Empowering the vulnerable for successful reintergation

Hosted by The Ark Childrens Home

Facilitated and sponsored by The Mwanzo Foundation

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AGENDA

- 10.00 OPENING PRAYERS   - Pastor Reuben
- 10.05 WELCOME   - Madame Caro
- 10.10 OPENING   - Madame Ann
- 10.20 INTRODUCTION   - All
    - NAME
    - ORGANISATION & POSITION
- 10.35 OBJECTIVES   - Clements
- 10.40 ENVISIONING   (WHY)   - All
- 12.00 BREAK
- 12.15 EMPOWERMENT FRAMEWORK (HOW) - Clements
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- 13.45 REFLECTION AND CLOSING   - All
- 14.00 CHAKULA CHA MCHANA   - All

INTRODUCTION

From 'Nice to meet you'
to
'Thank God I met you'
strangers become soulmates

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OBJECTIVES: THE PURPOSE BEHIND THE PROGRAM

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ENVISIONING

★ Mission & Meaning

1. Why is it important that these children feel empowered before returning?

2. What change do we hope to bring into their lives?

3. What would happen if we did not do this work?

4. Which values or beliefs drive us in this work?

5. How do we want our work to be remembered in 10 years?

👦 Impact on the Children

1. What does an empowered child look like when returning to their family or community?

2. What kind of future do we want them to build?

3. What skills and qualities do they need to get there?

4. What do we hope the children will believe about themselves?

5. How do we want them to feel when leaving the children's home?

🏠 Connection with Family and Community

1. What role should the family play in the empowerment process?

2. How do we want the community to view these children?

3. Which relationships need to be restored or strengthened?

4. How can we collaborate with schools, churches, and local leaders?

5. What would an ideal situation look like for the child, family, and community after returning?

🌱 Future & Sustainability

1. How do we want this program to look in five years?

2. What needs to happen to create lasting change?

3. Which resources or partners do we need for continuity?

4. How do we ensure that knowledge and experience are passed on?

5. What is our ultimate dream outcome for this project?

EXPLANATION

- Every group starts in a different corner

- In the first round (12 minutes):
  - Write personal ideas *briefly(!)* on one or two sticky notes
  - Then stick them to the sheet and tell each other what is your answer
  - Discuss if something is missing, eventually add this.

- In round 2 every group moves clockwise to the next team
  - Repeat as in round one, now working on question 2

- Round 3:
  - Repeat again, now working on question 3

- Round 4 and 5:
  - Repeat for question 4 resp. 5

EXPLANATION (cont'd)

- Round 6:
  - Discuss with your group what are the two main highlights for this specific theme
  - Write them in a short sentence on two sticky notes

- Lastly: share with the whole group

RESULTS:

RESULTS: MISSION & MEANING

| Questions	Answer	
Why is it important that these children feel empowered before returning?	BLUE: - Fit in society - Acceptance	
What change do we hope to bring in their lives?	ORANGE: - Mental wellness - Family reunification - Behaviour modification	- Coping mechanisms - Assurance & Acceptance - Security
What would happen if we didn't do this?	WHITE: - Loss of lives - Lawlesssness - Loss of human resources (generation)	- Destruction of community - Increase in poverty levels - Doomed future (Hopelessness) - Ignorance
What values or believes drive us in this work?	RED: - Responsibility - Humanity - Godly work	- Life continuity - Equity - Dignity of the children
How do we want the work to be remembered in 10 years?	BLUE: Child-welfare programs operating well in the community	No institution care for children

MAIN TAKE-AWAYS

- RESPONSIBLE SOCIETY
- OPERATIONAL CHILD WELFARE PROGRAMS

RESULTS: CONNECTION WITH FAMILY & COMMUNITY

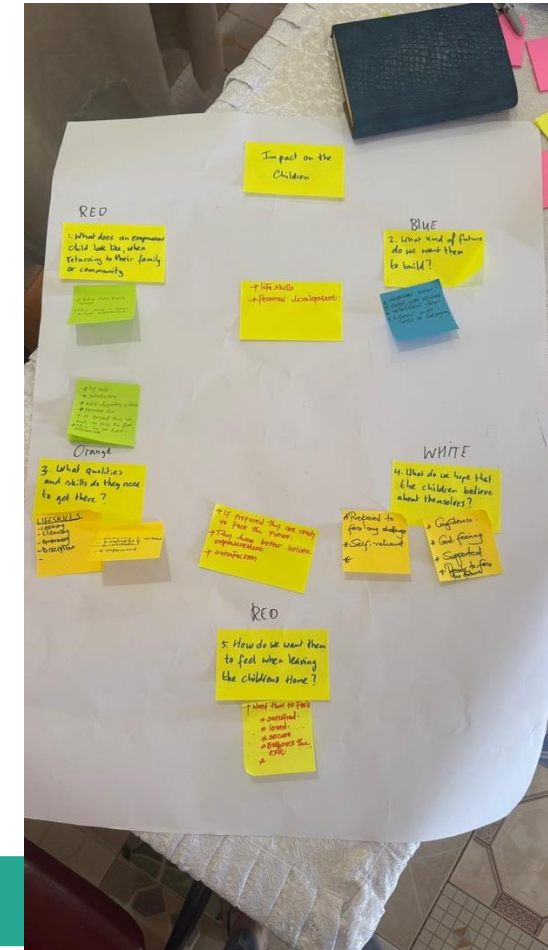| Questions	Answer		
What role should the familt play in the empowerment-process?	ORANGE: - Ownership - sustainabiliy		- acceptability
How do we want the community to view these children	WHITE: - Accepted - Respected		- Loved - As part of the community - protected
Which realitionships do need to be restored of strengthened?	RED: - Child with family - Child with community		- With the law - With God
How can we collaborate with churches, schools and local leaders?	BLUE: - Psychosocial support - Spiritual nourishment		- - Facilitation of (...) Transfers - Mediation between family and child - Advocacy on childrens rights
What would an ideal situation look like for the child, family and community after returning?	ORANGE: - Sense of belonging - Protection - Reformed member of the community - Sensitization of the community		- Acceptance - Happiness for the child
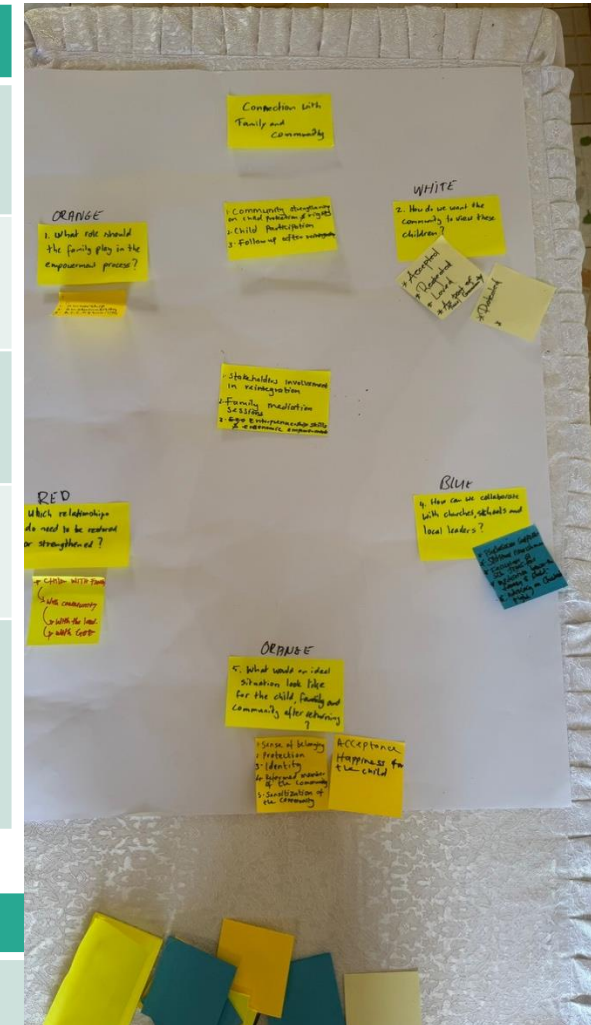
MAIN TAKE-AWAYS

- COMMUNITY STRENGTHENING ON CHILD PROTECTION & RIGHTS
- CHILD PARTICIPATION
- FOLLOW-UP AFTER RE-INTEGRATION

- STAKEHOLDER INVOLVEMENT
- FAMILY-MEDIATION SESSIONS
- ENTREPRENEURSHIP SKILLS AND ECONOMIC EMPOWERMENT

RESULTS: IMPACT ON THE CHILDREN

| Questions	Answer	
What does an empowered child look like, when returnng to their family or community?	RED: - They own family values - They have better holistic empowerment	
What kind of future do we want them to build?	BLUE: - Independent - Resilient	- Holistic - A sense of belonging
What qualities and skills do they need to get there?	ORANGE: - Cooking - Cleaning	- Grooming - Discipline - Virtues: Sharing, kindness, gratitude - Empowered
What do we hope the children believe about themselves?	WHITE: - Prepared to face any challenge - Self-reliant	- Confidence - God-fearing - Supported - Ready to face the future
How do we want them to feel when leaving the childrens home?	RED: - Satisfied - Loved	- Secure - Embrace the exit

MAIN TAKE-AWAYS

- THE CHILDREN HAVE LIFESKILLS AND PERSONAL DEVELOPMENT
- THEY'RE READY TO FACE THE FUTURE, BETTER HOLISTIC EMPOWERMENT AND SATISFACTION

RESULTS: FUTURE AND SUSTAINABILITY

Questions	Answer	
How do we want this program to look in 5 years?	WHITE: - Preparation - Knowledge in different fields	- - Acceptable home environment
What needs to happen to create lasting change?	RED: - Empower the child especially for the challenges that brought them - Empower the family	- Empower the community
Which resources or partners do we need for continuity?	BLUE: Partners: - Children department - Family - HEMD - Like-minded partners	- Government Resources: - Finances - Human resources - Community resources
How do we ensure that knowledge and resources are passed on?	ORANGE: - Mental health sessions - Enrolment in a learning institutions - Community sensitization - Success stories	- Early preparation - Campaigns - Mentorship programs - Follow-ups
What is our ultimate dream or outcome for this program?	Successful, affordable and beneficial	
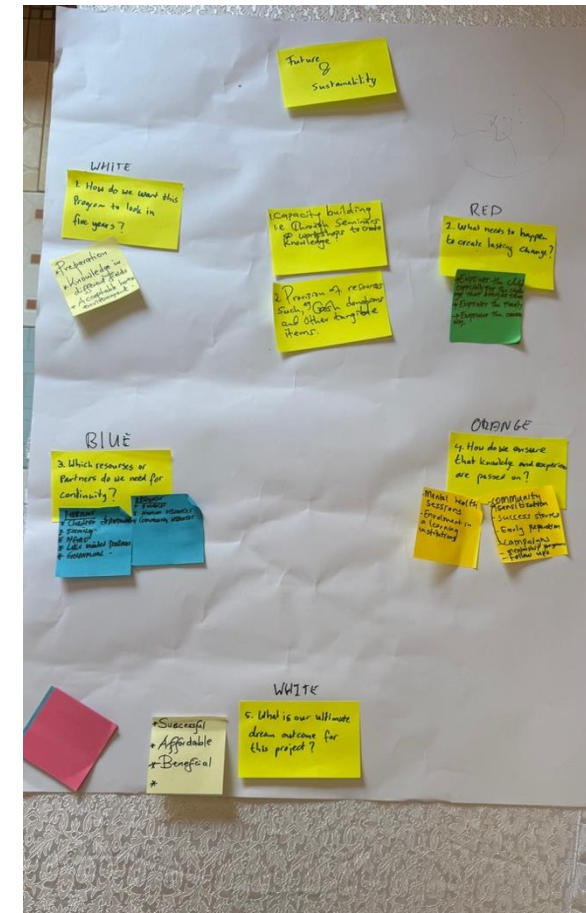
MAIN TAKE-AWAYS

- WE NEED CAPACITY-BUILDING THROUGH E.G. SEMINARS &WORKSHOPS TO CREATE KNOWLEDGE

- PROVISION OF RESURCES, SUCH AS CASH DONATIONS AND OTHER TANGIBLE ITEMS

15 MINUTE BREAK

MORNING SUMMARY

TOPIC	MAIN TAKE-AWAYS
MISSION AND MEANING	• RESPONSIBLE SOCIETY • OPERATIONAL CHILD WELFARE PROGRAMS
CONNECTION WITH FAMILY AND COMMUNITY	• COMMUNITY STRENGTHENING ON CHILD PROTECTION & RIGHTS • CHILD PARTICIPATION • FOLLOW-UP AFTER RE-INTEGRATION • STAKEHOLDER INVOLVEMENT • FAMILY-MEDIATION SESSIONS • ENTREPRENEURSHIP SKILLS AND ECONOMIC EMPOWERMENT
IMPACT ON THE CHILDREN	• THE CHILDREN HAVE LIFESKILLS AND PERSONAL DEVELOPMENT • THEY'RE READY TO FACE THE FUTURE, BETTER HOLISTIC EMPOWERMENT AND SATISFACTION
FUTURE AND SUSTAINABILITY	• WE NEED CAPACITY-BUILDING THROUGH E.G. SEMINARS &WORKSHOPS TO CREATE KNOWLEDGE • PROVISION OF RESOURCES, SUCH AS CASH DONATIONS AND OTHER TANGIBLE ITEMS

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A FRAMEWORK FOR EMPOWERMENT

- Circle of Courage: Primary needs: Belonging, Mastery, Independence, Generosity (Link)

- Positive Youth Development (PYD): Focus on strengths: Competece, Character, Caring --> Contribution (Link)

- PRECEDE – PROCEED model: participatory planning, starting with Desired outcomes (Green, L.W., Kreuter, M.W.)

- Social-Ecological Model: Multi-level approach (Child, family, Community) (Bronfenbrenner) (Link)

- Modular Practice elements approach:
  - Flexible, evidence-based modular design(Link)

Circle of courage
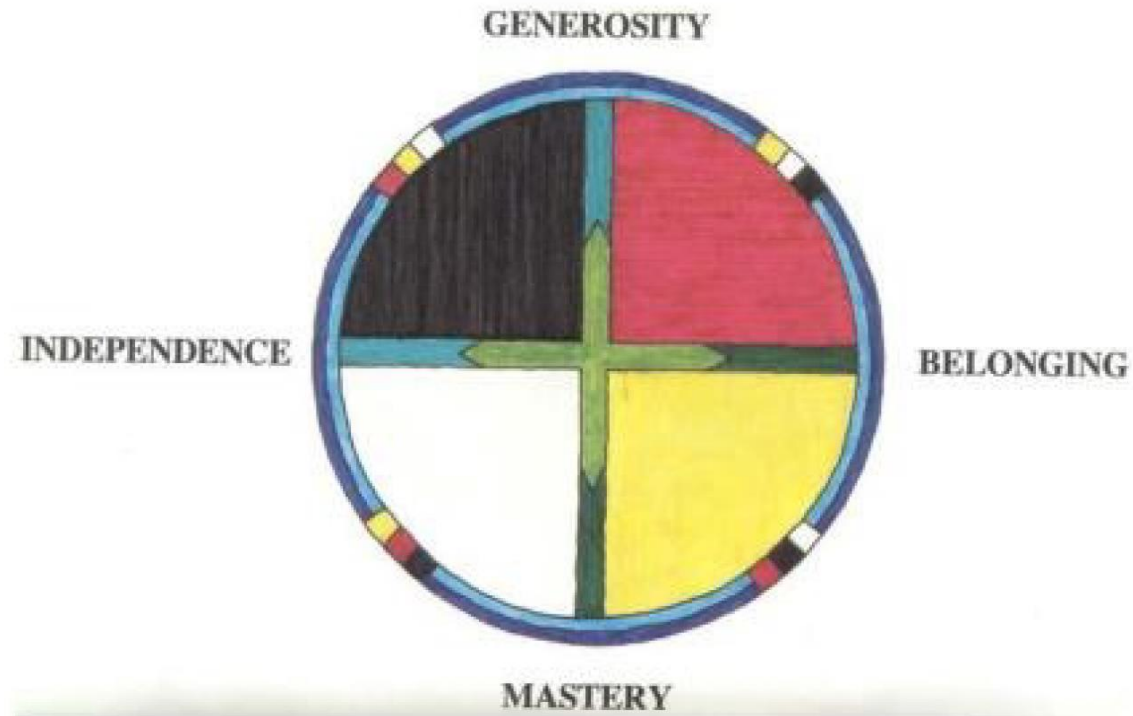
- Used in South Africa in the time of Mandela
- Holistic approach
- Starts with the needs of children
- Emphasizes the strengths of children
- Culturally adaptable

Completing the circle:

- A child with a healty sense of belonging can say:
  - I am loved;

- A child who has internalized generosity can say:
  - I have a purpose for my life;

- A child who has achieved independance can say:
  - I have the power to make decisions;

- A child who has experienced mastery can say:
  - I can succeed

Positive Youth Development: Strength-based

Many times, a successful PYD model may include:

- Ensuring physical and <u>psychological safety</u>
- Appropriate structure
- Supportive relationships
- Opportunities to belong
- Positive social norms
- Support for efficacy and mattering
- Opportunities for skill building
- Integration of family, school, and community efforts (Hamilton et al., 2004).

PRECEDE - PROCEED

| PRECEDE phases	PROCEED phases
Phase 1 – Social Diagnosis	Phase 5 – Implementation
Phase 2 – Epidemiological, Behavioral & Environmental Diagnosis	Phase 6 – Process Evaluation
Phase 3 – Educational & Ecological Diagnosis	Phase 7 – Impact Evaluation
Phase 4 – Administrative & Policy Diagnosis	Phase 8 – Outcome Evaluation

Main take-aways:
- Start with the desired state in mind
  - Behavior and knowledge
- Involves both the child and the environment
- Evaluation

SOCIAL-ECOLOGICAL MODEL

- Bronfenbrenner's Ecological Systems Theory explains that human development is shaped by interactions within multiple layers of environment, from immediate family to broader cultural influences.

- So, to support the child we need to involve all those parties, as we do today

simplypsychology.org
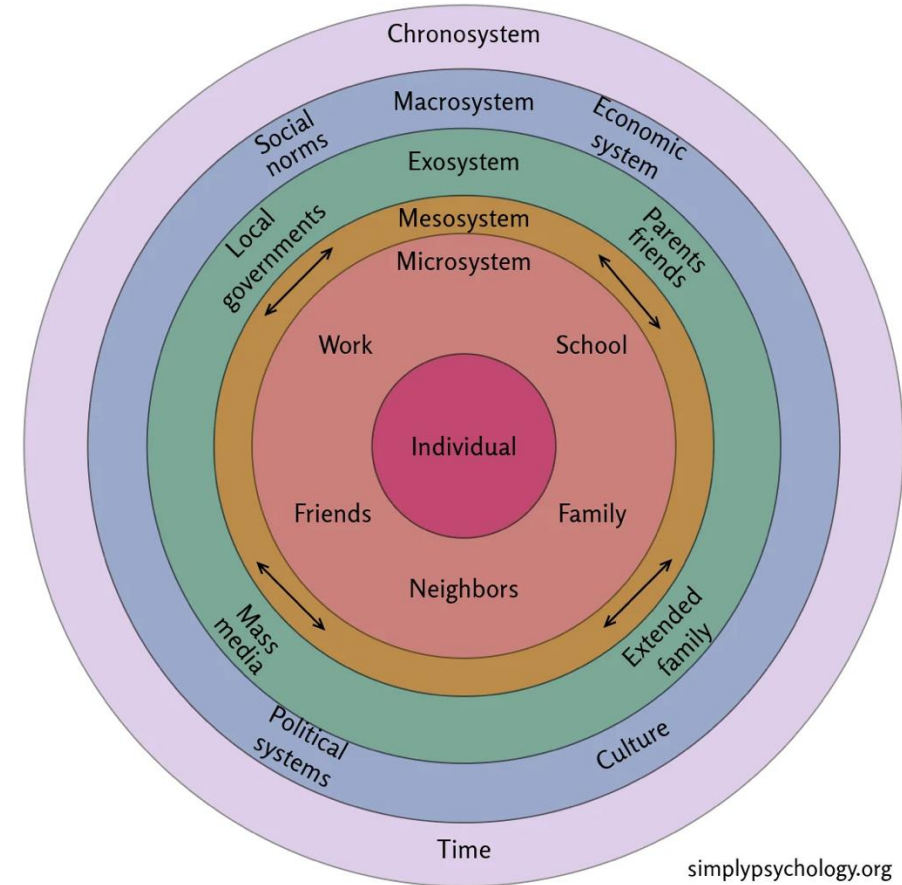
MODULAR PRACTICE ELEMENTS APPROACH

• Flexible, Evidence-based and modular design for maximum agility;

• Adoptable

E.g. Sense of belonging could contain multiple modules for specific ages, background (orphan or abondoned?),

We plant, we water, but God gives growth

Models help in structuring, they guide but it is God who gives growth.

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BRAINSTORM

- Starting with the circle of courage: What workshops do you think that are crucial?

- Discuss in your group and create a list of necessary workshops (20 minutes)

- Share plenairily

- Prioritization: Important – Urgent

- What materials are already available?

I've a purpose in life

GENEROSITY

INDEPENDENCE

I can make decisions

BELONGING

I'm loved

MASTERY

I can succeed
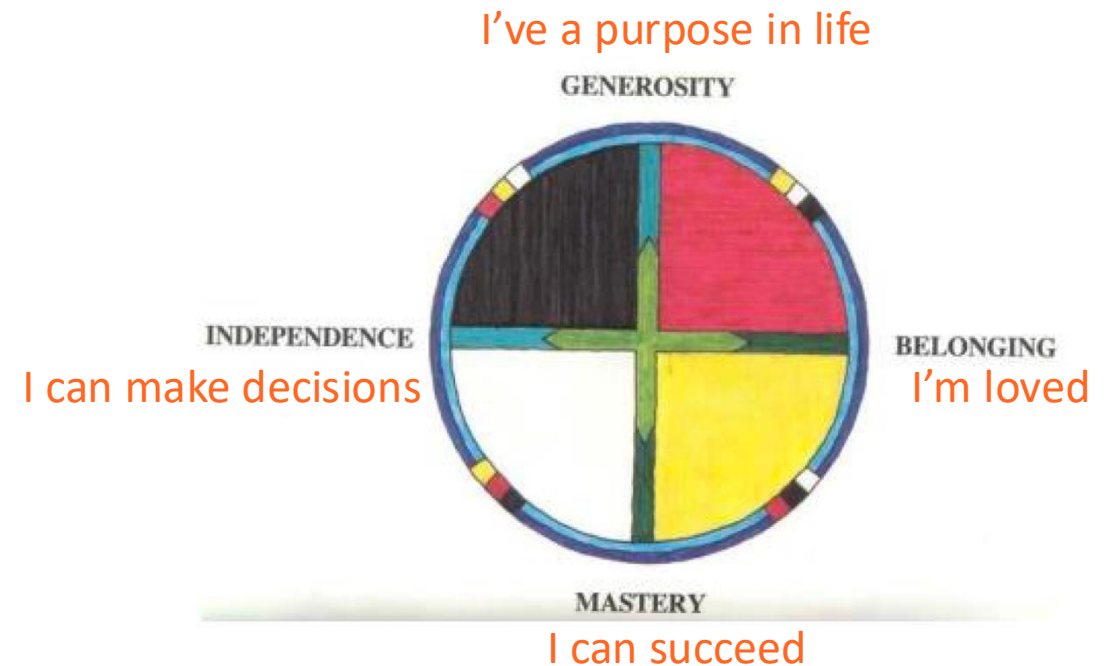
MAKING A START

Each module includes:

1. Target group & theme

2. Theoretical foundation

3. Objectives (developmental & spiritual)

4. Activities & methods

5. Resources & tools

6. Evaluation & follow-up

In your group:

- Make a start with one urgent and important module (20 minutes)

- Share the outcomes

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WORKSHOPS CONCERNING A SENSE OF BELONGING

- POSITIVE PARENTING FOR PARENTS
- PERSONAL IDENTITY
- PURPOSE OF IDENTIFICATION
- CELEBRATING MILESTONES
- ROLE MODELLING
- BUILDING PERSONAL RELATIONSHIPS
- SELF-AWARENESS
- ORGANIZING VISITING OTHERS
- TRAINING AND CAMPAIGNS ON CHILD RIGHTS AND CHILD PROTECTION

- CONFIDENCE
- SECURITY
- MOTIVATION
- ACCEPTANCE/INCLUSION
- AWARDS/REWARDS
- BUILDING PERSONAL RELATIONSHIPS
- EMOTIONAL SUPPORT/EMPATHY

WORKSHOPS CONCERNING A SENSE OF GENEROSITY

- MENTORSHIP OF HOLISTIC DEVELOPENT
- VALUES, ETHICS, INTEGRITY
- RELIGUOUS SEMINARS
- SELF-AWARENESS
- VOLUNTEERSHIP
- DISCIPELSHIP
- DISCUSSIONS
- TEAM-BUILDING

- RELIGIOUS SUMMERS
- VISITING OTHERS
- SHARING
- EMOTIONAL SUPPORT/EMPATHY
- MENTORSHIP
- WORKSHOPS ON PURPOSE IDENTIFICATION

WORKSHOPS CONCERNING A SENSE OF INDEPENDENCE

- TOUGHT EMPLOYMENT & VOCATIONAL SKILLS

- LIFE SKILLS

- CONFLICT RESOLUTION & MANAGEMENT SKILLS

- COMMUNICATION SKILLS

- PROBLEM SOLVING AND DECISION MAKING

- CRITICAL THINKING

- CONFIDENCE-BUILDING

- TRAINING ON PARA-LEGAL IN THE COMMUNITY AND ORGANIZATIONS

- GUIDING AND COUNCELLING FOR CHP'S AND CPY'S

- TRAINING ON POSITIVE DISCIPLINE

WORKSHOPS CONCERNING A SENSE OF MASTERY

- BUSINESS MANAGEMENT
- INNOVATION
- ACADEMIC PROSPERITY
- ROLE PLAYING ACTIVITY
- YOUTH EMPLOYMENT & VOCATIONAL SKILLS (CAREER GUIDANCE)
- APPRENTICESHIPS
- INTERNSHIPS
- ATTACHMENTS

- TRAINING/COACHING
- SPECIALIZATION
- ROLE MODELING
- I CAN MAKE IT/SUCCEED WRKSHOPS
- AWARENESS OF:
  - ACADEMIC PROSPERITY
  - WORKSHOPS IN INNOVATION
  - WORKSHOP ON SKILLS

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Plenarily: How shall we proceed?

We started this…

And we will finish this together!!

We concluded that a project team was needed to follow-up on this together. Volunteers have made themselves known (or will do so) with Jackson.

We also realized that in the follow-up also the police should be involved as important stakeholder.

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CLOSING PRAYERS

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