive?** yes no don't know **Occupation:**

Last known address: Country: **Region:** **District:**

Village: **Street:** **Landmarks:**

Date of Separation: **Comments:**

C. First name: **Second name:** **Third name:**

Relationship: **Sex:** F M **alive?** yes no don't know **Occupation:**

Last known address: Country: **Region:** **District:**

Village: **Street:** **Landmarks:**

Date of Separation: **Comments:**

Family members/other important persons child is with (adults or children):
 NOTE: these are different from the current care giver, whose information is collected below in section 5.
 If the child is travelling with other separated or unaccompanied children, a separate registration form will need to be completed for each UASC

First Name	Second Name	Third name	Relationship	Database ID	Other ID	Sex (F/M)	Age
.....
.....
.....
.....

What is the child's intended address:

Country: **Region:** **District:**

Village: **Street:** **Landmarks:**

5 Current care arrangements

What are the child's current care arrangements? Stays with related caregiver Stays with unrelated caregiver

Residential Care Centre Child Headed Household Lives with peers/other children

Independent Living Other (Please specify):

Name of agency providing or supporting care arrangement (if applicable):

Current caregiver: First name: **Second name:** **Third name:**

Relationship to the child: **ID Type and No:** **Age:**

Contact details (telephone): **When did this care arrangement start?:**

If current address is temporary, where does caregiver plan to live (repatriate, move, etc):

Country: **Region:** **District:**

Village: **Street:**

Is caregiver willing to continue taking care of the child? yes no **If yes, for how long:**

Does the caregiver know the family of the child? yes no

Give any information that the caregiver may provide on the child and his/her family:

6 History of Separation

Date of separation (approximate if child does not know exact date):

Place of separation: Country: **Region:** **District:**

Village: **Street:** **Landmarks:**

Describe the circumstances of separation:

.....

Describe additional movements between place of separation and current location:

.....

Did the child face or witness any type of violence, threat or harm during his/her journey?

.....

What was the main cause of separation? (Tick all that apply)

Conflict	Poverty	Abandonment
Death	Natural Disaster	Repatriation
Family abuse/violence/exploitation	Sickness of family member	Population movement
Lack of access to services/support	Entrusted into the care of an individual	Migration
CAAFAG	Arrest and detention	Divorce/remarriage

Other (please specify):

NOTE: the below must not be asked as direct question but through general dialogue with the child or if they are raised by the child directly

7 Protection Concerns and related follow up action required

Is there any urgent/immediate concern the child would like to raise?

Protection Concerns (Tick all that apply):

Sexually Exploited	Disabled	Physically or Mentally Abused
GBV survivor	Serious Health issue	Living with vulnerable person
Trafficked/smuggled	Refugee	Worst Forms of Child Labor
Statelessness	CAAFAG	Child Headed Household
Arrested/Detained	Street Child	Mentally Distressed
Migrant	Child Mother	Other

Please provide more information where possible

Recommended follow up action/referral: ongoing monitoring no further action needed urgent intervention If intervention required, by when (date):

Services required	Officer/Agency	Comments
Medical assistance
Psychosocial support
Education
BID or BIA / Care-Plan required
NFI/Clothes/Shoes
Water/Sanitation
Care arrangement review/change
Refer to Refugee Registration
Food
Other

8 Details of Interviewer

Name: Signature:

Position: Agency: Date:

Location of interview: Country: Region: District:

Village: Street: Landmarks:

Information obtained from: child caregiver other (specify):

National Disaster Management Authority

Prime Minister's Office, 2nd Floor, Sector G-5/1, Constitution Avenue, Islamabad

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