

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

Asop4G

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

Workpackage: WP2 – Development of guardians' capacity building methodology

Authors: KSU

Status: final

Date: 29.12.2018

Version: 0.3

Classification: public

ASOP4G Project Profile

Grant Agreement No.: 764244

Acronym:	ASOP4G
Title:	Alliance for Children on the move: Standard Operating Procedures for Guardians
Start Date:	08/01/2018
Duration:	24 months

Partners

 <p>Institute of Child Health</p>	Institute of Child Health - Department of Mental Health and Social Welfare, Coordinator	Greece
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This document was funded by the European Union's Rights Equality and Citizenship Programme (2014-2020).

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1. Introduction

A group discussion with guardians took place at the Refugee Reception Centre. The Refugees Reception Center (further the Center) is a budgetary institution for the temporary stay, providing the social services, designed for the organizing and the implementing of the social integration of the foreigners granted asylum, to accommodate temporary the unaccompanied minors during the processing of the application for asylum in the Republic of Lithuania.¹

The establisher of the Centre is the Ministry of Social Security and Labor of the Republic of Lithuania. The Center has functioned since 1996 years. During these years about 2000 foreigners were accommodated in the Center.

The Refugees Reception Centre consists of 5 departments. The structure of the Center is formed according to the functions. The Center has 29 staff personnel (including the operating personnel of the Economy Department). The objectives of the Refugees Reception Center:

- to seek after the effective providing of the special social services for the foreigners living in the Center;
- to secure the effective support of the state for the foreigners granted asylum, participating in the social integration program in the municipalities.

The Centre obtained the additional function – to organize and to implement the social integration of the foreigners granted asylum in the Republic of Lithuania in the municipalities. The support for the integration for the foreigners granted asylum is provided in the Refugees Reception Center and in the municipalities according to the Order No A1-438 of the Minister of Social Security and Labor of July 3, 2009 “Relating to the Approval of the Description of the Support of the State of Lithuania for the Order of the Integration for The Foreigners Granted Asylum in the Republic of Lithuania”.²

The support for the integration in the Center is provided until 8 months. If during the determined time the foreigners have not prepared for the integration in the municipality because of the objective reasons, the duration can be prolonged until 12 months. If the foreigners granted asylum belong to the vulnerable groups – unaccompanied minors, pregnant women, tortured people, people with mental disorder, people of the retirement age, disabled people, not full families with minors, this period can be extended by their request until 18 months. The support for unaccompanied minors respecting the best interests of the child can be extended

¹ Minister of Social Security and Labour of the Republic of Lithuania Order No A1-234 of 18 August 2005 on the Approval of the Regulations of the Refugees Reception Centre (Official Gazette, No 102-3795, 2005; No 117-5974, 2010). Available at: <https://www.e-tar.lt/portal/lt/legalAct/TAR.0E43E04057BF/FnorBVsyDh>

² Minister of Social Security and Labour of the Republic of Lithuania Order No A1-238 of 21 October 2004 on the Approval of the Description of the Procedure for Rendering Lithuanian State Support for Integration of Aliens who Have Been Granted Asylum in the Republic of Lithuania (Official Gazette, No 157-5741, 2004; No 83-3449, 2009).

until they get 18. In the unforeseen situations the support can be continued longer in the center.³

During the support in the center for the foreigners there are provided: social assistance, health care and juridical help; intensive Lithuanian language courses; courses about the Lithuanian society; the evaluation of the personal skills and the suitable work, the courses of the vocational training, the refreshing, searching for a work place together with the Labor Exchange and the local Labor Market Training and Consulting Authority; possibility for the pre-school-aged children to attend kindergarten; possibility for the school-aged children to attend comprehensive schools; psychological assistance. During the support of the state in the center the foreigners get monthly the allowance for the food and the other means. The necessary clothes, hygienic things, house wares are provided to the foreigners according to the approved quota.⁴

During the group discussion with guardians researchers provided coffee/tea and snacks. After the presentation, the facilitators briefed the participants on the project's idea and activities. Before starting the discussion, they explained its essence and necessity. All participants agreed to tell about their daily work routines by signing the consent forms. It was explained that there are no positive or negative answers, it is important for all participants to feel free to express their opinions.

Six workers of the Refugee Reception Centre participated in a group discussion. Two of the invited participants could not attend the discussion. Among the participants, there were three social workers who possess a status of the guardian by virtue of their position and three assistant social workers. Social workers (guardians) are responsible for the care, provisioning, training, counselling, accompanying to institutions of the residents (adults and children) upon their arrival as well as mediation, preparation of applications, and coordination. Assistant social workers assist guardians, prepare rooms upon their arrival, and arrange them upon their departure, take care of their clothing and leisure activities (maintenance of a computer class, organization of sports activities). Only one social worker who, at that time, was caring for two unaccompanied children participated in the group discussion. However, all the social workers employed in the Centre had worked with children (unaccompanied, having arrived with parents or relatives), therefore, their previous experience was very useful and important.

³ Resolution of the Government of the Republic of Lithuania No 822 of October 11, 2017 on the Amendment of the Resolution of the Government of the Republic of Lithuania of October 2, 2016 on the Approval of the Description of the Procedure of Provision of State Support for the Integration of Persons Granted Asylum. Available at: <https://www.e-tar.lt/portal/lt/legalAct/5c01c030913d11e69ad4c8713b612d0f>

⁴ Ibid., and see also art. 8 of Minister of Social Security and Labour of the Republic of Lithuania Order No A1-234 of 18 August 2005 on the Approval of the Regulations of the Refugees Reception Centre (Official Gazette, No 102-3795, 2005; No 117-5974, 2010). Available at: <https://www.e-tar.lt/portal/lt/legalAct/TAR.0E43E04057BF/FnorBVsyDh>

2. Guardians' needs assessment

2.1. Role of a guardian

Most guardians associate their role with the satisfaction of the child's daily needs. Guardians compared their work with minors to the bringing up of their own children, explaining that unaccompanied minors need to be cared for in the same way as their own children. It is important that they are fed, dressed, washed, taken to school, have their health and leisure taken care of.

When you have your child, you care for him, and it is the same with an unaccompanied minor, everything from A to Z.

Whoever has his own children, who has raised his own children, knows how to behave with the children of other people.

Caring, as you would say, begins from taking care of his daily living, from preparation of food, from hygiene. Everything a child or a human being needs.

The care for the basic everyday needs aside, guardians have identified that their functions include the representation of children in various institutions, such as in courts as well as in other legal procedures.

(...) have to represent in the courts, in legal procedures as a guardian

Understanding of one's own work, the role is mostly formed mainly from practice - from one's life and work experience, colleagues' experience, as well as everyday issues and situations.

There are several legal acts that govern the basic rules.⁵ Social workers are familiarised with the normative documents at the start of their activities. However, each situation has to be approached individually in each case and work is aimed at maximizing the individual needs of the arriving children.

⁵ Order No A1-229 of the Minister of Social Security and Labor, Minister of the Interior and Minister of Health of April 23, 2014 on the Approval of the Description of Procedural Rules Regulating Establishment of Age, Housing and other Procedural Acts Relating Foreign Unaccompanied Minors other than Asylum Seekers in the Republic of Lithuania". Available at: <https://www.e-tar.lt/portal/lt/legalAct/1df77b90cb7411e387b1ebf12f4d03ee/ejkNjnXjoU>

Order No 1V-31/A1-28 of the Minister of the Interior and Minister of Social Security and Labour of the Republic of Lithuania of February 2, 2005 on the Approval of Rules for the Housing of Unaccompanied Minors in the Refugees Reception Center". Available at: <https://www.e-tar.lt/portal/lt/legalAct/TAR.57A8F83E7980>

Initially, as I say, you can read the government's law on unaccompanied minors and accommodation procedures. But as time goes on you become aware of what you will need, because you can never know.

There are minor accommodation regulations, the rules defining what we have to take care of.

In fact, you do not follow these rules that much, you just do what you need to do.

It is not possible to say how it is, because it is different with each one. Even the same Vietnamese people, they arrive alone, already being aware of where and how. They are heroes already. Others arrive in tears, do not want to go any further, want to go back home. It ultimately means more work. You need to look for ways how to return him, what institutions would take care of that. There is no single rule here.

2.2. Behaviour and challenges in the practice of guardians

As it was already mentioned, the guardians are familiarised with the rules for the placement of minors at the start of their activities. However, in their practices they mostly rely on their professional experience and do what seems the most important at any given moment. When unaccompanied children arrive, it is not always clear what kind of help they will need, so every child is approached individually in each case. Undoubtedly, work with a child always starts with meeting his basic needs such as room, food, hygiene products, clothing. If children remain for a longer period of time, their individual needs are identified, and it is attempted to respond to them.

You should read the rules the first, the second time. After that you're automatically doing everything that child needs. There's really no need to pick up that "talmud" and read it over and over again.

First of all, meeting basic needs, obviously. Upon arrival - room, food, hygiene, clothing. (...) And then, if he stays, you will invite an interpreter and inquire further. (...) It is a different situation with each of them.

You never know, because the situation is different every time. For example, some people have arrived, you know that you have to prepare a room for them, arrange hygiene products, buy food, show what is where and it is all over after three days. And when another time someone comes, you have to take care of how to get him back home.

Each time it depends on the situation, the child himself, the nationality, ability to communicate. And you yourself can see what he needs. Wet - change to dry clothes, dirty - have a bath, hungry - feed him. Well, these are the obvious things.

Guardians have noticed that the nature of their work has changed after a shift of 24 hours was repealed. The aforementioned changes took place around three years ago, when the contingent of the people arriving changed. At present, arriving

unaccompanied minors are much older than before and most of the time are able to take care of themselves, and merely declare themselves being minors.

We used to live with them for days. There was cooking and everything else back then. In practice, we used to live their lives all together.

Back when there were 24-hour shifts, you're with a child from morning till evening, spend time with him as a family member would. And now our work lasts from 8:00 a.m. to 5:00 p.m. and you do not sit with them on the third floor, as there used to be a room in the division of minors, so that you could be around all the time, watching the situation, what is taking place. And now we are sitting on the ground floor, we work until 17 o'clock and we have not only them but other people we have to work with as well. Now we are devoting much less time to them than we used to in the past.

Now older children are arriving and they do not have the needs, as it used to be the case: a child arrives and he is even unable to prepare food for himself. Then you prepare food together with him, you start teaching him from scratch. Now they arrive older, having lived the life, already able to take care of themselves. You have to provide for them: they need to have food, to be able to do laundry, etc. Spending nights with them is no longer needed. At times they used to bring them at night, fourteen in one night. They bring children who are scared in general. You are unable to communicate with them. Eyes are large. Crying. You can do nothing to help them. You are almost sleeping next to him with the door open. Or you wake some resident of his nationality for some help at least. Now they are older and not as they used to be.

Guardians report directly to the Centre's administration for their work, the daily activities are formally managed by the department heads. However, the principal guides in their work are their own customers who draw up the plans of the current day and the nearest day. Currently there are no action plans drawn up for children, on the basis of which the work could continue. Although no such formal documents are drawn up, guardians always work to meet the needs of children, thinking of what needs to be done and dealing with issues on the go.

We do not have an action plan, it is not defined anywhere, that this follows that and so on. You simply start from taking care and as long as he is asking for you're trying to do just that. And there is no description as such. It is different for each individual child, how could you describe all that?

The assessment of the child's situation (social needs) is carried out by the Child Welfare Agency officer - a case manager. The assessment is carried out according to a specially designed screening, which is applied to all cases in general where it is necessary to assess the level of risk of the child's presence in the environment in question. The screening is very extensive. The participants of the group discussion

have found that it is difficult to answer many questions due to short duration of the children's stay at the institution.

This Law on children's rights has changed greatly, from the first of July. Now we have the procedure that an unaccompanied minor stays here for a week or so, then he is visited by someone from the child welfare, has talks with a social worker. They try to find out what he needs. How could I know what he needs? How could I know what a child needs after one week? I do not know. Well, the list seems to be its own purpose. Well, I more or less have an idea that he would need this of that.

When it comes to decisions concerning the child, the answer to a question whether there is an investigation of a case of any kind by means of conference, who is taking part and who is organizing, was given by the participants of the group discussion that usually the issues have to be dealt with by the guardian himself, he assumes all the responsibility. There are situations where complicated questions are addressed to the head of the department, help from specialists (psychologist, medical practitioner, lawyer) is sought or the issue is addressed at the level of the director of the Centre, but that is rather uncommon. There are also extraordinary situations when a decision has to be taken quickly and there is really no time to wait for approval or help from other professionals.

In all cases, if any problem arises when other people's opinion or assistance is needed, a psychologist's opinion is also inquired at all times, and then a medical specialist's, a chief social welfare officer is consulted. You go to the administration, have talks and somehow reach a solution of the problem together. If you cannot solve it on your own.

In certain extra cases, there's no time to wait. A guardian is called at night, job is done. When they used to cut veins here. You would not be waiting for the administration's decision or anything of sort. You do what is at that very time.

Guardians are burdened by the feeling of great responsibility, they have to look for solutions and be responsible for everything. They expressed the need for "sharing" responsibility or working in a team.

I personally would like to be a part of a group of people of some sort for working with minors, because in fact, I have been appointed to look after them alone.

All the guardians agreed that the main difficulties they encountered at work were due to the language barrier and the organization of catering on the first days of the stay at the Centre. Guardians speak Russian and English, and when foreigners who do not speak these languages come it is difficult to communicate with them. An interpreter is invited to help, but he is not always available. The guardian also uses

translation applications, tries to gesture and puts effort to find out the needs of the residents in any other possible way.

It is very difficult to communicate. The Vietnamese, the Afghans come to us, we even had a few Chechens. Few of them speak English (...) Then you look for an interpreter. First of all, in order to inquire him, to find out what he needs.

There are also translation applications, but these do not really provide accurate translations. They can translate one word or another, but it is not that easy to talk to him, to have a discussion using that app.

They even have different images. Once I brought a booklet from a shop, for us to clarify what to buy. They look at it. Do not understand. How can you not understand – it's butter, milk. And then you realize that they have different packagings.

Furthermore, the guardians unambiguously agreed that one of the greatest challenges is to feed the child on the first days of his stay. A child is allocated very little money (2 euros plus cents a day) and the prices are high in shops, you often cannot buy certain products in smaller packages than they are selling (e.g. eggs, oil, bulk products such as rice, pasta). Therefore, it is really difficult to provide food in the first days, because a child receives money for three days and has to live those three days off the funds allocated. It is especially difficult when single individuals arrive, as when they arrive in groups, then the catering can be arranged for the group, which is easier, as a larger variety of products can be bought.

It should be taken into consideration that those two euros with a few cents a day is a small amount for the sustenance of a child. A slightly higher amount of the money for that child would make it easier. Having considered the shop prices, and what he gets and what he is able to buy for that.

For example, three or so of them arrive. Then you can buy them oil and sugar and something else in bulk. And as you do know, food prices are high in shops.

Another food-related problem is when the children arrive at night and there is no money in the cash desk; shops are closed. Then the guardians at least try to offer the children warm tea, and give them a little bread. Often they buy something from their own funds or bring food from home.

The cash desk may sometimes be empty. It gets filled up in Friday eighth a. m., for example. There is no administration, no cash desk - nowhere to take money from.

You may use your own, you could afford to do that when there is only one. But constantly... because they keep running away... you will not be repaid by anyone.

And now the minors are brought hungry, even at night. You can see that kids want something to eat, are shivering from cold. I do not know what the hole they were using to go through as constantly, as they were so wet.. First of all there are tea

mugs, you use your own... you do that no matter what, we used to bring many things from our homes and stuff. Somehow you find the way out. At one time, it was easier when there was a canteen, girls were helping in there, with soft breads and soups. Now there is nothing left. For instance, no shops are open at night here in Rukla. And they call you at 11 p.m., from the border: we are bringing you one.

Participants of the focus group have mentioned facing difficulties when many people of different nationalities arrive at the same time. Then you need to take care of each of them, it takes much longer to find out their needs, because different interpreters have to be invited, and the accommodation issues have to be arranged wisely in order to avoid conflicts between representatives of different nationalities.

There were nine Vietnamese, all of them are like one, they take care of one another, communicate among themselves. There is no need to approach each one of them individually. But if there are different nationalities, then it's difficult because you have to have this interpreter with each of them individually, so that you can talk with them on the phone and tell them what you want, and they eat different food and you have to go shopping with all of them, it gets really tough. If there are four or so of them.

Moreover, there are, for example, Chechens, Afghans. Such peoples tend to get involved into conflicts. They are also placed in separate rooms, and then you also visit, keep an eye on them...

The guardians have noticed that it would be possible to furnish a lounge and game area in the minors' unit, where they could freely play table games, have a rest.

They could benefit from a lounge area, a game area. There would be board games, a TV set, upholstered furniture.

Guardians have pointed out that there would be benefits from reduced bureaucracy. In many cases correspondence between the institutions and problem solution takes too long at this level. Children who have to wait a long time for responses often solve a problem themselves by escaping from the Centre. The works are also complicated by the rules, laws which often delay the child's reunion with the family.

It would be better to have less bureaucracy. If we encounter a problem, while the correspondence is in progress, the child resolves the problem on his own. By running away.

They find the parents and then determine if the conditions will be right for him there.

Because it is already a second month that the child is living here. He is crying every night, he is depressed, he does not want to go to school, it is difficult for him here.

And there are parents. They know where he lives, the addresses are given, all the information is there, but no one goes anywhere.

This is how children are traumatized, for a long time. (...) And when we get the answer - "Yes, parents have been found", but you need to prove that the conditions are right. Wait a minute, it is none of our business, give him to Poland where the parents live and let the children welfare authority sort the things out. And then they are waiting, waiting. That kid disappeared.

There were many discussions concerning the issue of unaccompanied minors staying at foster homes or families (i.e., by integrating them into families). In the opinion of the focus group, a child is better off living in the Centre because here he is staying among his compatriots, finds friends, has the opportunity to communicate in his native language. After relocation of unaccompanied children to foster families (or foster homes), they will not have such opportunities and, in the opinion of guardians, it will be difficult for a social worker to communicate with a foreigner and ensure his smooth integration into the society. As a result, guardians raised an open question about which place is better for a child to live. Since there are not many unaccompanied children in Lithuania, the guardians have unanimously agreed that the Centre is capable of taking care of children and they are better off among their own compatriots than in potential foster families.

Where will the child be better off? Having found himself among other kids he does know now, with a social worker who speaks in a language foreign to him, or here, where he is able to find someone of his own kin to whom he could talk?

And the minor is under stress. One institution and another institution.

The guardians shared that they are not satisfied with the working conditions. They stated that it was difficult for them to work when six workplaces had been installed in a single room, so basically it is difficult to hold a conversation with the arriving customers. Here they would like to have more understanding and support from the administration.

There used to be two of us, three at worst. Now there is place for six people, little space. And people come, seriously interfere with the work. Some are louder, others are quieter. And then the other worker has to go out to be able to have a conversation.

It is not normal that if a person comes to us, addresses us, is speaking, sitting nearby, he is unable to concentrate, or to speak with someone else because it is a shared room.

The guardians are confident of the work they are doing, they feel that they are doing it properly. However, they acknowledged that one must have a lot of patience and inner motivation to work, because the newly arriving workers tend not to stay at the Centre for long.

We feel confident that we do everything that is needed.

You have to be very, very patient. Grit your teeth and deal with it.

Every newcomer is due to leave soon.

2.3. Training of guardians and proposals for the training curriculum

Guardians (social workers) are introduced to the normative documents governing the procedure for the accommodation of unaccompanied minors before their duties begin. There are no special preparatory trainings. Participants of the focus group have noticed that at the beginning of the work they need to look more often at documents, to clarify provisions of certain procedures, but they become familiar with everything as time goes by. In general, as guardians have noticed, everything was created in the process and routine practice, real-time resolution of problems and situations are the major teachers.

There are regulations for the placement of minors, the rules on the things we have to take care of. And we are following them.

Everything was being developed in the process here, drawing from the actual experience. There have never been any specific rules, even from the very beginning, nobody has them. Everything falls into places with passing years. All the experiences, and so on.

It is only that we have the descriptions of the procedure for the placement of minors and that's all. And these appeared as a result of the requirements.

Continuous training is not provided for and is optional. Members of the focus group acknowledged that they had had very few trainings. The guardians recalled the trainings concerning children victims of human trafficking, intercultural differences, and so on. Guardians often remain dissatisfied with their trainings because they were neither satisfied with the lecturers' qualifications nor the contents of the trainings. Participants acknowledged that it is the lecturers who learn from them more new and useful things during trainings, than the other way around. The guardians had a positive opinion on the trainings concerning intercultural differences, where the lecturer knew the essential features of nationalities and helped the guardians to figure out the wishes and needs of their clients. However, more frequently visiting lecturers are not adequately prepared for trainings, as the guardians find the information in the textbooks often being at odds with the reality.

It used to happen in the trainings that we knew more than the lecturers.

Lecturers of some kind come here and tell you how to solve a problem with your client. Well, how can you find that out if he is an Arab of some sort who does not comply with the specification laid down there in this Lithuanian book at all.

He knows the specificity, he knows the essential features of all these nationalities and it was of much help for us at the beginning (...) He could only train someone.

Speaking of the guardians' suggestions regarding the content of the trainings, the participants of the focus group noticed that there is a serious lack of knowledge about different cultures and nationalities. When communicating with children, it is beneficial to understand the functions of the family in other countries, how to better advise a child, creating a feeling that the guardian is his ally. Knowledge of eating habits, behaviour, traditions, celebrations, etc. would also be of use. Meanwhile, cultural issues should be taught with regards to the child's gender and age. Therefore, training on cultural matters could help guardians make initial contact, facilitating communication with children.

Let's say you know, he comes for bread, bread. You buy for him and he is not eating. It turns out that he needed white soft bread. Well, these are minor things, but it all starts from them.

There are no trainings, for example, on how to work with the Vietnamese because culture is different, mentality is different, all in all, the way of life is different. And there is no training you could apply there.

Even the food, the way they eat, there are things they do not eat.

How people behave, how they might react, if you say this or that or do this or that. Well, it all comes to mentality, the way of living. Well, in general, anything that involves different nationalities.

2.4. Interagency collaboration

To each unaccompanied minor from a foreign country the Centre provides access to the services provided, which are listed in the description of the procedures for the provision of support of the Lithuanian state aimed at integration of the foreigners granted asylum in the Republic of Lithuania, approved by the Order of the Minister of Social Security and Social Affairs of the Republic of Lithuania of 21 October 2004 No. A1-238 "On Approval of the Description of the Procedure for the Grant of the Lithuanian State Support for the Integration of Foreigners Granted Asylum in the Republic of Lithuania".⁶ In addition, the Centre provides an opportunity for non-

⁶ Minister of Social Security and Labour of the Republic of Lithuania Order No A1-238 of 21 October 2004 on the Approval of the Description of the Procedure for Rendering Lithuanian State Support for

governmental or international organizations providing assistance to refugees to contact unaccompanied minors from foreign countries, which are residing in the Centre (*description of the procedure for the identification of age, accommodation and other procedural actions with unaccompanied minors, who are not asylum seekers, identified in the Republic of Lithuania and the procedure for providing them with services, p. 24*).

Thus, the guardian (social worker) acts as an intermediary between the child and the public services and other institutions and organizations involved in the unaccompanied child's life. Depending on the situation, guardians have to cooperate both with state institutions (such as the Child Welfare Agency, Social Services Centre, Migration Department), and with various non-governmental organizations that provide social, health, and other services (e.g. Caritas, Red Cross, International Organization for Migration (IOM)).

When in need for help, we call the Red Cross and Caritas as well. You could say there are many of these. Depending on the situation.

Non-governmental organizations accept, willingly enough, providing all the necessary assistance. No significant problems are faced. However, in terms of organizational cooperation, the participants of the focus group have noticed that most of the time the guardians themselves are the ones who have to look for and ask for appropriate help. They would also like to see the initiative from non-governmental organizations themselves. Furthermore, child clothing and catering issues could also be resolved much more smoothly, with fewer bureaucratic procedures.

Each time upon arrival of new people you have to organize a public procurement individually, according to the measurements. Sometimes the procurement starts after the person is already gone.

As for inter-institutional cooperation with public organizations, the participants of the focus group identified two groups of problems. Firstly, they are faced with lengthy decision-making procedures, such as in the case of reunification of a child with his parents. The guardians feel helpless, unable to help the children. As they stay closest to the child, they are often blamed for the situation at hand, they have to face all the anger and discontent.

It's very time consuming to correspond with all the institutions, you know. Clarifications take place between institutions, between embassies and everywhere else.

Children are traumatized because of such lengthy procedures. Although we do not have a lot of these cases, there have been cases as with Sebastian, where we had to wait for a very long time. And when we receive the answer - "Yes, parents have been found", you know, it's necessary to prove that the conditions are suitable.

It seems to take forever, indeed. Probably the authorities do not see that this way. For us it seems like ages. Because he arrives, he becomes frustrated and gets angry. Then we are the ones to blame for, because we are closest. And we are unable to do anything.

Secondly, there were many discussions about the issues related to the enforcement of judgments. One of the recent cases was presented as an example, where the court enacted a decision to transfer a child from the Refugee Reception Centre to child foster home (foster family), yet the care institution specified refused to accept the child. The situation remained unresolved, it was unclear to both the child in respect of whom the decision has been taken (why he is not accepted by the other care institution and, in general, why the decision to transfer him to another institution was taken) and the RPPC guardian.

Well if a decision has already been made, you either take him or not. Because now we have the judgment yet no one to enforce it.

And the Child Welfare apply to the court for guardianship. (...) The court ruled to allow the Child Welfare to take that Nigerian national as an unaccompanied minor to a care institution. Such was the court judgment that came. And there it stated that it is to be executed urgently, to take that Nigerian citizen from the Refugee Reception Centre. (...) It turned out that the child had to be taken away and integrated into some kind of foster family, under the supervision of a social worker. But they did not take him for some reason. Well, what's the point then?

The guardians find the roots of the issues of inter-institutional cooperation in the legislative system, and more specifically in the fact that people who are adopting laws and create rules are out of touch with the real life, do not know, cannot imagine the area, specific people and conditions in which they have to work.

Probably everything looks differently to the ones who have not faced all of that. But when you're confronted with reality, the real life that is happening. Everything is different. Somehow, I always say that those who write these laws, instructions, methodologies, should spend time in this kitchen, just for a little while, to be able to write something about it.

3. Unaccompanied children

In Lithuania, a group of unaccompanied children was not assembled for the group discussion as only 1 to 2 children live in the Refugee Reception Centre at the same time, or there are no such children at the Centre at all. The Centre accepts up to around 20 such children per year. Therefore, a group discussion involved only the resident children having arrived with their parents or other relatives. The group discussion was attended by children aged 14 to 18 who spoke Russian. An interpreter has not been hired because one of the facilitators spoke this language. Among them were male and female cousins. Duration of the children's stay in the Centre varies considerably: from two months to a year and a half. When the family receives documents regarding asylum, it is permitted to stay at the Centre for up to three months. Later on, the families have to find housing on their own or move to the apartment offered to them by social workers.

Some children found it difficult to express their thoughts or to remember specific cases or details, nevertheless the children's interest in the discussion was evident. The atmosphere of communication was sincere and warm.

3.1. Role of a guardian (social worker)

At the beginning of the discussion, it was important to find out with which employees the children have the most contact, who take care of them and help solving the arising problems.

The children noted that they meet and interact with various employees at the Centre. The first person the children took note of upon arriving at the Centre was the security officer/superintendent. He escorted the children to their place of stay and showed them around. The superintendent is encountered every day when leaving the Centre (e.g. going to school, passing a security post), but he is not the one to communicate with. Although this communication does not take long, that initial contact really "stuck" in the children's memory.

The second person whom children meet and communicate with is a social worker. He is a main employee whom the children contact most often at the Centre. Children were asked about the role of social workers in their lives. All the children described social workers as caring and significant people in their lives. A social worker visits them in families, drinks tea together, passes on important information (e.g. informs about the products brought to the Centre, events scheduled, the course of legal procedures in the Migration Department, etc.), provides with essential household items (hygiene, etc.), organizes various educational events or invites other professionals who tell the children some interesting things.

They tell us important news, the information about the products they have brought. Appointed, carrying. He/she also tells you about the events taking place. The circus has recently visited us.

Children have identified patience as the main trait of a social worker, which these workers need to have a lot of because they have to deal with different children, both in terms of age and needs. It is also important to know how to play with children and to know a lot of different games. It is equally important to be able to reassure the child, to convey the information in a comprehensive manner and to be able to speak in a language that is understandable to the children. Furthermore, the children said that strong legs are needed for this job because they have to do a lot of walking.

Children who come to the Centre without parents have to first of all be calmed down and assisted, because it is very difficult for them when parents are not around. And then everything falls to place little by little.

The social worker should be able to deliver the information, explain it in a clear manner.

As the social workers work with children from different countries, they should be able to speak different languages of the countries that children come here most often, as well as strong feet, because they have to walk a lot.

Not all children agreed that the social worker had to speak many languages because learning all the possible languages is simply impracticable. The key languages one should be able to speak are English and Russian.

Knowing the cultural peculiarities of different countries is difficult, it is impossible to learn everything. Therefore, it is more important to be able to find a common language with children from different countries and then everything will fall into place.

3.2. Participation

Another important aspect of the study is to investigate whether the children feel properly informed about their rights and the possibilities available. Whether they are able to put their opinion forward and whether it is taken into consideration when dealing with issues that are important to them.

Since the study involved children living in families, it is the parents who provide them with the basic information. Usually, social workers tell everything to their parents and they then pass on that information to their children (e.g. about the rules of the Centre, such prohibition of smoking, breaking things, etc.). However, there are situations when children interact directly with social workers and can see what they are doing.

Older children stated that social workers keep them informed about various things: introduce the rules of the Centre, inform them of the steps to be taken (e.g. to acquire a particular profession), advising on a better way to do something. However, it should be noted that the children do not always feel like expressing their opinion openly or that they are not always able to do so.

It seems to me that it is difficult to explain to the children everything they need. Yet teenagers should already be capable of comprehension. People are different, some

can bring their opinions forward, others find it harder to do so. I am not sure, but it seems normal to me that you do not like something and you make it clear. But sometimes it is advisable not to "overdo", misuse, for example, when the food has already been prepared and you do not like it. You should still eat it instead of "throwing a spanner in the works" or if you do not like a teacher, maybe it is your problem, maybe you are not doing something right.

The answer to the question who is the one you consult with was:

I consult my mobile. There's all the information I need. I often play on the mobile and download various games to it.

3.3. Children's living conditions

In the course of the study, it was important to investigate the living conditions of children in Lithuania as a host country and to find out whether the basic conditions of reception and accommodation are met.

The focus group consisted of the children living in the Refugee Reception Centre, therefore their main needs are covered by the place of residence and the professionals working there. The children commented that they were grateful for a pleasant, safe and comfortable living and were satisfied with their current living conditions. Younger children drew attention to the neatly ordered area of the Centre.

There are two small rooms (one large room divided into two rooms) but everything is normal. The school is normal, though old. Everything is fine. I would love to play football in my spare time, but it is cold, I do not like to play when it is cold, there is a gym in a school, but I get cold there.

I feel good, I like everything, I go to school, I like a football pitch and "pull-up bars" the most. There was a stadium where I used to live, but it was far away from my place.

The conditions are not bad here, but I prefer my city, unfortunately living there is currently not possible. There's a lot of trouble there, a great deal of problems. It is very beautiful, beautiful nature here (in Lithuania). We were in Klaipėda and I really liked it, I would like to live there. I do not think of whether it is comfortable for me to live here or not. I don't think about the future yet. When there is a "positive", when we learn the language, when we settle here, then we will start thinking about the future.

To feel good in this country, you have to get used to it. I haven't got used to this country (Lithuania) yet, but I became more accustomed to this town (Rukla). And speaking of food... for example, I detest cepelinai, they "feel like spit" for me.

Here is a beautifully landscaped area, I loved the Christmas trees and ice in the yard.

Children had different opinions when inquired about national dishes prepared in Lithuania. Some of them like the food prepared here, while the others - not very much.

*And speaking of food... for example, I detest cepelinai, they "feel like spit" for me.
And I liked cepelinai.*

As a concern, the children mentioned their desire to finally have snow.

It's December already and still there is no snow.

3.4. Challenges in children's lives

Children were inquired about challenges, possible problems and negative aspects of living in the Centre.

Some children noted that they have to live in small rooms, there is a lack of personal space. This makes you feel uncomfortable, but you have to accept it and get used to it somehow.

I like everything here. Except for one thing – the room is for 4 to 6 people.

Other children noted that not all children succeed in finding friends. Mostly, they communicate with their parents, brothers, relatives and teachers. Not all children are able to make friends with classmates, especially when their classmates are of different age. Other children noted that making new friends is hampered by the language barrier, but there are some children who manage to find new friends even without the knowledge of language.

Not enough friends...

It's easy to make friends here. But it is not always the case because I don't know the Lithuanian language yet.

It depends. If you are an easy-going person - it's easy to find a friend here, even if you don't know the language. But for me, for example, I am not so easy-going, I find it difficult to make friends.

I attend Jonava city vocational training center. There I meet many strangers who are older than me. That makes it harder to find friends. And the ones who attend an ordinary school (in Rukla) - everyone is in one class (children of the Centre), which makes it easier for them.

Older children are concerned with issues regarding vocational training. They are worried about getting a profession (e.g. a hairdresser) as there is no vocational school in Rukla. In order to study at a vocational school, you have to travel to another city - Jonava (11 km from Rukla). Another limitation in training for a

profession is that you can start your studies only after you have all your residence documents in order.

3.5. Positive aspects of their lives

The children inquired feel safe and think that social workers do their job well, take good care of them. The children indicated that it is an interesting place to live, different events take place, and there is a possibility to study. As it was mentioned earlier, most children are satisfied with their living conditions, are happy with tidy surroundings, a chance to play football. Children have noted that, like everywhere else, you have to get used to and adapt, learn the state language, and then the living is good and you can start thinking about the future. Another aspect important for other children has been the access to the internet, which gives the opportunity to communicate with relatives and friends left behind in their home country. In summary, the children are positive about their life in the Centre and hope that living here can be even better after learning the Lithuanian language.

Generally, I don't think about whether or not it's comfortable for me to live here. I don't think about the future yet. When there is a "positive", when we learn the language, when we settle here, then we will start thinking about the future.

To feel good in this country, you have to get used to it. I haven't got used to this country (Lithuania) yet, but I became more accustomed to this town (Rukla).

Here is a beautifully landscaped area, I loved the Christmas trees and ice in the yard.

We have Internet access here, so everything is fine, you can communicate with relatives, you can do it often.

3.6. Suggestions for guardians (social workers)

Last but not least, it had to be investigated what the children want the caregiver to know, in what ways he should be able to help them and in which aspects of their lives.

It was difficult for the children to answer this question because they are generally satisfied with communication with social workers. They had something to say about the necessary qualities. As social workers are working with children from different countries, it is important to know languages of the countries from which most people arrive. It is also very important to have a lot of patience, to help the children to get used to, to be able to calm the children. The social worker should be able to deliver the information, explain it in a clear manner.

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.

All the participants of the focus group shared similar attitudes towards the role of guardians and distinguished two main functions of the guardians - care and representation. Guardians compared their work with minors to the bringing up of their own children, explaining that they have to care for unaccompanied minors just as much as for the children of their own. The care for the basic everyday needs aside, guardians have identified that their functions include the representation of children in various institutions, such as in courts as well as in other legal procedures.

Understanding of the work and role mainly comes from the practice - their life and work experience, the experience of colleagues, from the issues that are dealt with on a daily basis.

The participants of the focus group identified the most important characteristics of a guardian - the having a lot of patience and inner motivation to work. Guardians feel great responsibility, they have to deal with a wide range of issues, seek for solutions. There are situations where complicated situations are addressed to the head of the department, help from specialists (a psychologist, a medical doctor, a lawyer) are sought, but in most cases the guardian himself has to solve all the issues and assume personal responsibility for the decision. All this causes psychological tension.

The challenges faced by guardians in their work are partly due to the very short duration of stay of unaccompanied children in the Centre. The guardians point out that you never know how much time you will have to interact with the child: it might be a week, a month or three months, or perhaps half a year (a very rare case). This fact makes it difficult to carry out some important procedures. For example, the assessment of the child's social needs by the Child Welfare Agency officer. The assessment is carried out according to a specially designed screening that is tailored to all cases in general. It is difficult to answer many questions precisely because of the short duration of stay of children in the institution. It is therefore advisable to think about a screening that would be more suited to the cases of unaccompanied children. A language barrier is another considerable challenge. There is a lack of interpreters. It is not always possible to contact interpreters. There is a lack of knowledge about the cultural peculiarities of different cultures and nationalities. There was also a situation in which family reunification procedures take so long that they start feeling as if they cannot do anything about it. Both children and guardians are waiting for the decision. Certain matters of child's provision are not properly regulated - it becomes a daily concern in the work of guardians. Particular attention was paid to organizing provision of food and clothing in the first days of the child's stay in the Centre.

The needs of guardians are directly related to the difficulties and challenges faced by the guardians in their work. The guardians feel a great need to work in a team made up of specialists from different fields of expertise. Regarding the improvement of children's provision, the guardians are convinced that the rules of the procedure for feeding children and supplying clothing must be changed. The topical issue is training on the cultural peculiarities of different cultures and nationalities. Knowledge about eating habits, behaviour, traditions, celebrations, etc. would be of great help. At the same time, cultural issues should be taught based on the gender and age of the child. Trainings concerning cultural issues could help guardians of building up the initial contact with the children and to facilitate further communication, timely determine their needs. Guardians have also noted the need for improvement of their working conditions. The workplaces (rooms) of guardians (social workers) should be better suited for communication with children (for work with clients), fewer employees should share one room, etc.

5. References

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1. Annexes

1.1. Discussion guide for focus groups with guardians (in Lithuanian)

Sveiki

Ačiū visiems, kad šiandien esate čia. Ši grupinė diskusija vyksta atsižvelgiant į vykdomą projektą „Aljansas už beglobius migruojančius vaikus: standartinės veikimo procedūros globėjams“. Projekte dalyvauja organizacijos iš keturių šalių Graikijos, Italijos Kipro ir Lietuvos (*pristatyti pagrindinius tikslus*). Šiandien esate visi čia pakviesti, nes renkant informaciją, bei rengiant gaires ir darbinės priemonės globėjams, manome, kad iš pradžių labai svarbu sužinoti jūsų ir vaikų poreikius.

Šiandienos pokalbis bus apie jūsų kaip globėjo vaidmenį, aplinką kurioje dirbate, iššūkius su kuriais susiduriate, ir kas gali jums padėti jaustis labiau pasitikinčiais dirbant su vaikais.

Diskusijos metu akcentuojamos 4 pagrindinės temos:

1) Globėjo vaidmuo

Koks yra globėjo vaidmuo?

Kokios yra globėjo užduotys?

Ar jūs apie tai kažkur perskaitėte (pvz., ar kažkur kitur, ar jūs tiesiog tai žinote?)

Ar tai yra tai, ką ir darote praktikoje?

2) Elgesys ir iššūkiai globėjų praktikoje

Svarbu suprasti aplinką kurioje dirba globėjai (pvz. nesaugios vaikų gyvenimo sąlygos, gali būti laikomos kliūtimi globėjui atlikti savo pareigą – saugoti vaikų teises ar veikti pagal savo profesinę patirtį); nustatyti, kokie aspektai galimai veikia, kaip globėjų vaidmens apribojimas ar kokiais būtais galima tai pakeisti ir sustiprinti globėjų vaidmenį.

- Ar žinojote ką reikia daryti globėjui, nuo to laiko kai ėmėtės šio vaidmens?

Jeigu taip: kaip jus informavo?)

Jeigu ne: kaip sukūrėte savo praktiką?

- Nuo to laiko kai apsiėmėte šį vaidmenį kas vadovauja jūsų kasdienei praktikai?

- Ar yra kokios nors gairės aprašančios kaip atlikti globėjo vaidmenį?

Jeigu taip: ar galėtumėte pateikti daugiau informacijos?

Jeigu ne: kuo vadovaujatės savo veikloje, ar pasikliaunate savo profesine patirtimi ar kažkas kitas jus nukreipia, kuruoja, vadovauja? (jei ne: ar jūs klausiate savo kolegų?)

- Kas parengia veiksmų planą kiekvienam vaikui?

- Kai kalba eina apie sprendimus dėl vaiko, ar vyksta koks nors atvejo nagrinėjimas konferencijos būdu?

Jeigu taip: Kas dalyvauja? Kas organizuoja?

Jeigu ne: kas priima sprendimą?

- Su kokiais pagrindiniais iššūkiais susiduriate?

Ar tai susiję su vaiko aplinkos sistema ar tai galima priskirti vaikų būklei?

(Pavyzdžiui, šeimos susivienijimo procedūros užtrunka taip ilgai ir aš nieko dėl to negaliu padaryti. Arba pvz., daugelis vaikų gyvena visiškai nesaugioje aplinkoje (gatvėje) ir yra beprasmiška registruoti juos į mokyklą

- Kaip manote, ar tinkamai atliekate savo užduotis?

Jei ne: ar norėtumėte apie tai daugiau papasakoti?

3) Globėjų gebėjimų ugdymas

Šioje dalyje apžvelgiami globėjų gebėjimai, jų poreikio didinimas (prieinamumas, pritaikomumas/lankstumas, dažnumas, aptariamos temos, tinkamumas, daugiau - instituciškumas), taip pat pasitikėjimo savimi klausimai, ar užduočių atlikimui pakanka

mokymuose įgytų žinių. Šios temos tikslas – atskleisti globėjų poreikius, galimas spragas ir tobulinimo galimybes. Žinios ir gebėjimai bus susiję su jų realia praktika. Be to dalyviai gali siūlyti mokymų turinį.

- Jūsų žiniomis ar yra tinkamų mokymų šioje srityje?

- Ar jūs gavote kokius nors mokymus skirtus globėjams?

Jeigu taip: kas juos organizavo? Kiek dienų truko? Kaip dažnai? Ar jaučiate, kad to užteko? Ar manote, kad jie buvo vertingi, ar ne?

Jeigu ne: kodėl? Nebuvo prieinamų mokymų? Jūs negalėjote dalyvauti? (pvz. dėl įvairių apribojimų)

- Įsivaizduokite, kad šiuo metu yra planuojami mokymai globėjams:

- *Kokios žinios yra svarbios globėjams?*

- *Kokie įgūdžiai svarbūs globėjui atliekant savo funkcijas?*

Kokias temas norėtumėte mokytis, kad jaustumėtės labiau pasitikintis savimi?

4) Tarpžinybinis bendradarbiavimas

Bendradarbiavimas bus nagrinėjamas sprendimų priėmimo/bylų valdymo ir bylų perdavimo kontekste (formalūs ir neformalūs bendradarbiavimo mechanizmai). Taip pat bus nagrinėjamas globėjų bendradarbiavimas kaip asmenų ir kaip jų organizacijų atstovų. Be to būtina nustatyti institucijų gaunamos paramos lygį siekiant šio tikslo. Bus tiriamas pasitikėjimo lygis ir galimybės gautos iš bendradarbiavimo. Siekiama išsiaiškinti ar egzistuoja kokios nors procedūros probleminių situacijų sprendimui, kartu su mechanizmais „kurti“ sprendimus iš bendrų darbų arba pasiūlyti tokias procedūras.

- Jei reikėtų nukreipti vaiką į konkrečią įstaigą ar organizaciją ar žinotumėte kur kreiptis?

Jeigu taip: ar galėtumėte duoti mums pavyzdį?

- Ar kada nors teko bendradarbiauti su kitomis paslaugų teikimo įstaigomis dėl vaiko? (pastaba: įvairūs paslaugų teikėjai, valdžios institucijos, organizacijos)

Jeigu taip: kaip vertinate bendradarbiavimą? Teigiami aspektai? Problemos?

1.2. Discussion guide for focus groups with unaccompanied children (in Russians)

Руководство для обсуждения

Всем привет! Большое спасибо что вы здесь.

Мы вместе с коллегами из трех стран (Греция, Италия, Кипр) хотим обучить людей тому, как стать опекунами детей, прибывающих в эту страну без родителей. И чтобы быть уверенным в том, что мы делаем это хорошо, нам нужно узнать ваше мнение о некоторых проблемах, потому что ваше мнение имеет большое для нас значение. Как вы, наверное, знаете, у некоторых детей здесь [в Литве] есть опекуны, а у некоторых нет.

Сегодня мы хотели бы, чтобы вы поделились с нам, о том, что вы думаете по поводу некоторых важных проблем.

Нет правильных или неправильных ответов!

Мы просто хотим узнать то, что вы думаете.

РОЛЬ ОПЕКУНА

Откуда вы узнали, кто такой опекун (социальный работник)?

Как вы думаете, что он/она делает для детей?

- Кто-то о них рассказал?

- Вы знаете лично некоторых социальных работников или опекунов?

- Вы знаете, что именно хотели бы изменить с помощью опекунов или социальных работников?

Что из перечисленных вами вещей наиболее важно для вас?

- Почему?

По вашему мнению, хорошо ли было бы каждому ребенку иметь опекуна (социального работника)?

- Если нет: значит, вы думаете, что есть дети, которые не нуждаются в них. Если так, то почему? Хотели ли вы иметь своего опекуна?

Можете ли вы привести несколько примеров, когда опекун (социальный работник) мог бы помочь ребенку?

УСЛОВИЯ ЖИЗНИ

Вам нравится там, где вы теперь живете? Почему?

Если нет, то расскажите почему?

Жили ли вы раньше в других местах?

Если да:

- Сколько раз вы меняли место проживания?

- Как изменилась ситуация, там, где вы раньше жили?

- Кто помогал вам освоиться на этих новых местах?

ПРОБЛЕМЫ СЕГОДНЯ

Что беспокоит вас сейчас (в нашей стране)?

- Хотели бы вы быть кем-то другим (иметь другую работу, учиться в другом месте в этой стране)?

- Как вы думаете, опекун (социальный работник) может изменить ситуацию?

ПОЗИТИВНЫЕ АСПЕКТЫ ЖИЗНИ

Что вам больше всего нравится в вашей жизни сейчас?

ПРЕДЛОЖЕНИЯ ДЛЯ ОПЕКУНОВ (социальных работников)

Что бы вы посоветовали опекунам (социальным работникам), как им лучше помогать детям?

- Не могли бы вы привести конкретные примеры?

Спасибо всем за то, что вы здесь. Нам важно все, что вы сказали!

1.3. Consent form for guardians (in Lithuanian)



Kazimiero Simonavičiaus
UNIVERSITETAS

ASOP4G

Gerbiami globėjai,

Vaikų sveikatos institutas (Graikija), Nikosijos universitetas (Kipras), Kazimiero Simonavičiaus universitetas (Lietuva) ir Tarptautinė vaikų gynimo organizacija (Italija) įgyvendina projektą „Aljansas už beglobius migruojančius vaikus: standartinės veikimo procedūros globėjams“ [REC-CHILD-AG-201602/764244-ASOP4G], kuris yra iš dalies finansuojamas Europos Sąjungos Teisių, lygybės ir pilietiškumo programos (2014-2020). Projektą sudaro veiklos, kurių tikslas – įgyvendinti bendrus nelydimų vaikų globos standartus ir stiprinti globėjų kompetenciją bei įgūdžius, siekiant geriau apsaugoti nelydimų ir atskirtų vaikų teises.

Šios grupinės diskusijos metu, remiantis jūsų žiniomis ir patirtimi, norėsime sužinoti jūsų, kaip nelydimo vaiko globėjo nuomonę apie jūsų poreikius ir darbinę praktiką. Šio tyrimo tikslas – išsiaiškinti vaikų ir globėjų poreikius ir parengti standartinių darbo procedūrų vadovą, taip pat globėjų mokymo programą, kuri geriausiai atitiktų minėtus poreikius.

Dalyvaujant grupinėje diskusijoje, turėtumėte žinoti, kad:

- Duomenų rinkimo ir analizės metu bus laikomasi visų etinių tyrimo taisyklių.
- Numatoma, kad diskusija užtruks maždaug 120 minučių ir dėl praktinių priežasčių bus daromas garso įrašas. Garso įrašą galės perklausyti ir transkribuoti tik čia esančios tyrėjos, vėliau įrašas bus ištrintas.
- Pasisakymų ištraukos gali būti įtrauktos į galutinę ataskaitą, tačiau jokiomis aplinkybėmis nei jūsų vardas, nei kiti identifikavimo požymiai nebus įtraukti į tyrimo rezultatus.
- Diskusijos metu išreikštos nuomonės turėtų būti plačiau aptartos su trečiaisiais asmenimis.
- Jūsų dalyvavimas yra visiškai savanoriškas, nenumatomas nei finansinis nei kitos atlygis.
- Jūs galite bet kuriuo metu pasitraukti iš diskusijos.

Jei turite kokių klausimų, prašome nedvejodami kreiptis į mus.

Susipažinus su aukščiau išdėstytais sąlygomis galite laisvai nuspręsti dalyvauti diskusijoje, ar ne.

Ar norėtumėte dalyvauti grupinėje diskusijoje?

1. Taip
2. Ne

Dalyvio vardas

.....
.....

Data

Tyrėjo vardas

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6.4. Assent form for unaccompanied children (in Russians)



Kazimiero Simonavičius
UNIVERSITETAS

Asop4G

Согласие на участие в групповой дискуссии

Центр по приёму беженцев

Дорогие ребята,

Институт охраны здоровья детей (Греция), Университет Никосии (Кипр), Университет Казимира Семеновича (Литва) и Международная организация по защите детей (Италия) осуществляет проект «Союз в интересах детей-переселенцев: стандартные рабочие процедуры для опекунов» [REC-CHILD-AG-2016-02 / 764244-ASOP4G], при совместном финансировании Европейского Союза Программой по правам, равенству и гражданству (2014-2020 г.). Этот проект поможет социальным работникам и опекунам лучше защищать ваши права и интересы.

В этой групповой дискуссии мы будем спрашивать вас о том, что вы, на самом деле, хотите и чего не хотите, и о том, как люди, представляющие вас, могут вам помочь. Цель этого исследования - собрать информацию о ваших потребностях и разработать полезные рекомендации, которые помогут социальному работнику и опекуну сделать вашу жизнь лучше.

Если вы захотите принять участие, то вы должны знать, что:

- Обсуждение будет длиться около 90 минут.
- Обсуждение будет записано, и как только текст будет обработан специалистами, запись будет удалена.
- Ваши ответы будут оставаться конфиденциальными (никто кроме наших специалистов о них не узнает), результаты будут обобщены и анонимизированы (ваши имена и фамилии никто не узнает) в заключительном докладе, также будут соблюдены все этические правила.
- Содержание дискуссии будет анонимным. Это значит, что ни ваше имя, ни другие идентификационные данные не будут раскрыты. Исключение составляет только случай, когда нам станет известно или вы нам сообщите, что чья-то жизнь находится в опасности или другой ребенок подвергается риску жестокого обращения.
- Участие в дискуссии является полностью добровольным, это ваш выбор. Никаких денежных выплат не предусмотрено. Мы не можем обещать награду за участие в этом обсуждении.
- Если вам неловко или по какой-либо другой причине вы не хотите отвечать, вы можете это сделать. Вы можете уйти в любое время, если больше не хотите участвовать в обсуждении.

Если у вас есть какие-либо вопросы, пожалуйста, не стесняйтесь - спрашивайте нас.

Ознакомившись с этой информацией, вы можете решить, будете ли вы принимать участие в дискуссии или нет.

Хотели бы вы принять участие?

1. Да

2. Нет

Имя и возраст

Дата



6.5. Consent form for parents (in Russians)



Kazimiero Simonavičius
UNIVERSITETAS

ASOP4G

Согласие родителей (законных представителей) на участие ребёнка (опекаемого) в групповой дискуссии

Дорогие родители,

Институт охраны здоровья детей (Греция), Университет Никосии (Кипр), Университет Казимира Семеновича (Литва) и Международная организация по защите детей (Италия) осуществляет проект «Союз в интересах детей-переселенцев: стандартные рабочие процедуры для опекунов» [REC-CHILD-AG-2016-02 / 764244-ASOP4G], при совместном финансировании Европейского Союза Программой по правам, равенству и гражданству (2014-2020 г.). Проект состоит из ряда мероприятий, которые направлены на реализацию общих стандартов опеки над несопровождаемыми детьми, повышение компетентности и навыков опекунов в целях лучшей защиты прав и интересов детей.

В этой групповой дискуссии мы будем спрашивать детей о их потребностях и о том, чего они ожидали бы от социального работника или опекуна. Цель этого исследования – определить потребности детей и опекунов и разработать руководство по стандартным рабочим процедурам, а также учебную программу для опекунов, которая наилучшим образом будет отвечать этим потребностям.

Для участия ребенка, находящегося под вашим попечением, вам следует сообщить, что:

- Во время сбора и анализа данных будут соблюдаться все этические нормы исследований.
- Ожидается, что дискуссия продолжится около 90 минут и будет проводиться с помощью переводчика.
- Дискуссия будет записана в целях облегчения процесса исследования.
- Выдержки из дискуссии могут быть включены в итоговый отчет, но в любом случае имя ребенка или какие-либо другие идентификационные данные не будут упоминаться в результатах исследования.
- Согласно национальному законодательству, единственный случай, когда можно раскрыть информацию — это если мы узнаем, или, если ребенок сообщит нам, что жизнь кого-то находится в опасности, или ребенок подвергается риску жестокого обращения.
- Участие в дискуссии является полностью добровольным. Оно также не подразумевает каких-либо индивидуальных выгод для участников (финансовых или иных).
- Любой участник групповой дискуссии может в любой момент отказаться от обсуждения.

Ознакомившись с вышеупомянутой информацией о условиях, вы можете самостоятельно решить, разрешаете ли вы ребенку принять участие в дискуссии или нет.

Вы позволите ребенку, находящемуся под вашей опекой, участвовать в групповой дискуссии?

1. Да
2. Нет

Имя родителя (законных представителей):

Имя и возраст ребенка:

Дата:

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