



STRATEGIC PLAN **URUGUAY** PIONEER COUNTRY



INDEX

1. Presentation
2. Care history to children, adolescents and families or significant referents in street situation
3. Population Conceptualization
4. Projects and attended population
5. ¿Why Uruguay Pioneer Country?
6. Project
 - i. Background
 - ii. Objectives
 - iii. Methodology
7. Consulted scenarios and actors
 - i. Query to the care projects of children and adolescents in street situation
 - ii. Query to children and adolescents
 - iii. Intersectorial work and query
8. General nodes and lines of action based on the axes of Prioritized Rights
9. Guiding Principles
10. Strategic Plan
11. Bibliographic references

NOTE

The document uses the expression “boys, girls, adolescents and their families or significant referents”, for conceiving that an integral protection to Children and Adolescents (CaA) must include their families. Thus, it is considered pertinent to integrate the significant referents to the degree of significance of the family by kinship, considering that by various reasons, certain children and adolescents do not have a family relative and it is the significant referents that maintain a protective bond for their history and development.

DOCUMENT ELABORATION: INAU-APEP OBSERVATORY FOR CHILDHOOD AND ADOLESCENCE

PARTICIPATION AREAS:

- Programmatic - Specialized Interventions Program
- Territorial management - RADEV- Regulation of Attention to Special Vulnerability Demand
- Departmental Direction of Montevideo- Coordination of Specialized Interventions
- Document Systematization - APEP - Observatory for Childhood and Adolescence

1 - PRESENTATION

The current document is the product of a collective process in relation to the specific problem of Children and Adolescents (CaA) in street situation.

The complexity of the social issue and its manifestations of new vulnerability forms place the relevance of articulated actions as a matter of absolute consensus. However, many times protection systems generate new interventions, which without desiring it, reinforce the fragmentation of the approach, sectorize and focus, generating weak ties with universal policies.

Without a doubt, the effectivization of Rights has the State as main actor and guarantor, and the integral approach becomes of the co-responsibility of public actors in the effectivization of those Rights, or in its reparation had they been vulnerated.

In this sense, the importance of increasing the visibility of policies, that are being implemented by the Uruguayan State in order to analyze the true impact that these efforts achieve, becomes clear,

as well as to improve coordination and the selection of objective population.

The document shows, on one hand, the need to continue with the dialogue spaces and established commitments, with the objective of emphasizing the intersectoral nature of vulnerable rights of children and adolescents, having their families or significant referents as transversal axis.

And on the other, it presents the main strategic lines established, in a search for integral response, based on the essential strengthening of the articulations of the different sectors of the State, as the main guarantors of Rights, based on a systemic performance.

2- CARE HISTORY TO CHILDREN, ADOLESCENTS AND FAMILIES IN STREET SITUATION

The historical journey of the care systems on children, adolescents and families or significant referents in street situation of Uruguay, is considered as something that can contribute to other states, by identifying the instances of reflection and established strategies in relation to the problem, depending on the social and historical contexts of the country.

The CaA currently referred to as "in street situation", begin to be observed in Uruguay from the decade of 1980s. It is presented as an urban manifestation of poverty, consequence of loss of real salary, increase in unemployment, production stagnation, in an era of policies with preeminence of the discourse of economic liberalism and reduction of State. (Social policies based on the Washington Consensus).

In that period the inequality was accentuated and the poorer sectors found their living conditions still further deteriorated, among which, the CaA were the most affected. At that time, the country was in

¹ Inputs provided by the consultancy conducted by Martín Pardo through the Center of Training and Studies (Cenfores) - INAU

the process of re-democratization, therefore, it was going through multiple transformations at a political and institutional level. This environment that was conducive to the generation of new public policies.

In Uruguay, the governing body of childhood and adolescence policies is the current Institute of Children and Adolescents of Uruguay (INAU). It is responsible for implementing policies that guarantee the rights of CaA, through different programs, one of which refers specifically to children in street situation.

The attention to CaA in street situation begins in 1986 as a pilot project and consolidated in 1988 as a consolidated Program. Thus, Uruguay has more than 30 years of experience in attention and care policies for children in street situation.

It stands out that since its inception the program had a rapid institutional capacity to adapt to different boarding approaches. At the beginning, the focus was on the CaA, considering as something fundamental the establishment of a socio-educational relationship in the scenario of the street, which during the work process was sought to be resignified.

The novelty of the program was to go in search of CaA, working in their own context. And it clearly marks a milestone in the history of attention based on respect for experiences and

subject learning, with a voluntary integration of the child and adolescent into the program, marking their place of prominence, at a time still prior to the Convention of the Rights of the Child.

In 1988, after the pilot phase of the project, the “Child Care Program in the street” was consolidated, reaffirming the intervention proposal based on a job with the child, and/or adolescent and its family in the same environment. Since that perspective, the establishment of links becomes a primary methodological tool.

It is to be noted that since its inception the program had a rapid institutional capacity to adapt different proposals of approach.

At first, attention was focused mainly on CaA, but by the year 1988, the program shifted to a proposal that would also focus on family

and community, which allowed for a more comprehensive response. Currently, this is underlined again as a central axis on the construction of the Strategic Plan based on the General Comment No. 21 of the Committee on the Rights of the Child.

Between 1986 and 1987 the first project was created by the institution, followed in 1990 by the conformation of a second project which, decided by civil society organizations, began immediately.

The relationship of the State with civil society is another transversal and relevant axis in the strategic and methodological construction of different ways to approach to children, adolescents and families in street situation.

The active participation of civil society in social policies is linked to the retraction of the State in the 80s and 90s, especially in those related to populations especially vulnerable (women, boys, girls and adolescents).

At the beginning, the relationship was marked by the need to articulate between projects that coexisted both through the management of the State and from civil society, although this assumed an informal nature, it was later recognized as a successful operative logic when it came to attention policies for people in street situation. Thus, in the mid-1990s, the agreements of different civil society organizations with the INAU emerged.

The first experience of co-execution occurs in 1992 in a project between the Institute and the civil society organization called Gurises Unidos. The proposal was called Pasacalle and took place in the city of Las Piedras, located in the department of Canelones. It was the first experience of this kind that was not located in the capital of the country.

A co-execution project involved joint coordination and not just a derivation of funds towards the organization. According to this experience, strengths and weaknesses were analyzed, confirming that there were no major differences in the intervention with CaA and that both actors, through their different management logics, provided dynamism in different aspects. For all these reasons, that evaluation favored greater knowledge in order to make the answers

effective, as well as a good complementarity. The project was operational until 1996.

In 1995, the Calle Program together with a group of non-governmental organizations formed the Intercalle Collective. Its objectives were to be able to establish itself as policy interlocutors with the relevant social policy bodies; to be a space for theoretical, methodological and programmatic development in the subject as well as a permanent space for training and education.

In 2000, it achieved consolidation at national level with the participation of civil society organizations from different departments.

“Intercalle then, has operated as a collective lens, which has allowed us to accumulate different viewpoints and build an integrated view. Gather vision fragments, from our different viewpoints and optics.”(Document: Seminario 10 años del Colectivo Intercalle; 2005)

As another example of the different strategies implemented, in 2000 the first economic transfer project in the country was created through the so-called “Project 300”.

The proposal was based on support for families, reaching a maximum of up to 300 children and adolescents in street situation who would actively participate in socio-educative projects with the objective of strengthening their integration into the formal education system.

This support was understood as a resource when it came to implementing actions that would counteract the permanence of children and adolescents in the streets.

The purposes of the project were:

- The selected families of CaA in street situations would found technical and operational support to better fulfill their socializing and integrative function.
- Selected street children would acquire adequate tools for a better family life and for re-entering school or other instances of formal or informal education.

- State or private educational organizations and teams would have better resources and tools to carry out their educational projects with children and their immediate surroundings.
- The State-Civil Society relationship will be strengthened through a conceived, planned and evaluated project.
- Companies and individuals are sensitized and contribute to a task that belongs to society as a whole and not only to state administrative bodies or private public service organizations.
- Educational institutions are sensitized and actively participate in the comprehensive care of children and adolescents.

Through these purposes it is emphasized how the initiative was focused on strengthening the joint work between State and Civil Society, but also in the need to involve education and the business sector in what is understood is a matter of "the whole society". And of course the primary reference of the family dimension.

Between 2001 and 2002, the so-called "De la Calle a la Escuela" (From the Streets to the School) project was carried out, as a result of a joint initiative of the institute (at that time called the National Institute of the Minor - INAME); the Primary Education Council, the Ministry of Sports and Youth of that time and the civil society organizations that formed the Intercalle space. The socio-educational proposal was addressed to CaA, families and the community based on workshops and open activities carried out in the schools as headquarters.

Another milestone in history occurs in 2003 with the completion of the first CaA in street situation count nationwide.

Due to the deep economic crisis of 2002, poverty levels rose, reaching its peak in 2004 with 39.9% of poor people and 59.9% of children between 0 and 17 years old in poverty. (INE, Continuous Household Survey). Context that worsened street situations and the need for quantitatively dimension the phenomenon. The count involved a huge methodological challenge, to the extent that a volatile population had to be addressed, while also trying to respect their rights.

The investigation was carried out in two phases:

- Montevideo and metropolitan area, in the year 2003.
- Urban interior, with 42 cities of at least five thousand inhabitants in the year 2004.

It revealed the presence of 7,000 CaA in a street situation, of which 3,100 CaA were in Montevideo and the Metropolitan Area.

In 2005, the INFACALLE Program was created, as well as the first mixed experience of an attention service with a shelter format. At the end of the year 2005 an agreement is signed for the capture and attention of CaA in severe street situations of mixed management (INAU-Life and Education).

In 2006, the Directors of INAU formed the Street Strategy Committee that aims to provide strategic guidelines to conduct actions, as well as to unify criteria about how to manage and improve the results of care projects.

In 2007, the second dimensioning was developed through INAU-MIDES, accounting for 1,887 CaA in a street situation in Montevideo and the metropolitan area, marking a 40% decrease compared to data from 2003.

After the second count, the “Espacio Calle” is created as a space for dialogue between INAU and civil society organizations, convened by the board of INAU. Among its main objectives was to generate a space for information and exchange on the problem as well as the generation of inputs for the corresponding public policies.

The social reality highlights situations of CaA in street situations considered extreme or more critical than those that had been addressed so far. Given this new scenario, in 2008 the Network of Attention and Protection of Children and Adolescents in Extreme Street Situation INAU-INFAMILIA (MIDES) was formed.

The Extreme Street Network set out as a general objective “to create a specific care and protection network for children and adolescents

in extreme street situation with defined intervention parameters for each particular situation, based on a rights perspective, organized in a logic of integrality, continuity and flexibility, and coordinated by the benefits system of INAU and other organizations related to the protection, restitution and guarantee of rights ”(Unpublished document; Street-INAU Program)

To fulfill the objective, the Network integrates the proposals of projects of recruitment, coexistence; egress, recreation, team care, mental health care and training. From this experience, the need to incorporate mental health care, recreation and team care to the devices was positively assessed.

In 2008, the project called Mobile Unit for External Demands (UMO) and the Revuelos project for State-Civil Society co-management were also created.

From 2005 onwards, the State generated a great battery of social policies to face situations of poverty and special vulneration. One of the answers provided refers to the creation of the **National Strategy for Strengthening Family Capabilities, “Cercanías”**.

Cercanías is an inter-institutional strategy that, within the framework of the Social Reform, proposes to improve the efficiency of State interventions in situations of extreme social vulnerability considering the family as a subject.

The Strategy seeks to generate a “change management” in the institutions to overcome fragmentation and overlap; improve the articulation of services at the territorial level, promoting networking and integrality in the first care level; develop a second level specialized in proximity work with families that have a higher rate of critical deficiencies and socio-family vulnerability; and ensure fast and efficient access to existing basic social benefits. (*Infamilia-Cercanías at <http://www.infamilia.gub.uy>*)

As part of the implementation of the strategy, the Territorial Family Care Teams (ETAF) are created in 2012, applying the so-called “proximity methodology” with selected families who are invited to participate. Within the territorial teams it is necessary to mention the

creation of 2 specific ETAFs for street situations, in which the care projects could make a direct referral of the families or significant referents attended, in order to expedite the attention of the most extreme situations .

In 2015, the INAU Response System² generates consensus on the importance of conducting an empirical survey and knowing the status of CaA and families attended, with the aim of enhancing their experience in the face of new realities.

The new expressions of the so-called street situations come from the fact that poverty in these years was reduced significantly, from 39.9% of poor people in 2004 to 7.9% in 2017. And from 59.4% of poor CaA in 2004 to 15% in 2017. (INE-ECH data)³.

Although the situations of vulnerability remain, the most extreme street situations for CaA have been for the most part managed and reduced, which allowed to visualize other aspects and rights until then overshadowed by the urgency of the more strict street situation, in order to consolidate a more stable situation for this population.

After the need to adjust the knowledge about the characteristics and problems of the population served, the INAU Observatory of Children and Adolescents, at the request of the Calle Program, performs during 2015 a characterization of children and adolescents as well as their families and/or significant referents that are served by the street projects in the department of Montevideo as a first large approximation.⁴

The typology that according to age groups describes the report of the INAU Childhood and Adolescence Observatory is the following:

² This is the name of the group of services that attend, in this case, the problem of CaA in street situations, including the official services of INAU as those in agreement with civil society organizations.

³ It is also noted that in the 2005-2015 period there was an increasing trend of Social Public Spending on Children, which as a percentage of Total Public Expenditure increased from 20.7% in 2005 to 22.4% in 2015. (V. Amarante and JP Labat (coords.); 2018: 36).

⁴ INAU Childhood and Adolescence Observatory (2016): Population Report attended by the Montevideo street projects.)

EARLY CHILDHOOD (CHILDREN FROM 0 TO 5 YEARS OLD)

“Due to their age they accompany their parents and/or adult referents who are the ones who carry out some type of activity in the street, among which begging is highlighted. The projects here focus on more than individual family care that responds to families in the street situation themselves (they sleep on the street) or those that although they have somewhere to live are marked by the characteristics of poverty, vulnerability and/or problems described.”

SCHOOL AGE (CHILDREN FROM 6 TO 12 YEARS OLD)

“They live with their respective families of origin, are linked to school (with the difficulties raised in this regard) and their main activities are begging; child labor (mostly associated with the collection and classification of waste; sales or collection in neighborhood fairs and sporadic jobs in the neighborhood) and recreational activities. The presence of some adult referent in the activities described is highlighted, including the central reasons, the shaping of survival strategies and a strong cultural component that naturalizes them.”

ADOLESCENTS (13 TO 17 YEARS OLD)

It is the age section where the most varied spectrum of situations is concentrated and where various levels of risks and vulnerations are displayed. The main situations that were relieved are:

MANY STREET HOURS IN THEIR NEIGHBORHOOD

“In this context, adolescents reside in a relatively stable way with their family, underlining the lack of social and community networks present in it. In this way, adolescents either begin to unlink themselves from the formal education system or have already been disconnected for a period of time already, thus finding themselves, without any activity, which ends up being visualized as <many street

hours on the in their neighborhood >. The family and neighborhood context where their hours are spent is what stands out as a risk zone, in many cases support difficulties are also expressed for other socio-educational offers, where the proximity methodology of the projects becomes privileged to accompany them in the improvement of their situation.”

ADOLESCENTS IN EXTREME STREET SITUATION (BY RISK AND VULNERATION LEVELS) BUT WHO MAINTAIN REFERENCE AND LINK WITH THEIR FAMILY

“Are characterized by staying many hours in the street but sleeping in their homes of origin or alternating with sleeping in the street, other residences, as well as called 24-hour projects (for reasons of coexistence and/or physical or mental health) and/or deprivation of liberty. Here the problems of consumption, the situations of commercial sexual exploitation (both suspicions and confirmed) appear more frequently; activities in conflict with the law, among those with the greatest risks.

Likewise, families are the ones that most frequently present a link to activities in conflict with the law and problematic consumption. It is understood that the situation of family deterioration when combining the majority of the problems outlined in the family section, enables more situations and activities in the streets that could imply greater risks for adolescents, while at the same time immersing them in family relationships with very low levels to no protection and care levels at all.

ADOLESCENTES EN SITUACIÓN DE CALLE EXTREMA SIN VINCULACIÓN CON SU FAMILIA Y/O REFERENTES ADULTOS

“This group is mostly made up of male adolescents, with a history of street life since they were very young, whose current situation is established outside their neighborhood of origin in most cases, they sleep on the street and the survival activities and strategies they perform are those shared by the original category of extreme street, that is, begging, consumption, sexual exploitation and activities in conflict with the law such as those of greater risks and damages.”

Although the characteristics outlined are of a qualitative nature, (a quantitative update of the phenomenon being unavoidable), a variety of situations and problems that the population of CaA and

families or significant referents presently attended to have been identified, that with the implementation of the General Comment No. 21 have finished reporting the main initiatives to improve policy from its beginnings to the present moment.

3- POPULATION CONCEPTUALIZATION

The constant spaces of reflection on the practice, in correspondence with the different historical, political, economic and cultural contexts of the country, have allowed a process and progress in both the denomination and its corresponding conceptualization of the child and adolescent population in a street situation, to which public policy has been oriented.

The conceptualization in the initial period of care referred to:

Citizens who traveled through the urban space perceived daily children, adolescents, young mothers who with their children carried out different activities: begging, work, recreation, wandering, in public space or simply were in it. They met their basic needs on the street and had in common the fact that they came from poor families. They would remain long hours in the search for personal or familiar livelihood. (Unpublished document Calle-INAU Program)

From the year 2002 and as already indicated, as a result of the economic crisis, poverty reached its peak, where children and adolescents were the most affected. This adverse context quickly generated new revisions and perspectives on the “CaA in Street situation” category.

Thus, in 2005, the workspaces established through the Intercalle

Collective left several questions about the category providing signs of their transition status according to the different moments

- To whom does the category “Children in street situation” give name?
- To those who spend the night in a commercial street?
- To those excluded/expelled from institutions?
- To those expelled from their families?
- To the children of poor families that collaborate with its sustenance by obtaining resources in commercial streets?

Sub-categories are therefore established within the denomination of “CaA in street situation” that allow to visualize a wider and/or more varied spectrum of situations that are addressed.

- *“Neighborhood street”* where the child and adolescent spend many hours outside their home but in a nearby radio maintaining a link with family and school.
- *“Street as a scenario to develop survival strategies”* with precarious work activities that collide with schooling and motivate the transfer from their neighborhood to areas where their activities are more profitable.
- The so-called *“hard core”* where the street is their place of life with almost no family ties and exclusion from the education system.

In 2007, the institutional strategy for working with CaA in street situations was ratified and the following profiles were defined:

- A first profile linked to the neighborhood where the child or adolescent resides, and in which an important part of their free time is spent in the street, in a neighborhood context whose characteristics imply certain exposure to risky situations, without the “look” of adult referents. Their “being” in the street fluctuates between recreation, begging, etc.

- A second profile involves thinking of children and adolescents away from their neighborhood contexts, whether they are in school or not, accompanied or not with adult or peer referents, who carry out activities focused on begging, with certain systematicity at certain days or times. These children generally maintain a bonding and emotional reference with their family as well as some degree of contact with their original neighborhood. Within this profile there are also mothers who beg with preschool children, also with a certain systematicity at certain days or times.
- Finally, the existence of another group is recognized, in which "being on the street" constitutes an organizing pole of their daily lives. In these cases, contact with families is sporadic or non-existent and the activities carried out can be linked to the search for resources through strategies that range from begging to actions that involve levels of conflict in different orders.

In this journey in search of advancing conceptually on the population towards which attention strategies are promoted to, by resolution of the Board of Directors of INAU, in 2010 the following definition was established:

Children and adolescents and their families that carry out activities, on public roads, seeking to satisfy basic, emotional and relational needs, away from the areas of care and protection - family, educational institutions, other resources and support networks - ; exposed to various situations that could put their rights at risk or result in their loss becoming a highly vulnerable population. (INAU Board Resolution; 2010)

In 2012, an external consultancy is carried out towards the INAU Response System that begins to account for a change of profile in the population attended by the projects, showing a wide range of attention to situations of great vulnerability and multiple risks

The latest available poverty data refer to 2017 and account for 7.9% of people in poverty and 15% of children and adolescents aged 0 to 17 in poverty situations. (INE, 2018)

Although the data shows a significant decrease in poverty both in households and in people since 2005, what remains are the large inequity gaps between age groups. At older age, lower poverty, maintaining a concentration of said poverty in childhood and adolescence in the country. Aspect that demonstrates the need to continue deepening public policies aimed at this population.

In this new context, associated with the concept of vulnerability, what is attempted is to make known the heterogeneity of situations that occur under the same category.

In this regard, an internal working document of the INAU Calle Program states:

“When the plot that sustains the subjects integrated in society begins to crack, it occurs within a framework of rights vulneration what facilitates or favors the distance from care spaces. The unmet basic needs, the generational histories and routes of the family, the difficulties for the care of children and adolescents, the housing conditions, the poorly attended health difficulties, the situations of violence, are the propitious terrain in which the estrangement from care spaces begins to take place.

The population we are referring to then is the one that has moved away from the protection spaces: family or emotional references, healthy neighborhood networks, school, health, among others and/or maintain a very weak link with them. Among the many causes, one of no less importance is the inability of institutions to comply with this social mandate. Therefore, the subjects begin a journey that if unable to mediate other opportunities, leaves them in a state of significant helplessness.

The borders of each of the areas are diffuse. It does not change from one state to another in a linear and abrupt way. They are states in which they confuse each other, that build each other, intermingle generating a situation in the subject, a state in the subject that it is not permanent, given other conditions and especially the environment, this state may vary. For example, there may be someone who, away from

some protection spaces, still has strong links with other care spaces that keep him/her in the social framework.

The range that extends from the beginning of the decoupling process to the location of the street as the priority space goes through endless possibilities that place the subject in different situations of vulnerability. So the affectation of the subject at different times could vary and decrease or increase the situation of vulnerability that it can reach. The situation and family trajectory, its relationship with protection and living spaces, would allow to establish some common trajectories that without falling into predestined and unmodifiable futures, generate in the subject greater risk situations. It is clear that, as long as the subject moves away from the protection spaces, its level of vulnerability increases, that is to say, that their vulnerated rights proportionally increase.” (*Calle-INAU Program; 2014, Unpublished document*)

In line with the description that Uruguay currently reached about the population to be attended, General Comment No. 21 defines:

In the present general observation, the term “street children” is used to refer to: a) children who depend on the street to live and/or work, either alone, with other children or with their families; and b) a broader group of children who have formed solid links with public spaces and for whom the street plays a fundamental role in their daily lives and their identity. This wider population includes children who periodically, although not always, live and/or work in the streets and children who do not live nor work in the streets, but do usually accompany their classmates, siblings or family members there. As for street children, it is understood that being “in public spaces” includes spending a considerable amount of time on the streets or in street markets, public parks, community spaces, squares and bus and train stations. Public buildings such as schools, hospitals and other comparable institutions are not included. (*General Comment No. 21*)

Taking into account the perspective that the General Comment No. 21 added to the accumulated experience of working with children and adolescents and looking at the current socio-economic context, it is considered appropriate to expand the action towards a wider set of social exclusion and vulnerability phenomena whose most extreme and exposed point is undoubtedly the CaA in street situation.

The absolute necessity of the proper functioning of the protection system as such becomes evident, in order to provide effective answers to all the problems that are combined in this population.

4- PROJECTS AND ATTENDED POPULATION

Currently, the Specialized Interventions Program has under its responsibility the supervision of 24 projects linked to the line of action “children and adolescents in a street situation”, with projects with day-care modality and projects managed by 24-hour centers specialized in this profile.

In relation to the 24-hour centers, there are 3 in Montevideo, one of mixed modality for adolescents, another one for boys of school age and a final one that operates as a shelter for women with children in a MIDES-INAU street situation. On the other hand, the department of Canelones also has a 24-hour center.

It is noteworthy that 2 of the centers have an attention modality called “emergency beds”, and provide an answer to those CaA who, due to various circumstances, do not have a protective space to spend the night temporarily or permanently.

There are a total of 19 day-care projects, of which 13 are located in Montevideo (8 projects in agreement, 2 in co-management and 3 are official centers). It is highlighted that within the projects of the department of Montevideo, 2 attend situations called “extreme street or extreme vulnerability situations”, under the figure of co-management, INAU -OSC.

The remaining day care projects are located: 2 in Canelones, 1 in Salto, 1 in Paysandú, 1 in Durazno and 1 in Maldonado. (Being the

Durazno project an official one and the remaining projects exist in agreement with Civil Society).

In the last period, the average number of CaA and families attended by INAU projects is around 1000 per year.

This data, as has been developed, does not mean that they are CaA spending their nights on the street, but it refers to various situations of severe vulneration, where although there may conceptually be situations of overnight stay in the street, it itself does not represent the current reality of our country. Nor does it reflect the total number of CaA, families or significant referents that are currently in this type of situation, the data reflects only the population that due to different reasons was contacted or referred to the INAU System care projects.

Chart of CaA Population with street situation profile attended by year (2017-2018)

Project type	2017	2018
Diurnal	1120	1127
Diurnal with extreme street situation	83	83
24 hour	59	72
Total	1262	1282

INAU Childhood and Adolescence Observatory based on SIPI data⁵

5- WHY URUGUAY PIONEER COUNTRY?

The design characteristics of the specific street policy positively identify the country and highlight at least three transversal axes that have been developed and remained throughout these thirty years of experience, giving particularity to the approach of CaA in street situations in Uruguay.

⁵ INAU - Information System for Children

First, the so-called "proximity methodology" gains importance. This approach is based on personalized and comprehensive strategies, which in the search for the subject of rights adds work in context, based on the promotion of a bond of trust for the accompaniment of the individual project.

The participation and active involvement of the subject is one of the keys of the socio-educational-promotional intervention, a design that is developed jointly with the CaA and carried out according to their interests, abilities and times. It is noteworthy that the positive theoretical-methodological performance of the proximity approach, lead to it being resumed in the design of some of the programs of the Ministry of Social Development.

The second major axis, which deepens the integral perspective, refers to addressing the phenomenon without losing sight of the family and community dimension, prioritizing the participation of significant actors for the CaA and in articulation with local resources, elements that reinforce the development of work strategies in an integral and participatory manner.

As the third major axis that bases the selection and nomination of Uruguay as a Pioneer Country, a style of policy design based on the cooperation and permanent participation of civil society organizations stands out.

The reformulation of the role of the State in the 1990s led to a greater participation of CSOs in the implementation of public policies, a phenomenon that deepened especially in the field of childhood and adolescence.

These changes were positively capitalized by the actors of the childhood system, by promoting areas of cooperation, dialogue and financing of specific socio-educational projects for CaA in street situation by the Institute.

This relationship has generated a model of institutionality and public-private relationship, as well as conceptual advances in joint work spaces, leading to exchanges of knowledge that place new challenges and become advances on the subject.

In this way, the main reasons for Uruguay to become a “Pioneer Country” emerge:

- Systematize accumulated experience;
- Design a public policy of reference for States based on General Comment No. 21;
- Deepen the dialogue with civil society;
- Generate advances in the approach and analysis of policies from the perspective of Rights and the participation of Children and Adolescents;
- Deepen the actions in an intersectoral and co-responsible way of the State in the design of new policies;
- Reaffirm the Social Commitment to the Street Situation

6- PROJECT URUGUAY PIONEER COUNTRY

BACKGROUND

In January of 2017, the United Nations Committee on the Rights of the Child (CRC) approved the General Comment (GC) on Children in Street Situation, a document on which they worked in recent years.

Following this approval, the Consortium for Street Children (CSC), an international network on street children, supported the CRC in the process for preparing the General Comment and led the international work; promoting the initiative of the definition of pioneer countries for its implementation, prioritizing among them the Uruguayan State.

Within this framework, the Uruguayan government is running as a pioneer country in the Latin American and Caribbean region, for the implementation of a National Action Plan for Children and Adolescents (CaA) in Street Situation within the framework of the General Comment No. 21.

Uruguay's application is based on the experience of more than thirty years in the development of a specific public policy, which is consolidated through the Institute of Children and Adolescents of Uruguay (INAU), and which has involved not only government entities but also the active participation of civil society organizations.

For the preparation and development of the implementation project of GC No. 21, the Board of Directors of INAU, in charge of the leadership of the process, forms an internal working group, which has as one of its main objectives, to promote the construction of spaces for active interlocution with the state actors, civil society organizations specialized in the subject and CaA in order to prioritize a perspective whose actions range from the more focused details to more universal aspects in relation to CaA in street situations.

PROJECT OBJECTIVES

- Design and develop a Strategic Plan (from where the concrete actions that will make up the National Action Plan by all the actors involved will be defined), based on the recommendations of General Comment No. 21 of the Committee on the Rights of the Child (CRC).
- Provide references of the country's experience to other States.
- Provide specific action guidelines for the attention of children, adolescents and their families or significant referents in a situation of special vulnerability, within which street situations are emphasized.
- Strengthen the actions of the National Strategy for Children and Adolescents and the National Plan for Early Childhood, Children and Adolescents (2016-2020), especially strategic line number four referring to situations of special vulnerability.
- Deepen the logic of the operation of the Integral Rights Protection System.

METHODOLOGY

The project approach is based on the understanding that the construction of a legitimate public policy requires the active participation of its main actors.

Social policies, and in particular, those that refer to childhood and adolescence, contain a strong tradition of co-participation between the State and Civil Society, giving particularity to the construction process and its effective application.

In this sense, the project sought to identify the main lines of specific social policy, based theoretically and methodologically on the centrality of the consultation, the exchange spaces and the survey of the fundamental actors vision. For this, three specific survey scenarios were created.

- Consulting spaces for official care projects, that function under certain agreements or mixed management.
- Consultation spaces for children and adolescents (CaA)
- Consultation space and agreements with the sector actors of the protection system

Although the methodological design included the survey of inputs through consultations with particular actors of the protection system, the strategy was oriented towards (and gave priority to) the construction of scenarios and a collective work process.

The project relied on three different strategies for each of the actors, within the framework of a schedule that concatenated scenarios, actions, inputs and products.

The emerging products of each space were elaborated and synthesized within the framework of the general objective, and gave elements for the next consultation space.

In sum, the approach given is based on the understanding that the elaboration of the action lines requires an active dialogue with civil society, with the actors that implement protection policies for CaA

and with the CaA themselves.

Therefore, the methodology proposed for the consultation process and the input survey, was of qualitative and groupal cut. It sought to access the perceptions and opinions of the relevant actors in relation to the prioritized axes.

7- CONSULTED SCENARIOS AND ACTORS

QUERY TO THE CARE PROJECTS OF CHILDREN AND ADOLESCENTS IN STREET SITUATION.

In the search for a participatory consultation, a representative of each civil society organization (CSO) was convened in agreement and representation of official projects.

The scenario was collective, which promoted the exchange and surveys for the generation of inputs for a public policy, based on the objectives of GC No. 21. The methodology proposed was based on the reflection of certain fundamental CaA rights and the detection of the knots for their effective protection

As a result, a report was prepared, which graphs the main nodes of the consulted rights; the proposals and the sectorial actors that are co-responsible for the design of new responses.

QUERY TO CHILDREN AND ADOLESCENTS⁶

The vision of CaA is a key aspect to think about the limits and scope of current policies.

⁶ Homoludens Work Cooperative within the framework of a consultancy carried out by INAU was the one who carried out the consultation of the CaA attended by street projects; the document of systematization and audiovisual material, together with the technical support of the INAU Work Commission of UPP and the country-level care projects.

In the workspace with the projects, the theoretical and methodological guidelines for the consultation of the CaA were developed. It relied on an important display of recreational-expressive and playful dynamics, which generated not only knowledge of what the CaA think and feel, but also made the instance a place of enjoyment, participation and opinion.

Chinese shadows, puppets, plastic expression, hip hop, among others, were the media, in which by playing and participating, CaA expressed their vision of their rights: study, recreate, access to public spaces, work, participate, be heard.

Based on the work carried out, a photographic mural was created by the children that gives visibility to the consultation in a public space. Likewise, a document of systematization of the consultation and an audiovisual document that accounts for the entire process was prepared.

All the activities and products carried out had the objective for the voice of the CaA in street situation to be taken into account while constructing the Strategic Plan.



INTERSECTORIAL WORK AND QUERY

The intersectoral space took place within the framework of the National Council of Social Policies; and summoned all the actors that participate in it in their capacity as holders of the Ministries as well as the permanent guests that comprise it:

Ministry of Economy and Finance (MEF); National Secretary of Sports; Office of Budget and Planning (OPP); Ministry of Labor and Social Security (MTSS); Ministry of Education and Culture (MEC); Ministry of Public Health (MSP); Administration of the State Health Services (ASSE); Ministry of Social Development (MIDES), Ministry of Tourism (MINTUR); Institute of Children and Adolescents of Uruguay (INAU); National Public Education Administration (ANEP); Council of Initial and Primary Education (CEIP); Secondary Education Council (CES); Professional Technical Education Council (CETP); National Drug Board; Ministry of Interior (MI); Social Security Bank (BPS); University of the Republic (UDELAR); Institute of Human Rights (IDDDHH); Ministry of Housing and Land Management and Environment (MVOTMA); Ministry of Foreign Affairs (MRREE); Ministry of Industry, Energy and Mining (MIEM); Ministry of Livestock, Agriculture and Fisheries (MGAP); National Institute for Employment and Vocational Training (INEFOP); National Statistics Institute (INE).

The instances of dialogue and enrichment are also maintained in the National Honorary Consultative Council for the Rights of Children and Adolescents.

This stage sought to place special emphasis on the intersectoral nature of the rights vulnerated and, fundamentally, on the essential construction of responses in the direction of intersectoral co-responsibility. It consisted on a mapping stage of the main social policies in relation to the main detected problems, which was also unified thanks to the information collected by the consultation of the care projects and the consultation of the CaA themselves.

Based on all this, individual interviews were conducted with representatives of the sector house, to then proceed to the instances of collective working groups that defined the main strategic lines that this document presents.⁷

Special relevance was placed in the co-responsibility and transversality approaches of the family axis and significant referents in policies, in the search to avoid the reproduction of fragmented logics when addressing multifactorial social problems.

And rights were prioritized by their scope and structural importance, given that their hierarchy reveals the importance of their realization, determining the development of other rights. Ensuring that the intersectoral nature of prioritized rights requires the generation of dialogues and agreements, calling for the co-responsibility of the actors in the protection system..

PRIORITIZED RIGHTS AXES

- Right to Education with emphasis on Formal Education
- Right to Health with emphasis on Mental Health and Drug Uses
- Right to Progressive Autonomy focused on educational-employment opportunities for adolescents
- Right to Live in Family
- Right to Participation, Access to Cultural Property and Use of Public Spaces

Transversalized by the Right to a Life Free of Violence

⁷ Consulting conducted by María Gutiérrez and Micaela Cal and Consulting conducted by Daniel Miranda

8- GENERAL NODES AND LINES OF ACTION BASED THE AXES OF PRIORITIZED RIGHTS

RIGHT TO HEALTH WITH EMPHASIS ON MENTAL HEALTH AND DRUG USE

The street environment may increase vulnerability to physical and mental health problems ... The Committee emphasizes the need to offer health education and health services, including sexual and reproductive health, tailored to the specific needs of children in the street. That education and those services must understand and support the child, be complete, accessible, free and confidential, they must not subject it to value judgments, nor be discriminatory, they must also respect their autonomy to make decisions and must not require parental consent. Children should have access to health services irrespective of their physical location or social status ... States should increase the availability of prevention, treatment and rehabilitation services for the abuse of addictive substances, including measures to reduce harm, as well as trauma therapy and mental health services for street children. These services must be provided with professionals trained in the rights of the child and in the particular circumstances of street children. States can promote peer education that has due support and can be especially effective in combating substance abuse, sexually transmitted diseases and HIV ... (General Comment No. 21, p 21)

Mental health and drug use have as their main problem the "Hygienist" treatment and the "Medicalization" of the responses. In this sense, we aim for a paradigm shift and towards the socialization of a more citizen approach.

Three prominent lines of the exchange spaces are proposed, with no intention of excluding others and are:

1. The construction of health centers as reference spaces for CaA and families or significant referents.
2. Break with the central adult models and move on to models that integrate the opinions of the CaA to obtain more appropriate answers.

3. Contemplate the PREVENTION / PROMOTION and ATTENTION axes, due to the tendency to focus everything on attention and neglect the other areas that are equally important for change processes.

In this sense, two large problem cores are identified in the population to which we are oriented. The first refers to situations of deterioration and prolonged damage of CaA, their families or significant referents in both mental health and drug use.

And the second axis refers to the need for greater commitments and agreements for the prevention and early attention of said population. They stand out as some of the main difficulties, the waiting times for the specialists attention and the fact that this population attends the health centers in emergency situations, which hinders a continuity of care that provides integrality to their health.

RIGHT TO EDUCATION WITH EMPHASIS ON FORMAL EDUCATION

It is essential to offer a quality, accessible, free, safe and relevant education to prevent children from ending up on the street and to enforce the rights of children already in that situation. For many children, education represents the last point of connection with the rest of society. States must take appropriate measures, including providing support to parents, caregivers and families, so that street children can remain in school and their right to a quality education is fully protected. It is necessary to offer a range of educational options, such as second chance education, recovery classes, mobile schools, professional training linked to market research and long-term support for income generation, and access roads to formal education, through alliances with civil society. Teachers must be trained on the rights of children and street children, as well as participatory teaching methodologies centered on children. (General Comment No. 21, p 21)

It is worth noting that the education system presents certain difficulties while trying to attend the needs and particular characteristics of the population of CaA in situations of greater vulneration, adding more

complexity to their life situations and context.

Children and adolescents when consulted about places to learn easily mention schools, the high school, the UTU, while they also express difficulties in the relationship with teachers and boredom in class.

In relation to how they would like to learn, they express a desire to learn outdoors, to include practical contents, which applications they can watch and enjoy. Children, as it will later be noted on the adolescents' discourse, express their interest and motivation in "learning by doing", we could call this request to set the theory in motion.

Also from the consultation of CaA, it is worth highlighting that the recreational-expressive and sporting instances, both for children and for adolescents, appear as positive instruments at different levels, (socio-educational, expressive and emotional), understanding that it involves an holistic perspective oriented to vulneration repair.

These strategies could be an interesting mediation and progression path towards scenarios with greater socio-educational predominance, strengthening links with formal educational spheres. The negative experience or break with the learning processes, generates high levels of frustration, therefore, the re-linking can be mediated by expressive recreational content that progressively brings the CaA closer to instances with educational content.

The need for alliances that improve the management model among the educational, social and health policies becomes clear at this point.

RIGHT TO PROGRESSIVE AUTONOMY

The States shall respect the responsibilities, rights and duties of the parents or, when appropriate, of the members of the extended family or the community, as established by local custom, of the guardians or other persons legally responsible for the child of to impart, in line with the evolution of its faculties, direction and appropriate guidance for the child to exercise the rights recognized in this Convention. (Convention

on the Rights of the Child, Article 5).

It is necessary to clarify that, in its origin, the axis was built to investigate the integration difficulties of the described population. Without ignoring all the other aspects that progressive autonomy may imply, the educational-labor aspect is established as a relevant problem for the development of this Right.

The following information was obtained during the consultancy carried out by Homoludens for the execution and systematization of the consultation of the CaA attended by street projects.

The adolescents consulted acknowledge, for the most part, the importance of working and show interest in learning by doing, combining the desire to learn with the fact that the activity generates income.

Based on what was expressed by the adolescents themselves, it is evident that, “the main reasons for working are associated with the need to obtain money, having a fixed salary, provide for their children, being able to feed, dress, having daily living expenses, as well as the possibility of buying what they want and entering the consumer society.

In this category the concern of having to work to pay the bills becomes a reality, as well as the duty to be, or the society mandate towards adolescents or young people who should do so in order not to be stigmatized or discriminated against.”

Also when asked about what they understand by work, “varied responses arise with positive and negative connotations, on one hand it seems that work is perceived as a responsibility, or something that should be done in order to survive. But in several adolescents the notion of physical effort when referring to works arises, as well as the fatigue that it generates and the will that must be had to sustain it (get up early, arrive on time, etc.) Work seen as punishment, with stress and anger appears in some adolescents as founding elements in their notion of work, seeing work as something negative”.

Regarding their work experiences, it is observed that the majority of them “are informal and are related to trades or tasks of a manual nature,

with some involving great physical effort. Their characteristics do not meet the minimum working conditions in terms of rights, safety, hygiene, and well-being of adolescents. It is important to point out that in the registered dialogues there was not a notion of work associated with human development nor the possibility of it being carried out through vocation, being predominant instead a conception of work as a mean to meet needs.”

The elements presented through the voice of adolescents include keys for the construction of systemic and integral responses, which are fundamental in order to address the multiple dimensions that the processes of vulneration that said adolescents go through have.

Likewise, the already rehearsed experiences on work education indicate the need, both for adults and for vulnerable adolescents, to have multiple support channels, for example an economic one for transportation and food, as well as an adequate follow-up, among others.

RIGHT TO LIVE IN FAMILY

Supporting the family and/or significant references is central because of the impact that they have on the lives of CaA.

According to the survey, the main knots lie in the difficulties of laboral insertion, access to housing in adequate conditions, the difficulties that are generated while raising a child and the care needed in order for adults to obtain the necessary abilities to properly support the development of their children.

Support for parents and guardians is essential to prevent children from ending up on the street and to reinforce family reunification programs for children that are already on the street. States have the obligation to provide parents and legal guardians with appropriate assistance for the performance of their duties in regard to the upbringing of the child and must ensure the creation of institutions, facilities and services to guarantee children’s care. They must also take measures to eliminate the structural forces that put pressure on families in precarious situations. In that sense, a series of fundamental

issues can be addressed: the improvement of community development based on rights in impoverished neighborhoods; the establishment of comprehensive social and economic safety nets; the offer of day centers and other specialized services that are safe and accessible; and improving access to adequate housing and opportunities to generate income for families ... (General Comment No. 21, p 18 and 19)

In order to intensify prevention, States must promote the capacity of parents, extended families, guardians and community members to provide adequate guidance to children, helping the former to take into account the opinions of the latter, according to their age and maturity; provide a safe and conducive environment in which the child can develop; and recognize the child as an active rights holder who is increasingly able to exercise them as he develops, if he receives the appropriate guidance and direction... Street children require a guidance exercised with special sensitivity, one that takes into account their vital experiences. Most street children maintain contact with their families and there is increasing data on effective ways to strengthen these family ties ... "General Comment No. 21, p 14)

PARTICIPATION, ACCESS TO CULTURAL PROPERTY AND USAGE OF PUBLIC SPACES

It is understood that although participation is a Right that requires a specific approach, it is pertinent to link it with other rights such as the right to play, the right to have a culture, to sports, circulation, among others.

The appropriation of social and cultural capital is unavoidable for the construction of legitimate citizenship processes, therefore, its strengthening would be vital in order to generate social integration processes. This is understood to necessarily imply the presence and inclusion, in the actions to be built, of the families and/or significant referents as well as of the community in general. It seeks to avoid the generation of alternative spaces and isolated strategies while also contributing to integration and deepen the dialogue with the community.

Street children face special obstacles when it comes to

being heard and the Committee encourages States to actively seek how to overcome these obstacles. States and intergovernmental organizations must provide - and support civil society organizations so that they also provide - for street children an auspicious and favorable environment to: be heard in judicial and administrative proceedings; carry out their own initiatives; and participate fully, at the community and national level, in the conceptualization, conception, application, coordination, supervision, examination and communication, among other forms through the media. Interventions are more beneficial for street children when they actively participate in the assessment of needs, in the determination of solutions, in the formulation of strategies and in their application than when they are mere objects of the decisions taken. (General Comment No. 21, p 13).

The Committee emphasizes the right to rest, play, recreation and participation in artistic and cultural activities. Street children turn to their own creativity to find play opportunities in the informal street environment. States must ensure that these children are not discriminatorily excluded from parks and playgrounds, for example due to their guise, and take measures to help them develop their creativity and practice sports, even with mobile recreation and sports facilities .”(General Comment No. 21, p 22)

... the Committee emphasizes the importance of respecting the choice of street children to interact in public spaces, without this constituting a threat to public order, in order to satisfy their rights to survival and development (art. 6), to rest, recreation and recreational activities (art. 31), as well as to create networks and organize their social life as a fundamental characteristic of life in general. For street children, this interaction is part of life and cannot always be broken down into differentiated activities such as feeding, sleeping or recreational activities ... These children need a safe space where they can exercise their right to associate, understood here in combination with other rights protected by the Convention as “spending time with other people in public places ... (General Comment No. 21, p 15)

9 - GUIDING PRINCIPLES

The Strategic Plan has as a central objective to provide depth to the answers provided in order to help mitigate the problems of children, adolescents, and their families or significant referents in situations of special vulneration, with emphasis on street situations.

From its design and construction, it promoted the participation of all the actors of the so-called Protection System, considering as a guiding pillar that all actors at their different levels, functions and responsibilities, (State, Civil Society and Society), should be aware of their importance, competence, expertise and co-responsibility for the System to function as such.

In reference, this Strategic Plan does not ignore existing frameworks under any circumstances and aims to strengthen the lines established both in the National Strategy for Children and Adolescents 2010-2030 as well as in the National Plan for Early Childhood, Children and Adolescents 2016- 2020.

GUIDING PRINCIPLES

- Human Rights Perspective, with emphasis on the Rights of Children and Adolescents
- Differentiation of strategies and future actions according to the different stages of development, defined as: Early Childhood, Childhood and Adolescence
- The Integral Protection Approach has as its central axis to contemplate children and adolescents and their families or significant referents. The rights of children are intimately and indissociably associated with the realization of the rights of their adult referents. In this way, comprehensively addressing the childhood and adolescence axis in the street situation implies also involving policies and actors that strengthen the living conditions of adults.

- Participation of children and adolescents in the processes of elaboration and application of the strategies and specific actions of the Public Policies directed towards them.
- Prioritizing the gender perspective, the diversity in regards of sexual orientation, cultural, ethnic differences, of people with disabilities, promoting special protection towards the different forms of violence.
- Consider equally relevant the PREVENTION, PROMOTION AND CARE axes in the specific strategies and actions that are defined.

10- STRATEGIC PLAN 2019-2030

PREPARATORY ACTIONS

- Establish the governance of the Plan through a Management Committee composed of all agencies involved in childhood and adolescence policies at national level.
- Make situation diagnosis of the current population of CaA and their families and/or significant referents in street situation.
- Prepare a five-year Operational Plan framed in the Strategic Plan.

GENERAL STRATEGIC OBJECTIVE

Develop a national strategy that guarantees the Rights of children and adolescents in street situations and their families and/or significant referents within the framework of a new National System of Integral Protection that ensures its effective implementation.

GENERAL FRAMEWORK BASED ON THE GENERAL COMMENT NO 21

“In order to comply with the Convention obligations, States are urged to adopt comprehensive and long-term strategies, with budgetary allocation, for street children. A first step is that states must gather information about street children in their country in order to decide the best way to defend their rights. As experts in their own lives, street children should be consulted regarding the development of these strategies. States should adopt an intersectoral approach in order to understand how politics in one area (for example, finances) affects politics in another (for example, education) that in turn produces impacts on street children. States should encourage intersectorality and cooperation between states.”

TRANSVERSAL STRATEGIC LINES

- Build approach proposals with emphasis on situations of greatest vulneration and street exposure, according to the vital stages of development defined as: Early Childhood, Childhood and Adolescence.
- Develop proposals that allow to raise awareness, train and educate various actors from all sectors (professionals, technicians, officials, etc.) as well as to the general population, about the situation of CaA, families and/or significant referents in situations of greater vulneration and street exposure to strengthen more effective attention and according to their needs.
- Promote among focused on territory policies, the creation of common roadmaps to reduce the variability in the responses given by the State to subjects with the same rights, in order to continue developing articulations, interventions and impacts on families and their communities
- Develop policies that prohibit all forms of discrimination, from a broad perspective of diversity (gender, generations, ethnic, economic, cultural, etc.), in order to address all types of discrimination and harassment that children, adolescents, and their families and/or significant referents live daily in street situations.

- To deepen the policies and actions in the prevention and intervention of the violence suffered by children and adolescents, families or significant referents in the so-called street situations.

RIGHT TO EDUCATION

REFERENT ACTORS⁸: ANEP; CEIP; CES; CETP; UDELAR; MEC; MSP; MIDES; INAU; BPS

GENERAL FRAMEWORK BASED ON THE GENERAL COMMENT NO. 21

“It is essential to offer a quality, accessible, free, safe and relevant education to prevent children from ending up on the street and to enforce the rights of children already in that situation. For many children, education represents the last point of connection with the rest of society. States must take appropriate measures, including providing support to parents, caregivers and families, so that street children can remain in school and their right to a quality education is fully protected. It is necessary to offer a range of educational options, such as second chance education, recovery classes, mobile schools, professional training linked to market research and long-term support for income generation, and access roads to formal education, through alliances with civil society. Teachers must be trained on the rights of children and street children, as well as participatory teaching methodologies centered on children. ”

GENERAL STRATEGY

To incorporate into all levels of the educational system, and in coordination with the other relevant authorities, the subject of children, adolescents, families and significant referents in street situation, providing alternatives for their care and prevention from a rights approach, that allow inclusion and permanence in their educational trajectories.

⁸ The relevant actors in each axis are placed based on their relevance for the development of strategies and actions according to their expertise and specific mandates, without prejudice to the participation of other actors whose contributions will ultimately allow the operation of the Integral Protection System as such.

SPECIFIC OBJECTIVES

- 1.1. Deepen the intersectoral dialogue to generate convergences between health, education and social policies from a systemic point of view.
- 1.2. Make the educational approach more flexible towards CaA in situations of greatest vulneration, with emphasis on street situations, to improve aspects such as attendance, learning difficulties, situations of CaA with disabilities, situations of discrimination, among others, to strengthen educational trajectories.
- 1.3. Generate programs to support learning processes according to the interests of CaA to favor integral development and formal educational processes. (Examples: scholarships for music, plastic, theater, sports, peer support, technical support, psychodiagnostic, psychologists, psychopedagogues, etc.)
- 1.4. Strengthen the communication and reference of the family and/or significant referent of the CaA at all levels of the educational system, as a strategy to support educational continuity.

RIGHT TO HEALTH WITH EMPHASIS ON MENTAL HEALTH AND DRUG USE

REFERENT ACTORS: MSP; ASSE; SECRETARIA NACIONAL DE DROGAS; MIDES; INAU

GENERAL FRAMEWORK BASED ON THE GENERAL COMMENT NO. 21

“The Committee emphasizes the need to offer health education and health services, including sexual and reproductive health, adapted to the specific needs of street children. States should increase the availability of prevention, treatment and rehabilitation services for the abuse of addictive substances, including measures to reduce harm, as well as trauma therapy and mental health services for street children. These services must be provided with professionals trained in the rights of the child and in the particular circumstances of street children. States can promote peer education that has due support and can be especially effective in combating substance abuse ... ”

GENERAL STRATEGY

Ensure, the access to prevention services, health treatment, with special attention to sexual and reproductive health, mental health, as well as in the prevention of drug use, to ensure that children , girls and adolescents in street situations, their families and/or significant referents, can have their rights of attention and protection guaranteed through the National Integrated Health System.

SPECIFIC OBJECTIVES

- 2.1.** Strengthen the capabilities of multidisciplinary approaches by avoiding exclusively sectoral and adult-centric views to establish roadmaps that promote a comprehensive health vision.
- 2.2.** Expand access to mental health benefits for children, adolescents, families and/or significant referents in situations of greatest vulneration, with emphasis on street situations, pointing towards a more friendly and referential model of care for its users.
- 2.3.** Promote RENADRO in relation to proximity services, with special emphasis on children and adolescents in street situations, as well as their families and/or significant referents.

RIGHT TO PARTICIPATION, ACCESS TO CULTURAL PROPERTY AND USE OF PUBLIC SPACES

REFERENT ACTORS: MEC; NATIONAL SECRETARY OF SPORTS, CITY HALLS, MUNICIPALITIES, ANONG, MI, INJU, INAU

GENERAL FRAMEWORK BASED ON THE GENERAL COMMENT NO. 21

“Street children face special obstacles when it comes to being heard and the Committee encourages States to actively seek how to overcome these obstacles. States and intergovernmental organizations must provide - and support civil society organizations so that they also provide - for street children an auspicious and favorable environment

to: be heard in judicial and administrative proceedings; carry out their own initiatives; and participate fully, at the community and national level, in the conceptualization, conception, application, coordination, supervision, examination and communication, among other forms through the media. Interventions are more beneficial for street children when they actively participate in the assessment of needs, in the determination of solutions, in the formulation of strategies and in their application than when they are mere objects of the decisions taken. States should also listen to relevant adults, such as family and community members, professionals and advocates, when developing prevention and response strategies.”

GENERAL STRATEGY

Establish participation and inclusion mechanisms at a formal level, where the voice of children and adolescents in street situations, their families, adult referents and the community is heard, to achieve, among other aspects, access to cultural property as well as to the public spaces of its surroundings.

SPECIFIC OBJECTIVES

- 3.1.** Generate proposals that allow access to cultural property that contemplate as a whole the CaA, families and/or significant referents that are in a situation of greater vulneration, with emphasis on street situations, promoting citizen integration.
- 3.2.** Promote, based on the interests of CaA, families, significant referents and the community, proposals for the recovery and appropriation of public spaces in different areas of the country based on the articulation of the departmental and national governments.
- 3.3.** Incorporate into the participation spaces of children and adolescents, existing at the social organizations of the State level, the situation of children and adolescents in street situations, as a way to access other spaces for meetings and articulation with different experiences nationwide.

RIGHT TO LIVE IN FAMILY

REFERENT ACTORS: MIDES; MVOTMA; ANV; MINISTRY OF LABOR; INEFOP; INAU

GENERAL FRAMEWORK BASED ON THE GENERAL COMMENT NO. 21

“States have the obligation to provide parents and legal guardians with appropriate assistance for the performance of their duties in regard to the upbringing of the child and must ensure the creation of institutions, facilities and services to guarantee children’s care. They must also take measures to eliminate the structural forces that put pressure on families in precarious situations. In that sense, a series of fundamental issues can be addressed: the improvement of community development based on rights in impoverished neighborhoods; the establishment of comprehensive social and economic safety nets; the offer of day centers and other specialized services that are safe and accessible; and improving access to adequate housing and opportunities to generate income for families.”

GENERAL STRATEGY

Deepen the development of programs to strengthen families in situations of extreme vulnerability, through the improvement of their communities, access to adequate housing as well as new opportunities for income generation, to curb the transmission of those factors that produce the existence of children and adolescents in street situations.

SPECIFIC OBJECTIVES

- 4.1. Strengthen the socio-labor trajectories of families and/or significant references (with characteristics similar to those that would imply educational-labor insertion for adolescents).
- 4.2. Deepen the care policies and the support for parenting practices, of parents and/or significant referents of the child and adolescent in a street situation, which favors the integral protection of the coexistent nucleus.

- 4.3. Review the distribution of the budget in housing, with special priority in the metropolitan area and capital cities, as a way of attacking the situations of precariousness and homelessness that occur especially in children and adolescents, their families and/or significant referents.
- 4.4. Strengthen and deepen the Five-Year Housing Plan, the line of action with the proximity programs, seeking the articulation of this portfolio with state agencies and civil society organizations that work in the care and support of situations of extreme poverty, especially to children and adolescents in street situations, their families and/or significant references.
- 4.5. Strengthen the proximity policy for the resolution of proposals for housing alternatives through action methodologies that involve visits and initial exchanges together between architects, social technicians as well as proximity teams with the family, to develop more appropriate solutions for housing or improvement.

RIGHT TO PROGRESSIVE AUTONOMY

REFERENT ACTORS: MINISTRY OF LABOR; INEFOP; MIDES; INAU; INJU; INISA

GENERAL FRAMEWORK BASED ON THE GENERAL COMMENT NO. 21

“In order to intensify prevention, States must promote the capacity of parents, extended families, guardians and community members to provide adequate guidance to children, helping the former to take into account the opinions of the latter, according to their age and maturity; provide a safe and conducive environment in which the child can develop; and recognize the child as an active rights holder who is increasingly able to exercise them as he develops, if he receives the appropriate guidance and direction”

GENERAL STRATEGY

Access by adolescents, to training proposals for employment, through socio-labor experiences of individual, flexible and territorial dominance, so as to guarantee the exercise of their right to a progressive autonomy⁹ that allows them to be effectively inserted in the formal labor market.

SPECIFIC OBJECTIVES

- 5.1.** Strengthen educational options in articulation with work, including dual training, as a way to facilitate adequate employment for adolescents and young people.
- 5.2.** Promote greater actions with companies, in relation to alternatives, options and opportunities offered by the Youth Employment Law, to promote the labor insertion of adolescents and young adults.
- 5.3.** Generate financial, accompaniment and care supports, among others, that facilitate certain aspects of adolescents' life, favoring a greater realization of educational-labor proposals.

⁹ The process of progressive autonomy encompasses major aspects in the life of adolescents, however, for this planning only the axes relieved in the process of construction have been taken into account and with an emphasis on what was expressed by the adolescents themselves consulted

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