

GROWING STRONG TOGETHER
**A PARENTING PROGRAM
TO SUPPORT THE
REINTEGRATION OF
CHILDREN AND PREVENT
THEIR RECRUITMENT**

Family Visits Guide



USAID
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THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Acknowledgement

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Consultancy

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The Alliance for Child Protection in Humanitarian Action

The Alliance for Child Protection in Humanitarian Action (The Alliance) is a global network of operational agencies, academic institutions, policymakers, donors, and practitioners. It supports the efforts of humanitarian actors to achieve high-quality and effective child protection interventions in all humanitarian contexts. The Alliance achieves this primarily by facilitating inter-agency technical collaboration, including the production of technical standards and tools, on child protection in all humanitarian contexts.

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Introduction: Why family visits

Family visits are a key strategy to provide families who are part of the Parenting Program 'Growing strong together' with adequate and individualized support. Through family visits, the facilitator can guide and encourage each family in the implementation of positive parenting practices, while addressing any specific challenge that parents may face in the implementation of the skills and practices explored through the Program. The visits help to ensure that what was learned from the program is integrated successfully and effectively into each family's daily practices.

While family visits are a crucial tool to provide parents the needed follow up, in some situations for families whose children have been recruited by armed groups, we need to be aware of the challenges and risks that family visits may pose to the family and children and be able to address these risks before conducting the family visit.

The structure of this Guide

This Guide is organized as a 'how-to' manual: this means that you will find a step-by-step guideline on how to plan, prepare and implement the two family visits proposed as part of this Program (but you can conduct more if you are able). The successful and safe implementation of the family visits can be achieved by following each step of the Guide. Here, you will find instructions on how to communicate about the visits to the families, how to gain their consent to participate, which ethical and safeguarding considerations you should keep in mind to conduct safe and effective family visits, what to say during the visits and how to build trust with the families. You will also find guidance on how to take notes of the visits, and how to assess changes in parenting practices as well as gain an idea of whether the visit has been successful. These last aspects need to be discussed with the Supervisor of the Program.

Additionally, in the last section of the Guide, you will find instructions on how to safely interact with children during the family visits, should they be present. Remember that the visits are supposed to be conducted exclusively with the adults who have participated in the training. Nonetheless, there can be instances in which the children will also be present, and it is of paramount importance that we safeguard their wellbeing and reduce risks. At the end of the Guide, you will also find instructions on how to conduct the visits ensuring the safety for yourself and all participants, including tips for prevention of Covid-19.

Remember that each aspect of this Guide needs to be adapted and contextualized, to make sure it is suitable for your context and for the needs of the families you will be visiting (more on this aspect can be found in Step 1).

Objectives of the family visits:

- The primary scope is to provide parents participating in the 'Growing strong together' Parenting Program support and encouragement in the implementation of the skills and behaviors discussed during the curricular sessions, to reduce the risk that their children

may be recruited by armed groups, or to facilitate their reintegration into the family and community environment.

- The family visits can help voice any concerns that the parents may have, help them address any challenges they may be facing in the implementation of the parenting practices, guiding them to solve the problems they may encounter.
- While monitoring is not the main focus of family visits, you can use family visits to assess whether the Program is providing parents with the adequate guidance, whether it is effective in the creation of supporting and loving family relations and understand what could be done better (we will talk about this aspect in the [Step 5](#) and [Step 6](#)).

Remember: The family visit is not a moment to conduct family screening, but if any issues arise, you should refer the parents to the appropriate agency (we will talk about it in the next section "[Address child protection concerns](#)").



Before starting: Note that the format, objectives and modality of these family visits need to first be discussed and agreed with the Supervisor of the Program. Each aspect needs to be **contextualized** (see Step 1). Also, before working on these visits, the Supervisor of the Program and you need to have discussed and developed a **Referral Plan**, which should be the same Referral Plan used during the parenting group sessions. You need to get familiar with the Referral Plan, be able to use it and have it with you at all points during the visits, to address issues and concerns that may arise during the family visits.




Referral Plan and Referral Handout

The Referral Plan contains all the indications for you, as facilitator, in case some particular issues arise, and gives you suggestions on if and how to intervene. The Referral Handout is a document related to the Referral Plan but meant for the participants. It includes a list of agencies operational in your local context and it describes the kind of support each agency can provide, as well as how participants can easily contact each specific agency.

Step 1. Planning phase: Preparing for the family visits

Contextualize and adapt the Guide

- Before starting to plan the family visits, carefully read this Guide and make sure you **contextualize and adapt** any aspect of the plan suggested here.
- Discuss with the Supervisor of the Program the aspects that need to be contextualized.
-  This symbol helps you identify potential aspects that need to be contextualized or adapted, but remember that this is only an indication!

Introducing the family visits and their purpose

- Once you have adapted this Guide to your context, you are ready to get started. The first thing to do, is make sure you explain the purpose of the family visits to the families **at the beginning of the Parenting Program**. If you conduct a **community meeting** before the start of the Program, that could be a good moment. Otherwise, explain the purpose of the family visits at the beginning of the **first session of the Program (Session 1. Welcome and introduction to the Program)**.
- You should start conducting the family visits only **after you will have implemented the 7th Session of the Parenting Program (Session 7. In action: Gathering ideas to build a positive and supportive family environment)**. This allows participants enough time to get to know you and build trust, which is essential to successful visits. Also, the participants will start practicing their new skills and behaviors only from the 8th Session onwards.
- Below you have a suggestion on how to introduce the family visits to the families. You do not need to read from this text, try to make it your own while covering all the points indicated.
- Notice that in the scripted text suggested below, it mentions the need to arrange a **small meeting with each family**, before conducting the family visits. This short meeting should not last more than 20 minutes and its scope is to:
 - Provide more information about the family visits
 - Ask permission from each family to visit them
 - Agree on safety procedures
 - Agree on the time, date and frequency of the family visits
- Further details on this pre-visit meeting, and how to arrange it, is described in [Step 3](#).



How to introduce the family visits to the parents (try not to read the text, but find your own way to convey the information).

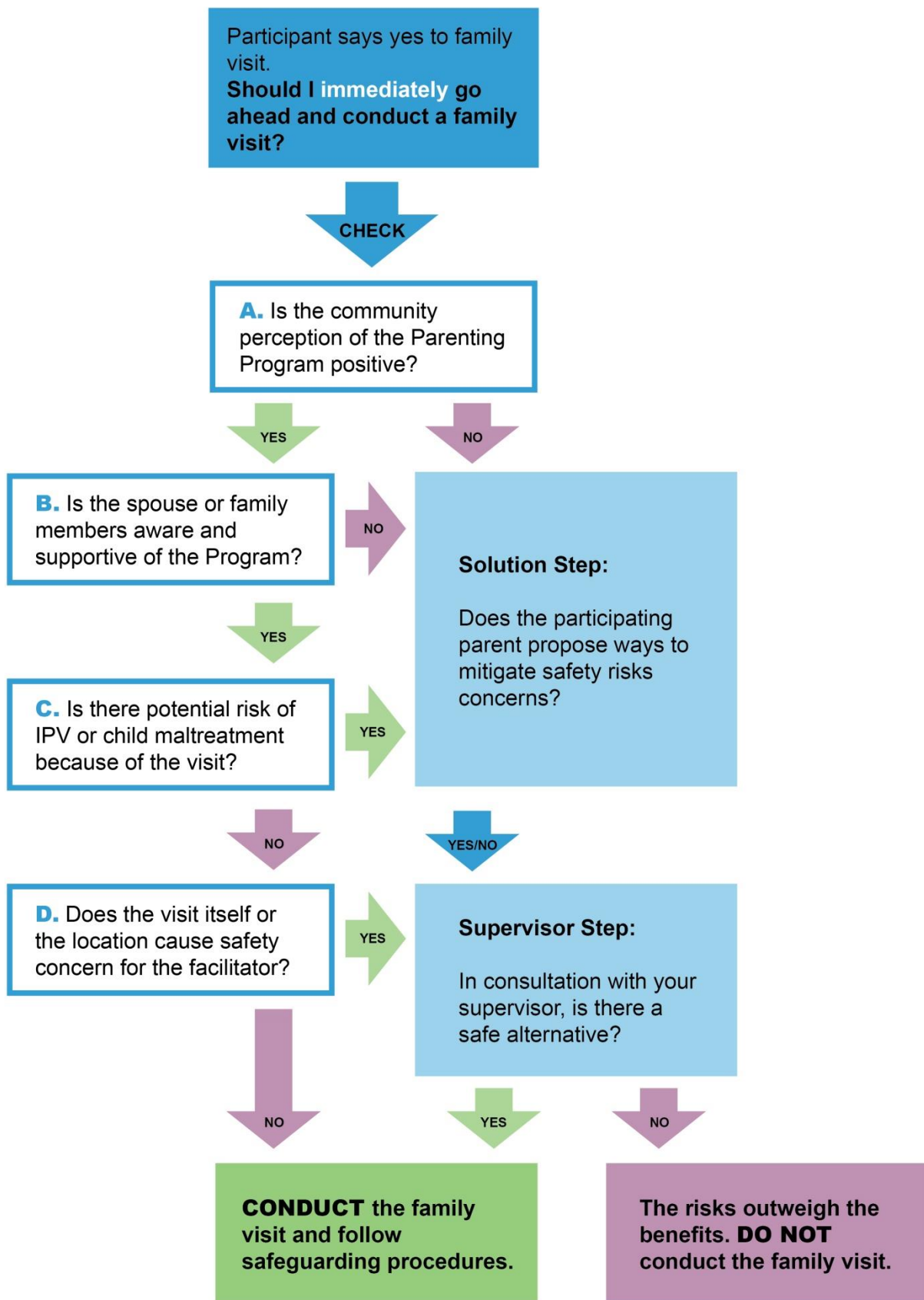
SAY:

- Besides the sessions of the Program, which are conducted with all the parents together, there is another component of this Program which are the family visits.
- Family visits are conducted by us, the co-facilitators, together and they involve each family individually. The purpose of the visit is to support you individually as you continue to build supportive and loving family relations, by implementing the skills and behaviors that we discuss together during the Program. During the visits, we can also help address any parenting challenges you may be facing.
- During the visit, the facilitators will meet and talk to the adult(s) who have been involved in the Program. We strongly recommend not to involve the children, nor other relatives or neighbors who have not participated in the training sessions. In this way we can ensure privacy and confidentiality, and better guide you and support you, should you need help addressing any challenging situations.
- We will not start conducting the family visits now. The visits will start after the 7th session of this Program (indicate here the right week number and date in which you will implement session 7). Before that time, we will have enough time to get to know each other.
- We aim at supporting you individually and beyond the group sessions as part of the Parenting Program.
- It goes without saying that the family visits are not compulsory. We will never enter your houses and families without your permission and agreement. For this reason, before planning the family visits, we will talk to each of you individually, to identify the best way to conduct family visits, to get your consent to the visits and to discuss the time and days that best suit you.
- Do you have any question?
- If you have any other questions or concerns about the family visits, you can come and talk to us before or after any of the Program Sessions. We will explain this further again closer to the 7th session.

Step 2. Planning phase: Ethical and safeguarding considerations to conduct safe and effective visits

Here is an overview of key things to keep in mind: tick all these boxes before you begin planning the visits. Also, make sure you use the Decision Tree to help you assess the best approach to conduct the family visits (see below). After this overview you will find a more detailed explanation of each of these points.

Decision Tree 1: Conducting the family visit



Reduce risks	<input type="checkbox"/> Check if it is safe to conduct the visit at home. <input type="checkbox"/> If the participants have not shared their participation in the Program with other family members, do not conduct the visit at home. <input type="checkbox"/> Discuss with participants where a safe place could be (at home or elsewhere). <input type="checkbox"/> If the home is the safest option, make sure you don't create tension with the rest of the community: do not make direct reference to CAAFAG. <input type="checkbox"/> Agree with the family on safety strategies when meeting at home (what to say to neighbors who may inquire; how to signal when it is not a good moment to conduct the visit). <input type="checkbox"/> Make sure your visit does not lead to family violence: is there anyone who needs to be informed and agree on the visit? <input type="checkbox"/> If you cannot minimize the risks, and you fear that the family visit may cause harm to the family and children – then do not conduct the family visit!
Ensure participants' emotional wellbeing	<p>Through the visit, intense emotions may arise. Make sure to:</p> <input type="checkbox"/> Avoid pushing participants to discuss something they do not want to (if they stop answering, or change their tone of voice, or look away from you, these could be signs of discomfort). <input type="checkbox"/> Give participants time and make sure they do not feel pressured. <input type="checkbox"/> Before conducting the visits, have a look at if the Facilitator's Guide section "Dealing with sensitive issues, providing support or referral", to learn to recognize and address when participants feel discomfort.

Assessing and managing risks related to the involvement of the child with an armed group

Imagine what would happen if you visit one isolated household in a neighborhood. How do you think the rest of the community will react? What will the neighbors do or say?

- Children who have been recruited by armed groups are always exposed to risks. They can be re-recruited, or they can suffer from isolation, rejection and stigmatization.
- The first thing to do, is to analyze your context to understand the risk of conducting a family visit in the home for a CAAFAG program. If the Parenting Program has community acceptance and family visits do not pose a risk, it can be okay to visit the participant in their home.
- When working with CAAFAG we have to make sure we do not signal through our work that the child we are visiting was formerly associated with an armed group, thus reinforcing potential stigmatization. This is similar to the risk analysis that you conducted when identifying participants of the Parenting Program. Participating in the Program should not lead to any risk for the participants.
- Visits perceived to be coming from an NGO/service provider to a family can be interpreted wrongly by the community members. Make sure that you do not create suspicion in the community that the family we are visiting has any family problems or

is receiving any special services, that the others are not. This may lead to an unhealthy relationship with neighbors or even confrontation with someone from that specific family.

- If, on the other hand, visiting families can pose a risk, together with the parent(s), consider: 1. Alternative locations to conduct the visits (see Option 1. below); 2. If possible, together with the parent(s), identify and apply strategies to reduce or eliminate the risk (see Option 2. below); 3. **In case these two options are not viable, and risks remain, you should not conduct the visits!** In this case, you should explain to the family why you think it is better not to conduct the visits.
- **Finally, do not forget that if you have not obtained consent from the family to conduct the visits, or if the visit may cause harm to any of the family members, or to the staff/facilitator, you should not conduct the family visit (neither at home, nor elsewhere).**

Option 1. Avoid conducting the visit in the home:

- a. One option could be to find out from the parents/caregivers where and when they feel most comfortable to have the visit conducted. Identify a place together which would be safe for parents and children, easily accessible for the family and would allow for some privacy.
- b. It may be the case that a participant would not feel comfortable disclosing his/her participation in the Program to the rest of the family. This is another instance in which it may be better not to conduct the visits at home, but rather discuss with the participant and find, if possible, another location to conduct the meetings.
- c. In all cases, it is of paramount importance to first have a discussion with each participant individually, to assess whether the person/family is willing to participate in the family visits, discuss the possible risks associated with the family visits together and how to mitigate these risks. This preliminary meeting is discussed in Step 3.



Option 2. If you can conduct the visit in the home, minimize the risks:

- a. Where there is risk of stigmatization, avoid visiting only one or two houses in a small geographic area. This could be possible, for example, if you are working on different projects involving a bigger group of families and you could combine visits related to the CAAFAG Parenting Program with visits to other families who are not part of this Program.
 - a. Ensure sure that the scope of the Program does not openly refer to children recruited by armed groups in order to reduce the risks associated with the identification of the children participating in the Program as CAAFAG. For example, you can frame the Program as “aimed at supporting families in the implementation of positive parenting practices”.
 - b. If the family do not want others to know they are part of this Parenting Program, before the visits, discuss with them what they and you could say to others in case you are confronted by a member of the community asking who you are and why you were visiting. (see Step 3).
 1. Discuss with the caregiver/family if consent to visit needs to be acquired from anyone else other than the participant. Visiting a home should not lead to violence against the participant/parent once the facilitator has left.
 2. Make a plan with the family to have a signal that they can use with you, to inform you that it is better to not visit the house, or to leave the house. For example, imagine you are going to visit the house, and a neighbor comes by shortly before

you are supposed to be there, and the family does not want the person to be there when you arrive. It is a good idea that the family informs you promptly, for example by sending you an SMS, or by placing something that you agree together outside of the door, which will let you know it is not a good time to visit the home.

3. If you arrive in the home and there is someone you do not know, wait for the parent/family to guide you on what to do - do not start the session.
4. It could be a good idea to assign coded names to family members and the household, that only you and the Supervisor of the Program are aware of. This will be useful when you are taking notes of the content of the family visits and ensures no one can identify whom the notes refer to (see [Step 5](#)).

Safeguarding participants' wellbeing: Taking care of emotions during the visit

1. It is also important that you safeguard the parents' wellbeing. When conducting family visits, you are asking for a big effort from the family: parents are invited to spend time concentrating, talking and listening. They are encouraged to reflect on their feelings or to discuss emotional issues. This can be very hard and intense for some families. In some cases, talking may make traumatic experiences emerge, or intense emotions may surface. Give participants time: do not rush the visit, let them talk at their pace, do not force them into talking about any subject that you notice they do not feel comfortable with (e.g., if you notice a sudden change of tone, or the person does not look towards you any longer).

2. From the parents' perspective, the experience of family visits and conversations with you should leave them feeling listened to and heard, supported and encouraged. They need to feel that their home visitors share with them an understanding of their strengths, resources and concerns and are ready to work with them on plans and actions.

3. Despite your caution, intense emotions may emerge, or conflicts may arise. Before starting the roll out of the visits, have a look at the instructions contained in **the Facilitator's Guide, section "Dealing with sensitive issues, providing support or referral"**, to learn how to deal with these situations.

4. Also, always carry the Referral Plan and related Referral Handout developed with the Supervisor of the Program with you.

Assess the risks, but do not forget the local norms of politeness! If it is safe to conduct the visits at home, and the community has a positive relationship with the families involved in the Program, you may want to stop by and say hello to these families who are part of the Program and live near the home you are visiting.

Step 3. Planning phase: Gaining permission from the family and arranging the visits

- Now that you have an overview of the ways to safeguard the participants, it is time to plan and arrange the visits.



How many visits? How long?

- It would be ideal if you could conduct more than one visit to each family during the course of the Program, but this aspect should be discussed with the Supervisor of the Program and agreed with each household.
- Ideally, each visit should last between 40 to 60 minutes. Agree with the Supervisor of the Program and with the family members on how long each session should last.



Who should conduct the visits?

- It would be ideal that the two co-facilitators/visitors, one female and one male, conduct the family visits. Before conducting the visit, reflect on the local customs and on whether it is appropriate for a male visitor to access the home while the female members of the household are present. If it is not appropriate, do not go.



Who should participate in the visits:

Remember: It is strongly advisable that you conduct the visits exclusively with the adult(s) who have been participating in the Program and, if it is safe, the other main caregiver (for instance the partner/spouse).

SPOUSE/PARTNER

Make an effort to involve male caregivers, such as fathers during the parenting sessions, and consequently, during the family visits. While for female caregivers, make an effort to involve them in family visits in a context where such a visit would be seen as an occasion for men and exclude women.

It is strongly recommended that you listen to the opinion and views of the participant attending the sessions, if it is safe and/or how best to involve their spouses/partners in family visits if they have not attended the sessions. For instance, if the partner/spouse is aware of the Program, has a positive opinion of it, or is not against it, check with the participating spouse if s/he wants to involve him/her in the visit. In this way, the Program can facilitate the development of a more coherent family and parenting approach and we can support the creation of a shared responsibility towards the family. Imagine the case in which one of the parents could not attend the sessions due to work constraints but would be glad to be there during the visit. By involving him/her, we can facilitate him/her getting to know more about the Program and address some possible questions or practices which are being implemented. We cannot expect to have the same impact that we obtain through the parenting sessions, but we can still support the family life in a more holistic and coherent way.

On the opposite side of the spectrum, let's take the case in which the parent who did not participate in the parenting sessions has a negative idea of the intervention, or is not aware of it. In these cases, the spouse might advise against involving him/her in the visit – possibly, based on the recommendation of the participating partner, conducting the visit outside the home ensuring the safety of the adult participating (see Step 2. Planning phase).

Remember: You should always talk to the parent who has been attending the sessions and ask what a safe approach could be to conducting the visits, and whether it is safe to involve the spouse/partner.

Remember to assess whether it is appropriate for the household to meet together, or if women and men should meet separately. If this is the case, make the necessary arrangements to conduct the family visits separately.

RELATIVES/NEIGHBORS

The family visit is time for the participants' family with the facilitator.

What to do:

In the case that the participants insist on having other adults present, be open and welcome their presence, but limit yourself to a short introduction to the Program. Do not explore topics or questions that require privacy and confidentiality, and where participants might disclose sensitive issues.

The participants may invite other people beyond the spouse and members of the same household, for example, an interested neighbor or a large number of neighbors, because they are happy and want to share in the Program. If you find yourselves in front of other adults waiting for you when you arrive who have not attended the Parenting Program, you should convert the session into general awareness raising and discussion on core parenting strategies rather than focusing on the individual needs/capacities of the family being visited. If other people join, who are not the participants in the Parenting Program, or their spouses, do not conduct the family visit!

CHILDREN

Generally, it is advisable to conduct the family visit when children are not present since the Program places emphasis on the parents. Also, the family visits are a moment to discuss challenges that the parents and children might be facing, and it could be harmful for the children to be present.

Nonetheless, you might face instances in which, despite the desired approach, the children are present in the meeting. In this case, follow the instructions in the [section "What to do when children are present in the family visit"](#). You will find guidance on how to minimize risk of harm for the children and build a positive atmosphere during the visit, keeping in mind the constraints of working with them only for a very limited amount of time.



How can you obtain permission and arrange the visits with the family?

- In Step 1 you have introduced the family visits to the families involved in the Parenting Program. At that point, you have mentioned to the families the need to conduct short,

20-minute individual meetings **with each family** coming to the sessions (not with each individual participant!) to discuss the following points:

- Ask permission from each family to visit them. Keep in mind the family dynamics and ensure the visit does not cause harm.
 - Agree on safety procedures.
 - Agree on the time, date and frequency of the family visits.
 - Let's see how to arrange these individual household meetings!
1. First, these meetings need to be conducted **before the implementation of Session 7** of the Program (the family visits need to start after Session 7, so you should have had permission from the families before that session).
 2. You need to arrange a **20-minute pre-visit meeting** to sit with each family. On the next page you will find some suggestions on how to conduct the meeting and what to say/ask.
 3. These pre-visit meetings can be conducted in the **same location** where you implement the Program sessions.
 4. You can schedule one planning meeting with each family right before the beginning of a program session, and one right after a session.
 5. **Plan an agenda accordingly.** Here is an example of how to arrange these meetings. Let's imagine that you conduct one session a week, and therefore you have 7 weeks before you will start the first family visits. Let's also imagine that you have a group of 20 participants belonging to 12 households. Here is how you could organize these pre-visit meetings:

S1/Week1	S2/Weeks 2	S3/Week 3	S4/Week 4	S5/Week 5	S6/Week 6	S7/Week 7
No planning meeting	Before Program Session FAMILY 1	Before Program Session FAMILY 3	Before Program Session FAMILY 5	Before Program Session FAMILY 7	Before Program Session FAMILY 9	Before Program Session FAMILY 11
	After Program Session FAMILY2	After Program Session FAMILY4	After Program Session FAMILY6	After Program Session FAMILY8	After Program Session FAMILY10	Before Program Session FAMILY 12

6. Remember that the family visits should not start before the implementation of Session 7 of the Program, to allow time to gain trust from the participants, and give them time to familiarize themselves with the Program and the skills discussed.
7. Below you can find a suggestion on what you should say during this short meeting with the family, where you will explain the objectives of the visits once again, ask permission to visit the household, reassure them and give them the opportunity to ask you questions, discuss safety concerns and also discuss where, when and how often the visits should take place.

How to introduce the family visits to the parents (try not to read the text, but find your own way to convey the information).

SAY:

- Besides the sessions of the Program, which are conducted with all the parents together, there is another component of this Program which are the family visits.
- Family visits are conducted by us, the co-facilitators, together and they involve each family individually. The purpose of the visit is to support you individually as you continue to build supportive and loving family relations, by implementing the skills and behaviors that we discuss together during the Program. During the visits, we can also help address any parenting challenges you may be facing.
- During the visit, the facilitators will meet and talk to the adult(s) who have been involved in the Program. We strongly recommend not to involve the children, nor other relatives or neighbors who have not participated in the training sessions. In this way we can ensure privacy and confidentiality, and better guide you and support you, should you need help addressing any challenging situations.
- We will not start conducting the family visits now. The visits will start after the 7th session of this Program (indicate here the right week number and date in which you will implement session 7). Before that time, we will have enough time to get to know each other.
- We aim at supporting you individually and beyond the group sessions as part of the Parenting Program.
- It goes without saying that the family visits are not compulsory. We will never enter your houses and families without your permission and agreement. For this reason, before planning the family visits, we will talk to each of you individually, to identify the best way to conduct family visits, to get your consent to the visits and to discuss the time and days that best suit you.
- Do you have any question?
- If you have any other questions or concerns about the family visits, you can come and talk to us before or after any of the Program Sessions. We will explain this further again closer to the 7th session.

- SAY:

- o Ideally, you, and your spouse, partner or other main caregiver of the child are the only ones that should be attending this meeting. Having other people, relatives or neighbors who have not followed the Program, could make it harder to discuss challenges and address issues that are emerging.

(ONLY if the spouse/partner/other main caregiver has not attended the Program Sessions)
ASK (otherwise move to the next bullet point 'say'):

- Is your partner/spouse aware of your participation in this Program?
- Does he/she have a positive attitude towards it?
- Would he/she be willing to participate in the visit?
- Would it be safe for you and the other family members if he/she participated in the visit?

- SAY:

- o We also strongly recommend not to involve the children in these visits, as it will be harder to talk about the struggles in your parenting strategies or other issues that you think they might be facing.

- o Finally, remind the family that this is not a one-off encounter: if possible, you will conduct more than one visit or discuss further questions or concerns at the end of each parenting session whilst the Program is ongoing.

Step 4. Conducting the family visits: Identifying who should participate and building trust with family members

- Before going to the home of the family you will be visiting, remember to contact them once again, to remind them that you are coming and avoid surprising them.
- Also, make sure you comply with the safeguarding rules (See [Step 2](#)).
- Before looking into how to conduct the family visit, it is crucial to learn to build a trustful relationship with the parents: the success of the visit is highly dependent on the level of trust towards you.

Building trust

How do you think the family members will feel the first time you go and visit them at home? When you enter a home for the first time, it is very likely that the family will feel anxious, intimidated by your presence. They will probably feel insecure and fear you are there to judge them in their role as parents. They may also feel worried that someone may discover the reason for your visit. To overcome these feelings and build a trustful relationship, we need to work on our behavior towards the family before and during the course of the visit. Here are a few things to keep in mind. Do not worry! While the first visit might be difficult, with time you will gain the family's trust.

Before the first visit to the household

Remember that gaining trust from the family members starts from your work during the implementation of the Parenting Program sessions! Gain trust from each family during every parenting session will be beneficial to the success of the family visits.

When you arrive at the house, remember to:

- Greet the household members by their names.
- If there is a family member that does not know you, introduce yourself.
- Before entering, take notice of any visible house rule, and if unsure, ask.
- Let the family lead you to the place where they want the meeting to take place, walk behind them.
- Before sitting down somewhere, ask for permission.



Now that you are sitting down, the meeting is starting. Here are some things to keep in mind to help you build trust:

- Mind your body language during the course of the meeting. Following some suggestions:
 - **Space:** Have you ever felt uncomfortable during a conversation because the other person was standing too close to you? If you do not respect people's physical space, they feel as if you are invading their area.
 - **Facial expressions:** Show your kindness and friendliness with a smile.
 - **Posture:** Imagine you meet with your Supervisor to ask him/her for guidance, and he/she is sitting across the table with arms folded. He/she does not look at you in the eyes when you enter, and when you talk, he/she is busy taking notes on a paper, and sometimes checks his/her phone or watch. How do you feel?

Do you feel like opening up and talking about your challenges? How you move and sit communicates important information in a conversation. Having an open body posture, for example with the arms and palms of the hands open, communicates friendliness and openness, and can facilitate dialogue.

- **Eye contact:** Based on your local customs and rules, have eye contact that is neither too much that it intimidates the family nor too little that it makes you seem disinterested. While eye contact is essential to communicate interest in the other person and what he/she is saying, you need to be aware of how to use eye contact appropriately.
- **Active listening and undivided attention:** When talking with the family, make sure you show that you care. Focus on what they are saying, and if you need to take notes, coordinate with the other facilitator/visitor to make sure one takes notes while the other solely focuses on the conversation. Remember to listen more than talk and ask open ended questions to let the family members talk about their experiences (see Session 10 - Parent-child relationship: Better communication, better listening, in the Parenting Curriculum, to review what active listening is).
- During the family visit, be patient, kind, encouraging, and supportive. Do not criticize the parents and do not question or judge their parenting skills or practice. Reassure them and praise them for their work (if any behaviors which worry you emerge, address them accordingly. See the next section "[Address child protection concerns](#)"). Also, in the next section we will look into what we should ask during the visit (see [Step 5](#)).
- Look for and acknowledge parent's strengths, skills, and talents.
- Recognize your biases and stereotypes and fight them: every family is different, do not put emphasis on how different a family may seem compared to what you are used to.
- If any issue arises that requires follow up from you, make sure that you comply with what you promise to the family. Do not make any promise that you cannot keep or leave any issue unattended.
- Be friendly.
- Dress comfortably, modestly and appropriately to the local customs.
- Set rules with the Supervisor of the Program around gifts and food: is it appropriate for you to receive gifts from the family? How would it make the other families feel if they find out? How does it change your relationship with the family? If you are offered some food, should you accept? How would the family feel if you refuse? How do your boundaries change if you accept? There is not a right or wrong answer to these questions. The important thing here is to set clear rules for yourself, to be consistent in your choice, and to be clear about the reasons for your choice, without offending anyone. If you decide that accepting food from the family is not appropriate, make it clear to the family and give an explanation: for example you can explain that you may want to focus on your interaction and conversation, and that you already had something to eat before.
- If, when entering the home you realize that the family has invited other relatives, or neighbors, who were not present during the Program sessions, avoid conducting the family visit – limit yourself to introducing the Program and explaining its objectives, how it works and how it helps the families involved. You will conduct the visit another time, if possible.

Step 5. Conducting the family visits: What to ask and how to take notes to assess the visit

- Now that you are all sitting together, you can start the family visit!

What to keep in mind during the family visit

- The family visit aims at having discussions with the parents, and supporting their parenting practices and implementation of skills and behaviors discussed in the Parenting Program.
- Remember to use active listening: ask open ended question (why, how, etc.) rather than yes/no questions; make eye contact and give the parents your undivided attention.
- Throughout the visit, keep an eye on any power dynamic in the room: is there anyone who always tries to answer your questions, and interrupts or blocks other members of the family from responding or participating? Is there anyone that is not managing to have a say in the conversation? Is there anyone who is often silenced? Anyone who always looks at another person before responding? While you should not force anyone to talk and also not prevent anyone from talking, your role there is also that of facilitating the conversation and making sure everyone has a chance to express his/her concerns and ideas. By supporting an equal participation you are also modeling your behavior and helping the family address/learn how to mitigate any power imbalance in the home. Let's look at some examples to see what you could do:
 - Let's imagine that Maai, the father and older adult male in the house, is often taking the lead when you ask someone a question, and he is also often responding in place of his wife, Arina. Arina has so far tried a few times to participate, but she was always interrupted by Maai. You could politely say something like this: "Thanks for your enthusiasm and engagement, Maai, your ideas are really useful for this conversation. We learned a lot from you, for example *(bring forward an example of something positive that Maai contributed)*. Arina, I would really like to also know what you would like to add and share. (Talk to Arina directly, making eye contact). Arina, what do you think? What are your ideas about this issue/topic" (specify the topic you have been discussing). Be careful that your action does not lead to harm once you have left.
 - Do not lose your temper! Always remain calm and respectful.
- Throughout the visit and while working with the adults, always remember to keep the child and his/her best interests in mind. This means avoiding losing sight of why it is we are working with the family and overlooking the child's needs and experiences whilst working with the adults in the family. During the conversation with the families, ask yourself: what does this mean for the child?.
- Be aware that the conversation can easily move from child-centered to marital concerns or wider problems in the community. Remain aware to detect when the conversation starts to move away from the child. You can use phrases like "I would like to draw us back to the session 14, where we discussed child-parent communication. How do you think this can help you support your child better?"

How to use the Family Visit Form: A guide for the conversation with the family, an assessment of the changes in parenting practices and of the quality of the visits.

- On the next page you will find the **Family Visit Form**. This form is divided in 2 parts and has three objectives:
 - It provides you with some suggestions on what you could discuss with the parents to provide guidance, encouragement and support (Part 1).
 - It helps you assess changes in parenting practices (Part 1).
 - It guides you in the evaluation of the success of the family visit (Part 2).
- Let's look at each aspect one by one.

Providing guidance, encouragement and support:

- This is the main scope of the family visits. Remember: you are there to support the parents!
- In PART 1 you find a series of **open-ended questions**. Use these questions to guide you in the conversation with the parents. By asking these questions you can help the parents feel supported in their parenting tasks, you can identify and address any challenges they may face and provide the required follow up that is needed to effectively make sure that the parents integrate the new skills and behaviors into their everyday life.
- Do not criticize any of the answers that emerge: if you think that any of the issues that emerge need to be addressed, start by emphasizing the positive behaviors or achievements of the family, and then say something like "I think that this approach could be improved to make sure that everyone feels respected/ supported/ loved : what else do you think you could do, to make sure that every family member feels really respected?" (provide your suggestion after you have heard from the family members).
- Also, remember your role is to support the parents: if the family wants to discuss issues which do not emerge in the form below, follow their lead.
- While this Guide aims at helping you facilitate the visit and ensure each visit has a structure and consistency in terms of aims and objectives, it is also a flexible tool and it allows you as a home visitor to respond to any needs expressed or identified by the family.

Assess changes in parenting practices

- The form can also help you understand whether the parents have adopted new parenting practices thanks to the Program.
- This does not mean that you are there to judge them as parents, or that you are assessing whether or not they are doing a good job. At no point are you assessing the skills of the parents, and their ability to be 'good parents'!
- Rather, this assessment helps you understand whether the Program is effectively providing them support in their parenting role.
- To assess this aspect, you will have to fill in the Family Visit Form, Part 1., every time you conduct a family visit with each family.
- By looking at the forms of the first family visit and the last family visit, and at the answers provided, you will be able to understand whether the Program has had any benefits for the families. This aspect will be looked into in detail in Step 6. Also, you will work on this together with the Supervisor of the Program.
- It is a good idea to take notes of the conversation, and of some key aspects of the visit in the Parenting Practices Form.

- When filing in the form, remember to ensure the safety of the family. For example, if needed, rather than the family name, use a code to identify each household. Indicate family members present by their roles, such as father, mother, uncle. Do not indicate their real names in the form.

Assess the success of the family visit

- Have a look at PART 2 of the Family Visit Form. This part will help you reflect on the visit and assess whether it went well or whether you should work on any aspect to improve it.
- How to assess the quality of the visits will be discussed in [Step 6](#).
- Complete PART 1 of the form during the family visit, and PART 2 if possible (coordinate with your co-supervisor), or as soon as possible after the event.

Now that we have an idea of what we should be doing and asking during the family visit, let's start the family visit: here is a guide of the steps you should ensure you follow during the visit.

- Start by thanking the family for their time.
- Next, remind them of your role and of the objectives of the visit. You are there to support them and guide them in the implementation of the skills discussed during the session of the Parenting Program.
- Explain that while you will talk together, your colleague will take some notes of the conversation. Reassure them: this is only a way to improve your work, make sure you provide adequate support to them. Taking notes of the visits helps assess the quality of the visits and of the Program, it does not assess their parenting skills.
- Explain that documentation is confidential.
- Next ask the family if there is any topic or question that they would like to address first.
- Now, follow the guiding questions in the [Family Visit Form](#). Note that question 1 serves to set a shared objective for the family: each family is different and may have different goals for their family relationships.
- Before each visit, make sure you revisit the notes you took during the previous meetings to be able to provide adequate guidance to the family members and follow up on objectives, achievements, challenges, or issues that emerged in the previous visit.

During the home visit: Remember to focus on the strengths rather than emphasizing problems and difficulties.

Imagine this scenario.

You visit a family where the older girl, Olena, was recruited by an armed group, and she came back home with a baby. The family has six other children, and the last baby was born just a couple of weeks before Olena's return.

The family belongs to a minority group which is rejected and stigmatized by the rest of the community: they live isolated, the adults struggle to find jobs, and the children are often sent back from school for various reasons.

The presence of Olena makes the family's relationship with the community even more complicated, and they struggle to make ends meet.

This scenario shows a situation of extreme struggle for the family. In this situation, it is possible that the conversation between parents and visitors will focus on the problems and challenges that the family is facing. Try to shift the focus of the conversation and focus the attention on the achievements and strengths of the family. You will help the parents recognize their strengths and use these to seek solutions and plans of action for the things they find challenging about their life. This approach shifts the focus towards thinking positively about their situation and it helps parents discover more about themselves and their potential.

Concluding the family visit

- To conclude, summarize the main positive outcomes that emerged through the visit.
- Discuss any further steps that have arisen.
- If any challenging issue has emerged, which may require referral to a specialized external agency, recall this point and provide the needed information (have the Referral Handout developed with the Supervisor of the Program, the one you shared with the participants during the sessions, at hand).
- Thank everyone for their time and the engagement.



How to use the form – facilitating a conversation

Remember: The visit should be a conversation with the family members, not an interview! Therefore, the Family Visit Form is a flexible tool that is there to support and guide your work. Even if the form is organized around questions, you should use them just to guide you, and to make sure you do not lose sight of the goals of the meeting.

- If you are an experienced trainer, rather than reading the questions one after the other, you can use the CONVERSATION points that are paired with the questions: use them to create your own questions and trigger a conversation (see conversation points 17-).
- If you feel that you need more guidance, feel free to stick more strictly to the questions indicated.



Family Visit Form

Use this form to guide your conversation with the parents, and to take note of what is being discussed. Coordinate with your co-facilitator/visitor to take notes to make sure one of you is giving the family the undivided attention they need. Remember, the questions below are a guide and conversation points, you need not ask all the questions below.

Name of the facilitators/visitors conducting the visit: _____

Name of the community where the visit is taking place: _____

Family Name/Code: _____ Date: _____

Family members present during the family visit: _____

PART 1: Conversation with the parents (if possible, take notes during the family visit)

CONVERSATION POINT 1: Ice breaker and the state of the family relationships and the wellbeing of the children

Potential guiding questions:

1. How are you doing since we last met?
2. How is your child(ren) doing?
3. What signs have you noticed that tell you that your child is doing well?

CONVERSATION POINT 2: Strengths and challenges

Potential guiding questions:

4. Reflecting on what we have discussed so far in the Program, what are some of the things you remember and are doing well?
5. What have you discovered that works well in supporting your child?
6. Is there anything you think your child is struggling with? If so, how are you supporting your child to deal with the issue?
7. What more information would help you manage this challenging area, and how can we together get this information to share with you?

CONVERSATION POINT 3: Practicing positive parenting techniques

Potential guiding questions:

8. What positive parenting techniques are you using? How often?
9. Have you noticed any benefit to your family relationships? Which ones?
10. How often are you able to spend positive time with your child or children? What kinds of activities are you doing with them?

<p>CONVERSATION POINT 4: Parents' own wellbeing</p> <p>Potential guiding questions:</p> <ul style="list-style-type: none"> 11. Have you managed to practice any self-care practice? Which ones? Has it been useful? Which ones do you want to learn more about or practice? 12. What are some of the strategies you are struggling to practice? How best can I support you with this? 13. Have you been able to connect with other training participants? Did they support you with this?
<p>CONVERSATION POINT 5: Any remaining issues</p> <p>Potential guiding questions:</p> <ul style="list-style-type: none"> 14. Are there any other issues you would like to discuss?

Thank the parents for allowing you to visit their home!

Part II: Assessment of the family visit (complete after the family visit)

Please fill out the following table by circling yes or no for each activity listed:

1. Did you obtain consent from parent(s) to complete the family visit?	Yes	No
2. Did you introduce yourself to the family?	Yes	No
3. Did you make eye contact during the conversation?	Yes	No
4. Did you use open questions?	Yes	No
5. Did you focus on the parents' strengths rather than on their challenges?	Yes	No
6. Did you listen more than talk?	Yes	No
7. Did you discuss activities for the family to engage in to build positive family relationships?	Yes	No
8. Did you discuss the adult's own wellbeing and self-care practices?	Yes	No
9. Did you provide encouragement to the parents?	Yes	No
Please document anything that you added or did differently to make the family visit better for the family.		
How do you think this family visit went? Please write down any considerations. You can write this part together with your co-facilitator.		

Step 6. Conducting two (or more) family visits to assess the quality of the Program and the family visits

- After the visit you should make sure you document all the information that can help you provide adequate follow up to each family, as well as assess changes in their parenting skills and in the quality of the Parenting Program (not the ability of the parents to be good parents!).
- Make sure you complete each part of the Family Visit Form.
- Make sure you conduct a debriefing with the Supervisor of the Program regularly.

Assessing the quality of the visit

- Together with the Supervisor of the Program, look at your answers in PART II of the Family Visit Form.
- Discuss with him/her how you think the visit went, and what you think should be done differently to make sure that you adequately support the families.

Assessing changes in parenting practices

- You cannot assess changes in parenting practices if you only conduct one family visit.
- Remember that you are assessing the quality of the Parenting Program, not the parents' ability to be 'good parents'!
- This assessment needs to be conducted together with the Supervisor of the Program.
- Take the two, or more, Family Visit Forms related to the same household.
- Look at changes in the answers related to PART I of the Family Visit Form.
- Also, together with your Supervisor you should discuss the following two question:
 - **Can we identify a change in the parenting practices of the family?**
 - **Is the change positive or negative?**

For example, imagine that the first time you visited the family, the parents responded to question 6: "How often are you able to spend positive time with your child or children? What kinds of activities are you doing with them?", saying that they spend positive time together twice a week while they go to the field with their children and they talk about the day.

The next time you visit, they report that they talk with the children every day, and not only while working. They take some time every evening to talk about how the day went. This shows that there has been a change in the parent-child interactions.

So, the answer to the first question: Can we identify a change in the parenting practices of the family? Is YES!

What about the second question? Is the change positive or negative? In this case, you can say that the change is positive, because the family says that they talk to the children more often than in the first case.

Sometimes it will not be as easy to assess whether there has been any change, or whether the change is positive. Don't worry: this assessment needs to be conducted together with the Supervisor of the Program, who will guide your work.

Addressing any other issue

- If any issue arose, which needed your attention, such as referral or action items, make sure you follow up.



Address child protection concerns identified during family visits

NOTE: It is crucial that you develop a Referral Plan, together with the Supervisor of the Program, before starting to work on the family visits. The Referral Plan is the key document to help guide the families when faced with issues that require the intervention of a specialized agency or specialist.

Issues that emerge as a concern for the family

Imagine that during the conversation with the parents, the father shares with you his worries about the behavior of their older child: since he returned from the armed group, he is extremely introverted. He hardly talks, he rarely leaves his bed, saying that he feels very tired. He does not eat much. Sometimes they hear him screaming at night.

What do you think you should do in such a situation? Should you try to solve the problem yourself, or is it better to find external help?

- In a situation like the one described here, you need to recognize your limits. Through the conversations with the parents, issues and concerns related to the child's wellbeing or child protection may be flagged, which cannot be addressed by you or by the family alone, but that requires the intervention of a specialized agency or specialist.
- It is crucial that at all times during the family visit, you have with you the **Referral Plan** developed together with the Supervisor of the Program (see **session 19 of the Parenting Program, Families are not alone - what else is out there to support the children and the parents?**).
- When these worries emerge as a concern for the family, provide the parents with the information related to the agency that can support them adequately.
- Report the issue to the Supervisor of the Program, following what you agreed together in the development of the Referral Plan.
- If you are unsure whether the problem can be addressed by an external specialist, discuss the matter with your Supervisor. Remember not to promise anything that you cannot fulfill! Be realistic and honest but try to be empathetic at the same time. You can say something like "I am so sorry to hear that, it must be really hard and heartbreaking for you to see your child's struggles. I think it would be better to seek the help of a specialist, to help him".
- Remember that there can be issues which the family and community perceive as a taboo – for example, in some contexts sexual abuse can be very hard to discuss openly, even more so when the survivor is a boy. In these cases, it can happen that the family struggles to accept the intervention of an external agency. Discuss these issues with your Supervisor to find the best way to address this type of situation. Remember to always have the best interests of the child in mind.

What to do when you notice something that you think needs to be addressed by a specialist

You are discussing positive parenting practices with the family, and the mother acknowledges that things are going well in the relationship with her daughter Slima. She mentions that Slima has been more and more obedient in the last few days. She says that at the beginning when Slima rejoined the family, she was very rebellious, but now the mother says that she has learned to deal with Slima and put her back in her place: when the girl uses an arrogant tone towards her, she hits her with a stick. When things get really heated, she locks her in a room, sometimes for several days. She says that now things are much quieter at home.

- It can happen that a problematic issue emerges through the conversation with the parents, which they do not acknowledge as a problem. In the case above, Slima is victim of maltreatment, but the mother does not see the problem. She seems to think that hitting the child and locking her away is an appropriate parenting strategy.
- If there is something that emerges through the conversation with the parents or that you observe in the family dynamic that worries or concerns you, you should be ready to let an external agency or a specialist address the issue.
- Discuss the issue with the Supervisor of the Program and address the issue through the Referral Plan developed together.

What to do when children are present at the family visit

So far we have explored how to conduct family visits.

- We have also stressed that it is highly advisable that children do not participate in the visits, as these are also an assessment, and at the same time the parents should feel free to discuss the challenges they face in their relationship with their children, as well as issues that might be emerging in the children's life.
- What would happen, for instance, if the parents talk about their fear that their child might be re-recruited, or that they think that she is self-harming? Hearing or listening to such a conversation would most likely be an unpleasant experience for the child.
- Nonetheless, it might be the case that despite your advice, the family wants to involve the child, or the child is present when you arrive.

In these cases, we need to make sure that the child's wellbeing is safeguarded. Also, you need to build a positive atmosphere for the children as well.

Conducting family visits when the children are present.

- So far we have discussed family visits in which your main interlocutors were the adults participating to the Parenting Program (and their spouses/partners, if interested). In these cases, it is likely that they may trust you quite easily, since they know you from the parenting sessions.
- When the children are also present at the visit, there are a few key things to keep in mind:
 - ✓ how to explain your role to the child, and how to seek his/her consent to participate in the visit;
 - ✓ how to build a positive relationship with the child;
 - ✓ how to avoid or minimize risks for the child that could emerge through the interaction with you.

Explain your role and seek consent, just like you would with an adult

- As a core Child Protection principle, a child has a right to be heard and to have their opinion given due weight in matters affecting them. First, before you start the visit, explain the motives for your visit. Even if the parents said that they explained it before, make sure that who you are and why you are there is clear. Say your name and explain that you are working on a Parenting Program with the adults of the family, to work on the construction of a supporting family environment. Explain that you are there at the invitation of the parents to support the family.
- Ask the child whether he/she has any questions.
- Explain the confidentiality of the visits: you will not share the content of your conversation outside. No information documented will be linked directly to their names.
- Explain why you will be taking notes during the visit (see [Step 5](#)). Ask the child whether he/she is ok with you taking notes. If not, do not take notes, you will fill in the [Family Visit Form](#), after the visit.
- Ask whether it is clear and whether he/she has any other risk related concerns regarding your presence there.
- Next, ask whether he/ she would like to take part in the family visits.
- If the child does not want to participate, do not force him/her, even if the family would like him/her to stay.



Building a positive relationship with the children and Safeguarding

Try to remember your life when you were 16. Now, imagine that one day, your parents ask you to sit down together with two strangers that you had never met before, who want to talk to you. How would you have reacted? How do you think a child would feel, when they find themselves face to face with a stranger together with their parents, who asks them questions in their home?

- Building a positive relation with children is as crucial as building a positive relationship with adults. But it can also be trickier.
 - First, because you are an external person with whom they have no contact at all. Second, because especially in the later stage of childhood, children want to feel independent, and they may not be easily willing or open to interact with other adults.
- Another point to consider is the mistrust they may feel towards adults as a result of their engagement with an armed group.
- There is not a one-size-fits-all strategy to build a positive relationship with children, especially children who have experienced abuse and been exposed to high level of violence and traumatic experiences. Also, the limited time you will spend with the family and children will reduce the chances for you to fully be able to gain trust from the child.
- Building a positive relationship depends on your sensitivity, it stems from the unique ways in which you relate to the child and family, it starts from finding out about the unique family dynamics and working on a case-by-case basis.
- All the elements that we have explored before, to build a trustful relationship with the parents are valid also for children (see [Step 4](#)). At the same time, remember that at all times the best interests of the child are what count the most. In addition, keep in mind the following:

- Remember to be non-judgmental, respectful, caring, sincere and empathetic.
- If the child does not want to talk to you or refuses to answer, do not push him/her. Politely remind the parents not to push the child to talk if s/he is not comfortable.
- Listen and believe in what the child says and trust him/her.
- The conversation should focus on parenting strategies, but should a child share a personal experience unexpectedly, do not diminish the relevance or validity of his/her emotions, or experiences: remember that for a child something that may appear to be a minor event for you, may feel like a catastrophe for him/her. For example, rejection from peers in school, or name calling, can be perceived by the child as traumatic experiences.
- Do not assume that the child is inherently strong, or weak, because he/she has experienced life with an armed group. He/she is still also a child.
- At the same time, do not ignore the independence and autonomy that he/she has gained through the experiences with the armed group. Take him/her seriously.
- Always make sure you show the child that you care about what he/she is saying: active listening is crucial here. Talk little, listen a lot, use open questions.
- Be open, honest, clear and direct.
- Ask him/her whether there is anything that worries him/her about your presence there and try to address their concerns.
- Depending on the children and the local customs, it can be a good idea to find a strategy to break the ice with the children, before starting a conversation with them.
 - With smaller children you may want to start by asking questions about their favorite color, or animal. You could also bring some paper and drawing materials.
 - With older children, you may want to start a conversation with something they may be passionate about. Football is frequently a good starting point or get to know what type of music they may like.
 - When conducting the visit, it could be a good idea to combine the conversation with some participant-friendly strategy of interaction: for instance, using child-friendly strategies, tone of voice and body language





NOTE:

: Hearing the parents discuss challenges or issues in their relationship with their child or about struggles that the child is facing can be harmful for the child.

It is strongly recommended that, if the child wants to attend or the family want him/her to participate, you avoid focusing on challenges, but rather explore the positive steps that the family has taken and the improvements in the parent-child relationship.

Focus on the Discussion points 3, 4 & 5 and avoid all other questions, as they might shift the focus onto struggles in family life. You can set some time to address these issues during another moment, when the child is not present.

If you assess that your presence there may cause any risk to the child, refrain from conducting the visit.

- Involving children in the conversation requires you to be cautious not to expose the child to any risk, and to safeguard his/her wellbeing.
- Keep in mind all the safeguarding and risk reduction practices we have explored before (see [Step 2](#)).
- During the conversation with the children, avoid at all costs that the child re-lives any traumatic experience. Do not ask questions or make comments that could evoke bad memories or uncomfortable feelings.
- Respect the child's privacy and confidentiality, and make sure that the information he/she shared with you or in front of you, is not communicated to anyone else.
- Use pseudonyms or codes to identify the child in any written documentation about the meeting.
- If you sense that the child is experiencing any form of discomfort or uneasiness during the conversation, interrupt the conversation (for example, he/she stops talking, he/she starts crying, he/she manifest in any way that he/she does not feel well).
- If during the conversation or the visit, or by observing the child, or the interaction between family members, you feel concerned for the child's wellbeing, make sure you follow the necessary steps as per the Referral Plan. Do not confront the family directly, as this may cause further harm to the child. For example, the child shows visible bruises on their face or arms and limbs, and explains the limping is because of a dog bite, but this does not explain the bruises on her face and arm. In these circumstances, discuss the situation with the Supervisor of the Program and establish what the best way to act is.



Staff Safety Tips

While it is crucial that you ensure the safety of the family and children, your safety is also important!

Make sure you check all the relevant points before and during your visits. The following are suggestions which may or may not apply in your context:

- ☐ If you work in an environment with risks, agree on a safety protocol with the Supervisor of the Program.
- ☐ Make sure you take note of the address and how to access the house.
- ☐ Inform the Supervisor of the Program of your family visiting schedules (remember to keep these documents confidential and use codes instead of family names).
- ☐ Recognize and respect the safety and customary practices valid for your context: for example, dress appropriately, avoid wearing jewelry; travel during the safest hours of the day.
- ☐ Carry necessary cash.
- ☐ Travel in pairs when possible.
- ☐ Identify safe areas (i.e. restaurants, telephones, rest rooms, police stations).
- ☐ Trust your instincts.
- ☐ Ask family members to come out to meet you if you're uncomfortable with the area.
- ☐ Keep the car or other transport means in a safe and reachable location.
- ☐ Ask the family to secure pets before arrival.
- ☐ Avoid giving out your personal information, such as your address or phone number but do share the official contact numbers and address for participants to reach out should they need to.
- ☐ If a discussion or fight starts among family members during your visit, do not get between them.

Covid 19 – Safety rules

- ☐ Follow the safety procedures that apply in the country.
- ☐ Regularly wash your hands with soap.
- ☐ Keep at least a one and a half metre distance from the other people.
- ☐ If possible, consider conducting the visits in an open space, otherwise make sure that the room stays ventilated by opening the windows regularly.
- ☐ Wear a mouth/nose cover if possible and if conducting the meeting indoors.

GROWING STRONG TOGETHER



USAID
FROM THE AMERICAN PEOPLE



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION