



Child Protection Policy

ILIAKTIDA A.M.K.E.

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Child protection policy

Prologue

Every child, without discrimination, is subject to rights. They have inherent rights to dignity, life, and healthy physical, intellectual, mental, moral, and social development. It must be emphasized that protecting children from abuse is both a legal and ethical obligation.

All services involved in the care and protection of children must fall under a child protection or safety policy. All personnel and caregivers (including official family caregivers) must undergo checks regarding child protection issues during their selection process, be trained in the policy and procedures, and sign an agreement concerning the code of conduct. The goal for care and protection organizations is to ensure that only children in need of significant care are placed in child protection structures, and that these children receive the best possible care, given their individual needs. Therefore, it is crucial for organizations to take into account the individual opinions and emotions of each child and assess adequately what is in the child's best interest. They should carefully document the reasons and conditions related to the decisions made. This process allows for the best outcome for the children's cases.

The way children are placed in temporary or long-term foster care may have a significant impact on how well they cope with their situation. Early information and preparation of the child for the hosting conditions in the facility, as well as welcoming the child to the new space, are considered extremely helpful for a positive hosting outcome.

1. Glossary

"UNACCOMPANIED CHILDREN"

Unaccompanied children (also referred to as Unaccompanied Minors) are children, as defined in Article 1 of the Convention on the Rights of the Child dated November 20, 1989 (CRC), who are separated from their parents and other relatives and are not under the care of an adult who, according to law or custom, is responsible for them.

"CHILDREN ACCOMPANIED BY RELATIVES"

Children separated from their legal guardians are children, as defined in Article 1 of the CRC, who have been separated from both parents or from their previous legal or customary primary caregiver but not necessarily from other relatives. Therefore, they may be considered as children accompanied by other adult members of the family.

"ORPHANS"

Orphans are children whose both parents are known to be deceased. In some countries, however, a child who has lost at least one parent is also referred to as an orphan.

"GUARDIANSHIP"

The precise definition, function, and appointment process of a guardian vary from jurisdiction to jurisdiction. In Greece, the legal guardian of unaccompanied children is the Prosecutor. Essentially, the term "guardianship" refers to the assignment of responsibility to an adult or organization to ensure the full representation of a child's best interests. An example of this function in many jurisdictions is that of a guardian in administrative or judicial proceedings. The role of such a guardian is to ensure that the child is properly represented, their views are expressed, and the decisions made are in their best interest. This aligns with Articles 3 and 12 of the 1989 Convention on the Rights of the Child.

- Guardianship should be utilized in administrative or judicial proceedings wherever there is a system to support it, as it provides safeguards for the protection of the rights and interests of children.
- In large-scale crises where establishing guardianship arrangements may be challenging, the rights and interests of separated children should be protected and promoted by organizations working on behalf of these children.

“TYPES OF ABUSE”

Violence is defined as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, developmental delay, or deprivation" (Krug et al. 2002:4).

According to the World Health Organization, child abuse or maltreatment includes all forms of physical or emotional ill-treatment, sexual abuse, neglect, or negligent treatment, or commercial or other exploitation, resulting in actual or potential harm to the child's life, survival, development, or dignity within the context of a relationship of responsibility, trust, and power (WHO 1999: 15).

The primary types of abuse are physical, sexual, psychological-emotional, and neglect (WHO & ISPCAN 2006:10). These forms may occur individually within a family or coexist.

“PHYSICAL ABUSE”

Physical abuse of children is defined as the use of physical force against a child that results in, or has a high likelihood of resulting in, harm to the child's health, survival, development, or dignity. Physical violence includes practices such as hitting, kicking, shaking, biting, strangulation, burning, poisoning, and suffocation. Many times, physical violence is exercised as a form of punishment.

A particular form of physical abuse is the 'Shaken Baby Syndrome.' This syndrome is caused by vigorous shaking of an infant leading to cerebral hemorrhage. About one-third of severely shaken babies die, and the majority of those who survive suffer from severe long-term consequences, such as cognitive delays, cerebral palsy, or blindness, even with immediate medical care (Tsitoura 2009). The syndrome is primarily caused by difficulties in caring for a child's needs or in response to persistent crying accompanied by a loss of control and anger on the part of caregivers. It is mainly observed in infancy but is not excluded from occurring at an older age."

“PHYSICAL PUNISHMENT”

Physical punishment is defined as the act of inflicting pain or physical discomfort on a minor with the purpose of disciplining or controlling their behavior. Forms of physical punishment may include, among others, "spanking," slapping, aggressive shoving, hitting with an object, shaking, pulling (ear, hair, etc.), biting, and more.

Since the late 19th century, various scientists (educators, doctors, educators, psychologists) have highlighted the harmful consequences of using physical punishment on children. They have emphasized alternative, less destructive, and more effective disciplinary methods, such as dialogue and positive reinforcement of desired behaviors.

“NEGLECT”

Neglect includes one or more of the following areas of a child's development and well-being: health, education, emotional development, nutrition, housing, and safe living conditions. Neglect should not be confused with a lack of resources.

“PSYCHOLOGICAL-EMOTIONAL ABUSE”

Psychological-emotional abuse encompasses both isolated incidents and a consistent pattern of a caregiver failing to provide a suitable and supportive environment for the child, applying practices that have adverse effects on the child's mental health and emotional development. Such practices may involve restricting the child's movements, humiliation, the use of accusations, threats, and intimidation, discrimination against or ridicule of the child, as well as other non-physical forms of rejection or hostile treatment.

Forms of emotional abuse include (Field & Winterfeld, 2003):

- Verbal abuse and yelling.
- Characterizations, such as "you're stupid," "you're a bad child," "you're worthless."
- Comparing children unfavorably with others, such as "you're worth nothing," etc.
- Lack of affection and care.
- Creating guilt, like "you're to blame for everything," etc.
- Humiliation of the child, such as "you're worthless," etc.

“SEXUAL ABUSE”

Sexual abuse is defined as a child's involvement in sexual activity that they do not fully understand, cannot consent to, or violates the law due to their lack of developmental maturity. Children may experience sexual abuse from both adults and other children who, due to their age or developmental stage, are in a position of responsibility, trust, or authority in relation to the victim.

Sexual abuse includes various forms, with or without physical contact. It may involve touching the child's genital organs, rubbing an adult's genital organs on the child, penetration in any way into the mouth, genital organs, or anus of the child. Other types of sexual abuse include displaying an adult's genital organs to children, verbal pressure for sex, showing children pornographic material (e.g., films, images), or inducing or coercing a child to participate in any sexual behavior or imitation of such behavior for recording through audio-visual means.

This category also encompasses the trafficking of child exploitation (child prostitution).

2. Principles

General Principles

Every child has an inherent right to life and development. Unaccompanied minors should, first and foremost, receive protection and care at the same level as children who are Greek citizens, ensuring they are adequately clothed, provided with appropriate nutrition, and given proper accommodation. Additionally, their needs (physical, mental, and spiritual) should be met, including their emotional well-being, such as the need for affection and security. Unaccompanied minors are given opportunities for growth and learning, and they are supported and encouraged to fully utilize their potential.

Children belonging to ethnic, religious, or linguistic minorities have the right to enjoy their culture, practice their religion, and use their language. The diversity of unaccompanied or separated children, including their national and migration background or cultural and religious diversity, is considered on a case-by-case basis.

The following principles must be upheld throughout the migration process for all children. The personnel of "ΗΛΙΑΚΤΙΔΑ" A.M.K.E. must make every possible effort to facilitate these processes with the competent authorities.

PRINCIPLE OF NON-DISCRIMINATION

States shall "respect and ensure" the rights of children as outlined in the Convention on the Rights of the Child for all children without discrimination.

BEST INTEREST OF THE CHILD

The best interest of the child is a primary concern in all actions concerning children, including the search for short-term and long-term solutions. Determining the best interest must be taken into account in any decision that fundamentally affects the life of an unaccompanied or separated child. At all times, children should be informed about arrangements regarding guardianship and legal representation, and their views should be taken into consideration.

LIFE AND FULL DEVELOPMENT

The right to life, survival, and development is acknowledged. Many obligations, especially those related to health, an adequate standard of living, education, free time, and play, are linked to ensuring the maximum development of the child. This includes protecting the child from violence and exploitation, which are equally vital for both survival and development as the services provided.

FAMILY UNITY

No one is subject to arbitrary interference in their family. The family, as the natural and fundamental group of society, is entitled to protection from the state. All efforts must be made for the reunification of an unaccompanied or separated child with their parents unless further separation is required for the child's best interest. These efforts should also fully consider the child's right to express their views.

NON-REFOULEMENT

The host state must adhere to its international obligations, especially the non-refoulement obligation. A child should not be returned to a country where there are substantial reasons to believe that there is a real risk of irreversible harm to the child. The assessment of the risk of such serious violations should be conducted in accordance with age and gender, taking into account the particularly severe consequences for children from the inadequate provision of food or health services.

EVOLVING CAPABILITIES

The Contracting Parties must respect the responsibilities, rights, and duties of parents or, as the case may be, members of the extended family or the community, as provided for by local custom, legal guardians, or other individuals legally responsible for the child, to provide, in a manner consistent with the evolving capabilities of the child, appropriate guidance and direction, as well as guidance for the child to exercise the rights recognized in the Convention.

PARTICIPATION

Due weight should be given to the views of the child, in accordance with the age and maturity of the child.

CONFIDENTIALITY

The confidentiality of information received regarding an unaccompanied or separated child from their family must be ensured, in accordance with the obligation to protect the rights of the child, including the right to privacy.

PRINCIPLES REGARDING THE OPERATION OF ILIAKTIDA'S A.M.K.E. GUESTHOUSES

GUESTHOUSES

The facilities of "ILIAKTIDA" Social Cooperative Enterprise (A.M.K.E.) comply with the standards set by funders and laws, especially in the areas of safety, health, and staff competence. Unaccompanied minors are cared for by appropriately trained professionals who understand their cultural, linguistic, and religious needs and have an understanding of issues affecting children seeking asylum, refugees, displaced persons, and migrants. Social workers must assist a child in developing connections with their national community when possible. A child placed for care, protection, or therapy of physical or mental health is entitled to periodic reassessment of the provided treatment and the circumstances related to their placement.

HEALTH

Unaccompanied minors should have access to preventive, therapeutic, and emergency health services similar to children in the host country. Special attention should be given to the physical and mental health needs arising from their experiences as unaccompanied minors. Those who are victims of abuse, neglect, exploitation, torture, cruel, inhuman, and degrading treatment, or armed conflicts should receive case-specific restorative services.

EDUCATION, LANGUAGE, AND TRAINING

Unaccompanied minors should have access to the same legal education as citizen children and should be able to regularly attend educational structures in the host country that better meet their needs. In order to preserve their cultural identity, they should also have access to learning in their native language. Older unaccompanied minors should have access to vocational training. The personnel of "ILIAKTIDA" A.M.K.E. should make every effort to facilitate access to education, language, and training for unaccompanied minors.

SOCIAL SUPPORT

Children should have an appropriate standard of living for their physical, mental, intellectual, ethical, and social development. "ILIAKTIDA" A.M.K.E. should make every possible effort to provide resources and support for children to meet their basic rights.

EMPLOYMENT

After obtaining a residence permit or other stay permit in Greece, older unaccompanied minors may be allowed to work if they wish. However, this employment must comply with the national legal framework for child protection and national laws on child labor. Unaccompanied minors should have access to apprenticeship programs, vocational training, informal education, and skill development to facilitate their economic integration in Greece or reintegration into the country of origin or relocation. Children must be protected from economic exploitation and hazardous labor.

3. Legal Frame

The approach to children should be conducted with sensitivity, ensuring that policies and practices prioritize them as children rather than just migrants. All laws, policies, and decisions affecting children, both directly and indirectly, should comply with every provision of the Convention. The UN Committee on the Rights of the Child has observed that obligations arising from the Convention concerning unaccompanied and separated children apply to all branches of government (executive, legislative, and judicial).

Furthermore, the Committee has stated that the provisions and principles of the Treaty must have legal force in national legislation, and, considering Article 27 of the Vienna Convention on the Law of Treaties, the Convention must always take precedence in case of conflict.

Presently, the international legal instrument responsible for promoting and protecting the fundamental rights of minors is the UN Convention on the Rights of the Child (November 20, 1989). One of its crucial principles directly impacting Unaccompanied Minors is that "in all actions concerning children, the best interests of the child shall be a primary consideration" (Article 3), without discrimination based on nationality (Article 2) or administrative irregularities (Article 4).

The UN Committee on the Rights of the Child submitted a general comment in 2005 regarding the treatment of unaccompanied and separated children outside their country of origin. Its objectives include providing guidance on the protection, care, and proper treatment of these children.

Concerning European legislation, a significant rule is Council Resolution 97/C 221/03 of June 26, 1997, on unaccompanied minors from third countries. This resolution recognizes that member states can deny entry to children without appropriate authorization and suggests both preventing their entry and addressing their illegal residence.

In late 2003 and 2004, certain provisions indirectly impacting Unaccompanied Minors were adopted, such as the directive on family reunification or the directive on long-term residence. For example, Article 2(f) of Directive 2003/86/EC of September 22, 2003, regarding the right to family reunification, provides a definition of an Unaccompanied Minor.

Regarding the repatriation of unaccompanied migrant children, the Directive 2008/115/EC of the European Parliament and of the Council on common standards and procedures in Member States for returning illegally staying third-country nationals should also be considered.

THE DUBLIN REGULATION

The Dublin Regulation (Regulation 2003/343/EC - sometimes Dublin II Regulation - formerly the Dublin Convention) is an EU law determining the member state responsible for examining an asylum

application within the EU. It aims to prevent applicants from submitting applications in multiple member states and reduce the number of asylum seekers moving between states.

The regulation targets the "fast determination of the Member State responsible (for an asylum application)" and provides for the transfer of an asylum seeker to that member state. Usually, the responsible member state is the one through which the asylum seeker first entered the EU.

The Dublin Regulation was issued in 2003, replacing the Dublin Convention. The regulation came into effect on December 12, 2008. On December 3, 2008, the European Commission proposed amendments to the Dublin Regulation, creating an opportunity for reform. One of the main goals of the Dublin Regulation is to prevent an asylum seeker from submitting applications in multiple member states, but this puts excessive pressure on border regions, often less capable of offering support and protection to asylum seekers.

Currently, those transferred under Dublin do not always have access to asylum procedures, posing risks of returning to persecution.

Declaration of Policy "ILIAKTIDA" A.M.K.E.

A general framework of protection guides all actions on behalf of separated children. All activities of "ILIAKTIDA" A.M.K.E. are conducted impartially (regardless of race, national or ethnic origin, religion, gender, or similar criteria). It considers the overall need for protection and acts in accordance with its mandate, expertise, and approach. The policies, programs, and decisions related to separated children comply with the following provisions:

- The Convention on the Rights of the Child (1989) and its two Optional Protocols (2000)
- The four Geneva Conventions (1949) and their two additional Protocols (1977)
- The Convention relating to the Status of Refugees (1951) and its Protocol (1967)
- Other relevant international treaties.

"ILIAKTIDA" A.M.K.E. acts in the best interest of the child in a manner that does not encourage involuntary family separations. All children are entitled to protection and care through a wide range of international, regional, and national means. Of particular importance for separated children are:

- The right to a name, legal identity, and birth registration.
- The right to physical and legal protection.
- The right not to be separated from their parents.
- The right to provisions for their basic living.
- The right to care and assistance appropriate to their age and developmental needs.
- The right to participate in decisions about their future.
- The right to the same political rights as the rest of the child population.

Monitoring must be carried out to ensure the observance of these rights.

4. Guesthouses

"ILIAKTIDA" A.M.K.E. is making efforts to secure the most suitable facilities, taking into account constraints such as time, budget, program, donors, and other parameters. Assuming the above are not restrictive, "ILIAKTIDA" A.M.K.E. organizes the care structures for small groups and children as follows:

CHILD GROUPINGS

- Children should be organized into small family groups.
- In a group of children (up to 12 years old), ideally, there should be a combination of ages, genders, and abilities to make the group feel like a family. Older children can help care for and play with younger or less capable children. Infants (especially those under 3 years old) should not be separated from older siblings.
- Siblings and close friends should be kept together.
- To facilitate reunification, children should be grouped with others from their community.
- Although adolescent boys and girls (over 12 years old) may belong to the same group, they should reside in separate accommodations (including siblings).
- Children with chronic or highly infectious diseases, severe disabilities, or severely disturbed behavior should receive appropriate attention. Where possible, children with disabilities should be with capable children in family or small care group settings.

CAREGIVERS

- Consistency is essential among caregivers taking care of the children.
- The number of caregivers depends on the needs and ages of the children.
- Caregivers must always be present at the facility.
- A rotating work system is considered for caregivers, ensuring continuous care for the children, and covering the needs of the caregivers, many of whom have their own families or other responsibilities.

DAILY ROUTINE

- Children are responsible for maintaining the facilities and participating in age-appropriate household chores. Education plays a central role in the child's daily routine, aiming for their integration into formal education. In addition to education, children are encouraged to participate in recreational activities such as games, outings, leaving the shelter, agricultural activities, etc., without neglecting education. The time and nature of these activities should be age-appropriate to instill a sense of responsibility in the children and teach them their place within the family and community.
- Children should have access to available educational, recreational, and health facilities within the community.

FACILITY SPECIFICATIONS

The facility/shelter should be in a safe environment and have characteristics similar to typical family accommodations. Ideally, available houses should be used. The facility must cover the following:

- All entries are controlled and documented. Each child has a file containing all information, which should be updated and kept with them if they move.
- Where possible, the facility should be small, temporary, and tailored to the child's needs, organized into small family units. Siblings should be kept together, except for cases of different-gender teenagers. Efforts should be made to house friends and individuals from the same geographic areas or community together.
- The shelter should integrate smoothly into the local community and communicate with local authorities where required.
- Adequate basic care should be provided, meeting minimum standards for water, sewage, health, and nutrition.
- Staff receive support when dealing with children who are distressed or have experienced particularly difficult experiences.
- The primary responsibility for monitoring protection and care standards provided by institutions lies with the state, funders, etc.

EDUCATION

Children, where possible, make use of community resources regarding education and skill development. For example, they attend local schools, visit health centers, participate in local recreational activities, etc. If children possess school certificates or other educational documents, these are added to their files and provided upon leaving the facility.

LIFE SKILLS

Children should engage in discussions with social workers on fundamental issues that will help them prepare for life in families and communities. This should largely be determined by the youth and may include topics such as personal hygiene, sexual education, etc.

RECREATION/ENTERTAINMENT

If safe and always under the supervision of Social Workers, children must participate in social activities such as sports. Additionally, they should have the opportunity to regularly attend religious ceremonies if desired and be allowed to visit their friends outside the facility. If there are limited social development opportunities in the community, caregivers should offer indoor and outdoor activities for the children and their friends at home. These activities should be largely determined by the children and should

cover various ages and abilities. Moreover, free time should be available for relaxation or socializing with other children.

Psychosocial support: The progress and emotional needs of each child should be monitored by the caregiver and their supervisor. In addition to group work and group support, children can benefit from individual discussions with an adult member of the staff.

Community learning: Just as communities need to be educated about the needs and experiences of children at home, similarly, children should get to know their communities. Discussions among children and community members should be organized around various topics such as local customs, rules and values, as well as the appropriate roles of family and community for returning children. Children and young people can also join children's groups or youth groups.

5. Staff

MANAGEMENT AND MONITORING

There should be a designated individual responsible for the overall operation of the home, ensuring compliance with standards, overseeing, and supporting staff, and coordinating with other organizations.

STAFF HIRING

The gender and ethnic background of the children, as well as the host community, should be considered when hiring staff to protect children and avoid tension, if possible. However, these factors should be balanced with the need to create an environment that promotes tolerance and respect for diversity.

The attitudes, knowledge, and perceptions of staff should be considered, as a lack of understanding of child development stages or strict adherence to outdated disciplinary methods may lead to unrealistic expectations for children. The use of physical punishment by staff is strictly prohibited.

Additionally, the gender of caregivers should be taken into account within a broader framework that considers cultural norms for caregiving, the child's preference, gender, and age, as well as other risk factors related to the individual child and the broader context (e.g., the risk of a child being exposed to possible sexual exploitation).

All staff must not exhibit signs of alcoholism or substance use. All personnel should be treated with respect, including providing comprehensive, accurate, and timely information about policies, short-term and long-term planning, and other responsibilities related to the care of each child (registration, case management, reunification, etc.).

All caregivers must:

- Be able to comfort and calm children.
- Be prepared and able to care for children of various ages in a family group.
- Have knowledge of basic health and child development
- Acknowledge that children are in their care temporarily, pending family reunification, maturity, or other long-term placement.
- Have experience in caring for children, either through their own families, their own upbringing, or their profession
- Be trained in child protection and must sign the code of ethics of "ILIAKTIDA" A.M.K.E.
- Caregivers are responsible for creating a family atmosphere by providing attention, care, and support to a consistent, small group of children and creating routines similar to those found in families from the same community.
- Caregivers must prepare and eat meals with the group of children, play with them, and assist them with schoolwork. Caregivers should help children access education, recreation, health, and other required services, and should liaise with social work/child protection personnel in case management activities.

STAFF RATIOS

Regardless of the form of care provided, the number of children under the direct care of an individual caregiver should be limited according to the age and needs of the child, as well as the caregiver's abilities. Children should be organized into small groups with high caregiver-to-child ratios to ensure safer and high-quality childcare. The staff ratio will adhere to national relevant legislation, applicable rules, and regulations, as well as any regulations from the funder, if applicable, and the availability of resources.

"ILIAKTIDA" A.M.K.E. may choose to use more caregivers than the minimum number required by the funder if it is deemed that the minimum number of caregivers is insufficient.

ROLE AND RESPONSIBILITIES OF SOCIAL WORKERS

Social Workers are the central point of reference for the care and protection services of Unaccompanied Minors provided by "ILIAKTIDA" A.M.K.E. Their roles are not limited to strict definitions but cover a wide range of responsibilities, including:

MESSAGES TO BE CONVEYED TO CHILDREN

- Their expectations and perspectives on what they have seen and experienced are important, as well as their perception of the reception system.
- The violence they have experienced during their journey is not "normal" or acceptable, even if it seemed so, and it may have physical and psychological impacts that need attention.
- Space should be given for storytelling and exchanging emotions about any traumatic events they have experienced. Questions about human nature, which often arise during these journeys, will always accompany these young individuals, and time is needed to find an answer.
- Each minor brings with them a heritage of rights, values, culture, skills, love, ideals, and desires that must be protected and strengthened during the integration process.

INFORMATION TO BE PROVIDED TO UNACCOMPANIED MINORS

- Contact information and the role of the guardian.
- Care options.
- Foreseen procedure for trafficking victims.
- Rules and regulations of the Facility.
- Information about the roles of different professionals.
- Geographical information about their location.
- Dublin III Regulation rules.
- Procedures and possibilities for family reunification.
- Explanation of the asylum process and other applicable procedures.
- Emphasis on the importance of personal interviews.
- Right to free provision of legal and procedural information.
- Right to assistance from a legal representative.
- Rights related to reception and stay.
- Right to access health care services.
- Right to education.
- Complaint procedure.
- Information for minors about the risks they face if they disappear.
- Information about the risks the child may face if they leave the Facility.

OBSERVATION AND DATA COLLECTION

A. Behavioral profile

A1. Participation/adaptation to daily routine.

A2. Level of personal and social autonomy.

B. Emotional/relational profile

B1. Relationship with peers.

B2. Relationship with adults.

C. Basic education.

D. Pre-existing vulnerability.

E. Cultural dimension.

RECEPTION, SAFETY, AND GUIDANCE

Welcoming the children, here is an explanation of what "ILIAKTIDA" A.M.K.E. is and what it deals with. The first meeting is crucial for building a close relationship (analysis of individual needs, issues to focus on, and identification of vulnerable cases). As the stay time is short, this semi-structured activity clarifies the procedures for benefiting from the services provided to the children. This process should include the following:

1. Welcome and presentation of "ILIAKTIDA" A.M.K.E., the psychologist, other staff, and the services available to the child, offered by "ILIAKTIDA" A.M.K.E. and other entities.

2. Delivery of any available materials and guides. Brief orientation in the living area.
3. Questions about the child's country of origin.
4. Questions about the journey and possible difficulties, losses, or accidents faced/experienced during the journey, aiming to establish a meaningful connection with the child. They share their emotions, hope, relief, or happiness, as well as their fear or distress.
5. Questions about the child's adaptation to the Facility until that moment, as well as their initial impressions regarding the ability of "ILIAKTIDA" A.M.K.E. to meet their needs. Explanation of the safety and protection ensured by the security measures of the Police and "ILIAKTIDA" A.M.K.E.
6. Questions about the child's current psychological state. Special attention is given to the difficulties they face. Many minors show post-traumatic symptoms and signs. The priority of "ILIAKTIDA" A.M.K.E. is to help children understand that their reactions to prolonged stress are normal and to provide extensive information about the individual support service offered, as well as the willingness of "ILIAKTIDA" A.M.K.E. to understand and meet their needs.

THE ROLE AND RESPONSIBILITIES OF PSYCHOLOGISTS

Psychologists play a key role in promoting the Child Protection Policy (CPP) of "ILIAKTIDA" A.M.K.E. Their role in the Facility, beyond alleviating the psychological traumas of Unaccompanied Minors, is to explore the child's adaptation to daily life in the Facility.

Through sessions between psychologists and Unaccompanied Minors, any difficulties or concerns encountered by the beneficiary in their daily life at the Facility are expected to become transparent.

Additionally, the role of the psychologist in the Facility is to supervise the rest of the staff regarding the proper implementation of the CPP.

APPLICATION OF CHILD PROTECTION POLICY IN "ILIAKTIDA" A.M.K.E. FACILITIES

1. APPOINTMENT OF CHILD PROTECTION RESPONSIBLE

"ILIAKTIDA" A.M.K.E. is obligated to designate, from its staff members in each Unaccompanied Minors Hosting Facility, a Child Protection Officer who:

- Monitors and supervises the correct implementation of this Policy.
- Communicates and collaborates with the Coordinator and the Scientific Supervisor of the Facility.

- Conducts internal investigations in cases of reported abuse or negligence in coordination with the Coordinator and the Scientific Supervisor of the Facility, under the supervision of the Board of Directors of "ILIAKTIDA" A.M.K.E. and based on the company's complaint investigation policy.
- Takes responsibility for activating, faithfully following, and reviewing the protocol for investigating possible violations of this Policy. In case of personal or ethical impediment or possible involvement, the Coordinator and the Scientific Supervisor of the Facility take over the application of the protocol.
- Informs the relevant law enforcement authorities about reported offenses, the precise procedure followed, and the final findings.
- Recommends the expulsion of a team member accused of crimes against minors and assists in the implementation of sanctions if proven guilty.
- Ensures the security of all written records.
- Ensures compliance with the Sexual Violence, Exploitation, and Harassment Prevention Policy of "ILIAKTIDA" A.M.K.E., as well as the faithful adherence to the procedure for investigating violations.

2. STAFF AND BENEFICIARY TRAINING

Staff undergo training on the Child Protection Policy (CPP) and its correct application upon their recruitment by "ILIAKTIDA" A.M.K.E. Annual refresher training is provided for existing staff in each Facility. Training may be conducted collectively for all Facility employees or separately for each Facility.

Educational material includes the Child Protection Policy, the Internal Regulations of the Facility, and the Code of Ethics of "ILIAKTIDA" A.M.K.E.

Beneficiaries are informed about the CPP upon their admission to the Facilities.

3. PERSONNEL COMMITMENT

HIRING PROCEDURE

"ILIAKTIDA" A.M.K.E. takes due care in selecting and hiring personnel for the Unaccompanied Minors Facilities. Before hiring, each employee must submit at least a recent Criminal Record Extract and a Declaration of non-commitment to any criminal offenses.

For each new employee of "ILIAKTIDA" A.M.K.E., efforts are made to gather information from previous employers, with an emphasis on the absence or presence of a history of violations related to violence or sexual harassment.

TRAINING – CONTRACTS

Personnel are trained on the rules and procedures of "ILIAKTIDA" A.M.K.E. upon recruitment. As an annex to their contract, new employees sign an internal memorandum committing to follow the Code of Ethics, the Policy for Prevention of Sexual Exploitation and Abuse, the Policy for Prevention and Combating Violence and Harassment in the Workplace, as well as the Child Protection Policy of "ILIAKTIDA" A.M.K.E., and adherence to ethical and behavioral standards.

Employees of "ILIAKTIDA" A.M.K.E. undergo a monthly adjustment period at the start of their employment. During this period, they are accompanied by a colleague, especially during their interactions with beneficiaries. Also, if the expertise of the employees involves night shifts, this cannot be covered by newly hired personnel.

SUPERVISION

Supervision for compliance with the CPP and the code of ethics of "ILIAKTIDA" A.M.K.E. is carried out by the responsible officer for the implementation of the CPP in the Facility. General supervision is done by the Coordinator of the Unaccompanied Minors Facilities program and by the Board of Directors of "ILIAKTIDA" A.M.K.E.

Ensuring the correct implementation of the CPP is also facilitated by the mechanism for receiving complaints from the beneficiaries of the Facilities, as well as their ability to meet with the senior management of the company upon request.

PREVENTIVE MEASURES

The CPP of "ILIAKTIDA" A.M.K.E. applies to all activities of the beneficiaries and personnel, even outside the Unaccompanied Minors Facilities. The presence of beneficiaries in areas accessible to other participants is allowed only in the simultaneous presence of personnel from "ILIAKTIDA" A.M.K.E. Beneficiaries under 15 years old are always accompanied by personnel from the Facilities during their outings. Spaces selected for external activities are safe and suitable for children's activities.

Personnel in the Facilities must ensure that the safety of children is not jeopardized in any way by the distribution or publication of images, videos, or their content. Before capturing images or videos, the child's consent must be ensured. Written consent from the beneficiaries is required for the publication of visual material (videos or photos) taken from them. The purpose of a possible publication of visual material must be explained to the beneficiary in a language they understand. In any case, children have an absolute right to refuse the recording of themselves in visual material or the publication of visual material for which they have given consent.

COLLABORATION WITH OTHER PROTECTION ORGANIZATIONS

The situation of unaccompanied children requires collaboration among various stakeholders, including asylum authorities, caregivers, the police, potential medical personnel, and other Civil Society Organizations, etc. This collaboration is based on official cooperation procedures, collecting all information, and keeping it secure. "ILIAKTIDA" A.M.K.E. will not disclose information or personal data of any child to third parties unauthorized by the child's legal guardian or parties responsible for the children's situation, such as the UN High Commissioner for Refugees (UNHCR), UNICEF, etc. This is done while duly considering the confidentiality of certain information and data protection. Collaboration with other entities or services requires continuous monitoring of children throughout the collaboration by the personnel of "ILIAKTIDA" A.M.K.E. The possibility to cease this monitoring exists only in cases of

collaboration with entities that sign in writing to comply with the CPP of "ILIAKTIDA" A.M.K.E. or implement their own CPP, which is examined upon the initiation of collaboration with "ILIAKTIDA" A.M.K.E.

PARTICIPATION AND EXPRESSION OF CHILDREN

Through the implementation of its policies and regulations, "ILIAKTIDA" A.M.K.E. seeks to create an environment that promotes the participation and expression of children.

The philosophy of "ILIAKTIDA" A.M.K.E. is based on avoiding the concept of punishment and applying punitive behaviors, while reinforcing positive reinforcement for beneficiaries. Beneficiaries, aware of the rules of the Facility, are also informed about the logical consequences of violating these rules.

Through the theoretical approach of the book "Democracy in the Home" (DRAYCOTT RUDOLF), and by using a reference person for each beneficiary of the Facility, an attempt is made to provide personalized treatment for the needs of the beneficiaries. During regular assessment meetings, beneficiaries and staff have the opportunity to speak and express themselves freely and without restrictions, by presenting proposals and complaints about the operation of their Facility. Evaluation meetings, as described in the Internal Operating Regulations of each Facility, aim primarily to record the proposals of each beneficiary, and enhance the children's sense that their opinions are heard. Therefore, every possible effort is made to implement the proposals of the beneficiaries, and the recording of their proposals is not limited.

PROTOCOL OF ACTIONS IN CASE OF VIOLATION OF THE CHILD PROTECTION POLICY

"ILIAKTIDA" A.M.K.E. has established a procedure for receiving and investigating complaints regarding the violation of the Child Protection Policy (CPP), specifically incidents of sexual exploitation, abuse, or harassment within its facilities. Specifically:

Complaint Mechanism: All facilities of the "ILIAKTIDA" A.M.K.E. include complaint mechanisms and reporting procedures for violations of this Policy, ensuring that all staff and beneficiaries have a way to easily, promptly, and if they wish, anonymously report any concerns or incidents to the administration of "ILIAKTIDA" A.M.K.E. "ILIAKTIDA" A.M.K.E. maintains complaint boxes and an electronic complaint-receiving system.

Anyone can submit a complaint to "ILIAKTIDA" A.M.K.E. or report a suspected violation, even if they have no evidence other than their own experience (e.g., witness). "ILIAKTIDA" will make every possible effort to thoroughly investigate each complaint, suspicion, or incident. "ILIAKTIDA" A.M.K.E. collaborates with both victims and complainants to manage their reports according to their wishes (e.g., keeping their identity confidential or not). Through initial and annual training, it is also made clear to all staff that the complainant is protected, and there will be no negative consequences for reporting an incident in good faith, solely due to the report.

Individuals who have experienced sexual harassment, exploitation, or abuse are not required to report their own experience, and the Organization must investigate the case in every possible way and using any means available, with a victim-centered approach. The administration emphasizes that full compliance and cooperation are expected from all involved personnel through written communication to the personnel of the affected department. Furthermore, the administration assures all involved

personnel that no action will be taken against staff who in good faith provide information indicating a violation of the Rules and Regulations and the current codes of conduct of "ILIAKTIDA."

The Organization acknowledges its responsibility to provide a safe working environment and its obligation to make it clear to the staff that it condemns all forms of abuse, including sexual, and any kind of harassment.

Personnel involved in any form of employment relationship are responsible for contributing to maintaining a safe working environment and reporting any violation of this policy that they suspect or have seen, whether within or outside the workplace or working hours.

"ILIAKTIDA" conducts awareness-raising activities regularly within the Unaccompanied Minors' Facilities. Sensitization activities inform beneficiaries and "ILIAKTIDA" personnel about the reporting mechanisms, the right to report policy violations, and the opportunity for personal reporting to the administration of "ILIAKTIDA" A.M.K.E. as well as alternative means (such as complaint boxes). Awareness-raising activities include posters on the walls of the facilities and group discussions among staff and beneficiaries.

A complaint box is located at the central offices of the organization, where reports or complaints from employees can be submitted.

The complaint box is located in an accessible place for every beneficiary, while there is an electronic complaint form on the "ILIAKTIDA" website. All information regarding the complaint receiving mechanism is provided in writing to the beneficiaries and is included in the project's rules.

Each program/project has a designated contact person, the program coordinator, for any report concerning an employee.

A written report is prepared and immediately communicated to the concerned party. The identity of the victim is not revealed to the concerned party during the initial phase of the investigation. The investigation process is carried out as described in the internal regulations of "ILIAKTIDA." During the investigation, the concerned party is suspended from work or the relationship with "ILIAKTIDA." Upon completion of the process and depending on the findings of the investigation, the contract or engagement of the concerned party may be terminated, and the investigation files may be forwarded to the police. The safety of the victim is taken into consideration, and they are placed in a functional shelter for Unaccompanied Minors with continuous staff presence. If this is not a feasible option, alternative measures ensuring the victim's safety will be explored.

Specifically for violations of the sexual violence prevention policy and harassment, if the investigating employee is suspected of violating criminal law, the case is reported to national authorities for prosecution. The investigation process takes place as follows:

- Members of the Administrative Board of "ILIAKTIDA" NPO are informed of the incident and evaluate its seriousness.
- For cases deemed serious by the Administrative Board, especially those involving fraud or abuse of beneficiaries, an investigator is appointed to conduct the appropriate investigation. The investigator is either selected from "ILIAKTIDA" staff with the necessary condition that the person is not involved in the project where the violation occurred (e.g., an employee from Athens investigating an incident that took place in Ioannina), or an independent investigator is contracted.

- The investigator arrives at the location where the suspected incident occurred and gathers as much information as possible about the event. The investigation includes interviews with the affected staff or beneficiaries.
- If interpretation is needed, the investigator may request an interpreter who is not related to the project under investigation from other projects of "ILIAKTIDA."
- The administration makes it absolutely clear that full compliance and cooperation are expected from all involved personnel through written communication to the personnel of the affected project. Additionally, the administration assures all involved personnel that no measures will be taken against any staff member who reports in good faith information indicating a violation of the Rules and Regulations of "ILIAKTIDA" and the applicable codes of conduct.
- Once the report is finalized, it is confidentially communicated to the Administrative Board of "ILIAKTIDA," which is called upon to decide on subsequent actions.
- Depending on the nature and extent of any offense, the Administrative Board may decide to terminate the employment contracts of the involved personnel, notify the project funder, immediately terminate the employment contract, or even report to state services.

STANDARDS

The set of training, support, and development standards outlined below have been adopted from corresponding texts of European states. They have been adapted to align with the standards for Social Workers for Unaccompanied Minors hosted by "ILIAKTIDA" S.M.C. LTD, serving as a useful guidance tool for social workers in the effective execution of their duties. For each of the following standards, the Social Worker must be able to respond both generally and specifically to questions related to their hosting facility.

STANDARD 1: UNDERSTANDING BASIC PRINCIPLES AND VALUES FOR THE CARE OF CHILDREN AND YOUTH

Summary: This standard establishes the framework that Social Workers must be aware of regarding the principles and values underlying the engagement with children and youth, which they are obliged to apply. Social Workers must understand how to promote the enumerated values and operate in a manner that supports and respects diversity. They are expected to understand the importance of confidentiality, including what should be kept confidential and what should not. They are also expected to know how to implement the policies and procedures of "ILIAKTIDA" A.M.K.E. regarding the exchange of information with others. One way to implement the Care Principles stipulates that the child or young person should be at the center of all Social Workers' activities. Social Workers are expected to understand how to place children and young people at the center of their work, satisfying the outcomes defined in this standard.

1.1 PRINCIPLES AND VALUES

Skills and knowledge

1.1.1. Social Workers are expected to be aware of the principles and values necessary for the care of children and youth.

1.1.2. Social Workers are required to demonstrate how they promote these principles and values in the care provided for children and youth.

1.2 EQUALITY, INCLUSION, AND ANTI-DISCRIMINATION PRACTICES

Skills and knowledge

1.2.1. Social Workers must understand different types of biases and discriminations that can affect children and youth.

1.2.2. Similarly, they are expected to understand why it is important to provide care that respects and preserves the national, religious, cultural, and linguistic background of each child.

1.2.3. Finally, they are called to present how they support and encourage children and youth to develop skills to address discrimination, enhance self-esteem, and make positive contributions.

1.3 PERSON-CENTERED APPROACHES

Skills and knowledge

1.3.1. Social Workers must be able to explain how the care they provide relates to ensuring that a child is:

- Healthy.
- Safe.
- Enjoying and achieving their goals.
- Making positive contributions.
- Financially well.

1.3.2. Social Workers are expected to provide examples of how they consider the experiences, preferences, desires, and needs of individual children and youth.

1.3.3. Similarly, as Social Workers, they are expected to analyze why it is essential to listen to the views of children and youth regarding risks and safety, and to present how they take these views into account, emphasizing the importance of confidentiality and its application in their role.

1.4 Confidentiality and Information Sharing

Skills and Knowledge

1.4.1 Social Workers are expected to understand the significance of confidentiality.

1.4.2 Similarly, they should understand how to implement the policies and procedures of "ILIAKTIDA" A.M.K.E. regarding confidentiality and information exchange.

1.4.3 Finally, they need to be aware of the boundaries of confidentiality (e.g., when sharing information is necessary for the protection of a child or young person).

Standard 2: Understanding the Role as a Social Worker

Summary: This standard defines what Social Workers need to know about their role and responsibilities concerning the policies of "ILIAKTIDA" A.M.K.E. and the funders, as well as their interaction with other professionals working with children and youth. They are expected to be familiar with legislation, policies, values, and procedures related to their work and collaborate effectively with colleagues, local authorities, and other organizations involved in the care and education of children and youth hosted by "ILIAKTIDA" A.M.K.E.

2.1 The Role of Social Workers

Skills and Knowledge

2.1.1 Social Workers must be aware of the general goals of their service.

2.1.2 They are also required to understand their role and responsibilities.

2.1.3 Finally, they need to understand the role of their supervising Social Worker.

2.2 Legislation, Policies, and Procedures

Skills and Knowledge

2.2.1 Social Workers need to learn about relevant legislation, policies, and procedures related to the housing of Unaccompanied Minors and where to obtain further information.

2.2.2 Similarly, they should understand the importance of adhering to the policies and procedures of "ILIAKTIDA" A.M.K.E. and the funder.

2.3 Relationships with Stakeholders, the Community, and Others

Skills and Knowledge

2.3.1 Social Workers need to understand the importance of stakeholders and friends in the lives of children and youth.

2.3.2 Social Workers should demonstrate how they involve others in the lives of children and youth, assisting a child to maintain contact with their country of origin.

2.4 Teamwork

Skills and Knowledge

2.4.1 Social Workers must understand the concept of housing and psychosocial support for Unaccompanied Minors and their contribution to effective teamwork.

2.4.2 As Social Workers, they need to clarify to whom they are accountable in their role as Social Workers and where they can seek support.

2.4.3 Finally, they are expected to learn how to contribute to the planning for children and youth, including contributions to meetings and reviews.

2.5 Organization

Skills and Knowledge

2.5.1 Social Workers are required to demonstrate that they are well-organized, reliable, and trustworthy.

2.5.2 They should show that they provide well-organized and safe activities and environments.

Section 2.6: Reporting and Favoritism

Skills and Knowledge

2.6.1. Social Workers need to understand how complaints and favoritism are handled within "ILIAKTIDA" A.M.K.E. and learn how to file complaints.

2.6.2. Similarly, they must learn how children and youth can access the complaint process and how they can support them.

2.6.3. Finally, they should be informed about the policies and procedures of "ILIAKTIDA" A.M.K.E. regarding allegations and how to access support and legal advice.

Standard 3: Understanding Health, Safety, and Care Hygiene

Summary: These standards address what Social Workers need to know to fulfill their role safely without putting themselves, their families, or the children and youth they care for at risk. It also concerns providing "healthy care." They should understand the laws and regulations for health and safety that apply to their role, as well as the policies and procedures of their work. They can receive specialized training if needed, for example, to support a child with specific health needs. As Social Workers, they must demonstrate an understanding of the health needs of children and youth, promote a healthy lifestyle, and know what to do in case of accidents or illnesses. They are expected to assess potential risks and understand how to manage challenging behavior according to the guidance provided by "ILIAKTIDA" A.M.K.E.

3.1 Legislation, Policies, and Procedures

Skills and Knowledge

3.1.1. Social Workers are expected to demonstrate an awareness of relevant legislation regarding health, safety, and guidance and understand their responsibilities.

3.1.2. Social Workers are required to know the procedures of "ILIAKTIDA" A.M.K.E. regarding the health and safety of children and youth.

3.2 Housing / Facilities

Skills and Knowledge

3.2.1. Social Workers must learn how to maintain the facility free from hazards for children and youth.

3.2.2. They must understand the importance of maintaining good hygiene and cleanliness.

3.2.3. Finally, they need to demonstrate that they and those residing in the facility know what to do in case of a fire.

3.3 Health Care and Pharmaceutical Care

Skills and Knowledge

3.3.1. Social Workers must learn what "health care" means for the physical, mental, emotional, and sexual health of children and youth.

3.3.2. Similarly, they need to understand the health and hygiene needs of children and youth, including allergies and infection control procedures.

3.3.3. They are required to explain their role in promoting the health of children and youth, including providing advice and information on risk-taking, substance abuse, relationships, and sexual health.

3.3.4. Social Workers need to understand first aid and learn how to access emergency medical care.

3.3.5. Finally, they must learn the procedures related to pharmaceutical treatments and healthcare processes, including the required consent.

3.4 PERSONAL SAFETY AND SECURITY

Skills and Knowledge

3.4.1. Social Workers must understand potential risks to their safety and what they can do to reduce or manage those risks.

3.4.2. They need to learn about the spectrum of challenging behaviors exhibited by children and young people and how to encourage positive behavior.

3.4.3. Consequently, they must understand the need to manage challenging behavior safely, avoiding the use of physical or other inappropriate punishment, and set examples through their work as Social Workers.

3.5 RISK ASSESSMENT

Skills and Knowledge

3.5.1. They are required to identify examples of risks for children and young people, as well as appropriate actions to reduce or manage these risks.

MODEL 4: EFFECTIVE COMMUNICATION

Summary: This standard pertains to the development of communication skills for Social Workers in their interactions with children and young people, as well as in collaboration with other professionals in

"ILIAKTIDA" A.M.K.E. or other organizations. These are fundamental skills for a Social Worker and are necessary for achieving all other standards. Workers must demonstrate that they know about communication itself, what helps and hinders communication, and how to use it effectively.

They need to know and utilize various forms of communication, understand the importance of proper record-keeping, and how to create, use, and maintain records correctly.

4.1 ENCOURAGING COMMUNICATION

"Empathy" is the ability to put oneself in someone else's position and understand how that person may feel.

Skills and Knowledge

4.1.1. Social Workers are required to demonstrate how they listen to and understand the desires and emotions of children and young people.

4.1.2. Additionally, they need to understand the need for using appropriate means of communication with children and young people, including non-verbal and other methods, and provide examples from their practice.

4.1.3. They must show that they respond appropriately to children and young people, using clear and jargon-free language and primarily avoiding manipulation.

4.1.4. Finally, Social Workers need to demonstrate how they encourage and help children and young people make their own decisions.

4.2 KNOWING ABOUT COMMUNICATION

Skills and Knowledge

4.2.1. Social Workers are required to describe effective ways of communicating with children and young people.

4.2.2. They are also expected to understand some common difficulties in communicating with children and young people and provide examples of how they try to overcome these difficulties.

4.2.3. Finally, they need to learn how to use different communication methods.

4.3 COMMUNICATING WITH PARENTS, FAMILY, AND FRIENDS

Skills and Knowledge

4.3.1. As Workers, they need to demonstrate that they are informed and understand the procedures for organizing contact, as well as understanding their role as Social Workers.

4.3.2. They also need to understand when and how to express their concerns with families and friends of the children in an appropriate manner.

4.3.3. Finally, they are expected to prove that they understand the confidentiality of children and young people when communicating with parents, families, and friends, including the families and friends of the Social Workers themselves.

4.4 COMMUNICATION WITH ORGANIZATIONS

Skills and Knowledge

4.4.1. Social Workers are expected to understand the importance of effective communication with other organizations that come into contact with children and young people.

4.4.2. They are also required to demonstrate effective communication with their supervising Social Worker.

4.5 PRINCIPLES OF MAINTAINING GOOD RECORDS

Skills and Knowledge

4.5.1. Social Workers need to understand the importance of maintaining accurate records.

4.5.2. Additionally, they need to be aware of "ILIAKTIDA" A.M.K.E.'s policy regarding record-keeping and the sharing of information with others, including children and young people.

4.5.3. Social Workers are required to learn how to record accurate, understandable, relevant, clear, and concise information that can be verified.

4.5.4. Finally, they need to learn how to involve children and young people in record-keeping and how to maintain their own records and memorabilia.

MODEL 5: UNDERSTANDING THE DEVELOPMENT OF CHILDREN AND YOUNG PEOPLE

Summary: This model outlines what Social Workers need to know about the development, behavior, and special needs of the children and young people they care for. Social Workers are expected to show an understanding of the stages of normal child development, how children form attachments, and the impact of developmental disruption, trauma, separation, and loss. Additionally, they should know how to help children develop "resilience" and self-esteem and support them through changes in their lives. They should also know how to promote positive sexual health and sexual identity. Finally, they are expected to understand how to support children with disabilities and special educational needs.

5.1 ATTACHMENT AND DEVELOPMENTAL STAGES

Skills and Knowledge

5.1.1. Understanding the basic principles of how children of all ages form attachments, how these attachments affect their development, and the impact of developmental disruption, trauma, separation, and loss.

5.1.2. Understanding the development of children and the developmental needs of children and young people.

5.1.3. Understanding the difference between chronological age and developmental stages and how it can affect a child or young person.

5.2 RESILIENCE

Resilience is a quality that helps children and young people resist and recover from adversities.

Skills and Knowledge

5.2.1. Social Workers and Psychologists need to understand how to help children and young people develop "resilience" and self-esteem.

5.3 TRANSITIONAL PERIODS

Transitions, sometimes general and sometimes individual, are landmarks in the lives of children.

Skills and Knowledge

5.3.1. Social Workers are required to explain significant milestones that mark the transition into the lives of children and young people, as well as the range of responses to these milestones.

5.3.2. They are also required to understand how to support individual children and young people through significant changes and challenges in their lives.

5.3.3. Finally, they need to be able to collaborate with young people to develop skills, confidence, and knowledge to prepare them for adulthood and independent living.

5.4 SUPPORTIVE PLAY, ACTIVITIES, AND LEARNING

Skills and Knowledge

5.4.1. Social Workers need to learn how to encourage children and young people to participate in activities.

5.4.2. They are also required to explain how play, hobbies, and interests are important for the social and personal development of children and young people, as well as for enjoying recreational activities.

5.4.3. It is necessary to explain the importance of maintaining appropriate routines for children and young people.

5.5 SUPPORTING EDUCATIONAL DYNAMICS

Skills and Knowledge

5.5.1. Social Workers are called upon to demonstrate how they can encourage and support the education of children and young people, helping them overcome any difficulties.

5.5.2. They are required to actively collaborate with Psychologists and Educators to help children and young people succeed.

5.5.3. Additionally, they need to learn how to support young people in further education and training, as well as in employment.

5.5.4. Finally, they are expected to be able to advocate on behalf of children and young people to ensure that the educational needs of minors are met.

5.6 REGULATORY FRAMEWORK

Skills and Knowledge

5.6.1. Social Workers need to understand children and young people within the broader context of their extended family, care, or social network.

5.6.2. They are expected to understand the contribution of family, care, and social networks to the development of children and young people.

5.6.3. Similarly, they are expected to understand the impact of abuse, separation, and loss on the behavior of children and young people.

5.7 PROMOTION OF POSITIVE SEXUAL HEALTH AND SEXUAL IDENTITY

Skills and Knowledge

5.7.1. Social Workers need to understand how to promote good sexual health in children and young people.

5.7.2. Similarly, they need to understand how to allow children and young people to develop a positive sexual identity regarding their own sexuality.

5.8 SUPPORT FOR CHILDREN WITH DISABILITIES AND CHILDREN WITH SPECIAL EMOTIONAL NEEDS

Skills and Knowledge

5.8.1. Understanding the "social model of disability" and what it means in relation to the work of Social Workers.

5.8.2. Social Workers need to broadly understand the needs of children and young people with disabilities or learning difficulties.

5.8.3. Additionally, an understanding is required for the need to adapt activities and experiences so that individual children and young people can participate.

5.8.4. Finally, Workers are expected to understand how to support children and young people with special educational needs, as well as their families.

TEMPLATE 6: KEEPING CHILDREN AND YOUNG PEOPLE SAFE FROM HARM

Summary: This template outlines what Social Workers should know and do to keep children and young people safe and protected. They are expected to understand relevant laws, policies, and local regulations ensuring the protection of a child or young person from harm or abuse. Additionally, they should recognize signs of abuse or neglect, collaborate with other child protection agencies, and take appropriate actions in cases of concern.

6.1 LEGISLATION, POLICIES, AND PROCEDURES

Skills and Knowledge

6.1.1. Social Workers are required to learn about legislation and national guidelines regarding general protection and the specific protection of children.

6.1.2. They must also understand relevant policies and procedures for safeguarding children and young people who have been abused or are at risk of abuse.

6.2 CHILD SAFETY FRAMEWORK

Skills and Knowledge

6.2.1. Social Workers need to demonstrate an understanding of what children and young people want and the importance of them feeling safe.

6.2.2. Additionally, they are expected to know what contributes to a safe environment for children and young people.

6.2.3. Finally, they need to learn how to help children and young people stay safe from harm or abuse.

6.3 RECOGNITION AND RESPONSE TO ABUSE

Skills and Knowledge

6.3.1. As Social Workers, they need to understand the different ways in which children and young people may be at risk from adults, other children, and/or the Internet.

6.3.2. They need to understand the various forms of abuse and how children and young people may be endangered, including physical, sexual, emotional abuse, exposure to intrafamilial abuse, neglect, diminished development, institutional abuse, self-harm.

6.3.3. Also, understanding signs and indicators of potential abuse and neglect is necessary.

6.3.4. They need to understand how children can be bullied and know what measures to take if they suspect a child or young person is being bullied.

6.3.5. Finally, they should understand the procedures to follow if they suspect a child is being abused or neglected and the action that may be needed immediately.

6.4 COLLABORATION WITH OTHER ORGANIZATIONS

Skills and Knowledge

6.4.1. Social Workers need to learn about the support structures and responsibilities of their organization "ILIAKTIDA" A.M.K.E., as well as other agencies for the protection of children from harm.

6.4.2. They are expected to be aware of the safeguarding policy of the school, preschool group, association, or other activity.

6.5 INFORMATION SHARING

Skills and Knowledge

6.5.1. Social Workers are expected to learn when and how to report a concern about the protection or well-being of a child or any other case of poor practice, negligence, or unprofessional behavior that may not be in the child's interest.

6.5.2. They need to learn how and to whom to report their concerns about the unsafe practices of others.

6.5.3. It is also necessary to learn what to do if they have followed the policies and procedures of "ILIAKTIDA" A.M.K.E. regarding reporting concerns and are dissatisfied with the response.

6.5.4. Finally, Social Workers are expected to be able to identify what to do if they do not receive a satisfactory response from other organizations or agencies.

Template 7: DEVELOPING THEMSELVES

Summary: This template aims to assist employees in maximizing the support and development opportunities available to Social Workers. This is crucial for the enhancement of their skills as Social Workers, their well-being, and to enable them to provide the highest level of care for "ILIAKTIDA" A.M.K.E. The employees are encouraged to reflect on how their work as Social Workers has impacted them and their families. They should demonstrate an understanding of accessing and utilizing information sessions and supervision, as well as taking advantage of the support and supervision provided by "ILIAKTIDA" A.M.K.E. Additionally, they should commit to improving their practice as Social Workers through training and continuous professional development opportunities. Lastly, they are encouraged to consider how they can advance their careers within "ILIAKTIDA" A.M.K.E.

7.1 ROLE AND APPROVAL AS SOCIAL WORKERS / SPECIALISTS IN CHILD PROTECTION

Skills and knowledge

7.1.1. Understanding the impact of their work as Child Protection Workers on themselves and their families.

7.1.2. Recognizing how their work as Social Workers can personally affect them and where they can seek support.

7.2 USE OF SUPPORT AND SUPERVISION FOR THE DEVELOPMENT OF THE ROLE OF SOCIAL WORKERS

Skills and knowledge

7.2.1. Understanding the purpose of personal supervision of Social Workers and evaluating the utilization of these opportunities.

7.2.2. Social Workers are encouraged to learn about additional support and training available to them.

7.2.3. Being able to recognize when support is needed, understanding the importance of seeking help and advice.

7.2.4. Developing knowledge, skills, and understanding related to their role in social work.

7.2.5. Developing knowledge, skills, and understanding to "expand" the role of the Social Worker.

7.3 RECOGNITION OF EDUCATIONAL NEEDS AS PART OF PROFESSIONAL DEVELOPMENT

Skills and knowledge

7.3.1. Understanding the need for continuous professional development and identifying ways to improve their practice as Social Workers.

7.3.2. Social Workers need to understand and think about how their daily work is influenced by feedback from individuals they come into contact with, including children and young people.

7.3.3. Collaboration with the supervisor of Social Workers or other relevant individuals to agree and follow a personal development plan.

7.3.4. Being willing to continuously improve their practice and understanding how to do so.

7.3.5. Social Workers are encouraged to understand career opportunities available within "ILIAD" A.M.K.E. and who can help them identify their needs and fully utilize these opportunities.

7.3.6. Lastly, they are encouraged to collaborate with their supervising Social Worker to access further education, development, and higher-level qualifications.

1. Actions

Receiving the Child - Welcoming the Child to the Facility

The person accompanying the child to the facility should enter the Hostel together with the minor to ensure that the designated Caregiver and Social Worker are present to welcome the child. They should refer to basic information about the facility, complete any remaining documents, check that the child has necessary belongings for their care, and assist in settling into the new environment. The basic procedures include:

1. The Social Worker, Caregiver, and Hostel Coordinator are present at the facility to meet the child.
2. The child is guided through the Hostel, briefed on sleeping arrangements, storage of belongings, meals, and bathing.
3. If possible, the child should express a preference regarding sharing a room.
4. The child is informed about residing with other children in the facility.
5. Explanation of daily routine, available recreational or educational activities, and any rules or obligations applicable to all children in the Hostel.

Opening and Maintaining Each Child's Files

All children under care must have their own file, a physical record containing detailed ongoing notes about the child's situation, kept by the "ILIAD" Non-Profit Company's Administration. Medical notes should be stored and updated in the child's file. In case of relocations, children should take their medical records with them. The child's file should include:

1. Comprehensive and detailed history of the child and their immediate, as well as broader, family environment.

2. Description of the clothing and items the child had during check-in.
3. Reason and circumstances of the child's admission.
4. Child's medical history.
5. Assessments conducted.
6. Medical documentation, including developmental check-ups and vaccinations.
7. Information about any special needs of the child.
8. Initial care plan, including identification information.
9. Copies of any completed forms, e.g., asylum application, reunification application, etc.
10. Responsibilities and who is responsible for executing them.
11. Contacts with the family or previous protection organizations and all relevant information regarding circumstances and location.

Recording Cases by Social Workers

The "recording of cases" is the process of documenting all relevant matters related to the child on an ongoing basis, such as home visits, meetings, phone calls, and other information. The child's involvement should be recorded in the individual case file objectively, noting facts and observations rather than assumptions. Strict confidentiality should be maintained regarding any sensitive information disclosed to the staff or external entities.

Priority Monitoring for the Most Vulnerable Children

Clear criteria exist for prioritizing cases for monitoring and support. During emergencies, the usual practice for "ILIAD" Non-Profit Company is to monitor the child twice daily by a Social Worker. A child may have one or a combination of risk factors. High-risk factors are similar to those identified by UNHCR:

RECEIVING THE CHILD - WELCOMING THE CHILD TO THE FACILITY

The person accompanying the child to the facility should enter the Hostel together with the minor to ensure that the designated Caregiver and Social Worker are present to welcome the child. They should refer to basic information about the facility, complete any remaining documents, ensure the child has necessary belongings for care, and assist them in settling into the new environment. The basic procedures are as follows:

- The Social Worker, Caregiver, and Hostel Coordinator are present at the facility to meet the child.
- The child is guided through the Hostel, informed about sleeping arrangements, storage of belongings, meals, and bathing.
- If possible, the child should express preferences regarding sharing a room.
- The child is informed about cohabitation with other children at the Hostel.

- Explanation of daily routine, available recreational or educational activities, and any rules or obligations applicable to all children at the Hostel.
- Depending on needs, the placed child, like other children at the facility, receives basic necessities and access to the social boutique of "ILIAKTIDA" A.M.K.E.

OPENING AND MAINTAINING INDIVIDUAL CHILD FILES

All children under care must have their own file, a physical record containing detailed ongoing notes regarding the child's situation to be kept by the administration of "ILIAKTIDA" A.M.K.E. Medical notes should be stored and updated in the child's file. If children are transferred elsewhere, they should take their medical records with them. The child's file should include:

- Complete and detailed history of the child and their immediate and extended family environment.
- Description of the clothes and items the child had during check-in.
- Reasons and circumstances of the child's admission.
- Medical history of the child.
- Conducted evaluations.
- Medical documentation, including developmental checks and vaccinations.
- Information about any special needs of the child.
- The initial care plan, including identification information.
- Copies of any completed forms, e.g., asylum application, reunification application, etc.
- Responsibilities and who is responsible for executing them.
- Contacts with family or previous protection organizations and all relevant information about circumstances and location.

CASE RECORDING BY SOCIAL WORKERS

"Case recording" is the process of documenting all relevant matters related to the child on an ongoing basis, such as home visits, meetings, phone calls, and other information. The child's case-related information should be recorded in the individual case file objectively, noting facts and observations rather than assumptions. Strict confidentiality must be maintained regarding any sensitive information disclosed to the staff or external entities.

PRIORITY MONITORING OF THE MOST VULNERABLE CHILDREN

Clear criteria exist for prioritizing cases for monitoring and support. Generally, during an emergency, "ILIAKTIDA" A.M.K.E.'s standard practice is to monitor each child twice a day by a Social Worker. A child may have one or a combination of risk factors. High-risk factors are similar to those defined by UNHCR:

- Vulnerable or unaccompanied children under ten years old.
- Girls (depending on the environment).

- Connection with armed forces or groups.
- History of multiple movements during separation.
- Disability or serious illness of the child/parent or caregiver.
- Adolescent parents.
- Rejection, threat, or harassment in the community or during daily activities.
- Previous experience or risk of physical violence, rape, sexual assault, sexual harassment, trafficking, or other forms of exploitation.
- Involvement in survival sex (e.g., sex for access to basic needs such as food, shelter, protection).
- Forced marriage (or threats thereof).
- Forced labor.
- Experience or risk of harmful cultural practices.
- In hiding (e.g., fear of identification or location).
- Detention/prison/refusal of free movement (for self-protection or prevention of socialization).
- Child accused or recognized to have violated the law.
- Impairment in daily functioning due to mental illness.

CHILD PROTECTION ACTIONS

A set of actions is in place to safeguard the mental and physical well-being of the child when concerns arise about potential risks, abuse, exploitation, or neglect. Social Workers act in accordance with national legislation and established protection procedures, taking into account the following:

- Decisions must be timely.
- Separate/individual meetings should be held with each child for monitoring their well-being, providing support, and collecting vital information to aid decision-making.

A. FACILITATING CHILD PARTICIPATION

- Legal guardians' opinions must be sought on all matters related to the child, and actions should align with their legal rights and responsibilities.
- The child's opinion should be sought on matters concerning care and their plans. The child's ability to express opinions will depend on their evolving capabilities. However, the worker should assist the child in expressing their opinions and concerns, for example, through adapted communication tools.
- Children have the right to be heard either directly (depending on their age, maturity, and circumstances) or through their appointed guardian concerning decisions made about them.

- The child should have access to sufficient and appropriate information to make informed decisions, including potential consequences of decisions made.
- The child's opinions should be gathered over time. Where possible or deemed necessary, the child should be subjected to the same basic questions in different ways and on different days so that the Social Worker can address external influences on the child's opinion.
- Support should be provided to the child in understanding the decisions being made.
- The child and Social Workers should be informed about placement goals, progress towards reunification, asylum processes, and their rights.

B. PREPARATION FOR REUNIFICATION AND REINTEGRATION

- The needs of the family to which the child is returning or being placed must be addressed, in collaboration with other service providers, to facilitate the child's integration and adequately address any adversities.
- Contact with family members should be facilitated unless it is not in the child's best interest. Letters, phone calls, and other means of communication should also be encouraged.
- Young individuals must be prepared for independent living and have access to long-term support.

This preparation should cover their physical, emotional, and material needs. Any exit plan from the facility should ensure that the child can take care of themselves, has accommodation to move into, and has the ability to sustain themselves through work. The child should undergo the aforementioned preparations with the support of their Social Worker, who will continue to monitor and assist the youth where possible.

Finally, the young person should be encouraged to maintain contact with "HELIAKTIDA" S.M.P.C.

PREPARATION OF THE CHILD FOR REUNIFICATION

"Family reunification" is a process where children can be accepted by their family, assessing the willingness and ability of the receiving family/relatives. Therefore, the child needs assistance in preparing for reintegration into the family and relatives as follows:

- The child assists in developing the reunification/reintegration plan.
- The child is regularly updated on the results of each on-site visit by Social Workers, and their opinion is sought for the next steps.
- The child is encouraged to discuss fears and hopes.
- An older child is invited to participate in discussions regarding reintegration issues.
- The child has sufficient time to say goodbye to staff and friends.
- The child is given a photo album as a keepsake with pictures of caregivers and friends.
- Where possible, Social Workers encourage communication between the child and their friends.

- Active consultation with the child is sought during the case monitoring and the case closure.

SUPPORT FOR THE PSYCHOLOGICAL WELL-BEING OF CHILDREN

The brochure "RESILAND" for professionals, based on the experiences of mobile children, conveys essential messages, knowledge, and advice from children to professionals and officials working with and for mobile children. It provides insights into how stakeholders can support children in feeling better, trusting them, and gaining their confidence. These insights lead to fundamental issues concerning the quality of human relationships, dignity, respect, a healthy life, and prospects for the future. It calls on professionals and officials working with mobile children to build their relationship with these children, articulating the following guidelines, which can also be useful in preventing disappearances. Therefore, it is recommended:

- Professionals participate in a conversation with the child about what "feeling at home" means to them. Additionally, they should support the child in creating a personal map of the arrival location with preferred reference points and trust.
- Support the child in developing positive social contacts and friends among children, youth, and adults from different population groups, aiming to cultivate a sense of belonging and feeling like a member of a caring community.
- Allow space and time for the child to talk with the professional and/or official about their home community, culture, customs, and peculiarities. Professionals are advised to listen without pressuring the child to speak and be open-minded about social and cultural differences, gaining a basic understanding of the child's places of origin, the reasons for departure, and factors leading to the child's departure. This is crucial for understanding the child's history, determining their best interests, and identifying a sustainable solution.
- Initiate a dialogue with the child regarding the "migration program" and the underlying risk factors, aspirations, and motivations that led to the child's departure. Professionals are recommended to consider the circumstances of the child's departure for care planning, determining best interests, and identifying a viable solution.
- Engage in a conversation with the child about decisions that are important to them. Moreover, encourage the child to express their opinions on their role in decision-making processes. Professionals are advised to support the child in expressing their personal views in decision-making processes and discuss ways for the child to gain self-confidence and ease in decision-making, such as learning how to evaluate the reliability of information from different sources, assessing risks and opportunities, and reaching a conclusion related to the child's best interests.

- Support the child in preparing for upcoming changes in their life. It is recommended to provide advice and assistance to the child, helping them reconcile with changes experienced in the past and gain confidence in their evolving abilities to face and navigate life's challenges.
- Explore the child's skills, personal abilities, and resources. It is recommended to understand the type of support the child needs for the respective professional to enhance and activate these skills and resources in a way that focuses on the protection, empowerment, and development of the child.
- Support children in testing and developing their social and negotiating skills, knowledge of human nature, and people's skills. These are essential for their interaction with peers, communities, service providers, and other professionals and staff.
- These skills are fundamental to understanding inherent risk and protection sources in human relationships.
- Additionally recommended for professionals and officials working with mobile children:
- Create trustworthy spaces where a child can speak about experiences with illegal or criminal acts. Also, inform the child about the law in the arrival location and the consequences of any violations.
- Utilize the child's trust to develop personalized counseling and support services, taking into account potential impacts on the child's asylum claim or victim status.
- Listen to the child's economic aspirations and responsibilities, showing the child that they are taken seriously. Additionally, engage in an open and reliable dialogue to exchange opinions with the child and attempt to find solutions. Explain any potential limitations imposed by care regulations in the reception and migration systems and labor laws.
- Support the child in acquiring tools and methods for calmness and life control, even in difficult situations.
- Discuss identification documents with children and explain their significance. Provide information about who is authorized to check or take them and what it means for the child to be with or without documents.
- Treat the child with respect and be sensitive to maintaining their dignity. Establish quality personal relationships focusing on assistance, support, and creating a pleasant, healthy, and protective environment.
- Include the child in discussions about human rights, children's rights, and the Convention. Seek to relate these rights to the current situation of the involved girl or boy and their aspirations for the future.
- Support the child in understanding the role of guardianship and use the support offered by the guardian or a corresponding body in a reasonable way to promote their interests.
- Assist the child in understanding reception and protection systems in the arrival location, including instructions and roles of different professionals and officials the child is likely to

encounter. Additionally, encourage the child to be open in sharing their story, even if challenging, during repeated meetings and interviews. Therefore, there is a need to increase the child's awareness of the importance of being honest to maintain credibility in the asylum process.

- Collaborate closely with the child to develop a life plan that provides a transparent structure, helping the child use time meaningfully and balance different interests and ambitions.
- A life plan assists in achieving clarity regarding achievements, obstacles, failures, and how to address them within the opportunities and constraints offered by the reception system in the arrival country and in the case of transfer to another country or return.
- Consult with the child to assess the appropriate level and type of school or training and understand the support needed for the child to succeed. Ensure that the child has access to quality education suitable for their expectations and verify that the child receives certificates for completed school years or courses.
- Encourage and allow children to participate in leisure activities, sports, and recreation, individually and with peers who share similar stories, as well as with children, youth, and adults from the host community.
- Discuss with the child their needs regarding religion and spirituality and maintain an open mind regarding the potential symbolic value of achievements, objects, or items. It is crucial to satisfy the child's religious and spiritual needs and respect the child's choices, duly considering the child's best interests.
- Gently invite the child to recall positive memories about their home and journey and share them with trustworthy individuals, as these are part of the child's identity and can provide meaning to their current situation.
- Support the child in staying in touch and maintaining relationships with their family and community of origin, following the child's best interests and confidentiality rules in the asylum process. Also, try to mediate any expectations from home and the reality of the child's situation in the arrival location, considering all relevant opportunities and limitations.
- Be sensitive to the role and responsibilities of the child considering their immigration program and the underlying decisions made in the community of origin. Seek to understand the impacts on the child's behavior and decisions in the arrival location. Engage in dialogue with the child on these issues, be transparent, and clarify any relevant opportunities, risks, and limitations in the arrival location.
- Inform the child about the rules and regulations regarding child employment in the destination country and the significance of age and immigration status. Discuss with the child the risks of informal work and support the child in finding safe and legal income-generating activities that do not interfere with their educational, health, and developmental needs. If that is not possible, openly consult with the child about specific limitations and try to find acceptable alternative solutions.

- Be open with the child about the changes that will occur once the child turns 18. Explore together with the child what kind of support they need to succeed in transitioning to adulthood and an independent life.
- Attempt to seek the child's opinions on return or reunification (whichever applies) and understand the associated risks and sources of protection. Ensure that the child's views are heard, understood, and taken into consideration for the child's best interests.
- Children should also be informed about the risks they might face if they escape from the protection system.
- Finally, highlighting that other children have gone through similar experiences and found themselves in the same situation before them has proven to be useful.

2. PROGRAM FOR SOCIAL WORKERS

PRACTICAL GUIDELINES AND COMPETENCY LIST

A holistic approach to collaborating with unaccompanied children is essential for addressing all their needs. The following briefly describes the relationship between the Social Worker and the Unaccompanied Minor, mostly in the form of questions, followed by clarification on what needs to be done. The appropriate skills are then listed. The following guidance is extracted from the "Training Manual for Social Workers' Skills Development in Social Inclusion and Unaccompanied Minors (ACCESS)."

PROFESSIONAL COMPETENCIES

RELATIONSHIP BETWEEN CAREGIVERS AND SOCIAL WORKERS: HEALTH

How does the child feel, and is there any health issue? Where does the child think the issue originated, and what does the child think should be done?

Actions:

Evaluate health parameters: What is the physical and psychological health status?

Competencies:

Ability to search for medical support options.

RELATIONSHIP BETWEEN CAREGIVERS AND SOCIAL WORKERS: EDUCATION

What skills and resources does the child have? These include completed school or vocational training, attendance at a religious school (e.g., Quran school), household or agricultural skills, technical skills, etc.

Actions:

What possibilities does the Social Worker have to include the child in educational systems?

Skills:

Social Workers have knowledge of the local educational system and infrastructure and access to it.

RELATIONSHIP BETWEEN CAREGIVERS AND SOCIAL WORKERS: RIGHTS

What does the Unaccompanied Minor already know about their rights?

Actions:

What are the child's specific rights, and how do they gain access to them?

Skills:

Social Workers should be able to establish contact with a lawyer and have basic knowledge of local/national asylum legislation.

Ability to read and understand relevant laws and regulations.

KNOWLEDGE OF ASYLUM LAW

RELATIONSHIP BETWEEN CAREGIVERS AND SOCIAL WORKERS: PRINCIPLES

What does the Unaccompanied Minor believe about principles, and what experiences have they already had with them?

Actions:

Has there been any contact with principles?

Skills:

Ability to familiarize themselves with relevant institutions, their procedures, and how to address migrants.

Possessing expertise in handling such situations. What would be the result if the Social Worker had lost patience or engaged in conflict with officials?

SELF-AWARENESS SKILLS

RELATIONSHIP BETWEEN CAREGIVERS AND SOCIAL WORKERS: RELATIONSHIP PRINCIPLES

Description of the principles of the relationship between the Social Worker and the minor.

Actions:

The Social Worker needs to clarify the principles on which the relationship should be based. It does not require being overly professional but rather clear.

Skills:

Portraying the role and work of the Social Worker.

- Self-reflection.
- Humility – the ability to question oneself, being aware of one's strengths and weaknesses.
- Altruism – an instinctive way of dealing with people from different cultural backgrounds and life experiences.
- Cross-cultural understanding, including the ability to reflect on one's own ethnocentrism.

- Flexibility – the ability to adapt behavior to people and situations with or without prior notice.
- Open-mindedness.

UTILIZATION OF A RANGE OF COMMUNICATION SKILLS

RELATIONSHIP BETWEEN CAREGIVERS AND SOCIAL WORKERS: COMMUNICATION

Does the Social Worker truly understand what the minor is saying? Is the minor able to express themselves? Can the Social Worker explain everything correctly to the minor? Does the minor understand what the Social Worker is saying?

Actions:

Establishing a communication basis. If not feasible, find someone who can, and then attempt to recruit that person in case of need. The Social Worker can even arrange for interpreters from "ILIAKTIDA" A.M.K.E. to assist over the phone.

Skills:

- Active communication skills.
- Cross-cultural communication skills.
- Verbal and non-verbal communication skills.
- Language skills play a significant role in gaining trust.
- Maintaining sensitivity.

BUILDING A TRUSTING RELATIONSHIP

RELATIONSHIP BETWEEN CAREGIVERS AND SOCIAL WORKERS: SOCIAL RELATIONSHIPS

How can the Social Worker understand the perspective of the refugee minor?

Actions:

The Social Worker needs to build a relationship of trust.

Establishing a dialogue based on trust.

Skills:

It is crucial for the Social Worker to:

- Be likable.
- Be reliable.
- Identify and find safety, development, and experiential situations in which the minor develops life experience, self-confidence, and trust in a logical sequence of actions and consequences.

- Be responsible.

EMPOWERMENT SKILLS

RELATIONSHIP BETWEEN CAREGIVERS AND SOCIAL WORKERS: FUTURE

What are the desires of the minor regarding the next steps?

Actions:

What are the capabilities of the Social Worker, in terms of quantity and quality, to support the minor?

The Social Worker needs to define and communicate their role in their relationship with the child.

Skills:

The Social Worker must be able to:

- Activate the minor's resources.
- Empower the minor.
- Assist the minor in creating social capital (network contacts).

NETWORKING SKILLS

SMALL RELATIONSHIP OF VOLUNTEERS / SOCIAL WORKERS: NETWORKING

What network already exists in their environment? What network can support them?

Actions:

Activate existing networks or create a new one.

Skills:

- Networking ability.
- Knowledge of local organizations dealing with refugees.
- The network structure should include organizations with staff who can speak foreign languages.

PSYCHOLOGICAL AND STRATEGIC SKILLS

RELATIONSHIP BETWEEN UNACCOMPANIED MINORS AND SOCIAL WORKERS: ASYLUM

How has the minor experienced the asylum process? What was the reason for seeking asylum?

Actions:

- Prepare the minor for applying for asylum.
- Has there been contact with authorities in another European country?
- Is the reason for seeking asylum a valid claim?

- Has there been mistreatment during the minor's resettlement?

Skills:

- In cases where narratives about the need for asylum create discomfort for the Social Worker, maintaining professional distance is necessary.
- The Social Worker needs to be able to create a dynamic experience in the minor's life and emotions.
- A Social Worker must be confident and not afraid to make mistakes during the process. Strategic intervention is needed to gain experience in handling such situations.

RELATIONSHIP BETWEEN UNACCOMPANIED MINORS AND SOCIAL WORKERS: STRATEGIES

How can the minor participate in shaping the plan or strategies?

Actions:

- The Social Worker needs to explain each step that needs to be taken and ensure that the minor fully understands it.
- Create a plan that takes into account all possibilities.

Skills:

- Ability to build a structure.
- Intercultural knowledge of minimal customs and traditions of the minor's country of origin to reduce cultural barriers.
- Organizational skills and knowledge of local legislation to avoid setbacks that could lead to a loss of trust, e.g., migration, housing, educational issues.

ADDITIONAL GENERAL COMPETENCIES

EXPERIENCE AND OPEN-MINDEDNESS

Experience - Collaborating with individuals from a multicultural background, along with broad-mindedness, may not prepare for unforeseen reactions from refugees on certain issues. However, the experience of working with people from diverse backgrounds is a valuable advantage for shaping a competent Social Worker. Additionally, having an open mind is crucial when working with this vulnerable group of people.

CREATIVITY

Creativity - The ability for innovation in methods and resources, utilizing creative and pedagogical tools and methods in interaction with refugees.

PATIENCE

Patience - As many refugees have experienced mistreatment in their home country, the resulting trauma affects their behavior until they adjust to their host country. Most of them continue to worry and fear, making the Social Worker's patience crucial to gaining their trust while providing useful services.

In summary, being patient, calm, non-judgmental, empathetic, communicative, consistent, regular, culturally informed, realistic, and an active listener are useful skills for Social Workers working with minors.

3. Communication with the Children

"MESSAGES-KEYS"

- Children have the right to express themselves and be heard.
- Children have the right to receive necessary information to form their opinions and views.
- Child protection staff should act as advocates for children and assist them in finding solutions to their problems and determining their priorities.
- Interviews with children should only be conducted by trained, specialized personnel.
- Interviews with children can have ethical implications. The principles of do no harm and the best interests of the child should always be applied.
- The duration and complexity of asylum procedures can lead to disappointment, fear, and a lack of trust in the protection system, as well as create false expectations. Clear and detailed explanations of the services to which the child has the right of access, as well as the applicable procedures in their case, are essential to prevent the child from escaping. It is also important for the Social Worker to engage in systematic communication with the child and provide updates on the process they are undergoing or will undergo and what is likely to be involved."

4. POLICY FOR PREVENTION OF SEXUAL EXPLOITATION

Policy

Every organization, especially those involved in child protection, must develop a Prevention of Sexual Exploitation and Abuse (PSEA) policy. The goal of the policy is to describe the prevention and response to incidents of sexual violence and exploitation that may be caused by staff towards the beneficiaries of the programs of "ILIAKTIDA" A.M.K.E.

Definitions

Sexual Exploitation

Any act or attempt to exploit vulnerability, power position, or trust for sexual purposes. It includes gaining economic, social, or political benefits from the sexual exploitation of others.

Sexual Abuse

The act or threat of violent acts of sexual nature, either through the use of force or under unequal or coercive conditions. Also, any sexual contact or act with a minor.

Pillars

The policy of "ILIAKTIDA" A.M.K.E. is based on six pillars:

1. Sexual exploitation and harassment of beneficiaries constitute a significant offense and a compelling reason for the termination of employment.
2. Any act of sexual content involving a minor beneficiary is strictly prohibited. Misunderstanding the age of the beneficiary is not an excuse.
3. Exchange of money, work, goods, and services for sexual acts or any other form of demeaning, degrading, or exploitative acts is prohibited. Providing assistance to beneficiaries is the obligation of the staff and the right of the beneficiaries.
4. Any sexual relationship between personnel providing humanitarian aid and beneficiaries receiving it is prohibited, even after the beneficiaries reach adulthood.
5. Every worker in the humanitarian sector has a duty to properly report any indication or suspicion of sexual exploitation and harassment involving their colleagues.
6. Workers in the humanitarian sector have a duty to create and maintain an environment that prevents acts of sexual exploitation and harassment and promotes the implementation of the Code of Ethics.

The child-centric approach, treating children with respect and sensitivity, is a fundamental principle of "ILIAKTIDA" A.M.K.E.

Actions

The following measures are implemented to prevent sexual exploitation and harassment:

1. Appointment of a focal person for incidents of Sexual Exploitation and Abuse (SEA). Ms. Eleftheria Oikonomidou is designated as the responsible person for child protection at "ILIAKTIDA" A.M.K.E. Her role is to serve as the designated representative of the company to report any SEA incidents and oversee corrective measures, as well as to be informed about the outcome of any SEA incident investigation.
2. Education of Professionals: All professionals who come into daily contact with children in the services and structures of "ILIAKTIDA" A.M.K.E. must be well-informed about the phenomenon of child sexual abuse, its recognition signs, and the prescribed procedures for reporting such suspicions or allegations to the relevant authorities for proper investigation. For this purpose, the handbook of the Institute of Child Health titled "Guide for the Implementation of the Protocol for Investigation, Diagnosis, and Management of Child Abuse - Neglect for Professionals" is utilized.
3. Training of Staff and Volunteers: Regular training sessions on the PSEA policy and the Code of Ethics of "ILIAKTIDA" A.M.K.E. are conducted both during recruitment and at regular intervals (at least once a year). Staff members sign a commitment to adhere to the Code of Ethics of "ILIAKTIDA" A.M.K.E.
4. Framework for the Control of Employees and Volunteers - Special Criminal Record for Crimes of Sexual Violence Against Minors: Procedures for checking the employees hired for crimes of

sexual violence against minors are established. Employees who take on work for the first time at "ILIAKTIDA" A.M.K.E. are required to submit a copy of their criminal record, as well as a sworn statement declaring the non-commitment of relevant offenses.

5. Information to Beneficiaries: Beneficiaries are informed orally and explicitly through the rules of hospitality about the PSEA policy and the possibility of reporting such incidents.

These actions collectively aim to create a secure environment that protects children from sexual exploitation and harassment, while promoting accountability and transparency within the organization.

INCIDENT MANAGEMENT

STEP 1: INCIDENT REPORTING

The beneficiary or a witness discloses an incident violating the Child Safeguarding Policy. The report can be made orally or in writing through the accessible Complaints Box in each facility, via email, or through the complaint reporting system on the "ILIAKTIDA" A.M.K.E. website.

Confidentiality Conditions

Expression of Confidentiality: When a child confides in an employee or another person, it is crucial to create suitable conditions for a discussion, ensuring confidentiality and privacy. Finding an appropriate space is one condition that enhances the child's sense of security, confidentiality, and privacy. Strict confidentiality is maintained, and the child is informed that disclosure will only be shared with individuals involved in managing the sexual abuse case.

Empathy and Respect: Every effort is made by the employee to empathize with the child during the conversation. The employee should understand potential limitations the child may face, depending on their developmental stage, with the ultimate goal of an appropriate response. The vulnerability of the child is acknowledged, irrespective of their age. The difficulties the child faces in speaking up are recognized, and the child is acknowledged for their courage.

Allocation of time for the child's emotional discharge aims to enhance the child's readiness to continue the disclosure.

STEP 2: FULL INFORMATION/EDUCATION OF THE CHILD ON FURTHER APPROPRIATE ACTIONS FOR THEIR SAFETY AND PROTECTION

The above should not be considered a breach of confidentiality but part of the entire phased process of managing cases of sexual abuse. Information on the organization's policy and the process of managing sexual abuse cases is provided to the relevant Child Safeguarding Focal Point at "ILIAKTIDA" A.M.K.E. Depending on the situation, the beneficiary may be referred to another child protection agency. During the incident report, the reporting beneficiary receives full support and respect for their rights, preferences, choices, and dignity. The reporting person is not responsible for determining the truthfulness of the incident or conducting any investigation. The role of the reporting person is solely to record the information provided by the beneficiary and initiate the investigation process as described below.

STEP 3: OBTAINING CONSENT FROM THE SURVIVOR

In each case, the sexual abuse case is appropriately communicated for further investigation. If the beneficiary involved is a minor, the report is also communicated to the prosecutor. The survivor retains the right to be fully informed about the progress of the reported incident investigation.

STEP 4: PROTECTION OF CONFIDENTIALITY

Strict information restriction policies are applied regarding the sexual abuse case. Only those involved in the report and investigation have access to information. Anonymous reporting of sexual abuse cases is also an option.

Essential and accurate documentation includes:

(a) Key events with references to individuals, time, and date, behaviors of individuals, and anything else that could aid in the subsequent incident report. (b) Names of any person mentioned by the child who may have been present and witnessed or heard something. (c) Observations regarding the child's physical condition/clinical presentation (e.g., pale appearance, trembling, lack of eye contact).

The above documentation is not done in the child's presence.

STEP 5: REFERRAL OF THE BENEFICIARY TO SERVICES

The survivor is informed and referred to social services, such as psychological support, legal assistance, safety, etc., if desired. These provisions do not imply acceptance of the truth of the complaint, compensation, or acknowledgment of responsibility by "ILIAKTIDA" A.M.K.E.

Step 6: REPORT TO INVESTIGATION

After the survivor reports the incident to the reporting person and the incident is documented along with relevant information, the incident is reported and recorded in a report to the Board of Directors of "ILIAKTIDA" A.M.K.E. The incident is recorded in the minutes of the Board of Directors' meeting within forty-eight (48) hours of the report to the person in charge of SEP incidents. If the incident constitutes a crime according to Greek law, a written complaint is also submitted to the Police. If the report concerns a staff member of "ILIAKTIDA" A.M.K.E., that person temporarily ceases to work in their position, being transferred to another position. This transfer is documented within the minutes of the Board of Directors' decision.

Step 7: INVESTIGATION OF THE INCIDENT

The incident is thoroughly investigated following the internal regulations of "ILIAKTIDA" A.M.K.E. Specifically:

- A Social Scientist is appointed as the head of the incident investigation.
- Another Scientist from a different Structure and program, unrelated to the individuals involved in the incident, is chosen.
- The head has full authority to intervene in the operation of the Structure related to the incident, and the coordinator and staff of the Structure are informed of their obligation to provide full cooperation and assistance to the investigator.

- During the investigation, interviews are conducted and recorded with all involved parties, both staff and beneficiaries of the Structure. If applicable, an interview is also conducted with the staff members accused of the SEP incident.
- The head records all information and interview proceedings in the investigation file, which is submitted to the Board of Directors of "ILIAKTIDA" A.M.K.E.

Step 8: INFORMATION TO THE SURVIVOR

Information about all aspects of the investigation is provided to the survivor of the SEP incident if requested.

Step 9: DECISION

Based on the findings and investigation of the incident, the Board of Directors of "ILIAKTIDA" A.M.K.E. makes a decision regarding any disciplinary measures that may need to be taken. Depending on the incident, measures may include immediate termination of the employment contract of the accused staff member for a serious reason or even reporting the incident to the Police.

POLICY OF PHYSICAL ABUSE PREVENTION

To achieve the goal of early recognition and intervention, professionals must be informed about indicators related to possible child abuse. While these indicators alone do not prove the existence of abuse, they signal the need for further examination.

Indicators should be considered in relation to the child's age, abilities, medical and developmental history, etc.

WHAT PROFESSIONALS OBSERVE

COMMON PHYSICAL INDICATORS

- Injuries (especially head and facial injuries) in infants who have not yet mastered movement.
- Injuries (bruises, superficial wounds) in young children or older children with unexplained injuries, or where the explanation constantly changes.
- Injuries with a specific shape or appearing to be caused by a specific object (e.g., hand, rod).
- Bruises in unusual places, such as ears, trunk, neck, or buttocks.

The most significant sign of physical abuse is bruises at different body locations occurring at different times. In such cases, even if the child is not physically abused, the injuries may indicate neglect, e.g., due to inadequate supervision or undiagnosed Attention Deficit Hyperactivity Disorder (ADHD).

It is also important to note that physical punishment usually occurs in covered body areas, and injuries may be explained by victims and perpetrators as accidents.

COMMON BEHAVIORAL INDICATORS

- Frequent attempts to leave home (running away), delinquent behavior, substance, and weapon use, etc.
- Unusually aggressive behaviors, intense outbursts of anger, or tantrums.
- Sudden shifts in behavior.
- Hyper-vigilance, irritability, a "frozen gaze."
- Fear of touch (physical contact), caution, immediate compliance with commands.
- Sleep problems (e.g., nightmares).
- Regression to earlier developmental stages, such as nighttime bedwetting.
- Sudden changes in school performance or attendance.
- Withdrawal from friends and activities previously enjoyed.
- Low self-esteem (e.g., a child describing oneself as bad, feeling deserving of punishment, isolating oneself).
- Fear or hesitation of children to be in the same space as certain individuals.
- Suicidal thoughts or self-destructive behavior (e.g., suicide attempt, extremely dangerous behaviors).

OTHER INFORMATION THAT SHOULD CAUSE CONCERN:

- Lack of or unclear explanation of the injury.
- Explanation inconsistent with the type, severity, and timing of the injury.
- Non-credible injuries. In these cases, age, the child's developmental level, and the mechanism of injury are considered crucial elements. Accidental falls from a height less than one meter and falling from stairs usually do not result in significant injuries. Generally, accidental injuries often affect one side of the body, involve the head (the most exposed part of the body), and do not usually cause fractures or significant head injuries.
- All injuries in infants under three months raise serious suspicions of abuse, as children at this age have limited mobility and cannot turn their bodies on their own.
- Different explanations from different witnesses or individuals involved in the child's care also raise concerns.

INITIAL ASSESSMENT

A thorough physical examination of the child can be particularly revealing for detecting abuse.

Documentation of any skin damage should include color, shape, size, and location. Additionally, accompanying findings, such as swelling or tenderness, indicating underlying trauma, should be included in medical history. All findings must be described clearly and in detail, using appropriate diagrams.

In the case of apparent injuries, a pediatrician (only with a prosecutor's order) should take appropriate photographs using a ruler with a color scale.

It is known that healthy and active children may have many bruises; however, bruising and skin damage are the most common indicators of physical abuse, accounting for 52% of cases.

THE ABILITY TO DISTINGUISH BETWEEN TRUTH AND LIES.

The ability to distinguish between truth and lies in children can be influenced by various factors, leading them to tell lies for reasons such as:

- a) Attempt to avoid punishment,
- b) Expectation of gaining some benefit,
- c) Protection of self-esteem,
- d) Desire to maintain balance,
- e) Need to comply with rules and conventions,
- f) Protection of a loved one or because they were asked to do so (common in cases of abuse) (Saarni & Von Salisch, 1993).

Children's lies can be categorized into three types:

1. Clear/explicit lies,
2. Exaggerated lies,
3. Astute lies that are difficult to detect (De Paulo et al., 1996).

Before the interview, it is essential to assess the child's ability to distinguish truth from lies and reality from imagination, as this enhances the reliability of the information provided by the child.

TYPES OF QUESTIONS IN CHILD INTERVIEWS:

- a) Open-ended questions, allowing the child to narrate events freely without constraints. Open-ended questions promote free storytelling without limitations.
- b) Paired questions that are open-ended and follow up with focused or closed-ended questions, such as, "Did someone hit/touch you in another part of your body?" The interviewer expects an answer and continues, "Tell me about that moment."

c) Time-specific questions about an event, asking for details about a specific moment the child describes, breaking down the incident into smaller time segments, such as, "You mentioned your birthday party, can you tell me what you did from the time the kids arrived until you opened your gifts?"

d) Sensory questions, focusing on senses like taste, smell, touch, hearing, and vision, allowing the child to express their experiential details. For example, "Tell me about what you saw or heard."

e) Closed-ended questions requiring a "yes" or "no" answer or multiple-choice questions. Closed-ended questions should be used only when the interviewer needs to clarify something very specific mentioned by the child, so as not to make the child feel that their statements are being challenged.

USE OF LANGUAGE IN CHILD INTERVIEWS:

It is crucial for the interviewer to use language adapted to the child's linguistic and developmental level. Specifically, the interviewer should use:

- Simple language
- Clear and understandable pronunciation
- Monosyllabic or disyllabic words
- Simple grammar and syntax rules
- Short and concise sentences or questions
- Examples to facilitate understanding of questions.
- Specific terms and names

Of course, the conversation should be conducted in the child's native language with the assistance of an interpreter if necessary.

DIFFERENCES IN DISCLOSURE OF ABUSE AMONG CHILDREN:

When preparing for the interview, professionals must consider that children differ in how they disclose abuse. Some factors to consider include:

- Disclosure may occur accidentally or spontaneously, or it may be intentional.
- Children, especially younger ones, may not always initiate discussion about potential abuse (physical signs, reports from eyewitnesses, or self-disclosure to a third party may be present).
- Children may not reveal all details of abuse immediately, possibly hiding or downplaying certain aspects.
- Disclosure may happen immediately or be significantly delayed.
- Some children may deny abuse or retract their initial disclosure, even with clear indications of maltreatment.
- The readiness and willingness of children to disclose abuse can vary based on factors such as age and cultural background.
- Even if children disclose, they may not desire intervention from professionals.

- Some children weigh the consequences of disclosure on themselves, loved ones, and the perpetrator, potentially limiting the information they provide about the abuse (Davies & Westcott, 1999).

The Social Worker is involved in detecting abuse through meetings with the staff and, in some cases, the child, evaluating the living conditions of the child. Once information leading to a valid suspicion of abuse is gathered during the detection process, the Social Worker reports the incident to the appropriate authorities.

The role of the Social Worker, as outlined below, is crucial and multidimensional, often working on the front lines as the first professional to identify potential cases of abuse and/or neglect:

- Maintains a stable, non-critical relationship with the staff of the facility hosting the abused and/or neglected child, acting as the key link with the interdisciplinary team.
- Assesses the adequacy of caregivers, the caregiver's interaction with the child, and both strengths and dysfunctions within the staff.
- Explores the immediate and broader environment of the child (presence or absence of a healthy support network).
- Collaborates with various therapeutic frameworks and agencies in social welfare, education, justice, and public order.
- Submits a written report to the competent Prosecutor's Office and subsequently contributes to finding an appropriate child protection framework or alternative form of care (foster care or adoption).

The objectives of the Social Worker's intervention include protecting the child from possible re-victimization, enhancing the functionality of the facility's staff, and improving the overall quality of life while ensuring the child's rights.

Preventing incidents of Child Abuse and Neglect (CAN) is a fundamental concern of "ILIAKTIDA" A.M.K.E. and requires the full commitment of the management and staff.

Note: "ILIAKTIDA" A.M.K.E. appears to be an organization or entity involved in child protection, but the context doesn't provide further details.

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