

**Alliance for children on the move:  
Standard Operating Procedures for Guardians**

**Asop4G**

**National report on needs assessment of children & guardians  
- Greece -**

**Workpackage:** WP2 – Development of guardians' capacity building methodology

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## ASOP4G Project Profile

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## 1. Introduction

Child protection (CP) in Greece has historically focused on particular issues or on specific groups of vulnerable children. Although this approach can serve the needs of a targeted group, it also has important limitations (FRA 2015). Children may face several child protection challenges at the same time, thus fragmented child protection responses may deal with a single problem but fail to provide a comprehensive solution for the diverse needs of children. Focusing on selected issues alone, or on particular groups of children, is neither sustainable nor effective (Ibid.). Guardianship is part of a child protection system and should be dealt in this way. The fact, that the coordinating office for guardianship of unaccompanied children, according to the new law in Greece, is the National Centre for Social Solidarity, is a promising step towards that direction. Yet, often different regulations apply to Greek children than to non-Greek nationals, given that legal status plays an important role. In the same trend, new services tend to be developed for benefiting the migrant and refugee population.

The financial crisis that hit the country in 2008 and the austerity measures that soon followed, further impacted the Child Protection System. There was a change in prioritization of issues in political agenda, with many initiatives slowing to a halt or being modified accordingly. The intensified needs of the population and the reduction of social welfare expenditures created significant challenges to the existing services. At the same time, the inability to recruit personnel in the public sector has weakened the services and led to their inability to respond sufficiently to the needs of the refugee population. Noteworthy, that since 2015 the refugee and migrant crisis in Europe saw a massive rapid movement of hundreds of thousands of refugees and migrants including children through Greece with most people staying in the country no more than 24-48 hours. By March 2016, closure of Greece's northern border and the signing of EU-turkey agreement resulted in restricted movement of people and extended their stay, as tens of thousands of children and families waited for their asylum claims to be processed. This new situation corresponds to evolving child protection issues facing this population, as well as to greater opportunities for CP actors to identify and support the most vulnerable children with targeted child protection services.

Nevertheless, it should be noted that the shortcomings of the existing services, their fragmentation, the fact that they are under-resourced, the perplexed, multiple, cross-cutting but not necessarily aligned legislative provisions, the relative lack of community-based services and the orientation to tertiary institutional services among others are problems child protection faces in Greece for decades; reasons and causes for such weaknesses can be traced to the post-war underdevelopment of welfare state in Greece, long before the beginning of the ongoing economic crisis.

The main protection issues of the general population of children living in Greece according to the views of professionals in the field (Nikolaidis et. al. 2018) were the following:

- Underdeveloped system of fostering and adoption,
- Delayed response to issues of child abuse and neglect (CAN),
- Shortages in human resources,
- Lack of organized early CP interventions/ prevention policies,
- Lack of uniform quality standards and rules of procedure for Children's Closed Care Institutions,
- Lack of coordination among the involved CP services in a uniform "care" system.

The same issues are met in the protection of unaccompanied children as well. Yet, the latter are faced with additional challenges. Additional issues that were identified as pressing for refugee and migrant children in Greece (Ibid.) were the following:

- Homelessness
- Guardianship
- Lack of coordination among services (governmental and NGO)
- Constant transportation/ "recycling" of children through the System
- Increased psychosocial needs
- Life in shelters (limited personnel, burnout, limited capacity-building and background knowledge)
- Unregistered children

While parts of the child protection system in Greece have accommodated refugee and migrant children in the past, the increased caseload in the past two years, combined with the specific needs of this target population (i.e. linguistic, cultural and distinct vulnerabilities<sup>1</sup>) put additional strain on the national CP system, and highlighted pre-existing strengths as well as weaknesses and gaps. These include:

- Challenge of the system to respond to protection concerns of refugee and migrant children including violence, exploitation, abuse and neglect, as well as to respond to acute support needs including, for example, mental health needs of children;
- The absence of a harmonised case management system and related gaps in national and local level referrals and continuum of care;
- Limited capacity of the existing reception/ accommodation system for UASC to respond to high numbers of children and limited options of alternatives to institutional care;
- Divided accountabilities for refugee and migrant children and weak coordination and referral mechanisms.

According to the 2011 Population-Housing Census (revision of 20/3/2014) the Resident Population of Greece was 10,816,286 (10,768,173 estimated data of January 2017; Hellenic Statistical Authority 2017). Census data indicate that the average age of the Resident Population of Greece is 41.9, while the population of children that is of persons aged 0-18 was estimated to 2,002,670 persons (18.51%). According to data published by UNICEF, as of 30 September 2018, 24,800 is the estimated number of refugee and migrant children in Greece, out of which 3,149 are unaccompanied (UNICEF 2018). UNHCR estimates that 35,626 persons arrived in Greece

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<sup>1</sup> For more information also see "Rapid Assessment of Mental Health and Psychosocial Needs and Services for UAC in Greece" available at: <http://ich-mhsw.gr/sites/default/files/Report.pdf>

from January to September 2018 and that currently 64,900 remain in total in Greece since the 2015/2016 flow (UNHCR 2018). Yet, this concerns the registered people. Considering all arrivals in 2017, 37% were children, out of which 13% were unaccompanied<sup>2</sup>. The top three nationalities of unaccompanied and separated children in Greece are consistently Pakistani, Afghan and Syrian, based on referrals to EKKA, though the exact percentages may vary from time to time<sup>3</sup>. As of 15 September 2018 (Source: EKKA), there are 3,320 unaccompanied children in Greece but only 1,191 places in shelters and SIL apartments. As a result, many children spend lengthy periods in protective custody or in the RICs on the islands and Evros waiting for a place in age-appropriate shelters or other facilities, while others stay in informal housing or risk homelessness (UNHCR 2018).

### Legal guardianship and representation of minors: Brief description

Legal guardianship in Greece is regulated by the articles 1589 to 1654 of the Greek Civil Code. It is foreseen that in case where no parent can exercise his/her parental responsibilities either because both parents are unknown or absent/dead or were deprived their parental rights by court order or are incapable of exercising their parental duties, the competent authorities or relatives that are aware of such a case shall immediately notify the court, or the court ex officio shall act, and the minor shall be appointed a guardian by court order<sup>4</sup>. The best interests of the child are a primary consideration in all decisions<sup>5</sup>. To this end, before any ruling the Judge shall hear the minor's views and take them into consideration according to his/her age and maturity<sup>6</sup>. A social inquiry is valuable for assisting the judgment and the views of the minor's relatives are taken also into consideration<sup>7</sup>. The legal guardian could be the adult spouse of a minor, a person designated in parents' will or other statement, a person considered to be appropriate according to the court with a preference to the minor's relatives<sup>8</sup>, an appropriate child protection facility or the responsible social service<sup>9,10</sup>. The main parties in the procedure are the court, the guardian and the supervisory board<sup>11</sup>. According to the Civil Code, guardianship includes the rights and responsibilities that a parent would have<sup>12</sup>, namely taking care of the minor, cater for his/her

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<sup>2</sup> UNICEF, Latest statistics and graphics on refugee and migrant children: Latest information on children arriving in Europe. Available at: <https://www.unicef.org/eca/what-we-do/emergencies/latest-statistics-and-graphics-refugee-and-migrant-children>

<sup>3</sup> [http://www.ekka.org.gr/images/PDF\\_ARXEIA/ΠΑΡΕΜΒΑΣΕΩΝ/GR%2015-7-2018.pdf](http://www.ekka.org.gr/images/PDF_ARXEIA/ΠΑΡΕΜΒΑΣΕΩΝ/GR%2015-7-2018.pdf) and see also [https://www.unicef.org/eca/sites/unicef.org.eca/files/eca-dataprod-Refugee\\_and\\_migrant\\_children\\_in\\_Greece\\_data\\_analysis\\_August\\_2017.pdf](https://www.unicef.org/eca/sites/unicef.org.eca/files/eca-dataprod-Refugee_and_migrant_children_in_Greece_data_analysis_August_2017.pdf)

<sup>4</sup> art. 1589

<sup>5</sup> art. 1648

<sup>6</sup> art. 1647

<sup>7</sup> art. 1593

<sup>8</sup> art. 1592

<sup>9</sup> art. 1600

<sup>10</sup> provided in Law 2447/1996, which amended the Civil Code. This social service has not yet been established.

<sup>11</sup> art. 1590

<sup>12</sup> art. 1603

matters, such as education, housing, sound psychosocial development, and health<sup>13</sup>, manage his/her property and his/her legal representation<sup>14</sup>. An exception is when more guardians are appointed to serve different purposes each<sup>15</sup>.

In case a guardian has not been yet appointed, or the appointed guardian is temporarily unable to exercise his/her duties, or the guardian waives his/her appointment or the guardian quits, the head of the pertinent social service takes all appropriate measures for the protection of the minor<sup>16</sup>. In the meantime, if it is urgent for the minor to be represented in a legal action or court hearing, the court issues a provisional order appointing a temporary guardian<sup>17</sup>. By analogy to the aforementioned clause, the Public Prosecutor for Minors/First Instance Public Prosecutor acts by law as the temporary guardian of any third country national or stateless minor identified in Greece unaccompanied. The Prosecutor is also responsible by law to take all necessary action for the appointment of a regular guardian<sup>18</sup>. Notwithstanding that, as stated in article 4 of the Civil Code, persons who do not hold the Greek citizenship have equal rights deriving from this Law (Code) with the Greek citizens. Moreover, Greek courts have jurisdiction over the appointment of a guardian to a non-Greek citizen minor, if he/she has his/her place of habitual residence in the country<sup>19</sup>. However, if the minor merely stays at the moment in Greece, only injunction can be issued<sup>20</sup>.

Particularly concerning unaccompanied and separated children who are third country nationals or stateless, the Public Prosecutor shall appoint a person or legal entity to exercise guardianship actions for this child, represent him/her and ensure his/her best interests during procedures, as provisioned by articles 19 para 1 of PD 220/2007, 45 para 1 of Law 4375/2016, and 22 para 3 of Law 4540/2016 and in the spirit of the EU Directives these pieces of legislation comply with. Therefore, although the term guardian may be used, this case does not respond to the rights and obligations of guardians according to the Civil Code<sup>21</sup>. In any case, the respective EU Directives refer to representatives and not guardians<sup>22</sup>. The “guardian”-representative of an unaccompanied minor is to represent the minor in all procedures necessary and ensure his/her best interests and overall well-being<sup>23</sup>. The guardian also informs the child about his/her rights, options, and all

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<sup>13</sup> See also: art. 1518, Civil Code

<sup>14</sup> Art. 1603 Civil Code

<sup>15</sup> art. 1604 CC

<sup>16</sup> art 1601 CC

<sup>17</sup> art. 1601 CC

<sup>18</sup> art. 19 para 1, Presidential Decree 220/2007, Adaptation of the Greek Legislation to the provisions of Council Directive 2003/9/EC of 27 January 2003, laying down minimum standards on the reception of asylum seekers in the Member States

<sup>19</sup> Art. 24 par. 2 abs a CC

<sup>20</sup> art. 24 Civil Code

<sup>21</sup> There were instances where a court decision was issued and a guardian was appointed based on the Greek Civil Code, but eventually there were complaints either from the persons who were appointed or by their colleagues for fear that this would have a wide application from then on.

<sup>22</sup> See for example Directive 2013/32/EU art. 2 - definitions

<sup>23</sup> See art. 22 par. 5 of Law 4540/2018. Note: art. 22 should come into force after three months from the date of adoption.

respective consequences, is present to his/her personal interview before the Asylum Service and to any other procedure deemed necessary<sup>24</sup>. It is noteworthy that Law 4540/2018 refers for the first time in Greek legislation to “separated minors”, including persons under 18 years of age who are deprived of parental care but are accompanied by an adult relative, who takes care of the child<sup>25</sup>. In this instance, the Public Prosecutor may authorize the relative for certain guardianship acts<sup>26</sup>.

Finally, by law 4554/2018 (issued in July 2018) the role of the guardian for unaccompanied children was established and the representation of non-Greek nationals and stateless children was regulated. Therein it is provided that a body of professional guardians will be developed, who will be appointed by the Public Prosecutor and will act within their geographical area of responsibility. A registry of unaccompanied minors and guardians in Greece will be established in order to have a coordinated and suitable choice of professional for each child. The role of the guardian is based on the guidelines of the European Union’s Fundamental Rights Agency. The coordinating agency will be the National Centre for Social Solidarity. State supervision and coordination is of paramount important in order to guide, supervise and set the framework of work for all professionals working with children.

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<sup>24</sup> See art. 45 Law 4375/2016

<sup>25</sup> Art. 3 Law 4540/2018.

<sup>26</sup> art. 22 par. 2 Law 4540/2018.



## **2. Children's & guardians' needs assessment**

### **2.1. Objectives**

The objective of guardians' needs assessment was to identify the perceptions of guardians over their role and tasks and their needs in terms of improving their practice and their competency (knowledge and skills), in order to inform and orient in that way the framework of upcoming training's curriculum as well as the content of the Handbook on SOPs for guardians.

The objective of children's needs assessment was to identify the perceptions of children over the role and tasks of the guardians in terms of improving their practice and their competency as well as children's needs.

### **2.2. Methodology**

#### **2.2.1. Guardians' needs assessment**

As provided in the research protocol of the project (WP1-Management and coordination of the project) focus groups were selected as the most preferred research strategy because it offers access to individuals' personal views, experiences, attitudes and perceptions of what means to be a guardian of unaccompanied and separated children. It also encourages a safe environment for participants to express their thoughts regarding sensitive and complex issues in a stress-free atmosphere, it promotes interaction among them by exchanging useful ideas and information. Last but not least, focus groups as a research method for this study, bring the researchers closer to the multiple aspects of guardianship through the discussion and the dynamic between the guardians.

The assessment of the guardians' needs took place at the premises of Institute of Child Health and was facilitated by two researchers of the programme. The seating was arranged in a circle and during the whole meeting snacks, coffee and juice were offered. Two different focus groups were organised, each of one consisted by six (6) guardians who all were appointed by the Public Prosecutor for Minors in Athens, as at that time the temporary guardian of all unaccompanied and separated children in Athens. Ten out of twelve guardians were female, all with at least one year of experience and responsible for ten (10) to fourteen (14) children.

At the beginning the facilitators introduced themselves and encouraged all participants to do so by briefly describing themselves and their professional background. Then the facilitators provided a brief presentation of the project and the purpose of the particular activity. Explanation of the consent form followed and a reminder for the recording of the session.

Afterwards, the discussion emphasised in four main topics, as originally planned, related to the i) role of the guardian, ii) drives and challenges in guardians' practice (duties, professional context, obstacles), iii) up-to-now capacity building (availability and frequency of trainings, topics covered,

adequacy, potential gaps, relation of knowledge to actual practice) and suggestions for a training content, and iv) interagency collaboration in terms of case management, level of support regarding guardianship, potential limitations in formal or non-formal cooperation mechanisms.

### **2.2.2. Children's needs assessment**

During the preparation of children's needs assessment the researchers informed (orally by telephone and by sending relevant documents by email to the social workers of the shelters where the focus groups would take place) about the project's objectives and certain details about the activity such as its duration, setting, main themes and structure of discussion. Focus groups were conducted by two researchers of the programme and were held in a friendly, relaxed and informal atmosphere which guaranteed children's privacy and confidentiality. Specifically, the two focus groups with children took place in a friendly and comfortable room within the residential facility that hosts them (NGO-run), in order to avoid additional movement for them. The hours to conduct them were carefully agreed with the personnel of the NGO in order not to overlap with any schooling, lessons, lunch or other activities. In the 1<sup>st</sup> group, there were two facilitators (1 leading, 1 supporting) and an interpreter for Punjabi-Greek during the session. In the 2<sup>nd</sup> group, two members of the personnel were present during the discussion, and expressly refused to abide by the research protocol and leave the room. The facilitators allowed their presence in order not to cancel the activity, which was so laboriously organized. In both focus groups the shelters' professionals completed the consent forms

As foreseen in the methodology of the research activity, the discussion was held in the children's native language, therefore an interpreter was present to enhance the communication between the facilitators and the children. The seating was arranged in a circle and during the whole meeting snacks culturally appropriate, juice and water were offered. Two different focus groups were organised, each one consisted of six (6) unaccompanied minors, male, aged from fourteen to seventeen (14-17) years old. In the 2<sup>nd</sup> focus group, the boys gave the impression to the facilitators that they were much older than the stated age. Children's country of origin was Pakistan (Punjab province), given that this is the most represented country in unaccompanied children in Greece at the time. Their stay in Greece ranged from one to three (1-3) years. Some intended to reunite with relatives in other European countries, some were accepted in the Dubs UK programme and the rest were planning to stay in Greece. They all attended school at the time (the 1<sup>st</sup> group morning school and the 2<sup>nd</sup> which consisted of older teenagers in evening technical school), apart from one boy whose request for family reunification was definitively rejected and was "mourning" and abstained from all activities. Less than half of the children have or used to have a guardian from the time they arrived in Athens, but all had a person of reference within the shelter. Before their stay in the residential facility, some of them had stayed in a shelter that closed due to lack of funding, in camps in (border) islands, or in detention centre as protective custody because of homelessness.

After introducing themselves, the facilitators opened the session with a warm up and introductory process of presenting briefly the project, its purpose and functioning of focus groups. All children were encouraged to participate and express their own views, without hesitation and thinking, (right or wrong) answers about solely their experiences with and aspirations for guardians and about their personal needs. Explanation of the assent form to children's native language followed and a reminder for the recording of the session. Afterwards, the discussion emphasised in six main topics, as originally planned, related to the i) role of the guardian, ii) children's participation, iii) their living conditions, iv) challenges they face, v) positive aspects of their lives according to their own opinion, and vi) suggestions and expectations from guardians. Many participants in both groups believed that immediate change and help would come after the focus group, although it was explained to them from start that there can be no support from this project apart from listening to them and transferring this knowledge to person of authority working for the state. This was apparently a difficult concept to grasp, because particularly older children would ask again and again, what we are going to offer them.

### **3. Results**

#### **3.1. Guardians**

##### **3.1.1. Role of the Guardian**

All of the participants in both focus groups share similar views about the definition, role and duties undertaken by a guardian. They refer to him/her as the most significant person in an unaccompanied child's life while in the reception country and a mediator between the child and his/her surrounding system (child protection services, public services such as Asylum Service, care arrangement system, other NGOs). According to them, a guardian is a reference person who ensures that the best interests of the child are safeguarded. He/She is also someone who plays a key role in his/her life by taking responsibility of all necessary bureaucratic procedures regarding child's residence and legal status, education matters, medical care and at the same time engaging him/her in other social activities.

*"The guardian is first of all a reference person for a child, an unaccompanied minor. He/She is obviously the person with whom the child has built a relationship and is also responsible for a series of actions, such as legal procedures (asylum, family reunification) and educational and medical matters".*

*"Someone who evaluates the child's best interest, represents him/her in agencies, supports and defends his/her rights".*

*"I act as mediator as I am responsible for providing the child with any information that concerns*

*him/her and I am accepting his/her reactions. For example, anger if the process is delayed”.*

*“Empathy is the role of the guardian, to be able to understand, to feel and cope with the needs. Guardian’s role is complex”.*

*“The guardian is the moral responsible for the child. There is no standardized protocol describing what he/she must do. When the shelters don’t work efficiently, the guardian ends up with doing everything regarding child’s affairs”.*

Moreover, they consider that he/she takes care of the child and is the most trustworthy adult among all professionals who surround him/her. The guardian in practice not only provides encouragement and psychological support to the child but he/she also has an important role in the protection of the child acting beyond their responsibilities and power.

*“The guardian stands by the child and he/she supports him/her, is his/her closest person with whom he/she creates a personal relationship, and because of this, the child feels comfortable towards him/her (the guardian). He/She supports him/her psychologically”.*

*“Often [professionals we co-operate with] have exaggerating demands and expect us to undertake responsibilities we must not and insist even if we explain them that it is not included in our authorizations”.*

Another important insight on the role of the guardians, as it is perceived by them, is the fact that their role seems to differ according to the child’s residential setting for example if the child is in a Reception and Identification Centre or lives in a shelter, in foster family or is under custody. Special reference was made for homeless children whose needs, according to guardians, should be covered by a different specialized state institution, given that they feel helpless to support a child under such living conditions.

*“The matter of homelessness is, as I imagine for all of us, one of the most challenging regarding guardianship. There should not be a guardian who has homeless children under his protection. An institutional body or official state agency should provide solution for homeless unaccompanied children”.*

### **3.1.2. Drives and challenges in guardians’ practice**

It was made clear that a guardian can only be someone who is ready to dedicate a big part of his/her day and energy to support the children. Their role is complex and affects both the child’s and the guardian’s personal life. All participants felt that they had a vague idea of what is anticipated from them to do before actually working in the field and undertaking real cases. Though some instructions were in place, they highlighted that everything was discovered in practice while in the field. They mentioned that experience comes within a few months, given that a guardian encounters new and many challenges every day.

*“Personal experience plays a vital role. A small period of time after you are appointed as a guardian, you realize that you are on your own. In actual daily practice. Experience is very important. Within a few months’ time the guardian has experienced a lot”.*

*“Eventually we learn whatever we need when on the working field”.*

*“For me, attention should be drawn to explanations for our tasks based on the authorizations we receive. A phrase like provide assistance in “medical issues” leaves the guardian exposed without informing him in detail what are his daily duties in contrast to the duties of a caregiver [shelter’s personnel]”.*

Their everyday practice is driven primarily by each child’s needs. At the same time, their professional background influences their work, as well as their personality and instinct. Guidance from other guardians (discussions over cases, sharing and exchanging experiences) has always been a priceless input for them.

*“Networking and sharing experiences with our colleagues is extremely helpful”.*

*“Collaboration between guardians is life-saving. The other guardians understand you because they deal with the same problems as you do. There is mutual help and support in both practical and psychological aspects”.*

Case management is sometimes a lonely procedure. Though they cooperate with other professionals in order to take necessary action, they expressed their desire to be guided by a professional with large experience in working with children and/or migration issues, who also has communicative skills. They would like to have clear guidance on how to handle difficult cases (what to say and what to do). In general, they draw a case plan for the child on their own. They are aware of the main areas in the child’s life that action should be taken, e.g. education, health, legal status, and based on the given circumstances they try to plan the next steps.

*“Regarding case management, in my opinion, every guardian should be supervised by a psychologist, particularly someone with experience on the field of guardianship and working with unaccompanied minors. It’s unacceptable, when he/she doesn’t have anyone to turn to”.*

*“We would like to have an arranged monthly meeting with our coordinating team which will help us with our cases and give us appropriate guidance, advice and feedback. I don’t want to be left alone and take final decisions on my own”.*

*“Case conference..? You make it sound like a fiction scenario, that is an arranged procedure where all professionals gather and discuss about case planning”.*

Yet, complications arise due to constant change of facts. For example, the guardian enrolled a child at a public school, but since the boy’s family reunification request was rejected, he didn’t want to visit school any longer, because he was frustrated. The same happens sometimes with

extracurricular or sport activities, where due to mood swings or depending on the activities that his/her friends currently undertake, the plan has constant modifications.

*“In my opinion, you can make a case plan only for matters that can be arranged, such as registration, preparation for the interview, the interview on an arranged date. Everything that has to do with legal procedures, it’s typical and has a certain date of implementation”.*

An additional barrier to solid plan can be the influence that adults of the same nationality have on children’s decisions, relatives or even unknown, whether living in or out of Greece. No matter the efforts of the guardian to meet the child’s real needs, the child is more easily convinced by whatever the same nationality adult will instruct him/her.

*“There is no way unaccompanied children will not comply with adults of the same country of origin or parents even when their living in another country far away and despite the guardian’s effort to serve the child’s needs, find the best suitable shelter or other activity”.*

Moreover, it is not a standard practice to have a case conference that involves all professionals that surround the child, it usually depends on the initiative of the guardian or the shelter’s social worker. Guardians apparently face numerous challenges every day. They identify their work with children as building human relationships that can be very challenging, either from start or on the way.

*“For me, building rapport with the child is challenging, getting involved, finding balances between us and dealing with any kind of difficulties which arise e.g. procedural delays. But most [challenges] have to do with relationships”.*

They identify also a difference in their work when supporting a child who has fled a war and a child who has come here to find a job. However, often the development of a relationship can prove to be very rewarding and touching, and in any case, is something that can be handled. To the contrary, the challenges that guardians face, when their duties involve the collaboration with other agencies, authorities or organizations or decisions of public authorities, overwhelm them.

*“I feel very anxious if something goes wrong with the child, I am stressed about the progress of a child’s case, he/she is hanging on my lips about everything”.*

These difficulties can be identified in various domains. For example, when a family reunification request with a parent or sibling is rejected or when the transfer in case of acceptance is seriously delayed, they don’t know how to explain this system’s inadequacy to the child. Similarly, when the child’s personal interview is unexpectedly cancelled due to an Asylum Service issue only to

be rescheduled after many months. Moreover, many difficulties arise with the issuance of social security number for the child (some illegally demand permanent residence permit), or the card for the public transportation (they demand passport) or with the enrollment of children at school (some children are reluctant to register unaccompanied minors or it is not widely known where the reception classes take place). Another issue involves the unclear limits of the guardian's tasks and responsibilities especially in relation to other agencies. For example, who should accompany a child to a hospital that is already living in a shelter? Who should sign for medical examinations or transfer of a child patient from one hospital to another?

*“Our duties in relation to other agency’s duties remain unclear”.*

*“In general, our duties seem to have changed a lot from time to time depending on the migration flow and the particular needs of the guardianship programme”.*

*“There is a definite lack of hierarchy in guardians’ tasks”. For instance, we were not aware of [...] which were considered as the most important actions to be taken in relation to unaccompanied children. Many issues were never thoroughly defined nor official policies, precise goals etc”.*

The guardians feel that they need very concrete information about various issues. When a child is homeless, they feel unable to support him/her, since the child has no residence. In this case, they would prefer to have common instruction on what to do and a list of resources for places for food, hygiene, clothing and perhaps temporary safe placement.

*“Unaccompanied children’s homelessness is one of the most crucial issues of guardianship. It depends on each guardian’s perception of how to handle every case. Is he responsible to find a solution on his own? Leave it in a safer place and bring him/her food? Look up for a home where other native adults live? Take advantage of the guardian’s personal network acquaintances he/she has?”*

*“After a small period of time, I asked not to be responsible for homeless children because it was very frustrating”.*

Another ambiguous matter that often troubles them is when becoming a guardian of a person who states that is minor but apparently is not, given that there are many actual children out there that could benefit from the institution of guardianship. Finally, a challenge that guardians face and up to now seems intrinsic to their duties is the combination of field work with paperwork. While spending hours before the public authorities, having 10-15 children under their care and being available almost 24/7, they have to prepare a lot of paperwork. They would rather have support in case management by an experienced professional, in setting some limits on their responsibilities and in sound case prioritisation, so then there would be time to complete reports.

*“One challenging aspect of the guardian’s workload is combining unaccompanied child’s actual care*

*in the field and carrying out all necessary bureaucratic tasks for his/her case”.*

*“We are on call 24 hours seven days per week. Maybe after a year the guardian may be able to manage this but at the beginning due to the lack of experience there is nobody there for you, to support you”.*

### **3.1.3. Capacity building and suggestions for training content**

All guardians of both focus groups had attended prior to their recruitment a seven (7) day seminar, eight hours per day, organized by the NGO, which afterwards hired them. Training seminars were taking place a pre-step of the recruitment phase. The training varied from time to time based on the guardianship project's experience up to then. The trainers consisted of members of the coordinating team, some guardians and experts and officials from other agencies and organizations. The training contained both theoretical information and practical exercises. The participants on the focus group suggested that theory should be minimized and more weight should be given in practical aspects as to how to talk to a child in various occasions and how to handle cases.

*“The training we attended was too theoretical. A brief presentation about refugees and immigrants was helpful but we didn't learn anything about adolescents. It (the training) didn't coincide with Greek reality and what is really happening out there.”*

While all guardians consider a very important task the legal procedures for the child, they expressed that it is difficult to follow the numerous provisions of laws at an initial training and instead they would need some basic knowledge and more practical orientation as to what they have to do and where to go for the various legal obligations of the child. Importantly, they cooperate with a lawyer anyhow.

*“It emphasized on legal matters which are undoubtedly useful, but we received lots of information and no one can comprehend all these at once”.*

Even when topics were interesting, it was hard to follow or understand the connection with the field, unless there were accompanied by experiential activities. They really enjoyed these type of exercises and in particular, role playing (interaction of a supposed guardian and a child) based on actual or fictional case studies, which were then discussed among small groups. Noteworthy that, participants also pointed out that when taking up their duties as guardians, eventually it proved to be a significant distance from what was taught and what was actually taking place in the field.

Continuous training is not provided and is not obligatory either. There have been some suggestions for trainings organized by (funding) NGOs, on how to improve case management or how to conduct a BIA, which a few guardians were able to attend. Other than that, guardians



pursue to find themselves trainings to attend, for which they either need to take official leave and perhaps pay.

As far as the guardians' suggestions about the content of an appropriate training module are concerned, and according to their perceptions after their experience so far (1-3 years) working as guardians, the framework of a training course should be built upon two main sections: i) knowledge of guardians' specific role and duties and a list of guideline steps of standard operating procedures to fulfill them and ii) skills and expertise to help him building rapport with unaccompanied children and manage cases sufficiently by respecting the boundaries of their capacity and profession.

*“What is the guardian’s job description? What is he/she responsible for in relation to child’s medical issues or education matter? At first, we didn’t really know what we were expected to do”.*

*“I would emphasize on the relationship and bonding between guardian and children as well as ways of building rapport. Being a guardian isn’t a conventional job, you deal with human psychologically injured children who are alone and have suffered a lot”.*

In particular, they recommend as a principal content of a training, a detailed presentation of their duties as these are defined by his/her role and described in the guardianship legislation. It is of utmost importance for a guardian to be aware of his/her exact responsibilities, his/her level of independence and also his/her work's limits. This is interconnected, according to them, with the provision of knowledge and skills on realizing the limitations of a guardian's work in order to avoid burnout and frustration and ensure a healthy and defined relationship with the child. Given that a real human relationship will be built between the guardian and a child, this should be clarified for both sides. The guardian should be aware that he/she cannot have the goal to bring radical changes in a child's life and save him, rather to know that he/she is there to support the child, ensure that his/her rights are safeguarded and act in the best interest of the child. Besides, the guardian doesn't live together with the child and is not able to act as a parent in a substantial way.

*“It is essential that the guardian sets some boundaries between himself/herself and the child. He/she must filter everything the child tells him/her and act accordingly. He/She is not there to save the world and will not make it, he/she is always on call”.*

*“Setting boundaries is the most valuable experience a new guardian should be taught from the very beginning”.*

A training, according to the participant's opinion, should also include a description of a child's developmental stages with an emphasis to teenagers. It is deemed important to gain insight into the cognitive and psychological capacity and needs of the children, given that very few know such things already. Learning how to build rapport with children of a certain age is very helpful.

*“To a new guardian who would start now..., I would say that a great challenge is to create good relationship with the child. This will help him/her prevent any negative reactions the child may have in a possible rejection of his legal matters. If you have tried to get along with the child, you are given the opportunity to communicate with him differently. Though it takes a lot of effort to earn a child’s respect and trust”.*

*“Their relationship doesn’t have to be codependent. The child must learn how to live autonomously because the guardian will stop being at his/her side at some point. Just knowing that he/she is there for everything the child needs is enough. That would solve many problems, in my opinion”.*

At the same time, cultural issues should be taught also in relation to the child’s gender and age. It is valuable to know how a family functions in other countries to understand the dynamics and how to better advise a child by creating a feeling that the guardian is his/her ally.

*“Intercultural issues should be taught. For instance, how should I speak to a Pakistani boy who is sixteen years old or how to an Afghan teen girl? Should I look him straight in the eyes? These kind of knowledge are priceless for me. The interpreters have saved me a lot of times explaining me child’s gestures, facial expressions or body language. I remember a suicidal case where the interpreter knew how to talk to him and he was very helpful. We would be more ready, if we theoretically have this kind of knowledge”.*

Participants highlighted the importance of educating the guardian on the risks that children might be dealing with at certain occasions. Therefore, gender issues, mental disorders, indications of child abuse, neglect and/or trafficking, post-traumatic stress disorder (PTSD), substance abuse, intercultural and religious characteristics are a few critical thematic fields, for which guardians often feel insecurity about in terms of handling the case and making the appropriate referrals.

*“I am not a psychologist, therefore I find it very important that a training content should include modules with various subjects e.g. suicidal tendency, trafficking of female victims or other knowledge on basic thematic parts which at least give a guidance on how we must handle situations based on some protocol and not on our intuition”.*

In addition, information about legal procedures is very valuable (asylum, family reunification) and is recommended to be more practically oriented, e.g. what documents will be necessary, when to visit the asylum service and for which purpose.

*“Legal issues of unaccompanied children, e.g. how we ask questions about relatives, how to cross-check information that the child gives us, what a family reunification means and what the guardian is expected to do, how to prepare the child for an interview”.*

Participants pointed out that there should be a prioritization of tasks and guidelines on what is important to safeguard in relation to children and their rights. Furthermore, given that children’s educational issues (registration at school, list of available schools with reception classes) and

extracurricular activities (sports, music) constitute tasks of the guardians' tasks, a list of the actions taken and the competent agencies and schools to address should be made available. This is useful for both beginners and experienced guardians.

*"Another training section could include listed information of educational programmes, computer classes, dance schools, English and foreign languages institutes and generally alternative non-typical educational programmes".*

This is also relevant to the medical issues. A training should inform the guardian of what exactly he/she is supposed to do and where to go (for standard medical examination as a prerequisite for the child to be transferred to a shelter, periodical examinations for check-ups, for emergencies). H/she needs to be aware of his/her responsibility. For example, he/she has access to the medical record, informs the doctor for the child's history, signs or he/she doesn't sign for examinations, hospital transfers or medical treatment. Moreover, there should be a clear line between what the guardians are expected to do and what the shelter's personnel or the foster parent should do.

To become a guardian, participants pointed out that one must have or develop particular personality traits, or else soft skills<sup>27</sup>. Therefore, apart from basic background knowledge and occupational skills, soft skills play a vital role as a coping strategy in the field.

*"The guardian should be creative, joyful, smile often, have empathy, endurance, be optimistic and patient, able to set boundaries in his relationship with the child, be organized."*

*"Skills in negotiation are also extremely necessary for a guardian. Be diplomatic, flexible and perseverant. He/She must be daring!"*

Characteristics and skills, such as empathy, diplomacy, negotiation, flexibility, patience, persistence, creativity, optimism and joyfulness, were mentioned in both focus groups as principal elements for guardians' work and as a fundamental part of an education to be delivered (e.g. with performing case studies on how to interact with an agency that illegally refuses to issue document). Another section of a guardians' training could be practicing on new tools, particularly social history and best interest assessment, more realistic, up-to-date, sort and easy to complete.

*"A new template for BIA would be helpful, because many questions are standardized and it is difficult to ask children those kind of questions, which are mainly referring to their past and children face a difficulty expressing their thoughts. A social history with more open questions would be more effective than the existing one".*

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<sup>27</sup> Soft skills are personality traits and interpersonal skills that characterize a person's relationships with other people and are considered a complement to hard skills, which refer to a person's knowledge and occupational skills. More information on the definitions available here: <https://www.thebalancecareers.com/list-of-soft-skills-2063770>

*“The tools have to be continuously updated due to constant changes. You make an initial case plan and after a while nothing goes according to what you planned. Also, if a tool is fifteen (15) pages long, there is no chance we have time to complete it. Additionally, some children are not ready to answer questions regarding future plans”.*

It is suggested that any training should include a small theoretical introduction to a topic and then setting examples and exercises to understand it, discuss it and even rehearse it. It is not necessary, guardians claim, that only a single extended training should be provided to them but some suggest it would be very helpful to attend additional sessions for various issues, based on children’s needs, risky situations that children face and anything that might come up in practice.

#### **3.1.4. Interagency collaboration**

As mentioned above, the guardian is acting as a link between the child and Public Services and other agencies and organizations which are involved in an unaccompanied child’s life (e.g. migration office, asylum service, hospital, school, social service, protection services, accommodation facilities). Cooperation with several state agencies/organizations can be a puzzle even after a few years of experience due to personnel which is often misguided about what a guardian means and what is his/her role or seem to be reluctant to provide services to third country nationals.

One of the main outcomes of the focus group discussions with guardians was the absence of a clear and standardized framework in relation to other mandates and the service provision to the child. They are assigned to accomplish a broad set of duties and occasionally, it may be unclear to them who is responsible to carry out certain procedures; for example accompany children to hospital, something that social workers working in shelters are also expected to do so. Another important inadequacy which concerns the guardians is the lack of a uniform approach by the Public Services and the fact that the level of service depends on the employee and the relationship the guardian may have developed with him/her.

*“I remember myself always saying “I have a problem handling adults, not children”. Personal relationship with an employee working in a public service plays a key role. [...] Collaborating with some professionals in shelters, agencies and public services isn’t always effective, it has to do a lot with the individuals working there, their perceptions of guardians’ duties and on migrant children.”*

#### **3.1.5. Identified needs of guardians**

Given that the law regulating the guardianship of unaccompanied children in Greece was recently passed and many of the issues the guardians faced during their daily practice were mainly dealt based on their own initiative, instinct and experience on the field, there are yet many needs to be covered. First, there is an essential need to draw a clear framework for

guardianship. A clearly defined role, the knowledge that the guardian should always act on the best interests of the child and learning how to do that, help to accomplish their role effectively. Capacity-building in regular basis is necessary.

*“It would be very nice if we had the chance to attend regular trainings every other six (6) months and have special educating leave from work for this. It is essential for the guardian to keep getting trained”.*

Participants suggested for a brochure to be developed with some main information about who the guardian is and what his/her role is in several languages in order to be distributed to children even and achieve a common understanding from start even without an interpreter. In the same spirit, they consider helpful to have a mini dictionary with very basic words and expressions in several languages to be able to communicate even when an interpreter is not available. Furthermore, guardians consider crucial to establish better interagency collaboration and networking through a coordination office and by setting focal persons for children’s issues in key agencies. Following, all guardians pointed out the need for regular supervision in terms of psychological support by an experienced professional.

*“We all want to be psychologically supported”.*

In relation to the coordination of their case management, they ascertain that assistance and guidance by a coordination office is necessary. Guardians suggest to have regular sessions with an expert on guardianship, migration and children’s issues and other involved professionals, e.g. psychologist, lawyer, during which they will discuss about the cases and try to resolve any difficulties they encounter and obtain useful help and regularly updated information with available agencies/organizations and stakeholders such as hospitals, schools and others.

*“Regular sessions with experienced staff with strong scientific background. He/she could have under his/her supervision eight to ten (8-10) guardians. Another drawback right now may be that we are not evaluated in some way, in the sense of receiving feedback for the way we work, not only from professionals we cooperate with, but from children too. Perhaps an anonymous questionnaire could be given to them”.*

They consider valuable to be able to evaluate their work in terms of providing feedback and giving guidance. Lastly, there is an essential need for the guardian to be able to make meetings with a child in a safe space, like an office or public agency premises, preferably in the centre of the city.

*“There is so much workload for a guardian that he must have a space of his own to make his phone calls, send emails, time to think, take notes, plan and organize his/her next moves, make meetings*

*with children in privacy”.*

Such a space should be available for writing any necessary notes and documents for work and even draw a case plan too. There a record of children’s files can be kept. Participants also suggested that interpreters of main languages (e.g. Urdu, Dari, Arabic, and French) could work there in shifts in order to be available for a given meeting.

## 3.2. Unaccompanied children

### 3.2.1. Role of the guardian

At first, it was valuable to learn what children consider to be the role of the guardian and what he/she is anticipated to do. Facilitators asked all children regardless of whether they had a guardian before. Clarifications were made in the process of the discussion to connect the guardians with an adult professional who supports them.

According to children’s views, a guardian is a significant person in their life who helps them cope with everyday difficulties, assists them in and arranges their legal matters and accompanies them to hospitals. The guardian is also someone who buys them things like clothes, shoes and toys (depending on availability of funds). Lastly, he/she supports and advises them and takes them out to discuss any worries and to make fun activities, i.e. takes them for a small meal, cinema, and walk to the park or plays with them. For younger children it was very important to have someone out of the shelter who can join them in walks outside and they enjoy a feeling of exclusivity.

*“We need someone to help us with our legal and medical issues. In many ways an adult would be helpful for us. And someone we go out with, for a walk”.*

*“Everything we need, we want him/her to give it to us. Any help will be appreciated”.*

*“I want for someone to help me change school class and I can’t do it by myself”.*

### 3.2.2. Participation

One of the vital aspects of the project is to examine whether children feel that they are being adequately informed about their rights, options and whether they feel that they have a say in the decision-making that affects them.

Children who have or have had a guardian or other important adult professional in their lives claimed that he/she has informed them about their rights, what steps to follow and progress of bureaucratic procedures, reunification programmes, supports and that advises them, all these in cooperation with the lawyer and social workers of the shelters, children live in. In cases of

unaccompanied children without a guardian it is the lawyer's and social worker's responsibility to give assistance, advice and guidance to the children.

*"Our guardians have helped us".*

*"Here, in the shelter, everything is arranged and all of the staff are very helpful. We feel different, they spend time to discuss with us, the lawyer, social worker, and everyone treats us very good. We play together, we laugh. When we were staying in camp, this was not the case. The staff there was good towards us but they didn't spend any time with us".*

*"When I was in Mytilene, I had a lawyer, she was ok but I couldn't discuss with her anything that concerned me".*

*"Here in the shelter they ask for our opinion while back in Pakistan our parents decided for everything we had to do".*

Noteworthy, that according to them, it is not common in their culture for adult people to ask for their opinion before deciding on behalf of them. Young children enjoyed receiving advice of the interpreter working in their shelter, whom they call 'uncle from the father's side'. He further explains to them things about cultural differences and perhaps even gender stereotypes. It seemed as if, children sometimes don't feel very comfortable to discuss a lot of things with Greek persons.

*"The interpreter has helped me very much for as long as I am here. He advised me to apply for the Dubs programme and prevented me the last minute from absconding from the shelter. With his guidance he helped me decide what I really wanted to do and advised me that this would be a very good opportunity for my life. I am very pleased, he did it and now I am accepted in the programme and waiting to leave for the UK".*

Apart from the professionals mentioned above, many children from both focus groups emphasised that it was the first time that someone (from outside) spent that much time discussing with them on issues that concerned them in general and felt that paid attention to their opinion. Though they were glad that the research team was there, they would prefer, especially older children, if they could receive any kind of support, like clothes, toys, pocket money, or a guardian.

*"The reason you are here for is solely to ask us all these questions? Don't you have anything to give us? From last night we were thinking what clothes, toys and other material staff to ask from you, in return to answering your questions".*

### **3.2.3. Living conditions of unaccompanied children**

It was paramount to explore the living conditions of the children in Greece as a host country in order to identify whether the basic standards of reception and accommodation are met.



Both focus groups consisted of children living in shelters therefore their basic needs are covered by the residential facility and the professionals working there (lawyer, social worker, caregivers). Children commented they are thankful for having a nice, safe and comfortable place to live in and are satisfied by their current living conditions – especially young children (1<sup>st</sup> group) appreciated a lot the fact of living in a shelter; some had experienced homelessness for months or staying with unknown persons and they considered that a frightening period. They outlined the fact that as long as they are staying in the shelter, their primary needs are arranged.

*“Here in the shelter we are like family. He’s my brother, she’s like my mother, we are all very close to each other”.*

Nevertheless, they prefer to live with a foster family than in any other residential facility and this is something they tried to discuss thoroughly with facilitators and kept asking questions trying to learn more about the procedure, if there are any foster families in Athens and generally the prerequisites for this action.

*“If there was the option to send us in foster families, and stay with them, it would be very good for us”.*

The facilitators were surprised to hear by a 14-year-old boy arguing for the cost-effectiveness of the measure to complement his arguments for placing all children in foster care.

*“Why didn’t anyone place me in a foster family when I first came in Greece at the age of twelve? The expenses per person here are approximately 200-300 euros. This amount of money could be given to a foster family and place us there”.*

Finally, all children agreed among them that they would like to have a monthly amount of money as pocket money (around 40 euro) in order to gain a sense of independence and perhaps a feeling of belonging and safety; they would like to be able to buy tickets for public transportation (and thus feel comfortable that they legally use them), buy more clothes and shoes or clothes of their choice, toys, or food because they don’t always like food offered in the shelter due to cooking differences between the food here and their traditional cuisine (more spicy).

*“Not having any pocket money or enough clothes is frustrating for us. If we go for a walk with a friend and want to buy him something to eat, we can’t”.*

*“Sometimes we need tickets for public transportation. I can’t afford the penalty for not having a ticket which is about 90 euros. And when we ask the shelter’s staff to give us tickets, they say they don’t have enough money”.*

*“I think we should be given an amount of 30 or 40 euros each month. At least for tickets or buying food when we don’t like the food of the shelter. The food here is not spicy enough as in Pakistan and*



*we often can't eat it".*

### **3.2.4. Challenges in children's lives**

Issues that pose a challenge to children's stay, well-being or integration were explored to understand what troubles children from their perspective, based on their priorities and experiences.

The vast majority of unaccompanied children are feeling insecure and anxious about their legal status, the eligibility criteria to obtain a legal residence permit, the progress of family reunification or other procedures. Other matters which concern them, regardless of their plans to stay in Greece or leave, are safety – especially in relation of having legal status or not, schooling and graduation from school, finding a job afterwards.

*"Our most important concern is to have someone to help us in our legal matters, have a residence permit, help at school and later on find a decent job".*

*"As long as we stay here [in shelter] we are fine, there is nothing that concerns us except from the fact that, when we become 18 years old, we will have a 6month period of time to leave Greece. Nobody can help us in this case and we are very sad about this".*

The time of waiting for a positive or negative development in their legal cases, is always a time of distress. Particularly those who want to move to another country through family reunification procedures and actually are left in Greece, feel in a way trapped and deeply disappointed. Unfortunately, almost all children are flirting with the idea of moving illegally to another country and it seems that only a person from the same country of origin can be more trusted. This further implies a very careful recruitment of interpreters and a holistic capacity-building. All children, especially young ones (1<sup>st</sup> focus group), are missing their family and friends. They are missing having people of their own to go out, hug, and celebrate something. The older ones miss socialising and having the amenities from back home (pocket money and buying friends out, motorcycle, girlfriend, cell phone).

*"It's true, back home we had more staff of our own but it's ok, it's not so bad here either."*

*"In a few days I have my 15<sup>th</sup> birthday and I want to celebrate but I can't because I don't have any money, we can't leave the shelter, and I miss my family and friends. That is something I feel bad about".*

### **3.2.5. Positive aspects of their lives**

Positive aspects according to children's opinion were explored in order to identify any possible relation to the fact of having a guardian and in general, see what can be further enhanced.

Interestingly children started from the basic and they expressed that they are very thankful for being healthy, having access to food and being able to go to school. They feel secure in a safe space (shelter) and they consider the professionals who are taking care of them as part of their families ('like mother and father', 'like uncle'), children mention. Feeling accepted is one of their major concerns. They enjoy making new friends, learning Greek and doing some things for the first time e.g. swimming in the sea or living in a nice neighborhood (this concerns children living in a suburb). The group with older children (2<sup>nd</sup> focus group) claimed that they liked their lives back home better, but they still wanted to stay.

*"We are grateful for being healthy, have clean clothes and shoes, attending school and glad there are people who take care of us".*

### **3.2.6. Suggestions for guardians**

Last but not least it is valuable to examine what children want for a guardian to know or in which ways he/she can assist them and in which aspect of their lives.

Children's suggestions could be categorised in five (5) basic topics. Firstly, they need a guardian to be appointed to them (one guardian for each child) from the time they cross the borders and are in the Reception and Identification Centres completing their registration and to ensure that they have housing. Secondly, children need guardians' help for procedures related to residence permit and asylum in order to stay legally in Greece. Thirdly, they need help with school matters and finding a decent job afterwards. Additionally, they expect that their guardian will give them pocket money and more clothes and toys. Above all, children need quality time with guardians, to discuss with them everything that concerns them besides procedural issues. They want their guardian to play with them, listen and offer them advice. They would like him/her to treat them with respect and compassion, but still keep a role of the adult who guides and advises them. They don't have any particular preference for the gender.

### **3.2.7. Identified needs for unaccompanied children**

Briefly, the needs of unaccompanied minors as identified by the focus group discussions are: management of their legal case, legal procedures to stay and work in Greece after their adulthood, arrangement of medical issues (e.g. vaccination, medicines), support at school (e.g. change of classroom if necessary, official documents needed for registration, support classes to understand Greek at school), pocket money for expenses when they are outside the shelter (e.g. tickets, clothes, food, toys), additional activities (e.g. sport activities). Aside from all these, placement to a foster family would decrease their feeling of not having a family around, though all children are satisfied from their daily routine in the shelters. Ultimately, psychological support from their guardians is of major significance. In any case, a clear framework of the duties of a

guardian would help the guardian, the child and the involved agencies understand what to do and what to expect.

## **4. Conclusions**

In the context of ASOP4G overall goal, to develop appropriate training tools to be used for the capacity-building of guardians in order to enhance their capacity to fulfil their role and effectively to safeguard children's rights, the views of the two basic involved actors, guardians and unaccompanied children, were analysed after focus group discussions with them.

In the previous chapters, Greece's profile in relation to migration, reception conditions and guardianship system was described as well as the objectives, methodology and results from the children's and guardians' needs assessment. Below implications for the ASOP4G project in Greece and implications for state level action are presented.

### **4.1. Implications for the ASOP4G project in Greece**

In July 2018 a new legislation (L. 4554/2018) regulating the guardianship system for unaccompanied minors in Greece passed, a milestone for the progress of the project as guardianship for UASC is officially established. This positive development facilitates the project's activities. Given that there have been some delays already from the issuing of the law and later drafting the necessary ministerial decisions to set out clear procedures for guardians, ICH team has the opportunity to support the state's effort and all together draft the guidelines and procedures. In this way, the ASOP4G project with regard to Greece has superseded its goals and objectives by supporting the Greek state in its efforts to set out a sound guardianship system.

Concomitantly, these four focus groups have shed some light into the needs of the target populations, guardians and unaccompanied children, based on their experiences and aspirations. There seems to be a crucial need for guidance offered to both existing guardians and future ones in order to support their daily practice. What has been made clear is that ASOP4G is well orientated for developing a common practice and strategy, a clear framework of action, knowledge on handling teenagers and particular circumstances and the available resources to refer a case, tools for guardians (e.g. social history and best interest assessment) adapted to more realistic conditions (e.g. workload; the child is not expected to talk about his/her background from day one), updated, short and easy to help their practice. Guardians have embraced the idea of having a handbook and that can look up to any time they feel is necessary, because information provided in one single training cannot be remembered. Knowledge about

children's rights and developmental needs and ways of managing cases such as child abuse and neglect, exploitation, trafficking, and substance use.

#### 4.2. Implications for state level action

As mentioned formerly, the new guardianship legislation in Greece sets the ground for overcoming existing gaps of the guardianship system in terms of guardians' training, their support and evaluation mechanisms. Yet, what is necessary is to establish a common practice and standardised actions for guardians though flexibility is required to handle different cases of children (different background and experiences) and in various conditions (homelessness, in detention centre, in foster care). Guardianship in order to function satisfactorily requires a well organised child protection system and in general system of agencies that are in place and are coordinated. At the same time, according to children's expressed needs, foster care for all age children should be promoted against any measure of institutionalisation.

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## 6. Annexes

### 6.1. Discussion guide for focus groups with guardians (in Greek)

#### **ΕΙΣΑΓΩΓΗ**

*Σας ευχαριστούμε όλους για την παρουσία σας.*

*Η ομάδα εστιασμένης συζήτησης πραγματοποιείται στο πλαίσιο του προγράμματος ASOP4G (Alliance for children on the Move: Standard Operating Procedures for Guardians). Στο εν λόγω πρόγραμμα συμμετέχουμε τέσσερις Οργανισμοί από την Ελλάδα, την Ιταλία, την Κύπρο και τη Λιθουανία.*

*Σας καλέσαμε σήμερα εδώ καθώς στην παρούσα φάση του προγράμματος σχεδιάζουμε κατευθυντήριες οδηγίες και εργαλεία και συγκεντρώνουμε χρήσιμες πληροφορίες οι οποίες θα μπορούσαν να συμβάλλουν στο έργο του επιτρόπου. Θεωρούμε ότι είναι πρωτεύουσας σημασίας να ρωτήσουμε πρώτα τους άμεσα εμπλεκόμενους, συγκεκριμένα εσάς και τα παιδιά, σχετικά με τις ανάγκες σας.*

*Η σημερινή συζήτηση θα επικεντρωθεί στο ρόλο σας ως επίτροπος, τις συνθήκες εργασίας σας, τις προκλήσεις που αντιμετωπίζετε και οτιδήποτε μπορεί να ενισχύσει την αυτοπεποίθησή σας ως προς τη διεκπεραίωση των επαγγελματικών καθηκόντων σας και την υποστήριξη των παιδιών.*

#### **Ο ΡΟΛΟΣ ΤΟΥ ΕΠΙΤΡΟΠΟΥ**

*(Αρχικά, κατά την άποψή σας,)*

*Ποιος είναι ο ρόλος του επιτρόπου;*

- Ποια είναι τα καθήκοντα ενός επιτρόπου;*
- Από πού αντλήσατε αυτές τις πληροφορίες;*

*(αν δεν είναι κατανοητό: διαβάσατε σχετικά γι' αυτό κάποιο νόμο ή κάτι άλλο ή απλώς το γνωρίζετε / έτσι πιστεύετε;)*

*Εφαρμόζετε στην πράξη όσα περιγράψατε παραπάνω;*

#### **ΟΔΗΓΙΕΣ ΓΙΑ ΤΟ ΕΡΓΟ ΤΟΥ ΕΠΙΤΡΟΠΟΥ**

*Γνωρίζατε τα καθήκοντά σας ως επίτροπος από τη στιγμή που αναλάβατε το ρόλο αυτό;*

- Αν ναι: Πώς ενημερωθήκατε σχετικά; (σημείωση: αν κάποιος αναφέρει ως απάντηση την "εκπαίδευση" παρακαλείσθε να τον συμβουλευέτε να το αναλύσει στη συνέχεια λεπτομερώς)*
- Αν όχι: Πώς σχεδιάσατε την εργασιακή πρακτική σας;*

*Τι καθοδηγεί την καθημερινή σας πρακτική από τότε που αναλάβατε το ρόλο του επιτρόπου;*

*Υπάρχουν σχετικές οδηγίες τις οποίες ακολουθείτε κατά την άσκηση του ρόλου σας;*

- Αν ναι: Μπορείτε να μας πείτε λεπτομέρειες σχετικά με αυτές;*
- Αν όχι: Τι είναι αυτό που σας βοηθάει, η επαγγελματική σας εμπειρία ή κάτι άλλο;*
- (π.χ. Αν όχι: Ρωτάτε τους συναδέλφους σας;)*

*Ποιος επεξεργάζεται το σχέδιο δράσης για κάθε παιδί;*

*Όταν πρόκειται να λάβετε κάποια απόφαση για ένα παιδί, προβλέπεται κάποιου είδους συζήτηση με ειδικούς/επαγγελματίες;*

- Αν ναι: Ποιος συμμετέχει; Ποιος οργανώνει τη συζήτηση αυτή;*
- Αν όχι: Ποιος αποφασίζει;*

## **ΠΡΟΚΛΗΣΕΙΣ ΤΟΥ ΕΡΓΟΥ ΤΟΥ ΕΠΙΤΡΟΠΟΥ**

*Ποιες είναι οι κύριες προκλήσεις που αντιμετωπίζετε;*

- *Αυτές σχετίζονται με το σύστημα γύρω από το παιδί ή μπορεί κάποιες να οφείλονται στην κατάσταση του ίδιου του παιδιού;  
π.χ. «Οι διαδικασίες οικογενειακής επανένωσης απαιτούν πολύ χρόνο και δεν υπάρχει τίποτα που να μπορώ να κάνω γι 'αυτό» ή  
π.χ. «Πολλά παιδιά είναι άστεγα και είναι ανούσια η προσπάθεια εγγραφής τους στο σχολείο».*

*Πιστεύετε ότι μπορείτε να ανταποκριθείτε ικανοποιητικά στα καθήκοντά σας;*

- *Αν όχι: θα θέλατε να μας πείτε περισσότερα γι 'αυτό;*

## **ΑΝΑΠΤΥΞΗ ΙΚΑΝΟΤΗΤΩΝ**

*Από όσα γνωρίζετε, υπάρχουν διαθέσιμες σχετικές εκπαιδεύσεις;*

*Έχετε παρακολουθήσει κάποιου είδους επαγγελματική κατάρτιση με αντικείμενο το ρόλο του επιτρόπου;*

- *Αν ναι: Ποιος ήταν ο διοργανωτής; Πόσες μέρες διήρκησε; Πόσο συχνά διεξάγεται; Θεωρείτε ότι ήταν επαρκής; Κρίνате την εκπαίδευση αυτή ως αποτελεσματική ή όχι;*
- *Αν όχι: Γιατί; Δεν υπήρχαν διαθέσιμες εκπαιδεύσεις; Δεν μπορούσατε να παρευρεθείτε; (π.χ. λόγω διαφόρων περιορισμών;)*

*Ας υποθέσουμε ότι πρόκειται να σχεδιάσουμε τώρα μια εκπαίδευση για επιτρόπους:*

- *Ποιες γνώσεις είναι σημαντικές για έναν επίτροπο;*
- *Ποιες δεξιότητες είναι σημαντικό να εξασκεί ένας επίτροπος;*
  - o *Σε ποιους τομείς θα θέλατε να εκπαιδευτείτε έτσι ώστε να αισθάνεστε πιο σίγουροι για το ρόλο σας ως επίτροπος;*

## **ΣΥΝΕΡΓΑΣΙΑ ΦΟΡΕΩΝ ΚΑΙ ΥΠΗΡΕΣΙΩΝ**

*Αν απαιτείται η παραπομπή ενός παιδιού σε συγκεκριμένο φορέα ή οργανισμό, γνωρίζετε πού πρέπει να απευθυνθείτε;*

- *Αν ναι: θα μπορούσατε να μας δώσετε ένα παράδειγμα;*

*Χρειάστηκε ποτέ να συνεργαστείτε με μία ή περισσότερες υπηρεσίες για την περίπτωση ενός παιδιού; (σημ.: με τον όρο «υπηρεσίες» εννοούμε όλους τους τύπους παροχής υπηρεσιών, αρμόδιες αρχές ή οργανισμούς).*

- *Αν ναι: πώς θα αξιολογούσατε τη συνεργασία σας;  
Θετικές εντυπώσεις; Προβλήματα;*

## **ΤΕΛΟΣ ΣΥΖΗΤΗΣΗΣ**

## 6.2. Discussion guide for focus groups with unaccompanied children (in Greek)

### ΕΙΣΑΓΩΓΗ

*Γεια σας! Σας ευχαριστούμε πολύ που είστε σήμερα εδώ.*

*Είμαι η ... και εδώ η συνάδελφός μου η ... δουλεύουμε για ένα πρόγραμμα που έχουμε αναλάβει να εκπαιδεύσουμε κάποιους επαγγελματίες οι οποίοι θα διοριστούν επίτροποι παιδιών που φθάνουν στην Ελλάδα χωρίς να συνοδεύονται από τους γονείς τους. Το ίδιο θα γίνει και σε άλλες χώρες της Ευρώπης (Ιταλία, Κύπρο, Λιθουανία). Για να είμαστε σίγουροι ότι θα τους εκπαιδεύσουμε σωστά, θέλουμε να σας κάνουμε κάποιες ερωτήσεις γιατί η γνώμη σας είναι σημαντική. Όπως γνωρίζετε κάποια παιδιά εδώ στην Ελλάδα έχουν επιτρόπους και κάποια όχι. Ξέρουμε όλοι τι σημαίνει επίτροπος;*

*[επίτροπος, δηλαδή ένα πρόσωπο που σας βοηθάει στα νομικά σας θέματα, στο αν είστε καλά, αν πρέπει να πάτε στο γιατρό, αν θέλετε να ξεκινήσετε κάποιο σπορ και συνήθως δεν δουλεύει στον ξενώνα που μένετε]*

*Σήμερα θα θέλαμε να μας πείτε ποιες είναι οι σκέψεις σας για κάποια θέματα. Δεν υπάρχουν σωστές και λάθος απαντήσεις, θέλουμε απλώς να ακούσουμε τη γνώμη σας.*

### Ο ΡΟΛΟΣ ΤΟΥ ΕΠΙΤΡΟΠΟΥ

Γνωρίζετε τι σημαίνει «επίτροπος»; *[μπορεί να γίνει εξήγηση του τι εννοούμε επίτροπος]*

Τι πιστεύετε ότι κάνει ένας επίτροπος;

- *Αυτό το γνωρίζετε επειδή σας το είπε κάποιος;*
- *Αυτό που περιγράψατε είναι αυτό που κάνουν κάποιοι επίτροποι που γνωρίζετε;*
- *Αυτό θα θέλατε να κάνουν;*

Ποιο από όλα όσα είπατε είναι πιο σημαντικό για εσάς;

- *Γιατί;*

Κατά τη γνώμη σας, είναι καλό να έχει κάθε παιδί έναν επίτροπο;

- *Αν όχι: Πιστεύετε, δηλαδή, ότι κάποια παιδιά δεν έχουν ανάγκη τον επίτροπο; Γιατί έτσι;*

Έχετε βιώσει κάποια κατάσταση όπου νιώσατε ότι ήσασταν πολύ χαρούμενοι που είχατε επίτροπο; *(ή που ευχηθήκατε να είχατε έναν;)*

- *Αν ναι: Σε ποια περίπτωση έγινε αυτό;*

Μπορείτε να μας δώσετε μερικά παραδείγματα όπου ο επίτροπος θα ήταν υποστηρικτικός/βοηθητικός προς ένα παιδί;

### ΣΥΜΜΕΤΟΧΗ

Νιώθετε ότι ενημερώνεστε καλά, από τον επίτροπο ή άλλο υπεύθυνο άτομο για εσάς, σχετικά με ζητήματα που σας αφορούν;



- *Αν όχι: Μπορείτε να μας δώσετε ένα παράδειγμα όπου σκεφτήκατε «Μακάρι να το γνώριζα αυτό νωρίτερα»;*

Όσο βρίσκεστε στην Ελλάδα, νιώθετε ότι σας έχει δοθεί η ευκαιρία να πείτε την άποψή σας σχετικά με ένα ζήτημα που σας αφορά;

- *Αν ναι: Μπορείτε να μας δώσετε ένα παράδειγμα;*

### **ΣΥΝΘΗΚΕΣ ΔΙΑΒΙΩΣΗΣ**

Συνήθως τα παιδιά που φτάνουν στην Ελλάδα χωρίς τους γονείς τους μένουν σε κάποιο camp ή σε κάποιο ξενώνα μαζί με άλλα παιδιά. Εσείς τώρα μένετε σε ξενώνα.

Μερικοί από εσάς έχουν μείνει και σε άλλα μέρη **πριν** από εδώ;

- *Αν ναι: Πόσες φορές έχετε αλλάξει μέρος διαμονής;*
- *Πώς άλλαξε η κατάσταση;*
- *Υπήρξε κάποιος που νιώσατε ότι σας βοήθησε στα διάφορα μέρη που μείνατε;*

**Τώρα** που μένετε σε ξενώνα σας αρέσει;

- *Αν ναι: Για πείτε μας, για ποιο λόγο σας αρέσει;*
- *Αν όχι: Για πείτε μας, για ποιο λόγο δεν σας αρέσει;*

### **ΠΡΟΚΛΗΣΕΙΣ (δυσκολίες) ΣΤΗ ΖΩΗ ΤΟΥ ΠΑΙΔΙΟΥ ΣΗΜΕΡΑ**

Υπάρχει κάτι που σας προβληματίζει τώρα που βρίσκεστε στην Ελλάδα;

- *Τι θα θέλατε να είναι διαφορετικό; (καλύτερο για εσάς);*
- *Πιστεύετε ότι ένας επίτροπος θα μπορούσε να κάνει κάτι καλύτερο;*

### **ΘΕΤΙΚΕΣ ΠΛΕΥΡΕΣ ΣΤΗ ΖΩΗ ΤΟΥΣ**

Τι είναι αυτό που σας αρέσει περισσότερο στη ζωή σας σήμερα;

### **ΠΡΟΤΑΣΕΙΣ ΓΙΑ ΤΟΥΣ ΕΠΙΤΡΟΠΟΥΣ**

Τι θα συμβουλευάτε έναν επίτροπο ότι θα έπρεπε να γνωρίζει καλύτερα ώστε να είναι σε θέση να βοηθήσει ένα παιδί;

- *Θα μπορούσατε να μας δώσετε συγκεκριμένα παραδείγματα;*

### **ΤΕΛΟΣ ΣΥΖΗΤΗΣΗΣ**

*Σας ευχαριστούμε που ήσασταν σήμερα εδώ.*

*Όλα όσα είπατε θα ληφθούν υπόψη.*

### 6.3. Consent form for guardians (in Greek)

#### Ενημερωμένη φόρμα συγκατάθεσης για τη συμμετοχή σε Ομάδα Εστιασμένης Συζήτησης

Αγαπητέ κύριε, αγαπητή κυρία,

Το Ινστιτούτο Υγείας του Παιδιού με την υποστήριξη του Εθνικού Κέντρου Κοινωνικής Αλληλεγγύης, το Πανεπιστήμιο Λευκωσίας (Κύπρος), το Πανεπιστήμιο Kazimieras Simonavičius (Λιθουανία) και η οργάνωση Defence for Children International-Italia (Ιταλία) συμμετέχουν στο έργο με τίτλο "Alliance for children on the Move: Standard Operating Procedures for Guardians" [REC-CHILD-AG-016-02/764244 - ASOP4G] το οποίο συγχρηματοδοτείται από το Πρόγραμμα της Ευρωπαϊκής Ένωσης «Δικαιώματα, Ισότητα και Ιθαγένεια» (2014-2020). Το πρόγραμμα απαρτίζεται από δράσεις οι οποίες αποσκοπούν στην εφαρμογή κοινών πρακτικών σχετικά με την επιτροπεία ασυνόδευτων ανηλίκων καθώς και την ενίσχυση των γνώσεων και δεξιοτήτων των επιτρόπων προκειμένου να προστατέψουν όσο το δυνατόν καλύτερα τα δικαιώματα των ασυνόδευτων ανηλίκων.

Στη σημερινή συζήτηση θα ζητήσουμε τη γνώμη σας βάσει της γνώσης και της εμπειρίας σας στο πεδίο, σχετικά με τις ανάγκες και την καθημερινή πρακτική σας ως επίτροπος ασυνόδευτου ανηλίκου.

Στόχος της μελέτης είναι η χαρτογράφηση των αναγκών των ασυνόδευτων ανηλίκων και των επιτρόπων και η δημιουργία εγχειριδίου για την προτυποποίηση των διαδικασιών δράσης των επιτρόπων καθώς και ο σχεδιασμός εκπαιδευτικού προγράμματος το οποίο θα ανταποκρίνεται στις ανάγκες τους.

Για τη συμμετοχή σας στη συζήτηση θα πρέπει να γνωρίζετε:

- Όλοι οι απαιτούμενοι κανόνες δεοντολογίας στην έρευνα θα ακολουθηθούν κατά τη συλλογή των πληροφοριών.
- Η συζήτηση θα διαρκέσει περίπου 120 λεπτά και για πρακτικούς λόγους θα ηχογραφηθεί. Στο ηχητικό αρχείο της συζήτησης θα έχουν πρόσβαση μόνο οι ερευνήτριες προκειμένου να αποδελτιώσουν την πληροφορία και στη συνέχεια το αρχείο θα διαγραφεί.
- Αποσπάσματα από τη συζήτηση πιθανό να αποτελέσουν μέρος της τελικής αναφοράς αλλά σε καμία περίπτωση δεν θα συμπεριληφθεί στην τελική αποτύπωση των αποτελεσμάτων το όνομά σας ή άλλα χαρακτηριστικά που καθιστούν εφικτή την ταυτοποίηση της πληροφορίας.
- Οι απόψεις που θα διατυπωθούν κατά τη διάρκεια της συζήτησης είναι θεμιτό να μη συζητηθούν περαιτέρω με τρίτα πρόσωπα.
- Η συμμετοχή σας είναι εθελοντική και δεν συνεπάγεται κανενός είδους αντάλλαγμα (χρηματικό ή άλλο) για τους/τις συμμετέχοντες/-ουσες.
- Μπορείτε να αρνηθείτε να απαντήσετε σε οποιαδήποτε ερώτηση και να αποχωρήσετε από τη συζήτηση ανά πάσα στιγμή

Αν έχετε οποιαδήποτε ερώτηση μη διστάσετε να μας ρωτήσετε.

Έχοντας γνώση των παραπάνω μπορείτε να αποφασίσετε αν θα συμμετάσχετε στη συζήτηση ή όχι.

Θέλετε να συμμετέχετε στη συζήτηση;

1. Ναι
2. Όχι

Όνοματεπώνυμο Συμμετέχοντα

.....

Ημερομηνία .....

Όνοματεπώνυμο ερευνητή

.....



#### 6.4. Assent form for unaccompanied children (in Greek)

### Έντυπο σύμφωνης γνώμης για τη συμμετοχή σε Ομάδα Εστιασμένης Συζήτησης

Φορέας διαμονής: .....

Αγαπητέ συμμετέχοντα,

Το Ινστιτούτο Υγείας του Παιδιού με την υποστήριξη του Εθνικού Κέντρου Κοινωνικής Αλληλεγγύης στην Ελλάδα, το Πανεπιστήμιο Λευκωσίας (Κύπρος), το Πανεπιστήμιο Kazimieras Simonavičius (Λιθουανία) και η οργάνωση Defence for Children International-Italia (Ιταλία) συμμετέχουν στο έργο με τίτλο "Alliance for children on the Move: Standard Operating Procedures for Guardians" [REC-CHILD-AG-016-02/764244 - ASOP4G] το οποίο συγχρηματοδοτείται από το Πρόγραμμα της Ευρωπαϊκής Ένωσης «Δικαιώματα, Ισότητα και Ιθαγένεια» (2014-2020). Το πρόγραμμα περιλαμβάνει πολλές δραστηριότητες οι οποίες έχουν στόχο να βοηθήσουν τους υπεύθυνους για την εκπροσώπηση και υποστήριξη των ασυνόδευτων παιδιών να έχουν μια σωστή κοινή πρακτική.

Στη σημερινή συζήτηση θα ζητήσουμε τη γνώμη σου σχετικά με αυτά που επιθυμείς και δεν επιθυμείς και το πώς μπορούν οι επαγγελματίες που σε εκπροσωπούν, όπως είναι οι «επίτροποι», να σε βοηθήσουν σε αυτό.

Στόχος της μελέτης είναι να συλλέξουμε πληροφορίες σχετικά με τις δικές σου ανάγκες και τις ανάγκες των επιτρόπων και έτσι να φτιάξουμε χρήσιμες οδηγίες οι οποίες θα βοηθήσουν τον επίτροπο να εξασφαλίσει καλύτερα τα δικαιώματά σου.

Για τη συμμετοχή σου, πρέπει να γνωρίζεις:

- Η συζήτηση θα έχει διάρκεια περίπου 90 λεπτά και θα πραγματοποιηθεί με τη βοήθεια διερμηνέα.
- Η συζήτηση θα ηχογραφηθεί και μόλις όλα αποδελτιωθούν, το αρχείο θα διαγραφεί.
- Τα αποτελέσματα θα συγκεντρωθούν και θα καταγραφούν ανώνυμα στην τελική αποτύπωση των αποτελεσμάτων (δεν ενώ θα τηρηθούν όλοι οι απαιτούμενοι κανόνες δεοντολογίας).
- Οι απαντήσεις σου θα παραμείνουν εμπιστευτικές εκτός από την περίπτωση που αντιληφθούμε εμείς οι ίδιοι ή μας πληροφορήσεις ότι κινδυνεύει η ζωή ενός ατόμου ή ότι ένα παιδί βρίσκεται σε κίνδυνο να κακοποιηθεί.
- Η συμμετοχή σου στη μελέτη δεν συνεπάγεται κανενός είδους αντάλλαγμα (χρηματικό ή άλλο) για εσένα, ούτε μπορούμε να υποσχεθούμε κάποιου είδους υποστήριξη ως αντάλλαγμα για τη συμμετοχή σου στη συζήτηση.
- Σε περίπτωση που νιώσεις άβολα ή για οποιοδήποτε άλλο λόγο δεν επιθυμείς να απαντήσεις, μπορείς να αρνηθείς να απαντήσεις. Επίσης, μπορείς να αποχωρήσεις ανά πάσα στιγμή, αν δεν θέλεις να συμμετέχεις άλλο στη συζήτηση.

Αν έχεις οποιαδήποτε ερώτηση μη διστάσεις να μας ρωτήσεις.

Έχοντας γνώση των παραπάνω μπορείς να αποφασίσεις αν θα συμμετάσχεις στη συζήτηση ή όχι.

Θέλεις να συμμετέχεις στη συζήτηση;

1. Ναι
2. Όχι

Όνοματεπώνυμο και ηλικία .....

Ημερομηνία .....



## 6.5. Consent form for professionals in shelters (in Greek)

### Ενημερωμένη φόρμα συγκατάθεσης για τη συμμετοχή σε Ομάδα Εστιασμένης Συζήτησης

Αγαπητέ κύριε, αγαπητή κυρία,

Το Ινστιτούτο Υγείας του Παιδιού με την υποστήριξη του Εθνικού Κέντρου Κοινωνικής Αλληλεγγύης, το Πανεπιστήμιο Λευκωσίας (Κύπρος), το Πανεπιστήμιο Kazimieras Simonavicius (Λιθουανία) και η οργάνωση Defence for Children International-Italia (Ιταλία) συμμετέχουν στο έργο με τίτλο "Alliance for children on the Move: Standard Operating Procedures for Guardians" [REC-CHILD-AG-016-02/764244 - ASOP4G] το οποίο συγχρηματοδοτείται από το Πρόγραμμα της Ευρωπαϊκής Ένωσης «Δικαιώματα, Ισότητα και Ιθαγένεια» (2014-2020). Το πρόγραμμα απαρτίζεται από δράσεις οι οποίες αποσκοπούν στην εφαρμογή κοινών πρακτικών σχετικά με την επιτροπεία ασυνόδευτων ανηλίκων καθώς και την ενίσχυση των γνώσεων και δεξιοτήτων των επιτρόπων προκειμένου να διασφαλίσουν όσο το δυνατόν καλύτερα τα δικαιώματα των ασυνόδευτων ανηλίκων.

Στη σημερινή συζήτηση θα ρωτήσουμε τα παιδιά σχετικά με τις ανάγκες και τις προσδοκίες τους από ένα άτομο αναφοράς και συγκεκριμένα τον επίτροπο.

Στόχος της μελέτης είναι η χαρτογράφηση των αναγκών των ασυνόδευτων ανηλίκων και των επιτρόπων και η δημιουργία ενός εγχειριδίου για την προτυποποίηση των διαδικασιών λειτουργίας των επιτρόπων, καθώς και ο σχεδιασμός ενός εκπαιδευτικού προγράμματος, το οποίο θα ανταποκρίνεται στις ανάγκες τους.

Για τη συμμετοχή του παιδιού που βρίσκεται υπό τη φροντίδα σας, θα πρέπει να γνωρίζετε:

- Όλοι οι απαιτούμενοι κανόνες δεοντολογίας στην έρευνα θα ακολουθηθούν κατά τη συλλογή και ανάλυση των πληροφοριών.
  - Η συζήτηση θα διαρκέσει περίπου 90 λεπτά και θα πραγματοποιηθεί με τη βοήθεια διερμηνέα.
  - Η συζήτηση θα ηχογραφηθεί για τη διευκόλυνση της διαδικασίας.
  - Αποσπάσματα από τη συζήτηση πιθανό να αποτελέσουν μέρος της τελικής αναφοράς αλλά σε καμία περίπτωση δεν θα συμπεριληφθεί στην τελική αποτύπωση των αποτελεσμάτων το όνομά σας ή άλλα χαρακτηριστικά που καθιστούν εφικτή την ταυτοποίηση της πληροφορίας.
  - Βάσει της εθνικής νομοθεσίας, η μόνη περίπτωση κατά την οποία θα αποκαλύψουμε κάποια πληροφορία θα είναι αν διαπιστωθεί ή αν ένα παιδί μας αποκαλύψει ότι κινδυνεύει η ζωή ενός ατόμου ή ότι ένα παιδί βρίσκεται σε κίνδυνο να κακοποιηθεί.
  - Η συμμετοχή στη συζήτηση δεν συνεπάγεται κανενός είδους αντάλλαγμα (χρηματικό ή άλλο) για τους/τις συμμετέχοντες/-ουσες.
  - Κάθε συμμετέχων στη συζήτηση μπορεί να αποχωρήσει από τη συζήτηση ανά πάσα στιγμή.
- Αν έχετε οποιαδήποτε ερώτηση μη διστάσετε να μας ρωτήσετε.

Έχοντας γνώση των παραπάνω μπορείτε να αποφασίσετε αν θα επιτρέψετε στο παιδί να συμμετάσχει στη συζήτηση ή όχι.

Επιτρέψετε στο παιδί να συμμετάσχει στη συζήτηση;

3. Ναι

4. Όχι

Όνοματεπώνυμο επαγγελματία.....

Όνοματεπώνυμο και ηλικία παιδιού .....

Ημερομηνία .....