

SAFEProject

Training Handbook for Professionals in Greece

KMOP – Social Action and Innovation Centre



In partnership with



Funded by the European Union's Rights,
Equality and Citizenship Programme (2014-2020)

The content of this document represents the views of the partners of SAFE project only. The European Commission cannot be held responsible for any use which may be made of the information contained therein.

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INTRODUCTION

Purpose of this handbook

The purpose of this handbook is to equip professionals in Greece with the necessary knowledge and tools on the profile of unaccompanied children and their special needs. The handbook is structured in such a way as to provide professionals with information on current processes, challenges and guidelines for working with unaccompanied and separated children. Information on SAFE training is provided in the core and country-specific modules of the SAFE project, as well as additional tips and tools to facilitate training.

Overview

SAFE stands for Supporting un-Accompanied children with Family-based care and Enhanced protection. SAFE project was initiated and is being implemented by the British Red Cross (UK) in partnership with KMOP (Greece), the Danish Red Cross (Denmark) and CARDET (Cyprus) for a period of two years beginning from November 2017. SAFE provides training and support to enable frontline practitioners and professionals, foster carers, kinship and Dublin family caretakers to improve and acquire knowledge, skills and confidence in order to provide quality family-based care to unaccompanied refugee children.

Envisioning all the unaccompanied children as the ultimate beneficiaries of SAFE, the project activities will be delivered to the professionals and practitioners working with these children as well as their foster carers and kinship carers. Other beneficiaries are the general public and policy makers both at national and European level.

SAFE aims to enhance family-based care to promote welfare and ensure protection of unaccompanied children in the UK, Greece, Denmark and Cyprus.

Objectives

Build the knowledge and the capacity of professionals and foster carers, kinship and Dublin family caretakers.

Enhance family-based care and promote welfare for unaccompanied children.

Ensure the protection of unaccompanied children in the UK, Cyprus, Denmark and Greece.

Activities

E-learning training modules for professionals.

E-learning training modules for foster carers, kinship and Dublin family caretakers.

Face-to-face training of professionals and foster carers and kinship/Dublin caretakers.

Awareness raising and advocacy regarding family-based care for unaccompanied children, with policy makers and the wider public.



E-LEARNING COURSE

About the developers of e-learning courses

These e-learning courses have been developed within the framework of SAFE* project which is co-funded by the Rights, Equality and Citizenship (REC) Programme of the European Union. SAFE is implemented by a consortium of four partners consisting of the British Red Cross (UK)- the project lead, CARDET – Centre for Advancement of Research and Development in Educational Technology (Cyprus), KMOP – Family and Childcare Centre (Greece) and the Danish Red Cross (Denmark). The content of these e-learning courses represents the views of the partners of SAFE only. The European Commission cannot be held responsible for any use which may be made of the information contained therein.

Who are these courses for?

SAFE e-learning courses are developed to address the learning needs of:

Family-based carers (commonly referred as foster carers and kinship carers): those who look after unaccompanied and separated children as their primary carers.

Care professionals: those who work with unaccompanied and separated children, such as social workers, childcare/youth workers, psychologists, law practitioners, non-profit organization professionals/volunteers etc.

Additionally, SAFE e-learning courses maybe useful for a wide range of professionals and individuals who wish to enhance their knowledge on the issues related to unaccompanied and separated children in Europe.

Course Structure

Each of the two e-learning courses comprised of two modules:

Core module: this module aims to provide an introduction to overall understanding of the situation of the unaccompanied and separated children, their multidimensional needs and a general approach for working with this group of children.

Country-specific module: (individual modules for the UK, Greece, Denmark and Cyprus) this module is tailored to cater for particular country contexts and provide information on national legal frameworks on asylum as well as on care provisions. *Please be informed that there is e-learning module for family-based carers in Cyprus the e-learning modules are estimated to take between 60 -90 minutes to complete. However, it may vary from one person to another.



General learning outcome

Upon completion of the course, the learners are expected to have a good understanding of the situation of unaccompanied and separated children, an overview of their specific needs and knowledge on how to address them. Learners will also acquire country-specific information and resources related to care framework in their respective countries.

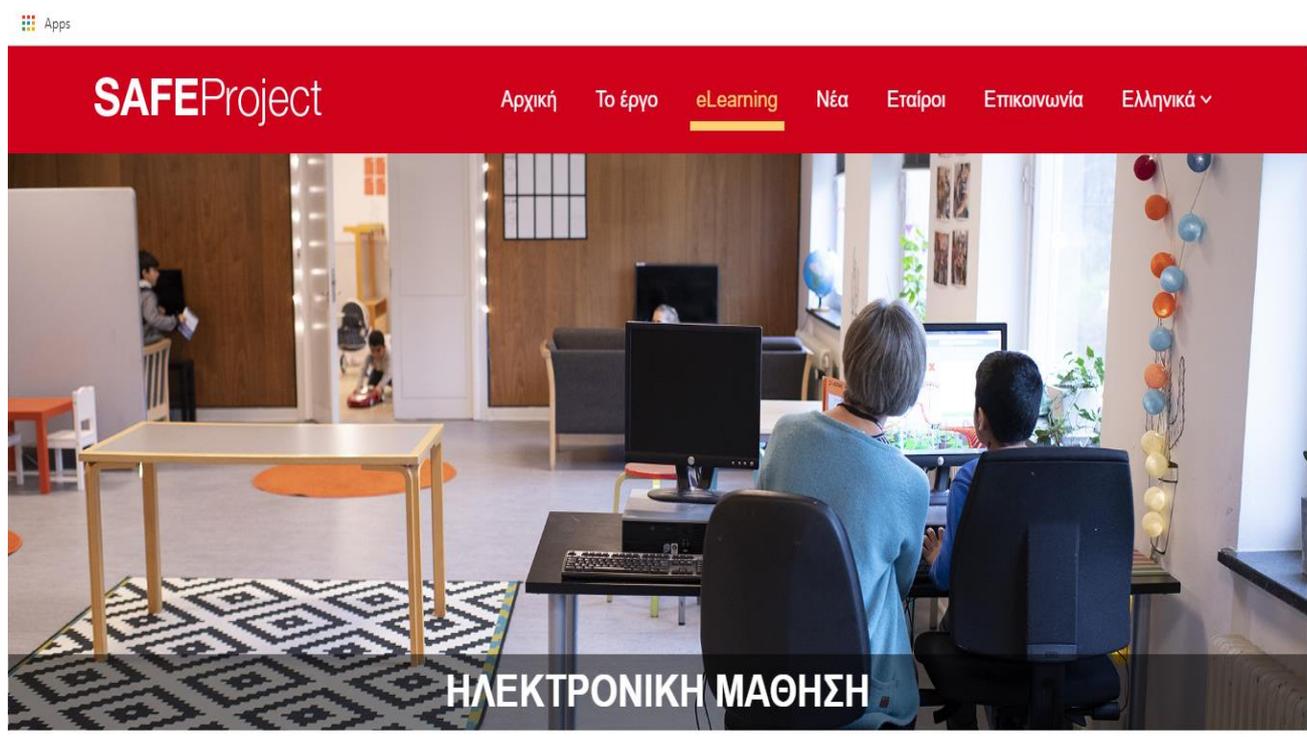


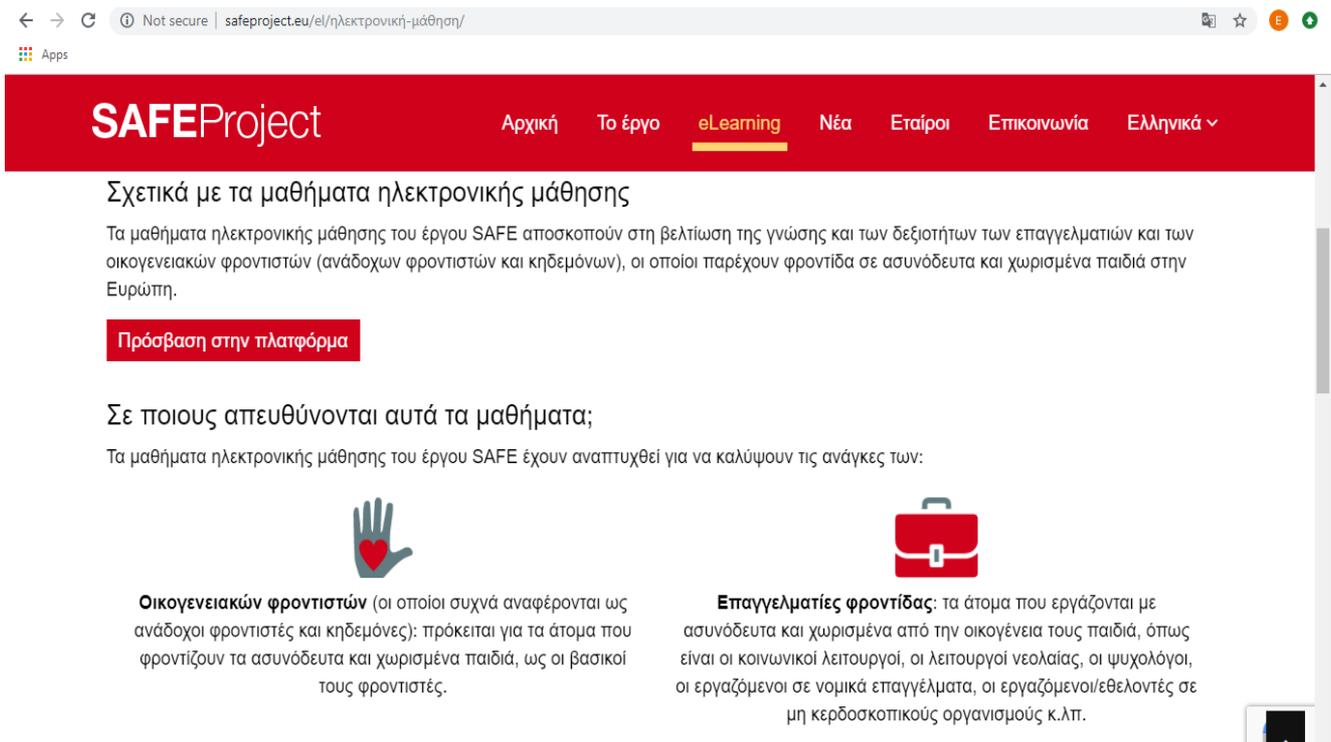
NAVIGATION AT SAFE PLATFORM

Through the e-learning platform, professionals can find guidance for children at immediate risk or long-term challenges, ways to actively listen to unaccompanied children, and advices on ways of helping them. Professionals are also encouraged to attend the modules for foster carers, so that they can train the foster carers who will take care of unaccompanied and separated children. The e-learning platform is available at the link below and all the training modules are available in English: <https://safeproject.eu/elearning>

Through the E-learning platform you will have access to the Core and Culture-specific Modules of SAFE which can provide more knowledge and exercises in relation to the general field of working with unaccompanied and separated children but also information specific to Greece.

Typing the above link you will reach the following screen:





← → ↻ Not secure | safeproject.eu/el/ηλεκτρονική-μάθηση/

Apps

SAFEProject

Αρχική Το έργο **eLearning** Νέα Εταίροι Επικοινωνία Ελληνικά

Σχετικά με τα μαθήματα ηλεκτρονικής μάθησης

Τα μαθήματα ηλεκτρονικής μάθησης του έργου SAFE αποσκοπούν στη βελτίωση της γνώσης και των δεξιοτήτων των επαγγελματιών και των οικογενειακών φροντιστών (ανάδοχων φροντιστών και κηδεμόνων), οι οποίοι παρέχουν φροντίδα σε ασυνόδευτα και χωρισμένα παιδιά στην Ευρώπη.

Πρόσβαση στην πλατφόρμα

Σε ποιους απευθύνονται αυτά τα μαθήματα;

Τα μαθήματα ηλεκτρονικής μάθησης του έργου SAFE έχουν αναπτυχθεί για να καλύψουν τις ανάγκες των:



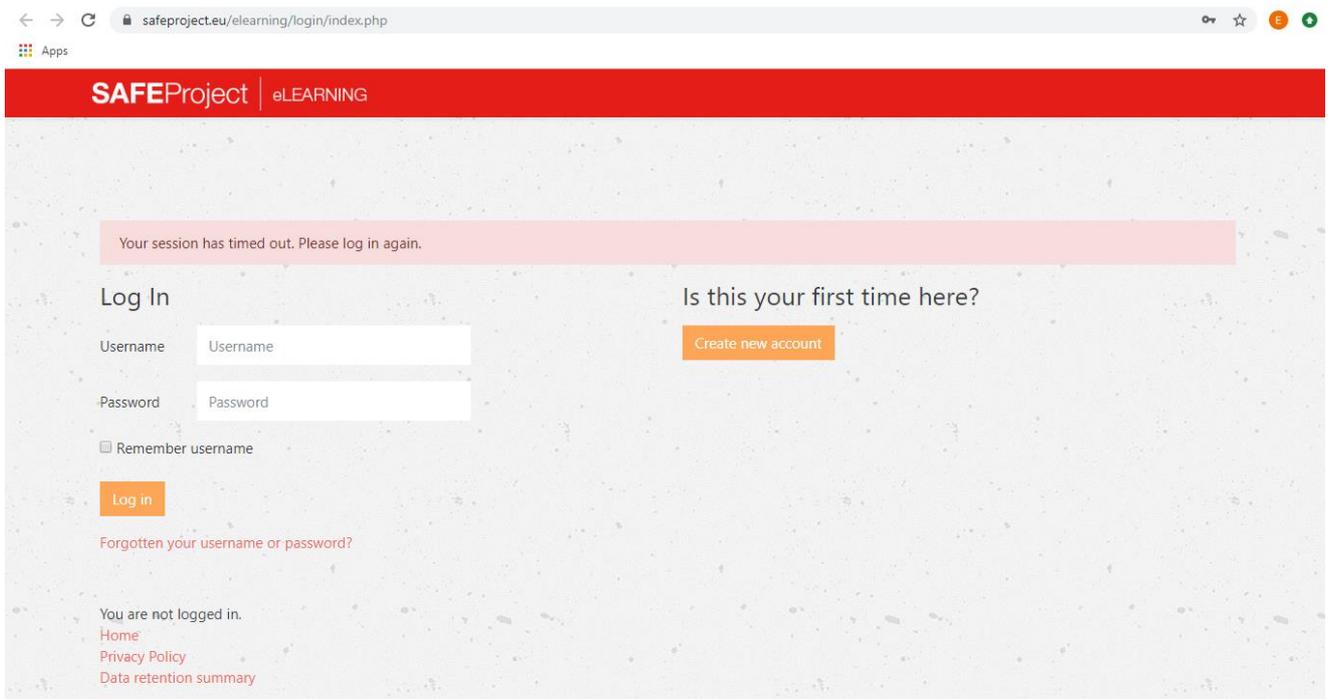
Οικογενειακών φροντιστών (οι οποίοι συχνά αναφέρονται ως ανάδοχοι φροντιστές και κηδεμόνες): πρόκειται για τα άτομα που φροντίζουν τα ασυνόδευτα και χωρισμένα παιδιά, ως οι βασικοί τους φροντιστές.



Επαγγελματίες φροντίδας: τα άτομα που εργάζονται με ασυνόδευτα και χωρισμένα από την οικογένεια τους παιδιά, όπως είναι οι κοινωνικοί λειτουργοί, οι λειτουργοί νεολαίας, οι ψυχολόγοι, οι εργαζόμενοι σε νομικά επαγγέλματα, οι εργαζόμενοι/εθελοντές σε μη κερδοσκοπικούς οργανισμούς κ.λπ.

Create new account

You can start for free the education by clicking the box Access the platform, you will see the following screen:



← → ↻ safeproject.eu/elearning/login/index.php

Apps

SAFEProject | eLEARNING

Your session has timed out. Please log in again.

Log In

Username

Password

Remember username

Log in

[Forgotten your username or password?](#)

You are not logged in.
[Home](#)
[Privacy Policy](#)
[Data retention summary](#)

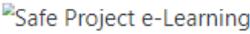
Is this your first time here?

Create new account



To continue the education, if it is the first time entering the platform, click on the Create new account box

SAFEProject | eLEARNING



New account Expand all

Choose your username and password

Username ❗

The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 non-alphanumeric character(s) such as *, -, or #

Password ❗

More details

Email address ❗

Email (again) ❗

First name ❗

Surname ❗

City/town

Country

Additional fields

Interested in e-learning course for ❗

Job title

Other job title

Reason of interest

Role ❗

Other role

Reason of interest ❗

There are required fields in this form marked ❗.

You must select a username and set a password that must consist of at least 8 characters, at least 1 numeric, at least 1 lowercase, at least 1 uppercase, at least 1 special character, number and symbols such as *, -, or #

You will then need to declare an email account and repeat it in the second box: email again. Then you have to fill your first name, your last name, your Citytown and country.

You have to choose either the first choice for care professionals or the second one in the list of contractors - family based carers

Job title you can choose one of the below list:

- Social worker
- Legal professional
- Youth worker
- Psychologist/psychotherapist
- Guardian



- Other

Other job title you can fill another job title.

Reason of interest you have to select between two choices

1. continuing professional education
2. Personal interest

And then select between

foster carer

kinship carer/relative of unaccompanied or separated child

Other

Reason of interest you have to choose between the following

I am fostering unaccompanied children

I am interested in fostering unaccompanied children

I am a kinship carer (for example aunt, uncle, adult brother/sister, other relatives of a child

It is a personal interest

Other

When you fill all the necessary info you can create your new account.

You will then receive an email at the email address you have indicated on the registration form that will confirm your registration, so you will be able to start with the training modules.

You can log in by using your username and password.

Selection of education modules

Depending on your interests you can choose either the training for care professionals or foster carers (family based carers).

The screen of e-learning is as follows:



Welcome to the SAFE Project e-Learning Platform!

About SAFE e-learning courses

SAFE e-learning courses aim to enhance the knowledge and skills of professionals and family-based carers (foster carers and kinship carers) who provide care and support to unaccompanied and separated children in Europe.

Who are these courses for?

SAFE e-learning courses are developed to address the individual learning needs of:

Care professionals: those who work with unaccompanied and separated children, such as: social workers, childcare/youth workers, psychologists, law practitioners, non-profit organisation professionals/volunteers etc..

Family-based carers (commonly referred as foster carers and kinship carers): those who look after unaccompanied and separated children as their primary carers.

Additionally, SAFE e-learning courses may be useful for a wide range of professionals and individuals who wish to enhance their knowledge on the issues related to unaccompanied and separated children in Europe.

General learning outcome:

Upon completion of the course, the learners are expected to have a good understanding of the situation of unaccompanied and separated children, an overview of their specific needs and knowledge on how to address them. Learners will also acquire country-specific information and resources related to care framework in their respective countries.

I am interested in the e-learning course for



Care professionals



Family-based carers

If you choose the module for professionals you will see the screen below:



Care Professionals

Core module



Introduction to working with unaccompanied and separated children

Available in English, Greek and Danish.



Cyprus

This is a country specific Module for Cyprus.
Available in English and Greek.



Denmark

This is a country specific Module for Denmark.
Available in Danish.



Greece

This is a country specific Module for Greece.
Available in English and Greek.



United Kingdom

This is a country specific Module for the UK.
Available in English.



How to navigate through the e-modules

You are advised to begin the course by taking the core module. Once completed, you can choose a country-specific module of your choice. At the end of each module, a certificate of completion will be made available to you. The main page of each module will show you a list of contents (chapters and units). A blue 'tick' will appear next to each unit once it is completed. You can save your progress at any point and return to resume later.



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Programme (2014-2020)

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Navigation

You are advised to begin the course by taking the core module 'Introduction to working with unaccompanied and separated children'. Once completed, you can choose a country-specific module of your choice. In the Cyprus case you will choose the module developed for the Cyprus context. At the end of each module, a certificate of completion will be made available to you. The main page of each module will show you a list of contents (chapters and units). A blue 'tick' will appear next to each unit once it is completed. You can save your progress at any point and return to resume later. Once you select the Core Module option the platform will direct you to the learning objectives and general information about the Module. You then have the option to select which language you wish to navigate through the module: English, Greek, and Danish.

If you select the core module you will see the following screen:

This module will introduce the care professionals to overall situation of unaccompanied and separated children, their multidimensional needs and tools to support this group of children.

Learning Objectives

On completion of this module you should be able to:



- acquire an overall understanding of the situation of unaccompanied and separated children and their experience within the context of forced migration;
- be able to draw links between international legislations and your work with the unaccompanied and separated children;
- have an understanding of the multiple needs of children and how to address them in a holistic manner;
- have a clearer idea about the actors involved in the lives of these children and who is responsible to do what.

Core module: Introduction to working with unaccompanied and separated children



[Home](#) / [My courses](#) / [Core module for professionals](#)

[Back to all modules](#)

About This Module

This module will introduce the care professionals to overall situation of unaccompanied and separated children, their multidimensional needs and tools to support this group of children.

Learning Objectives

On completion of this module you should be able to:

- acquire an overall understanding of the situation of unaccompanied and separated children and their experience within the context of forced migration;
- be able to draw links between international legislations and your work with the unaccompanied and separated children;
- have an understanding of the multiple needs of children and how to address them in a holistic manner;
- have a clearer idea about the actors involved in the lives of these children and who is responsible to do what.

[Glossary](#)

Study the module in your language

[English](#) [Greek](#) [Danish](#)

2.5 - 3 hours



Choose the language you prefer



Greek

Περί στις γλώσσες

Your progress

Κεφάλαιο 1: Κατανοώντας το σύνολο της κατάστασης των ασυνόδευτων και χωρισμένων από την οικογένεια τους παιδιών

- 1.1 Ποια είναι τα ασυνόδευτα και χωρισμένα από την οικογένεια τους παιδιά
- 1.2 Γενικές πληροφορίες
- 1.3 Νομικό Πλαίσιο

Κεφάλαιο 2: Οι πολυδιάστατες ανάγκες των ασυνόδευτων και χωρισμένων από την οικογένεια τους παιδιών

- 2.1 Οι συνολικές ανάγκες των παιδιών
- 2.2 Ανάγκες που σχετίζονται με την υγεία

Κεφάλαιο 3: Ανταπόκριση στις ανάγκες των ασυνόδευτων και χωρισμένων από την οικογένεια τους παιδιών

- 3.1 Ενσωμάτωση της αρχής του βέλτιστου συμφέροντος του παιδιού
- 3.2 Αντιμετωπίζοντας τις ανάγκες των παιδιών
- 3.3 Ρόλοι των εμπλεκόμενων φορέων

Αναφορές / Πρόσθετοι πόροι

- Έρευνα Αξιολόγησης
- Λήψη πόρων

Πιστοποιητικό



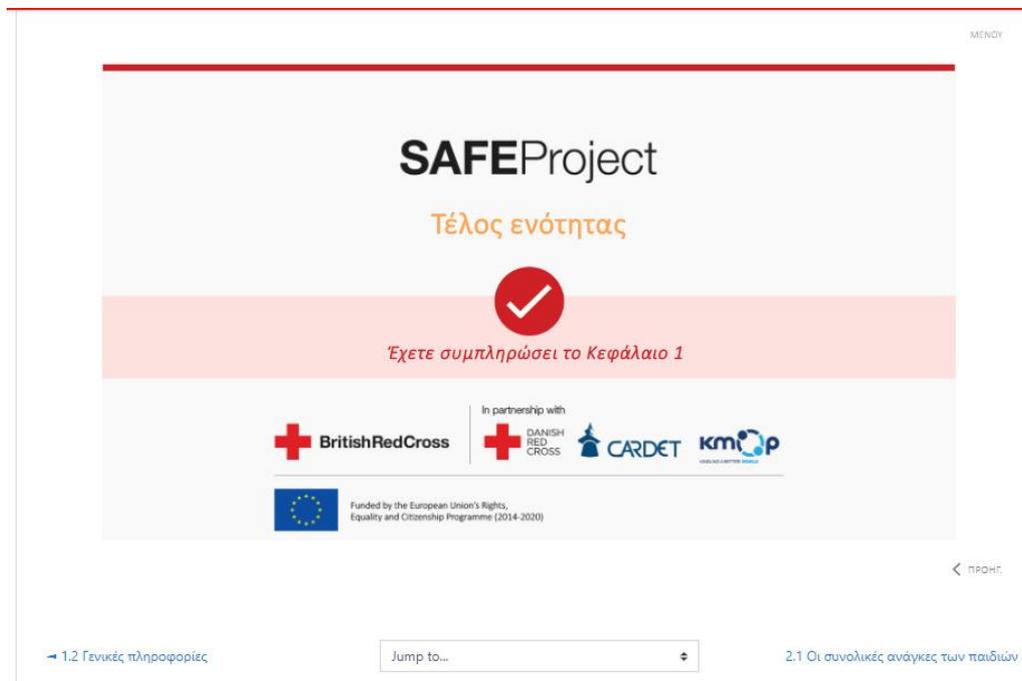
Πιστοποιητικό

Restricted Not available unless:

- The activity 1.1 Ποια είναι τα ασυνόδευτα και χωρισμένα από την οικογένεια τους παιδιά is marked complete
- The activity 1.2 Γενικές πληροφορίες is marked complete
- The activity 1.3 Νομικό Πλαίσιο is marked complete
- The activity 2.1 Οι συνολικές ανάγκες των παιδιών is marked complete
- The activity 2.2 Ανάγκες που σχετίζονται με την υγεία is marked complete
- The activity 3.1 Ενσωμάτωση της αρχής του βέλτιστου συμφέροντος του παιδιού is marked complete
- The activity 3.2 Αντιμετωπίζοντας τις ανάγκες των παιδιών is marked complete
- The activity 3.3 Ρόλοι των εμπλεκόμενων φορέων is marked complete



Each section you complete will be marked with a "tick" next to it, once you have completed the sections and answered correctly to each quiz and question at the end of each section, you will be able to print a certificate of completion.



The screenshot shows a completion screen for the SAFEProject. At the top, it says "SAFEProject" and "Τέλος ενότητας" (End of unit). A large red checkmark icon is centered, with the text "Έχετε συμπληρώσει το Κεφάλαιο 1" (You have completed Chapter 1) below it. The screen features logos for BritishRedCross, DANISH RED CROSS, CARDET, and kmip. It also mentions funding by the European Union's Rights, Equality and Citizenship Programme (2014-2020). Navigation links include "← 1.2 Γενικές πληροφορίες" and "2.1 Οι συνολικές ανάγκες των παιδιών →". A "Jump to..." search box is also present.

Once you have completed core module you can select from the home page country specific modules for Greece, available in Greek and English.

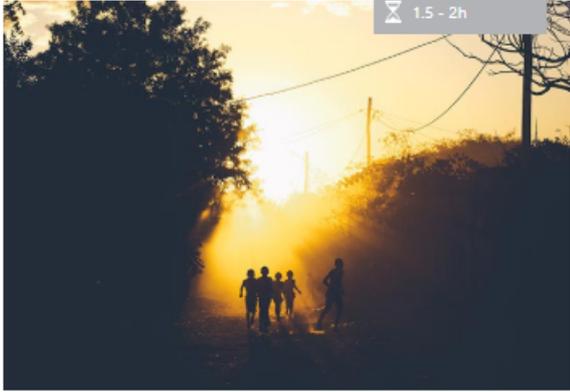


Country specific modules for Greece

By selecting country specific module Greece will see the following screen:

🔍 Σε αυτή την ενότητα

Παρέχεται εκπαιδευτικό υλικό για επαγγελματίες σχετικά με τις διαδικασίες που πρέπει να ακολουθήσουν τα ασυνόδευτα και τα χωρισμένα από την οικογένειά τους παιδιά για να αποκτήσουν πρόσβαση στο άσυλο και άλλα βασικά δικαιώματα, όπως η υγεία και η εκπαίδευση. Επίσης, παρουσιάζεται το μοντέλο επιτροπείας ασυνόδευτων ανηλίκων που εφαρμόζεται πιλοτικά στην Ελλάδα, καθώς και ο θεσμός της αναδοχής ως έναν εναλλακτικό θεσμό φροντίδας παιδιών. Γίνεται ανάλυση των προκλήσεων που αντιμετωπίζουν οι επαγγελματίες που εργάζονται με ασυνόδευτα και χωρισμένα από την οικογένειά τους παιδιά και ειδικά στους τρόπους διασφάλισης παροχής πολιτισμικά κατάλληλης φροντίδας με στόχο το βέλτιστο συμφέρον των παιδιών. Καλές πρακτικές για την ομαλή συνεργασία μεταξύ των επαγγελματιών και των διερχομένων. Ειδική ενότητα για την αυτοφροντίδα των επαγγελματιών και την αποφυγή επαγγελματικής εξουθένωσης.



⌚ 1.5 - 2h

🎯 Μαθησιακοί Στόχοι

Μετά την ολοκλήρωση αυτής της ενότητας, θα είστε σε θέση:

- να γνωρίζετε το σύστημα ταυτοποίησης ασυνόδευτων παιδιών και βασικούς κινδύνους που αντιμετωπίζουν τα ασυνόδευτα παιδιά
- να γνωρίζετε ποια είναι τα βασικά δικαιώματα και παροχές σε ασυνόδευτα παιδιά στην Ελλάδα
- να γνωρίζετε τον ρόλο και τις αρμοδιότητες που αναλαμβάνουν οι επιτροπείες των ασυνόδευτων παιδιών
- να γνωρίζετε την ισχύουσα νομοθεσία, τα στάδια που περιλαμβάνει η διαδικασία προσδιορισμού της ηλικίας ενός ασυνόδευτου ανηλίκου
- να γνωρίζετε την ισχύουσα νομοθεσία για την αναδοχή
- να αναγνωρίζετε τις πολιτισμικές διαφορές και να τις αξιοποιείτε υπέρ του βέλτιστου συμφέροντος του παιδιού
- να γνωρίζετε τρόπους αυτοφροντίδας και να αναγνωρίζετε ανησυχητικά σημάδια

📖 Γλωσσάριο

Μελετήστε την ενότητα στη γλώσσα σας

English

Greek

Country-specific module for Professionals (Greece): Introduction to working with unaccompanied and separated children

Home / My courses / Greece / Greek

Greek

Πίσω στις γλώσσες

Your progress

Κεφάλαιο 1: Δικαιώματα και παροχές

1.1 Βασικές πληροφορίες για τις διαδικασίες ασύλου και μετανάστευσης



Κεφάλαιο 2: Σύστημα Ασύλου

2.1 Το ελληνικό Σύστημα Ασύλου για τα ασυνόδευτα παιδιά



2.2 Η αξιολόγηση της ηλικίας στο πλαίσιο της διαδικασίας ασύλου



2.3 Ο θεσμός της αναδοχής ως εναλλακτικό μέτρο προστασίας



Κεφάλαιο 3: Δουλεύοντας με ασυνόδευτα παιδιά

3.1 Δουλεύοντας σε διαπολιτισμικό περιβάλλον



3.2 Αυτο-φροντίδα



Ολοκληρώστε την ενότητα

Πιστοποιητικό

Restricted Not available unless:

- The activity 1.1 Βασικές πληροφορίες για τις διαδικασίες ασύλου και μετανάστευσης is marked complete
- The activity 2.1 Το ελληνικό Σύστημα Ασύλου για τα ασυνόδευτα παιδιά is marked complete
- The activity 2.2 Η αξιολόγηση της ηλικίας στο πλαίσιο της διαδικασίας ασύλου is marked complete
- The activity 2.3 Ο θεσμός της αναδοχής ως εναλλακτικό μέτρο προστασίας is marked complete
- The activity 3.1 Δουλεύοντας σε διαπολιτισμικό περιβάλλον is marked complete
- The activity 3.2 Αυτο-φροντίδα is marked complete

Reset user tour on this page



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OVERVIEW OF THE TRAINING PROGRAMME

Outline of the programme

Upon completion of the course, the learners are expected to have a good understanding of the situation of unaccompanied and separated children, an overview of their specific needs and knowledge on how to address them. Learners will also acquire country-specific information and resources related to care framework in their respective countries.

The programme structure for Care Professionals and Family-Based Carers is as follows:

Core Module for care professionals: Introduction to working with unaccompanied and separated children

Core Module for family based carers: Introduction to working with unaccompanied and separated children

Country specific module for care professionals working with unaccompanied and separated children: Cyprus

Country specific module for care professionals working with unaccompanied and separated children: Denmark

Country specific module for care professionals working with unaccompanied and separated children: Greece

Country specific module for care professionals working with unaccompanied and separated children: United Kingdom

Country specific module for family based carers working with unaccompanied and separated children: Denmark

Country specific module for family based carers working with unaccompanied and separated children: Greece

Country specific module for family based carers working with unaccompanied and separated children: United Kingdom



E-LEARNING CORE MODULE – CARE PROFESSIONALS

Chapter 1: Understanding the overall situation of unaccompanied and separated children

1.1 Who are unaccompanied and separated children

This unit will introduce care professionals to key definitions and basic demographic information of unaccompanied and separated children in the context of Europe.

On completion of this unit, you will:

- be able to identify who are unaccompanied and separated children
- be able to understand common immigration statuses of this group of children
- be oriented to the scale of forced migration globally and the number of children who arrive alone to Europe.

1.2 Background information

This unit provides an overview of why children migrate alone, the journeys they embark on and the dangers they experience.

On completion of this unit, you will:

- be able to understand what makes these children flee home
- have an idea of the perilous journeys they undertake in search of safety
- have knowledge of migrant smuggling, trafficking and various forms of exploitation.

1.3 Legal framework

This unit will provide an overview of the UN Convention on the Rights of Child (UNCRC), the main international law that address the rights of all children in the world.

On completion of this unit, you will:

- be able to outline the rights of unaccompanied and separated children in the United Nations Convention on the Rights of Child
- be able to identify what you can do to help children you look after to access their rights.



Chapter 2: The multidimensional needs of unaccompanied and separated children

2.1: The overall needs

This unit will provide the learners with knowledge on the specific vulnerabilities, needs and protective factors of unaccompanied and separated children.

On completion of this unit, you will:

- be able to understand risk factors and protective factors and how to create a safe environment for unaccompanied and separated children.
- be able to identify and define the overall needs of unaccompanied and separated children.

2.2: Health-related needs

This unit will provide an overview of health-related needs - physical and mental - of unaccompanied and separated children.

On completion of this unit, you will:

- be able to understand specific physical health needs of unaccompanied and separated children.
- acquire a basic understanding of mental health needs.
- be able to understand trauma reactions and learn how to support the child under these circumstances.

Chapter 3: Approach and involved actors

3.1: The best interests of the child

This unit covers the 'best interests of the child'- a fundamental message that is mentioned in the United Nations Convention on the Rights of Child (UNCRC). Every individual around a child is responsible to do whatever is best for the child's overall well-being.

On completion of this unit, you will:

- be able to explain what the 'best interests of the child' means
- learn what you can do in order to ensure that the 'best interests of the child' is given primary consideration in decision-making for the child.

2.3: Addressing the needs of unaccompanied children

This unit will provide methods and tools on how to address the needs and strengthen resilience of unaccompanied and separated children.



On completion of this unit, you will:

- gain knowledge on how to respond adequately to the needs of unaccompanied and separated children.
- achieve a better understanding on how to strengthen resilience, positive development and well-being of these children.
- obtain useful tools which can be used on a daily basis when being with these children as carers.

3.2: Roles of involved actors

This unit will introduce the roles of key people who are responsible for providing care to unaccompanied and separated children.

On completion of this unit, you will:

- have a common understanding of how to support these children in conjunction with professionals.
- learn about the involved actors and who can do what.



E-LEARNING COURSE FOR PROFESSIONALS IN GREECE

Chapter: 1 Rights and entitlements

1.1 Basic information on asylum and immigration processes

This unit will provide basic information on immigration and asylum situation in Greece. Processes that unaccompanied and separated children should go through in order to have access to asylum and other basic rights, such as health and education. Please be informed that immigration legislations change frequently and therefore this unit aims to cover a general overview of the processes.

On completion of this unit, you will:

- be able to explain various asylum procedures that newcomers should follow
- understand how vulnerability status affect the asylum decisions
- have an overview of the current situation in Greece in terms of demographic data
- what are some of the main risks that unaccompanied children face
- be aware for the basic rights and entitlements of unaccompanied children

Chapter 2: Asylum system

2.1 Asylum system in Greece for unaccompanied children

This unit will provide information on rights and entitlements concerning asylum procedures in Greece for unaccompanied and separated children. One part is focused on the guardianship model that is in a pilot phase in Greece.

On completion of this unit, you will:

- be able to know the basic identification system for unaccompanied children
- have an overview of unaccompanied children rights and entitlements during the asylum procedure.
- have an overview of the role and responsibilities of guardians

2.2 Age assessment as part in the asylum procedure

This unit will provide information on age assessment procedure, the legal part but also what is the current situation. What are the challenges to the implementation and the current gaps in terms of staff and services.

On completion of this unit, you will:



- be able to know the current legislation about age assessment
- have an overview of the current gaps in the implementation of the age assessment.
- have an overview of the different referral pathways when age assessment needed.

2.3 Foster as an alternative protection measure

This unit will provide information on foster care as an alternative care model. During that unit there is a good practice example that implemented a foster care model. This unit will be focus on the new registration procedure in Greece for foster carers and to the role of supervision entities.

On completion of this unit, you will:

- be able to know the current legislation about foster care
- have an overview of the challenges in the implementation of the new system of foster care
- have an overview of the current pathway someone has to follow in order to be registered as a foster carer.

Chapter 3: Working with unaccompanied children

3.1 Working in an intercultural environment

This unit will provide information on the challenges that professionals face while working with unaccompanied and separated children. This unit is focused on some basic characteristics of culturally adequate and appropriate care of children. Additionally, there is a part that focus on the collaboration between professionals and third parties such as interpreters/cultural mediators.

On completion of this unit, you will:

- be able to understand the challenges professionals face during their work with unaccompanied children.
- be able to recognize cultural differences and use them for the best interest of the child.
- to be aware of the different roles between cultural mediator and interpreter.

3.2 Self-care

This unit will provide information on the challenges that professionals face while working with unaccompanied and separated children. This unit is focused on self-care through professional supervision.

On completion of this unit, you will:

- be able to understand the importance of self-care and the impact on their role and professional life.
- be able to recognize alarming symptoms in order to ask for support.



E-LEARNING COURSE FOR FOSTER CARERS

Chapter: 1.0 Asylum processes

1.1 Main Demographic data

This unit will provide basic information on asylum situation in Greece. Processes that unaccompanied and separated children should go through in order to have access to asylum. Please be informed that asylum legislations change frequently and therefore this unit aims to cover a general overview of the processes. (31/7/2019)

On completion of this unit, you will:

- be aware for the existing asylum procedures that newcomers should follow
- have an overview of the current situation in Greece in terms of demographic data
- be aware for the steps that an unaccompanied child has to go through when arriving in Greece
- be aware of the role and tasks of the guardians for unaccompanied and separated children

1.2 Rights and entitlements

This unit will provide information on rights and entitlements concerning asylum procedures in Greece for unaccompanied and separated children and the challenges in having access to other basic rights , such as health and education.

On completion of this unit, you will:

- be able to know the basic identification system for unaccompanied children
- have an overview of unaccompanied children rights and entitlements during the asylum procedure.
- have an overview of the role and responsibilities of guardians

1.3 Suitable and unsuitable care settings

This unit will provide information on the characteristics of unsuitable and suitable care settings for unaccompanied and separated children. What is considered unsuitable and suitable care setting for children and how important is the matching of the place in accordance with the child's needs.

On completion of this unit, you will:

- be able to recognize unsuitable environment for children
- be able to recognize suitable environment for children
- have an overview of the challenges of placing a child to the proper environment



Chapter 2.0: Foster Care

2.1 General Framework

This unit will provide information on foster care as an alternative care model. During that unit there is a good practice example that implemented a foster care model. This unit will be focus on the new registration procedure in Greece for foster carers.

On completion of this unit, you will:

- be able to know the current legislation about foster care
- have an overview of the challenges in the implementation of the new system of foster care
- have an overview of the current pathway someone has to follow in order to be registered as a foster carer.

2.2 Process of becoming foster carer

This unit will provide information on foster care as an alternative care model. During that unit there are all the steps and preconditions for those that can be foster carers. This unit will be focus on the new registration procedure in Greece for foster carers and to the role of supervision entities.

On completion of this unit, you will:

- be able to know the current legislation about foster care
- have an overview of the challenges in the implementation of the new system of foster care
- have an overview of the current pathway someone has to follow in order to be registered as a foster carer

2.3 Preparation for leaving

This unit will provide information on the important procedure of leaving. Foster carers should be as much as possible prepared for the time that one child will leave from a foster care setting. During that unit are presented the reasons that unaccompanied and separated children are leaving and the situation they may be moving to.

On completion of this unit, you will:

- be able to know how we support children who are leaving foster care
- be aware of the challenges that unaccompanied and separated children may experience when leaving care

Chapter 3.0 Intercultural matters

3.1 Intercultural awareness



This unit will provide information and skills for how to approach unaccompanied and separated children that are having different cultural background. Interculturally sensitive communication is necessary for foster carers that are going to foster children with different cultural background.

On completion of this unit, you will:

- Be able to recognize basic characteristics of culturally adequate and appropriate care of children
- Be aware of the basic ethical Principles for People taking care of unaccompanied and separated Children
- Be prepared for the challenges in the communication with children with different cultural background

3.2 Learning areas for foster carers

This unit will provide information for all the areas that foster carers should be aware while is in the procedure of registering, when is fully registered but also while being active foster carer.

On completion of this unit, you will:

- Be aware of the areas you should be trained for the moment you choose to be a foster carer.
- More specifically what skills and info you need for conflict management, challenging behavior, health and well-being issues, proper use of technology and social media.
- Be able to understand where you should refer or be in contact in case of need of further support.



MATERIAL FOR FACE TO FACE TRAINING PROFESSIONALS

Case study 1

You are a social worker working in foster care program for unaccompanied children. In the registry of the institution you have 3 families who have expressed interest in taking care of unaccompanied children.

- 1st family has stated that she can only take care of a girl up to 16 years old
- The 2nd family would prefer a boy up to 5 years old and
- The 3rd family could accommodate siblings regardless of gender up to 12 years

You receive a referral of two unaccompanied children, one 12-year-old boy and one 16-year-old girl for whom there is no other hosting structure available, and they ask you to place them in a foster family. What actions would you take and how would you choose the right family?

What are your thoughts about the choosing of a family?

- Discuss with the families have already registered and re-evaluate the criteria they have set?
- Discuss with families the possibility of temporary accommodation until another suitable family is found?
- Ideally siblings should not be separated, but if there is no other solution it is a good idea to consider this as well, (the siblings should be in contact regularly and not separated indefinitely).

Case study 2

Mohamed, 16 years old, from Iraq, has been placed in a foster family eight months ago, upon request of his guardian. He traveled alone with the help of traffickers. He has lost all his family and his uncle is in Germany and is his only relative. Family reunification with his uncle has already been requested but procedures are delayed. When he arrived in Greece and was identified as an unaccompanied child, he remained for three months in a refugee camp in Samos and then was transferred to a shelter for unaccompanied children in Athens. While in Greece he has tried to hurt himself several times and has been hospitalized twice.

His foster family consists of a 53-year-old widowed mother, an adult daughter of 19-year-old art student, an adult son 25 years old, living in the same block. During the evaluation period with the social workers the foster family stated that they prefer to accommodate older children in order to provide them a calm and safe environment.

The foster family is aware of the health and traumatic issues Mohamed is facing and the legal officer informed them that the family reunification needs approximately one year.



The request of the foster family

The family requests an urgent meeting with the social worker and ask to proceed in all necessary steps to withdraw from the care of the child because she can no longer manage the tense and the fact that the child does not appreciate her support and effort.

What factors may have led the family to this decision?

- Foster family did not receive adequate training
- Foster family did not receive enough support during the period of foster care
- Difficulty in communication with the child (due to non-common language)
- Failure of stakeholders to matching the foster carer and the child
- Feeling of vanity
- Stigma and negative comments from their social environment

What moves does the social worker have to make?

- Communicate with the child's guardian
- Investigate the reasons that led the foster carers to this decision
- Available options of intervention
- The best interest of the child
- Support the foster family by any means available
- Meeting with foster carers, child and guardian
- Inform involved stakeholders
- Assessment of the case-lesson learned

Case study 3

You have been assigned a guardian to an unaccompanied child 16 years old who has been placed in a foster single parent family. During a regular weekly meeting, with the presence of an interpreter, the girl sharing with you, that she is in contact via facebook account with an adult. They have been met at the refugee camp and she wants to meet him, now that he is also in Athens, because he has been very supportive of her in the camp. At the same time, the girl asking you not to mention this to the foster mother and complains why you have not accepted her friend request on your facebook account?

How would you handle this case?

Would you talk to the foster mother even though the child asked you not to do?

Would you accept the friend request on facebook?

- Take time to think lesson learned
- Contact your supervisor
- Follow National Legislation
- Consult the Code of Conduct



Key features of providing culturally appropriate child care

- Accept and respect children's cultural diversity
- Provide care within the national social protection system
- Identifying those elements of culture that may affect a child's and his or her family's perception of health and illness.
- Continuous training of health and welfare professionals in intercultural care
- Services that foster a climate of understanding, acceptance and inclusion of the child's diverse culture

Basic principles

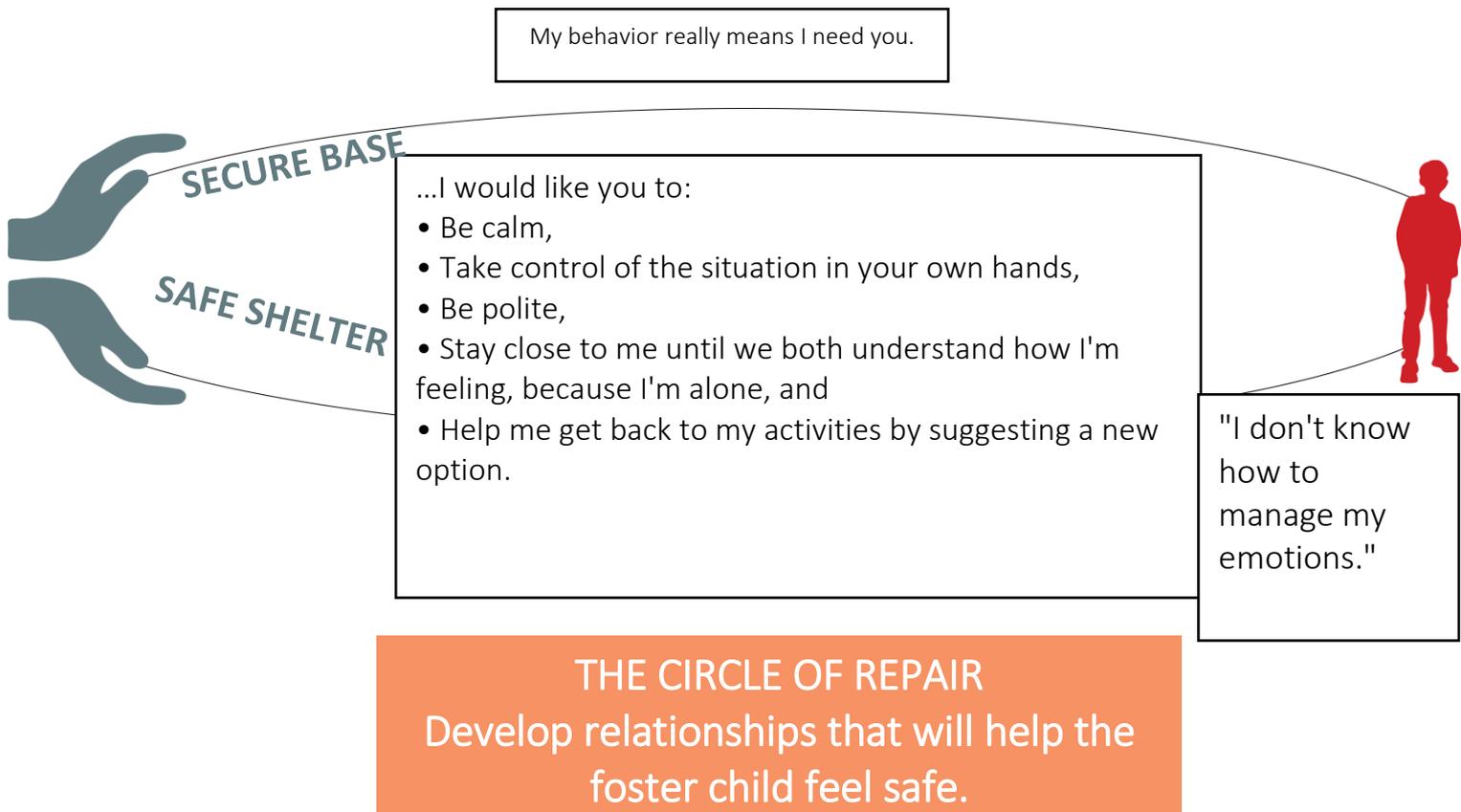
- Focus on the Best interest of the child
- Respect the child's relationship with his parents and other important people
- Appreciate and respect each child as an individual person
- Prevent potential problems
- Use information appropriately
- Act with professional and personal integrity
- Constantly oppose any form of discrimination



MATERIAL FOR FACE TO FACE TRAINING FOR FOSTER CARERS

The circle of repair

**Foster parent, when I'm upset, ...
(eg angry, closed in on myself, grumbling, demanding, out of control)**



THE CIRCLE OF REPAIR
Develop relationships that will help the foster child feel safe.

Adjusted from: circleofsecurity.org © 2000 - Cooper, Hoffman, Marvin & Powell. circleofsecurity.org



Tool: Tips to prevent loneliness

The following examples will give you some ideas on how to help a child when feel lonely.

1. Explain to the child that his/her feeling is normal. Loneliness often occurs in people who are forced to leave their home country for various reasons.
2. Help the child understand the feeling of loneliness. Unaccompanied children are very likely to have lost their families (either due to the death of one or both parents or separation from their parents), homeland, culture, language, childhood, and much more. Look for a professional (eg a mental health counselor) in which the child will be able to grieve their sadness or give the child a chance to talk about their missing faces and habits
3. Suggest several activities that the child can take and encourage them to take some initiatives, such as:
 - a. socializes with children of his age,
 - b. finds a hobby or activity that he/she likes,
 - c. participates in an activity or event with other children, such as bike rides, watching movies in the cinema, nature walks etc,
 - d. engages in voluntary action to gain meaningful experiences or other cultural events.
4. Encourage the child on a daily basis. The child is likely to be afraid to engage in activities in their new home, especially if he / she thinks he / she will be alone.
5. If you notice that the child is still feeling lonely, always seek help from a specialist.

Resource: The Danish Refugee Council, Mindspring for unge, 2017

Tool: Tips on ways to help in normal stress responses in children

Reaction	How to Respond
Sleep problems	Sometimes children are more sensitive at bedtime and may worry and get troubling thoughts. Create a bedtime routine; a story, a prayer. Understand that the child is not being difficult on purpose. Create quiet times before going to sleep by avoiding exercise and if possible, exposure to disturbing noises right before bedtime. Focus on the good sounds that you hear and make sure that the child is with familiar people. If the child has bad dreams, help him or her by distinguishing dream from reality by saying something like “Bad dreams come from our thoughts inside about being scared. You are in a bed, and safe now”. Explain that bad dreams are normal, and that they will go away. Younger children often have a precious toy or item with them, and you can use this in a sleeping exercise with the child. Ask the child to lie down in the bed with the item on the child’s tummy. Now tell the child that the precious item needs to be rocked to sleep by the movements of the child’s tummy, so the child needs to breathe slowly and steadily. It might help to say “breathe in, 2-3-4, breathe out 2-3-4”.
Lack of appetite	Stress affects a child in different ways, including lack of appetite. Healthy eating is important, but focusing too much on eating can cause more stress and



	tension. Sit together, and try to make meal times fun and relaxing, and never force the child to eat. Model healthy eating habits for the child. Make sure that there is no medical reason for loss of appetite. The primary concern is the child's psychological wellbeing, but make sure to return to normal eating habits when possible
Excessive crying	The child has experienced difficult changes in life, and it is natural that the child is sad. When you let the child feel sad and provide him or her with comfort, you help the child even if he or she remains sad. If you have strong feelings of sadness, it may be good for you to get support, but it is ok to cry with the child. Allow the child to express feelings of sadness. Help the child to name their feelings and understand why they feel that way. Support the child by sitting with him or her and giving him or her extra attention. Help the child feel hopeful about the future. It will be important to think and talk about how the child's life will continue and the good things you will do together, like go for a walk, play games, tell stories.
Risk taking behavior	It may seem odd, but when a child feels unsafe, they sometimes behave in unsafe ways. It can be the child's way of telling you that they need your guidance and support. The child needs you to show her or him that she or he is important enough to be kept safe. If necessary, hold the child, let the child know that what she or he is doing is not safe, and that the child has great importance to you and others, and that you do not want something bad to happen. With adolescents, it may help to establish activities that are beneficial to others to give the adolescents a sense of actually helping, being important and meaningful.
Withdrawal and lack of interest in playing	So much has happened, and the child may be feeling sad and overwhelmed. When children are stressed, some shout and act out, others shut down. Both need care and attention. Stay close to the child and keep him or her close. Let the child know that you care. Try put the child's feelings in words. Let him or her know that it is ok to feel sad, angry or worried. Take charge and show the child that you, as the adult, are in charge and you are capable of taking care of the child. Try to do activities that the child likes; reading a book, singing or playing together. A child who lacks interest might benefit from small activities such as small household chores or practical help. Do not force the child to talk to you, but let them know that you are always available.
Fear of everything	The child may become fearful in stressed situations. Try to remain as calm as you can with the child. Do not force the child to overcome fears; for example, if the child is afraid of darkness, do not force the child to stay alone in a dark place. Avoid talking about your own fears in front of the child. Give the child ways to communicate their fears to you, such as saying "if you start feeling more scared, take hold of my hand or arm. Then I'll know you need to tell me something."



Tips for carers to help children in distress

Young Children

- Give the children extra time and attention. ☑ Keep regular routines and schedules as much as possible.
- Explain to them that they are not to blame for bad things that happened.
- Provide a chance to play and relax, if possible.
- Allow the child to stay close if they are afraid and anxious.
- Remind the child often that he or she is safe.
- Be patient with the child if he or she is behaving as a smaller child, such as sucking a thumb or wetting the bed.
- Support contact with family members if possible.

Older Children

- Give the child time and attention.
- Help the child to keep regular routines.
- Provide age appropriate facts about what happened and explain what is going on now.
- Allow the child to be sad.
- Don't expect the child to be tough.
- Listen to the child's thoughts and fears without being judgmental.
- Set clear rules and expectations.
- Ask the child about the challenges the child faces, support the child and discuss how they can best avoid being harmed.
- Seek out opportunities for the child to be helpful.

Tool: When a referral may be needed

The list below indicates signs that a child may be in extreme distress, and a referral to specialized services and/or child protection services may be needed:

- If the child is at risk of harm to themselves and/or others.
- If the child expresses suicidal thoughts.
- If the child shows extreme, persistent withdrawal i.e. no emotional response and the child's expression seems flat with no negative or positive expressions.
- If the child is persistently whining/whimpering/crying uncontrollably over time.
- If the child is dissociating i.e. if the child is detached from surroundings and fails to engage emotionally.
- If the child is experiencing hallucinations i.e. the child is hearing voices that are not real or seeing things/people that are not real in ways that do not seem playful or joking.
- If the child is experiencing persistent anxiety attacks.



- If the child is showing signs of mental disability such as permanent difficulties understanding language and social interaction.
- If the child changes significantly, and shows no signs of improvement

Try to describe the behavior and thoughts of the child as accurately as you can. Do not label reactions as “symptoms” or speak in terms of “diagnoses”, “conditions”, “pathologies” or “disorders”.

References: The Danish Refugee Council, Mindspring for unge, 2017

Tool: Active listening to children

If an adult listens carefully and non-judgmentally to a child, this will support the recovery and wellbeing of the child:

- Create opportunities for children to express themselves.
- Encourage children to ask questions and let their questions be the guide.
- Communicate at the child's own level, and gently encourage them to talk about their experiences and feelings at their own pace.
- Listen to the child and look at the child when they are talking.
- Help children to understand their reactions as being normal.
- Help children to understand their feeling and support them to share these feelings.
- Help children to ask questions and support them to not be afraid of upsetting adults with their questions, or being afraid of the answers.
- Anticipate some of the questions the child may have and give answers to those questions without being asked.
- Be mindful to share information in an age-appropriate manner.

Tool: Supportive communication with children – DO’s and DON’Ts

Be positive.

✓ DO use positive supportive phrasing such as:

✓ “You are good at lots of different things...”

✓ “I can see you have done your best...”

✗ DO NOT use phrasing such as:

✗ “You are no good at...”

✗ “You always fail at...”

Give clear and positive instructions.

✓ DO use `do...` a lot more, and explain things simply and carefully.

✗ DO NOT use `do not` all the time.

✗ DO NOT expect children to know how to do things on their own



Show respect.

- ✔ DO encourage and support a child's effort, speak respectfully as you do to others
- ✔ DO say "please" and "thank you"
- ✔ DO listen to the child attentively and look at the child when he or she is talking and pay attention
- ✘ DO NOT put a child down verbally. Do not shout or verbally abuse a child
- ✘ DO NOT assume you know a child's opinion.
- ✘ DO NOT underestimate a child's intelligence.



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FURTHER INFORMATION

For additional information and clarifications related to the activities of SAFE project in Greece you can check on <https://www.kmop.gr/el/>

KMOP is a leading NGO with more than 42 years of experience in the provision of social services, implementation of social initiatives, education, grant scheme management and research and development of know-how in social policy issues.

Our vision

Kindling a better world that rests on integrity, equal opportunities, sustainable growth and individual well-being.

