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## **Model of Action**

# **Reintegrative Case Management for Children and Youth in Conflict with the Law**

*Training of Trainers Toolkit –  
Capacity Development for Professionals*



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Terre des hommes (Tdh) is the leading Swiss child rights organisation. Since 1960, Tdh has helped build a better future for vulnerable children and their communities, making an impact with innovative and sustainable solutions. Active in more than 30 countries, Tdh works with its own teams and/or local and international partners to improve the daily lives of millions of children and their relatives through programmes on health, access to justice, migration, protection, water and sanitation and emergency relief. Our work is financed by support from private individuals and institutions, with administrative costs kept to a minimum.

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# 1. What is the reintegrative case management model of action for children and youth in conflict with the law?

- *Have you ever implemented a reintegration program without having a proper understanding and guidance on what does it really mean successful reintegration?*
- *Have you ever felt that it was unclear how child protection and justice systems coordinate or speak to each other when working with children and youth in contact with the law?*
- *Have you ever felt that child protection interventions are not well tailored to the reality that children and youth navigate when they are in contact with justice proceedings?*
- *Or that justice proceedings are not adapted to the specific needs of children and youth and their psychosocial well-being?*

These are the reasons why the **Model of Action on Reintegrative Case Management for Children in Conflict with the Law** (hereinafter MoA or MoA RCMCiCI) has been developed, drawn from a process of consultations with child protection and legal professionals across Terre des hommes' countries of operations across the globe.

It is intended to provide technical direction to teams on how to tailor case management systems to respond to the very specific needs of children and youth who are going through different stages of justice proceedings, be they formal (State) or community-based dispute resolution mechanisms. It intends to specialize and qualify reintegration-based interventions (both direct interventions and those focusing on system strengthening). The MoA provides structured content, principles, and standards as well as tools, linking knowledge and practice in child and youth justice and case management, ensuring coherent and integrated programming for the successful reintegration of children and youth in contact with the law.

## 2. Why is it important to have a tailor-made tool to implement case management with children and youth in conflict with the law, having as the ultimate aim their successful reintegration?

As emphasized by the CRC (General comment No. 24, 2019), **Reintegration shall be the principal aim of child justice systems.** Despite international progress recognizing the importance of tailored reintegration processes, translation into national systems and domestic practices is still a challenge to be addressed. **Understanding adequately the process of reintegration, how to apply it, and when it can be considered 'successful' remains a must and urgent challenge to address.**

Tailor-made (reintegrative) case management for children and youth in conflict with the law is a cornerstone of child justice systems and, as such, should be developed and incorporated as a coordinated system in all reintegration processes. **This Model of Action is the first-of-its-kind to address the very specific needs and the reintegration process- es at all stages of justice for children in contact with the law within child protection case management systems.** And, as such, it aims at providing a key reference on how to adapt domestic case management systems to serve the (social and justice) interests and rights of children and youth in conflict with the law.

Here you can find the Tdh Model of Action for Reintegrative Case Management of Children and Youth in Conflict With the Law – MoA RCMCiCL (available in French, English, and Arabic):

*Model of Action Reintegrative Case Management for Children & Youth in Conflict with the Law | Terre des hommes*



Find below an overview of the Model of Action's content:

No	Section/Subsection	Description
	<b>Reintegrative Case Management for Children &amp; Youth in Conflict with the Law – Snapshot</b>	Provides a visual representation of the main elements of the reintegrative case management system for children and youth in conflict with the law. To facilitate the use of the MoA, different elements of the snapshot are hyperlinked with sections of the MoA where detailed information can be found.
1.	<b>Introduction</b>	<p>Outlines the objectives, target users, scope &amp; structure to facilitate navigation of the MoA for users.</p> <p>Highlights the gaps encountered by children and youth in conflict with the law to successfully reintegrate and, hence, the rationale of the MoA.</p>
2.	<b>Tdh expertise &amp; framework for action: Access to Justice for Children &amp; Youth Protection Case Management</b>	<p>Based on Tdh's programmatic framework (theory of change), identifies Tdh's added value and strategic positioning for addressing reintegrative case management for children and youth in conflict with the law.</p> <p>Details a conceptual framework for the reintegration processes of children and youth in conflict with the law.</p>
3.	<b>Digging into the core elements of the Reintegrative Case Management for Children and Youth in conflict with the law</b>	<p>Describes the essential elements to adapt a standard case management approach and steps when working with children and youth in contact with the law:</p> <ul style="list-style-type: none"> <li>• The different children that might fall into the category of children and youth in conflict with the law;</li> <li>• The different pre-judicial and judicial stages they might go through;</li> <li>• The essential considerations impacting children and youth in conflict with the law, to be applied along the case management process.</li> </ul> <p>It highlights restorative justice approaches and practices as paramount for the reintegration process.</p>
4.1	<b>In practice (WHAT): Goal, standards, and criteria for the 'Successful Reintegration' of Children and Youth in Conflict with the Law</b>	<p>Sets out the reintegration-oriented goal of case management with children and youth in conflict with the law, including the 10 key standards that should apply to any reintegration process and how they align with case management principles and steps.</p> <p>It also highlights, in a checklist form, the key criteria to assess 'successful reintegration' for children and youth in conflict with the law.</p>
4.2	<b>In practice (HOW): Applying Reintegrative Case Management across any justice stage</b>	Allows MoA users to identify at which justice stage a child/young person is and how to operate a tailor-made case management system having the reintegration goal at the center.
4.3	<b>In practice (WHO): Human Resources for reintegrative case management</b>	Highlights the roles and responsibilities of each of the multisectoral professionals within the reintegrative case management process and their interlinkages.
5	<b>Annexes</b>	<p>Includes additional tools to be applied along the reintegrative case management process and stages of justice to support the reintegration of children and youth in conflict with the law:</p> <p><i>Annex 1:</i> Guiding considerations promoting psychosocial resilience of children and youth in conflict with the law for a successful reintegration.</p> <p><i>Annex 2:</i> Legal considerations around a child's/young person's case (that matters both to legal professionals and case workers)</p> <p><i>Annex 3:</i> Risk Levels</p> <p><i>Annex 4:</i> Case Management Forms Overview</p>

## 3. The MoA RCMCiCL: an adapted training of trainers toolkit

After having developed the Model of Action RCMCiCL, the two authors (Terre des hommes' Access to Justice Global Deputy Head of Programme and the Global Case Management and MHPSS expert – Marta Gil and Lourdes Carrasco) developed and conducted a Training of Trainers (ToT) for legal and child protection regional coordinators and field staff from 8 countries and 4 regions (Africa, Asia, Europe and Middle East). This ToT collected key insights for contextualization and the development of a ToT Package for roll-out.

### 3.1. For whom is the training package designed?

Both the MoA RCMCiCL and its training package are designed as key tools for **technical teams** supporting child and youth justice programming in different countries and regions, notably: **legal professionals, social workers, case workers, psychologists and counsellors, vocational trainers, medical staff**, etc.; all staff working directly with children in conflict with the law.

This includes personnel engaged in program design, implementation, monitoring and quality assurance, and resource mobilization, as the MoA promotes approaches that must be adapted in recognition of the different operating contexts, different legal frameworks, and plural justice systems, being of paramount the diversity of children and youth in conflict with the law.

### 3.2. Learning objectives

The training has been designed to provide participants with a comprehensive overview and practice of the different content included in the MoA. At the end of the training, participants will be able to:

- ▶ Apply in practice distinct concepts, principles, and methodological specificities of reintegrative case management for children in conflict with the law.
- ▶ Customize the necessary elements of existing national case management systems to respond to the specific needs of children in contact with the law at different stages of police and justice procedures.
- ▶ Assess, plan, and perform safe, rights-based, and ethical assessments for children in conflict with the law.
- ▶ Analyze critical elements of different types of cases concerning children in contact with the law to ensure tailored reintegration processes are designed, applied, and properly monitored.

### 3.3. Main questions & Skillset covered by the training

- ▶ What is successful reintegration?
- ▶ How a child and youth protection case management approach can be tailored to the specific needs of children and youth in contact with the law?
- ▶ How to promote psychosocial well-being and resilience of children and youth for successful reintegration?
- ▶ Who are the key multidisciplinary human resources, their roles, and responsibilities to ensure the successful reintegration of children and youth in contact with the law?
- ▶ How to improve coordination and communication between justice and social professionals?

#### Skills offered through the training

##### Social work and psychosocial knowledge, abilities, and competences

- Case management approach and tools
- Psychosocial considerations, including intersectionality, socioeconomic approach, trauma-informed care

##### Justice systems and legal knowledge, abilities, and competences

- Categorization of children and youth in conflict with the law
- Pre-justice and justice stages
- Restorative justice approaches

##### Successful Reintegration standards and criteria

Applied thanks to cross-learning coordinated efforts between Social & Justice professionals

### 3.4. Content of the Training Package

- ▶ Trainers' guide with a detailed session plan and a sample agenda for a 4-day training
- ▶ Handouts for training activities and Case studies drawn from real work settings
- ▶ PowerPoint Presentation
- ▶ End-of-training evaluation form

## 4. Material 1: Facilitators' guide

This Trainer's Guide has been developed to support facilitators in delivering effective, engaging, and impactful training sessions. The guide is designed to be practical and adaptable, recognizing that each training context is unique.

At its core, the training emphasizes participatory, learner-centered approaches that promote reflection, skill-building, and real-world application through case studies and participants' experiences. Trainers are encouraged to foster a safe and inclusive environment where participants feel empowered to contribute, ask questions, and share their experiences.

### Practical information and recommendations for facilitators

To ensure the success of this training, facilitators should take several preparatory steps related to participant selection, trainer profiles, logistics, and communication.

#### Participants

It is recommended that participants include a **balanced group of professionals from both child protection and justice sectors**. Depending on the context, this may include child and youth protection social workers or caseworkers, as well as justice actors such as lawyers, legal advisors, juvenile justice specialists, or court professionals working directly with children and youth in contact with the law (names, profiles, and titles may vary depending on the context). This mixed composition is **essential to promote cross-sectoral understanding and collaboration**. The ideal group size should not exceed 25-30 participants.

#### Training team

It is strongly recommended to **engage two expert co-facilitators**, one with **expertise in child protection** and the other with a **background in justice systems related to children**. Both facilitators should have prior experience in the reintegration of children and youth in conflict with the law, as well as experience in delivering training, and be comfortable using participatory and experiential learning methods.

#### Room logistics

Regarding venue setup, the training space should be large enough to accommodate small group work, plenary sessions, and movement-based activities. Tables should be arranged in a way that promotes interaction and provides sufficient materials:

- At least 6 Flip Charts and pens for flip charts.
- 1 or 2 screens for PowerPoint (depending on the number of participants).
- Some type of glue that serves for walls (or similar).
- Microphones (if needed).
- Distribution of tables around (4) groups.

Finally, it is advised that an **invitation note be sent to participants ahead of the training**. This should include the suggested agenda, profiles of the trainers and target participants, and a brief overview of the training content and learning objectives (as outlined at the beginning of this toolkit). Providing this information in advance helps ensure participant readiness, alignment of expectations, and institutional support for the training objectives.

### List of supporting materials for facilitators

- Detailed session plan and a PowerPoint backup to be screened during each session.
- Handout materials for the group work:
  - ▶ Cards for 'QUIZ: A CHILD-CENTRED APPROACH TO HUMAN RIGHTS MONITORING'
  - ▶ Cards for 'MISS & MATCH: HUMAN & CHILD RIGHTS'
  - ▶ 4 child case studies (Karim, Sofia, Kofi, Aya) and 'Role Play': Identities Children & Parents
  - ▶ Cards for CM steps' exercise



## 5. Material 2: Sample agenda for 4 days training

Day 1 <i>[Add date]</i>	
Session 1 8:30 – 9:00	Participants' arrival & welcome.
Session 2 9:00 – 10:00	<ul style="list-style-type: none"> <li>• Presentation of the training: learning objectives targeted per session, methodology.</li> <li>• Participant's introductions. Sharing expectations and priorities.</li> <li>• 'MEET &amp; GREET' (<i>group work</i>): The four children accompanying us during the training: Karim, Aya, Emal, and Bhoomi.</li> </ul>
Session 3 10:00 – 11:00	<p>'QUIZ: THE NEED TO HAVE TAILOR-MADE (REINTEGRATIVE) CASE MANAGEMENT FOR CHILDREN IN CONFLICT WITH THE LAW (<i>group work</i>): Building a compelling narrative to apply RCMCiCL: key concepts, principles, and methodological specificities.</p> <p>Results &amp; collective content reflection.</p>
Coffee break (11:00 – 11:15)	
Session 4 11:15 – 13:00	<p>'THE CORE ELEMENTS OF RCMCiCL: FOCUS JUSTICE' (<i>Presentation &amp; debate through the 4 children's cases</i>)</p> <ul style="list-style-type: none"> <li>• Children: categorization criteria for reintegrative case management.</li> <li>• Classification of offenses that might apply to children in conflict with the law &amp; particular situations of attention for RCM.</li> <li>• Understanding the stages of justice children navigate through: key aspects to have in mind for RCM.</li> <li>• Restorative justice and how to apply it to reintegration processes through case management.</li> </ul>
Lunch break (13:00 – 14:00)	
Session 5 14:00 – 15:00	<p>Exercise: Case Management Steps</p> <p>'THE CORE ELEMENTS OF RCMCiCL: FOCUS SOCIAL WORK' (<i>Presentation &amp; debate through the 4 children's cases</i>)</p> <ul style="list-style-type: none"> <li>• Intersectionality &amp; socio-ecological approach: how does this apply in CM with children in conflict with the law?</li> <li>• Trauma-informed practice and reintegration accompaniment.</li> <li>• The steps &amp; tools of a case management process: point of relevance when applying a reintegrative approach.</li> </ul>
Coffee break (15:00 – 15:15)	
Session 6 15:15 – 16:45	<p>Multidisciplinary teams in RCMCiCL (<i>presentation and exercise</i>)</p> <ul style="list-style-type: none"> <li>• Introducing the tandem work and added value.</li> <li>• Treasure hunting exercise: where to find in the Model of Action tips and guidance for both professionals?</li> </ul>
Session 7 16:45 – 17:00	Group reflection on the training day: questions answered, questions unanswered, new questions.

## Day 2 *[Add date]*

Session 8 9:00 – 11:00	<p>'SUCCESSFUL REINTEGRATION OF CHILDREN IN CONFLICT WITH THE LAW' <i>(presentation &amp; debate)</i></p> <ul style="list-style-type: none"> <li>• The 10 standards of the reintegration process of children in conflict with the law: how to mainstream them into the case management process?</li> <li>• Reintegration Outcome: how to set them up (criteria)?</li> </ul>
Coffee break (11:00 – 11:15)	
Session 9 11:15 – 12:30	<p>'MISS &amp; MATCH: HUMAN &amp; CHILD RIGHTS' <i>(group work)</i>: Conceptual Framework: Reintegration Processes for Children in Conflict with the Law</p> <p>Results &amp; collective content reflection.</p>
Session 10 12:30 – 13:00	Overview of the MoA: Snapshot <i>(presentation)</i>
Lunch break (13:00 – 14:00)	
Session 11 14:00 – 14:45	'ZOOM IN': Legal consideration around a child case (that matters both to legal professionals and case workers) <i>(presentation &amp; debate: work children's cases)</i>
Session 11 14:45 – 15:30	'ZOOM IN': How to promote psychosocial resilience of children in conflict with the law for a 'successful' reintegration <i>(presentation &amp; debate: work children's cases)</i>
Coffee break (15:30 – 15:45)	
Session 13 15:45 – 16:45	'IN PRACTICE: APPLYING CASE MANAGEMENT STEPS WITH CHILDREN IN CONFLICT WITH THE LAW' <i>(group work)</i> : Drawing the essential elements of each child case proposed: how to go about them to ensure the application of RCMCiCL?
Session 14 16:45 – 17:00	Group reflection on the training day: questions answered, questions unanswered, new questions.

## Day 3 *[Add date]*

Session 15 9:00 – 11:00	'WORKSHEETS: A JOURNEY ACROSS CM STEPS FOR EVERY STAGE OF JUSTICE A CHILD IN CONFLICT WITH THE LAW MIGHT BE INVOLVED IN' (Part I) <i>(presentation &amp; debate)</i>	
	STEP CM1 Identification & Registration	Arrest & Custody (Police)
		Diversion
		Pre-trial detention OR alternative to pre-trial detention
		Trial proceedings (with or without custody)
	STEP CM2 Assessment	Imprisonment (after judicial process)
		Alternative to imprisonment
		Early-release or post-release from deprivation of liberty

Coffee break (11:00 – 11:15)									
Session 16 11:15 – 13:00	'WORKSHEETS: A JOURNEY ACROSS CM STEPS FOR EVERY STAGE OF JUSTICE A CHILD IN CONFLICT WITH THE LAW MIGHT BE INVOLVED IN' (Part II) <i>(presentation &amp; debate)</i>								
	<table border="1"> <tr> <td>STEP CM3 Case Plan (the Reintegration Plan)</td> <td>Arrest &amp; Custody (Police)</td> </tr> <tr> <td></td> <td>Diversion</td> </tr> <tr> <td>STEP CM4 Implementation of the Reintegration Plan</td> <td>Pre-trial detention OR alternative to pre-trial detention</td> </tr> <tr> <td></td> <td>Trial proceedings (with or without custody)</td> </tr> </table>	STEP CM3 Case Plan (the Reintegration Plan)	Arrest & Custody (Police)		Diversion	STEP CM4 Implementation of the Reintegration Plan	Pre-trial detention OR alternative to pre-trial detention		Trial proceedings (with or without custody)
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	Diversion								
STEP CM4 Implementation of the Reintegration Plan	Pre-trial detention OR alternative to pre-trial detention								
	Trial proceedings (with or without custody)								
Lunch break (13:00 – 14:00)									
Session 17 14:00 – 15:00	'WORKSHEETS: A JOURNEY ACROSS CM STEPS FOR EVERY STAGE OF JUSTICE A CHILD IN CONFLICT WITH THE LAW MIGHT BE INVOLVED IN' (Part III) <i>(presentation &amp; debate)</i>								
	<table border="1"> <tr> <td>STEP CM5 Follow up &amp; Review of the Reintegration Plan</td> <td>Imprisonment (after judicial process)</td> </tr> <tr> <td>STEP CM6 Case Closure &amp; Review</td> <td>Alternative to imprisonment</td> </tr> <tr> <td></td> <td>Early-release or post-release from deprivation of liberty</td> </tr> </table>	STEP CM5 Follow up & Review of the Reintegration Plan	Imprisonment (after judicial process)	STEP CM6 Case Closure & Review	Alternative to imprisonment		Early-release or post-release from deprivation of liberty		
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STEP CM6 Case Closure & Review	Alternative to imprisonment								
	Early-release or post-release from deprivation of liberty								
Coffee break (15:30 – 15:45)									
Session 18 15:45 – 16:00	'WAKE UP & FIND YOUR GROUP PEERS': Explanation of the group work of the third day and methodology, handouts & personalities of each team member, Q&A from participants. Go and join your group!								
Session 19 16:00 – 17:00	GROUP PREPARATION TIME' <i>(guided by the trainers)</i>								
Day 4 <i>[Add date]</i>									
Session 19 9:00 – 10:00	'GROUP PREPARATION TIME' <i>(continuation)</i> Q&A from participants. Go and join your group!								
Session 20 10:00 – 11:30	Child Case 1 (Karim's group): 'Role Play' <i>(group work &amp; collective debate)</i>								
Coffee break (11:30 – 11:45)									
Session 20 11:45 – 13:00	Child Case 2 (Aya's group): 'Role Play' <i>(group work &amp; collective debate)</i>								
Lunch break (13:00 – 14:00)									
Session 20 14:00 – 15:15	Child Case 3 (Emal's group): 'Role Play' <i>(group work &amp; collective debate)</i>								
Session 20 15:15 – 15:45	Child Case 4 (Bhoomi's group): 'Role Play' <i>(group work &amp; collective debate)</i>								
Coffee break (15:45 – 16:00)									
16:00 – 17:00	Group reflection on the training content and dynamic (end-of-training evaluation form). Learning objectives achieved, suggested next steps.								
17:00 – 17:30	Closure of the training. Thanks.								

## 6. Material 3: PowerPoint Presentation *(back up)*

Each session, as highlighted in the agenda above, requires visual backup in the form of a PowerPoint Presentation. While the content and methodology are explained in section 7 below, to access the PPT material utilized by Tdh, please contact [marta.gil@tdh.org](mailto:marta.gil@tdh.org) and/or [lourdes.carrasco@tdh.org](mailto:lourdes.carrasco@tdh.org).

## 7. Material 4: Detailed session plan, content, and methodology

### Session 1

- ▶ Presentation of the training to the participants, including the learning objectives and the methodology.
- ▶ A round of introductions and ‘sharing expectations and priorities’ about the training will be done with the participants. They will be asked about the key questions they have about the MoA that they want to know about/dig into. The expectations/priorities/questions will be kept on a flip chart (‘the wall’) to go back to them in different sessions of the training.
- ▶ ‘MEET & GREET’ is the first group work of the training. Participants will be presented with 4 cases, illustrating the stories of 4 children (Karim, Sofia, Kofi, and Aya). The 4 cases are developed to highlight diverse specificities and situations lived by children in conflict with the law. All participants will be reading the 4 cases. The participants will be divided into 4 groups, and they will be assigned to one of the children’s cases for the rest of the training. Once in groups, all the participants will be asked to share their 1st impressions of the stories (e.g., what are the most impactful elements for them of the different stories? is there any particular information they think is missing? what are the initial challenges that they see in each case in terms of case management?). Those questions aim to start stimulating participants on child-related questions and fostering a mindset that focuses on children specifically. By knowing and interiorizing the case studies from the onset, the content of the following sessions can be linked with some elements of those stories, facilitates going back to the groups with some concrete questions on their specific cases, so they can think in concrete as opposed to in abstract.

### Session 2

‘QUIZ: THE NEED TO HAVE TAILOR-MADE (REINTEGRATIVE) CASE MANAGEMENT FOR CHILDREN IN CONFLICT WITH THE LAW’ (*group work*): Building a compelling narrative to apply RCMCiCL: key concepts, principles, and methodological specificities.

The participants will be given the ‘headline’ of the different key concepts, principles, and methodological specificities RCMCiCL in section 1.2 of the MoA. Then they will receive short cards with keywords (**Handout 1**) that they need to use to build a statement/paragraph/definition for each headline (each group will have 2 headlines assigned).

After presenting to the whole group, the trainers will stimulate participants' reflection on their choices. This will be followed by a short presentation of each of the headlines as they are explained in the MoA.

This exercise intends to support participants' understanding and ability to convey professionally key concepts, principles, and methodological specificities relating to RCMCiCL.

## Session 3

'THE CORE ELEMENTS OF RCMCiCL: FOCUS JUSTICE'  
(Presentation & debate through the 4 children's cases)

- Children: categorization criteria for reintegrative case management.
- Classification of offenses that might apply to children in conflict with the law & particular situations of attention for RCM.
- Understanding the stages of justice children navigate through: key aspects to have in mind for RCM.
- Restorative justice and how to apply it to reintegration processes through case management.

A set of slides PPT are prepared highlighting key content of the MoA sections 3.1 and 3.2. Across the slides, different questions will be included to be discussed with the participants. The trainer will focus on examples coming from the different 4 child cases used for the ToT.

## Session 4

- ▶ EXERCISE: THE CASE MANAGEMENT PROCESS (the facilitator will ask 8 volunteers to stand up in front of the group and asking each one of them to hold one of the cards and be in a line (**Handout 2**: case management steps and actions). The rest of the participants need to decide in which order the cards go, so they need to move colleagues holding the cards in order. Ideally the ones holding the cards should be the ones with more experience in case management and they cannot talk, only position themselves in the order their colleagues tell them.

The final correct order should be:

- 1) Identification & registration – 2) assessment – 3a) case plan / 3b) reintegrative case plan – 4) implementation of the case plan – 5) follow up & review – 6) case closure – 7) final review

- ▶ 'THE CORE ELEMENTS OF RCMCiCL: FOCUS SOCIAL WORK'  
(Presentation & debate through the 4 children's cases)

- Intersectionality & socio-ecological approach: how does this apply in CM with children in conflict with the law?
- Trauma-informed practice and reintegration accompaniment.
- The steps & tools of a case management process: point of relevance when applying a reintegrative approach.

A set of slides PPT highlighting key content of the MoA sections 3.3 and 3.4 is prepared. Across the slides, different questions will be included and discussed with the participants. The trainer will focus on examples from the different 4 child cases used for the ToT.

## Session 5

Multidisciplinary teams in RCMCiCL

- ▶ The trainers will provide a presentation of the different roles required (slides PPT) and will foster debate with participants around effective coordination and responsibilities of the teams in their context and experience.
- ▶ Questions to foster debate:
  - How do we call the caseworker in each context? Different profiles?
  - How do we engage or integrate lawyers in our core team in each context? Challenges?
  - Do the CW and lawyer share the roles and responsibilities mentioned?

## Session 6

This session is dedicated to reflecting on the training day. The trainers will animatedly lead a group reflection, asking participants what expectations/priorities/questions were met/answered and, based on the day's learning, what other questions not identified at the beginning of the session have come up.

## Session 7

'SUCCESSFUL REINTEGRATION OF CHILDREN IN CONFLICT WITH THE LAW' (*presentation & debate*)

This session will be dedicated to designing a reintegration process with each child. Different criteria must be considered and analyzed to design a 'reintegration process' that 'works' (hence, could be considered 'successful' within a case management approach). This requires a profound understanding of what a reintegration process is and the different standards that should be in place.

The trainers will animate the session by providing examples and fostering group debate about the different elements presented. The content and dynamic of this session will be as follows:

- The 10 standards of the reintegration process of children in conflict with the law: how to mainstream them into the case management process? – The 10 standards (section 4.1.1 of the MoA will be explained by the trainer (slides PPT), and participants will be requested to match each standard with the CM steps concerned.
- Reintegration Outcome: how to set them up (criteria)? – Trainers will provide a presentation of the criteria (slides PPT) and will foster debate among the different groups concerning each of the child cases assigned.

## Session 8

'MISS & MATCH: HUMAN & CHILD RIGHTS' (*group work*): Conceptual Framework: Reintegration Processes for Children in Conflict with the Law

Participants will work in four groups with the case studies assigned to them. They are given pieces of the 'conceptual framework' (**Handout 3**, related to the page 15 of the MoA) and need to create a model using those pieces. Among the pieces given per group, some 'wrong' concepts will also be included in the envelope along with the 'right' ones. Once each group has its framework ready, they will explain it to the rest of the groups.

This exercise intends to support participants' understanding of the reintegration process with children in conflict with the law and how to converge the reintegration within a case management system that requires considering a multiplicity of angles and identifying different services and complementary actions. It aims to showcase the interdependence and complementarity of different elements needed to put in place a rights-based reintegration process.

## Session 9

An overview of the MoA will be presented to the participants so they can grasp the structure proposed in the MoA after their presented frameworks as a way of visualizing all the elements described and to present the different content they can find within the snapshot and MoA.

## Sessions 10 et 11

In these sessions, the trainers will provide an in-depth presentation of the technical aspects that participants are required to master the RCMCiCL. Throughout the presentation, each trainer will throw some questions focusing on elements of the child cases (whether mentioned already in session 8 or missing elements that the groups were not able to identify in the previous sessions). The topics are as follows:

- 'ZOOM IN': Legal consideration around a child case (that matters both to legal professionals and case workers) (*presentation & debate: work children's cases*). It corresponds to Annex 2 of the MoA (showcases in slides PPT for the training).
- 'ZOOM IN': How to promote psychosocial resilience of children in conflict with the law for a 'successful' reintegration (*presentation & debate: work children's cases*). It corresponds to Annex 1 of the MoA (showcases in slides PPT for the training).

## Session 12

'IN PRACTICE: APPLYING CASE MANAGEMENT STEPS WITH CHILDREN IN CONFLICT WITH THE LAW' (*group work*): Drawing the essential elements of each child case proposed: how to go about them to ensure the application of RCMCiCL?

This session is designed to start preparing the group work dynamic. At this point, participants have received a lot of information, though not everything they need. The 4 groups, each with their own case, will be asked to start discussing and agreeing on essential elements they need to take into consideration to properly manage the case of Karim, Sofia, Kofi, and Aya, respectively. A list of 5-10 elements will be prepared by each team and they will present the list and the rationale behind each point they have included to the rest of the participants. Trainers will stimulate collective debate.

Thinking ahead of some elements will ease putting the mindset of participants in the specificities of each case and will make them aware of things that they are not considering but that are essential moving forward with the content of the next sessions.

## Session 13

This session is dedicated to reflecting on the training day. A group reflection will be animated by the trainers, asking participants what of their expectations/priorities/questions were met/answered, but also, based on the learning of the day, what other questions not identified at the beginning of the session have come up.

## Sessions 14-15-16

'WORKSHEETS: A JOURNEY ACROSS CM STEPS FOR EVERY STAGE OF JUSTICE A CHILD IN CONFLICT WITH THE LAW MIGHT BE INVOLVED IN' (Parts I, II and III) (*presentation & debate*)

These sessions are designed to explain to participants in a step-by-step way each of the considerations that multidisciplinary teams must understand and apply in the CM steps across the different justice stages children might navigate.

It corresponds to section 4.2 'In Practice (How): Applying Case Management with Children & Youth in Conflict with the Law across Pre-Judicial & Judicial Stages'.

## Session 17

'WAKE UP & FIND YOUR GROUP PEERS': Explanation of the group work of the third day and methodology, handouts & personalities of each team member, Q&A from participants.

The participants will gather in 4 groups. Each member of the group will be provided with roles (legal/social/manager professionals, child, parents), and they will need to prepare the child's case using RCMCiCL.

The trainers will work separately with the children and parents of each group. They will be provided additional information on the identities and circumstances to play their role.

## Session 18

'GROUP PREPARATION TIME'. The four groups have 2 hours to prepare the 'role play': individual reading time, reading and interiorizing their role (legal/social/manager professionals, child, parents), agreeing to the scheme of the different scenes they need to play (4 scenes – see below in session 20). The trainers will be supporting the groups during the 2 hours preparation time (part 1 during day 3 and part 2 during the first hour of day 4).

## Sessions 19-22

'ROLE PLAY' (*group work with the case studies*)

Each group will be performing in front of their colleagues, following these 'scenes':

- Scene 1 – The multidisciplinary team meets to discuss the case and how to do the identification/registration and the plan for the child's assessment.
- Scene 2 – Assessment interview with the child/parents/others (to be decided by the team in the previous step)
- Scene 3 – Multidisciplinary team meets (with child/parents/else) to design the Reintegration Plan
- Scene 4 – The multidisciplinary team meets to follow up on the Reintegration Plan and to consider whether to close the case or not.

Each group has 45 min to organize and present the role play among the 4 scenes and 30 min for peer feedback and discussion.

The rest of the groups observing should take notes for the following group debate (peer feedback). A group debate will be animated by the trainers around challenges, well-done things, areas to further practice, etc, both from the participants who played a role and from the peer observers.

## Session 23

This final session is dedicated to a collective reflection with participants on the training (content, methodology, dynamic), looking back at the initial 'wall' of expectations/priorities/questions, at the learning objectives set to reflect on the achievements made, and where are the areas for next steps.

An end-of-training evaluation form will be distributed among the participants to be filled in during this last session, individually.

Closure of the training. Thanks.

## 8. Material 5: Case studies *(drawn from real work settings)*

[CASES PREPARED BY THE AUTHORS BASED EXPERIENCES FROM Tdh OFFICES IN DIFFERENT SETTINGS<sup>[1]</sup>]

### KARIM

Karim is from Aleppo (Syria) but has been living in the suburbs of Beirut (Lebanon) for 6 years now. He is currently 15 years old.

One year ago, his life as he knew it changed. Two policemen came to his home and arrested him. They put him in a car and took him to the police station, where he was uncommunicated all night and after the afternoon of the next day. When he was able to see his father, he came with a police officer who explained to both that Karim had been arrested for theft, trespassing, and violence against physical property and for causing severe injuries to the man and woman owners of the shop he stole from. Karim denied it. His father, visibly angry, and the police officer, insisted Karim tell the truth. Karim was scared and said he was always the one to blame for everything and that he wanted to see his mother. After several tries, his father and the police officer left the room. Karim was again left alone for a while. He screamed and knocked as strongly as he could on the room's door. No one came.

Only the morning after, he was taken to a center where other boys were. He was confined in a room with two other boys who told Karim they had been there for a while. Karim's father came to see him in the afternoon with an 'official from the court' as his father explained. This person told Karim that he was under pre-trial detention for the charges against him and that his father had already signed the papers for his stay at that center until the investigation by the authorities was concluded. Karim begged his father to take him out. His father told him to shut up and obey, that his family was in a real mess due to his behavior.

Karim was at that center for about four months. He felt abandoned. His father was the only one who came from time to time, always angry, to bring him some clothes and food.

On the day of the hearing, one of the center's security staff took him to court. He could see his mother from a distance sitting in the courtroom, crying and looking at him. He felt so guilty. Life had been so hard on her. Ever since his father lost his job, the situation at home had been strained and stressful, and she bore the brunt of everything.

A lawyer from the court appeared, introduced himself, and told Karim to apologize and acknowledged the harm he caused in front of the judge. Karim refused to do it. The lawyer told him that his history with the police, he was lucky enough to be in front of a judge with an opportunity not to end up behind bars if he behaved.

Another person that Karim did not know, started to tell the judge harsh things about him: that he was violent, unstable, and dangerous to the community. Karim's lawyer limited himself to saying that Karim was sorry for what happened. Due to the visible discomfort to Karim, the judge asked Karim if he wanted to say something. Karim explained that he did not do anything and that there were some other boys he was with who wanted to steal from the shop. He explained that he did not attack anyone but that the man in the shop apprehended him, shouted at him, and hit him with a stick, so he needed to defend himself.

The judge sentenced Karim to 9 months of detention in a juvenile center with the possibility to review his case afterward.

<sup>[1]</sup> Cases are drawn from real experiences, but details and names have been changed. This can be adapted to the context-relevant realities for training.

## AYA

Aya is from Gao (Mali). She is now 17 years old.

Four years ago, the rebels entered Gao. It was such a shock for her. People were so afraid. One day on her way to school, Aya and three of their female classmates were taken by force by some of the rebels. They were blindfolded and taken in a van to a far-away place that looked like an abandoned factory. Aya and the other girls were obliged to do a lot of cleaning and household chores for those men. Sometimes one of the security men of the place would come and take Aya or any of the other girls to rooms on the second floor of the building. They were told to not talk about what happened in those rooms as otherwise, they would kill their families.

Aya cannot remember how long she was there at that place. It felt like an eternity. One day, in the middle of the night, while they were sleeping on the floor of the kitchen, they heard some sirens. Military men came and took them from the building. Aya was then separated from the other girls.

She was taken to a place that looked like an official building of the government. She was put in a room and told to wait there. A military man appeared a few minutes later with a woman. They both started asking Aya a lot of questions about the factory and the men who took her away, as well as the things she did while there. Aya was very scared and asked about her mother and sister. The woman mentioned that they would be called soon and that Aya could be reunited with them after they finished there. Aya tried to give her as much information as she could remember, all that Aya wanted was to be home again.

Aya was finally reunited with her mother and sister a few days later. Back at home, Aya's mother did not allow her or her sister to leave the house, only having some visits from relatives from time to time.

One day the police appeared in Aya's home and told her mother that Aya needed to come with them immediately. Aya's mother panicked and started screaming trying to impede that Aya was taken by the police. Her mother knew what this would mean.

Aya was taken to the police station while she was asked to sign some papers she did not understand. She was shaking, no one was even looking at her even less responding to her questions regarding the reason why she was there.

## EMAL

Emal is a 17-year-old from Afghanistan, he had a tough childhood as his father abandoned his mother and family and left to run businesses in Pakistan. He never heard from him anymore. His mother had always been caring. 3 years ago, his mother died from health issues, and he decided to start a migration journey towards Europe, trying to reach Germany, where he has 2 very loved cousins living there since a few years ago and encouraged him to leave.

Once arrived in Greece he realized that if he registered as a minor, he would get stuck and never reach Germany and his family, so he decided to abscond and try to make some money to continue the journey as he had spent everything, he had during the 2 years travel. He has been living in the streets and different squats in the city, and one day a man told him he would help him to make some money, without understanding very well, he trusted him, but soon realized that it was not nice or easy, as the man wanted sex in exchange for money. He had no other opportunities, and he heard from another boy living in the same squat that once you do it once, you get over it and then you have money, so he accepted. He has been prostituting himself for the past months but still don't have enough money for the journey to Germany. He has a lot of nightmares and cannot sleep; he started to use glue as it is the only thing that allows him to forget about everything and relax. But glue costs money too. Other boys living in the squat have offered him an opportunity to rob a car that parks every day in the same place and the owner seems to leave valuable things inside, he accepts to go with them, the other boys push him to break the car and an alarm goes off, police arrive very quickly, and

his friends have run very fast. He gets apprehended by the police and arrested, kept in custody with other detained adults, and no one has told him what will happen next, one week passes and he still has no information, he really would like to talk to his cousins in Germany, but no one allows him to make a phone call.

A lawyer comes to the custody facilities and tells him he will be dealing with his case. The lawyer explains that she works for an organization specialized in assisting migrants and that she will help Emal. Nevertheless, she said to Emal that it would take time for her to move his case and that probably he would need to stay at the police station for the next two days. She will prioritize that he is moved to a center for youth migrants that even though it will be a closed center, it will be better than staying at a cell at the police station with other adults.

A few days later, the lawyer comes back, Emal is released and taken to a center for youth migrants. The lawyer explains that Emal will be there until he is called by the judge and that in the meantime, she will be working with Emal and a team of social professionals to make his case in front of the judge when the time comes. The lawyer explains that in Emal's case it is so important to speed up any process since in 6 months Emal will be 18 years old.

## **BHOOMI**

Bhoomi is 14 years old and lives with her parents in Delhi. They are both caring and loving, but they work long hours in different jobs and struggle economically to maintain the whole family. Bhoomi has 4 siblings of 2, 3, 6 and 7 years old, and helps her family in everything she can, taking care of her siblings and has started working some days at the market when her mother can stay at home with the children, since she goes to school in the morning, she has to work in the afternoons and has to come back home a bit late, when it is dark and the market is far from her home.

One day on her way back home, one old uncle she has founds her in the street and invites her home for a tea, she has never liked this uncle as he was always making weird comments about her since she is young, but she accepts because she is tired and she thinks her mother would like her to be polite. That night her uncle rapes her at his place.

Bhoomi goes back home crying and in a lot of pain. Her mother is very worried and calls a neighbor who is volunteering in an NGO that supports girls and women, and she knows that they have brought some cases to the health facilities in the past. Her neighbor calls a social worker of the NGO who brings the girl to the hospital for care. Once there, the social worker explains that it is very important to denounce and report the case because it is mandatory in the country. Once the social worker reports the case to the police, they go and visit Mariam and the mother at their place, they ask a lot of questions about her life, about why she was alone at night and saying that this is not appropriate for a girl of her age, then they talk to the uncle who says that she was provoking him and finally the police arrest Mariam.

## 9. Material 6: Handouts for training activities

### Handout 1 – Session 2

'QUIZ: THE NEED TO HAVE TAILOR-MADE (REINTEGRATIVE) CASE MANAGEMENT FOR CHILDREN IN CONFLICT WITH THE LAW' (*group work*): Building a compelling narrative to apply RCMCiCL: key concepts, principles, and methodological specificities.

*[To be printed in as many copies are needed and then each card will be single cut. Groups will receive the 20 cards that should help them to build the 'compelling narrative' according to what it is asked in the exercise – questions to respond to are inserted in the ppt of the session]*



Children and youth in conflict with the law refer to individuals under 18 years old who come into contact with the justice system as a result of being suspected/alleged of or accused or recognized to have committed an offense as outlined in the applicable regulations.



The process and outcomes of these justice proceedings can have profound effects on the children's lives in both the long and short term, significantly hindering their development and opportunities.

The applicability of reintegrative case management depends on the justice process children and youth are exposed to: criminal, civil/family/personal status, administrative, community-based, etc.

The effects of justice processes on children can last beyond 18 years old.

Reintegrative case management applies only to children who, according to the international definition, are below 18 years old.

Cases within justice processes might determine with whom children and youth will live, what contact they will have with their parents and siblings, where they will go to school, and whether they go into detention.

From a neuroscience and psychological development perspective, adolescence (15) and early adulthood (24-25) are defined by a critical development period, emphasizing how considerations for both children and youth should differ from adults, from a legal and psychological point of view and how approaches of intervention and support to reintegration should be particularly tailored to their psychosocial development.

A comprehensive and interdisciplinary assessment of a child or young person in conflict with the law should look into their needs and rights, particularly looking at the risk they pose to society and themselves. This means that reintegration should look at personality factors and how likely is the chance that they will be committing an offense again.

A 'positive sense of justice' implies broadening and improving the relationship between children and the justice system/s, its ultimate goal is to improve indeed its life-long impact on children.

Reintegration shall be the principal aim of child justice systems.

It is the physical and psychological environment of a child the main determinant of reintegration processes with children and youth in conflict with the law.

Children and youth have the right to be recognized as having a lesser culpability than adults given their ongoing development.

One of the barriers to successful reintegration processes with children and youth in contact with the law is that the reintegration is not as such understood as a process but as a service to be provided to the child or young person.

It is important to well understand not only the experiences of justice but also those accumulated by children and young people much before they came into conflict with the law; which explains in many cases the journey they have followed until being part of the justice system.

The entire police, judicial, and social/child protection processes and staff within the system/s should aim at facilitating a reintegration process from the beginning (or the earliest possible) when a child is in contact with the justice system.

Generally, children and youth in conflict with the law remain at the margins of protection systems.

Legal/justice and social professionals do not work together and are unaware of each other's role and how they can together maximize the outcomes of the justice process for children and, accordingly, coordinate properly the reintegration process aligned with the child's best interest.

Children and young people should go first to the justice processes and once a judicial outcome is issued the protection system, including case management, should be activated.

It is very important that a reintegration plan is agreed upon among the professionals involved in the case and then communicated to the child/young person and his/her family to make sure they comply with it.

Child protection case management standard processes are not adapted to all the different stages of justice a child in conflict with the law might experience and go through (police, diversion, trial, alternatives to detention, custody/deprivation of liberty, post-release).



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# **IDENTIFICATION & REGISTRATION**

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## **ASSESSMENT**

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## **CASE PLAN**

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## **REINTEGRATIVE CASE PLAN**

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## **IMPLEMENTATION OF THE CASE PLAN**

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## **FOLLOW UP & REVIEW**

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## **CASE CLOSURE**

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## **FINAL REVIEW**

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## Handout 3 – Session 8

CARDS – ‘MISS & MATCH: HUMAN & CHILD RIGHTS’ *[To be printed and cut out]*

Policy building & advocacy	Capacity & system strengthening (specialized and multisectoral training)	Medical services
Peers, family, and community networks	Income-generating activities / Business hubs & private sector networks	Non-custodial measures
Deprivation of liberty	Accompanied reintegration case management process	Release
Clinical mental health care (level 4 services)	Proximity justice at community level synergies/legal pluralism	Arrest
Youth employability & livelihoods	Education & vocational training	Psychosocial support continuum of care
Legal Aid: Access to Justice/ Restorative justice	Community-based restorative justice conflict resolution	Legal aid, counseling & representation
Family and community (healing) counselling	Mental health & Psychosocial support according to vulnerability and resilience-based approach	Alternatives to detention
Alternative care	Specialized prevention (risks-focused/ recidivism) Referral to services	Social cohesion
Socioeconomic support	Child/Youth led initiatives	Social protection
Specialized referral and follow up services (SGBV, CAAFAG...)	Support to youth support movements / networks including gender focus	Safe spaces with multifaceted developmental activities and peer linkages

## Handout 4 – Sessions 17–23

### IDENTITIES FOR ROLE PLAYERS CHILDREN/PARENTS *[To be printed and cut out]*

Each participant playing the role of child and father/mother will be given his identity and the trainers will help them prepare their roles. Participants mustn't share their identity with anyone else.



#### KARIM

- **Feelings/attitude towards any interaction with social/justice professionals:** indifference and lack of trust. Karim feels that he is like a 'puppet'. Adults are saying whatever they want about him, so it is pointless to make any effort with them. He feels that no one trusts or listens to him.
- **Feelings/attitude towards your parents:** he is deeply angry with his father and sisters. Ever since his father lost his job he's been shouting all the time to his mother, sisters, and particularly to him. He has destabilized and put the family in a very precarious situation.
- **Trigger attitude/word:** he hates when adults are talking about him with him in front of them, acting like he is not even there, or even worse looking at him with some sort of pity. Sometimes it makes him feel so little and unimportant, some other times it gets on his nerves. While deeply caring about her, he also blames her mother for not being able to stand up in front of his father.
- **Priorities:** he just wants to be alone, in his room, where he feels safe and can be on his own.



#### Karim's mother

She feels guilty about what happened to her Karim, if only she could have been stronger in front of her husband, not letting him put so much pressure and treat her and her children so badly. If she could only be braver to face life and offer Karim and his daughters better opportunities. But life for her is not easy at all. She feels weak, lost, and ashamed. Karim's being now with police records and a sentence makes things even much more difficult. The few times she was able to see him, she noticed Karim was not okay at all, how many bad things have happened to him at this center? Since they arrived in Lebanon no one has helped them out and now with a child regarded as a criminal, how they are going to face life?



#### Karim's father

He is so angry at Karim. How come he was so stupid to get in this trouble? Instead of helping the family out as he should do, he makes everything harder for everyone, putting a stigma in the family that will never go away. If he would have confronted the authorities, they could have had much more problems. Karim is his only boy and while he feels he deserves a strong punishment to wake up and learn how difficult is life, deep inside him he fears he will lose him forever.



## AYA

- **Feelings/attitude towards any interaction with social/justice professionals:** she does not want to talk about what happened to her; it is still very painful, so many things that have hurt her deeply internally and externally. How is she going to say what happened to her? Is someone going to believe her anyway? But the interview could be an opportunity to be able to leave the prison she is in. She cannot stand it anymore, so she is ready to do whatever it takes.
- **Feelings/attitude towards her mother:** she feels sorry for her, she has suffered so much, and she is so alone. Ever since his father died, all that Aya's mother has tried to do is to survive, and she has barely achieved it. All that has happened to Aya has just destroyed her mother, leaving also his sister without the support she needs. Her mother insists to Aya to forget everything and be strong – how could she do that? It is exhausting to listen to her...
- **Trigger attitude/word:** 'sexual' – it brings back so many horrible moments. She feels completely powerless, frozen, and ashamed every time someone refers implicitly or explicitly to any sort of sexual thing.
- **Priorities:** Leave the correctional facility at all costs. She cannot stand it anymore, so she is ready to do whatever it takes.



## Aya's mother

Even if it is the last thing she does, she will fight to put Aya outside of the prison where she's been confined. How can life have been so tough on her? First, the death of his husband who radically changed her life and that of her daughters. And after, the worst that could have happened, Aya having experienced all the horrible things she went through and (still). She won't rest until Aya is free and safe. As difficult and impossible as it may seem, she will continue trying to save her daughter.



## EMAL

- **Feelings/attitude towards any interaction with social/justice professionals:** Fear and uncertainty. Emal feels that adults are not trustable after everything he has gone through. He feels he cannot talk freely and that nothing good can come from promises that adults make. Besides that, he is extremely ashamed about some things that happened to him, and he is afraid of what others would think if he talked about it. He is talkative and compensates for his shame talking a lot about anything else, every time he is asked about anything he doesn't want to talk about, he changes the subject and talks about anything else.
- **Feelings/attitude towards your parents:** He loved his mother and missed her a lot, but he tries not to think about his life back in Afghanistan since it is painful. He loves his cousins, and he thinks they are the only people who can understand him and care about him, he really would like to talk to them and see them, but he is also very much ashamed about everything that happened to him, and he is afraid of getting in contact with them.
- **Trigger attitude/word:** He hates hearing promises from adults, as they have never turned out to be true. He doesn't like personal questions about his life back in Afghanistan as they make him very sad and he doesn't want to show weaknesses, he doesn't like to talk about his life in the streets either, out of shame.
- **Priorities:** he just wants to go to Germany and start a new life.



### Emal's cousins (2)

They have spent all their childhood together with Emal, they care about him, and they are very worried since they haven't heard from him in a very long time, they only know that he arrived in Greece, but suddenly he stopped communicating and they don't know where he is or where to contact him.

One of the cousins also faced sexual harassment and dishonest propositions from old men in southern Italy when working in agriculture fields, during his journey to Germany a few years ago.



## BHOOMI

- **Feelings/attitude towards any interaction with social/justice professionals:** Absolute confusion and shyness. She doesn't understand at all what is happening, and she doesn't want to talk without her mother being present. She is not defensive, but shy and ashamed as she feels guilty about what happened, and she feels that if she talks it will be worse for her, since after going to the police, everything has been a nightmare and now she feels that because of her fault, her parents have to be ashamed and losing a lot of time and money.
- **Feelings/attitude towards your parents:** she loves her parents very much, but she feels very guilty, and she has become very sad and quiet with them and with everyone.
- **Trigger attitude/word:** she is unable to talk about what happened at his uncle's place, she told her mother everything when she got home, but after that day she is completely blocking her memories, and she is very confused every time she gets asked about it.
- **Priorities:** she wants to forget about everything, she wants life to be as it was before. She wants to come back home and see her siblings.



### Bhoomi's Mother

She is very worried about her daughter and what has happened, she is very angry about his brother-in-law and wants him to pay for what he did.



### Bhoomi's Father

He is ashamed and confused, but he wants her daughter to get out from custody and solve this issue within the family.

## 10. Material 7: End-of-training evaluation form

[Sample provided below]

Kindly share your feedback on the training. Your comments are anonymous. And valuable!  
Thanks!

### Overall ToT evaluation

Please assess from 1 to 4 your participation in the training (1: unsatisfactory; 4: very satisfactory)				
Your attendance	1	2	3	4
Your ability to contribute during group work and plenary discussions	1	2	3	4
<i>How did you perceive the group atmosphere?</i>	1	2	3	4
Inclusivity-awareness and equity in participation <i>(in this context, participation is not only about being present but actively participating in the activities by taking the floor, contributing to working groups, acting as rapporteur of the group, being appointed to represent the group's views, being listened to, etc.)</i>	1	2	3	4
The usefulness of the training for day-to-day work	1	2	3	4
The usefulness of the training to train others	1	2	3	4
Les opportunités d'apprendre auprès des formateurs	1	2	3	4
Please add any other comments				
Please assess from 1 to 4 your participation in the training (1: unsatisfactory; 4: very satisfactory)				
The training program	1	2	3	4
The quality of the content provided in the training	1	2	3	4
The training materials and resources shared	1	2	3	4
The usefulness of the group work exercises	1	2	3	4
The rhythm/pace of the training	1	2	3	4
The opportunities to learn from the training group	1	2	3	4
The opportunities to learn from the trainers	1	2	3	4
Please add any other comments				

## Session-by-session evaluation

Please assess from 1 to 4 the sessions of the 2-day-training (1: unsatisfactory; 4: very satisfactory)				
<p><b>Day 1 – Session 1</b></p> <ul style="list-style-type: none"> <li>• Presentation of the training: learning objectives targeted per session, methodology.</li> <li>• Participant’s introductions. Sharing expectations and priorities.</li> <li>• ‘MEET &amp; GREET’ (<i>group work</i>): The four children accompanying us during the training: Karim, Aya, Emal and Bhoomi.</li> <li>• Overview of the MoA: Snapshot (<i>Presentation</i>).</li> </ul>	1	2	3	4
<p><b>Day 1 – Session 2</b></p> <p>‘QUIZ: THE NEED TO HAVE TAILOR-MADE (REINTEGRATIVE) CASE MANAGEMENT FOR CHILDREN IN CONFLICT WITH THE LAW’ (<i>group work</i>): Building a compelling narrative to apply RCMCiCL: key concepts, principles, and methodological specificities.</p> <p>Results &amp; collective content reflection.</p>	1	2	3	4
<p><b>Day 1 – Session 3</b></p> <p>‘MISS &amp; MATCH: HUMAN &amp; CHILD RIGHTS’ (<i>group work</i>): Conceptual Framework: Reintegration Processes for Children in Conflict With the Law.</p> <p>Results &amp; collective content reflection.</p>	1	2	3	4
<p><b>Day 1 – Session 4</b></p> <p>THE CORE ELEMENTS OF RCMCiCL: FOCUS JUSTICE’ (<i>Presentation &amp; debate through the 4 children’s cases</i>)</p> <ul style="list-style-type: none"> <li>• Children: categorization criteria for reintegrative case management.</li> <li>• Classification of offenses that might apply to children in conflict with the law &amp; particular situations of attention for RCM.</li> <li>• Understanding the stages of justice children navigate through: key aspects to have in mind for RCM.</li> <li>• Restorative justice and how to apply it to reintegration processes through case management.</li> </ul>	1	2	3	4
<p><b>Day 1 – Session 5</b></p> <p>‘THE CORE ELEMENTS OF RCMCiCL: FOCUS SOCIAL WORK’ (<i>Presentation &amp; debate through the 4 children’s cases</i>)</p> <ul style="list-style-type: none"> <li>• Intersectionality &amp; socio-ecological approach: how does this apply in CM with children in conflict with the law?</li> <li>• Trauma-informed practice and reintegration accompaniment.</li> <li>• The steps &amp; tools of a case management process: point of relevance when applying a reintegrative approach.</li> </ul>	1	2	3	4
<p><b>Day 1 – Session 6</b></p> <p>Group reflection on the training day: questions answered, questions unanswered, new questions.</p>	1	2	3	4
<p><b>Day 2 – Session 7</b></p> <p>‘SUCCESSFUL REINTEGRATION OF CHILDREN IN CONFLICT WITH THE LAW’ (<i>presentation &amp; debate</i>)</p> <ul style="list-style-type: none"> <li>• The 10 standards of the reintegration process of children in conflict with the law: how to mainstream them into the case management process?</li> <li>• Reintegration Outcome: how to set them up (criteria)?</li> <li>• Multidisciplinary teams in RCMCiCL.</li> </ul>	1	2	3	4
<p><b>Day 2 – Session 8</b></p> <p>‘IN PRACTICE: APPLYING CASE MANAGEMENT STEPS WITH CHILDREN IN CONFLICT WITH THE LAW’ (<i>group work</i>): Drawing the essential elements of each child case proposed: how to go about them to ensure the application of RCMCiCL?</p>	1	2	3	4

Please assess from 1 to 4 the sessions of the 2-day-training (1: unsatisfactory; 4: very satisfactory)				
<b>Day 2 – Session 9</b> 'ZOOM IN': Legal consideration around a child case (that matters both to legal professionals and case workers) ( <i>presentation &amp; debate: work children's cases</i> ) 'ZOOM IN': How to promote psychosocial resilience of children in conflict with the law for a 'successful' reintegration ( <i>presentation &amp; debate: work children's cases</i> )	1	2	3	4
<b>Day 2 – Sessions 10 et 11</b> 'WORKSHEETS: A JOURNEY ACROSS CM STEPS FOR EVERY STAGE OF JUSTICE A CHILD IN CONFLICT WITH THE LAW MIGHT BE INVOLVED IN' (Part I) ( <i>presentation &amp; debate</i> )	1	2	3	4
<b>Day 2 – Session 12</b> Group reflection on the training day: questions answered, questions unanswered, new questions. Preparation of the group 'role play' for day 3.	1	2	3	4
<b>Day 3 – Session 13</b> 'WAKE UP & FIND YOUR GROUP PEERS': Explanation of the group work of the third day and methodology, handouts & personalities of each team member, Q&A from participants. Go and join your group!	1	2	3	4
<b>Day 3 – Session 14</b> 'GROUP PREPARATION TIME' ( <i>guided by the trainers</i> )	1	2	3	4
<b>Day 3 – Séances 15 à 18</b> 'ROLE PLAY' 4 groups	1	2	3	4
<b>Day 3 – Session 19</b> Group reflection on the training content and dynamic (end-of-training evaluation form). Learning objectives achieved, suggested next steps. Closure of the training. Thanks.	1	2	3	4
Please add any other comments on individual sessions. Please specify the number of the session you are referring to.				
Which part or aspect of the training did you find most useful and why?				

Which part or aspect of the training did you find more challenging and why?

Which part or aspect of the training would you like to see enlarged and/or improved? Please be specific and explain how.

Do you think you received the necessary tools and content in this ToT to deliver a training?

Please feel free to provide any comments on the trainers (e.g. their competency on the subject, their capacity to convey a message clearly, their ability to engage participants).

Any additional comments or suggestions on this training?  
This is a final free space to add any other aspect that you deem important to mention.

# Impressum

**Responsible for publication:**

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This training for trainers toolkit was designed and tested with a diverse group of professionals from the justice and child protection sectors in various countries in the Middle East, Europe, Africa, and Asia. The authors warmly thank all the participants, whose contributions have been incorporated into this toolkit.




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**Every child in the world  
has the right to a childhood.  
It's that simple.**



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