

**CAPACITY BUILDING FOR SOCIAL WORKERS AND CARE GIVERS  
DEALING WITH WORKING AND STREET CHILDREN**

**Report on  
Phase 2: Professional Exchange and  
Training  
in Yangon, Myanmar  
(19 - 29 March 2005)**



Prepared by

Friends-International  
&  
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## I. Background Information

Within the broader framework of the UNICEF Child Protection program, aimed at protecting children from violence, abuse and exploitation in Myanmar, UNICEF has been working to improve the situation of working and street children. As per the Project Plan of Action (PPA) 2004 on Child Protection (Activities 3.6 / 4.4) and draft 2005 PPA ( Activity 3.4), UNICEF has planned to train social workers and caregivers and facilitate professional exchange to increase their knowledge and skills in child protection and social work, with focus on the special needs of exploited, street and working children.

The evaluation of the pilot project “Opportunities for street and working children” conducted end 2003, and recent experience with the INGO WVI showed the need to focus more on outreach work and capacity building of DSW social workers, government officials (e.g. Yangon City Development Committee - YCDC, Mandalay City Development Committee - MCDC) and caregivers from local organizations. To provide effective care, protection and support to street and working children, increased awareness on the causes of street life, skills in providing outreach services and community mobilization is required.

There are currently a limited number of services to street children in Myanmar, some of them having stopped activities due to lack of funding. As the needs are growing due to the increase of street working children and street families, it is essential to build the capacity of local organizations to address the issue.

During an assessment visit to Myanmar in 2003, Friends-International observed the needs for capacity building and initiatives for street children in Myanmar. Initial contacts and on-going discussions with UNICEF-Myanmar, allowed both partners to clarify the needs further.

## II. Friends-International

Friends International is an organization based in France, with partner offices in Switzerland, Germany and in the USA. Friends-International’s goal is to support street children, their families and their community to allow them to become self-sufficient, responsible and socialized adults. In order to achieve this goal, Friends-International provides technical support to organizations working with street children to ensure the sustainability of their projects. Friends-International has established a network of partner organizations over South East Asia and other regions.

Friends-International currently:

- Launches new projects and supports their localization
- Provides technical assistance to existing programs
- Supports National Governments to initiate street children projects
- Provides specific training to partner organizations
- Reinforces and develops local and international cooperation networks working for the benefit of street children
- Participates in International forums on street children issues related to their needs

Sébastien Marot, Coordinator and founder of Friends-International and of Mith Samlanh / Friends in Cambodia, received in 2003 the Order of Australia for 'Services to humanity' and in 2004 was awarded the gold medal of the Royal Government of Cambodia for the reconstruction of the country. Friends International has been recommended by UNICEF Cambodia, UNIEF EAPRO and has provided training for caregivers / social workers from other countries in the region (e.g. Lao PDR, Thailand).

### III. Objectives

The overall objective of the programme is to help:-

- 1) Increase the knowledge and skills of social workers and caregivers dealing with street and working children;
- 2) Have a better understanding of the specific needs of street/working children;
- 3) Respond more adequately to these needs and provide effective care and support to the children; and
- 4) Build a team of Resource Persons / Trainers to increase the overall quality and quantity of services and care for street/working children in the future.

Specific Objectives of Phase 2 Training are:

- ➔ To further improve the skills and knowledge of social workers, community-based workers and caregivers of the specific protection and assistance aspects of working with street and working children in Myanmar;
- ➔ To provide specific recommendations to organizations and departments working on street and working children in Myanmar on how to improve their interventions and initiatives on behalf of the most vulnerable and exploited children.

### IV. Strategy

The capacity building programme is organized in two phases:

#### ***First Phase - training program and professional exchange visit in Cambodia, jointly with the INGO Friends-International and UNICEF Cambodia***

From 21 September to 4 October 2004, 12 selected participants spent 2 weeks in Phnom Penh to receive training and observe activities related to work with street and working children. They learned from the experienced INGO Friends and interacted with trained social workers in Cambodia, in cooperation with UNICEF Cambodia. This was initiated to help strengthen knowledge and skills in working with vulnerable children and build a team of resource persons / future trainers. All basic information and hands-on training was provided (with on-site training giving hands-on experience on working with street children), to establish the tools to start immediate work with street children and building an initial team of resource persons / trainers.

#### ***Second Phase - Follow-up training in Myanmar (This report)***

Several weeks later, participants were involved in a two-week advanced training session. For the second phase, 2 experienced trainers from the INGO Friends-International provided specific needs-based training to reinforce specific knowledge and skills relevant to trainers in Myanmar. Participants had the opportunity to further develop the skills they learned in Phnom Penh and received specific input in conducting their activities with children in Myanmar. During this second phase, needs-based training was provided to reinforce specific aspects and skills of trainers within the Myanmar context.

The second phase was designed based on feedback from participants and further needs identified by UNICEF-Myanmar and Friends-International. The second phase was carried out from 19 to 29 March 2005. This session allowed for participants to reinforce the skills learned in Phnom Penh, and for UNICEF and Friends-International to assess further training needs.

## V. Expected Outputs

By the end of Phase 2 training, the participants would have further developed their knowledge and skills in the protection and support of working and street children, and will be equipped with the following specific skills:

- ♦ strengthened capacity to coordinate, manage and collaborate in an efficient networking system among social workers / caregivers from various departments and organizations (government departments, NGOs, religious groups, community-based organizations who are working on the issues of street and working children);
- ♦ strengthened capacity to initiate and conduct outreach programmes for the protection and assistance to street and working children;
- ♦ strengthened capacity to establish community-based mechanisms for family tracing, reunification and reintegration with families, in consultation with the government department(s) concerned;
- ♦ strengthened capacity to provide basic psychosocial support and initiate protection initiatives on behalf of street and working children;
- ♦ strengthened capacity to monitor the situation of street and working children and assess the impact of the interventions and follow-up; and
- ♦ strengthened understanding of the mandates of and linkages amongst UN agencies, INGOs, stakeholders, donors, etc.

Friends-International and UNICEF defined specific tasks for this Phase 2 training:

- Develop recommendations to UNICEF and the partners on how to improve the situation of street and working children, based on findings during the visits to work locations and briefings from the participants
- Prepare and/or revise a set of specific needs-based training materials for social workers and care givers;
- Conduct training for social workers and care givers to reinforce specific aspects and skills to protect and support working and street children. In particular, the training will cover the above-mentioned topics, among others;
- Develop and submit to UNICEF and partners the recommendations on how to improve the situation of street and working children;
- Prepare and submit to UNICEF a final report on the accomplished tasks, achievements and constraints.

## VI. Participants/Agencies

Participants included:

<b>Department of Social Welfare (DSW):</b>	<b>6 participants</b>
<b>Yangon City Development Committee (YCDC):</b>	<b>1 participant</b>
<b>Mandalay City Development Committee (MCDC):</b>	<b>1 participant</b>
<b>General Administration Department (GAD):</b>	<b>3 participants</b>
<b>François-Xavier Bagnoud (FXB):</b>	<b>2 participants</b>
<b>Young Women's Christian Association (YWCA):</b>	<b>2 participants</b>
<b>Karen Baptist Convention (KBC):</b>	<b>1 participant</b>
<b>World Vision Myanmar (WVM):</b>	<b>2 participants</b>
<b>Pay-Pin Pa-Ra-Hi-Ta Monastic Primary School:</b>	<b>1 participant</b>
<b>Phaung Daw Oo Monastic school:</b>	<b>2 participants</b>
<b>Metta Foundation:</b>	<b>1 participant</b>
<b>UNICEF:</b>	<b>2 observers to the training</b>

## **VII. Challenges**

### **7.1 The participants**

This group posed a specific challenge to the training as:

1. The group was large for the workshop (22 participants), therefore conditions for training were not optimal.
2. The group was heterogeneous (half from Phase 1 and half new participants), this created some challenges in the design and delivery of the training due to the knowledge gap between the participants (the need to reiterate basic concepts), and also the re-establishment of a group dynamic (the phase 1 participants had come to know each other quite well).

These challenges militated against the phase 2 training being a full development from Phase 1, but instead became a reinforcement and expansion from the phase 1 concepts (recapitulation of the basic concepts) with a strong emphasis on application to the Myanmar context.

### **7.2 The format**

The original objective of Phase 2 was to provide a field-based training. However the diversity of the organizations involved in the training, the relative lack of development of services, the lack of opportunity to travel outside of the country capitol, and the current social climate meant that such on-the-field training became unrealistic.

The training, therefore, took place in the Traders Hotel and had to be theoretical and workshop based.

## VIII. Phase 2 Schedule

<i>(Wednesday, 16 March 2005)</i>	
18.45	⇒ Arrive in Yangon (Flight: TG 305)
<b>Introduction and Visits to work locations of the participants</b>	
<b>DAY 1</b> <i>(Thursday, 17 March 2005)</i>	
09.00 - 10.30	▪ Meet with UNICEF: Presentation on the situation of children
10.45 – 12.00	▪ Visit World Vision Drop-in Centre, Ahlone (Focal person: Thandar Aye - Child Development Facilitator)
12.00 – 13.00	⇒ Lunch
13.30 – 14.30	▪ Visit François-Xavier Bagnoud (FXB) Myanmar Workshop for Girls in Yodaya Street (Focal person: Dr. Htein Win, OIC)
14.45 – 15.00	▪ Visit François-Xavier Bagnoud (FXB) Myanmar Workshop for Boys in Gyogone (Focal person: Dr. Htein Win, OIC)
15.00 - 16.00	▪ Visit Young Women's Christian Association (YWCA) (Focal person: Daw Aye Kywe, General Secretary)
16.30 - 17.30	⇒ Free Time
<b>DAY 2</b> <i>(Friday, 18 March 2005)</i>	
09.30 – 10.30	▪ Visit Natmauk Girls Training School (Focal person: Principal)
10.30 – 12.00	▪ Visit Kaba Aye Boys Training School (Focal person: Daw Khin Hnin Kyi, Principal)
12.00 – 13.00	⇒ Lunch
13.00 – 14.30	▪ Meeting with Yangon City Development Committee (YCDC) (Focal person: U Win Thein, Advisor, Security and Disciplinary Department)
17.00 onwards	<b>Note: Participants from Mandalay arrive in Yangon</b>
<b>Specific Needs-Based Training</b>	
<b>DAY 3</b> <i>(Saturday, 19 March 2005)</i>	
	★ Training day 1: <ul style="list-style-type: none"> <li>- Children</li> <li>- Street Children</li> <li>- Working Children</li> <li>- Working with Street / Working Children</li> </ul>
<b>DAY 4</b> <i>(Sunday, 20 March 2005)</i>	
	⇒ Free
<b>DAY 5</b> <i>(Monday, 21 March 2005)</i>	
	★ Training day 2 <ul style="list-style-type: none"> <li>- The social worker</li> <li>- Prevention</li> </ul>

<b>DAY 6</b> (Tuesday, 22 March 2005)	
	<ul style="list-style-type: none"> <li>★ Training day 3</li> <li>- Communication</li> <li>- Outreach</li> </ul>
<b>DAY 7</b> (Wednesday, 23 March 2005)	
	<ul style="list-style-type: none"> <li>★ Training day 4</li> <li>- Center-based services</li> <li>- Support to Children</li> </ul>
<b>DAY 8</b> (Thursday, 24 March 2005) <b>Government Holiday</b>	
08.30 – 12.00	⇒ Wrap-up of the findings and develop recommendations
12:00 – 13.00	⇒ Lunch
13:00 – 17.00	▪ Visit downtown area. (Focal person: APO-CP/UNICEF)
17:00	
<b>DAY 9</b> (Friday, 25 March 2005)	
	<ul style="list-style-type: none"> <li>★ Training day 5</li> <li>- Life skills</li> <li>- Placement</li> </ul>
<b>DAY 10</b> (Saturday, 26 March 2005)	
	<ul style="list-style-type: none"> <li>★ Training day 6</li> <li>- Behavior modification</li> <li>- Project planning</li> </ul>
<b>DAY 11</b> (Sunday, 27 March 2005)	
	⇒ Free
<b>DAY 12</b> (Monday, 28 March 2005)	
AM	<ul style="list-style-type: none"> <li>★ Training day 7</li> <li>- Questions and Answers</li> <li>- Next steps for Myanmar</li> <li>★ Wrap-up of the training</li> <li>- Questions and Answers</li> <li>- Conclusion</li> </ul>
14.00	➔ Meeting with UNICEF Child Protection Team to wrap up
<b>Presentation</b>	
<b>DAY 13</b> (Tuesday, 29 March 2005)	
AM	⇒ Preparation for discussion with UNICEF and for the presentation
14.00	➔ Presentation of the recommendations to UNICEF and partners
<b>DAY 14</b> (Wednesday, 30 March 2005)	
AM	⇒ Departure from Yangon to Phnom Penh (Flight: TG 304)

## IX. Content of the Training Program

At the end of Phase 1 Training in Cambodia, the participants had defined specific topics they wanted to learn further are:

- Preventive measures to protect the children from risk with the support of their communities
- Outreach work in the Myanmar context to reach those children that are the most vulnerable to abuse, exploitation, and socio economic pressures
- Sustainable community-based mechanisms focusing on trauma management for children, parental education, also family tracing, reunification and reintegration with families in consultation with the Government department(s) concerned
- The establishing of common approaches and the strengthening of standards, rules, and regulations.
- Strategy to strengthen the access to basic services (education, health, life skills, etc.) as well as the provision of psychosocial support and protection of street and working children
- Monitoring and evaluation: Strengthen the capacity to monitor the situation of street/working children and assess the impact of the interventions, its instruments and follow-up
- Project design, monitoring, and evaluation as well as linkages and collaboration with UN agencies, INGOs, donors etc.

During Phase 2 training in Yangon the following topics were discussed and explored:

### **Children**

Topics discussed included:

- What is a child?
- Factors that can slow the physical development of a child:
- Factors that can slow the intellectual development of a child:
- Needs of children
- What we want is not always what we need.
- The Maslow Hierarchy of needs

### **Street Children**

Topics included:

- What is a Street Child?
  - Street Living Children
  - Street Working Children
  - Children of Street Family
- Reasons children live / work on the streets
- Trends

### **Working Children**

Topics included:

- What work is not acceptable for children?
  - Factors that facilitate child labor
- Group work: Children at risk in Myanmar (Annex 1)**

### **Working With Street / Working Children**

Topics included:

- Reasons for working with Street and Working Children
- Working with street / working children is holistic

## **The Social Worker**

Topics included:

- Personal qualities of the social worker
- Basic knowledge of the social worker
- Social workers are not superman / superwoman!
- How a social worker should present him/herself
- Code of conduct

## **Prevention**

Topics included:

- Prevention vs. Treatment
- Reasons for children to be at risk
- Reasons for families to be at risk:
- Possible prevention strategies

*Group work: examples of risk in Myanmar (Annex 2)*

*Group work: What prevention for Myanmar (Annex 3)*

## **Communication**

Topics included:

- Types of communication
- Communication = listening + talking

## **Communicating With Street / Working Children**

Topics included:

- Use of communication with street / working children
- To do and not to do
- Listening to children
- Profile of the "good" social worker
- How children communicate
- Reasons children do not tell the truth immediately

*Group work: Social Workers' interview Guidelines (Annex 4)*

## **Outreach**

Topics included:

- Why Outreach is needed
- How to organize an outreach visit
- Objectives of outreach

*Group work: Possible Outreach strategies in Myanmar (Annex 5)*

## **Center-Based Activities**

Topics included:

- Different types of centers
- Services to be available in centers
- What kind of center to open
- Inviting children to your center
- How to run a center
- Basic rules of a center

## **Support Children**

Topics included:

- Rules for interviewing children
- What to do for children with special needs
- What to do when a child is traumatized
- What to do when you are not successful

## **Life Skills Education**

Topics included:

- What is Life Skills?
- How to provide efficient Life Skills education

**Group work: Life Skills in Myanmar (Annex 6)**

## **Placement / Reintegration**

Topics included:

- Types of placement / reintegration
- Reintegration work
- Family Reintegration - Steps
- Foster Family Placement - Steps
- School integration - Steps
- Job placement - Steps
- Follow-up
- The importance of Network

**Group work: Problem faced by children in Myanmar and how to solve (Annex 7)**

## **Behavior Modification**

Topics included:

- What is behavior?
- How to modify behavior

## **Project Planning**

Topics included:

- Identification
- Decide what you need to know about these children
- Research
- Identify gaps in services
- Identify Target Group (and why?)
- Set objectives for the project:
- Choose methods to implement objectives (activities)
- Prepare monitoring and future planning
- Authorization

## **Other**

Evaluation of Life Skills education

## **Next Steps for Myanmar**

**Group work: Next steps in Myanmar (Annex 9)**

## **XI. Results**

The specific objectives for this training were fully achieved. However, the overall programme objectives were not totally achieved. Based on the overall objectives, the results are assessed as follows:

### **1) The knowledge and skills of social workers and care givers is increased:**

The overall knowledge and skills of social workers was greatly increased:

- Phase 1 participants showed retention of knowledge from the initial training phase (Phase 1) and increased their knowledge base throughout the second training phase. Participants expressed their knowledge through group work exercises and began to apply appropriate skills for Myanmar, and their own organizational contexts
- New participants gained basic theoretical knowledge and expressed their retention of knowledge through group work exercises
- It was not possible to assess the level of actual skills, but the level of absorption of knowledge presented as high.

### **2) Increase understanding of the specific needs of street / working children**

- The participants from Phase 1 have integrated the core concepts and expressed a clear understanding of the needs of street/working children, and concepts applied to children in the Myanmar context.
- The new participants have also shown a good understanding of these concepts

### **3) Improve response to these needs and provide effective care to the children**

- No new initiatives were launched and no actual assessment of improvement of existing services could be carried out.
- 2 organizations had produced project proposals to develop existing, or create new services. These proposals were not discussed.

### **4) Build a team of resource persons / trainers to increase overall quality and quantity of services and care for street/working children in the future.**

- The group is well trained and has many sound ideas and concepts that will be basis for future street/working children initiatives; however they need to be given permission from their management and receive support to apply these skills to develop projects and services for street / working children.
- The mix of Phase1 and new participants did not allow for the required specialization to build a team of resource persons / trainers.
- The basis of a network is firmly established but needs to be supported and encouraged to enable it to be maintained and to develop further.

## **XII. Evaluation**

### **12.1 Trainers' evaluation**

- The team:
  - Very active and involved
  - Creative and sound ideas
  - Strong desire to develop their services
- The content:
  - Basic concepts were covered
  - Mix of Phase 1 and new participants had impact on content and time
  - A little too theoretical
  - Needs to be further adapted to the Myanmar context
- The setting:
  - Very nice hotel and service
  - Room was not set up for effective group work
  - Room too small for the size of the group

### **12.2 Participants' evaluation**

Participants were asked to fill a simple questionnaire. **19 participants** filled and returned. The responses to the questions are as follows:

- Q. 1** Did you find this training useful for your work?
- 13 participants stated that the training was very useful for their work
  - 5 participants stated that the training was useful
  - 1 participant stated that the training was moderately useful
- Q. 2** Which parts of the training did you find most useful?
- Many responses were given to this question, the most frequent topics expressed were:
- Prevention
  - Placement and Reintegration
  - Outreach
  - Communication Skills
- Q. 3** Which parts of the training did you find least useful?
- Only 2 participants chose to answer this question, responses were:
- Outreach
  - Support for problem children
  - Behavior change
- Q. 4** Are there any subjects you wish to know more about?
- 18 of the 19 participants responded to this question. Most frequent themes were:
- Child psychology and child development
  - Data collection- research/survey/data analysis
  - Outreach activities
  - Center based activities
  - Behavior change
  - Project design
- Q. 5** Do you feel that you or your organization/agency would benefit from further training/input?
- 18 respondents felt that they would benefit from further assistance
  - 18 felt that their organization/agency would benefit from further assistance

### XIII. Recommendations for the future

#### 13.1 Recommendation from the participants

What is needed/feasible	Who should do?
Networking (coordination & collaboration)	CRC Committee, GO, INGO, NGO
Needs Assessment Survey (targeting Street & Working Children)	GO, INGO, NGO
Project planning / Design / Proposal	Respective Organization
Fund raising	Respective Organizations, Donors, Funding Agency
Staff training	Trained staff / International assistance / Technicians
Awareness raising (workshop / seminar / advocacy to community for Street and Working Children)	GO, INGO, NGO
Provide Services: <ul style="list-style-type: none"> <li>- Outreach</li> <li>- Life Skills</li> <li>- Vocational training</li> <li>- Non Formal Education (NFE)</li> <li>- Reintegration / Placement</li> <li>- Follow up</li> <li>- Monitoring and evaluation</li> </ul>	GO, INGO, NGO

#### 13.2 Recommendations from Friends-International

During the training various topics were covered and discussed. At all times, the trainers encouraged the participants to think about the Myanmar context and to think about how to apply the newly acquired skills to this national context.

##### Some clear constraints came up:

##### a) Outreach

The opportunity for street based outreach to be established at this point is very limited:

- It became clear that the establishment of street outreach due to the highly public nature of these services is still not appropriate at this time.
- The level of resistance to street outreach would be most significant in Yangon being Myanmar's capitol and its window to the world. This is despite the probability that Yangon has a need for services of this nature.
- Community based outreach services offer more significant opportunities for service provision
- Community-based Outreach appears to offer significant opportunities for Government and Non-Governmental agencies to provide services, particularly with working children and as part of a reintegration / placement service.
- There are a number of agencies (GOs and NGOs) in Yangon and Mandalay with the potential to develop community-based outreach.

## **b) Reintegration / Placement**

- A number of agencies have expressed reintegration as a strong developmental issue. Many of the participants have expressed that their agency carries out reintegration / placement or are involved to some extent in this process.
- There are some concerns that the effectiveness of reintegration/placement is reduced due to the lack of adequate mechanisms to address the needs of children.
- The reasons for family breakup are not always considered and therefore the core issues are not addressed, this can lead to a low level of effectiveness and therefore a high probability of lack of sustainability of placements
- There also seems to be a serious lack of collaboration between agencies in reintegration / placement, especially between government departments and NGOs that have complimentary services. There is also a need for the government departments to collaborate more effectively. This seriously compromises opportunities to create sustainable reintegration as it allows children to fall easily through holes in service provision.

## **c) Recommendations**

There are a number of initiatives that could be taken from here. The following suggestions can be taken individually or integrated into a wider strategy:

- Develop a specific Good Practice project to be used as a training facility: start a specific small scale project (i.e. youth center / community outreach) that can be used as a training base for other organizations and for replication
- Applied field training with interested organizations to develop skills relevant to specific working practice and also ongoing assessment of performance. Assessment of existing work/programs carried out with street/working children and associated training.
- Support to organizations to start / develop projects: work with specific organizations by providing assistance in all aspects of project design and implementation
- Support agencies for assessments of needs in various locations
- The development of in-depth training for needs/risk based assessment and reintegration skills through field, informal, and formal processes. Providing support to the development of inter-agency cooperation leading to the establishing of a network, and promoting common strategies through advocacy and training.
- Develop and support the network of GO / NGOs and support active collaboration on specific issues, sharing of experiences and topic-specific training sessions
- Develop the capacity of Volunteer Social Workers and its network for all the reintegration / placement work through a specific formal training
- Facilitate the development of general standards of procedures for working with Street and Working Children in collaboration with all relevant agencies that can be applied by all agencies working in that field
- Develop advocacy and awareness at all levels (children, families, communities, local authorities, central authorities) to progressively facilitate the development of services for street / working children

A concept paper, exploring these options will be presented separately.

## **ANNEXES: Group Works' Outcomes**

**ANNEX 1: Children at risk in Myanmar**

<b>TYPES OF CHILDREN</b>	<b>WHO IS WORKING WITH THESE CHILDREN?</b>
Affected by natural disaster	DSW, WVM, MCDC, YCDC
Alcohol issues in family	YCDC
Broken families	DSW, YCDC, FXB, Pay-Pin PRHT
Children Affected by AIDS	FXB, DSW, WVM
Children Infected by AIDS	FXB, DSW
Children of migrant construction workers	
Discriminated	WVM
Disobedience	DSW, YCDC
Heavy work	
Homeless children	WVM, DSW, YCDC
International migration	DSW
Lack of hygiene	DSW, WVM, YCDC, PDO
Large families	FXB, DSW, Pay-Pin PRHT
Low income families	FXB, PDO, YWCA, Pay-Pin PRHT
Migrant children (internal)	DSW, YCDC
Parentless children	FXB, DSW, WVM, YCDC
Parents in conflict with the law	DSW, YCDC
Spoilt children	DSW
Street children	WVM, DSW, YWCA, YCDC, Pay-Pin PRHT
Street families	WVM, YCDC, MCDC
Trafficking	DSW, WVM
Unsafe situations (fighting)	PDO
Victim of violence	FXB, DSW
Working children	DSW, YCDC, YWCA, WVM, PDO
Beggars	YCDC, MCDC, WVM, DSW
Car wash	--
Construction	--
Disabled children	DSW, WVM, YCDC
Domestic workers	--
Factory	FXB
Pickpockets	YCDC, DSW
Scavengers	FXB, DSW
Sellers	FXB, YCDC, PDO
Teashop	WVM

## ***ANNEX 2: Risks pushing children to streets / work***

- ☞ Low family income
- ☞ No jobs opportunities
- ☞ Lack parental education / knowledge
- ☞ Bad environment (peer/youth groups)
- ☞ Broken families
- ☞ Bad relations children/parents
- ☞ Migration rural --> urban
- ☞ Lack of community awareness
- ☞ Gap rural / urban
- ☞ Migration for employment (construction)
- ☞ Lack of health education of parents
- ☞ Do not know how / time to care for children
- ☞ Lack of life-skills knowledge of parents
- ☞ Lack sense of responsibility of parents
- ☞ No guardian for orphaned children
- ☞ Peer pressure / false friends
- ☞ Changing life / improve life
- ☞ Abuse (sexual, physical, verbal) within family / step family
- ☞ Lack of attention to children
- ☞ Parents get sick (HIV, TB, ...)
- ☞ Uncontrollable children
- ☞ Drug/alcohol use among parents
- ☞ Spoiling children / lack of supervision
- ☞ Large family
- ☞ Step family
- ☞ Orphaned children (HIV/AIDS)
- ☞ Parents in prison

**ANNEX 3: Prevention for Myanmar Children**

<b>Child</b>	<b>What to do</b>	<b>How to do</b>
	Survival	Parental education
		Nutrition
		Clothes
		shelter
	Protection from violence abuse, neglect and exploitation	Awareness raising
	Participation	Cultural activities
		Social gathering
		Peer group
	Development	Playing
		Schooling
		Nutrition
		Love and kindness
<b>Family</b>	<b>What to do</b>	<b>How to do</b>
	Assessment	Home visit
		Field visit
	Advocacy	Contact w/ neighbors
		Contact w/ community
		Contact w/ local authorities
	Education	Parental education
		Health education
		Awareness w/ network
		Life skills
	Health Education	HIV/AIDS
		Birth spacing, RH
		Physical
		Mental
	Family support	Job opportunities
		Nutrition support
		Counseling
		Follow-up
		Health care
<b>Community</b>	<b>What to do</b>	<b>How to do</b>
New settlements Ex: Pyi Gyi Tagun Ex: Hlaing Thar Yar	CRC awareness	Training
Neighbors		Talks
Teachers		Workshop
Local authorities		Posters
Doctors		Role Play
Public	Health care awareness	Health service (clinic, drug store.....)

Peer groups		Health education
		Mobile health workers
		Vaccination
		Training
	Education (NFE, FE, vocational)	Awareness
		Training
		Support
	Income generation	Domestic training
		Vocational training child
		Skills training adults
	Saving and loans	Small projects
<b>Society</b>	<b>What to do</b>	<b>How to do</b>
Government	Awareness	Discussion Workshop Seminar
	Advocacy	Discussion Workshop Seminar
NGO/INGO	Awareness	Discussion Workshop Seminar
	Advocacy	Discussion Workshop Seminar
Regional/local authorities	Advocacy	
People	Awareness	Training
		Media (TV, IEC, movies, radio)
		Pamphlets
		T-shirts
		Ball pen
		Posters
<b>Global</b>	<b>What to do</b>	<b>How to do</b>
	Health education (giving and receiving)	Media (newspaper, magazine, journal, movie, email, internet, poster...)
	Awareness CRC, child protection	Celebration (Child Protection Day, CD, DD, World Aids Day, IDOC, World Health Day, etc.)
	Life skills education	Training
	General education	
	Training (capacity building, HIV/AIDS, VCT, SM...) / Technical support	GO, NGO, INGO exchange knowledge and experience
	Networking	Collaboration with GOs, NGOs, INGOs, local organization, UN...)
	Research	Monitoring and evaluation
	Job opportunities abroad	Networking

**ANNEX 4: Social Workers' interview guidelines**

<b>TO DO</b>	<b>NOT TO DO</b>
Introduce yourself	Give false hope
Patient	Record all in front of the child
Good listener	Order around
Use simple language	Neglect
Understand the child	Discrimination
Use open questions	Mock
Adaptable	Look down
Acceptable behavior	Touch inappropriately
Observe the child's posture	Hug
Be interested in the child	Show pity
Encouraging	Inappropriate facial expression
Direct contact	Threaten
Friendship	Harsh words
Non-judgmental	Judgmental
Wear simple clothes	Behave as if you were superior
Play / tell stories	Wear jewels or powerful objects
Present options / choices	Influence
Same level	Rude
Eye contact	Angry
Polite	Use child for personal advantage
Honest	Take child home
Gentle	Touch without permission
Be clean	Abuse
Encourage feeling	Carry out other activity while with the child

### ANNEX 5: Possible Outreach strategies for Myanmar

#### Group 1: Street Children

Who	What	How
Street children	NAS  Identify  <b>Activities</b> Health	Interviewing, FGD  Type of street children (with family, away from home, orphanage, migrate)  Physical – games – health care – sports – personal hygiene – referral Mental – Arts – Music/dancing – drawing
Family	Education  Referral	NFE, lifeskills (HIV/AIDS, RH, STD)  Reintegration
Community	Awareness	Parental/health education
Local authorities	Awareness	Advocacy, workshop, mini-meeting Volunteer - peer educator training
Partner organizations	Courtesy call Request permission	Meeting with local authorities Discussion, meetings
	Networking	Activities referral

#### Group 2: Working Children

Who	What	How
1. Child by interview child-to-child trust building	1. - Non formal education - Health education, knowledge - To change value system - Life & vocational skills	1. - Playing games - using IEC materials - referral to hospital, GOs, NGOs - counseling, discussion - follow up - training, job placement
2. Family	2. - CRC, parental education, Child Law - to change value system - to take their responsibility - Income generation activities	2. - CRC, parental education, child law - counseling, discussion - life plan, family plan
3. Community	3. CRC, Child law – media, journals – public talks – education talk For prevention & protection on child labour	3. Awareness raising  Forming volunteer group (authority, educator, religious leader, health workers, ...)

4. Business owners	4. CRC, Child Law	4. Awareness raising – education – knowledge
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- First - Identify location
- Need assessment survey
  - Getting permission from authority
  - activities

Group 3: Street Children

What	How	Target	What	How
Identification	Categorize	Street children	– shelter (temporary)	– basic necessities <food & clothing, health care>
Protection	CRC, Child Law, (awareness raising)	without guardian asking for money & ...	– family contact	– local authority
Development	Physical Intellectual Emotional TLC	At the traffic light & bazaar	If ... (Network) Education + training	– neighbours
Reintegration	Training & job opp:		Job opportunity Else ....	– send them back to home <LA ...>
Network	Coll: Cooperation coordination		Child development	– explaining the consequences
				– life skills
				– vocational
				– contact person (boss, employer, owner)
				– procedures done by DSW & partner organizations

Group 4: Working Children

Who	What	How
Working children	Education	Vocational, night school (NFE/FE contacting)
	Health	Awareness (HIV/AIDS)
	Relax	Health care
	Reintegration	Health awareness
Owners	Working hour	Free time, spare time (playing, reading, facts for life)
Parents, guardians, owners/boss, local authority, community, society	CRC awareness	Family tracing, contact school/job place, vocational school
Working children + family	Child law	Working hour adjustment
	Social awareness, problem solving	Individual/group mass talking, poster, pamphlet, media, training, workshop
		Home visit, job place, Interview, counseling

**ANNEX 6: Life skills for Myanmar**

<b>Risks faced by Street / Working children</b>	<b>What children need to learn to protect themselves</b>
Personal hygiene	Parental education (CRC, RH, etc.)
Environmental hygiene	Community awareness (advocacy, workshops, CRC...)
Infectious disease	HIV/AIDS information
No shelter	Drugs information
Traffic	CRC information
Rape	Access to education
Economic exploitation	Access to vocational training
Violence	STD information
Lack of nutrition	Harm reduction
Lack of sleep	Social dealings
Over work	Problem solving
Commercial sex work	Ethics
Physical abuse	Self protection
Bullying	Self awareness
Discrimination	Decision making
Sexual abuse	Health education
Exploitation by employer	Basic education
Drug use	NFE
Mental / emotional abuse	Medical care
Trafficking	Gender awareness
False guidance	Culture

**ANNEX 7: Problems faced by Myanmar Children & solutions for reintegration / placement**

<b>Problems</b>	<b>Solutions for children &lt;14yrs</b>	<b>Solutions for children &gt;14 yrs</b>
Peer pressure (false friends)	Family tracing	Family tracing
	Assessment (family, child...)	Assessment (family child)
	Reintegration (family, school)	Vocational training
	Life skills	Life skills
	Follow-up	Job placement
		Reintegration in family
		Follow-up
Parents in prison	Trace extended family foster family	Trace extended family / foster family
	Assess guardians / child	Assessment (family, child)
	Integration (guardian / school)	Vocational training
	Regular contact with parents	Job placement
	Network	Regular contact with parents
	Follow-up	Follow-up
Migration rural-urban	Family / extended family tracing	Family /extended family tracing
	Assessment family / child	Networking
	Networking	Reintegration (family / school)
	Reintegration (family, school)	Vocational training
	Follow-up	Job placement
		Independent life
		Follow-up
Parents sick (HIV, TB...)	Family tracing	Family tracing
	Assessment (family, child)	Assessment (family, child)
	Networking	Networking
	Referral for health care	Referral for health care
	Family support	Family support
	Reintegration (family, school, community)	Reintegration (family, school, community)
	Care in center	Vocational training
	Prepare memory if parents very sick	Job placement
	Follow-up	Prepare memory if parents very sick
		Follow-up
Lack of responsibility of parents	Family tracing	Family tracing
	Assessment (child, family)	Assessment (child, family)
	Parental education	Parental education
	Family support	Family support
	Reintegration (family, school)	Reintegration (family, school)
	Follow-up	Vocational training
		Job placement
	Follow-up	

Bad environment	Create good environment through activities in community / for children / area development	Create good environment through activities in community / for children / area development
	Awareness (CRC, child law) to community	Awareness (CRC, child law) to community
	Individual counseling	Individual counseling
	Discussion with family	Discussion with family
	Foster care / center	Foster care / center
	Follow-up	Vocational training school
		Apprenticeship
		Job placement
Broken family	Family tracing	Family tracing
	Discussion (family, child, community)	Discussion (family, child, community)
	Assess children's desires and needs	Assess children's desires and needs
	Counseling	Counseling
	Integration (family / extended family / foster care)	Integration (family / extended family / foster care)
	Establish visit to parent(s)	Vocational training
	Follow-up	Job placement
		Establish visit to parent(s)
Uncontrollable children	Identify reason	Identify reasons
	Counseling	Counseling
	Discussion with family	Discussion with family
	Set discipline / rules with family	Set discipline / rules with family
	Peer education	Peer education
	Change environment (school, sports, art, music...)	Change environment (vocational training, sports, art, music...)
	Network	Network
	Follow-up	Follow-up
Parents do not know how / have no time to care for children	Parental education	Parental education
	Child development education	Adolescent development education
	Time management education	Time management education
	TLC spirit	Peer education
	Follow-up	TLC spirit
		Follow-up
No job opportunity	Create jobs with family	Create jobs with family
	Vocational training for family	Vocational training for family and youth
	Life skills education	Develop income generation activities
	Network organizations	Job placement
	Follow-up	Network organizations
		Follow-up

Drug / alcohol use among parents	Family contact	Family contact
	Assessment family (social, economic, etc.)	Assessment family (social, economic, etc.)
	Future plan with children	Future plan with children
	Provide life skills	Provide life skills
	Plan with family / extended family / foster	Vocational / on the job training
	Family support plan	Plan with family / extended family / foster
	Provide life skills, parental education, health care	Family support plan
	Referral for detoxification / rehabilitation	Provide life skills, parental education, health care
	Reintegration (school)	Referral for detoxification / rehabilitation
	Follow-up	Reintegration / job placement
		Follow-up
Problems with step-parents	Family contact	Family contact
	Assessment of family (social, economic, interpersonal relationships)	Assessment of family (social, economic, interpersonal relationships)
	Future plan with children	Future plan with children
	Provide life skills	Provide life skills
	Plan with family / extended family / foster	Plan with family / extended family / foster
	Family support plan	Family support plan
	Provide life skills, parental education	Provide life skills, parental education
	Reintegration	Reintegration
	Follow-up	Follow-up
Bad relation child / parent	Family contact	Family contact
	Assessment of family (social, economic, interpersonal relationships)	Assessment of family (social, economic, interpersonal relationships)
	Future plan with children, needs / feelings	Future plan with children, needs / feelings
	Life skills, interpersonal relationship	Life skills, interpersonal relationship
	Plan with family for support	Pan with family for support
	Reintegration	Reintegration
	Follow-up	Follow-up
Spoiling children / lack of supervision	Family contact	Family contact
	Assessment of family (social, economic, interpersonal relationships)	Assessment of family (social, economic, interpersonal relationships)
	Future plan with children, needs / feelings	Future plan with children, needs / feelings
	Parental / elders education	Parental / elders education
	Reintegration	Reintegration
	Follow-up	Follow-up

Lack of life-skills	Family contact	Family contact
	Assessment of family (social, eco, interpersonal relationships)	Assessment of family (social, economic, interpersonal relationships)
	Future plan with children, needs/feelings	Future plan with children, needs / feelings
	Parental education / life skills	Parental education / life skills
	Reintegration	Reintegration
	Follow-up	Follow-up
Large family	Parental education	Parental education
	Health education to parents (RH)	Health edu to parents & children (RH)
	Life skills, TLC	Life skills, TLC
	Physical, mental, emotional support	Vocational training
	Reintegration	Job placement
	Follow-up	Physical, mental, emotional support
		Reintegration
	Follow-up	
Abuse	Interview, counseling, group meetg.	Interview, counseling, group meeting
	TLC, emotional, mental support	TLC, emotional, mental support
	Parental education	Parental education
	Life skills, self esteem	Life skills, self esteem
	FE, NFE	FE, NFE, vocational training
	Games, sports, outings...	Games, sports, outings...
	Reintegration	Reintegration
	Follow-up	Follow-up
HIV/AIDS orphaned children	Interview	Interview
	Contact with relatives	Contact with relatives
	Physical, emotional support, life skills, occupational therapy	Physical, emotional support, life skills, occupational therapy
	Refer to center if needed	Refer to center if needed
	Nutrition, medical care, TLC	Nutrition, medical care, TLC
	Memory	Memory
	FE, NFE, life skills	FE, NFE, life skills, Vocational training
	Identify extended family/foster family	Job placement
	Support to foster family	Identify extended family/foster family
	Integration	Support to foster family
	Follow-up	Integration
		Follow-up
Low family income	Interview	Interview
	Parental education	Parental education
	Life skills, FE, NFE	Life skills, FE, NFE
	Family support (tools, equip.)	Vocational training
	Nutrition	Job placement
	Day-care (while mother is working)	Family support (tools, equipment)
	Water, sanitation program	Nutrition
	Reintegration	Water, sanitation program
	Follow-up	Reintegration
		Follow-up

**ANNEX 8: Next steps in Myanmar**

The participants' responses to interventions that should be done in future are as follows:

**Group 1**

<b>What is needed / feasible?</b>	<b>Who is responsible?</b>
Networking	GO, NGO, INGO, UN, YCDC, MCDC
Training for social workers / staff	UN, FI, INGO
Survey / data collection (Street/Working Children)	DSW, UN, YCDC, MCDC, GAD, FXB, YWCA
Provide knowledge (Life Skills, NFE, VST)	DSW, YCDC, MCDC, NGO, INGO
Parental education	DSW, YCDC, MCDC, NGO, INGO
Medical care / referral / reintegration	DSW, YCDC, MCDC, NGO, INGO
Monitoring and evaluation	UN, GO, NGO, INGO, YCDC, MCDC, external evaluators
Budget	UN, INGO, donors

**Group 2**

<b>What is needed / feasible?</b>	<b>Who is responsible?</b>
<b>TEA SHOP WORKERS</b>	
Working hours (adjust)	Employer / owner
Health care, awareness	Local authorities / CRC committee
Education (FE, NFE)	DSW / Dept of Labour / Dept of Health
Entertainment (play games, TV)	Dept of Education / NGO
To adjust wages (earn money)	Dept of Sports
Family contact (follow-up)	
Networking	
<b>STREET VENDORS</b>	
Education (FE, NFE)	Family
Life skills	Local authorities / CRC
Health care, awareness	DSW / Dept of Health / Dept of Education, NGO
Follow-up	
Network	
<b>STREET CHILDREN</b>	
Drop-in center (day care)	Local authorities / CRC
Health care, awareness	DSW / VSW / NGO
Education (NFE)	Community
Occupational / vocational training	
Reintegration / Follow-up	
Network	

**Group 3**

<b>What is needed / feasible?</b>	<b>Who is responsible?</b>
Permission	Local authorities
NAS (Street / Working Children)	Respective organizations
Fund	Donor agencies / respective organization
Proposal	Respective organizations

Training (social worker, peer educator, volunteer social workers)	Technicians / ToT
Networking (NGO, GO)	Network
Outreach to Street / Working children	Social workers
Discuss with employer	Social workers
Target area (not on the streets)	Social workers
Q&A for target group	Social workers
Activities (health / NFE / life skills / game / sports / vocational training)	Social workers / networking
Reintegration / job placement	Social workers / networking
Follow-up	Social workers / networking

## Group 4

What is needed / feasible?	Who is responsible?
Networking (coordination & collaboration)	GO, INGO, LNGO, CRC Committee
Survey (working children)	GO, INGO
Awareness raising (Street and Working)	GO, INGO, LNGO
Training	GO, INGO, LNGO
Implementation	GO, INGO, LNGO
Fund	UNICEF, donors

## Group 5

What is needed / feasible?	Who is responsible?
Reach	GO / INGO / community
Basic needs (food, shelter, clothes)	Parents / guardian / GO / NGO / community
Safety (protection, prevention)	Parents / guardian / GO / NGO / community
Knowledge	Parents / guardian / GO / NGO / community / peer educator
Participation (family, community, society)	Everybody (GO / NGO / INGO / social worker)
Networking	GO / NGO / INGO / parents
Awareness raising (CL / CRC / HIV / life skills)	GO / NGO
Job placement	Employee / GO / NGO
Training	GO / NGO / community / UNICEF
Fund	Donor / UNICEF

## **ANNEX 9: Acronyms**

AIDS	Acute Immunodeficiency Syndrome
CL	(Myanmar) Child Law
CRC	Convention on the Rights of the Child
DSW	Department of Social Welfare
FE	Formal Education
FGD	Focal Group Discussion
FI	Friends-International
FXB	François-Xavier Bagnoud
GAD	General Administration Department
GO	Government Organization
IDOC	
IEC	Information, Education, and Communication
INGO	International Non-Governmental Organization
KBC	Karen Baptist Convention
LNGOs	Local Non-Governmental Organization
MCDC	Mandalay City Development Committee
NFE	Non formal education
NGO	Non-Governmental Organization
Pay-Pin PRHT	Pay-Pin Pa-Ra-Hi-Ta Monastic Primary School
PDO	Phaung Daw Oo Monastic school
PPA	Project Plan of Action
RH	Reproductive Health
STD	Sexually Transmitted Disease
TB	Tuberculosis
TLC	Tender, Love and Care
ToT	Training of Trainers
UN	United Nations
UNICEF	United Nations Children's Fund
VCT	
SM	
VSW	Volunteer Social Worker
WAD	World Aids Day
WHD	World Health Day
WVI	World Vision International
WVM	World Vision Myanmar
YCDC	Yangon City Development Committee
YWCA	Young Women's Christian Association