

BEST INTERESTS DETERMINATION FOR CHILDREN ON THE MOVE:

A Toolkit for Decision-Making

SAVE THE CHILDREN UK SOUTH AFRICA PROGRAMME,
September 2010



Save the Children

Save the Children Child Protection Initiative

The Save the Children Alliance defines child protection as measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children. Through the Child Protection Initiative, Save the Children is expanding existing knowledge on child protection systems and mechanisms through support for innovative pilot projects and targeted research to promote meaningful protection for all children in the longer term.

ACKNOWLEDGEMENTS

The development of this tool would not have been possible without the commitment and personal interest of the consultant – Ana Stiglic, who spent many hours researching literature, interviewing children on the border of Zimbabwe and South Africa at Beitbridge and in Musina, participating in various meetings and promoting the best interests of the child in various contexts. Save the Children extends much appreciation to Ana for her hard work.

Throughout its implementation the project benefited from technical advice and thorough constructive feedback received from Dr. Ann Skelton (University of Pretoria Centre for Child Law) and Joan van Niekerk (Childline South Africa). Thank you for your support throughout.

A technical Task Team was established who through guidance and consultation supported the development, testing and the finalisation of the toolkit. Task Team members included representatives from CORMSA (represented by Mpilo Shange Buthane), UNHCR (represented by Alphonse Munyaneza), UNICEF (represented by Sara Lim Bertrand), the National Department of Social Development (represented by Veronica Gantana and Faith Mathima), Childline, University of Pretoria, Save the Children Sweden (represented by Nikiwe Kaunda) and others. Thank you for your continuous support and openness to share your expertise.

Before finalising the toolkit, it was tested in Musina by a few organisations and social workers. Many thanks to IOM, UNHCR, the Department of Social Development in Musina and all the volunteers who spent hours testing the toolkit and providing feedback to make the toolkit more effective.

We want to thank all the children that participated in this initiative, and we hope that application of this toolkit will contribute to their wellbeing, as well as to that of other children on the move.

Thanks to all Save the Children Staff both in London, Musina and Pretoria for providing administrative and managerial support, and to the Child Protection Initiative for the opportunity to develop the Best Interests Determination tool.



ACRONYMS

BIAF	Best Interests Assessment Form
BID	Best Interests Determination
CPI	Child Protection Initiative
DoSD	Department of Social Development
DS	Durable Solution
FBO	Faith-based Organisation
IDTR	Identification, Documentation, Tracing and Reunification
KA	Key Aspect
N/A	Not Applicable
NGO	Non-governmental Organisation
Q	Question
SA	South Africa
SC	Separated Child
SCUK	Save the Children UK
UAM	Unaccompanied Minor
UMC	Unaccompanied Migrant Child

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MANUAL OUTLINE AND LEARNING OUTCOMES

Contextualising the Best Interests Determination Toolkit

At the end of this section, participants will be familiar with:

- o Save the Children's Child Protection Initiative
- o The need for a Best Interests Determination toolkit
- o Use of the BID Toolkit within the IDTR process

Components of the BID Toolkit

At the end of this section, participants will be:

- o Familiar with the two components of the BID toolkit
- o Understand how the two components can inform a durable solution decision
- o Identify when the BID should be done and the BID toolkit used

BIAF: Instructions for Completion

At the end of this section, participants will:

- o Fully understand the range of information gathered and required during effective application of the Best Interests Assessment Form
- o Understand what information is needed for each question
- o Understand all response options
- o Clearly understand what various response options are and be comfortable when selecting an answer from the response sheet
- o Be able to correctly complete a BIAF making full use of the information obtained during the assessment
- o Identify verification as the next step, following assessment

Verification of BIAF information

At the end of this section, participants will:

- o Understand what verification entails
- o Recognise which question responses need to be verified
- o Be able to correctly complete the verification sections of the BIAF
- o Know where to sign off on the verification exercise

Using the Recommendation Matrix

At the end of this section, participants will:

- o Be presented with 6 durable solutions
- o Understand what the 10 key aspect areas are that help guide a decision
- o Understand how to sort BIAF information to feed into the recommendation matrix
- o Know how to navigate through the recommendation matrix to reach a durable solution decision
- o Understand what the 3 abbreviations used in the recommendation matrix stand for and how to apply them professionally

Appropriate Interview Techniques

At the end of this section, participants will:

- o Be familiar with techniques for interviewing children
 - o Be informed about peculiarities of interviewing children
 - o Have references for further reading on child participation and interviewing children
-

CONTEXTUALISING THE BEST INTERESTS DETERMINATION TOOLKIT

KNOWLEDGE OUTCOMES:

At the end of this section, participants will be familiar with:

- o Save the Children's Child Protection Initiative
 - o The need for a Best Interests Determination toolkit
 - o Use of the BID Toolkit within the IDTR process
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Overview of Save the Children's Child Protection Initiative

In May 2009, Save the Children launched a global initiative to strengthen children's right to be protected from abuse, neglect, exploitation and violence. The Child Protection Initiative (CPI) currently focuses on two priority areas: 1) Children without appropriate care (including children on the move) and 2) child protection in emergencies. Through targeted support to child protection programmes and documentation of innovative approaches in priority countries, the Child Protection Initiative produces evidence to demonstrate how legal and policy changes, preventive measures, capacity building and other responses can reach more children and create immediate and long term sustainable improvements in their lives. To contribute to the effective management of the initiative, regional teams and subject specific task teams have been established at various levels of the agency to provide technical support to the pilot and research projects.

The need for a Best Interests Determination toolkit for children on the move

Since 2003, research studies investigating the situation for children on the move in the southern Africa region have been unanimous in highlighting the need for proactive collaboration between state parties and regional role players to ensure that children who migrate are better protected. **The development of this Best Interests Determination toolkit aims to meet the need for a clear, rights-based decision-making tool which will guide practitioners to ensure that the best interests of an unaccompanied migrant child are influential in determining his or her support in the context of the South African child protection system.**

Children from neighbouring countries who decide to cross the border into South Africa do so in response to a complex variety of push and pull factors for reasons which differ from child to child. Without sufficient cash in hand or appropriate documentation, the complexity of their situation increases when they cross the border and they become vulnerable to abuse, violence and exploitation. Upon entering the child protection system, the risk of being denied their rightful protection is sometimes exacerbated by lack of awareness or capacity among duty bearers to interpret and implement existing regional and national legal and policy frameworks. In South Africa, existing child protection procedures call for immediate screening of unaccompanied migrant children by a social worker in order to establish their situation. Subsequent actions are reliant on the application of the newly enacted Children's Act No. 38 of 2005, which emphasises the importance of considering the best interest principle in determining the future of a child. The BID toolkit has been designed in such a way as to promote implementation of the Best Interests clause in the new South African Children's Act as applied to the situation of unaccompanied migrant children in South Africa. However it should be easy to adapt the toolkit to other contexts within the region where necessary. The BID toolkit necessitates full consultation with the child on his or her views to encourage the resilience which comes with having a sense of urgency over future events, and moreover to ensure that decisions made in the child's interests take the child's views and wishes fully into account.

Use of the BID Toolkit within the IDTR process

In 2009, an inter-agency database called IDTR, which stands for Identification, Documentation, Tracking and Reunification, was initiated in Musina. The purpose of the database is to provide organisations working in Musina with access to data on the needs of the children on the move by centrally managing and coordinating the information coming out of various assessments done by different organizations. The BID toolkit contributes to strengthening the assessment processes by combining various tools currently used, and fills the gap before tracing and reunification, as the questionnaire provides more information about the child's intentions and interests, and increases the chance for the child him/herself to influence the decision.

COMPONENTS OF THE BID TOOLKIT

LEARNING OUTCOMES:

At the end of this section, participants will be:

- o Familiar with the two components of the BID toolkit
 - o Understand how the two components can inform decisions on durable solutions
 - o Identify when and how to use the BID toolkit
-

The Components of the BID Toolkit

The BID toolkit is designed to assist decision making on durable protection solutions for children on the move without appropriate care, and is comprised of two components designed to work in conjunction:

- 1) Best Interests Assessment Form;
- 2) Durable Solution Recommendation Matrix.

The Best Interests Assessment Form (BIAF)

The **Best Interests Assessment Form** is an instrument guiding the collection of information required from a child who has crossed international borders without appropriate care at the identification and registration phase. The tool is designed for collecting information which will enable social workers and other relevant authorities to decide on appropriate care arrangements in line with the best interests of the child. For the purpose of this toolkit, the different possibilities of care are classified as 6 categories of durable solutions.

The BIAF questions are ordered chronologically to capture the situation before, during and after migration for the individual child in question, including history from before the move to separation (section 1), history of separation including migration (section 2), history following migration and the child's current situation (section 3), the views of the child (section 4), views of the biological mother and father (sections 5 and 6, respectively), view of the persons close to the child (sections 7 and 8) and the view of the person whose care is indicated as an option for alternative care arrangement, if applicable (section 9).

The chronological design of the BIAF **should not** dictate the order of questions to be asked or the methodology of how this information is obtained. The assessment process needs to adhere to internationally established conventions and best practices of appropriate interview techniques with a child according to age, gender and initial information from the child.

The range of possible answers to BIAF items are listed as response options to questions in the assessment sheet. For each item, the assessor is required to mark the answer that most accurately represents the child's circumstances and situation. Each question has space reserved for narrative information to complement and explain, or make notes on the chosen answer options. Any additional information not captured through items can be recorded on the last page under 'Additional Relevant Notes'.

It is essential that the BIAF is filled in as completely and accurately as possible to ensure that decisions made about the child are based on the most relevant, accurate and complete information available. Similarly, a completed BIAF serves as a procedural safeguard in the events where durable solution decisions have to be defended or reassessed in court.

¹ Please refer to the references provided on page 61.

Durable Solution Recommendation Matrix

The **Durable Solution Recommendation Matrix** (hence to be referred to as the Recommendation Matrix) is a decision making schema of the six durable solutions relevant for the South African context. The Recommendation Matrix works in conjunction with the BIAF: it systematises the information collected through the BIAF according to certain criteria which allow the assessor to make a durable solution decision with confidence.

The Durable Solutions Recommendations Matrix aims to assist the decision making process and should be viewed as a resource. In a way this is an analysis tool for the data that has been collected through the BIAF, which helps to categorise and group the responses, and draw clusters of information where possible. The clustering of information is done according to the key aspects and factors that influenced the child's life, and are or can be related to the current situation of the child and must be considered when making decision about the future of the child. 10 Key Aspects are identified and arranged in a logical order to guide the process. The responses of the BIAF are thus arranged within the Recommendations Matrix within "yes" (inclusion) and "no" (exclusion) factors. If all "yes" factors are satisfied for one form of a durable solution, then that ultimately becomes the dominant form of arrangement for the child. But, again, this is a guiding tool, and the person using the tool must rely heavily on their knowledge and refer to the Recommendations Matrix as an aid. Please refer to page 47 for more details.

THE BEST INTERESTS ASSESSMENT FORM: INSTRUCTIONS FOR COMPLETION

LEARNING OUTCOMES:

At the end of this section, participants will:

- o Be familiar with the BIAF questions and know what type of information they seek to elicit
 - o Understand what information needs to be collected to sufficiently respond to each question
 - o Understand the meaning of all response options
 - o Differentiate among the various answer options in order to choose the right one
 - o Be able to correctly complete a BIAF making full use of the information obtained during the child's assessment and registration process
 - o Be aware of what must happen following the completion of the BIAF (verification of information)
-

BEST INTERESTS ASSESSMENT FORM INSTRUCTIONS FOR COMPLETION

This section provides the user with detailed instructions on how to complete the Best Interests Assessment Form (BIAF). Best Interests Determination (BID) occurs when a social worker or a relevant appointee makes a decision on durable care arrangements in the best interests of an unaccompanied or separated child.

When to use the BID toolkit:

- Best Interests Determination should be undertaken if an unaccompanied minor or separated child is living in a temporary care.
- Best Interests Determination is only undertaken when the child requires a long-term durable solution which can cater to all of his or her development needs; and not in the case of children visiting family members or those who have alternative arrangements in place.
- The BID may be undertaken with children that have just recently turned 18 or are about to turn 18. The only significant difference between these children and those below 18 is that durable solutions regarding foster care or placement into places of safety are unlikely under South African child law.

Who should complete the BIAF:

- Any organisation that has a mandate to work with and for the benefit of children and which has been given statutory power to arrange durable solutions on behalf of the state of South Africa may make use of the BIAF.
- Ideally, the BIAF should be completed by the person who will be deciding on the durable solution. In this way, the staff member in question, through conducting the assessment and completing the BIAF, will have become familiar with the child's circumstances and should be able to make an informed decision taking into account the child's priorities.

General considerations for the completion of the BIAF:

- The assessment should form a part of a child's registration on the IDTR or similar relevant database. In contexts where a separate registration process is already in place, it is highly recommended that the information from the registration is used to complete the BIAF, in order to avoid duplication in the data collection process. Similarly such forms can be copied or attached to the BIAF, and relevant information copied into the toolkit.
- During the assessment the interviewer should try to fill out the toolkit with as much information as possible. The more detail available, the more accurate the decision will be in terms of ensuring that the best interests of the child is taken into account.
- The interviewer should bear in mind that this form is a capturing tool and it is not an interview questionnaire. Data capturers/assessors must use age-appropriate child-friendly discussion techniques. The process must not traumatise the child in any manner. Please refer to the Appropriate Interview Techniques list of resources referenced in the last section of this report.

- The information gathering process takes place in two stages: the assessment stage and the verification stage. The assessment stage is the information gathering process; the verification stage is intertwined with the tracing process where the information obtained during the assessment is checked for accuracy, current relevance and completeness.
- Mark the most appropriate and applicable response options per question by ticking and provide a brief narrative note in the last column of each row in support of the response option(s) chosen.
- If there is information you have obtained during the assessment that is not covered by any particular question or answer option and you consider it important in the decision for a durable solution, write down detailed notes at the bottom of the assessment form under the “Additional Relevant Notes” section, listing the information and explaining your interpretation of its relevance.
- Both the assessor and verifier are required to write down their full names together with the start dates for the assessment and verification (top of page 1), as well as the dates for conclusion of the activities for which they are responsible (at the bottom of page 7).

Detailed instructions for the completion of the BIAF

All of the below items should be completed during the assessment process.

CHILD’S INFORMATION: This section pertains to the child.

If you have a photo of the child with whom you are conducting an assessment, please attach it to the child’s Best Interests Assessment Form (BIAF) in the top right hand corner of page 1.

1. **Full name of the child:** Indicate both the first and last name of the child with whom you are doing the assessment.
2. **Nickname:** Write down the child’s nickname or preferred abbreviation of his/her name, if he/she has one.
3. **Nationality:** Indicate the child’s country of birth.
4. **Country of permanent residence:** Write down the name of the country where the child formally resides, if different from country of birth.
5. **Reg #/Case #/ID No:** Please indicate your organisation’s identifying number for the child, whether it is a reference number, a registration number, case number or the child’s ID number from his country of birth or country of permanent residence.
6. **DOB:** Indicate the child’s full date of birth in the format day/month/year. If you are unable to obtain this information or accurate information, provide the information that you have. Date of birth should be attempted to be verified during tracing and verification.
7. **Age:** Indicate the child’s actual and verified age if you have the date of birth; otherwise indicate your estimation of the child’s age.
8. **Gender:** Circle M if the child is male and F if the child is female. Please do not leave this blank.

- 9. Status:** Circle UAM (unaccompanied minor) if the child has arrived in South Africa without any relatives. Circle SC (separated child) if the child has been separated from his/her immediate relatives but appears to be in the company of an unrelated adult/s.

ASSESSOR'S INFORMATION: This section pertains to the person that is conducting the assessment with the child and acting as the data capturer of information required in the BIAF.

- 1. Full name of the officer preparing the report:** The officer conducting the assessment is required to indicate both his/her first and last name.
- 2. Designation of the officer preparing the report:** The officer conducting the assessment must specify what his/her title or role is at the organisation where he/she works.
- 3. Organisation:** The officer conducting the assessment needs to indicate the name of the organisation for which he or she works.
- 4. Date when assessment was started:** The officer conducting the assessment needs to indicate the date when the assessment with the child was officially started. The format of the start date should be day/month/year.

VERIFIER'S INFORMATION: This section pertains to the person that is verifying the information provided by the child and recorded in the BIAF.

Please note that it is the responsibility of the verifier to make every possible effort to verify responses to the following questions: Q1, Q3-Q18, Q23-Q27 and Q31.

- 1. Full name of the officer verifying the information:** The officer conducting the verification of required information is required to indicate both his/her first and last name.
- 2. Designation of the officer preparing the report:** The officer conducting the verification must specify what his/her title or role is at the organisation where he/she works.
- 3. Organisation:** Please indicate the organisation for which you, as the officer verifying the captured assessment information, work.
- 4. Date when assessment was started:** Please indicate the date when the verification of the information officially started (the day on which you started the checking processes). The format of the start date should be day/month/year.

I. HISTORY PRIOR TO SEPARATION: This section pertains to the child's circumstances and situation before the child decided to or was forced to migrate away from home. Questions 1 to Question 25 pertain to that period in time.

² Unaccompanied minors are children, below the age of 18, not accompanied by parents and relatives and who are not being cared for by an adult who, by law or custom, is responsible for doing so.

³ Separated children are those separated from both parents, or from their previous legal or customary primary care-giver, but not necessarily from their relatives. This may therefore include children accompanied by adult family members other than their parents.

Q1: Family composition at country of origin; tick only one. Indicate who the child was living with in his or her country of permanent residence. Please tick only one option which is most accurate. If there should be more than one option that describes the child's situation, indicate the other option in the 'notes' column, last column on the right for this row.

- a) Nuclear family (mother and father and siblings, if any): this refers to a living arrangement where the child lived with two parents and any siblings, if there were any siblings. The parents referred to in this answer may both be biological or there can be one biological parent and one step-parent as long as there were two parents living in the same household as the child.
- b) Living with a parent/stepparent: this refers to a living arrangement where the child only lived with one parent, whether that parent was a biological parent or step-parent. Please indicate in the notes column if the parent was a step-parent.
- c) Raised by a caregiver or extended family member: this refers to a living arrangement where a family member or another person unrelated to the family (a caregiver) lived with the child in the same household and was largely responsible for the child.
- d) Foster family/child care system: this refers to a living arrangement where the child lived with a foster family or in a place of safety placed there by the child care system in his country of origin.
- e) Child-headed household; living with siblings and/or other children: this refers to a living arrangement where the child lived with children whether they were related or unrelated children.
- f) Street child; no family/relatives to take care of child: the child lived on the streets due to not having any nuclear or extended family to look after him/her.
- g) Child living on street; no family looking after child: this refers to a situation where the child was living on the streets despite having family which was not able or willing to look after the child.

Q2: Reason for composition; tick all. Indicate the reason as to why the child lived with the person or people that he/she indicated and tick all the options that apply within the below options.

- a) Never known parent/s: the child has never met or known his/her parents, for whatever reason.
- b) No obvious reason given: the child does not provide any logical explanation about his or her family composition, or the child did not say anything specific about living with the people or person he or she indicated.
- c) Parent/s work and live far from home: either one or both of the child's parents (whether biological or step-parent) work or live far away from the home that the child lived in prior to migration.
- d) Parent/s not alive: either one or both of the child's biological parents is no longer living.
- e) Parent/s abusive: either one or both of the child's parents were abusive or neglectful towards the child; and either the child or someone else looking out for the child's interests placed the child away from the parent or parents' care.

- f) Parent/s unwilling to look after child: either one or both of the child's parents (either biological, step or adoptive) were unwilling to care for the child; and either the child or someone else looking out for the child's interests placed the child away from the parent or parents' care.
- g) Parent/s not capable of looking after child: either one or both of the child's parents were not able to provide the care which the child required so either the child or someone else looking out for the child's interests placed the child away from the parent or parents' care.

Q3: What family does the child have overall; tick all that apply. Elaborate on 1) person's name; 2) the relationship with this person 3) the location of this person. Indicate your overall understanding of the child's family, by ticking all the options that apply. Within each ticked option, provide the person's name in the block indicated with 1. Within the same column of that person, in the block indicated with 2, tick one of the options describing the nature of the child's relationship to this person: positive/neutral, negative or abusive according to what the child indicated. Similarly, specify the location of each person in the block indicated by 3 by providing an address or other reference to identify where this person lives.

This information may be obtained from the registration form if available; if not, the child should be asked for this detail.

Q4: Quality of relationship to mother; tick only one. Indicate the child's responses about the nature and the quality of the relationship with the mother, by ticking only one option from the list below.

- a) Loving, nurturing: tick this option if the child speaks positively and gives only positive examples of the interaction with his/her mother.
- b) Non-existent: tick this option if the child indicated that although he/she knows the mother, the child did not spend any significant amount of time with his/her mother and therefore does not have a functioning relationship with her.
- c) Neutral: tick this option only if the child doesn't indicate anything notably positive OR negative about his/her relationship with their mother but does specify that his/her basic needs were met by their mother specifically.
- d) Abusive/neglectful with nurturing tendencies: tick this option if the child indicates that for the most part, the relationship was abusive or neglectful in some way but that there were periods where the abuse or neglect were not present (in other words, it did not happen all the time).
- e) Abusive and/or neglectful: tick this option if the child indicates that the relationship with the mother was only abusive and neglectful and that there were no positive moments in his/her interaction with the mother.
- f) Nurturing with abusive/ neglectful tendencies: tick this option if the child indicates that the relationship with the mother was mostly positive but that there were moments when the relationship with the mother was in some way abusive and neglectful.

Q5. If abuse was indicated, specify the types; tick all that apply. If you ticked either D, E or F in Q4, please specify the type of abuse which the child endured in the care of the mother or directly related to the mother's actions by ticking all of the below options which are representative. If D, E or F were not ticked in Q4, tick N/A and proceed to Question 6

- a) **Physical abuse:** tick this option if the abuse in part or in its entirety involved physically harming the child. This includes physical hitting, physical violence or assaulting the child, deprivation from food or liquid with a purpose to cause physical injury to the child. Signs of physical abuse include significant cuts, injuries or bruises without a convincing explanation of how they were sustained. Note that this is not prescriptive and it is not an exclusive list; children react differently to abuse.
- b) **Verbal/psychological/emotional:** Verbal abuse is abusive behaviour involving the use of language, offensive or otherwise, for purposes of control. Verbal abuse is persistent and may appear in the written or spoken form. Emotional abuse is a sub-set of psychological abuse and it attempts to control the child's emotions negatively, either in relation to the child or his/her environment, often resulting in chronic depression and diminished sense of self-worth and self-esteem. Note that this is not prescriptive and it is not an exclusive list; children react differently to abuse.
- c) **Sexual:** sexual abuse is the forcing of undesired sexual behaviour by one person upon another. Types of sexual abuse include, but are not limited to, non-consensual sexual activity, including rape, unwanted touching or kissing, exposure of genitalia, exposure to pornography or sexually explicit material, making sexually suggestive statements.
- d) **Exploitative labour:** Exploitative labour occurred if the length, frequency or type of work that the child was made to do by the caregiver was harmful to the physical, emotional, psychological and/or intellectual development of the child and or kept the child out of school (i.e. the child worked in harsh conditions or was made to carry out work which would be considered inappropriate for a child within the child's own cultural context due to its content, duration or other undesirable nature – resulting in delayed development or negation of the rights of the child or the child spent long hours fulfilling household responsibilities such as caring for siblings, collecting water, firewood etc. preventing the child from attending school).
- e) **N/A:** tick this option if no abuse was indicated in Question 4 (meaning the answer options D, E and F were NOT ticked in Question 4).

Q6. If neglect was indicated, specify the type/s of neglect; tick all that apply. If you ticked either D, E or F in Q4, please specify the type or nature of the neglect which the child endured in the care of the mother as directly relating from the mother's actions. If options D, E or F remain unticked, proceed to Question 7.

- a) **Regular periods of abandonment:** tick this option if the child was regularly left by the mother to provide for his/her immediate and basic requirements such as food, shelter, etc for unacceptable long periods of time for the child's age.
- b) **General lack of supervision:** tick this option if the child, even if in the physical care of the mother (living together), had not received any support or supervision in his/her everyday living or if the mother didn't show any interest in the health, welfare and development of the child.

- c) Lack of food, hygiene: tick this option if there was an expectation of the mother from the child to regularly provide for his/her immediate requirements for food and hygiene or if the mother showed no interest in providing food or meeting the child's hygiene requirement.
- d) Lack of shelter or safety: tick this option if there was an expectation of the mother from the child to regularly provide for his/her immediate requirements for shelter and safety or if the mother showed no interest in providing adequate shelter and safety for the child.
- e) Medical needs not met, medicines: tick this option if the mother was able to acquire or purchase medication for the child yet had made no effort or shown no interest in doing so.
- f) Medical needs not met, disability: tick this option if the mother was able to address the child's disability needs yet made no effort or showed no interest to do so.
- g) Educational need not met: tick this option if the mother was able to send the child to school and could provide for his/her needs (uniform, feeds etc) yet had made no effort to do so or had shown no interest in meeting this need.
- h) Other: specify other forms of neglect in this column, if you have not captured it by ticking one of the other options above. Clarify essential details of the option in the notes section.

Q7. Duration of relationship; tick one. Indicate the length of the relationship between the mother and the child with respect to how long the child has lived with or known his/her mother, by ticking one of the below options.

- a) Since birth, constant: tick this option if the child's relationship with his/her mother has been continuous since the birth of the child.
- b) Never met/known mother: tick this option if the child has had the opportunity to meet or get to know his/her mother although the mother might be alive.
- c) Currently nonexistent: consistent until _____ ago (indicate length): tick this option if the child lived with or maintained a consistent relationship with his/her mother from birth until fairly recently when the relationship stopped. If you are ticking this option please indicate the length of time which has passed since the relationship ended.
- d) Separated for a period of time but reconciled (indicate length): tick this option if the child lived with or maintained a consistent relationship with his/her mother from birth until they willingly or unwillingly separated for a period of time but have since reconciled. Please indicate the length of time that the mother and child spent separated from one another.

Q8: Quality of relationship to father; tick only one. Record what the child says about the nature and the quality of the relationship with his/her father, by ticking only one option from the below list.

- a) Loving, nurturing: tick this option if the child speaks positively and gives only positive examples about the interaction with his/her father, once you believe the child has provided all information regarding the nature of the relationship.
- b) Non-existent: tick this option if the child indicated that although he/she knows the father, the child did not spend any significant amount of time with him and therefore does not have a functioning relationship with him. Tick this option also if the child does not have a father or has never known him.

- c) Neutral: tick this option only if the child doesn't indicate anything notably positive OR negative about his/her relationship with the father but does specify that his/her basic needs were met by the father specifically.
- d) Abusive/neglectful with nurturing tendencies: tick this option if the child indicated that for the most part, his/her relationship with the father was abusive or neglectful in some way but that there were periods where the abuse or neglect was not present (in other words, it did not happen all the time).
- e) Abusive and/or neglectful: tick this option if the child indicates that the relationship with the father was abusive and neglectful most or all of the time and that there were no positive moments in his/her interaction with the father at all.
- f) Nurturing with abusive/ neglectful tendencies: tick this option if the child indicates that the relationship with the father was mostly positive but that there were moments when the relationship was in some way abusive and neglectful.

Q9. If abuse was indicated, specify the types; tick all that apply. If you ticked either D, E or F in Question 8, please specify the type of abuse which the child endured in the care of the father or directly related to the father's actions by ticking all of the applicable options below. If options D, E and F remain unticked, tick the 'N/A' option on this question and proceed to Question 10.

- a) Physical abuse: tick this option if the abuse in part or in its entirety involved physically harming the child. This includes physical hitting, physical violence or assaulting the child, deprivation from food or liquid with a purpose to cause physical injury to the child. Signs of physical abuse include significant cuts, injuries or bruises without a convincing explanation of how they were sustained. Note that this is not prescriptive and it is not an exclusive list; children react differently to abuse.
- b) Verbal/psychological/emotional: Verbal abuse is abusive behaviour involving the use of language, offensive or otherwise, for purposes of control. Verbal abuse is persistent and may appear in the written or spoken form. Emotional abuse is a sub-set of psychological abuse and it attempts to control the child's emotions negatively, either in relation to the child or his/her environment, often resulting in chronic depression and a diminished sense of self-worth and self-esteem. Note that this is not prescriptive and it is not an exclusive list; children react differently to abuse.
- c) Sexual: sexual abuse is the forcing of undesired sexual behaviour by one person upon another. Types of sexual abuse include, but are not limited to, non-consensual sexual activity, including rape, unwanted touching or kissing, exposure of genitalia, exposure to pornography or sexually explicit material, making sexually suggestive statements.
- d) Exploitative labour: Exploitative labour occurred if the length, frequency or type of work that the child was made to do by the caregiver was harmful to the physical, emotional, psychological and/or intellectual development of the child and or kept the child out of school (i.e. the child worked in harsh conditions or was made to carry out work which would be considered inappropriate for a child within the child's own cultural context due to its content, duration or other undesirable nature – resulting in delayed development or negation of the rights of the child or the child spent long hours fulfilling household responsibilities such as caring for siblings, collecting water, firewood etc. preventing the child from attending school).

- e) N/A: tick this option if no abuse was indicated in Question 8 (meaning the answer options D, E and F were NOT ticked in Question 8).

Q10. If neglect was indicated, specify the types of neglect; tick all that apply. If you ticked either D,E or F in Question 8, please specify the type or nature of the neglect which the child endured in the care of the father or as a direct consequence of the father's actions:

- a) Regular periods of abandonment: tick this option if the child was regularly left by the father to provide for his/her immediate and basic requirements such as food, shelter, etc for unacceptable long periods of time for the child's age.
- b) General lack of supervision: tick this option if the child, even if in the physical care of the father (living together), had not received any support or supervision in his/her everyday living or if the father didn't show any interests in the health, welfare and development of the child.
- c) Lack of food, hygiene: tick this option if there was an expectation of the father from the child to regularly provide for his/her immediate requirements for food and hygiene or if the father showed no interests in providing food or meeting the child's hygiene requirement.
- d) Lack of shelter or safety: tick this option if there was an expectation by the father for the child to regularly provide for his/her immediate requirements for shelter and safety or if the father showed no interest in providing adequate shelter and safety for the child.
- e) Medical needs not met, medicines: tick this option if the father was able to acquire or purchase medication for the child yet had made no effort or shown any interest in doing so.
- f) Medical needs not met, disability: tick this option if the father was able to address the child's disability needs yet made no effort or showed no interest to do so.
- g) Educational need not met: tick this option if the father was able to send the child to school and could provide for his/her needs (uniform, feeds etc) yet had made no effort to do so or showed no interest in meeting this need.
- h) Other: specify other forms of neglect in this column, if you have not captured it by ticking one of the other options above. Clarify essential details of the option in the notes section.

Q11. Duration of relationship with father; tick one. Indicate how long the child has lived with or has known his/her father, by ticking one of the below options.

- a) Since birth, constant: tick this option if the child's relationship with his/her father has been continuous and since the birth of the child.
- b) Never met/known father: tick this option if the child has never met or got to know his/her father although the father might be alive.
- c) Currently nonexistent: consistent until ___ ago (indicate length): tick this option if the child lived with or maintained a consistent relationship with his/her father from birth until fairly recently when the relationship stopped. If you are ticking this option please indicate the length of time which has passed since the relationship ended in the space provided.

- d) Separated for a period of time but reconciled (indicate length): tick this option if the child lived with or maintained a consistent relationship with his/her father from birth until they willingly or unwillingly separated for a period of time but have since reconciled. If you are ticking this option please indicate the length of time that the father and child spent separated from one another.

Q12: Quality of relationship with caregiver; tick only one. Document what the child says about the nature and the quality of the relationship with his/her caregiver (whoever that may have been: an extended family member or not), by ticking only one option from the list.

Please note that this section should only be filled in if the child indicated that he/she was looked after by a caregiver on a permanent basis and not by parents (in other words, only Q1c was ticked). If the child was living with parents, please tick option B of this question 'Non-existent/do not have one' and proceed to Question 13.

- a) Loving, nurturing: tick this option if the child speaks positively and gives only positive examples about the interaction with his/her caregiver.
- b) Non-existent/do not have one: tick this option if the child did not have a caregiver.
- c) Neutral: tick this option only if the child doesn't mention anything notably positive OR negative about his/her relationship with the caregiver but does specify that his/her basic needs were met while living with the caregiver.
- d) Abusive/neglectful with nurturing tendencies: tick this option if the child indicated that for the most part, his/her relationship with the caregiver was abusive or neglectful in some way but that there were periods where the abuse or neglect was not present (in other words, it did not happen all the time).
- e) Abusive and/or neglectful: tick this option if the child indicates that the relationship with the caregiver was abusive and neglectful most or all of the time and that there were no positive moments in his/her interaction with the caregiver.
- f) Nurturing with abusive/ neglectful tendencies: tick this option if the child indicates that the relationship with the caregiver was mostly positive but that there were moments when the relationship was in some way abusive and neglectful.

Q13. If abuse was indicated, specify the types; tick all that apply. If you ticked D, E or F in Question 12, please specify the type of abuse which the child endured in the care of the caregiver or directly related to the caregiver or his/her actions. If options D, E or F remain un-ticked in Question 12, please tick option e) N/A in this question and move onto Question 14.

- a) Physical abuse: tick this option if the abuse in part or in its entirety involved physically harming the child. This includes physical hitting, physical violence or assaulting the child, deprivation from food or liquid with a purpose to cause physical injury to the child. Signs of physical abuse include significant cuts, injuries or bruises without a convincing explanation of how they were sustained.

Note that this is not prescriptive and it is not an exclusive list; children react differently to abuse.

- b) Verbal/psychological/emotional: Verbal abuse is abusive behaviour involving the use of language, offensive or otherwise, for purposes of control. Verbal abuse is persistent and may appear in the written or spoken form. Emotional abuse is a sub-set of psychological abuse and it attempts to control the child's emotions negatively, either in relation to the child or his/her environment, often resulting in chronic depression and diminished sense of self-worth and self-esteem. Note that this is not prescriptive and it is not an exclusive list; children react differently to abuse.
- c) Sexual: sexual abuse is the forcing of undesired sexual behaviour by one person upon another. Types of sexual abuse include, but are not limited to, non-consensual sexual activity, including rape, unwanted touching or kissing, exposure of genitalia, exposure to pornography or sexually explicit material, making sexually suggestive statements.
- d) Exploitative labour: Exploitative labour occurred if the length, frequency or type of work that the child was made to do by the caregiver was harmful to the physical, emotional, psychological and/or intellectual development of the child and or kept the child out of school (i.e. the child worked in harsh conditions or was made to carry out work which would be considered inappropriate for a child within the child's own cultural context due to its content, duration or other undesirable nature – resulting in delayed development or negation of the rights of the child or the child spent long hours fulfilling household responsibilities such as caring for siblings, collecting water, firewood etc. preventing the child from attending school).
- e) N/A: tick this option if no abuse was indicated in Question 12 (meaning the answer options D, E and F were NOT ticked in Question 12).

Q14. If neglect was indicated, specify the types of neglect; tick all that apply. If you ticked either D,E or F in Question 12, please specify the type or nature of the neglect which the child endured in the care of the caregiver:

- a) Regular periods of abandonment: tick this option if the child was regularly left by the caregiver to provide for his/her immediate and basic requirements such as food, shelter, etc for unacceptable periods of time for the child's age.
- b) General lack of supervision: tick this option if even in the physical care of the caregiver (living together), the child was not given any support or supervision in his/her everyday living or if the caregiver didn't show any interest in the health, welfare or development of the child.
- c) Lack of food, hygiene: tick this option if the caregiver regularly leaves the child without food or expects the child to provide for his/her immediate requirements for food and hygiene. Tick this option also if the caregiver shows no interest in providing food or meeting the child's hygiene requirement.

⁴The word "Regular" is abbreviated to Reg. in the tool itself.

- d) Lack of shelter or safety: tick this option if the caregiver regularly leaves or expects the child to provide shelter and ensure his/her own safety. Tick this option also if the caregiver shows no interest in providing adequate shelter or safety for the child.
- e) Medical needs not met, medicines: tick this option if the caregiver is able to acquire or purchase the child's required medication yet makes no effort to do so or shows no interests in addressing this need.
- f) Medical needs not met, disability: tick this option if the caregiver is able to respond to the child's disability needs yet makes no effort or shows no interest in doing so.
- g) Educational need not met: tick this option if the caregiver is able to send the child to school and can provide for his/her needs (uniform, feeds etc.) yet makes no effort or shows no interest in meeting this need.
- h) Other: specify other forms of neglect in this column, if you have not captured it by ticking one of the other options above.

Q15. Duration of relationship to caregiver; tick one. Indicate how long the child has been in the care of the caregiver, by ticking one of the below options.

- a) Since birth, constant: tick this option if the child's relationship with the caregiver has been continuous and since the birth of the child.
- b) Recently came into care: tick this option if the child has recently come into the care of a caregiver but has otherwise lived with his family or siblings.
- c) Currently nonexistent: consistent until _____ ago (indicate length): tick this option if the child lived with or maintained a consistent relationship with his/her caregiver from birth until fairly recently when the relationship stopped. If you are selecting this option please record the length of time that has passed since the relationship ended, in the space provided.
- d) Separated for a period of time but reconciled (indicate length): tick this option if the child lived with or maintained a consistent relationship with his/her caregiver from birth until they willingly or unwillingly separated for a period of time but have since reconciled. For this option please indicate the length of time that the caregiver and child spent separated from one another.

Q16. Nature of the relationship to the siblings; tick only one. Indicate the nature and quality of the child's relationship to his/her siblings, by ticking one of the following options which best describes it:

- a) Positive mostly: there is a mostly positive relationship between the child and most of his/her siblings, where nothing negative or abusive is noted.
- b) Neutral mostly: the child doesn't indicate anything positive or negative about the relationship with his/her siblings.
- c) Negative mostly: the child indicates mostly negative experiences regarding the interaction or relationship with his/her siblings. This option does not pertain to abuse or neglect however, merely that the relationship was unpleasant for whatever reason.

- d) **No interaction:** tick this option if the child has siblings but he/she doesn't have any functioning relationship with them (i.e. they have never spent any considerable amount of time together to know whether the relationship would be a positive or negative one).
- e) **Abusive/neglectful:** tick this option if the child indicates any abusive or neglectful tendencies or experiences as a result of his/her interaction with one or more of the siblings. If this option was ticked, please indicate in the 'notes' column or in the 'Additional Relevant Notes' section whether the siblings related to the abuse are the ones the child was living with or is intended to be reunified with.

Q17. Nature of relationship to extended family; tick only one. Indicate the nature and quality of the child's relationship to the extended family members, by ticking one of the following options which best describes it:

- a) **Positive mostly:** there is a mostly positive relationship between the child and most of his/her extended family members, where nothing negative or abusive is noted.
- b) **Neutral mostly:** the child doesn't indicate anything positive or negative about the relationship with his/her extended family members but he/she does indicate that it exists.
- c) **Negative mostly:** the child indicates mostly negative experiences regarding interaction or relationship with his/her extended family members. This option does not pertain to abuse or neglect however, merely that the relationship was unpleasant for whatever reason.
- d) **No interaction:** tick this option if the child has extended family members but he/she doesn't have any functioning relationship with them (i.e. they have never spent any considerable amount of time together to know whether the relationship would be a positive or negative one).
- e) **Abusive/neglectful:** tick this option if the child indicates any abusive or neglectful tendencies or experiences as a result of his/her interaction with one or more of the extended family members. If this option was ticked, please indicate in the 'notes' column or in the 'Additional Relevant Notes' section whether the extended family members related to the abuse are the ones the child was living with or is intended to be reunified with.

Q18. Physical safety and security: Describe the child's physical safety and security at his/her place of residence prior to migration by ticking one of the following options which best describes it. Use the information the child provides, as well as your own knowledge of the area.

- a) **Stable:** the address of the child's permanent residence prior to separation has a history of being safe and stable and the child indicates the same.
- b) **Neutral:** there didn't appear to be anything positive or negative about the place of child's permanent residence prior to separation that would affect the physical safety and security of a child.
- c) **Volatile situation:** although the situation is not presently unsafe nor was it dangerous prior to the child's leaving, there exists a persistent risk to the child's safety and security. There were casual disturbances to the safety situation but mostly it is peaceful. Such a situation could be created by political unrest, tensions or war.

- d) Negative: the child's physical safety and security were consistently threatened prior to separation and a return to the same place of residence would endanger the child. The circumstances which warrant describing the situation at the place of the child's residence as negative are political unrest, war and persistent conflict.

Q19. Access to education, tick all that apply. Describe the child's opportunities to access education at place of residence prior to migration, by ticking one of the below options.

- a) School close by; attended regularly: the child attended classes regularly and the school was close to the child's home.
- b) School far; attended regularly: the child attended classes regularly despite the school being far away from the child's home.
- c) School operated irregularly; attended when open: the child attended classes when the school was operational but the school didn't operate regularly due to lack of resources, teacher strikes, or other reasons.
- d) School far; attended irregularly: the child attended classes irregularly primarily because of the distance between the child's home and the school.
- e) Siblings attended but not me: the child didn't attend school, either in situations such as where children from a particular family cannot all attend school due to costs or domestic responsibilities OR the other children in the family attended school because there was an appropriate school for them but not for the child who is the focus of the assessment (i.e. the child has completed primary school but there is no secondary school available in his/her area of residence). Please indicate in the 'notes' column which scenario best describes the child's situation if you are ticking this option.
- f) Did not have time for schooling: the child had to work during school hours or the work the child performed did not afford the child enough time or energy to attend classes.
- g) Parent/caregiver didn't allow school: regardless of reason, the parent or parents or caregiver didn't allow the child to attend classes when there was a possibility of attending school (i.e. there was a school nearby yet the parents didn't allow the child to attend). Indicate the reason for not permitting the child to attend school in the 'notes' column.

Q20. Child's education level; tick only one. The officer preparing the report is required to indicate whether the child's progress through the education system is on par with his/her age group and if not on par, how far behind the child is estimated to be. The officer may use any information available to him/her to make this conclusion, such as referring to the child's school reports (if the child is carrying such paperwork), a social worker's assessment or a judgment based on which grade the child should be in for his/her age.

- a) Yes (on par, ahead or behind if cohort within 2 years): the child is on the same level, slightly ahead or slightly behind (up to 2 years) in educational development than peers of the same age.
- b) No (child is between 2 to 4 years behind his/her cohort): the child is between 2 to 4 years behind in educational development in comparison to peers of the same age.

- c) Child far behind (child is more than 4 years behind his/her cohort): the child is more than 4 years behind in educational development in comparison to peers of the same age.
- d) Not schooled (even if some): child didn't receive any schooling and even if he/she did receive some, it is not substantial enough to have resulted in any demonstrable skills such as basic reading or writing.

Q21. Access to health services prior to separation; tick all that apply. Describe the child's ability to access health services and health facilities at the place of permanent residence prior to separation by ticking all of the below options that describe the situation correctly.

- a) Accessible and adequate: the child had regular access within a reasonable distance to a good quality health facility or facilities that provided the required care.
- b) Accessible but inadequate: although the child had regular access to health facilities within reasonable distance to his/her home, the quality of care was often inadequate or insufficient to meet the child's health requirements.
- c) Only traditional health care available: there is an absence of modern healthcare facilities but the child had access to traditional healers and/or traditional health care at the place of residence.
- d) Inaccessible and inadequate: the closest health facility is far from the child's home and not easily reached as well as the quality of care that the child received in that facility was often insufficient to meet his/her health requirements.
- e) Parent/caregiver did not allow me to go: the main reason the child did not access health care was because the parent or caregiver prevented the child from going to get this service. If you ticked this option, please provide 'notes' in the last column as to what the reason for this was.

Q22. Child's current health; tick only one. The officer conducting the assessment should report on the state of the child's general health at the time of the assessment. Any information and documentation available must be used to make this decision, such as personal observation, a doctor's report, a social worker's notes, etc. Should the child have an existing diagnosis which is known to him or her, the details about the condition should be recorded in the comments section.

- a) Healthy: the child's general health is good and there is no precedent for temporary or permanent health care.
 - b) Non-chronic illness requiring short term interventions: the child has minor health concerns which need to be addressed in the short term. Non-chronic illnesses are those that are completely curable. This answer option should also apply to children that have crossed the border to get medical treatment for non-chronic reasons such as a pregnant girl wanting to access appropriate maternity healthcare.
 - c) Non-chronic illness requiring medium-term intervention: the child is presenting with a non-chronic illness which requires treatment and monitoring over the medium period of time (no length of time is specified but the illness needs to be managed over several visits to a medical practitioner). This option may also include psychological or emotional disturbance.
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- d) Non-chronic and chronic illnesses: the child has both a non-chronic illness as well as chronic illness which require long term and specialised treatment and management. Chronic illnesses are those which are not curable but manageable through ongoing access to treatment. Examples of chronic diseases are diabetes, HIV/AIDS, TB etc.
- e) Chronically ill: the child has a chronic medical condition that requires long term and specialised treatment and close consistent monitoring.

Q23. Work performed; tick all that apply. Indicate the type of work that the child performed at his/her home or place of residence before migrating, by ticking all the options that describe the work.

- a) Domestic work/chores: the child performed house work, such as cleaning and cooking as well as other domestic work activities in his/her own home.
- b) Fetching water, cutting wood, etc: the child performed house chores that required manual labour and heavy lifting.
- c) Begging: the child begged for money, food or other items on the streets.
- d) Domestic work in others' homes: the child performed house work, such as cleaning and cooking as well as other domestic work activities, in the homes of others.
- e) Farm work, herding: the child did agricultural work either for his/her own family or on others' farms.
- f) Child rearing: the child looked after other children, either related or unrelated.
- g) Other (specify): the child performed work that is not listed as an answer option. Specify that type of work in this block.

Q24. Frequency of work. Indicate the average number of days that the child performed the work indicated in Q23, by ticking only one of the most appropriate options.

- a) Occasionally: child performed this work from time to time and not regularly but rather only when required or asked to do so.
- b) 1-2 days/week: the child performed the indicated work once or twice a week.
- c) 3 days/week: the child performed the indicated work three days every week.
- d) 4 days/week: the child performed the indicated work four days every week.
- e) 5 days/week: the child performed the indicated work five days every week.
- f) 6 days/week: the child performed the indicated work six days every week.
- g) 7 days/week: the child performed the indicated work every day of every week.

Q25: Duration of work (hours) per day. Specify what the child indicated to be the average total number of hours spent doing all of the different types of work indicated in Q23, by ticking only one of the options. With very young children, listen to descriptions of where the sun is in the sky in relation to start and end times or in relation to certain daily events (e.g. breakfast, midday prayers, etc). With older children, ensure that the approximate time of working duties correlates to other information provided (i.e. did they have time for schooling with the indicated time of working, etc).

- a) Less than 2 hours: all the indicated work in Q23 takes less than 2 hours to complete.
- b) Btw 2-4 hours: all the required work activities take between 2 to 4 hours to complete per day.
- c) Unknown hours: the child was not able to indicate the average number of hours spent completing all of his/her working duties.
- d) Btw 4-6 hours: the child spends between 4 and 6 hours each day performing the work indicated in Q23.
- e) Btw 6-8 hours: the child spends between 6 and 8 hours each day performing the work indicated in Q23.
- f) More than 8 hours: the child dedicates more than 8 hours of his/her day to performing the work indicated in Q23.
- g) More than 12: the child spends more than 12 hours each day performing the indicated work.

2. HISTORY OF SEPARATION INCLUDING MIGRATION: This section relates to the child's decision to migrate and his/her circumstances and experiences during the journey to South Africa. Question 26 to Question 32 pertains to that point in time.

Q26: Main reasons for leaving home country; tick all that apply. Indicate what the child said were the main reasons in motivation to leave home and make the journey to South Africa. Please tick all the options from the below list which are applicable:

- a) Accidental separation: choose this option if the child was accidentally separated from his/her parents or caregiver during the journey to South Africa and has arrived in or finds him/herself in South Africa on his/her own. This option implies that the adults that the child was travelling with had a purpose to their movement to South Africa, but that the child might not necessarily have.
- b) Curiosity / adventure: tick this option if the child was motivated by curiosity or adventure to travel to South Africa, either independently or within a larger group of adults or children.
- c) Political/humanitarian reasons: the choice to migrate was motivated by the humanitarian situation in the child's place of origin, such as in the case of political instability or natural disaster resulting in emergency situations.
- d) Rejected by community: the child or the child's family has been rejected by the community regardless of reason, forcing the child or the child's family to migrate.
- e) Deteriorating family situation: in general, the relationship between the child and some or all family members or between the family members in general had deteriorated to the point where the child's (real or perceived) needs were not being met.
- f) Divorce/remarriage: tick this option if the child's parents have divorced and the child is asked to remain with the parent that he/she does not have a positive relationship with (and this being the main reason for migration). This option also pertains to a situation where the child does not have a positive relationship with the new step-parent and has chosen to move away from home for this reason.

- g) Abduction: the child wouldn't necessarily specify this option, the assessor has to deduce this from the information that the child has provided through the assessment process.
- h) Domestic violence: tick this option if there was domestic violence in the home, not directed to the child necessarily but where the threat of violence towards the child was always present forcing the child to leave home.
- i) Forced circumstances: tick this option if the reason for the child's migration is due to his/her home being affected by natural disasters.
- j) Poverty / poor livelihood: tick this option if poverty or poor livelihood affecting all areas of the child's life (food, shelter, attending school, etc) were the main reason for the child's migration to South Africa in search of better living conditions generally.
- k) Wanting educational opportunities: tick this option if the main reason for the child leaving his/her home was in search of better educational opportunities as there was no school, or the school was not operational or of the required standard in the place of residence before migration.
- l) Sickness or loss of caregiver: tick this option if the child's caregiver was either ill to the point of not being able to care of the child any longer or if the primary caregiver passed away forcing the child to leave home in search of better opportunities.
- m) Need medical care: tick this option if the child migrated to South Africa in search of medical attention that was not accessible at home. Please note that this option includes pregnant girls migrating to South Africa to access maternity health services.
- n) Hunger/malnutrition: tick this option if the main reason for the child's migration was due to lack of provision of food and nutritional requirements by the parents or caregivers.
- o) Obligation to be a provider: tick this option if the child is mid-teens and felt that he/she is/was of the age to either be a provider for the family or for him/herself (thereby not being a burden on the family).
- p) Forced labour: tick this option if the child was performing forced labour or the type of work which he/she did not want to do and as a result was a motivator for the child's migration.
- q) Abuse or neglect: tick this option if the child was subjected to abuse or neglect at place of prior residence (if so, indicate who the perpetrator of the abuse or neglect was).
- r) Abandonment by caregiver: tick this option if the child's caregiver had abandoned the child forcing him/her to migrate in search of opportunities which would improve the child's ability to survive independently or care for others in his or her care.

Q27. Main reasons for movement to SA; tick all that apply. Indicate what the child specified as the main reason for coming to South Africa was as opposed to other neighbouring countries. Please tick all the options from the below list which are applicable.

- a) Locate relatives in SA: the child wishes to locate his/her relatives with the intention of only visiting the relatives without a plan to stay with them permanently or temporarily. Establish what types of assistance the child is seeking to obtain from relatives and provide the details in the 'notes' row.
- b) Live with family/relatives: the child has decided to locate his/her family members or relatives in South Africa either for permanent or temporary living purposes. Establish what the child's intentions are with regards to living with family or relatives in SA and indicate this in the 'notes'.
- c) Proximity to Musina: the child has chosen to migrate to South Africa because Musina was a close and convenient point of entry into the country.
- d) Income generation: the child has chosen to migrate to South Africa specifically because he/she believes that he/she could make enough money to earn a living here.
- e) Health care access (specify if pregnant): the child has chosen to migrate to South Africa with the belief that he/she could easily access the required medical care. If the child is a girl and has come to South Africa to access maternity health care, please specify this in the 'notes'.
- f) Educational opportunities: the child has chosen to migrate specifically to access the South Africa education system.
- g) Acquire assets: the child has chosen to migrate to South Africa in order to work and buy material goods (clothes, food, other items) for him or herself or for the family that remained in the home country.
- h) Other (specify): if the child has chosen to migrate to South Africa for any other reason than those appearing as an option for this question, please specify the reasons in this cell and elaborate on it in the 'notes' column.

Q28. Planned duration of migration; tick only one. Indicate by ticking what best describes the child's desired or planned length of the stay in South Africa, specifically. Please tick only one option.

- a) Unknown: the child doesn't have a formal plan regarding how long he/she should stay in SA.
- b) Dependent on the situation upon arrival: the child's decision regarding length of stay in SA is dependent on the initial situation relating to being able to meet migration objectives. 'Upon arrival' does not mean immediately upon arrival but rather it refers to an intermediate term. Depending on the reasons for migration, this could be a couple of weeks or a couple of months.
- c) Temporary relocation until migration objectives are met: the child will stay in SA until his/her migration objectives have been met. Depending on the reasons for migration, this could be a couple of weeks or a couple of months or even longer.
- d) Indefinite / undecided: Choose this option if the child does not give any clear response on the length of planned stay in South Africa.

⁵ Here users applying the BID toolkit elsewhere in the country or region should substitute the relevant town or location for Musina.

- e) Didn't wish to come: it was not the child's decision or choice to come to SA, therefore this question is not applicable to such a child.
- f) Permanent relocation regardless of circumstances in SA: the child wishes to remain in South Africa permanently regardless of whether the situation and living circumstances are worse or better in SA than in the child's home country.

Q29. Duration of journey to SA. Indicate how long (in days) the child took to travel from home to get to South Africa and specifically to the present location (where the assessment interview is being conducted). Please tick only one option that best describes the length of the journey.

- a) One day: the total length of the journey from the child's home to his/her current location in South Africa (Musina) lasted only a day.
- b) Between 1-3 days: the total length of the journey from the child's home to his/her current location in South Africa (e.g. Musina) lasted between 1 and 3 days.
- c) Between 3-5 days: the total length of the journey from the child's home to his/her current location in South Africa (e.g. Musina) lasted between 3 and 5 days.
- d) Between 5-7 days: the total length of the journey from the child's home to his/her current location in South Africa (e.g. Musina) lasted between 5 and 7 days.
- e) Between 1-2 weeks: the total length of the journey from the child's home to his/her current location in South Africa (e.g. Musina) lasted between 1 and 2 weeks.
- f) Between 2-4 weeks: the total length of the journey from the child's home to his/her current location in South Africa (e.g. Musina) lasted between 2 and 4 weeks.
- g) More than a month: the total length of the journey from the child's home to his/her current location in South Africa (e.g. Musina) lasted more than month.
- h) Unknown/don't know: the child is not able to say how long the journey lasted. Indicate in the 'notes' column what the reason might be for the child not knowing.

Q30. Who was with the child during the journey; tick all that apply. Record who, if anyone, spent the majority of the journey travelling with the child. Please mark all that apply. This question seeks to find out whether the child travelled with any family members and where they may be if they didn't arrive with the child. Similarly, this question seeks to uncover whether the child could have been exposed to certain dangers directly related to the person or people with whom he/she travelled, particularly while crossing borders. If you can acquire details of any people the child was with during the migration, please record the details in the notes section.

- a) Same cohort; related and unrelated children: the child travelled with siblings and other, unrelated, children of similar or same age.
 - b) Same cohort; related children: the child travelled with only siblings of similar or same age.
 - c) Same cohort; unrelated children: the child travelled with only unrelated children of similar or same age.
-

- d) Related older youth: the child travelled with related children of older age (than the child).
- e) Unrelated older youth: the child travelled with unrelated children of older age (than the child).
- f) Related adults: the child travelled with related adults, either parents/caregivers or other family.
- g) Unrelated adults: the child travelled with adults unrelated to the child
- h) Alone: the child travelled most of the journey on his/her own.
- i) Other: specify who else the child travelled with if not with one of the above options.

Q31. Suspected abuses during the journey; tick all that apply. Specify whether you have information (from the child or otherwise) which suggest that any of the types of abuse listed took place during the child's journey. If option B, C or D are ticked, please provide further information in the 'notes' section to justify your selections.

- a) None: tick this option if there doesn't appear to be any warning signals from the information provided by the child generally, to suggest any abuse occurred during the journey.
- b) Psychological: tick this option if the child indicated being consistently exposed to threat of danger and potential for abuses, intimidation to self and/or others.
- c) Physical abuse: tick this option if the child was physically hit, mistreated, made to work exploitatively during journey.
- d) Sexual abuse: tick this option if the child was forced or coerced into performing sexual favours in exchange for passage or assistance during the journey.

Q32. Additional protection concern: please elaborate in the 'Additional Notes' section below. Specify whether you believe there is enough information to suggest there are additional protection concerns other than vulnerability due to migration. If any of these concerns are noted, the assessor must report it to the relevant authority in your place of operation immediately.

- a) Child trafficked. If the child appears to display the following behaviours, it is possible that he/she may have been trafficked into South Africa (not a complete list, but a representative one):
 - not able to provide answers as to objective of migration or reasons for migration not adequate to warrant migration;
 - unable to determine the relationship of the persons with whom the child travelled or how long the journey lasted;
 - child does not possess any local or foreign currency or any notable possessions from home country (passport or any identifying documents, most notably);
 - doesn't know how they got to be on the journey and wishes to return home, and
 - general disorientation.
- b) Child prostitution/sex worker. If the child describes any of the below circumstances or displays such behaviours, it is possible that he/she may be involved in prostitution or working as a sex worker (not a complete list, but a representative one):

- child cites frequent sexual activity with different adults or children where there is either a financial or material reward (and there is no other value attached to sexual activity other than a financial or material reward);
 - child has certain possessions and is able to survive without having an apparent source of income (not working and, additionally, not going to school);
 - child interacts with or travels with different unrelated adults where there isn't a clear reason or explanation for the relationship;
 - child cites frequent sexual or physical abuse and fear of contracting HIV/AIDS or other sexually transmitted diseases;
 - child lingers around areas known to be areas where sex workers work or the child is familiar with several known sex workers.
- c) Substance abuse/drugs. If the child is displaying the following behaviours, it is possible that he/she may be abusing illegal or harmful substances (not a complete list, but a representative one):
- child is content to remain in the situation he/she finds himself in; there doesn't seem to be any initiative to improve his/her circumstances (pursue school or to meet original migration objectives);
 - child is familiar with adults or children known or seen to be abusing substances;
 - child living in extremely difficult circumstances or has experienced certain abuses (known, not suspected) yet is not showing any considerable distress regarding that;
 - child is incoherent most of the time or is showing signs of depressed mental, emotional or physical activity more frequently than can be considered normal in the context of the child's circumstances;
 - child is displaying erratic behaviour which does not appear to be due to any abuses or circumstances during the journey or neglect prior to leaving country of origin.

3. HISTORY FOLLOWING MIGRATION & CURRENT CIRCUMSTANCES: This section relates to the child's situation and circumstances following the journey from home country to current location, including the living situation and current circumstances. Question 33 to Question 38 relates to that period of time only.

Q33. Current care arrangements; tick all that apply. Specify where the child is presently residing and therefore where he/she is receiving care. Choose the option which most accurately describes the child's current residential arrangement.

- a) Interim care centre: the child is residing in the Department of Social Development operated interim care centre.
- b) Foster care/orphanage/children's home: the child is living in foster care or an orphanage or children's home.

- c) Informal adult care: the child is being looked after by and lives with an unrelated adult from the local community.
- d) Street: the child is living on the streets of the local community.
- e) Extended family: the child is temporarily residing with someone appearing to be a distant extended family member.
- f) Temporary safe care: the child is living in a temporary place of safety other than the interim care centre; not intended for permanent living (the actual length that the child is allowed to stay may vary from place to place)
- g) Shelter: the child has been placed in a shelter in the local community.
- h) FBO: the child has been given temporary care by a local faith based organisation.
- i) Other (specify): the child is temporarily residing in a place not mentioned by the above options.

Q34. Current access to education; tick all that apply. Specify which form of education, if any, the child is accessing within the present circumstances. If there is any other information regarding education, such as who is availing schooling if not by a government grant, specify that in the 'notes' column.

- a) Non-formal schooling: the child is attending non-formal education of some sort such as a faith based organised makeshift school or NGO organised classes (not connected to any formal school or schooling programme).
- b) Vocational training: the child is attending vocational training/alternative education where he/she is able to acquire a specialised skill for the work force (such as bricklaying, motor vehicle mechanics, etc).
- c) Formal education: the child is attending a South African state school.
- d) Awaiting admission: the child is awaiting admission to non-formal, vocational or formal education in the next intake session. Please specify which type of education the child is awaiting admission for (anything other than formal education) in the 'notes' column at the end of this row.
- e) Not enrolled yet; has papers: although the child is in possession of the necessary documentation (be it an academic transcript from the school last attended in home country and/or identity/asylum documents), the child has not been placed in any educational setting (implying that this need was not addressed yet).
- f) Not enrolled; no papers: the child has not been enrolled as he/she is not in possession of the necessary administrative records or transcripts with (implying that additional effort would be required, in order for the child to be accepted into a schooling programme).
- g) After school informal classes: the child is attending informal school classes within a school setting (therefore the programme is attached to an official government endorsed schooling programme which runs parallel to the schooling system). This may apply to a bridging programme for the child to be able to be accepted in the correct grade for his/her age upon admission to formal school.
- h) Other (specify): tick this option if the child is being home schooled or attending any other schooling or training programme that is not mentioned in the above options.

Q35. Current working situation; tick only one. Describe the kind of work the child is performing at the place of temporary care arrangement, if any, by ticking only one of the most appropriate options.

- a) Child is not working or working minimally: the child doesn't work at all or works minimally with adequate time for rest, play and to attend school.
- b) Casual labour (work is occasional and not exploitative): the child performs casual labour, for the household that is occasional, not exploitative and appropriate for the child's age. This refers to domestic chores, including those performed as part of the routine of an interim care centre or place of safety.
- c) Exploitative labour (type of work is detrimental to child's psychological, emotional and/or social development): the work that the child performs is detrimental to his/her psychological, emotional, cognitive or physical development (or all of those in combination).

Q36. Same-age friends; tick all that apply. When talking to the child try to identify what relationship the child has with his/her friends, who are they, and what interaction the child has with friends.

- a) The child has friends: Tick this option if while providing information on other questions friends are referred to often. Provide details of how strong these links are in the notes section.
- b) The child does not have friends: Tick this option if the child does not indicate any friends during the responses to other questions
- c) Other: explain what other information you were able to obtain within this category.

Q37. Safety and security in current situation; tick all that apply. Indicate whether there are dangers to the child in terms of safety and security at the place of residence either from fellow residents or, more broadly, in the area or community where the child is living. Please describe the danger and where it originates, if able to, in the 'notes' column.

- a) No danger: there is no immediate danger to the child's safety and security from fellow residents, the community or within the community where the child currently resides.
 - b) Discriminatory situation: the child itself or the group with whom the child resides is discriminated against by the community regardless of reason.
 - c) Imminent danger: the child or the group with whom the child resides are in direct danger, threatening the child's safety and security.
 - d) Abuses in place of residence: the child is exposed to abuse as a direct result of living at the place of temporary residence.
 - e) Other (specify): the child is facing a danger that is not specified by the other options presented.
-

Q38. Effect of separation from temporary caregiver. Specify whether there would be any adverse or negative effects on the child if he/she were to be removed from the care of the temporary caregiver. Please mark only one, most appropriate, option.

- a) No effect: there would be no adverse or negative effects on the child if he/she were to be removed from the care of the temporary caregiver.
- b) Disturbance to child's physical, cultural, emotional or cognitive development: the child will experience temporary disturbance to physical, cultural, cognitive or emotional development, which would not leave any lasting effects on the child.
- c) Detrimental to child's physical, cultural, emotional or cognitive development: removal from the care of temporary caregiver would permanently and negatively affect the child's physical, emotional, cognitive or cultural development. The situation would have to be exceptional for removal to qualify as detrimental to the child's development.

4. VIEW OF THE CHILD: This question pertains to the child's wish for a permanent living arrangement. Question 39 pertains only to the child's indicated preference for a specific durable solution.

Q39. Child's preference of permanent living arrangement. Indicate the option which most accurately describes the child's preference in terms of permanent residence:

- a) Immediate reunification: the child wishes to be immediately reunified with his/her family or caregiver in country of origin.
- b) Delayed reunification: the child wishes to return to his/her place of residence but not before certain factors have been addressed relating to the situation at home or to migration objectives.
- c) Alternative care within the country of origin: the child wishes to return to country of origin but would like to be placed in alternative care (extended family members and not the immediate family with whom the child lived prior to migration).
- d) Alternative care with a family in SA: the child does not wish to return to their country of origin and would like to be placed in alternative care with extended family that lives in SA.
- e) Supported independent living: the child would not like to return to their country of origin nor be placed in any alternative care setting in SA and would like to live independently with the support of the SA government, where applicable.
- f) Foster family: the child does not wish to return to their country of origin or live with extended family in SA (or has no family in SA). The child would like to live in a family setting in SA.

Please take detailed notes on what the child said and what you, as the assessor, believe motivates his/her answer, especially if the answer doesn't correspond to rest of the information gathered in the BIAF.

5. VIEW OF THE MOTHER (BIOLOGICAL OR STEP-MOTHER): This question pertains to the mother's (biological or step-mother that lived with the child) wishes for the child with regard to permanent living arrangement. Question 40 pertains to only what the mother indicates to be her preference for a durable solution.

Q40. Mother's preference of living arrangement. Indicate what the mother specified as her wish with regards to where the child would live permanently.

- a) Immediate reunification: the mother wishes to be immediately reunified with the child.
- b) Delayed reunification: the mother wishes to be reunified with the child but not before certain factors have been addressed relating to the situation at home or child's migration objectives.
- c) Alternative care within the country of origin: the mother wishes for the child to be placed in alternative care with family other than the family with whom the child lived prior to migration.
- d) Alternative care with family in SA: the mother wishes for the child to remain in SA and to be placed in alternative care with extended family that lives in SA.
- e) Supported independent living: the mother supports the child's wish to live independently from the immediate family or with alternative caregivers in their country of origin or in SA.
- f) Foster family: the mother wishes for the child to be placed into a foster care system.

Please take detailed notes on what the mother said and what you, as the assessor, believe motivates her answer, especially if the answer doesn't correspond to rest of the information gathered in the BIAF.

6.VIEW OF THE FATHER (BIOLOGICAL OR STEP-FATHER): This question pertains to the father's (biological or step-father that lived with the child) wishes for the child with regard to permanent living arrangement. Question 41 pertains to only what the father indicates to be his preference for a durable solution.

Q41. Father's preference of living arrangement. Indicate what the father specified as his wish with regards to where the child would live permanently.

- a) Immediate reunification: the father wishes to be immediately reunified with the child.
- b) Delayed reunification: the father wishes to be reunified with the child but not before certain factors have been addressed relating to the situation at home or child's migration objectives.
- c) Alternative care within their country of origin: the father wishes for the child to be placed in alternative care with family other than the family with whom the child lived prior to migration.
- d) Alternative care with family in SA: the father wishes for the child to remain in SA and be placed in alternative care with extended family that lives in SA.
- e) Supported independent living: the father supports the child's wish to live independently from the immediate family or with alternative caregivers in their country of origin or in SA.
- f) Foster family: the father wishes for the child to be placed into a foster care system.

Please take detailed notes on what the father said and what you, as the assessor, believe motivates his answer, especially if the answer doesn't correspond to the rest of the information gathered in the BIAF.

7 & 8. VIEW OF A PERSON CLOSE TO THE CHILD: This question pertains to the view/s of people close to the child regarding what they believe to be in the best interests of the child. Indicate in the space provided in the heading who these people are in relation to the child, including their names and contact details. Question 42 and 43 are reserved for the views of people close to the child. This may be the social worker, a temporary caregiver, spontaneous caregiver, an extended family member, an older sibling or any other person not mentioned in previous questions who are likely to have the child's interests at heart.

Q42 & Q43. Identified person's view of best interests of the child. Indicate what the person close to the child specified as the living arrangement in the best interests of the child.

- a) Immediate reunification: the child should be immediately reunified with family he/she lived with prior to migration.
- b) Delayed reunification: the child should be reunified with the family he/she lived with prior to migration, following a period where certain issues need to be addressed or migration objectives met.
- c) Alternative care within their country of origin: the child should be placed in alternative care with family other than the family with whom the child lived prior to migration.
- d) Alternative care with family in SA: the child should remain in SA and be placed in alternative care with extended family that lives in SA.
- e) Supported independent living: the person agrees with the child's wish to live independently from the immediate family or with alternative caregivers in their country of origin or SA.
- f) Foster family: the child should be removed from the parents' or caregiver's care and be placed into a foster care system.

Please take detailed notes on the responses, especially if the answer doesn't correspond to rest of the information gathered in the BIAF.

9. VIEW OF A PERSON INDICATED FOR ALTERNATIVE CARE: This question pertains to the view of a person that has been indicated as a potential alternative caregiver, either by you or by the child, regarding what he/she believes to be in the best interests of the child. Indicate in the space provided in the heading the person's relationship to the child and his/her name and contact details. Question 44 pertains to the view of this person only.

Q44. Identified person's view of best interests of the child. Record what the potential alternative caregiver specified as the living arrangement in the best interests of the child.

- a) Immediate reunification: the child should be immediately reunified with family he/she lived with prior to migration.
- b) Delayed reunification: the child should be reunified with the family he/she lived with prior to migration, following a period where certain issues need to be addressed or migration objectives met.

- c) Alternative care with me: the child should be placed in alternative care with the person answering the question.
- d) Alternative care with another caregiver (who _____): the child should be placed in alternative care with somebody else. Provide the details of the recommended other caregiver in the space marked 'who'.
- e) Supported independent living: the person agrees with the child's wish to live independently from the immediate family or with alternative caregivers in their country of origin or SA.
- f) Foster family: the child should be removed from the parents' or caregiver's care and be placed into a foster care system.

Please take detailed notes on what this person said and what you, as the assessor, believe motivates his/her answer, especially if the answer doesn't correspond to rest of the information in the BIAF.

ADDITIONAL RELEVANT NOTES: Please record any other information obtained through the assessment process that is not completely captured by the questionnaire. Please also include information regarding family members that the child has indicated as possible alternative caregivers, if applicable.

Indicate any information that would affect immediate or delayed reunification: Specify any information which you may have obtained during the assessment that impacts on the possibility of reunification with family the child lived with prior to migration. Summarise the most important points here, even if such information appears elsewhere in the BIAF.

Indicate any information that would affect alternative care: Specify any information which you may have obtained during the assessment that directly impacts on the possibility of alternative care. Summarise the most important points here, even if such information appears elsewhere in the BIAF.

Indicate any information for consideration regarding separation from parents or regarding independent but supported living: Specify any information which you may have obtained during the assessment that directly impacts on the possibility of independent living or separation from parents. Summarise the most important points here, even if such information appears elsewhere in the BIAF.

QUALITY CONTROL: This section must be completed once the assessment process has been finalised and the BIAF filled in with all the required information from the assessment. The assessor should provide his/her name, sign and date the day of completion.

The assessor then either has to verify the information or hand over the BIAF to someone that will complete the verification of required information prior to a durable solution being made for the child.

VERIFICATION OF BIAF INFORMATION

LEARNING OUTCOMES:

At the end of this section, participants will:

- o Understand what verification entails
 - o Recognise which responses need to be verified
 - o Be able to correctly complete the verification sections of the BIAF
 - o Know where to sign off on the verification exercise
-

What is verification?

Verification is the process of **confirming information as correct and complete**. SCUK performs verification on information obtained during registration (such as where the child is from, identification of parents, etc). Information recorded in the BIAF on certain questions also needs to be verified. Verification can take place through telecommunication, virtually or in person, and should follow the organisation's standard procedures. In order to perform a thorough check, **information should be confirmed with several sources where at all possible** (e.g. a parent, caregiver and another family member).

Which information needs to be verified?

Information obtained on the following questions requires verification: Question 1, Question 3 – 18, Question 25 – 27 and Question 31.

Another way to recognise which information/questions need to be verified is to look out for the grey box below, appearing in the same row as the question:

Result and details of tracing & verification: Confirmed Refuted Tracing failed

Where to record the result of verification

Once you've completed verification or have exhausted all attempts to verify, complete the verification box by ticking the result.

'Confirmed' means that the initial information provided under this question is complete and correct.

'Refuted' means that the initial information was either incorrect or incomplete. If you have the correct information that has been verified, tick the correct answer options (cross out the incorrect answers) and provide narrative details in this block.

'Tracing failed' means that the information cannot be confirmed or disproved as all attempts to verify have failed (not yielded an outcome). In this situation, assume that the information is correct unless you have enough reason to believe that the information might not be true.

Completing the quality control section

Once the verifier has concluded verification, regardless of the degree of success, the form needs to be signed off. The verifier signs the form by providing their full name, signature and the date of completion of the verification exercise at the bottom of page 7, 'Quality Control'.

USING THE RECOMMENDATION MATRIX

LEARNING OUTCOMES:

At the end of this section, participants will:

- o Be presented with 6 durable solutions
 - o Understand what the 10 key aspect areas are that help guide a decision
 - o Understand how to sort BIAF information to feed into the recommendation matrix
 - o Know how to navigate through the recommendation matrix to reach a durable solution decision
 - o Understand the 3 abbreviations used in the recommendation matrix
-

Six durable solutions

Six possible durable solutions have been identified for unaccompanied and separated children in the South African context which align to international conventions and national law. These are:

1. **Immediate reunification** with the family the child was living with in their country of origin;
2. **Delayed reunification** with the family the child was living with, following the rectification of certain issues, either in relation to their living environment or in addressing the child's need that cannot be addressed at home, regardless of reason;
3. **Alternative care in their country of origin** with a suitable caregiver within the extended family who is able and willing to look after the child;
4. **Alternative care in South Africa** with a suitable caregiver within the extended family who is able and willing to look after the child;
5. **Supported independent living or placement into place of safety** in South Africa for children that are unable or unwilling to return to live with family or alternative caregivers in country of origin;
6. **Foster care** for younger children that are unable or unwilling to live with family or alternative caregivers in their country of origin.

Purpose of the Recommendation Matrix

The Recommendation Matrix is a toolkit that helps to ensure that the best interests of the child are taken into account when decisions are made that determine the child's protection and care.

The BIAF gathers information to inform the possibility of reunification or alternative care with extended family. For this reason, only the first four durable solutions of the six listed above appear in the Recommendation Matrix. If none of the first four durable solutions are suitable, durable solution 5 and 6 (Supported independent living/place of safety placement and foster care placement, respectively) need to be investigated.

The Recommendation Matrix has two columns, each of which contains two durable solutions. One containing the factors which would support immediate or delayed reunification and another column for factors which would support alternative care in the child's home country or in South Africa.

The justification of placing these durable solutions together is that the factors which support reunification (whether immediate or delayed) are identical, as are those that support alternative care arrangements (whether in the child's home country or SA).

⁶ A durable solution is achieved when internally displaced persons no longer have any specific assistance and protection needs that are linked to their displacement and can enjoy their human rights without discrimination on account of their displacement. ⁶ ([http://www.reliefweb.int/rw/lib.nsf/db900sid/VVOS-83CN95/\\$file/unga_feb2010.pdf?openelement](http://www.reliefweb.int/rw/lib.nsf/db900sid/VVOS-83CN95/$file/unga_feb2010.pdf?openelement))

The **only** difference between immediate and delayed reunification, for example, is that with delayed reunification certain issues must be addressed prior to the child being reunited with his/her family. Such issues as do not impact on the appropriateness of the decision to reunify (such as an outstanding medical issue, educational or emotional need, etc that is beyond the control of the family with whom the child will be reunited). The only difference between alternative care in the child’s home country or alternative care in SA is the location of the most appropriate caregiver of the child.

Figure 1 illustrates this grouping of DS1 and DS2, as well as DS3 and DS4, respectively.

Figure 1: Format of the Recommendation Matrix

<p>DS1: IMMEDIATE REUNIFICATION & DS2: DELAYED REUNIFICATION</p> <p>Instructions: If you answer YES to all of the questions below, immediate reunification (DS1) or delayed reunification (DS2) is the correct durable solution for the child. If you answer NO to any of the below questions, consider alternative care for the child (DS3 or DS4, depending on where the alternative caregiver lives) by going to the next column.</p>	<p>DS3: ALTERNATIVE CARE IN HOME COUNTRY & DS4: ALTERNATIVE CARE IN RSA</p> <p>Instructions: In order to determine if placing the child in alternative care in home country (DS3) or South Africa (DS4) is the right durable solution, please answer the same questions by ticking either YES or NO after you’ve considered the answers provided on the child’s BIAF on the specified questions. If you answer NO to any of the questions below, you have to consider placing child into place of safety or supported independent living (DS5) or foster care (DS6).</p>
<p>KA 1: Does the child have a parent/s or caregivers in home country?</p>	
<p>Consider answers on: Q1 Q2 Q3 Q7</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Consider answers on: Q2 Q3</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>

The Recommendation Matrix will indicate supported independent living / placement into place of safety or foster care as the durable solutions only once the first four durable solutions have been eliminated. The recommendation matrix does not assist in determining what requirements need to be in place to assist the child in supported independent living; it is the responsibility of the assessor and other relevant stakeholders to determine this based on the information in BIAF.

Key aspects within the Recommendation Matrix

The Recommendation Matrix assists in decision making by sorting information that has been captured in the BIAF. Each child’s assessment information is sorted according to key aspects (KAs) and factors.

There are **10 key aspects** (abbreviated as KA in the Recommendation Matrix) which help in determining whether the child should be reunified, placed into alternative care, etc. The key aspects are:

1. Does the child have a parent/s or caregiver in their home country?
2. Is the parent/s willing to be reunified?
3. Is there a positive relationship between the child and the parent/s or caregiver?
4. Is there a positive relationship between the child and their siblings as well as the extended family?
5. Is the parent/s or caregiver able to care for the child?
6. Did the child perform appropriate work for his/her age?
7. Are there adequate educational opportunities for the child at the proposed residence?

- 8. Are there adequate health facilities for the child at the proposed residence?
- 9. Is the child physically safe at the proposed residence?
- 10. Is the child willing to be reunited?

The key aspect questions apply to all the durable solutions and therefore appear as the cross cutting item (crossing both columns) in the Recommendation Matrix. The red arrows in Figure 2 are pointing to examples of key aspects.

Figure 2: Examples of Key Aspects

KA 1: Does the child have a parent/s or caregivers in home country?	
Consider answers on: Q1 Q2 Q3 Q7 YES NO	Consider answers on: Q2 Q3 YES NO
KA 2: Is the parent/s or caregiver willing to be reunited with the child?	
Consider answers on: Q2 Q40 Q41 Q42 Q43 YES NO	Consider answers on: Q3 Q40 Q41 Q44 Q33 YES NO
KA 3: Is there a positive relationship between the child and the parent/s or caregiver?	
Consider answers on: Q2 Q4 and Q7 Q8 and Q11 Q12 and Q15 Q26 YES NO	Consider answers on: Q3 and Q16 (specifically the caregiver) Q33 and Q37 (if temp caregiver is the alternative caregiver) Q33 and Q38 (if temp caregiver is the alternative caregiver) YES NO
KA 4: Is there a positive relationship between the child and siblings & extended family?	
Consider answers on: Q3 and Q16 YES NO	Consider answers on: Q3 and Q16 (other than caregiver) YES NO

Yes and No factors under Key Aspects

Under each Key Aspect (as well as each column) you will notice that the user is given guidance as to **which questions in the BIAF to specifically refer to when answering the Key Aspect question**, prior to indicating ‘yes’ or ‘no’ for this Key Aspect. The decision maker should not discredit other information when answering ‘yes’ or ‘no’; the guidance questions are the ones to pay particular attention to.

For example, in column 1 (DS1 & DS2) and under Key Aspect 9 (KA9: Is the child physically safe at the place of proposed residence), the person making the durable solution decision is asked to consider answers given on Question 18, Question 30 in conjunction with Question 31, and Question 32. Refer to the figure below.

Figure 3: Yes and No factors under Key Aspects

KA 9: Is the child physically safe at the place of proposed residence?			
Consider answers on: Q18 Q30 and Q31 Q32	} ←	Consider answers on: No applicable questions in BAIIF. Verify that child will be physically safe at the proposed place of residence with alternative caregiver	
YES NO		YES NO	
KA 10: Is the child willing to be reunited?			
Consider answers on: Q39 and Q26 and Q28 Q39 and Q27 and Q28		Consider answers on: Q39 and Q26 and Q28 Q39 and Q27 and Q28	
YES NO		YES NO	

Therefore, the person making the durable solution decision for Key Aspect 9 (KA9) needs to determine whether the child is physically safe at the place of proposed residence or not by making reference to the information in the BIAF with particular attention given to the specified questions (Q18, Q30 and 31 and Q32).

If you, as the decision maker, have decided that the child is safe at the proposed place of residence after considering the answers on the specified questions and the BIAF in general, tick 'YES' and move onto the next Key Aspect.

Note that the '**AND**' sign means you need to consider answers in conjunction (such as whether the child sustained abuses during the journey Q30 and whether that was inflicted by a related adult Q31 – in order to determine if the child is physically safe at the place of proposed residence (as for KA9)).

Navigating through the recommendation matrix

Navigation through the recommendation matrix is from the top of the page to the bottom and from left to right of the page. Therefore, start looking at the Recommendation Matrix at the top of column 1 entitled 'DS1: Immediate reunification & DS2: Delayed Reunification' and KA1. Refer to Figure 4.

Figure 4: Start at DS1 & DS2 (left hand column)

<div style="border: 2px solid red; border-radius: 10px; padding: 2px; display: inline-block; margin-bottom: 5px;"> DS1: IMMEDIATE REUNIFICATION & DS2: DELAYED REUNIFICATION </div> <p>Instructions: If you answer YES to all of the questions below, immediate reunification (DS1) or delayed reunification (DS2) is the correct durable solution for the child. If you answer NO to any of the questions below, consider alternative care for the child (DS3 or DS4, depending on where the alternative caregiver lives) by going to the next column.</p>	<p>DS3: ALTERNATIVE CARE IN HOME COUNTRY & DS4: ALTERNATIVE CARE IN RSA</p> <p>Instructions: In order to determine if placing the child in alternative care in home country (DS3) or South Africa (DS4) is the right durable solution, please answer the same questions by ticking either YES or NO after you've considered the answers provided on the child's BIAF on the specified questions. If you answer NO to any of the questions below, you have to consider placing child into place of safety or supported independent living (DS5) or foster care (DS6).</p>
KA 1: Does the child have a parent/s or caregivers in home country?	
Consider answers on: Q1 Q2 Q3 Q7	Consider answers on: Q2 Q3
<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO

Go to KA1. Consider the answers captured in BIAF on questions indicated under KA1 in the left hand column. Refer to Figure 5.

Figure 5: Consider indicated questions in answering a KA

<p>DS1: IMMEDIATE REUNIFICATION & DS2: DELAYED REUNIFICATION Instructions: If you answer YES to all of the questions below, immediate reunification (DS1) or delayed reunification (DS2) is the correct durable solution for the child. If you answer NO to any of the questions below, consider alternative care for the child (DS3 or DS4, depending on where the alternative caregiver lives) by going to the next column.</p>	<p>DS3: ALTERNATIVE CARE IN HOME COUNTRY & DS4: ALTERNATIVE CARE IN RSA Instructions: In order to determine if placing the child in alternative care in home country (DS3) or South Africa (DS4) is the right durable solution, please answer the same questions by ticking either YES or NO after you've considered the answers provided on the child's BIAF on the specified questions. If you answer NO to any of the questions below, you have to consider placing child into place of safety or supported independent living (DS5) or foster care (DS6).</p>
KA 1: Does the child have a parent/s or caregivers in home country?	
<p>Consider answers on: Q1 Q2 Q3 Q7</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Consider answers on: Q2 Q3</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>

Specify whether the child has parent/s or caregiver in home country by ticking 'YES' or 'NO'. If you have answered 'YES', go to KA2. Refer to Figure 6.

Figure 6: Proceed to the next KA if you have answered 'YES'

KA 1: Does the child have a parent/s or caregivers in home country?	
<p>Consider answers on: Q1 Q2 Q3 Q7</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Consider answers on: Q2 Q3</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>
KA 2: Is the parent/s or caregiver willing to be reunified with the child?	
<p>Consider answers on: Q2 Q40 Q41 Q42 Q43</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Consider answers on: Q3 Q40 Q41 Q44 Q33</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>

If you answered 'NO', immediate reunification (DS1) or delayed reunification (DS2) is not possible. Therefore, you have to consider DS3 and DS4 (DS3: Alternative care in country of origin or DS4: Alternative care in SA) situated at the right hand side of the recommendation matrix. Refer to Figure 7.

Figure 7: Proceed to top of DS3 & DS4 if you have answered 'NO'

KA 1: Does the child have a parent/s or caregivers in home country?	
<p>Consider answers on: Q1 Q2 Q3 Q7</p> <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	<p>Consider answers on: Q2 Q3</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>
KA 2: Is the parent/s or caregiver willing to be reunified with the child?	
<p>Consider answers on: Q2 Q40 Q41 Q42 Q43</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Consider answers on: Q3 Q40 Q41 Q44 Q33</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>

Keep to the DS1 and DS2 column (left hand column) until you answer ‘NO’ to a Key Aspect question. If you answer ‘YES’ to all KAs (KA1 through KA10), immediate or delayed reunification is possible for the child.

The first time you answer ‘NO’ in response to a KA, immediate or delayed reunification are no longer options and *alternative care either in the home country of SA (depending on where potential caregiver lives) needs to be considered.* Refer to Figure 8.

Figure 8: Considering DS3 and DS4


<p>DS1: IMMEDIATE REUNIFICATION & DS2: DELAYED REUNIFICATION Instructions: If you answer YES to all of the below questions, immediate reunification (DS1) or delayed reunification (DS2) is the correct durable solution for the child. If you answer NO to any of the below questions, consider alternative care for the child (DS3 or DS4, depending on where the alternative caregiver lives) by going to the next column.</p>	<p>DS3: ALTERNATIVE CARE IN HOME COUNTRY & DS4: ALTERNATIVE CARE IN RSA Instructions: In order to determine if placing the child in alternative care in home country (DS3) or South Africa (DS4) is the right durable solution, please answer the same questions by ticking either YES or NO after you've considered the answers provided on the child's BIAF on the specified questions. If you answer NO to any of the below questions, you have to consider placing child into place of safety or supported independent living (DS5) or foster care (DS6).</p>
<p>KA 1: Does the child have a parent/s or caregivers in home country?</p>	
<p>Consider answers on: Q1 Q2 Q3 Q7</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Consider answers on: Q2 Q3</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>

Go through the same process as you did in the left hand side of the matrix, considering the answers provided on the indicated BIAF questions, under each KA.

If you answer ‘YES’ to all KAs (KA1 through KA10), placing the child in alternative care is a possibility.

The first time you answer ‘NO’ in response to a KA, alternative care is no longer an option for the child and placement into place of safety, supported independent living or foster care need to be considered.

As mentioned, the BIAF doesn’t capture information on possible places of safety, foster homes or independent living. Therefore the recommendation matrix has no information to sort – the decision maker is responsible for assigning a suitable decision for the child given the information he/she has about the child (and that is recorded in the BIAF).



Note: Alternative care in the child’s country of origin should be considered above alternative care in SA, if there are two potential caregivers.

A child should grow up surrounded by their own language, culture and heritage in as far as this is possible and as long as it does not come at the expense of other developmental needs.

Making a durable solution decision

Once you reach the bottom of either column, it is possible to make a durable solution decision which will be reflected in the column heading. Indicate your recommendation in the decision sheet (attached in Appendix C). It is important to record your decision and place the sheet in the child’s record.

PRACTICAL: USING THE BID TOOLKIT TO MAKE A DURABLE SOLUTION DECISION

LEARNING OUTCOMES:

At the end of this section, participants will have:

- o Read the case notes of a fictional unaccompanied minor (as an example)
 - o Completed a BIAF based on the case notes
 - o Used the recommendation matrix to make a durable solution decision
-

Tafadzwa's case notes

The below table contains case notes for Tafadzwa, an unaccompanied minor from Zimbabwe. The case notes were compiled over a four day period of conversation and informal interaction with Tafadzwa. All the information presented has been checked with several sources (mother, grandmother and aunt).

Tafadzwa, a boy of 14 is from Bulawayo, Zimbabwe.

Prior to coming to SA, he lived with his mother and two younger brothers. He also has older siblings that have not lived with him for quite some time. He's also got a grandmother who recently migrated to Nelspruit, South Africa to work on the citrus farms and an aunt that lives in Masvingo, Zimbabwe.

Tafadzwa indicated that his relationship with every one of them is a positive one (the relationship with his aunt could not be verified). The living situation back home is stable; there is no immediate conflict or violence where he stays. His mother struggles to support her children; she is currently unemployed. Tafadzwa is relatively healthy.

Tafadzwa did not attend school regularly for the last three years as a result of the major disruptions in the schooling system (i.e. strikes, elections) and, at times, due to his work obligations.

The social worker has estimated that Tafadzwa is roughly two to three years behind in his educational development. During the times that he was unable to attend classes (in times of disruptions), he worked on extended family members' farms to contribute financially to his family. He earned relatively little for doing this work (in comparison to what he should have been paid). He worked approximately three to four days every week, and between 4 to 6 hours a day in such periods.

He left home to come to South Africa to be able to continue his education as he wishes to go to university. He also wishes to be self-sustaining and work to support himself in South Africa (through school, if required).

He currently lives in the Musina interim care centre with intermittent absences (suspected due to work on nearby farms) and does not attend any form of schooling as of yet.

He wishes to stay in SA until he completes his schooling. When asked whether he would like to return to his family and home, he replied, "Someday; school is more important right now". When asked if there was anyone that he could live with given his current situation, he indicated that he might stay with his grandmother as long as there is a school there for him.

His mother wishes for him to return but worries that he might choose to migrate on his own again.

Verification has shown that there are adequate educational opportunities where the grandmother lives. The grandmother has indicated that she would like to receive her grandson and is in relatively good health. The grandmother is in a good enough position to look after him adequately without him having to contribute to their household income.

Completed BIAF for Tafadzwa

Figures 9-12 are screenshots of a completed BIAF for Tafadzwa.

It is possible that two different assessors may choose different answer options; this discrepancy should not influence the decision making process considerably given that the most important element of completing a BIAF is gauging the level of appropriateness of each option based on the child's individual situation and circumstances.

Figure 9: Tafadzwa's BIAF pg 1

Child's Name: _____ Reg No / Case # / ID: _____ Gender (circle: M / F) _____ Age: _____

Best Interest Assessment Item	Possible answers options							Narrative notes in support of chosen option or options
	Category A (no low risk factor)	Category B (medium risk factor)	Category C (high risk factor)					
I. HISTORY PRIOR TO SEPARATION Instructions: Q1 to Q25 relate to the child's circumstances and experiences in country of origin, prior to migration to South Africa and separation from family.								
Q1: Family composition at origin country; tick only one	A Living with both parents (biological or step-parent) <input type="checkbox"/>	B Living with one parent (biological or step-parent) <input checked="" type="checkbox"/>	C Reared by care giver or extended family member <input type="checkbox"/>	D Foster family / child care system <input type="checkbox"/>	E Child headed household; lived with sibs and/or other children <input type="checkbox"/>	F Street child; no family/relatives to take care of child <input type="checkbox"/>	G Child living on street; no family looked after child <input type="checkbox"/>	
Result and details of tracing & verification: <input type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed								
Q2: Reason for composition; tick all	A Never known parent/s <input type="checkbox"/>	B No obvious reason given <input checked="" type="checkbox"/>	C Parent/s work & live far from home <input type="checkbox"/>	D Parent/s not alive <input type="checkbox"/>	E Parent/s abusive <input type="checkbox"/>	F Parent/s unwilling to look after child <input type="checkbox"/>	G Parent/s incapable to look after child <input type="checkbox"/>	
Q3: What family does child have overall; tick all that apply. Elaborate on: (1) person's name (2) the relationship & (3) location of each person	A Mom <input checked="" type="checkbox"/>	B Dad <input type="checkbox"/>	C Grandmom/s <input type="checkbox"/>	D Granddad/s <input type="checkbox"/>	E Aunt/s <input checked="" type="checkbox"/>	F Uncle/s <input type="checkbox"/>	G Sibling/s <input type="checkbox"/>	H Other <input type="checkbox"/> I None <input type="checkbox"/>
Specify what the child indicated about each: 1. Name, 2. Relationship, 3. Location								
	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	(If 'other' was ticked, indicate the relationship)
	2. Positive/Neutral Negative Abusive <input checked="" type="checkbox"/>	2. Positive/Neutral Negative Abusive <input checked="" type="checkbox"/>	2. Positive/Neutral Negative Abusive <input checked="" type="checkbox"/>	2. Positive/Neutral Negative Abusive <input type="checkbox"/>	2. Positive/Neutral Negative Abusive <input checked="" type="checkbox"/>	2. Positive/Neutral Negative Abusive <input type="checkbox"/>	2. Positive/Neutral Negative Abusive <input checked="" type="checkbox"/>	
	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	
Result of tracing & verification:	Confirmed Refuted Tracing failed <input checked="" type="checkbox"/>	Confirmed Refuted Tracing failed <input checked="" type="checkbox"/>	Confirmed Refuted Tracing failed <input checked="" type="checkbox"/>	Confirmed Refuted Tracing failed <input type="checkbox"/>	Confirmed Refuted Tracing failed <input checked="" type="checkbox"/>	Confirmed Refuted Tracing failed <input type="checkbox"/>	Confirmed Refuted Tracing failed <input checked="" type="checkbox"/>	
Q4: Quality of relationship with mother; tick only one	A Loving, nurturing <input checked="" type="checkbox"/>	B Non existent <input type="checkbox"/>	C Neutral; basic needs met but inattentive parenting <input type="checkbox"/>	D Abusive/neglectful with nurturing tendencies <input type="checkbox"/>	E Abusive and/or neglectful <input type="checkbox"/>	F Nurturing with abusive/neglectful tendencies <input type="checkbox"/>		
Result and details of tracing & verification: <input checked="" type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed								
Q5: If abuse was indicated, specify the types; tick all that apply	A Physical <input type="checkbox"/>	B Verbal / Psychological / Emotional <input type="checkbox"/>	C Sexual <input type="checkbox"/>	D Exploitative labour <input type="checkbox"/>	E N/A <input type="checkbox"/>			
Please indicate what the child said / demonstrated:								
Results and details of tracing & verification: <input type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed								
Q6: If neglect was indicated, specify type of neglect; tick all that apply	A Reg periods of abandonment <input type="checkbox"/>	B General lack of supervision <input type="checkbox"/>	C Lack of food, hygiene <input type="checkbox"/>	D Lack of shelter & safety <input type="checkbox"/>	E Medical need not met: medicines <input type="checkbox"/>	F Medical need not met: disability <input type="checkbox"/>	G Educational need not met <input type="checkbox"/>	H Other <input type="checkbox"/>

Figure 10: Tafadzwa’s BIAF pg 2

Q7: Duration of relationship with mother; tick only one	A Since birth, constant	B Never met / know mother	C Currently nonexistent: constant until _____ ago (indicate length)	D Separated for a period of time but reconciled (indicate length)				
	Result and details of tracing & verification: <input checked="" type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed							
Q8: Quality of relationship with father; tick only one	A Loving & nurturing	B Non-existent	C Neutral: needs met; inattentive parenting	D Abusive / neglectful with nurturing tendency	E Abusive and/or neglectful	F Nurturing with abusive / neglectful tendencies		
	Result and details of tracing & verification: <input checked="" type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed							
Q9: If abuse was indicated, specify the types of abuse; tick all that apply	A Physical	B Verbal / Psychological / Emotional	C Sexual	D Exploitative labour	E N/A			
	Please indicate what the child said / demonstrated:							
	Results and details of tracing & verification: <input type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed							
Q10: If neglect was indicated, specify types of neglect; tick all that apply	A Regular periods of abandonment	B General lack of supervision	C Lack of food, hygiene	D Lack of shelter & safety	E Medical need not met: medicines	F Medical need not met: re-disability	G Educational need not met	H Other
	Please indicate what the child said / demonstrated:							
	Results and details of tracing & verification: <input type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed							
Q11: Duration or relationship with father; tick only one	A Since birth, constant	B Never met / known father	C Currently nonexistent: constant until _____ ago (indicate length)	D Estranged for a period of time & reconciled (indicate length)				
	Result and details of tracing & verification: <input type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed							
Q12: Quality of relationship with caregiver; tick only one	A Loving & Nurturing	B Non-existent; do not have one	C Neutral: needs met; inattentive parenting	D Abusive / neglectful with nurturing tendency	E Abusive and/or neglectful	F Nurturing with abusive / neglectful tendencies		
	Result and details of tracing & verification: <input type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed							
Q13: If abuse was indicated, specify type of abuse. Tick all that apply	A Physical	B Verbal / Psychological / Emotional	C Sexual	D Exploitative labour	E N/A			
	Please indicate what the child said / demonstrated:							
	Results and details of tracing & verification: <input type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed							
Q14: If neglect was indicated, specify type of neglect. Tick all that apply	A Regular periods of abandonment	B General lack of supervision	C Lack of food, hygiene	D Lack of shelter & safety	E Medical need not met: medicines	F Medical need not met: re-disability	G Educational need not met	H Other
	Please indicate what the child said / demonstrated:							
	Results and details of tracing & verification: <input type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed							

Figure 11: Tafadzwa's BIAF pg 3 & pg 4

Q14: If neglect was indicated, specify type of neglect. Tick all that apply	A Regular periods of abandonment	B General lack of supervision	C Lack of food, hygiene	D Lack of shelter & safety	E Medical need not met: medicines	F Medical need not met: re-disability	G Educational need not met	H Other	
Please indicate what the child said / demonstrated:									
Results and details of tracing & verification: <input type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed									
Q15: Duration of relationship to caregiver; tick only one	A Since birth, constant	B Recently came into care	C Currently nonexistent constant until _____ ago (indicate length)	D Separated for a period of time but reconciled (indicate length)					
Result and details of tracing & verification: <input type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed									
Q16: Nature of relationship with siblings; tick only one	A Positive mostly	B Neutral mostly	C Negative mostly	D No interaction / no siblings	E Abusive / Neglectful	(Indicate which of the siblings the answers pertain to)			
Please indicate what the child said / demonstrated:									
Results and details of tracing & verification: <input checked="" type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed									
Q17: Nature of relationship to extended family; tick only one	A Positive mostly	B Neutral mostly	C Negative mostly	D No interaction	E Abusive / Neglectful	(Indicate which extended family members the answers pertain to)			
Please indicate what the child said / demonstrated:									
Results and details of tracing & verification: <input type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed									
Q18: Physical safety & security prior to separation	A Stable	B Neutral mostly	C Volatile situation	D Negative (war, political unrest, conflict)					
Result and details of tracing & verification: <input checked="" type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed									
Q19: Access to education prior to separation; tick all that apply	A School close by; attended regularly	B School far; attended regularly	C School operated irregularly; attend when open	D School far; attend irregularly	E Siblings attended but not me	F Did not have time for schooling	G Parent/caregiver didn't allow school		
Q20: Child's current educational level; tick only one	A Yes (on par, ahead or behind of cohort within 2 years)	B No (child is between 2 and 4 years behind his/her cohort)	C Child far behind (child is more than 4 years behind his/her cohort)	D Not schooled (even if some)					
Q21: Access to health services prior to separation; tick all that apply	A Accessible & adequate	B Accessible but inadequate	C Only traditional health care available	D Inaccessible & inadequate	E Parent/caregiver did not allow me to go				
Q22: Child's current health; tick only one	A Healthy	B Non-chronic illness requiring short term intervention	C Non-chronic illness requiring medium term intervention	D Non-chronic & chronic illnesses	E Chronically ill				
Q23: Work performed; tick all that apply	A Domestic work; chores	B Fetching water, cutting wood etc	C Begging	D Domestic work in other's home	E Farm work, herding	F Child rearing	G Other (specify)		
Q24: Frequency of work	A Occasionally	B 1-2 days per week	C 3 days per week	D 4 days per week	E 5 days per week	F 6 days per week	G 7 days per week		
Q25: Duration of work (hrs) per day	A Less than 2 hours	B Btw 2-4 hours	C Unknown hours	D Btw 4-6 hours	E Btw 6-8 hours	F More than 8 hours	G More than 12 hours		
Result and details of tracing & verification regarding Q23, Q24 & Q25: <input checked="" type="checkbox"/> Confirmed <input type="checkbox"/> Refuted <input type="checkbox"/> Tracing failed									
2. HISTORY OF SEPARATION INCLUDING MIGRATION									
Instructions: Q26 to Q32 relate to the child's decision to migrate and circumstances and experiences during their journey to South Africa.									
Q26: Main reasons for leaving home country; tick all that apply	A Accidental separation	B Curiosity & adventure	C Political / forced circumstances	D Rejected by community	E Deteriorated family situation	F Divorce / remarriage	G Abduction	H Domestic violence	I Forced circumstances
	J Poverty / poor livelihood	K Wanting educational opportunity	L Sickness or loss of caregiver	M Need medical care	N Hunger / malnutrition	O Obligation to be provider	P Forced labour	Q Abuse & neglect	R Abandonment by caregiver
Notes. Please indicate what the child said/demonstrated.									
Q27: Main reasons for movement to SA; tick all that apply	A Locate relatives in SA	B Live with family/relatives	C Proximity to Musina	D Income generation	E Health care access (specify if pregnancy)	F Educational opportunities	G Acquire assets	H Other (specify)	
Notes. Please indicate what the child said/demonstrated.									
Q28: Planned duration of migration	A Unknown	B Dependant on situation on arrival	C Temporary relocation until migration objectives met	D Indefinite, undecided	E Didn't wish to come/forced	F Permanent relocating regardless of circumstances in SA			
Q29: Duration of journey to SA	A Day	B Between 1-3 days	C Between 3-5 days	D Between 5-7 days	E Between 1-2 weeks	F Between 2-4 weeks	G More than a month	H Unknown / don't know	
Q30: Who was with child during journey	A Same cohort: related & unrelated children	B Same cohort: related children	C Same cohort: unrelated children	D Related older youth	E Unrelated older youth	F Related adults	G Unrelated adults	H Alone	I Other
Q31: Suspected abuses faced during the journey; tick all that apply	A None	B Psychological	C Physical abuse	D Sexual abuse					
Notes. Please indicate what the child said/demonstrated.									
Q32: Additional Protection Concern; please elaborate in the 'Additional Notes' section below. If any of these concerns are noted, the assessor must report it to the SCUUK Country Director immediately	A Child trafficked	B Child in prostitution / sex worker	C Child abusing substances / drugs						
3. HISTORY FOLLOWING MIGRATION & CURRENT SITUATION									
Instructions: Q33 to Q38 relate to the child's current living arrangements and circumstances in South Africa.									
Q33: Current care arrangements	A Transit centre	B Foster Care / Orphanage	C Spontaneous adult care	D Street	E Extended family	F Temporary safe care	G Shelter	H FBO	I Other (specify)
Q34: Current access to education	A Informal schooling	B Vocational training	C Formal education	D Awaiting admission	E Not enrolled yet; has papers	F Not enrolled, no papers	G After school informal classes	H Other (specify)	

Figure 12: Tafadzwa’s BIAF pg 5

Q35: Current working situation	A Child is not working (or working minimally)	B Casual labour (work is occasional and not exploitative)	C Exploitative labour (type of work is detrimental to child's psychological, emotional and/or social development or is too long)			
Q36: Same-age friends	A The child has friends	B The child does not have friends	C Other			
Q37: Safety & security in current situation	A No danger	B Discriminatory situation	C Imminent danger	D Abuses in place of residence	E Other (specify)	
Q38: Effect of separation from temporary caregiver	A No effect	B Disturbance to child's physical, cultural, emotional development	C Detrimental to child's physical, cultural, emotional development	D Notes:		
4. VIEW OF THE CHILD						
Q39: Child's preference of permanent living arrangement	A Immediate reunification	B Delayed reunification	C Alternative care within country of origin. Indicate who:	D Alternative care with family in SA. Indicate who:	E Supported independent living	F Foster Family
Indicate what the child said & what you believe motives this answer:						
5. VIEW OF THE MOTHER (BIOLOGICAL OR STEP-MOTHER)						
Q40: Mother's preference of living arrangement	A Immediate reunification	B Delayed reunification	C Alternative care within country of origin. Indicate who:	D Alternative care with family in SA. Indicate who:	E Supported independent living	F Foster Family
Indicate what the child said & what you believe motives this answer:						
6. VIEW OF FATHER (BIOLOGICAL OR STEP-FATHER)						
Q41: Father's preference of living arrangement	A Immediate reunification	B Delayed reunification	C Alternative care within country of origin. Indicate who:	D Alternative care with family in SA. Indicate who:	E Supported independent living	F Foster Family
Indicate what the child said & what you believe motives this answer:						
7. VIEW OF FATHER (INDICATE WHO: FULL NAME:)						
Q42: Identified person's view of best interest for the child	A Immediate reunification	B Delayed reunification	C Alternative care within country of origin. Indicate who:	D Alternative care with family in SA. Indicate who:	E Supported independent living	F Foster Family
Indicate what the child said & what you believe motives this answer:						
8. VIEWS OF A PERSON CLOSE TO THE CHILD (INDICATE WHO: FULL NAME:)						
Q43: Identified person's view of best interest for the child	A Immediate reunification	B Delayed reunification	C Alternative care within country of origin. Indicate who:	D Alternative care with family in SA. Indicate who:	E Supported independent living	F Foster Family
Indicate what the child said & what you believe motives this answer:						
9. VIEW OF THE PERSON INDICATED FOR ALTERNATIVE CARE (INDICATE WHO: FULL NAME:)						
Q44: Identified person's view of best interest for the child	A Immediate reunification with mom/dad/both	B Delayed reunification with mom/dad/both	C Alternative care with me	D Alternative care with another person (who:)	E Supported independent living	F Foster Family
Indicate what the child said & what you believe motives this answer:						

Completed Recommendation Matrix for Tafadzwa

Figure 13 is the completed Recommendation Matrix for Tafadzwa.

According to Tafadzwa's Recommendation Matrix, **alternative care with his grandmother in Nelspruit** appears to be the best durable solution at this point in his journey if all circumstances are taken into account.

Although Tafadzwa does have family willing to be reunited with him, his migration objectives and his pattern of working to support himself which comes at the expense of his schooling at times and which borders on exploitative labour, suggest that for the time being, alternative care is the best option.

This most certainly doesn't permanently rule out reunification with his family. Tafadzwa's situation should be reassessed once:

1. Tafadzwa is on par with his peers with regards to education
2. The schooling system operates regularly in Bulawayo
3. His mother is able to support him and his needs (such as schooling) without Tafadzwa needing to work to earn money for his needs (this does not include working in general).

Please refer to Figure 13 to see how the Recommendation Matrix has been filled out with respect to the information presented in Tafadzwa's BIAF. Note that the assessor has answered negatively (i.e. 'No') to three key aspects (KA6, KA7 and KA10) in the first column pertaining to immediate or delayed reunification and has therefore gone on to complete column two.

Recall that if you respond negatively to any one of the ten key aspects in column one (DS1 and DS2), this means that the alternative care durable solution needs to be considered next (i.e. going onto column two). Similarly, if you respond negatively to any of the ten key aspects in column two (DS3 and DS4) this means that supported independent living/placement into place of safety or foster care must be considered.

Figure 13: Tafadzwa’s Recommendation Matrix

DS1: IMMEDIATE REUNIFICATION & DS2: DELAYED REUNIFICATION Instructions: If you answer YES to all of the below questions, immediate reunification (DS1) or delayed reunification (DS2) is the correct durable solution for the child. If you answer NO to any of the below questions, consider alternative care for the child (DS3 or DS4, depending on where the alternative caregiver lives) by going to the next column.	DS3: ALTERNATIVE CARE IN HOME COUNTRY & DS4: ALTERNATIVE CARE IN RSA Instructions: In order to determine if placing the child in alternative care in home country (DS3) or South Africa (DS4) is the right durable solution, please answer the same questions by ticking either YES or NO after you’ve considered the answers provided on the child’s BIAF on the specified questions. If you answer NO to any of the below questions, you have to consider placing child into place of safety or supported independent living (DS5) or foster care (DS6).
KA 1: Does the child have a parent/s or caregivers in home country?	
Consider answers on: Q1 Q2 Q3 Q7 <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Consider answers on: Q2 Q3 <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
KA 2: Is the parent/s or caregiver willing to be reunified with the child?	
Consider answers on: Q2 Q40 Q41 Q42 Q43 <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Consider answers on: Q3 Q40 Q41 Q44 Q33 <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
KA 3: Is there a positive relationship between the child and the parent/s or caregiver?	
Consider answers on: Q2 Q4 and Q7 Q8 and Q11 Q12 and Q15 Q26 <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Consider answers on: Q3 and Q16 (specifically the caregiver) Q33 and Q37 (if temp caregiver is the alternative caregiver) Q33 and Q38 (if temp caregiver is the alternative caregiver) <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
KA 4: Is there a positive relationship between the child and siblings & extended family?	
Consider answers on: Q3 and Q16 <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Consider answers on: Q3 and Q16 (other than caregiver) <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
KA 5: Is the parent/s or caregiver able to care for the child?	
Consider answers on: Q2 Q26 <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Consider answers on: No applicable questions in BIAF. Verify whether caregiver is able to physically & financially support the child <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
KA 6: Did the child perform appropriate work for his/her age?	
Consider the type, duration and frequency of work which the child performed for its age. Consider answers on: Q19 and Q20 <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	Consider answers on: No applicable questions in BIAF. Verify that child will not be made to work excessively at the proposed place of residence with alternative caregiver <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
KA 7: Are there adequate educational opportunities for the child at the proposed residence?	
Consider the access to education in relation to child’s educational needs/progress. Consider answers on: Q21 and Q22 <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	Consider answers on: No applicable questions in BIAF. Verify that there are adequate educational opportunities in relation to child’s progress and needs <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
KA 8: Are there adequate health services for the child at the proposed residence?	
Consider the access to health care in relation to child’s health status and needs. Consider answers on: Q21 and Q22 <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Consider answers on: No applicable questions in BIAF. Verify that there are adequate healthcare facilities in relation to child’s health care status and needs. <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
KA 9: Is the child physically safe at the place of proposed residence?	
Consider answers on: Q18 Q30 and Q31 Q32 <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Consider answers on: No applicable questions in BIAF. Verify that child will be physically safe at the proposed place of residence with alternative caregiver <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
KA 10: Is the child willing to be reunited?	
Consider answers on: Q39 and Q26 and Q28 Q39 and Q27 and Q28 <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	Consider answers on: Q39 and Q26 and Q28 Q39 and Q27 and Q28 <input type="checkbox"/> YES <input type="checkbox"/> NO

APPROPRIATE INTERVIEW TECHNIQUES

It is important to ensure that appropriate techniques are applied when interviewing children, especially if those are children that could have potentially been abused and neglected. Save the Children Worldwide has produced various resources for guiding interviews with children. Please refer those should you be interested. They can also be acquired from Save the Children by email:

Resource 1:

Feinstein Clare and O’Kane Claire, Project leader: Monica Lindvall (2008). “*Participation is a virtue that must be cultivated*” [an analysis of children’s participation working methods and materials within Save the Children Sweden]. Stockholm, Sweden. ISBN: 978-91-7321-275-5. Code no: 10121

Resource 2:

Save the Children Alliance, 2005. “*Practice Standards in Children’s Participation*”. Printflow Limited, UK.

Resource 3:

Charly Cox, 2009. “*Playing and Protecting: Learning from Children’s Clubs in Sierra Leone*”, Dakar, Senegal. ISBN: 978-91-7321-400-1 Code no: 10530.

Resource 4:

International Save the Children, Save the Children Child Participation Working Group (CPWG), Nov. 2003. “*So You Want to Consult with Children*” [a toolkit for good practice]. London, UK. ISBN number 82-7481-099-6.

Resource 5:

Authors: Sophie Laws (Primary research), Gillian Mann (Secondary research), research: Annica Kempe, project coordinator: Eva Åhlén, 2004. “*So You Want to Involve Children in Research*” [a toolkit supporting children’s meaningful and ethical participation in research relating to violence against children]. Partner-Print, Stockholm, Sweden.

REMARKS

This toolkit is developed with inputs from various South African and International organisations. During the face-to-face meetings and virtual discussions on the BIAF and the Recommendations Matrix, the participating organizations shared their tools, experiences, successes and challenges. It created a lot of interest to learn more about Best Interest Determination and a mini-conference was organized to provide space for knowledge exchange, at the end of Save the Children's CPI project. This became our learning forum. You, as the user of this toolkit, are a part of the forum already, and should you wish to take an active part or want to know more about the toolkit and the experiences of using the toolkit please do not hesitate to contact Save the Children South Africa Programme. We would like to also hear from you on whether you found the toolkit useful, and any other feedback that you may want to provide. In conclusion we want to mention that this has been an incredible experience for us as an organization, and we believe that the CD and the Manual will live by being used every day...

