Working in SIL: a practical guide

A manual for staff working with unaccompanied children living in supported independent living schemes.

September 2021

Co-funded by the European Union

Working in SIL

A practical guide

Manual for staff working with unaccompanied children
living in supported independent living schemes

Authors: Marjolein Groen, Jomi Latuheru, Chris Lelivelt and Eva Tempesta (Nidos)

Language review: Leyla Khadraoui (Nidos)

Co-funded by the
Asylum, Migration and
Integration Fund of
the European Union

Table of contents

Co-funded by the Asylum, Migration and Integration Fund of the European Union

PROUD

Co-funded by the Asylum, Migration and Integration Fund of the European Union

PROUD

Introduction

This manual has been developed for professionals working with unaccompanied asylum-seeking children (UASC) who are living in Supported Independent Living (SIL) as a common framework. It may be useful as a reference work for different kinds of professionals, depending on the country they work in and the childcare system in operation there. The manual is primarily intended for professionals who have little to no experience with UASC and have just started working in SIL or want to set up SIL. The manual might also be interesting for guardians, social workers, mentors, lawyers, behavioural scientists, and all other employees involved in the care of UASC. It can be used in trainings for social workers or people taking part in mentoring programmes.
This manual is based upon the methodology used in the Dutch system, that has a long history in small scale alternative reception of unaccompanied children. Good practices from Greece, Germany and Catalonia are included as well. Therefore, this manual is a common framework and acts as a reference document and starting point when setting up SIL. It is not intended to be completely applicable in other Member States, as legal frameworks, childcare systems, and funding of alternative care systems differ per member state.

The manual is part of the training for professionals who work in SIL or want to set up a new SIL. It contains all the practical knowledge needed to guide and care for unaccompanied children living in SIL. The most important tools can be found in Chapter 6.

Background

The training and manual were developed as part of the PROUD (Promoting Supported Independent Living as an alternative care practice for unaccompanied minors) project 2019-2021, co-financed by the European Commission's AMIF programme and coordinated by METAdrasi - Action for Migration and Development (METAdrasi, Greece) and its partners Nidos (Netherlands), Fundació Privada Idea Per A La Millora Social D Infants I Families (Fundació Idea, Catalonia), Apostoli (Greece), Centre for European Constitutional Law (CECL, Greece), PLAN International Deutschland (PLAN, Germany) and Athens Lifelong Learning Institute (ALLI, Greece).

The project aims to promote supported independent living as an alternative shelter for unaccompanied children. It is aimed at minors between 15 and 18 years old. Good practices regarding this type of care have been collected, exchanged, and disseminated. The manual has been tested in the field by professionals, evaluated through follow-up and refined at the end of the project.

Chapter 0 provides practical background information about SIL: Which locations are suitable, which roles and functions are employed, which factors influence the group composition, how to facilitate children involvement, and which practical arrangements should be considered.

Chapter 1 shows how national and international directives and legislation affect reception of UASC, focusing on the main UN instruments and two directives from EU asylum legislation on reception. It describes absence of parental authority, the way in which the asylum procedure affects the child, and the impact of the process of family reunification on UASC. Chapters 1 through 5 ends with several questions that allow the reader to put the newly acquired information into practice.

Chapter 2 is intended as an introduction to the most important aspects of the attitude and approach required when working with these children. When guiding UASC, cultural sensitivity is the key concept.

Co-funded by the Asylum, Migration and Integration Fund of the European Union

This chapter discusses the background to the children's flight and arrival in Europe. The influence this has on their need for guidance is also described. It explains what a culturally sensitive attitude consists of. The different phases of guidance are introduced here and will be further elaborated in chapters 3, 4 and 5.

Chapter 3 describes the guidance in the first phase. In this phase, rest *and security* are vital: finding their feet, getting acquainted, getting oriented in the new environment, and building relationships with the other residents, the coaches, youth protector, and friends. What this requires from the coach and what is expected of the child is discussed for each of the following life areas: living and selfcare, supportive network, school and work, health and wellbeing, and leisure time. These life areas will also be reflected in Chapters 4 and 5.

In Chapter 4, the development towards independence of the young person will be reflected on. This is the second phase of the guidance. The emphasis is on encouraging healthy personal development. Additionally, providing safety and protection, strengthening resilience and empowerment are important in this phase.

Chapter 5 deals with the final phase where the guidance of the youngster is nearing the end and the growing independence is evaluated. The youngsters will be expected to take initiative themselves, whereas the coach's role will be in the background.

In Chapter 6 you can find several supporting tools & documents: The plan of action, the reporting template, the checklist of worrying behaviour, and the 'Turning 18 training'.

The Appendixes I-V provide background information on the integration perspectives in Germany, Greece, The Netherlands and Spain.

Co-funded by the Asylum, Migration and Integration Fund of the European Union

0 Setting up small-scale supported independent living

0.1 Introduction

In this chapter you can find practical information about working in Supported Independent Living (SIL). It can be of use for coaches who are at the beginning of setting up SIL or have little experience in it. In paragraph 0.2 the context of SIL is elaborated on: what it is, how many young people can live there, and which locations are suitable. In paragraph 0.3 the different functions and roles at SIL are described. Factors that influence group composition are discussed in paragraph 0.4. Paragraph 0.5 describes two examples of good practices of organizing client participation. Finally, 0.6 provides information on practical frameworks.

0.2 Context of SIL

In the Netherlands there are two types of small-scale reception: children's housing groups (KWG) and small housing unit (KWE), which is the same as SIL. Younger children who are not yet sufficiently independent will be placed at a KWG. The group size is 8-12 children and there is 24-hour guidance. This manual will not go into the KWG because it is specifically intended for coaches who work in SIL.
As suitable locations for SIL, regular family homes or apartments are most appropriate. These can be in a residential area of a city or in a village. A group consists of three or four young people, depending on the size of the house. Moreover, for adequate delivery of guidance it is also preferred to limit group size. This creates more tranquillity for the children, which allows them to live together with fewer conflict. Using several adjoined houses is an option, but at the same time this places a lot of emphasis on being a shelter location. Neighbours are more likely to notice that the cohabiting youth live in a shelter if there are more than four young people living in a particular house or several houses. Some dispersion is recommended to prevent this. At the same time, it can be practical when several SIL locations are in the same vicinity. This makes it possible to invest more time in guiding the UASC, because little time is lost on travel. The proximity also allows coaches and young people to form a small community.

It is advisable to set up SIL in neighbourhoods whose residents have an open attitude towards foreigners as much as possible. Focus on the successes and if possible, disseminate them through social media. Invest in creating good relations with a neighbourhood or village. This ensures children will feel safe and at the same time can get acquainted with the standards and lifestyles of the people surrounding them, which is an important step in the integration process.

0.3 Employees working at SIL

Different types of employees can work in a SIL, or work closely together with the SIL-staff, depending on how an organisation has set up its SIL and to what extent guardianship is centrally regulated. The tasks and roles performed by these employees vary as the context differs.
Because the children are in Europe without parents, they are entitled to having a legal representative or a guardian. In addition, pedagogically trained employees will be involved with the young person. Their role is to carry out the daily guidance with a committed and devoted attitude. At NEO (the SIL of Nidos), hostesses and a caretaker work together alongside the coaches. Hostesses and caretakers are necessarily trained in this field but possess skills that enable them to make contact with the young

people in a more 'low profile' manner. Employees involved with UASC should guide the young person as professionals, but at the same time give some kind of parental warmth. The various functions described below have the aim of complementing each other in trying to meet the needs of the child.

These functions can vary from country to country. Therefore, consider what roles and tasks already exist in your country regarding UASC or regular youth care and try to adapt this to the local situation. Children living at SIL should be able to have contact with different adults, that act as role models. It is important to coordinate who is responsible for what and to cooperate with each other regarding shared responsibilities as well as possible. Organise regular network meetings with all professionals and volunteers involved to discuss responsibilities, this will be beneficial for cooperation. Especially when there are a lot of different people involved in guiding the unaccompanied child, it can be unclear who is responsible. For example, who will maintain contact with the family in the country of origin? Or which of the professionals will help with filling out forms? In some cases, it will be done by the guardian, for example when enrolling in school, but in other situations it is the coach who does that.

In the Netherlands, organisations working with vulnerable groups are legally bound to ask a certificate of good conduct [1]from each new employee, this is something to take into account as well.

Guardian

The guardian is legally responsible for the young person and will assist the youngster in many ways. For instance, during the asylum procedure, to obtain a residence permit, and when applying for family reunification. Moreover, a guardian is responsible for registering the children at the municipality and enrolling them in school, giving permission for travels abroad and making sure that they get the appropriate care. If specialist assistance is needed, the guardian provides a referral. The guardian is responsible for conducting case management and liaising with the various other professionals involved. In the Netherlands, the guardian will have face-to-face contact with the youngster at least once a month. They are a professional, employed by Nidos. The most common level of education is a bachelor's degree in Social Work.

Coach

The coach is responsible for the daily guidance and provides psychosocial support. A coach will be present at a SIL location daily at certain times, especially when the youngsters are also at home. A coach will only sleep at SIL in exceptional situations. As a coach, you are both a team worker as well as an individual supervisor. The coach will draft the plan of action together with the child and supports the child working on their goals. They support the youngster in doing homework, carrying out administration and attending appointments. As a coach you regularly work together with other professionals such as the guardianship organisation, youth care organisations and schools. The coach is responsible for the hygiene in the house and maintaining contact with the neighbours. Most coaches have a degree in social vocational educations or a Bachelor of Social Work or in Pedagogy.

Host/hostess

[1] A certificate of good conduct is an official statement from the authorities stating that a person is permitted to (in this case) work with children and that there are no police records of this person committing crimes against minors.

The host or hostess has not been trained as a pedagogical assistant but has been hired because they can make contact with the young people in a more natural way. This employee supports the youngster in doing their chores and offers warmth like a parent would. For instance, offering help with cleaning and cooking during home meetings and making sure the house is fully decorated. And lending a sympathetic ear, where the young person can tell their story. They often become a familiar face for the neighbours because they are often present in the house.

Caretaker

The caretaker carries out the minor repairs and technical maintenance of the house. Together with the hostess, the caretaker prepares the houses for use, when a new location is opened. The caretaker will coordinate the technical maintenance of the house. Think of hiring a plumber or electrician. Caretakers can involve a young person in their work, so that the young person can learn from it. This position does not require a special level of training but can be selected on a technical background or on experience with (light) technical work.

Intercultural mediator

One of the biggest challenges in guiding refugee children is the language and culture barrier. This can be bridged by interpreters, but even more so by intercultural mediators. An interpreter only translates what the coach says, an intercultural mediator has their own input and can connect between different cultures and therefore be of great added value. The intercultural mediator can name and explain cultural sensitivities. Working both ways, advising the coach in dealing with the young people and also explaining to youngsters what things are different compared to the country of origin and why.
In this way, the intercultural mediator is supportive in solving 'misunderstandings' between youngsters or 'misconceptions' between a youngster and a professional by explaining to both parties what the other person means. Besides having personal conversations with the youngsters and thus forming a bridge between them and the coach, there is another issue in which the intercultural mediator can play an important role. This concerns the provision of information to youngsters about (regional) society, education, health care and integration in general. The intercultural mediator has gone through it all, long ago or more recently, and can pass on this knowledge as an expert. The World Health Organisation (Verrept, 2019) concluded that intercultural mediators contribute to facilitating communication, increasing intercultural understanding and to adapting health facilities to the cultural characteristics and needs of refugees and migrants.

0.4 Group composition

In developing a vision on setting up SIL, the group composition is also something that needs to be taken into consideration. When placing youngsters, attention must be paid to the following demographic, procedural and cultural circumstances of young people and the consideration of whether or not to mix them. In the Netherlands, children that have a permit live in small-scale reception. For youngsters that are still in the asylum procedure, the Central Agency for the Reception is responsible for reception. This differs from other Member States. For instance, in Greece, Germany and Spain, children without a permit can live at SIL.
-*Mixed placements of boys and girls:* In most European Member states, it is common to placing teenage boys and girls mostly in separate living arrangements. Taking into account the cultural differences between the western societies and the countries of origin most UAC come from, it is even more important to organise separate housing for the different genders. The roles boys and girls have had in

their country of origin may differ from the social gender division in the host country, which may create frictions in coexistence[2].

-*Take into account differences in culture and differences of faith*: Also placing young people of different cultures or religion in one house is something that needs to be addressed. Although this does not have to lead to problems, it is good to take into account that not all cultures match equally well. Or even young people belonging to populations/ethnicities that come from the same country. As a coach, you can have a conversation with the current residents on their ideas, at the same time gaining more and more knowledge of the different cultures, backgrounds and beliefs. This way you can gain more insight into cultural differences and make this a topic of conversation with young people.

Regardless of their cultural background, the UASC is also a unique individual, and how they feel about living with mixed nationalities or not differs from person to person. If there are multiple SIL locations, it is preferred to place young people together with the same or a similar cultural background.

-*Stage of the asylum procedure:* Whether or not children have a residence permit affects the extent to which they will be able to shape their future. Youngsters who are at different stages of the asylum procedure will be in other stages of development. For children that are still in the asylum procedure, obtaining a permit can cause a lot of stress effecting their behaviour. Mixing children with and without a residence permit can affect the group interaction as well. In the Netherlands only young people with a residence permit are allowed to live in SIL. This is due to the fact that the reception for children who are still in the asylum procedure and those who already have a permit is carried out by various organisations.

-*What does the family think?* When you are considering placing boys and girls together, it is good to discuss the views of their family on this before placing a child. In a number of cultures, placing girls and boys together is seen as a violation of the honour of the girl. This is why in the Netherlands boys and girls are no longer placed together in one SIL.

Working at SIL in Greece

Caregivers *work at SIL apartments, combining the role of host/caretaker as described in the Dutch system, usually covering night shifts, ensuring that the minors are safe. They offer practical support, helping the minors with their daily needs, accompany them to medical services when needed and intervene when practical issues that arise.*

Social workers, *based in METAdrasi's office, visit the SIL apartments too, in order to speak with the minors and follow up on their cases. They are responsible for keeping the minors' files up to date (including medical reports, updated individualized case plan, in cooperation with the guardian etc), accompanying the minors to services and providing referrals when needed.*

A ***psychologist*** *and a* ***lawyer*** *are also part of the SIL team, in order to provide the minors with psychological support or legal advice. The minors can book a 1-hour appointment (per week), in order to see the psychologist or the lawyer. In case of emergencies, the frequency increases.*

Guardians/ Authorized Representatives *of unaccompanied minors are not included in SIL, as they are responsible for the minors' legal procedures, but work closely with the SIL-team. They are appointed by the Public Prosecutor. Guardians will visit children frequently; the frequency depends on the level of vulnerability of each minor and their current needs. Guardians are also responsible for supervising school attendance and general progress in the minors' lives.*

[2] For more in-depth information on the different gender roles you are referred to the research done by Hofstede, Hofstede and Minkov (2016).

It will not always be possible to let all of the above factors influence the ideal group composition. After all, after the first start-up, children will come and go, and therefore groups will nearly always be made up of children in different stages of the guidance. The asylum procedure is also regulated differently in each country, so young people do not always have a residence permit when they come to live in SIL. In addition, not every organisation may have multiple SIL locations at its disposal, making it impossible to separate cultures. If the capacity of the present reception is limited, such as in Greece, other factors will play a role. In these situations, you would want to offer a place for those who are most in need. The most important thing is to always discuss with colleagues and the other residents whether a youngster fits into the group. Mixed placements do happen in practice and go well in many cases. The most important thing is to discuss this with all parties included.

0.5 Organising child participation

There are several ways in which you can organise client participation of youngsters and give them their own voice.

Good practices in the Netherlands: The Trusted Juniors and Connected Youngsters

The Trusted Juniors are young people who talk to other young people about how they experience the quality of the guidance. It is expected that youngsters will be more candid about what they think of Nidos in this way, because they are more likely to identify with other young people. Moreover, as there is no dependency relationship, it makes them more likely to speak freely. Young people are invited to give feedback and advice. In addition, the Trusted Juniors have the task of informing young people about their legal position in the organization. Moreover, the young people themselves also have great learning experiences and in turn form a positive role model for the young people they speak to.

Seven former UASCs make up the Board of the Connected Youngsters. As a board, together with the Samah foundation and New Dutch Connections, which are both organisations that focus on creating chances for development and stimulating integration of refugees, they organized an event on 30 June 2019 for young people who turned 18 that year and could stay in the Netherlands with a residence permit. The motto of the event was 'time-to-connect'. The goal was to give young people the opportunity to get in touch with role models and each other. Together they form a (digital) community after their 18th birthday, for the time being in a closed Facebook group. The role models inspire the youngsters and offer hope for successful integration. Moreover, the 18-year-olds can ask these experts and fellow peers questions that they cannot ask anywhere else. The nearly 130 young people who participated in this event were all enthusiastic. From all sides it has become a successful and highly appreciated event.

Nidos gives young people and former UAM their own voice and seeks contact in different ways. Nidos ' client participation consists of World cafés for foster parents and youngsters, interviews with youngsters as part of scientific research and their feedback when the guardianship guidance ends at the age of eighteen.

0.6 Agreements on practical frameworks

Prior to starting the guidance, you make arrangements with your colleagues about practical frameworks. For example, about the number of hours of guidance, how to set up the location or how much living allowance a youngster receives.

-*Attendance:* At SIL in the Netherlands a coach is present on location in the afternoon and evenings. The government finances seven counselling hours per youngster, per week. Night and morning shifts are only permitted if this is really required. For example, when things are not going well with a child or they need support in waking up to get to school. Because youngsters go to school during the day, the presence of coaches is not necessary. The pedagogical vision underlying this, is that the youngster has to learn to maintain a structure independently. A coach will not intervene unless it is necessary. The available hours are not only spent on guiding the children, but also on administrative tasks, and attending meetings and trainings. This means that when four youngsters live in a house, 28 hours of guidance will be available. Coaches can be contacted during office hours. For urgent situations outside these hours, an accessibility service has been set up for youngsters, neighbours, or authorities to call. The coaches take turns on this service. A coach manages their own agenda. Often a coach has multiple SIL locations where they supervise youngsters. Two coaches will work together in one location, replacing each other during absence. In order to keep each other informed and to be able to follow the development of young people, it is useful to set up a reporting system. An example of what this might look like can be found in 6.4.

- *Decorating the house:* Decorating the SIL is mainly done by the hostess and caretaker, but the coach and the youngsters are also involved. The caretaker and hostess take care of the basic décor. After moving to the SIL, youngsters can choose a number of things themselves such as bedding, rug and small decorations for their rooms. There is a pre-determined budget for this for each new resident. This helps the young person to feel at home and give their own personal touch to the home. At the same time, it also ensures that the young person will treat it with care.

-*Living allowance:* Youngsters learn at SIL how to be independent when they are 18. That includes learning how to handle money. For this purpose, they receive a weekly living allowance. In the Netherlands this is 60 euros per week. With this money, they are expected to buy food, drinks, personal care items, clothing and (phone) credit. Youngsters can decide for themselves what to spends their money on. They are also entitled to the one-off purchase of a bicycle, a laptop for school, a basic clothing package and school supplies. The annual membership fee for a sports club or cultural activity is also reimbursed.

1 Legal framework

1.1 Introduction

This manual has been developed for professionals who have little to no experience working with refugee and migrant children. The children that this manual refers to, are the children who have fled their country of origin and who have been separated from either parents or another person who has custody of them. In Europe, these children are called unaccompanied and separated children (UASC). There are various reasons why a child may be unaccompanied or get separated, including persecution of the child or the parents; international conflict and civil war; human trafficking and smuggling, including sale by parents; accidental separation from the parents over the course of their journey; and searching for better economic opportunities.

Regardless of their background and origin, unaccompanied children share many of the same attributes. They are alone and underage, have left their country and are seeking protection and shelter. These children are particularly vulnerable due to their traumatic experiences and the fact that their parents are not present. If they are recognised as refugees, they are also entitled to special protection and assistance. Their legal position (refugee/ asylum seeker/ migrant) and the procedures associated with it often have an impact on living in SIL. Since these minors are affected by national and international guidelines and legislation, it is important that professionals who are involved with the UASC as coaches have basic knowledge of the legal framework. Paragraph 1.2 reflects on the most important UN instruments. The focus of 1.3 is on two EU directives on asylum legislation that provide important guidelines on accommodating UASC. Paragraph 1.4 addresses the lack of parental custody. Paragraph 1.5 describes the ways in which the asylum procedure affects the unaccompanied child. Finally, paragraph 1.6 reflects on family reunification and the impact this process has on young people.

1.2 UN instruments

The following UN instruments highlight the rights, responsibilities and minimum standards which must be respected with regard to unaccompanied and separated children.

United Nations Convention on the Rights of the Child (CRC) (1989)

The UN CRC is the most widely ratified international human rights treaty in history. As previously mentioned, UASC come to the EU for a variety of reasons. Regardless of their nationality or immigration status, they are children and should be treated first and foremost as such, according to the UN Children's Rights Committee, responsible for monitoring the implementation of the CRC. The common rights of these children to special protection and assistance laid down under UN instruments should be respected. Children who have been temporarily or permanently deprived of the family environment shall be entitled to special protection and assistance from the State. Otherwise, alternative care must be provided.[3]

The State is responsible to protect refugee children. This protection exceeds mere basic provision of shelter, nutrition, and basic health care. They also need to protect children when they are in the process of applying for asylum.

[3]Article 20 CRC

As stated above, refugee children are first and foremost just children. They should therefore be able to receive education, undertake extracurricular activities and play freely. Furthermore, they have a right to continuity and stability.[4]

The Committee on the Rights of the Child has been installed to monitor compliance with the UN Convention on the Rights of the Child. To assist States in the implementation of the UN Convention on the Rights of the Child, the Children's Rights Committee regularly publishes a General Comment, which serves as a further explanation of one or more articles of the CRC. The General Comments provide more concrete guidelines for what is needed to achieve these children's rights more fully.

Two General Comments are particularly important for the reception of UASC:

-United Nations Committee on the Rights of the Child, general comment No.6 on the treatment of Unaccompanied and Separated children outside their country of origin
This comment draws attention to the vulnerable situation of unaccompanied and separated children and provides guidance on the protection, care and treatment of unaccompanied children.

-United Nations Committee on the Rights of the Child, general comment No.14 (2013) on the right of the child to have his or her best interests taken as a primary consideration (art. 3, para. 1)
The main objective of this general comment is to strengthen the understanding and application of the right of children that their best interests are paramount in all the measures that concern them.

UN Guidelines for the Alternative Care of Children (2010)
Children who are temporarily or permanently deprived of their family environment and therefore cannot grow up with their parents are entitled to special protection and assistance provided by the state. Alternative care should then be ensured e.g. alternative family care or SIL.
These guidelines on alternative care for children again aim to improve the implementation of the Convention on the Rights of the Child. This also applies to relevant provisions of other international instruments aiming at the protection and well-being of children who are (at risk of being) without parental care. The guidelines explain how policies and practice on alternative care should develop (and have been developed) for broad-based dissemination within all sectors in the field of alternative care. Their purpose is to particularly support the efforts made to raise children in their own families as much as possible and to ensure that where this is not possible an appropriate and permanent solution is found. In those cases in which growing up with their own family is not possible or is not in the best interest of the child, the most appropriate forms of alternative care should be identified and provided, which promote the full and harmonious development of the child. SIL is also a form of alternative care.

These conventions and guidelines apply to all children, including unaccompanied children. When resistance is experienced from authorities when setting up a SIL, the importance of the rights of the child and the right to grow up safely should be emphasised. According to the CRC, an UASC is also entitled to receive suitable education.

1.3 EU Law

The EU has established a Common European Asylum System (CEAS) which sets out common standards and co-operation to ensure that asylum seekers are treated equally in an open and fair system – wherever they apply (The system is governed by five legislative instruments and one agency: the

[4]Article 22 CRC, https://www.ohchr.org/en/professionalinterest/pages/crc.aspx

Asylum Procedures Directive, the Reception Conditions Directive, the Qualification Directive, the Dublin Regulation, the EURODAC Regulation and the European Asylum Support Office). Both the recast Reception Conditions Directive (Directive of the European Parliament and of the Council, 2013/33/EU, 2013) and the recast Qualification Directive (Directive of the European Parliament and of the Council, 2011/95/EU, 2011) provide rules for accommodating unaccompanied minors. The Directives are both part of EU asylum legislation that has been adopted and implemented by all Member States, except for the United Kingdom (UK), Ireland and Denmark.

Recast Reception Conditions Directive

The Directive aims to provide better and more harmonised standards of living to applicants for international protection throughout the EU, irrespective of in which Member State the application has been made. It replaced the Reception Conditions Directive of 2003 that laid down minimum standards for the reception of asylum seekers. There are new rules concerning detention and better standards for vulnerable persons including (unaccompanied) minors.

Recast Qualification Directive

The recast Qualification Directive sets out standards as to who qualifies as a beneficiary of international protection and the content of protection granted. Just like the recast Reception Conditions Directive mentioned above, it is a central legislative instrument in the establishment of a Common European Asylum System.

The preamble states that: '*The best interests of the child should be a primary consideration of Member States when implementing this Directive, in line with the 1989 United Nations Convention on the Rights of the Child. In assessing the best interests of the child, Member States should in particular take due account of the principle of family unity, the child's well-being and social development, safety and security considerations and the views of the minor in accordance with his or her age and maturity.'(2011)*

Although the asylum procedures are enforced differently in each Member State, it is good to be aware that the same EU legislation applies in most Member States. These directives also lay down the protection of the vulnerable position of unaccompanied children.

1.4 The lack of parental authority

Children up to the age of 18 are legally dependent of the adults that have their custody and lack legal capacity. Therefore, they cannot and should not reside in a country without an adult that supports them, ensures their care, protection and overall well-being. Each European country has its own guardianship system for children that enter the country without their parents. There are countries where a professional guardian is appointed by law to exercise the authority temporarily, such as in the Netherlands. In other countries a guardian is appointed from the general public, such as in Italy.

The guardian is responsible for ensuring that the care of the young person is properly exercised and intervenes if it is insufficient. As each Member State has its own system of guardianship, there are major differences in the extent to which a guardian is directly involved with the child and gives substance to guardianship.

As a coach it is important to know the guardian responsible for the UASC and to involve the guardian

In the Dutch legal context, all unaccompanied children have a guardian from Nidos Foundation, the Dutch guardianship institution for unaccompanied child refugees, asylum seekers, and undocumented migrants. Dutch law stipulates that an adult must be assigned to each child to take over parental custody. In the absence of a parent, a guardian will be appointed.
Guardianship of unaccompanied children in the Netherlands means that Nidos has the lawful duty to supervise these young people through to adulthood and promote their best interests. The guardian provides long-term continued care and has responsibility for the mental and physical wellbeing of the child and the on-going development of their personality.

in the guidance. A coach works with the guardian to ensure that the children can develop their independence as well as possible.

1.5 The asylum procedure

The asylum procedure is a bureaucratic process. In most countries, especially the countries on the European borders, no interpreters are available. The procedure is therefore completely inappropriate for an unaccompanied child. Moreover, the child often grew up in a country where the government is corrupt and unreliable, so distrust of officials is often the basic attitude. Experience shows that unaccompanied refugee children initially do not see the difference between all the officials they are confronted with. They do not understand who is responsible for what and, in principle, do not trust anyone. Trust in others is also often damaged by traumatic events during war and flight.
The asylum procedure is seen as very important and an UASC wants to complete it as quickly as possible. The distrust and the haste these children have, can sometimes stand in the way of giving adequate support.
For professionals working at SILs that do not host only children recognised as refugees, it is important to know that the asylum procedure itself but also the outcomes (possibility of negative decision) is a stress factor and causes insecurity and distress to unaccompanied children and affects every aspect of their everyday life. The asylum procedure is in some countries lengthy, causing anxiety and uncertainty in UASC regarding their future. If children receive negative decisions, they lose integration prospects since they fear that they will be returned to their country of origin when they turn 18. Therefore, the uncertainty on the legal status acts as a demotivation factor that might create symptoms of withdrawal.

Furthermore, refugees are often instructed by travel agents, fellow refugees, family or through social media, on what to say and not to say during the asylum application process. Unfortunately, this information is not always correct. The genuine flight narrative is therefore not always shared with others, while these events are often much more poignant and give more depth and credibility to the asylum application. Refugees often only tell the real story after completing the asylum procedure, when they have started to trust their counsellors.

One of the important needs of unaccompanied refugee children is to understand the procedure. This can be done through thorough and repeated explanations in their own language. The child needs to understand that procedures must be followed and cannot be influenced by putting pressure on people or bribery. The availability of interpreters, intercultural mediators and help from nationals of their countries is of great importance.

Another problem for many children is the Dublin transfers. A Dublin transfer can put a lot of stress on children. For example, they can be sent back to Italy, where reception and protection are often poorly arranged, and family reunification takes a long time or cannot be achieved. It also happens that a Dublin transfer request is issued for a family member with whom the child travels. This can lead to dilemmas: does the child go with them when they are sent back or will them stay with other family members in the country where they are currently residing. Although the interest of the child is important in the claim, a Dublin transfer often causes a lot of uncertainty and stress, especially because the proceedings take a long time.

The Dublin Regulation (officially 'Dublin III') is a European Regulation. It describes how it can be determined which country is responsible for processing a request for international protection (asylum). In most cases, the country where the third-country national first entered the Schengen area is responsible. But it may also be that another country is responsible, because there are family or family members living there, who have a residence permit there. Third-country nationals living in the Netherlands who do not want to apply for asylum, but previously did so in another Schengen country, can also be transferred to that other country. If investigation shows that a country other than the Netherlands is responsible for an asylum application, the application for asylum in the Netherlands will be declared inadmissible.

Reference: https://www.dienstterugkeerenvertrek.nl/Werkindeuitvoering/Reismogelijkheden/dublin-claim.aspx

1.6 Family reunification

The right to family life is a human right. Nevertheless, the right to family reunification in asylum procedures in European countries varies. Member States fear the attraction effect, therefore in many countries, the family reunification procedure has been made very unattractive. The procedure takes a long time and several official documents have to be provided to support the request. Especially when the other family members have already fled the country of origin, this can be fairly difficult. For children travelling alone, the family reunification procedure is therefore often a source of stress. Long and complicated procedures, necessary documents that are difficult to obtain, the journey that needs to be funded and the uncertainty that comes with it places a heavy burden on these children. The family abroad often does not understand that their child is not able to accelerate or advance the procedure. And if the application ultimately fails or the family decides not to come because other perspectives have arisen or not every family member was allowed to come, this is a big disappointment for these children. But even if family reunification is granted, this can be difficult for a young person. Sometimes they have been separated from their families for years and are now used to taking care of themselves. It can be challenging to fit back into the family of origin and abide by their rules.

In short: Family reunification is often a source of stress and uncertainty for unaccompanied minors due to several reasons. Each child will react to this stress differently, but as a coach it is good to be aware of this. All legal procedures involved with the asylum procedure; obtaining a permit, a Dublin-procedure or family reunification puts a lot of stress on children. During the period that a young person is living in SIL, there are several ways a coach can be supportive to the young person. This will be further addressed in Chapters 3 to 5.

1.7 Linking the information to your own practice

Looking at the information that has been provided, what does this mean for the guidance of the young people? Coaches could ask themselves the following questions:

-What kind of reception is there for the youngsters? Are there special locations for minors? Do you know the child experienced the period before coming to SIL?

-How is guardianship for unaccompanied children arranged in your country? Do you meet with the guardian regularly? How often do youngsters see their guardian?

- To what extent is the young person regarded to be a child with rights and being aware of those rights, instead as a refugee? How does that affect the young person?

-How does the asylum procedure for unaccompanied children take place in your country? What does the child think of the procedure? Who supported the child during the procedure?

-How is the family reunification procedure organised in your country? Which impact does it have on the children you are guiding? Is it easy for them to get supporting documents? What expectations do the family have?

2 Guiding unaccompanied and separated children

2.1 Introduction

This chapter discusses the basic attitude that is asked of a coach who will care for and help an unaccompanied and separated child (UASC) who is living in SIL. Refugee children often have had a journey full of hardship, unpleasant events, uncertainties and worries. At one point, they had to leave their own familiar surroundings. Once they arrive in Europe, they have to relate to a new social and cultural environment, which is often very different from their country of origin. Many young people are 16 to 17 years old, so there is relatively little time left to adequately guide them in their development into becoming an independent adult. In addition to the consequences of their judicial position as third-country nationals, the vulnerability of these children is exacerbated by the lack of knowledge of and embedding in the new environment and being moved away from their home and familiar culture. This requires offering the child a type of guidance in which a respectful attitude, providing safety and giving support are the most important elements. In order to do this properly, it is necessary to understand who 'the child' is. From what kind of family and culture does the child derive? What are the most important norms and values in their culture and upbringing? What strengths and vulnerabilities does the child have?

This chapter is meant as an introduction to the important aspects of the attitude and approach required when working with these children. The intention for this chapter is not to provide a complete overview, but to highlight those elements that are regarded as being most important in the guidance of UASC. Guiding these young people requires different skills, competences and expertise compared to guiding children who have been born and raised in the country. In working with UASC, cultural sensitivity is the key concept. In paragraph 2.2 the background of the flight and arrival of the UASC in Europe is discussed. The influence hereof on the young person's need for guidance is described in 2.3. Paragraph 2.4 will explain the meaning of having a culturally sensitive attitude. Paragraph 2.5 focusses on the dangers of human trafficking. In 2.6 an introduction is provided on the different phases of guidance, which will then be further elaborated in Chapters 3, 4 and 5. Finally in 2.7 a link is made to the professionals' own practice.

2.2 Who is the unaccompanied child?

In general people often flee war, persecution, poverty and lack of perspective. The same goes for UASC. Most children have experienced poverty, insecurity and hardship in their country of origin. At some point experiencing insecurity and the lack of a future prospect gives rise to flight. Usually, children do not make this decision themselves, but the decision is taken by the family. Refugee children often come from collectivistic cultures, where interest of the group outweighs that of the individual. The extended families determine to send a child to Europe. They decide who is physically and mentally strong enough to complete the journey (Schippers, 2017). Therefore, often the oldest son will be chosen. He generally starts his journey with the feeling of being regarded as an adult and therefore he feels he can handle everything that comes in his path during the journey. In addition to the abovementioned reasons for leaving the country of origin, the extended family also hopes that the child can build a better future in Europe, which in the long run can benefit the family that is left behind. Children are often sent on their way with an assignment, for which they feel responsible. For young people who apply for asylum in the Netherlands, their family expects that family reunification will take place soon and their child will arrange this.

Co-funded by the Asylum, Migration and Integration Fund of the European Union

For other children, a specific incident was the reason to leave their country of origin. They leave suddenly and unprepared, because the situation becomes too dangerous. This is something that, for example, is seen with youngsters from Eritrea.

The flight is always stressful, with the child experiencing potentially traumatic events. Children are on their own during the journey, without the comfort and support of family and people who are familiar. After the first relief and joy that children have survived the journey and have managed to come to Europe, often a period of disappointment, dispossession and mourning follows. Reality often contrasts starkly with how they imagined Europe would be.
The absence of family, missing them and worrying about them, leads to stress and uncertainty, as does the future in the new country. The asylum procedure is complicated, society and its social rules are unfamiliar or contrary to what they were used to. Even having access to basic needs such as food and drink is still not always self-evident. Because family that stayed behind mostly does not have a realistic picture of Europe, they put pressure on the child through their high expectations. Their child, in turn, finds it difficult to explain to them how reality is disappointing. Or that the family reunification takes a long time to be realised or is not going to succeed. They then feel like they are failing in their mission.

Stress system

As mentioned before, there are several stressors that refugee children are confronted with, particularly in the first period after arrival. These stressors comprise their procedures, the uncertainty regarding their future, the feeling of displacement, missing their families and worrying about them. The situation before and during the flight has been traumatising for many of the children. Due to this, a lot of youngsters display signs and symptoms related to traumatic and chronic stress. These complaints can affect the well-being and behaviour of children, which can result in internalising and/or externalising problematic behaviour. To be able to identify this process and to provide guidance to these children, it is important to have basic knowledge on the functioning of the human 'stress system'.

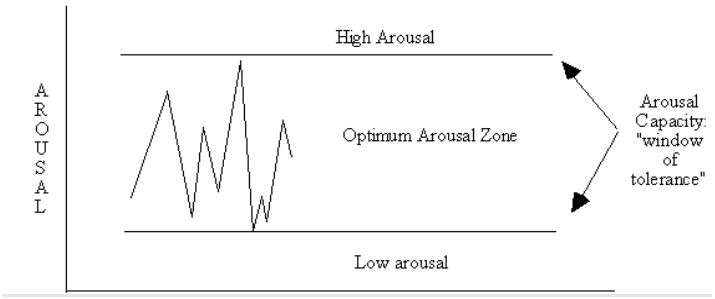
The human stress system is controlled in the brain by the amygdala, also called almond core. This core directs immediate responses to perceived threats. Neurotransmitters such as adrenaline and norepinephrine are released, increasing heart rate and muscle tension. This is a state of hyperarousal of the body aimed at immediate averting of danger. The hormone cortisol fuels this reaction of hyperarousal further (Stöfsel, 2010). The zone of stress that can be tolerated is also called the *window of tolerance* (Ogden & Minton, 2000).

When there is a case of prolonged exposure to stress, the stress system can get overstimulated which may lead to difficulties in assessing dangerous situations. This can lead to a person wrongly assessing a dangerous situation as safe, or it could lead to a person continuously experiencing danger, even in save situations.

When the stress remains in this zone, a child (or adult) can experience the emotions, body sensations and thoughts associated with a stressful experience without the need for the defence system to become active and effectively process the experience. This also applies to traumatic experiences.

When refugee children have a hypersensitive stress system due to the prolonged exposure to stress and trauma, they often have a small *window of tolerance.* This means that many different triggers can quickly cause a hyper- or hypo-arousal state, which can be long-lasting. The behaviour that goes with it stems from the instinctive reaction to experiencing (perceived) danger.

Figure 1- The Window of Tolerance (Ogden & Minton, 2000)



In the case of hyperarousal, the young person is constantly hyperalert, vigilant and hypermobile and quickly becomes triggered. During this state of hyperarousal, the child can have reduced concentration and a poor memory. To the people in the surrounding, it seems as if the young person becomes aggressive 'out of nowhere, without visible cause'. Heart beat and muscle tension increase, the child is vigilant and alert, the senses become hypersensitive. Everything is focused on the imminent danger. The hormones dopamine and norepinephrine are released. It is a state in which active defence against danger is used such as fighting, fleeing or active freezing (*fight, flight, active freeze*). If the active defence gets in the way of survival and the danger cannot be averted, the stress system turns to passive defence.

The body enters a state of lowered arousal, or hypo-arousal. A state of hypo-arousal is accompanied by, among other things, a slow heartbeat and a shallow slow breathing, decreased blood flow and a lower body temperature. Passive survival styles include submissive (submission) or passive freeze (paralysing). Dissociation may occur in both arousal states (Ogden, 2010; Struik, 2010).

Chronic stress and trauma complaints also play an important role in the cognitive functioning of children. Stress and trauma often temporarily reduce cognitive ability the frequency in which these children experience intense emotions makes it difficult to regulate them adequately. Children may get overwhelmed by emotions, thoughts and reliving experiences that their capacity to remember and store events may decline (Struik, 2010).

When a child arrives at SIL, a lot of things have to be arranged, and the child wants everything to be done as soon as possible. This is not always the case or easy to make visible. Due to this large amount of questions and uncertainties, the young person can get triggered quickly. Outbursts of anger can be a consequence of this. In the first period, take enough time to explain everything and pay attention to the needs of the young person. This way you can prevent a state of high arousal. Focus on doing practical things so that the youngster sees immediate results of your efforts. If a child gets in a state of high arousal, which can happen despite your efforts, try to give the youngster boundaries where necessary and let them rage when it is within limits. Afterwards, you can discuss with the young person at what point the high arousal took place, as well as what the trigger was, and how you can prevent this together in the future.

Co-funded by the Asylum, Migration and Integration Fund of the European Union

2.3 How does this influence working with an UASC?

This rollercoaster of events and the emotions they bring up can make the start of the guidance difficult in the initial phase. Refugee children must first experience that the professional is reliable and supportive, stands by them completely and does not have a double agenda. This takes time. Respect, openness and interest are crucial when building a relationship of trust. As a coach, you have to be able to match what a young person is asking of you at that moment. You have to have an eye for both the child's strengths and vulnerabilities and tailor the support accordingly. At the beginning of their stay at SIL it is often difficult for refugee children to understand that a coach is there to support and guide them. They have to deal with many different people with different professions. Moreover, they usually do not know the profession of *aid worker*. In the countries where UASC come from, help is usually arranged within the family or community, not by the government or by professionals.

> *An unaccompanied child can say to an aid worker: 'You are paid to help me, so I cannot trust you. You're doing it for the money and not for me.'*

Over time, distrust disappears as the children experience involvement by the coaches. They recognise that the offered support originates from this involvement, and coaches then will often be called a sister, brother, father, or mother. This is a sign of trust and confidence. On the other hand, a coach who wants to determine too much for the children will quickly experience resistance from the child. UASC have become accustomed to fending for themselves during the flight to Europe and they feel mature and self-reliant in a way. Respecting their independence and letting them exert agency over their own situation, will strengthen their resilience.
UASC need time and positive experiences to see that coaches can offer engagement and support, even though they are paid for it. Be trustworthy in what you say and do. Show that you trust the child yourself. A reliable counselling relationship should be the goal.

As a coach, understanding unaccompanied children and their need for guidance is helpful in being able to guide them well from the start and thereby promoting their development towards recovery and independence. A culturally sensitive attitude is necessary to make contact with the refugee child and their family and to be able to respond to the needs and motivations. It is also essential in order to promote development, to eliminate any developmental threats and to come to the solutions where necessary.

2.4 Culturally sensitive guidance

Cultural sensitivity is the ability to be genuinely interested in the cultural background of the child and their family when guiding unaccompanied children. It includes being able to recognise and acknowledge cultural differences without judgment, having knowledge of intercultural sensitivity and applying these cultural skills in communication (Deardorff, 2006). Guiding with a culturally sensitive attitude means that you try to empathise with the norms and values of the other person. You imagine being in the shoes of the other person, as it were, without having to adopt these norms and values. This requires insight and the ability to recognise and put into perspective one's own norms and values.

Intercultural skills

Working in an intercultural environment requires being able to understand the value system of the other. This means that you have to familiarise yourself with it, or willing to familiarise with it, in order for you to step in. You have to be able to let go of your own value system for that moment. Therefore, one first needs to recognise their own norms and values and be aware of their own culture. Then one can put things into perspective which makes it easier to understand other cultural norms and values. Furthermore, the attitude of the coach needs to be based on awareness, recognition and relativity of one's own value system. Being open, interested and respectful to the norms and values of the other is called cultural sensitivity or cultural empathy.

> *"Exude an open and honest attitude, without prejudice; be curious with respect for the background of the client. Dare to ask questions about that background. Try to be aware of possible biases and your own self-evidentities" (Bellaert, 2018)*

It is important to show interest and have an open attitude when making contact with youngsters. 'Good' or 'genuine' contact makes them feel supported by the coach. Making contact forms the basis to get a good picture of the child's strengths and weaknesses. Be available and physically present to the child. Listen to what they say and acknowledge what they are saying. This way you can step by step explain how it works in 'this new country'. Let children feel that they are completely okay the way they are. That they have the time to explore things and make mistakes. Young people appreciate it when you show a genuine interest, learn their language or try to pick up their habits.

> *For example, know how to say, "How are you?" in the child's language. Or prepare a dish from the child's home country together. Children can feel more comfortable when doing things instead of talking. It offers them distraction from what they are mulling about or what gives them stress. It is also easier for young people to share their thoughts while doing an activity together.*

The importance of the extended family

UASC generally come from a so-called collectivist or *we-culture*, also referred to as an extended family culture. In the south of Europe, you also find many characteristics of the extended family culture, whereas in north-western Europe there is mainly an individualistic or *I-culture* (Schippers et al., 2019). An important aspect of this family culture is the importance for refugee children to contribute to the well-being and honour of the family. Another important aspect is not wanting to bring shame on them or to dishonour of the family. It is therefore also called an honour culture. This is in great contrast to the Western I- culture, in which focus lies on the individual development of a child, and their talents and possibilities. Guiding children from an extended family culture also means having contact with their family. This contact is made in a culturally sensitive way, taking into account issues as distrust, shame and the importance of honour.

Co-funded by the Asylum, Migration and Integration Fund of the European Union

Guilt and shame

There is an interesting difference between collectivist and individualistic culture when it comes to guilt and shame. It is related to the development of conscience and what is appropriate as an intervention in situations of negative or untold behaviour. In general, you can say that in a collectivistic culture the emphasis is more on shame, whereas an individualistic culture emphasizes more on guilt. When a person has misbehaved within a collectivist culture, the whole family will be ashamed. A misstep leads to shame and loss of face for yourself and the group. Individualistic cultures act more as guilt cultures; if you do not follow the rules, you feel guilty and are guided by your own conscience: a misstep leads to guilt and loss of self-respect. In a typical shame culture, what other people believe has a much greater influence on behaviour than what the individual believes. The desire to preserve the honour of the (grand)family or the community and avoid shame is one of the most important foundations of a culture of shame. In individualistic, Western cultures, shame is more likely to be seen as the 'bad' and guilt as the 'good' moral emotion.

Schematically displayed

Collectivistic culture	Individualistic culture
Main aim: Preserving the family's honour	Main aim: To clean conscience by acknowledging misstep.
Shame is the right emotion	Shame is the bad emotion
Guilt is the bad emotion	Guilt is the good moral emotion
If you plead guilty, you shame the family's honour	If you plead guilty and you're punished, you 'can move on'
By denying it, you're showing that you're ashamed of what you've done.	Be honest (confession), acknowledge mistakes and admit them.

Unaccompanied children generally come from collectivistic societies with an associated interest is attached to family honour and shame. One of the great values that comes with it is that by denial of presumed ‘bad behaviour’ you show that you are ashamed of what you have done, not wanting to tarn the honour of the family with your behaviour. Confessing would mean admitting your shame and thereby tarnishing family honour.

> *The judge asked the boy why he continued to deny he had stolen, while camera footage clearly showed that he did. His reply: "When I admit I did it, it looks like I'm not ashamed. Then I openly damage my family's honor. I'm very embarrassed, so I can't admit it."*

If a child from a collectivistic culture is asked, perhaps even demanded to apologize, then the child gets stuck. For someone from a culture of shame, the first wish is to restore the relationship and thereby remove the shame. During a conversation in the asylum shelter between an UASC and their mentor about undesirable behaviour, a child from a collectivistic culture tries to restore the relationship first: "We always get along well. " However, the mentor, coming from an individualistic culture first wants to discuss the problem and look for solutions through excuses, agreements or sanctions. A child from

a collectivistic culture prefers to avoid such confrontations and looks for a more indirect way to solve the conflict or problem. For example, it runs away during the confrontation, but then goes on to do all kinds of chores. This is their attempt to indirectly restore the relationship with their mentor.

Unaccompanied children will get used to the Western ways as time goes by and move between different cultures, but certainly in the early stages it is helpful to try to understand the culture of shame and to keep in touch with children, especially in the event of missteps by the children.

2.5 Human trafficking

In most European countries, asylum seekers are not permitted to work. Children have even less rights or opportunities to work. This, in combination with the lack of parental supervision, makes unaccompanied children particularly vulnerable to human trafficking. The need to send money to their family, pay off a human smuggler, pay for the family's travel for family reunification, or to survive homelessness, makes them easy victims for exploitation.

The European Commission finds the term exploitation an umbrella term that includes the exploitation of human beings, through forced prostitution, or other forms of sexual exploitation, forced labour or the provision of services, slavery and similar practices, as well as the removal and sale of someone's organs. Human trafficking and human smuggling are often seen as interchangeable terms. However, these crimes are very distinct in terms of victimization and assistance that would be required. Human smuggling can be defined as the illegal entry of a person into a country, whereby the person has knowingly and willingly decided to embark upon the journey of which the costs and risks are typically known to the person. The smuggler is the person illegally transporting them with their informed consent. Human trafficking can be defined as "The recruitment, transportation, transfer, harbouring or reception of persons, including the exchange or transfer of control over those persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation." Exploitation shall include, as a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, including begging, slavery or practices similar to slavery, servitude, or the exploitation of criminal activities, or the removal of organs (Khadraoui & Rijken, 2020).

Child victim of human trafficking is considered every person below 18 years of age, who is recruited, transferred, forcibly moved, or provided accommodation for the purpose of exploitation, even if there is no evidence of threat or use of force or other forms of coercion, abduction, deception, fraud or any other form of abuse. Signs of exploitation in UAMs, noticeable by people working in SIL programmes: (or adapted to SIL environment).

A common misunderstanding is that human trafficking is exclusively a cross-border crime. Therefore, many professionals tend to overlook the fact that trafficking can also take place within the borders of a country. Any action that is carried out with the purpose of exploitation of another person, by means of deception, coercion or threat, can be considered trafficking.

Since there is such a wide variety of means of coercion, types of exploitation and victim backgrounds, there is no one-size fits all approach. Some victims have been lured to Europe with a promise of prospects for them there. Upon arrival, they find out that the actual plan was exploitation, such as prostitution or forced labour. This group often has less difficulty self-identifying as a victim and is generally more easily accepting toward help, although this is highly dependent on the (perceived)

influence of the trafficker over them (such as threatening the family in the country of origin or using traditional spiritual methods to exert control over the victim). Other victims might have some kind of personal connection to the trafficker. Throughout the process these traffickers invest in creating a dependent relationship with the victim, which hampers self-identification as a victim. This is often seen in sexual and criminal exploitation. For the victims, it becomes difficult to distinguish between 'being forced' and 'helping out a friend' and 'being loyal'.

It would be helpful for the child if the professionals surrounding them can identify the signals of human trafficking and/or smuggling and therefor are able to initiate the conversation and possibly intervention regarding this. Unfortunately, the signals are very diverse and also overlap with signals of other refugee related problems. Nevertheless, there are instruments available that have collected the alarming signals victims can manifest. Its use is recommended but cannot be taken as exhaustive. Most common in these frames and instruments are signals as being away from home a lot, answering the phone in a haste (and then often leaving directly), coming home late and often looking wretched, having relatively too much new and expensive stuff, being irritable and sudden differences in behaviour.

If an employee working in SIL (e.g. caregiver, social worker etc) notices:

-Changes inside the apartment (new furniture, a new TV set, an expensive sound system, phone or laptop etc);
-Changes in a minor's appearance (expensive jewels or clothing, new tattoos, bruises or any sign of physical abuse);
-Low school attainment (a remarkable dropping of grades) and/or poor attendance (even though the minor wakes up early and leaves the apartment);
-Reluctance in engagement with the programme (for example avoidance of attending any extra-curricular activity, offered by the programme or other actors, usually by making excuses about limited free time, heavy school workload etc);
-Sudden changes in personal hygiene (multiple and long showers, or neglect for personal sanitary care);
-Behavioural changes (development of disobedience towards rules of the apartment or the programme in general, sudden and intense mood swings, signs of depression, nightmares or intense sexualized behaviour).

Some of previous signs could be linked with a minor suffering for PTSD or other mental health condition, as well as with the consumption of addictive substances, such as drugs. However, all the above scenarios can be dangerous for a child. These changes in a minor's behaviour can constitute signs that the child might be exploited in various ways. The minor could have been forced to labour, or into prostitution. Sometimes, the child also finds themself in an inescapable situation, when they are obliged to work in inhumane conditions, for long hours, in a precarious state, in order to pay a "debt" that the family or the child themself has "created" by migrating.

At first glance, someone can ignore the importance of such signs, "normalizing" the situation, thinking that these are signs of adolescence (disobedience, sexualization, spending many hours outside the apartment, changes in hygiene routines) BUT "Better a false alarm than no alarm"! Therefore, if you are not sure about reporting something that you have observed, concerning a minor's behaviour, IT IS BETTER TO REPORT IT!

For more information about human trafficking and child exploitation:

London Safeguarding Trafficked Children Toolkit, London safeguarding children board, London 2011, http://www.harrowlscb.co.uk/wp-content/uploads/2016/10/london_safeguarding_trafficked_children_toolkit_feb_2011.pdf

Toolkit to combat trafficking in persons. Global Programme against Trafficking in Human Beings, United Nations Office on Drugs and Crime, 2008 https://www.unodc.org/documents/human-trafficking/HT-toolkit-en.pdf

Development of a child-rights methodology to identify and support child victims of traffic, Italy, Bulgaria, Germany, Romania, AGIS Programme 2005-2007 https://childhub.org/sites/default/files/library/attachments/468_505_en_original.pdf

Protocol for Identification and Assistance to Trafficked Persons and Training Kit, Anti-Slavery International 2005, https://documentation.lastradainternational.org/lsidocs/16%20Protocol%20for%20Identification%20and%20Training%20Kit.pdf

Guidelines for the identification of victims of trafficking in human being, Especially for Consular Services and Border Guards, European Commission DG Home Affairs Luxembourg: Publications Office of the European Union 2013 https://ec.europa.eu/anti-trafficking/sites/antitrafficking/files/guidelines_on_identification_of_victims_1.pdf

Combating the trafficking in children for sexual purposes Questions and Answers, ECPAT 2006 https://documentation.lastradainternational.org/lsidocs/191%20FAQ%20Child%20Trafficking%20(ECPAT,%202006).pdf

The identification of victims of human trafficking in transit and destination countries in Europe A practical guideline for frontline workers, Danish Red Cross https://www.trafficking-response.org/wp-content/uploads/2019/03/The-identification-of-victims-of-human-trafficking-in-transit-and-destination-countries-in-Europe_English.pdf

Uniform Guidelines for the Identification and Referral of Victims of Human Trafficking within the Migrant and Refugee Reception Framework in the OSCE Region, OSCE Office of the Special Representative and Co-ordinator for Combating Trafficking in Human Beings https://www.osce.org/cthb/413123

2.6 Different phases

The guidance the children living at SIL receive, is tailored to the three phases that are associated with the process of arriving and recovering after the flight, developing and moving towards independence. During the stay in SIL different aspects of guidance will be emphasised according to the phase a child is in and the needs of the child during this phase. There are no hard deadlines at what moment a phase ends. These phases are not always linear, but are followed with the interest of the child in mind. This could require to go back and forth between phases, or certain aspects of them. The activities that belong to a specific phase can be done in a different phase, as the guidance needs to be tailor-made to the youngster.

For instance, a youngster needs more time to recover from the flight and 'land'. Then the first phase will take more time. On the other hand, if there is only a couple of months between the arrival of children and the moment they turn eighteen, then the three phases will be shorter and more blended together.

At the start, phase one, the emphasis will be more on making contact and getting to know the child and the family (including the family in the country of origin) and, if necessary, taking care of health issues. It is important for the child to be able to feel safe. In phase two, the emphasis is on encouraging healthy personal development. In addition to providing safety and protection, strengthening resilience and empowerment are important in this phase. The third and last phase, aims to finalise the guidance and prepare the child (and the family) to live independently at 18. During all phases it is important that the contact between the coach and youngster makes the child feel safe. Children need to be aware of the ways in which the coach can support them in different situations.
With this in mind, it is important that the young person is guided by the same coach throughout their complete stay at SIL. Furthermore, continuity of housing is a prerequisite for an unaccompanied child to feel safe in the new country they live in.
In the following chapters the specific activities from each phase will be further elaborated as well as what is expected of the coach and the child.

2.7 Linking the information to your own practice

How can you link the information from this chapter to the guidance of the children you are working with? Coaches could ask themselves the following questions:

-In what cultural context did you grow up? And your colleagues? What are the differences and similarities?

-Which country do the young people you are currently guiding come from? What was their motive for fleeing?

-How would you make contact with a child at the start of his stay in SIL? And what would you not do?

-What differences do you experience between your own culture background and those of the children living at SIL? How do you handle these differences?

3 Phase one – Acclimating and settling in

3.1 Introduction

When youngsters first come to live at SIL, they start in **phase one.** At this stage, the focus lies on making children feel safe in their new environment and getting them out of the 'flight mode'. From a pedagogical point of view, as a coach you want to give the following message to the young person: 'Fleeing stops here'. In this phase, *rest and security* are the most important: finding their feet, getting acquainted, orienting themselves and building relationships with the other residents, the coaches, guardians and friends. During this period, a lot of attention is given to getting acquainted with the most important customs, standards, values and legislation, in order to prevent the young person from contravening them. The main aim of this phase is for the youngster to have a basic sense of security.

In the first phase, the coach wants to offer a safe environment in which the basic needs of the young person are met. They do this through concrete activities on the following themes: living and selfcare, networking, school and work, health and wellbeing and leisure time. By offering safety combined with concrete activities in the above areas, the coach ensures that the young person can develop a basic sense of safety, at their own pace. In this chapter, the main actions of the coach per theme will be laid out. In 3.2 the basic attitude of the coach is explained. In paragraphs 3.3 to 3.7, each paragraph focuses on one of the themes mentioned above. Each paragraph is made out of two parts. First, a theoretical background is given, explaining the most important challenges for an UASC in this life area. The second part elaborates on the practical actions for the coach. Paragraph 3.8 describes other matters of interest at this stage. Finally, in the last paragraph the link is made to the professionals' own practice.

3.2 Basic attitude

In this phase, the basis is laid for the subsequent phases. At this stage it is the coach who is active and little is expected from the youngster themself. In some cases, the child had a long and stressful journey and needs to recover from this. Therefore, the duration of this phase is not fixed, as it differs from person to person how long it takes to 'land'. On average, it takes 3-4 weeks.

> Providing the children with 'landing time' is not always easy. Authorities can put pressure on organisations with their expectations. As one of the participants of the trainings described: "*We have a deadline, apart from the minor aging out. We have a deadline, we have to provide the authorities with a document, that states which kind of reception (e.g. SIL or family care) is best for the youngster. Our focus is finalizing this administrative process in time, but our other focus is on the boys and girls and what they need. And mostly they need rest and recuperation in the beginning, as described in the guide. So this administrative process and the needs of the children don't work well together, they are on different sides.*"

By making contact in every way possible, the coach works on building a relationship with the UASC. The goal is to establish a relationship based on respect and reliability. The coach is active in making contact, and initiates activities. Their main aim is to show that they are reliable. Sharing meals together

and talk about kinds of food that are common in the country of origin are often good ways to initiate contact.
Factors that contribute to a basic sense of safety are: Feeling welcome, having enough familiar food, people showing interest and having support provided. Facilitating contact with family also helps the child to 'land' and experience a basic feeling of safety. Feeling secure helps the children to recover from the stress and traumatic events they endured during the flight. It is the basis from which they can start getting oriented on their new environment.

3.3 Living and selfcare

Theoretical framework

In this first phase, the focus is on letting the child unwind and providing safety. It is important for the children to feel welcome and safe in the apartment. Having enough of their 'own' food is a basic need at this stage.
Although it may vary from country to country whether children are allowed in SIL when they are still in the asylum procedure, for the vast majority of them it is the first place where they can relax after their flight. The reception at the SIL-location is the first small-scale shelter that focuses only on providing care to children. Coaches can meet the UASC's need for shelter, security and continuity by explicitly saying: 'Welcome, here's your place to live and we hope you will feel at home here.' (Schippers et al., 2019)

UASC can experience discrimination in their new home, not only on the street or in the large-scale shelter, but also sometimes when a village or neighbourhood opposes the presence of a SIL. Moreover, they can also be discriminated against by other children. This is very traumatic for them; it is as if the war and hostility continue and they are still not safe, even in their new home.

In the first weeks after their arrival, children stay mainly inside the house. Most of them have a focus on food and will eat a lot. Each week, they receive living expenses so they can prepare their own meals. Over time, the UASC become more interested in their new surroundings and will want to carry on with their life. The importance of having enough, well-known foods and the emotional and social function of food is often underestimated when taking care of unaccompanied children. On the one hand this has to do with not being familiar with the conditions in which refugee children lived before they arrived in the new country, and on the other hand with the cultural differences that exist around food. Most refugees have experienced having a lack of food during the flight. In the period leading up to the flight, many did not have enough food due to war and poverty. Once in Europe, refugee children expect to be safe and have enough food. Eating is a primary need, necessary for survival. A person who lives in poverty, is exposed to war or has to flee will have no certainty as to whether there will be any food. Once in safety, in what they consider to be a rich and prosperous country, the child, especially in the first period, is focused on food and often disappointed and frustrated when the offer is scant. Children can start hoarding or hiding food and be really fixated on food. Another cause for frustration is that the children are not used to the kind of food offered in the country of arrival. If there is enough food available, hoarding should be permitted, and children allowed to choose to eat what they want, so that this fixation on food automatically decreases. Over time (from a few months to half a year), the children will internalise the certainty of food being available and food will no longer be a source of stress.

In many cultures, eating together is also a good time to share emotions. Eating together – smelling and tasting the food together – is linked to sharing emotions and affective togetherness. Food is also something to share, a way to be welcoming. It is good to offer the possibility of sharing meals together in SIL. Be aware that rejecting the young person's eating habits by telling the child that they are not healthy is an indirect rejection of the young person and their background.

> *As a coach, you are sensitive to possible frustrations about food. You understand the importance of sufficient and familiar food to the child. You also create opportunities where meals can be shared together.*

Practical guidance

-*The first day*: As a coach you should be present on the day of arrival. You welcome the children and show them around. If the coach is supported by e.g. a hostess, she too will be present. A nice way to make children feel welcome is by shopping for groceries and cooking a meal together. Introduce them to their housemates and encourage them to have dinner together. Eating together will help them feel welcome.

-*Decorating the room*: There are situations where multiple young people are placed in a home at the same time. In that case, they will be able to choose their own room. They can do that in coordination with each other, or individually. Often a room will be rotated first when a housemate leaves. The newcomer will get the remaining room. The rooms are minimally furnished with a bed and a cupboard. The first week will be used to further decorate the room, to explore the neighbourhood and to get acquainted. The commitment of the coaches in this week will be intensive. Going shopping together for personal items, such as bedding and lamps, is a nice way to get acquainted. In the Netherlands an amount of €130 is set aside for each child who starts to live at SIL. The children usually like this activity, it gives them a sense of feeling welcome. They usually take good care of the items they buy.

-*Getting to know the coaches:* During the start, a lot of focus is put on getting to know the coaches and other employees who work at the SIL-location. Youngsters can express their preference for a specific coach to be their mentor if this falls within the scope of the SIL.

- *Use of the washing machine and cleaning:* Explain the use of the washing machine and the cleaning products in the house. Make arrangements with housemates about cleaning.

- *Basics around food:* Given the function that food has for the youngsters, it is important that they always have access to food. Make sure that they can always cook, e.g. do not close the kitchen after 20.00. Give the children their own locker in which they can store their food. Let them decide what to cook, or involve them when the cooking of meals is centrally arranged. In this way, they can have a feeling of being in control.

3.4 A supportive network

Theoretical framework

UASC are used to being offered help by their family or community. Getting help is based on existing relationships, that are mostly affective. Being able to have contact with family is hugely important. The children mainly come from a large family culture, so even though the family is far away, they will always be a part of them. Most children have come to Europe to help the family and to contribute to the well-

being of the family. They feel responsible for their family and therefore want to succeed in obtaining a permit and organising family reunification, and earn money to send back home. As these children are part of an extended family culture, it is important for them to meet their family's expectations in this aspect.

In the countries the children are coming from, there are often unrealistic expectations regarding the chances of obtaining a residence permit, as well as quickly earning a lot of money or getting the desired family reunification. This will put a lot of pressure on children, and will cause a lot of stress. By having regular contact with the family and emphasizing that the child has no influence on the procedures involved in family reunification, the coach can help lowering the expectations in these areas. It is also important that the family hears what is going well, especially regarding school performance, as it is important to most parents.

UASC are usually not familiar with the concept of professional counsellors. As indicated in Chapter 2, in the beginning of their stay at SIL children may distrust professionals or think they are only doing it for the money. This is why it is important that coaches make contact with the child on a basis of interest, commitment and respect, and not just because it is their profession or task.

> *As a coach, you show an interest in the youngster's families and ensure they can make contact, with the help of the coaches if they do not have the possibility to do it themselves. You agree with other people involved, such as a guardian, who maintains contact with the family and what the role of the coach could be.*

Practical guidance

-*Facilitate contacts with their own existing network*: As a coach you make sure that a youngster gets a local SIM card and explain to them how it works. You may facilitate the opportunity to contact family members in another country, when necessary. You may also support the young person in establishing and maintaining contact with family who are staying in the same country.

-*Contacts with other young* people: Connect the young person with other young people who live in the city and come from the same country. They can guide the young person in getting to know the city, and at the same time serve as first contact.

-*Introducing oneself to the neighbours*: In the Netherlands it is customary to introduce yourself to the neighbours quite soon after you move in. Because the coaches are not present 24/7, it is helpful if young people can call on other adults nearby when the situation calls for it. Neighbours can also have a role in helping the youngster in becoming familiar with important values and norms. However, getting acquainted with the neighbours depends on local customs and this can vary from country to country.

3.5 School and work

Theoretical framework

Being able to go to school is essential for the development of children and embedding in their new world. Depending on how long the young person has been to school in their home country, the coach can estimate what kind of guidance a UASC needs when going to school. Especially when children have had little education, or have not been to school in a long time, it can be difficult for them to go to

school regularly and on time. Coaches fulfil a fundamental role as a bridge between the youngster and the school. They can do so by explaining the child's background and asking for an understanding of a slow start-up of the daily school routine.
Chronic stress and trauma symptoms play an important role in the functioning of children, including cognitive functioning. Due to stress and trauma, children may have a reduced cognitive ability, which makes it more difficult for them to take in new knowledge. Experiencing intense emotions also affects being able to regulate behaviour. Children can be overwhelmed by emotions or thoughts. They can relive experiences, thus reducing the capacity to remember and store events. All this may contribute to children having decreased motivation especially in the beginning of their stay at SIL. Besides this, many of them sleep poorly due to stress or trauma problems, which makes them unable to get up and go to school in the morning. It is therefore important not to overburden a UASC at the start of school. He might need to start with an adapted and constructive schedule, or follow an adapted curriculum.
However, it is crucial that the UASC attend school, as going to school plays an important part in their integration. Furthermore, going to school strengthens the resilience of the young person and can offer a distraction from their worries[5].

Practical guidance

-*Explaining the school system in the city/country and enrolling in school:* Although most children have outlined ideas about suitable education, they have to be able to speak the language first. Therefore, it is better to limit yourself to the first step, which is to register at a language school/international school (ISK). The discussion about possible vocational training or academic training can be conducted in a later stage. Sometimes it takes a long time for youngsters to start school. In these cases, it is advised to explore alternative ways to offer them a daily structure.
-*Explaining the use of public transport:* Buy public transport cards so that the young person can move independently through the city.
-*Work:* Inform the young person about the local situation in terms of work and side jobs. Explore the child's wishes and options with regard to work. In not all member states children are permitted to have (side) jobs, it's good to keep this in mind and check the local regulations.
-*Contacts with school:* It is advisable to have regular consultations with the school and/or to work with permanent contacts. Schools can misinterpret the behaviour youngsters show as a lack of motivation and approach them with a punitive attitude. Especially for young people who have not been to school for a long time, this can backfire, further reducing motivation for school. This does not apply to all children: for some of them a stricter approach will ensure them going to school.

3.6 Health and wellbeing

Theoretical framework

Health issues require special attention from the start. Not only because the children may suffer from (infectious) diseases, but also because of cultural differences when it comes to experiencing health such as how health is perceived, how symptoms of disease are experienced and treated (Oppenheim et al. 2015). Refugees may suffer from diseases such as tuberculosis, venereal diseases, scabies, or have diseases due to malnutrition. Most of which were brought on by the flight. Children may also have (old) injuries or have sustained psychological trauma when travelling to Europe. Their forced migration and having to leave family in often difficult or even dangerous circumstances, leaving behind

[5] Sleijpen, 2017

a familiar cultural and social context, and missing shared religion is very stressful. After their arrival, the asylum procedure and the stay in asylum reception that is not suitable for children causes more stress. In cases when there is not enough suitable accommodation for unaccompanied minors, they might be forced to live on the streets. The stress system of a child can become so overstimulated due to prolonged stress that it is no longer possible to make a good distinction between what is dangerous or not. Refugees can have a hypersensitive stress system due to all the stress and trauma, especially just after arrival in the host country. They get into a state of hyper- or hypo-arousal faster or stay in it for a long period of time. Expressing such behaviour must be properly recognised and identified as such so that the guidance can respond to this.

Illness and treating illness can be different for unaccompanied children, compared to what is common in Europe. Symptoms such as nightmares, gloom, or sudden aggressivity and hyper alertness are experienced and explained differently in many cultures. In most non-western cultures, it is common to explain all kinds of symptoms somatically (somatisation). No distinction is made between psychological and physical symptoms. Psychological symptoms exist only in the form of being mentally ill, crazy, and there is a great taboo on this in many cultures. It can even be harmful for the family's honour and the child can be stigmatised (as well as their whole family) if they are referred to a mental health professional. It is therefore unwise to propose Western solutions without properly asking the UASC how they feel about this. The children are generally careful to talk about traditional or spiritual treatments, because they do not know if they will be taken seriously. This can cause a feeling of shame and therefore they keep it silent. Once they find that it is accepted, they can, for example, disclose that they suffer from 'the evil eye', or 'occupation by spirits/the devil'. The solution that goes with it is therefore traditional: the spirits or the evil eye must be expelled, or satisfied.

Practical guidance

-*Register with a general practitioner, pharmacy and dentist:* As a SIL location it is a good idea to select a permanent general practitioner and pharmacy for the (future) residents. In this way you can tailor a culture-sensitive approach to the services provided by the general practitioner. As a coach, it is helpful to accompany children on their first appointment at the general practitioner's office.

> *As coaches you have knowledge of and keep an eye out for specific health problems of refugee children. You know how to view these health problems from a culturally sensitive perspective and discuss them with the young person.*

Discuss any health problems with the youngster and tackle urgent matters directly. Determine whether the child already has a diagnosis and uses any medication for (mental) health problems so that treatment can continue.

-*Indicating behaviour:* Young people can have a hypersensitive stress system because of everything they have experienced. As explained earlier they can express this by being very passive (hypo-arousal) or by getting furious because of a small trigger (hyper arousal). It is important to understand where this behaviour comes from and to realise that the child can do little about it at that time. Penalising or sanctioning this behaviour is counterproductive. Stay calm and discuss with the youngster at a later moment what can be a behavioural alternative in the future.

-*Bridging and using of cultural mediators:* Each culture has its own approach to health problems and associated treatment. Show an interest in a culturally sensitive way, have a conversation with children

on health issues. Ask a child: How would your mother solve this now? As a coach, you play a bridging role between the culture the young person originates from and this new cultural environment. This also applies to health issues. Keep an eye on signals that suggest that western diagnosis and treatment do not match with the child's experience. Seek advice from an intercultural mediator who understands the background of the young person if you have any doubts.

-*Psychological support for stress, PTSD, psychiatric complaints.* Do not ask about potentially traumatic experiences the youngster has experienced. Assume youngsters will tell you this if they want to. Give information on what is possible in terms of treatment and indicate that youngsters can always decide for themselves whether or not to do so. As a coach, you show that you do not judge the child's decision. Work on building trust in a way as described in 3.2. Pay attention to signs of mental health problems and keep track of them with and for other colleagues.

-*Sexuality:* Sexuality can be a sensitive subject to discuss and can be better discussed at a later stage when the UASC has shown they trust you. As long as there is no immediate reason to discuss this issue, it is not necessary to discuss this immediately. However, it is in the children's best interest to be thoroughly informed about:

- Boundaries of their body
- Their right to give or take back consent
- Safe sex (protection and contraception)

This can be achieved through organisations providing educational seminars for minors (even better if these seminars are culturally sensitive). The SIL staff themselves should however be well informed about these issues too, in case something goes wrong and the children need help or guidance. Finally, it is important to keep in mind that there could be relationships between flatmates, either in single-gender or mixed-gender apartments, even if there might be rules in place explicitly forbidding them. It is good for the team to have a plan in place should this situation come up.

3.7 Leisure time

Theoretical framework

Some of the children living at SIL have never known safety or have missed safety for a long time. They are always alert and wary and do not know what it is to live free of war, violence, threat or lack of food. It can take them a long time to relax. Even the children who only experienced a short period of insecurity and turbulence may also find it hard to release feelings of stress and anxiety. By providing relaxing activities and having free time, an important counterbalance is offered to the overload they have experienced (Struik, 2010). However, relaxing is not a matter of course, it is often about 'learning to relax' again. Furthermore, it is also a matter of finding out what provides relaxation as this is not always the same as for native young people and will also vary for each youngster. Working with children to find out what used to help them relax, or what their family did in case of stress, can be helpful.

Practical guidance

-*Leisure time:* Ask children how they spent their leisure time in the country of origin. Is there a sport the child liked? Did they make music? What were they good at? Explain the different options there are to spend free time and talk about ways young people in the Netherlands usually do this. In the first phase, the coach encourages youngsters to become aware of the existing possibilities there are to spend their free time.

-*Activities relating to children's safety*: Such as swimming classes and learning how to ride a bike safely. Unfortunately, in the Netherlands, there are many (near) drowning incidents because young people cannot swim and are often unaware of their swimming abilities. It is therefore advisable to offer swimming lessons to the children as soon as possible; maybe it is possible to enrol them in a swimming course, or you can organise something yourself for all the residents living at SIL. The same applies to teaching the youngster how to ride a bike and use it safely in a city.

3.8 Other important issues

- *Plan of action:* In this phase the young person relaxes after the flight, therefore no methodological use is made of the action plan yet. This is based on the experience that first there must be a basis of trust between the coach and the child before you are able to work together in a structured way. The coach initiates most activities on the aforementioned spheres of life, according to the needs of the young person.

-*Own, permanent coach:* The starting point is that every young person has their own coach and, at the same time, several coaches work at SIL and will be able to support the youngster when their own coach is not available. By working with more people, there are various role models and support figures available for the young people. This resembles the extended family culture of the UASC in which young people also choose which family member to confide in or call upon when needed. If a youngster does not have a connection with their coach, it should be possible for them to choose another one.

> *In the Netherlands, the SIL is designed in such a way that there are 2 coaches per home, each being responsible for one or two young people. All the tasks can, in principle, be done by both coaches for all the youngsters. Children can indicate which coach they think can support them best in something specific. If a youngster wants a different coach, then this is seriously weighed and the decision is up to the manager of SIL.*

- *Explain the different roles of the professionals involved:* It is important to give a lot of explanation. Explanation of what the coach's guidance consists of and for which things children can contact them. When there are several professionals working in the SIL performing different tasks, it is good to discuss these differences with the young person. This way they learn the difference in roles and tasks between the different professionals, so that they know who to ask for a specific need. Since most UASC are unfamiliar with professional assistance, you have to take into account that they will probably not understand this right away. They do not have a frame of reference.

> *At NEO (the SIL of Nidos), besides coaches, there are also caretakers and hostesses present. The caretaker maintains the house, helped by the youngsters living there. The hostess can support them in doing household chores. These are paid positions, but are not performed by social workers. By the informal nature of their functions, these employees form a bridge between the coach and the young person. The coach can in turn be a bridge between the young person and the guardian.*

-*The guardian:* It is important to schedule an appointment as soon as possible between coach, guardian and young person to have a three-way conversation. This serves as an introduction, but you also use it to explain the differences in roles and tasks. As a coach you are responsible for the day-to-day care, whereas the guardian is legally responsible for the well-being of the young person. How this is taken care of in each country can vary and thus also the tasks you take on as a coach do.

3.9 Linking the information to your own practice

How can you link the information from this chapter to the guidance of the children you are working with? Coaches could ask themselves the following questions:

-How do you make the youngsters feel at home as a coach? How do you welcome them? What do the children say about this?

-To what extent do you make contact with the family in the beginning as a coach? Why or why not? Do you know other people with whom the UASC is in good contact?

-How do you maintain contact with school? How is the schooling of the young people you supervise? What factors affect this?

-What differences in health experience do you see between yourself and the young person you supervise? How do you talk about this with them?

-In which way do you notice that the young person experiences stress? How does that stand out? How do you deal with this as a coach?

-How do the young people who live in your SIL fill their free time? How do you support them in that?

4 Phase two – Developing and integrating

4.1 Introduction

In **phase two,** the focus is on the development towards independence of the youngster. The emphasis lies on encouraging healthy personal development. In addition to providing safety and protection, strengthening resilience and empowerment are important topics in this phase.
The transition from getting accustomed to the new situation to developing is marked in time by a three-way conversation between the young person, their coach and, preferably, their guardian. The child and the coach together agree on whether or not **phase one** is completed and a start can be made with phase **two.** In this chapter, the main actions of the coach per sphere of life will be laid out. In 4.2, the transition from the first to the second phase is further explained. In paragraphs 4.3 to 4.7, each of the spheres of life will be laid out. Each paragraph contains two parts. First a theoretical background is given, explaining the most important challenges for an UASC in this life area. The second part elaborates on the practical actions for the coach. In 4.8 information on working with LGHBTI+ in SIL can be found. Paragraph 4.9 describes other matters of interest at this stage. Finally, in the last paragraph, 4.10, the link is made to the professional's own practice.

4.2 Transition to the second phase

After a period that can vary, but lasts a couple of weeks, a conversation takes place between the coach and the child. The main goal of this conversation is to determine whether the first phase can be concluded. On average, this phase lasts about four weeks. It is not recommended to shorten this period because the child really needs time to land and settle in. It is important not to force it. Therefore, aim at having this conversation not earlier than three weeks after placement. The only exception for accelerating through the phases is when a child starts living at SIL just before reaching the age of 18. If a young person is not ready for phase **two** after four weeks and there is no need to accelerate due to age or other factors, then it is appropriate to postpone the transition to the next phase for a few weeks. If **phase one** cannot be completed after a total of eight weeks, then move on to the next phase including activities that have not yet been completed (e.g. start school).

In the transitional conversation, youngsters are asked how they feel, looking back on the first period. In turn, the coach and guardian bring up to the child issues they noticed in the first weeks. On the basis of this, the **action plan** is filled in with the young person (see 6.1) for the first time. It contains the topics and goals that the young person wants to work on. Together with other stakeholders such as the guardian, the coach agrees on a structure in which the progress of the young person is discussed. This can be done in a three-way conversation once every six or eight weeks.

In this phase, the development of youngsters in the new (residential) environment is the focal point. Children build up their own daily rhythm during this period. The coach will support children in their search of good ways to spend the day and getting used to doing their daily chores. In this stage, the coach visits the youngster several times a week, thus being very approachable. However, the initiative in making contact gradually shifts towards the UASC. The coach helps the youngster in asking questions and encourages the child to come up with ideas and solutions. In this way children will exercise a greater degree of independence, appropriate to the development to phase **three**.

Co-funded by the Asylum, Migration and Integration Fund of the European Union

4.3 Living and selfcare

Theoretical framework

As a coach, you want the child to feel safe and welcome as much as possible before starting the development phase. This cannot always be achieved, so at this stage a coach might be guiding a child who has not yet fully settled in at the place – the country, the house – where they are staying. This requires flexibility from the coach. Youngsters who have not yet landed will not be able to label the house as their home. This can affect the way children are in contact with their environment. If attention and acknowledgement are given to this feeling, then clear agreements can also be made about this.

> *Help the youngster to put into words what would be needed to 'feel at home'.*

The young people living together in a SIL have a joint responsibility for a safe and pleasant living atmosphere. Sometimes this goes naturally, sometimes youngsters need help in achieving this. In this process, there are several factors that influence the match between the different young people living together. For instance, the combination/ratio of boys and girls, the cultural origin, religion, language and which stage of the asylum procedure they are in. All these factors can have a predictive value on the extent to which young people will be able to live together in a rather peaceful manner. In general, there will be a better fit when these factors are reasonably similar and you place young people together with e.g. the same cultural origin or religion. However, there are plenty of exceptions to this rule, so it is important to always discuss this with them.

Living in a group is not the best option for every young person. There are many aspects that determine whether group living is the most suitable option for children and if they will at all be able to cooperate with their housemates. Some of them lie in the character of the youngster, others originate from their culture, or connect with the experiences they had with other children during their journey. Sometimes a child can display inappropriate behaviour such as failure to comply with the agreements or cleaning duties, smoking indoors, using alcohol and drugs within the premises and/or causing nuisance to neighbours or housemates. If you face inappropriate behaviour, always look for a possible reason behind it. The cause can lie in different facets of the child's life story. In order to help the young person with this, it is necessary to first understand where the behaviour comes from. If a child lacks social skills, this is something that can be learned, but if the behaviour originates from a lack of trust in fellow human beings, then the focus must be on restoring and building trust. The coach stimulates interaction between the housemates and tries to contribute to creating a safe atmosphere. Facilitate ways in which young people can work on this with each other. The underlying idea here is that you monitor the group process and, where possible, adjust it. In addition, the coach has an important role in helping the youngsters in keeping the living environment clean, as well as helping them with personal care. A young person can also be supported in learning how to cook.

Practical guidance

- *Facilitate making joint agreements*: A good means for this is the house meeting, during which the young people and coach discuss the course of events in the house together at fixed times. Young people are encouraged to make agreements together. Another possible tool is to set up a WhatsApp group for coaches and young people.

-*Avoid conflicts that can escalate:* Common conflicts in the home are about cleaning and keeping the house tidy. If you facilitate making clear agreements and check that they are being complied with, you will avoid irritations among the youngsters.
-*The support from a host/hostess:* Consider the added value of a host/hostess. This employee has contact with young people in a more informal way and can perform practical tasks together with the residents. This often happens naturally, in a way a parent would. For the young person this contact is an accessible informal contact. Experience shows that the young person often tells things to the hostess that they do not tell the coach.
-*Cooking a meal in order to make contact:* Cooking together is a good way to get to know each other. The coach and/or the hostess teaches the youngsters that cannot cook how to prepare a meal and informs them on healthy eating at the same time. Talking about the food culture from the country of origin can be a good subject of conversation.
-*Repair things together in the house:* Do this together with the residents living at SIL whenever possible. In this way a child can learn to solve small technical problems in the house: e.g. fixing a blown fuse, resetting Wi-Fi or replacing a lamp. This can be done together with the coach, but if a caretaker is connected to the SIL location then the caretaker can also take on this task. The caretaker can ask the youngster to help with chores such as gardening or painting the house. This also teaches youngsters to take on responsibility for their living environment.
- *Neighbourhood:* The coach accompanies the child in meeting with the neighbours the first time (This is sometimes already done in the first phase). Children living at SIL are also allowed to invite the neighbours to their house, this is dependent on the local cultural customs.

4.4 A supportive network

Theoretical framework

Regarding the supportive network, attention is paid to the social environment of the young person in several ways. This is reflected in the involvement of the family in the guidance and expansion of the network of the young person in the country of residence

It is vital for children to be able to have contact with their family, if they choose to. Some children fled from their families and don't want any contact. As a coach you fill in a part of the role of the biological parents. Although not physically present, parents and other close relatives have an influence on the young person. Even though the family is not involved on a daily basis and they are not physically being present, it is important to involve them. A coach can do this by asking the youngster how the family feels about a particular subject. This is also called imaginary involvement of the family (Schippers et al., 2019).

> *Imaginary involvement of family:*
> *"If we could talk to your grandfather now, what would he advise you?"*
> *"How would this be solved in your home country?"*
> *"What should be the next step according to your mother?"*

Solutions sometimes offered by children and their families can work much better than solutions brought on by the professionals working at SIL. Family also has an important role when the asylum

application fails and the child must return to their country of origin. The family can often think of the best thing to do in such cases. Of course, when the asylum procedure results in a permit and a family reunification procedure is initiated, cooperation with the family members of the young person is also very important. Refugee children and their parents often have an unrealistic picture of the sometimes bureaucratic, slow asylum procedure and family reunification. This can cause the family to regret their decision to send the child away and to stay separated for a long time. This can lead to the situation of parents making difficult statements to the young person, for example, by asking children to return, telling them war is getting closer or by informing them that money is running out. This can put stress on the child, making them feel unsafe and insecure and the coach must be aware of this. What do you notice in the behaviour of youngsters after they have had contact with their parents? What does the child say when it comes to the pressures of the family, or the expectations the family burdens the child with?

In addition to maintaining contact with the family, building a supportive network is an activity that is addressed at this stage. Supported by their coach, youngsters aim to expand their network. The coach tries to get an overview of the social contacts of the young person and invests in getting acquainted with important people in the life of the child. The coach will look for buddies or volunteers that can support the child after turning eighteen. As soon as this happens, the professional network falls away. Volunteers and other informal contacts can partly take over this role and help the child transitioning to adult life.

In further regard to expanding their network, the child will make friends through school or in the neighbourhood. Show an interest in their friends and try to get acquainted. Encourage the youngsters to invite friends and acquaintances, in order for the coach to get to know them. Investing in having a good contact with people in the child's network can be of use if the young person needs extra support.

Practical guidance

-*Involving family in the guidance:* Maintaining contact with family in the country of origin will reinforce the guidance you can offer as a coach. Therefore, it is wise to give youngsters the chance to call parents and other family members in the country of origin if they have no means for this. Parents have an influence on the young person and it is good to understand this and to be able to use it when necessary. Sometimes the family will be able to speak English, but if not, making use of an interpreter is wise instead of letting the youngster translate what is said.

-*Family in the country of residence.* Often a child has family members such as uncles, aunts, brothers or sisters who already are living in the country of residence. Discuss with the youngsters which known relatives you could contact on their behalf. Explain to them that you want to make contact with these people because they can offer support. It's important not to force your will on the youngsters and respect their wishes if they don't want you to contact the family.

-*Supporting informal network after 18:* As mentioned it is important to invest in a supporting informal network. As a coach, actively look for initiatives and opportunities, for example, match a child to a host family and/or a language buddy.

Co-funded by the Asylum, Migration and Integration Fund of the European Union

4.5 School and work

Theoretical framework

In order to make a successful start in the new country, it is important for the young person to work on their future. School and work are the most important tools for this. Most third-country nationals, both parents and children, find education of great importance. Education is seen as a means to a better future. In these cases, the main drive for a good, continuous schooling is already present. It becomes more difficult to start going to school and show commitment when education is not a priority for the youngster. In most cases this is not caused by unwillingness of the child. Often there are underlying factors involved: things related to the flight, the asylum procedure and being away from the family. A child can also be unfamiliar with such learning structures and associated expectations.

In the first phase, preferably school starts low profile: with an introduction on methods used, a settling-in period and accessible educational components. The school does not expect much from the youngster initially. In the course of the development phase, this changes and the youngster will have to deal with regular schedules, homework and usual assessments of behaviour and attending classes every day. Although this structured way of enrolling UASC in the school system is preferred, it is not the case in every EU Member State. In Greece places in preparatory classes are not always available. From this moment on, it will become clear to what extent the child is ready for this daily activity cognitively, as well as emotionally and practically. Most UASC are not used to going to school all day anymore. Some of them have been on their way to Europe for a long time and have not had a normal day structure along the way. Some come from a culture where their existence is not lived by the clock. Stress, anxiety and trauma complaints are also persistent distractors and have a lot of influence on daily functioning. It is often a reason for a youngster to sleep poorly, which makes it difficult to get up in the morning and concentrate at school.

Most refugees know the role of a teacher from their home country. As a result, contact with teachers is often straightforward and less subject to the trust problem they may have in contact with other professionals. Children do not regard the teacher as part of the 'corrupt, political system' that they have a bad experience with and feel dependent on. Due to frequent contact with teachers, many refugee children have a positive and affective relationship with their teachers. Many of them confide in their teachers and discuss a lot with them. Teachers are therefore an important source of information and are part of the young person's formal network.

At this stage, the young person is expected to have a day and night rhythm that supports going to school. Youngsters are expected to be able to wake up and get ready for school in time themselves.

> If the conversation does not lead to the desired result, then a temporary wake-up service can be arranged. For a period of one or two weeks, the young person will be woken up daily by one of the coaches. This tool is designed to set the first steps towards self-application of structure by the youngster. Please note that this must be a temporary measure, as the youngsters must eventually learn it themselves.

Children must learn to structure their day, in line with their development towards adulthood. If children are not capable of doing so, the coach will have to speak with the youngsters to see how to support them. After the settling-in period ends, the young person will probably be eager to find a side

job, if this is permitted by the country's legislation. Sometimes, the child's main motivation is that in this way they can support their family in their country of origin.

Practical guidance

-*Building a healthy day rhythm:* As a coach you can support youngsters in doing this. Ask them about the structure they have in everyday life. Explore the strengths and possible obstacles there are. Find resources that can help the young person go to bed and get up on time and discuss them with the child.

-*School:* Although the young person is responsible for going to school, it is important for the coach to maintain contact with school. Tune in with the child's legal guardian who of you will be doing this. Coaches see the children function in everyday life, it is therefore often useful when they maintain contacts with the mentor at school and conduct progress interviews. Especially when a child has a difficult school process, this is important.

- *Search for work:* Explore the children's wishes on this topic: What type of work would a child like to do, if they want to look for a job. Search together for side job opportunities that are offered in the area. Look for online videos so that the young person can see what the work entails. Explain what work is about. Discuss if what the child wants is practically feasible: Does the child have the right competencies to do this type of work? If not, what does it take to achieve these competencies? Can they combine work with school? Help the youngster formulate achievable goals for this. You can then create a CV and application letter together and practice a job interview in the form of a role-playing game or looking at an instructional video. Inform if there are initiatives in which young people or young refugees are helped and guided to work. Sometimes other organisations have already built up a lot of expertise on this subject. Finally, young people often find work through others. It may be worth checking in their network.

4.6 Health and wellbeing

Theoretical framework

As shown in 3.6, there are cultural differences in knowledge about health, experiencing symptoms and possible treatments. Apart from the theory described there, that also applies in the development phase, it is important to realise that young people are not always aware they have an influence on their own health. For instance, in the Netherlands children can go to the GP with a flu expecting to get medication and come back disappointed because the GP advises them to drink water and rest. It is important that youngsters learn what they can do themselves to prevent illness and what remedies treat mild symptoms. In addition, it is of significance to provide information to the child on risks of the main infectious diseases, important vaccinations and screening on tuberculosis. Many young people are unaware of the risks.

Having a mental illness is a taboo in many cultures. They are translated into somatic complaints or a spiritual explanation is sought for them, such as e.g. "the evil eye." At this stage of the stay at SIL, psychological symptoms can become more visible. Most people recover on their own and with the help of their environment and the same goes for refugee children. Post-traumatic reactions, which are often very much present in the first days and weeks after a shocking experience, often decrease naturally. Social support, good information about events and psychoeducation can help. As

professionals, we tend to want to seek help quickly. By doing so we do not give the natural recovery a chance (Oppenheim et al., 2015; Jongedijk, 2014)
All the themes above can be sensitive topics and cultural differences between the youngster and the coach can lead to misunderstandings in the guidance.

Practical guidance

-*Explanation and information:* Provide information about self-care. When there is a recurring topic, this can be a good theme for a house meeting. Give information on how the healthcare system is set up here. This can be very different from the country of origin, have an eye for this. Ask the young person what is different.

-*Contact healthcare providers*: At this stage, the youngster will have to learn how to make an appointment with a healthcare provider and travel to this appointment. The first time/times you can make the appointment together and accompany the children to the appointment. Over time, they are expected to be able to do this themselves. Within a team of coaches, have one person responsible for monitoring this and having the contacts with the health care providers.

-*Assessing behaviour:* If you have any doubts or worries regarding the behaviour of the child, you can use the **checklist worrying behaviour** (6.2) as a tool. This is a practical tool designed to identify the worrying and deviant behaviour seen in an UASC. The coach can fill it out periodically, but can also choose to fill it out once when concerns arise. After completing, it can be used to make the young person more aware of their behaviour. The outcomes are shared with the guardian and discussed with direct colleagues to be able to monitor the signals.

-*Psychological complaints:* If you feel that there may be underlying psychological issues, the coach will talk to the youngster about this with respect for the other person. Explore the mental state of the young person using concrete questions. Explain to the child what opportunities for specialist help there are, like trauma-oriented therapy. Make sure that you are aware of the right procedures to qualify for treatment. Inform children about it so that they become more aware of the possibilities and he knows what to do in the future.

-*Sex education:* Create a plan in your team for dealing with sexuality among young people, as there may be cultural differences in the field of sex education. Many themes related to sexuality are also gender-related. Keep it accessible.

-*Avoid misunderstandings:* Use intercultural mediators within your team or organization. They can translate between the youngster and the coaches and form the bridge between the Western health experience and that of the child.

4.7 Leisure time

Theoretical framework

In this phase the young person will learn which activities they can do in their free time. Often this differs from the country of origin. In 3.7 you have read about the importance of filling in leisure time. In this section, religion is briefly pointed out as a leisure activity. For many young people, being able to express their religion is very important. Religion gives UASC meaning, comfort and a sense of control in their new living conditions (Ni Raghallaigh, 2011). It is therefore an important coping mechanism that helps young refugees to remain powerful. Religion gives them support in dealing with traumatic events. Especially for the Eritrean children religion is very important, it provides guidance and comfort and is a way to regulate their emotions (Schippers, 2017). Many young people are active with a

religious group in their spare time at a church or mosque. They get a lot of information about society and the community here and they often value this information. Talk to them about their religion. Try not to steer to what is 'true' or 'not true' or force the leading cultural standards in the country of residence on them. Try to find out what youngsters know without judging them. By having an open conversation, you learn what is going on with youngsters and show respect for their religious beliefs. On the other hand, you can signal whether the young person is exposed to extreme ideas that may be risky.

-*Membership of clubs and associations:* Let a child become a member of a sports club, music club or other leisure association if possible. Explain to the children what obligations are associated with being a member, such as participating in the training courses and paying dues. The child is expected to learn how to participate in activities as training sessions or rehearsals. Tip: Find out if there might be funds available from where fees or materials can be funded. This will lower the threshold for children to participate as they are expected to pay for the membership themselves.

- *Local initiatives:* Are there initiatives in the area intended for refugees which the child can join? There might be easily accessible local sporting, cultural or musical gatherings where a child can participate at a reduced rate. Form a connection with these organisations and discuss what you can do for each other. It works best when one employee is appointed as a contact person for this organisation so that there is a permanent point of contact. This way you can create a sustainable collaboration. For many youngsters it is still a big step to feel at home at a club or organisation with no or few migrants. Local initiatives aiming at migrants offer accessible leisure activities, so that the young people can get used to undertaking group activities.

-*Discussing religion:* Once again it can be helpful to use an intercultural mediator when discussing religion and engaging in a conversation about this with the UASC. An intercultural mediator can explain and indicate cultural differences. As the mutual trust between you and the young person grows, you can also show more of your personal vision to the child. Often you can have good discussions with young people talking about philosophical topics.

4.8 LGBTQI+ children in SIL

LGBTQI+ means Lesbian, Gay, Bi, Transgender, Queer and Intersex, the + symbolising other marginalised sexual/romantic orientations (or lack thereof), or other gender identities.

LGBTQI+ asylum seekers and refugees are a particularly vulnerable group, confronted both to homophobia and transphobia in the communities from their home countries, and to racism in a lot of LGBTQI+ spaces. These difficulties are compounded for teenagers living in shelters or in SIL, as they have to share their living spaces with other teenagers with whom they might not feel safe. This is even more difficult if the apartments are located in smaller cities or towns, where there are no meeting spaces for LGBTQI+ people.

These are considerations to keep in mind, if a teenager decides to come out to you, as they will probably have had bad experiences of homophobia and/or transphobia, and may be wary of opening up, especially since being LGBTQI+ is usually even more heavily stigmatised in their home countries than in Europe.

Here are some guidelines to keep in mind if a teenager comes out to you:

- First and foremost, do not share this information with anyone, whether other staff members or residents, except if the teenager asks you to. You can ask them if they have told anyone else in the team, but do not pressure them into doing so.

- Do not ask personal details, or any inappropriate question, about the child's past relationships, or, in the case of transgender teenagers, do not ask if they want to have any gender-affirming surgery, or transition medically.
- Do not question the veracity of what the child is telling you, or tell them it is a phase and it might pass. The child would not confide in you if they weren't sure about how they feel.
- If the teenager is interested, look for local LGBTQI+ organisations, especially ones that focus on youth and/or migrants, so that the teenager can get in touch with them, and find people who share similar experiences.
- Discuss with the teenager how they feel with their housemates, if they have been bullied or have received negative comments with regards to their (supposed) sexual orientation or gender identity. If that is the case, and without revealing personal information the teenager has told you, discuss it with the rest of the team: how can you handle the situation? Can the bully be placed into another apartment? If there is no bullying, but the child doesn't feel good in the apartment they are in, can they be moved to another one, where maybe another resident is also LGBTQI+?

4.9 Other important issues

-*Plan of action:* In this phase the plan of action is introduced, Chapter 6 includes an example. Although the plan of action is an important tool as it allows you to work with the young person in a targeted way and monitor progress, it is often designed mainly for professionals that guide the children. For youngsters, this plan it is often less important, this also applies to UASC, and maybe even more. A young person does not like to fill in endless piles of paper. Find a way to make working with the action plan attractive and appealing to the child. Do not be too elaborate, without compromising completeness.

-*Dealing with money:* At SIL, young people are responsible for their own expenses. The weekly budget they receive for buying groceries is often supplemented at this stage by money earned from work. Despite this, for some youngsters it seems that they are not able to deal with money. They ask for an advance on their budget. Sometimes food disappears from their housemates. Coaches have an important role in supporting the minors in terms of proper financial management and can help them learn how to be able to deal with money. It is good to be inquisitive in situations like this. What might be reasons why children cannot manage their money? Is it a lack of skills or is it something else? Sometimes a lot of pressure is put on the child by their family to support them. There are also known situations in the Netherlands where it appeared that a family member in the country of origin was held hostage by human traffickers and the family had to pay a ransom within a certain amount of time. If this did not happen, the hostage would be killed.

4.10 Linking the information to your own practice

How can you link the information from this chapter to the guidance of the children you are working with? As a coach you could ask yourself the following questions:

-How do you determine whether a young person can move on to the next phase? Who do you involve in this decision? What do you do when you see that a young person is ready, but the youngster sees it differently?

-How do you support youngsters in living together and creating a good atmosphere? What do you find most important? What will you take over and what do you let them discover for themselves?

-Suppose a child does not go to school. During a conversation, the child says they need help because they cannot get out of bed in the morning. What would you agree on doing?

-What tools do you have to work with the youngsters on creating a supportive network? And with regard to helping them find suitable leisure activities? What other creative ideas do you have on these topics?

-How will you speak about sexuality with UASC? Which themes are easy to deal with and what are difficult ones?

Co-funded by the Asylum, Migration and Integration Fund of the European Union

5 Phase three – Working towards Independency

5.1 Introduction

During **phase three**, children receive less guidance as they are expected to be living on their own soon. Skills and development objectives of the UASC are mapped. In this final phase, the coach arranges a lot behind the scenes to ensure that the transition to independence is smooth and the young person is informed on what is arranged and why. The coach works together with the guardian in polishing up the details. If necessary, follow-up assistance is indicated, e.g. the transfer to the Dutch Council of Refugees, the local social team or an assisted living programme. Together, the coach and the guardian provide a cordial transfer. If the child developed more independence during the first two phases, they will then need less active guidance from the coach and will be able to further develop their independence in various life areas.

This chapter describes the main actions of the coach per life area. In 5.2, the last phase transition is further explained. In paragraphs 5.3 to 5.7, one of the life areas will be highlighted. Contrary to the previous chapters, this chapter will not separate theoretical framework and practical guidance. This is due to the fact that the coach has a modest role at this stage and supports the young person in the background. Paragraph 5.8 describes other matters of interest. Finally, in the last paragraph the link is made to the professional's own practice.

5.2 The transition phase

Ideally, this phase starts three to four months before a young person turns eighteen. If possible, make sure to start preparing the youngsters for the transition to adulthood approximately six months before they turn eighteen. This is important from a practical point of view as well. In some Member States youngsters are allowed to stay in SIL up to 21 and receive prolonged guidance and care, for instance in some regions in Italy and Catalonia. But, in most cases, youngsters are expected to move out and find a place of their own at eighteen. Although they are regarded as adults in their cultures, and they can be very independent, the rules and regulations in their new country that change when turning eighteen are unknown to them. Preparing them for the changes in rights and responsibilities, income, right to education, housing and health insurance for instance is important.
The changes often create a lot of uncertainty, especially since they often cannot fall back on family and parents like local young people. In many cases, follow-up housing or support is not well arranged, while young people actually still need it. Starting in time to investigate the possible option for follow-up reception and guidance is not only important for the youngsters, but also for the staff working at SIL.
The duration of phase two can therefore vary greatly between young people. It depends on the development of a child and the age at which the young person moved into the SIL location.
Sometimes there is little time for this final stage because the child comes to live at SIL just before they turn eighteen. In this case, going through the three phases will be accelerated, and, together with the youngster and the team, you need to decide which aspects of guidance would be most beneficial for the youngster.

This final phase focuses on being independent and self-reliant at eighteen. Self-reliance is an important factor in increasing young people's chances of a positive independent life. It is a part of autonomy, of

personal development and personal strength. Self-reliance also contributes to experiencing agency and self-confidence, thereby increasing the resilience of the child.

Besides self-reliance, the following factors are important for youngsters when turning eighteen: having a supportive network, contacting family (in the country of origin), speaking the language of the host country, and having a clear perspective for the future.
More and more, the coach stays in the background, while ensuring that the youngster has enough information to become independent. Through group meetings, a coach can give the children a lot of practical information. Like in the previous phases, the coach facilitates a 'safe' setting in which the young person can practice with the necessary skills for their future.

5.3 Living and selfcare

Theoretical framework

At this stage, the young person is expected to take responsibility for living together with other young people. Because the children start their stay at SIL at different moments and each have their own pace in their personal development, they will also be in different phases of the guidance process. The UASC who are in this last phase also serve as an example. Also, in maintaining neighbourly relations, the initiative now lies with the child rather than the coach, e.g. keeping down the level of noise, doing chores in the street and being considerate to others.
Youngsters have to orient themselves in terms of housing, supported by their coach. When the young person is applying for family reunification, this could be different. For example, in the Netherlands, unaccompanied children are expected to live with their parents once they have arrived.

Practical guidance

-*Local housing situation*: Coaches inform themselves about the local housing situation and build a network of organisations that offer support in this, e.g. municipalities or student housing organisations.
-*Sharing information*: The youngster will be responsible for paying rent, health insurance, school costs, etc. During a group meeting, attention will be paid to the costs associated with independent living, the relocation to and furnishing of the new home.
-*Moving out:* To facilitate a safe new start, it is advisable to help the young person move. Encourage the young person to ask friends who want to help.
-*Saying goodbye:* To finalise the guidance symbolically, it is nice to organise a farewell party. This can be done, for example, by eating together.

5.4 A supportive network

Theoretical framework

Having friends and role models, as well as having a supportive network where young people can ask their questions related to adulthood is important. Young people often worry about all the (administrative) tasks and responsibilities they are going to have to deal with at the age of 18. Uncertainty about where they are going to live also plays a role. The UASC, like peers native to the host country, often still need adult support after turning eighteen. That is why it is important to build a strong social network that they can fall back on. Often this network is already there and a young person

can fall back on fellow countrymen who live in the same city, or belong to the same religious community.

For the youngsters who arrived in the host country just before the age of 18, or who have just moved to SIL, there is a need to focus on building this network. For them, there is only a short period in which support is available to assist in finding their way and preparing for adulthood. If there is no supporting network or the future prospects are unclear or disappointing, then coming of age can be very distressing. The coach, together with the guardian, has an important signalling task. If the UASC, together with the coach and guardian, find that they need further support, then the appropriate organisations can be approached to continue supporting the young person even after the age of 18.

Practical guidance

-*Additional support:* For every young person who will soon turn eighteen, all life areas are evaluated to determine whether additional support is needed: e.g. in the medical, educational, legal, psychological and/or social assistance. During this process, it may occur that the young person and the coach have opposing opinions on the additional support. In this phase, the coach can think of ways to "test" the young person with the aim of making clear why extra help for certain tasks might be needed. Examples hereof could be reading your mail and knowing how to file it, or allocating your income to several expenses.

In case extra support for learning this kind of tasks is arranged, youngsters are expected to be able to make and fulfil agreements with these relevant professionals themselves.

-*Cordial transfer:* If there is follow-up assistance needed, it is important to plan a joint meeting with all parties. It is a good idea to start this extra support a few months before the youngster turns eighteen, so that the coach is able to assess whether the follow-up assistance is adequate and the guidance by the coach can be terminated at eighteen.

-*Overview of the social environment:* The coach tries to get a clear picture of the people within the informal network who are willing to support the child. See what is already in place and try to expand the network. It can help to make this visual and draw it.

5.5 School and work

In EU countries, young people have the right to education. Often the access to education is however complicated upon turning 18. The nature of these changes varies from country to country. For instance, in Germany youngsters in some cases can obtain a temporary permit and stay in Germany until they are 21, so that they can finish school. In Greece children go to school until they are 18, and the regulations for them to be allowed to work are very strict, meaning most of them cannot de facto work.

As a coach, you need to be aware of general laws and rules on labour and taxes, in order to give the youngsters the proper information.

Practical guidance

Discuss with youngsters what these changes at eighteen in terms of going to school would require from them. If they are no longer obligated to go to school, will they still be able to have enough motivation to actually go? Speak about what the future will look like. If the young person is attending a language school, what kind of further education do they want? Make this as concrete as possible by dividing this

goal into small steps. If youngsters are already working, check with them whether they are aware of the upcoming changes.

5.6 Health and wellbeing

Theoretical framework

The migration process of UASC usually takes place during adolescence, which is an important period for developing identity. Vulnerability and migration might strain identity development. The young people develop their identity values and norms by combining different cultures and social groups to which they belonged and belong to. They have lost their old role models, such as family members, friends, peers and parents as central figures for identification. New role models must be found in the new country. It is challenging to develop one's own identity smoothly. Many UASC struggle with complicated questions about their identity. They are looking for their own cultural roots and ways to shape them in a new, Western society (Plysier, 2003).

Berry (1990) distinguishes different migration strategies for adapting to another culture: integration, assimilation, segregation and marginalization. These strategies are also called acculturation strategies.

Acculturation strategies

Social adaptation to another culture		Adaptation to the dominant culture	
		Yes	No
Preserving the own culture	Yes	Integration	Segregation
	No	Assimilation	Marginalization

When young people have a residence permit and are close to turning eighteen, they generally focus on finding their place in their new society. Their stay at SIL is only the start of this process. Their personal development, in combination with the time spent in the host country and experiences gained, makes the youngster tend towards one of the four strategies. The extent to which the young adult is able to adapt to the dominant culture of the country whilst maintaining a connection with their own culture is seen as one of the key elements of being resilient. Research has shown that most prefer the strategy in which they adapt to the new culture without forgetting their own (Sleijpen, 2017).

> The coach can help the youngsters to connect with fellow countrymen as well as Dutch residents so that they integrate in a healthy way and they develop a dual identity.

The moment youngsters are legally adults, they become fully responsible for their own health. The youngster is expected to be able to arrange the healthcare and the costs associated with this care. Have a conversation with youngsters to make sure they know how to do this. Try to find out how independent a youngster is with regard to this subject and picture together how healthcare is arranged. Inform children whether or not they need to get a new GP or dentist, for example because of relocation.

Practical guidance

-*Identity development*: As a coach, you have no direct influence on the acculturation strategies outlined above. You approach young people in a culturally sensitive way and try to guide them in shaping their future. However, it is good to be aware of the four strategies and keep them in mind during the guidance, so you can discuss the topic with the minor if necessary.

-*Free health care up to 18 years*: Often a young person under eighteen has different rights when it comes to free healthcare compared to an adult. For example, a dental check-up before the 18th birthday could be free because the youngster is still a minor but will cost money afterwards. It is good to check this with the youngster. In the Netherlands this also applies to vaccinations. Also check if there is other specific care that is free of charge under eighteen but will be charged after turning eighteen.

5.7 Leisure Time

Practical guidance

Hopefully in the second phase, the youngster has chosen activities to do in their spare time. Maybe the child joined a sports club, or started playing an instrument. Check with the youngster whether they are aware of the changes that will take place once they turn eighteen. Do periodic fees for their membership need to be paid? Are there any funds that make it possible to ensure membership after turning eighteen in case the expenses are too high? Help unaccompanied children in giving them sufficient insight regarding possible funding.

5.8 Other important issues

-*Stimulating group conversation through a training:* In the Netherlands, the training **'Turning 18'** is used, which has been developed by the coaches of the NEO. During this training, important topics the youngster should be aware of when turning eighteen are discussed. These include education, finances, health insurance, follow-up assistance, and legal procedures. It is advisable to do this training in a group with the young people who are about to turn eighteen (about three months in advance). By doing it in a group, you ensure that young people who are a bit more shy, think about the meaning for their own situation through the answers to questions that others ask. Provide some small snacks and try to create an informal atmosphere so the young people can feel safe enough to actively participate. Also try to keep the training interactive and enable the young people to engage in conversation and ask questions. If young people have very specific questions about their own situation, ask if they can discuss this with their coach at another time, to prevent other youngsters from losing interest. In 6.5 you can see an example of such a training. This training is designed for young people who have a residence permit and are therefore allowed to remain legally in the host country.

-*Return to the country of origin:* Children whose application for a residence permit has been rejected are encouraged to think about their return. Sometimes this is a return to the country of origin, sometimes this is another (European) country where the young person has previously applied for asylum or where family is present. In practice, discussing return is very difficult for the UASC; they often are ashamed towards the family and regularly hold out hope of obtaining a residence permit. This hope can be very persistent. There are young people who therefore seem to want to opt for an illegal stay in the host country. If a young person seems to be making this choice, make this a topic of conversation as a coach. Point out to the child which consequences and risks are involved. If youngsters

do seem to think about making the choice to remain in the host country illegally, provide them with a list of organisations and bodies that are committed to this.
- *Celebrating adulthood:* In Western countries, legally reaching adulthood is very important. This can differ from the countries of origin. Celebrating adulthood through a joint celebration ensures that young people are more aware of the importance that the age of eighteen has in Western societies. At the same time, it is a way to come into contact with each other. The aim is to bring youngsters together who have turned eighteen so that they can exchange experiences. Look into the possibilities to organise such a party with multiple SIL-locations or involved organisations.

5.9 Linking the information to your own practice

How can you link the information from this chapter to the guidance of the children you are working with? As a coach you could ask yourself the following questions:

-When do you think a youngster is ready to go on to the final stage? Is that just related to almost turning eighteen, or do more factors play a role?

-How does your guidance change at this stage? What will you still be doing and what are you not doing anymore? What would you find difficult in that?

-How is finding suitable housing in your country arranged? How could you help the UASC with that?

-What do you think was the biggest change when you turned eighteen? What changed in terms of rights and responsibilities for you in terms of school, health care, housing and income? What lessons did you learn to share with the youngster?

-How do you determine whether a youngster needs extra support after turning eighteen? What are youngsters supposed to be able to do? Who would you involve in this decision? What is common in your country?

-How is the transition to eighteen celebrated in your country? And in the land of the youngster you mentor?

6 Tools

6.1 Introduction

In this chapter a number of practical tools are collected that are used and/or developed at the SIL of Nidos. Successively, the action plan, the checklist of worrying behaviour, a reporting template and the training 'Turning 18' are discussed. These tools are intended as examples of good practices, therefore a detailed explanation is not included and staff working in SIL's are welcome to adapt the tools so that they fit their own needs and those of the youngsters.

6.2 Action plan

As can be seen in paragraph 4.2, the action plan is filled in at the start of phase 2. It is preferred to do this together with the youngster, after which you discuss the plan in a three-way conversation with the guardian and the youngster. It is important to regularly adjust and evaluate the plan. Preferably when something substantial changes, but at least once a year.

Action plan

Name	
Age	
Start date SIL	
Coach	
Guardian	
Date	

Living	
How do you find living at SIL on a scale from 0 to 10 or the smiley scale?[6] 0 ----------3----------5---------8----------10 	
What would be needed for you to score one point more?	
What would be different?	

[6] The smiley scale works well for younger children, but can seem somewhat childish for the children over 16.

Co-funded by the Asylum, Migration and Integration Fund of the European Union

We agree that:	

Team of coaches	
How do you like the coaching team (and your coach) on a scale from 0 to 10 or the smiley scale? 0 ----------3----------5---------8---------10 	
What would be needed for you to score one point more?	
What would be different?	
We agree that:	

Feeling safe	
How safe do you feel on a scale from 0 to 10, or the smiley scale? 0 ----------3----------5----------8----------10 	
What would be needed for you to score one point more?	
What would be different?	
We agree that:	

Language

Co-funded by the Asylum, Migration and Integration Fund of the European Union

How good is your Dutch on a scale from 0 to 10, or the smiley scale? 0 ----------3---------5---------8--------10   
The coach sees that *(describe the abilities of the youngster)*:
What can you do to improve your Dutch:
We agree that:

Social network	
How many people do you know in the area/neighbourhood?	
Which of these people can you contact with questions?	
How many of those people do you speak Dutch with?	
We agree that:	

Social map
Which institutions do you know to find?
What else would you like to know?
We agree that:

What's important

Co-funded by the Asylum, Migration and Integration Fund of the European Union

PROUD

What's important to you now? *What are you struggling with right now?*	
What does your family care about? *What do they want you to accomplish?*	
What's important to your guardian?	
What needs to be done in the near future?	
We agree that: *Who does what, when is that ready?*	

Final stage (optional)	
What are things that you are *not* looking forward to?	
Who can you ask for help and for what?	
We agree that: *Who does what and when is that ready?*	

Evaluation	
Agreements for the coming time (see the previous appointments here)	1.
	2
	3
	4
Evaluation (date)	

6.3 Checklist worrying behaviour

Co-funded by the Asylum, Migration and Integration Fund of the European Union

The checklist for worrying behaviour as mentioned in 4.6 is intended as a practical tool to identify the worrying and/or deviant behaviour a young person exhibits. The coach can fill it out periodically, but can also choose to fill it out once when concerns arise. After filling in the list, it is shared and discussed with the UASC, with the aim of making the child more aware of their behaviour. The list is then shared with the guardian and discussed with other colleagues working with the child to monitor any changes.

Checklist worrying behaviour [7]

Personal details		Conversation on checklist	
Name:		*Date:*	
Date of birth:		*Participants:*	
		Reason:	

	Sign	**Detected on:**	**Observed by:**	**Description action taken**
1	Reclusive behaviour			
2	Anxious and/or frightened behaviour			
3	Aggressive behaviour			
4	Frequent crying			
5	Absent-minded while in conversation			
6	Unkept appearance and clothing			
7	Physical complaints			

[7] *This tool was developed for the methodology UASC used by COA 2010. COA is responsible for the reception of refugees during the asylum process.*

Co-funded by the Asylum, Migration and Integration Fund of the European Union

8	Injury			
9	Down/depressed			
10	Headache/abdominal pain			
11	Nightmares			
12	Avoiding certain situations			
13	Does not make eye contact			
14	Psychological symptoms			

15	Boredom/no interest			
16	Fatigue			
17	Eating badly			
18	Problems with sleeping			
19	Social isolation			
20	Lively and restless			
21	Having a lot of conflicts			
22	Expressing feeling unsafe			
23	Nervous			
24	Inappropriate sexually orientated behaviour towards others			

Co-funded by the Asylum, Migration and Integration Fund of the European Union

25	(Excessive) drinking			
26	Drug use (absent, red eyes)			
27	Worrying friends			
29	Having lots of money			
30	Expensive clothing/jewellery			
31	Expensive stuff			
32	Coming back with bags full of goods			
33	Offering goods to others			
34	A lot of contact with vulnerable young people			
35	Often absent from school			
36	Often absent in the evening			
37	Not coming back after (weekend) leave			
38	Short unclear visits from....			
39	Brief unclear absence			
40	Dressing in an overly sexualized way			
41	Coming home in the middle of the night			

Co-funded by the Asylum, Migration and Integration Fund of the European Union

42	Aggressive or avoidant when asked questions			

6.4 Reporting template

In paragraph 0.6, the weekly report was introduced. This section provides an example of what a weekly report might look like. These are, as it were, the work notes for the coaches, by which they keep each other informed of everything that is going on with each child living in SIL. By briefly capturing this once a week, appointments and events are recorded. The same applies to the weekly report as for the action plan: keep it short and simple.

WEEKLY REPORT

Name:	**Week number:**
Guidance agreements: *action points* 1: 2: 3:	

School: *absenteeism, points of attention*
Health: *general practitioner, dentist*
Family: family reunification
Home: *housemates, house rules*
External contacts: *friends, family in the Netherlands*
Actions/appointments: *guardian, coach, young person*
Leisure: *work, sports*
Others: *registrations, Council for Refugees*

Co-funded by the Asylum, Migration and Integration Fund of the European Union

6.5 Training 'Turning 18'

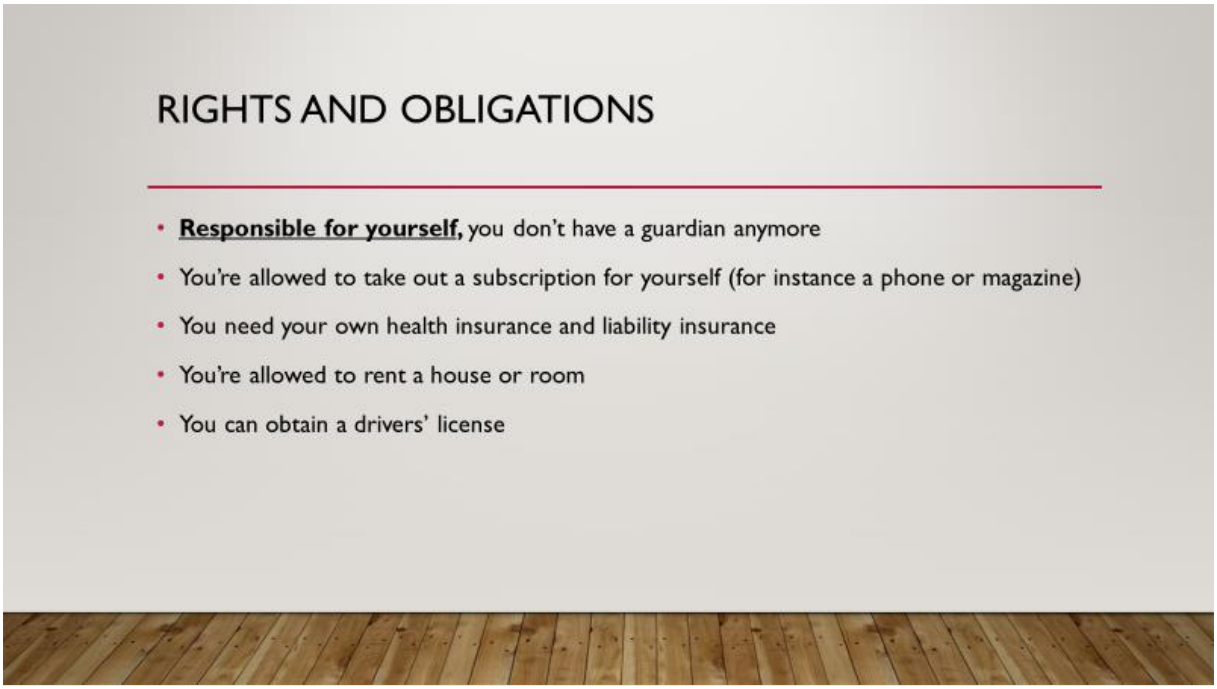
This training was developed by the coaches of the NEO for the youngsters who are nearly turning eighteen. By discussing these topics with a group a few months before they turn eighteen, the coaches' aim is to start the joint discussion, as the youngster are all in the same situation.

Slide 1

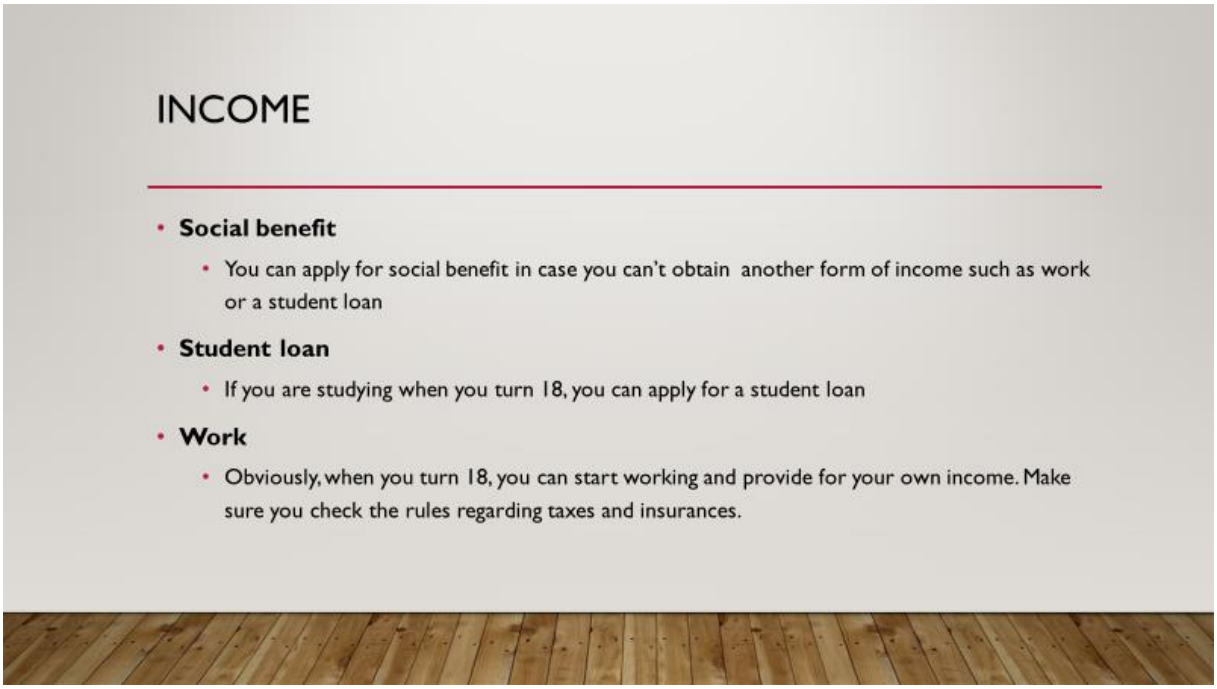
Slide 2

Co-funded by the Asylum, Migration and Integration Fund of the European Union

Slide 3



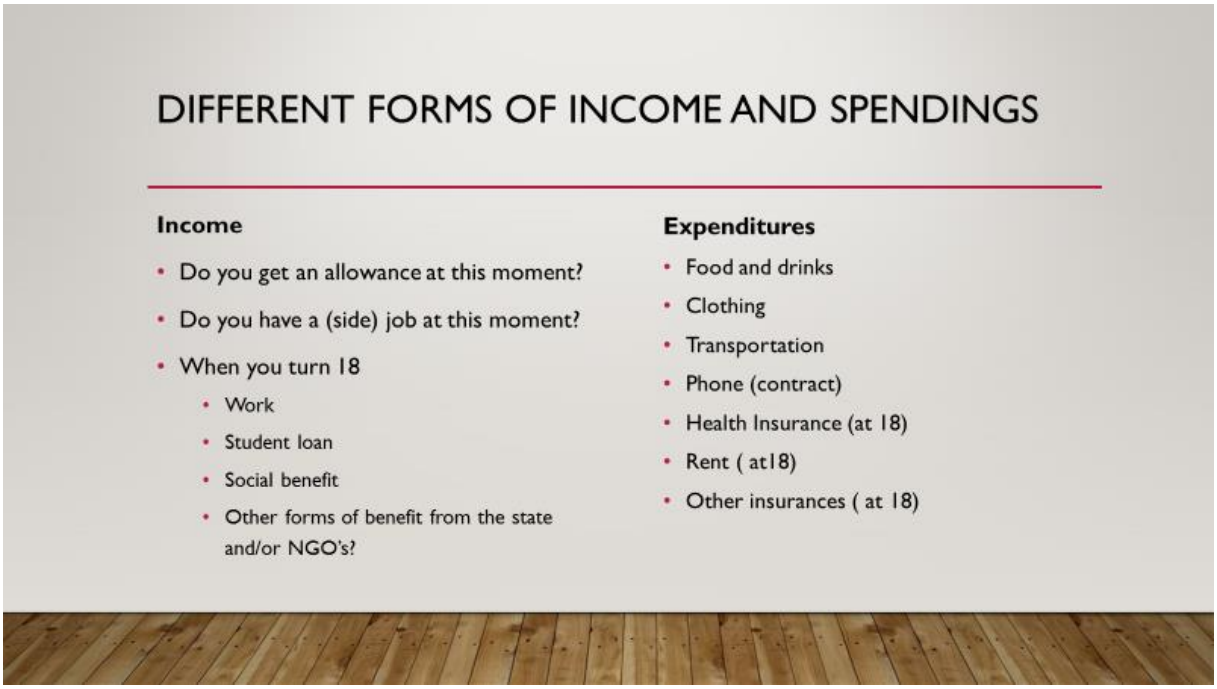
Slide 4



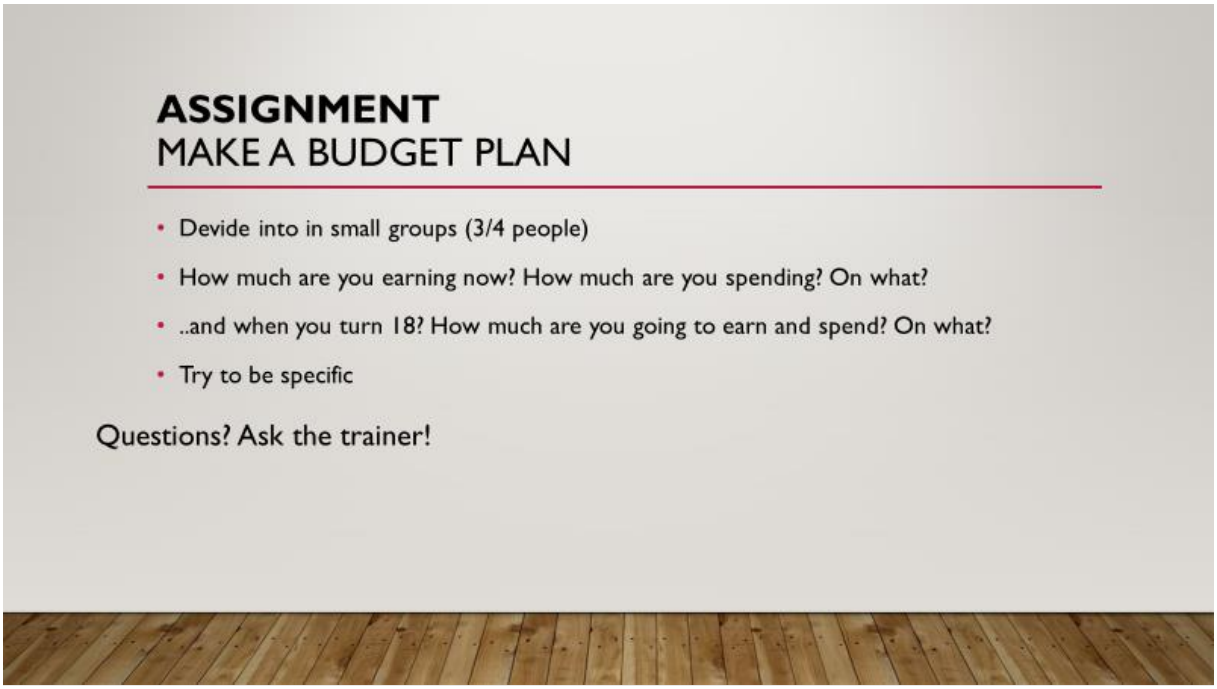
Co-funded by the Asylum, Migration and Integration Fund of the European Union

PROUD

Slide 5

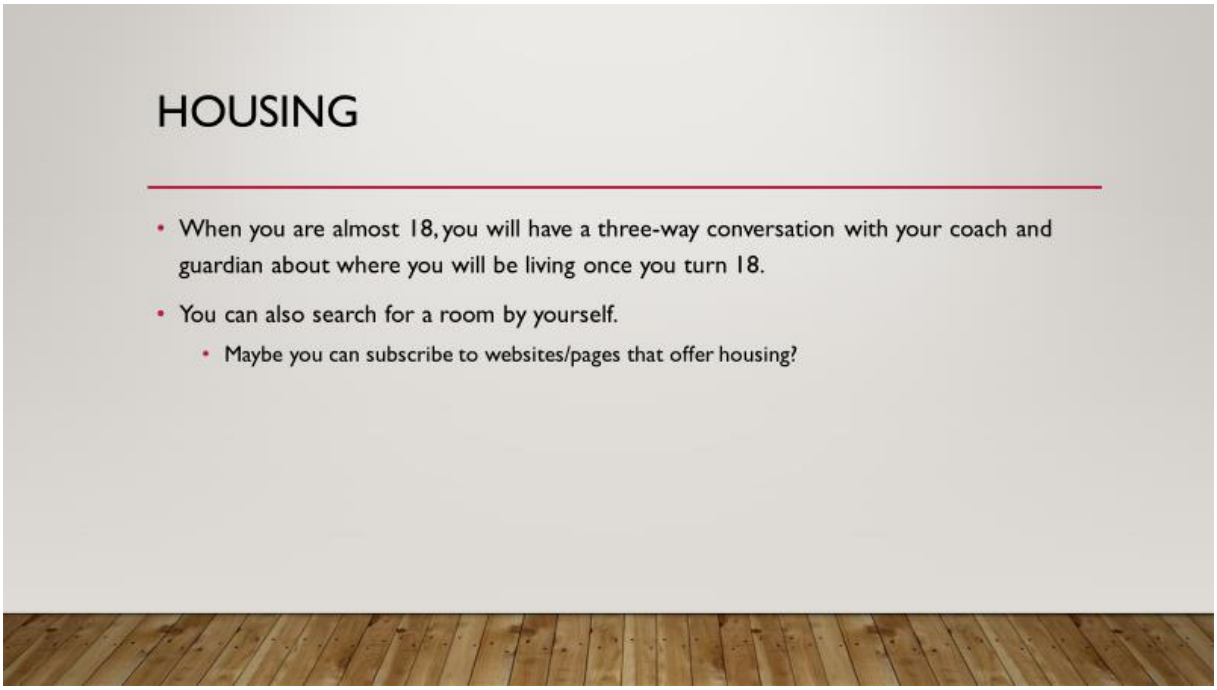


Slide 6



Co-funded by the Asylum, Migration and Integration Fund of the European Union

Slide 7

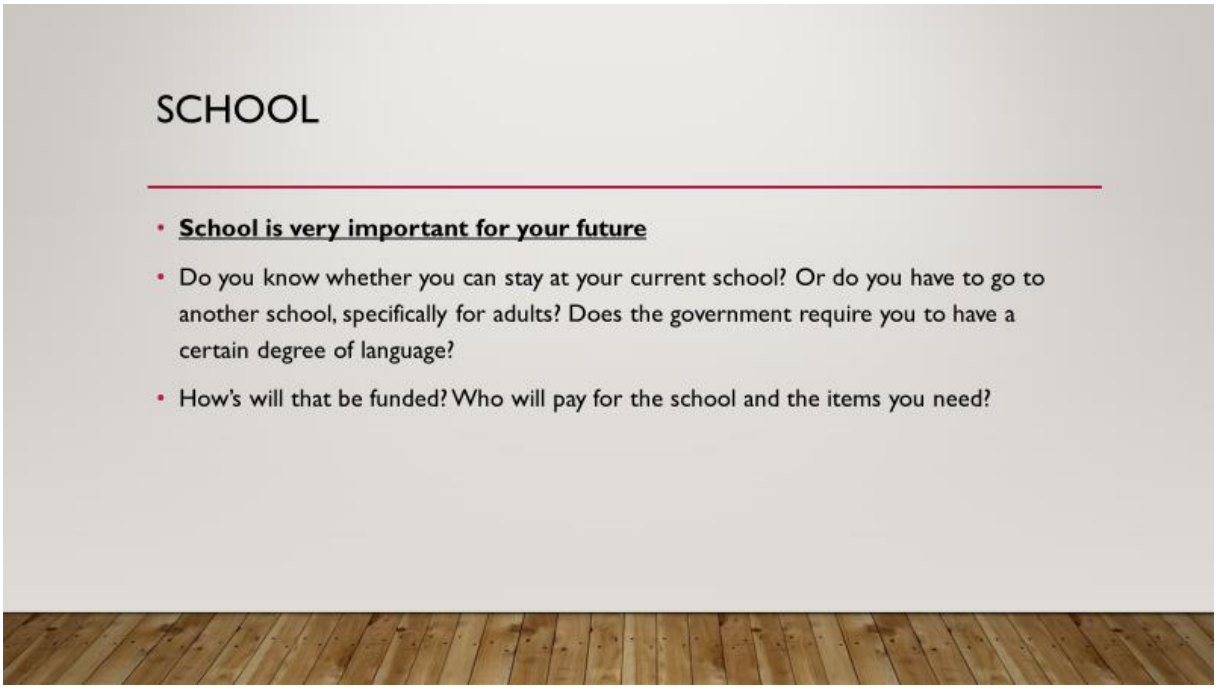


Slide 8

Co-funded by the Asylum, Migration and Integration Fund of the European Union

PROUD

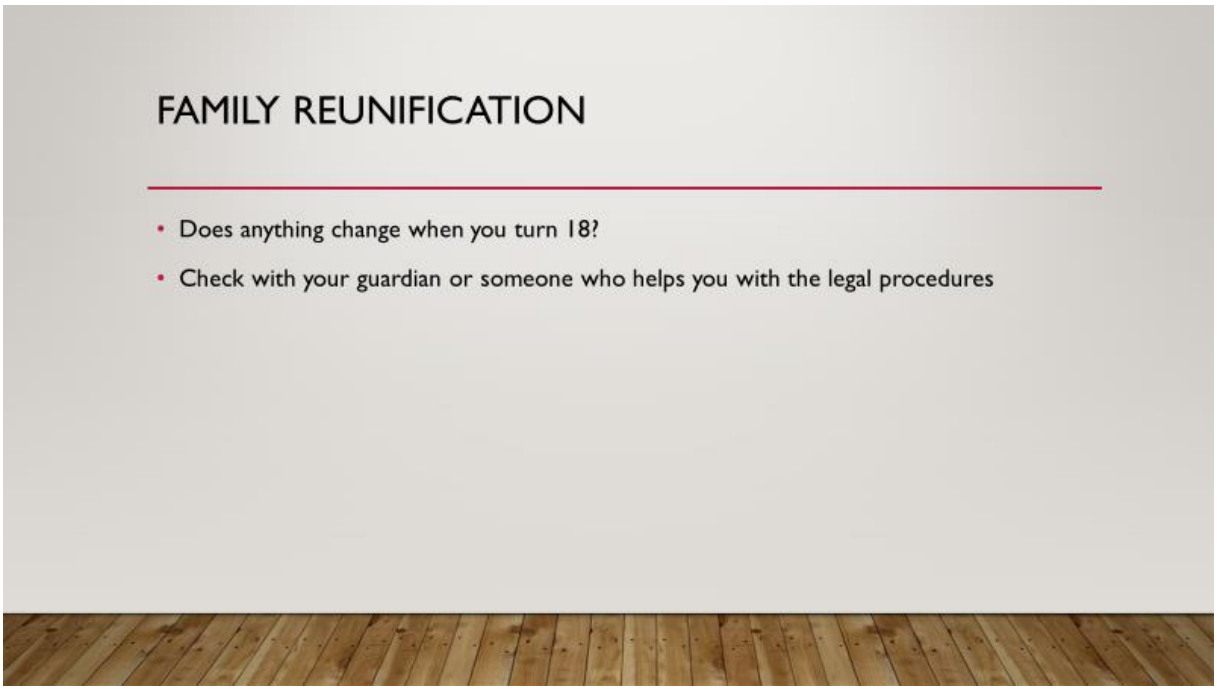
Slide 9



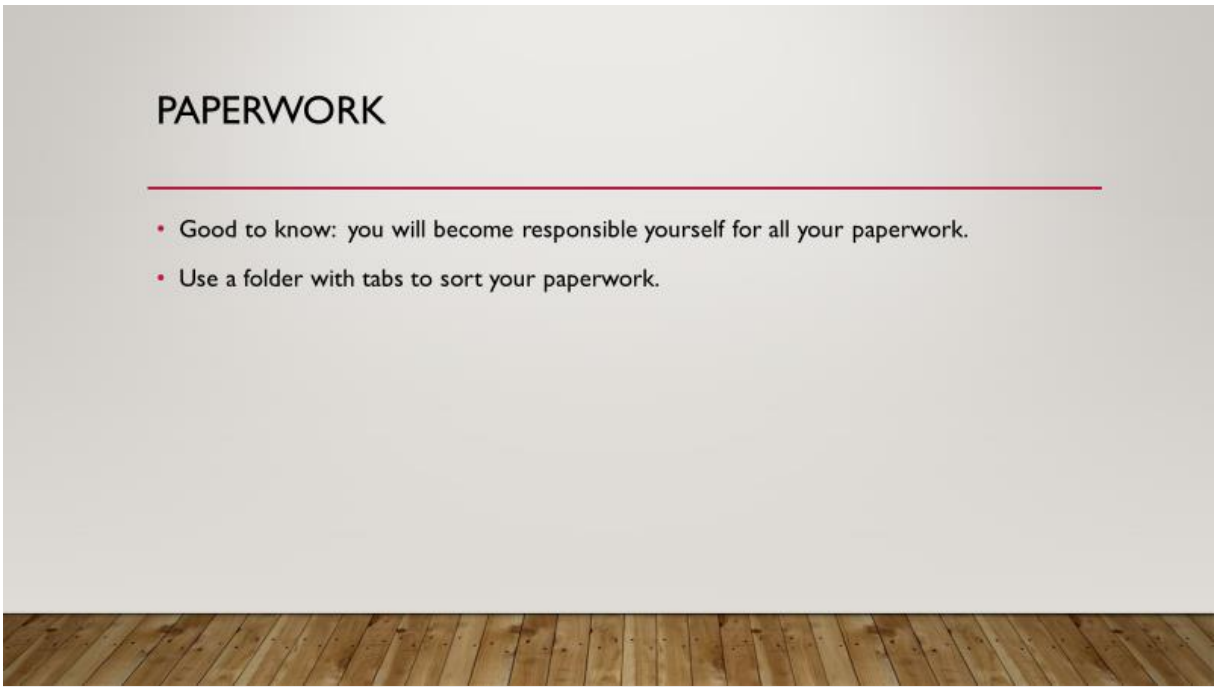
Slide 10

Co-funded by the Asylum, Migration and Integration Fund of the European Union

Slide 11



Slide 12



Co-funded by the Asylum, Migration and Integration Fund of the European Union

PROUD

Slide 13

Co-funded by the Asylum, Migration and Integration Fund of the European Union

PROUD

Appendix I Integration perspectives in Germany

In 2015, the German Chancellor said the famous phrase "We can do it!", referring to the reception, placement and integration of a total of around 890,000 people from those seeking protection at Europe's borders. This year, 5 years later, the media has been and is continuously discussing whether Germany actually has succeeded doing it. As expected, opinions differ widely. Flight, migration and integration are undisputedly controversial and much discussed topics with strong and differing opinions. The present report also deals with the questions of integration of persons seeking protection, however, in the course of the European cooperation project PROUD it focuses on unaccompanied minor refugees and their possibilities of integration in Germany. It does not explicitly look at the last 5 years, although it cannot be denied that 2015 and the following period became the turning point in German (and in a broader sense certainly also in European) asylum, residence and integration policies. As unprepared as the systems were supposedly in 2015, the more deficits have now been identified and new structures and strategies were developed. Within the framework of this report, a literature research and subsequently a synthesis of discussions with employees of GOs and NGOs attempt to draw a picture of how integration for unaccompanied young refugees in Germany works in theory, as well as in practice, what is changing, what works well and where deficits remain. To discuss integration of unaccompanied minors in the German context, one has to talk about the German child and youth welfare system that is responsible for the minors' reception. It is also important for the wider context to understand that the Federal Republic of Germany has a federal structure. In addition to the Federal Government, the Federal Republic consists of 16 partly sovereign states, the federal states, which in turn fulfil their own state tasks. The federal states have their own legitimacy, rights and competences. Thus, the federal states have, for example, cultural sovereignty and hence primary responsibility for the language acquisition and education systems. There are other areas in respect of which laws are interpreted more strictly or favourably, depending on the federal state.

Foreign minors who come to Germany without their parents are taken into care according to the German Child and Youth Services Act – hereinafter also called Book VIII of the Social Code. Thus, the Child and Youth Services Act takes precedence over the Asylum and Residence Act. Basically, it can be said that the system works once the minors are taken into the youth welfare system. Legally, it is stipulated that every minor who arrives unaccompanied is given shelter. The conditions for admission are arguable: in the initial interview with two professionals, a language mediator and the minor, an age assessment is carried out if no identity documents can be presented. Moreover, it is possible to arrange a medical age assessment. In the German professional landscape (both pedagogically and medically) this practice is critically discussed, because amongst other things an interference on the physical self-determination (e.g. through medical examination and/or x-ray of teeth/jaw, collar bone, carpal bones) to decide on a claim to benefits is seen as disproportionate. If the minor has passed this threshold and is taken into care, the next step is to re-allocate them to a federal state via a quota. There they are then taken into care and have the opportunity to clarify their legal situation - under the supervision of a guardian who is placed at their disposal. The process of re-allocation is also subject to varying degrees of criticism by GOs and NGOs. The reallocation relieves the (financial and capacity) burden on the individually heavily frequented federal states and, if so, allows them to do work of a higher quality, while at the same time the minors - despite the best interest of the child being part of the examination in the case of reallocation - are hardly ever excluded from re-allocation. Independent

bodies (e.g. NGOs) are not involved in the process. This may result in disadvantages for the minors in the further course of integration.

After an initial interview, an age assessment and the allocation to another federal state via a quota, the process of integration commences. For unaccompanied minors, this is mainly achieved by placement in a youth welfare institution along with the associated pedagogical support and a school placement. In theory, unaccompanied minors have generally the same entitlements, rights and duties as native minors on account of their integration into the standard system. In practice, an unaccompanied minor faces many additional challenges that a native minor does not face. Differences of language, culture, getting a general orientation on the one hand. Clarification of residence, educational background, concerns about the family left behind, processing the experience of flight, on the other hand, to only name a few. Unaccompanied minors are faced with the challenge of building a completely new life without having a trusted person at their side, in addition to the average teenager's daily routine - including the search for identity. They are under intense pressure to perform by both internal and external factors.

Particular criticism by both GOs and NGOs- apart from other points of criticism which are, however, fundamentally build on each other - is directed at the restriction of the right to asylum and residence, which makes it increasingly difficult for minors to gain a perspective despite having a poor chance of staying (with regard to 'classic reasons for asylum and flight'). It is also directed at the barriers to access to school and vocational training places.

The German education and vocational training system, despite the heterogeneous student population and different resources, is still fixated on formal qualifications and the German language and has found little alternative approaches to change this situation. Another key point of criticism is the support and assistance given to young refugees after they have come of age. At the age of 18, the young people's entitlement to accommodation and support ends; depending on their co-operation of both the young adults and the Youth Welfare Offices, further assistance can be applied for. These 'optional benefits' (there is no legal entitlement) are granted with varying frequency depending on the federal state concerned. In addition, there is an end to compulsory schooling and also to a certain degree of protection on the grounds of minority in asylum and residence law. If the minor/ young adult has not yet settled down in private housing, it is possible that they may suddenly find themself on their own in a shelter, as affordable apartments are hard to find in most German cities. In view of the high proportion of young adults, this is one of the most crucial issues to ensure the long-term integration of young people.

Complex bureaucratised German systems can be discouraging for unaccompanied minors and their caretakers. Although the landscape of providers and services for integration projects going beyond the integration services offered by youth welfare and schools is rather promising, there is no general overview towards which young people can orient themselves. To a large extent, services are offered locally and communally and thrive on the commitment of the individual.

Generally speaking, the prospects for minors that are categorised as coming from "safe countries of origin" or with "poor prospects of staying" by the German immigration system are subject to high thresholds and obstacles to entry.

Concerns were also raised about the current financial situation. Refugee social work is not included in the Covid-19 rescue parachutes, and offers which go beyond the compulsory expenditure (youth

welfare, language courses, school etc.) are at risk of no longer being financed in the coming years due to reduced funding.

Although much knowledge and experience has been accumulated in recent years, there is concern by GO and NGO staff that knowledge and good concepts will be lost due to the dwindling number of unaccompanied minors and consequentially the loss of services.

Appendix II Supported Independent Living in Germany

Legal Framework: §30 SGB VIII (Social Code of children and youth welfare) – 'Erziehungsbeistandschaft/ Betreuungshelfer' (social pedagogical help for families' / care assistant) / 'Ambulant betreutes Wohnen/ Verselbstständigungswohnen' (outpatient assisted living/ Housing to become independent… herein further called supported independent living)[8]

Supported independent living in Germany is part of the youth welfare system and evolved through recent years to fit the needs of unaccompanied minors. Youth welfare institutions offering this kind of care often have a stock of flats or rooms they can rent out to young persons from 16 years on (below the age of 16 only with a special permission, by law a young person below the age of 16 is not allowed to live alone). When the organisation and the young person (incl. their legal guardian and the youth welfare office) consent on terms, they agree on a user's/ rental agreement. Participation in this measure requires a personal income. Where this cannot be covered by earned income or training allowances, it is necessary to bring them into line with the social benefit system. Normally the rent then is taken over on application by social care (another institution, e.g. social benefits, asylum seeker benefits) and the youth welfare services 'only' have to pay for the pedagogical care (which is counted in so called 'Fachleistungsstunden' – specialist/skilled service hours carried out by social workers).

The supported independent living is seen as the preparation and process for an independent living. Whereas previously care and monitoring aspects were an integral part of the pedagogical work (esp. in work with unaccompanied minors who through the initial reception process have been in full-care residential homes before), they are now receding in favour of advisory and accompanying elements. Therefore, this form of housing is mostly reserved for those already proven to be responsible enough and who have already acquired an initial foundation of personal, social and domestic skills. The focal point in supported independent living lies on questions of further personal development, education, clarification of perspectives and the designing of the respective space for development in the future.
If youngsters participate in vocational education before obtaining a residence permit, they will be allowed to stay in Germany to finish their education and get a degree.
Esp. for young refugees the pedagogical frame often differs from non-refugee minor's supportive systems. Next to support in daily routine (daily structure, health, school/ vocational training, hygiene and cleaning, nutrition and grocery shopping, orientation etc.) throughout the help the social worker and the young person ideally work on:

- an orientation within the framework of the asylum procedure or other residence regulations under aliens law, their own rights and obligations with the help of lawyers or counselling centres
- build up sufficient knowledge of cultural, structural and political contexts in the host country

[8] Since Germany is a federal republic, divided in 16 states as constituent parts and exercise of state power being divided between the federal government and the states (German: 'Bundesländer') there are differences in how certain things (esp. when it comes to education and youth welfare) are carried out. This is why there is not that one defined term on supported independent living for the whole of Germany. This has to be kept in mind.

- build up the confidence to be able to seek and use further assistance
- work on the possibilities to participate in educational opportunities within the framework of the law
- integration, find social contacts in their own cultural circle as well as into the German society e.g. through cultural organisations, clubs etc.

The goal in the practical sense is to prepare young people for a life in their own household and the associated tasks of coping with life, and in the legal sense to prepare for the duties and social requirements. These include in particular:

- Clarification of income for independent living;
- Conveying a realistic assessment of the desired life situation;
- Support in the search for a new place to live with your own household if necessary: organisation of support during the transition and afterwards;
- Support in the perpetuation of sustainable social contacts;
- Support for the continuation of the training measures that have been started; creation of sustainable motivation and organisation of support measures.

Staff working at SIL

Caretaker Works in residential care/home/facility/SIL. Takes care of the minor; in general, is in charge of everyday-life challenges and matters (in agreement with the legal guardian). The children and youth welfare law stresses the fact that the welfare system is characterised by the diversity of organisations with different value orientations, variety of contents, methods and modi operandi. Therefore, many different individuals with different professional backgrounds can be found in the youth welfare system. Most often though, independent welfare agencies and facilities implement professional standards equivalent to those asked of public youth welfare agencies ('staff that is suited to the task in question in terms of their personality and received training, or are able to complete tasks because of particular experience in social work') to be suitable to the permit necessary to operate in the child and youth protection and welfare-sector.

Youth welfare office All local child and youth services providers (generally all urban districts and counties) must maintain a youth welfare office. The offices provide child and youth services as required under Section 2 of Book 8 of the Social Code.

Youth welfare officer/ agent Managing and funding role in initial clarification procedure and further care-measures (e.g. taking the minor into care), assistance planning and subsequent activities. Initiates contact with the family court and proposes a private/ official person or entity as legal guardian. A special socio-educational training is not a precondition to become a guardian, but often there are aptitude tests carried out by the youth welfare officers. Initiates medical care (public health insurance). Follows up on the help-process/care.

Legal guardian

Until a guardian is appointed by the family court, the youth welfare office will be the legal representative but it is mandatory for a guardian or custodian to be appointed promptly (within three working days). The legal representation through the youth welfare office is seen as emergency power of representation and therefore is to be exercised to a limited degree.

Tasks of the guardian appointed through the family court:

- Is the personal contact person

- Act as the legal representative
- Has the right of custody
- Responsible for overseeing and promoting of live prospects
- Right-holder vis-à-vis youth welfare and responsible for applying for benefits pursuant to youth welfare law (e.g. SIL)
- Contributor towards the assistance planning procedure
- First point of contact in proceedings pertaining to asylum and residence law

In reality matters of daily life are arranged by the facility/home/assistance the minor is living in unless the guardian decides otherwise. By law the guardian is obliged to visit the child once per month in their home.

Appendix III Integration perspectives in Greece

In 2015, Greece received unprecedented migrant and refugee flows, as it seemed to be a gateway and transit country into the rest of Europe. Within this context a very large number of unaccompanied minors (UAMs) arrived in the Greek territory, both on the islands and in the mainland. The systemic deficiencies in Greece, mainly the lack of a guardianship system, lack of adequate accommodation places, limited interpretation services, limited access to education and inadequacy of and shortages in social as well as medical services hamper the realisation of children's rights and cannot guarantee their safety and protection. It should also be noted that at that period of time, the Greek economy was in the internal economic-social crisis. In 2019 the Greek Government announced a new scheme called "No Child Alone", so as to protect unaccompanied minors who have arrived in Greece, recognising that special attention shall be paid to unaccompanied minors and therefore special protection measures should be taken.

The current report focuses on the analysis of the political and legislative framework in Greece with particular attention on the actions taken for the unaccompanied minors. It describes the means through which national stakeholders cooperate and coordinate so as to provide a sustainable environment for the unaccompanied minors, particularly at the ages of 16-18. Apart from the initial state of art on the demographic characteristics of minors in Greece, the stakeholders in a top-down approach are presented, briefly describing their role and their impact. To be acknowledged is that the last five years all stakeholders have undertaken efforts so as to protect unaccompanied minors.

A crucial factor that needs to be taken into account when examining the situation in Greece, is that the protection system for unaccompanied minors was deficient and ineffective, despite the fact that Greece is bound by international and European law to safeguard children's rights; as a result, the needs of the huge number of unaccompanied minors (UAM) that came in Greece since early 2015 could not be met.

In Greece, child protection policies are dispersed among different ministries according to their competency and therefore are not always harmonious; they are not applied homogenously across the country, since each geographic region has different capacity in services and staff.

The administrative treatment of unaccompanied children differentiates and depends on the point of entry, the time and actor of identification, as well as the nationality of children. Usually, UAMs who enter through the border zones where Reception and Identification Centres have been established (or nearby, in which case they are transferred to RICs), are subject to registration and identification procedures. The authorities at the entry points inform the territorially competent Public Prosecutor, who acts as the temporary guardian, and refer UAMs to the National Centre for Social Solidarity, which is responsible for guardianship services (although it has not yet acquired that role) and to the Special Secretariat for unaccompanied children, who is the authority entrusted with the overall protection of UAMs and is responsible for the management of the accommodation requests and the allocation of UAMs to accommodation facilities. Until a place is found in a facility, children have to stay in the RICs; however, the length of stay varies and depends on many factors, such as vulnerability, capacity of accommodation structures etc. Children who have not been subjected to the registration and identification procedure (mainly when they enter via the Greek Turkish land border and continue in the mainland) may be subject to detention and/ or face the risk of homelessness. They remain without

any legal documents in precarious conditions that endanger their physical and mental health and hinder their effective protection.

From the interviews conducted, regarding the staffing of RICs and the Asylum Service, the number of permanent employees is limited, while the majority of employees are fixed-term contractors and employed in public benefit programmes, which prevents long-term planning, investment in human resources, reinforces staff uncertainty, and weakens staff education and training efforts on child protection issues. Also, a lack of proper assessment of the needs for the protection of children is observed, which in combination with the incorrect distribution of responsibilities to staff, results in the creation of gaps in child protection. At all points of entry, there is a lack of adequate information from the competent authorities on the procedures followed and compliance with them, which is an essential condition for the child to be able to participate effectively in the decisions that concerned them and in the proper evaluation of the best interest of the child. The information process usually takes place a few hours after the arrival of the children at the same time as informing the general population, without taking into account that children need more special treatment and information depending on their age and level of understanding.

Unaccompanied children can wait months to be fully registered by the Asylum Service, while in the meantime they live in precarious conditions or inadequate care arrangements. Delays in this registration process and the lack of representation and legal support for unaccompanied children not only undermine their ability to reunite with family members in other EU countries but also hampers the integration process from an early stage. UAMs, when registered as children traveling alone, are supposed to be assigned a guardian by the Greek authorities. The role of the guardians is to safeguard the rights and the well-being of UAMs, and to facilitate access to services. Despite the fact that the law on professional guardianship has been voted and entered in force in March 2020, it is not yet implemented by the Greek authorities; the NGO METAdrasi continues to operate, on a limited scale, the Guardianship Network for Unaccompanied Children, in order to cover the gap and provide adequate protection for UAMs.

Recently, the Supported Independent Living (SIL) accommodation scheme was implemented, targeting UAMs between 16-18 years old, recognizing the need to support unaccompanied children who are close to reaching adulthood and putting emphasis on alternative care modalities and integration. The programme was first initiated in Greece by METAdrasi in January 2018.

The project aims at facilitating the integration and smooth transition to adulthood for children, who are asylum seekers or have been already granted a refugee status in Greece. SIL, through its multidisciplinary team offers a package of services such as access to education, legal and medical support, recreational activities, interpreting services, and job orientation.

Moreover, the examination of the application of international protection is an important element that impacts upon the well—being of UAMs. A significant portion apply for the family reunification process requires significant documentation and the ability to navigate a complicated bureaucracy. There is a huge gap on conducting BIAs that are extremely important for Dublin cases.

Generally speaking, many steps towards enhancing the protection and integration of UAMs have taken place in Greece the past years, though even more attention could be paid on the bureaucratic delays, such as the examination of applications for international protection or the reunification process since the uncertainty associated with these delays has a great negative effect on the psychology of the

children. Covid-19 created one more constraint in this process, since family reunification requests remain inactive even though the decision has been notified; apart from that, COVID restriction measures have also negatively affected the psychology of UAM.

Finally, there is a need for all relevant staff to be adequately trained regarding the respect of the rights of the child and the recognition of their special needs, to identify any possible victimization of the child and refer them to the adequate services. It is also crucial, to reinforce and enhance provisions for transitioning into adulthood.

Appendix IV Integration perspectives in the Netherlands

The Netherlands has seen an increase in the influx of refugees entering the country including unaccompanied minors (UAMs), during the last few years. The trend in the number of UAMs seeking protection in the Netherlands is comparable to that in the European Union member states in general. Particularly, in 2014 the numbers increased sharply, and, in 2015, approximately 3.500 unaccompanied minors entered the country, almost four times as many as in 2014, where the number was 960 unaccompanied minors. The ethnic background of the children is heterogeneous. However, the majority come from Syria and Morocco followed by Eritrea, Iraq and Afghanistan. Based on the most recent data, in 2019, most children were between fourteen and seventeen years old. Over the years, most unaccompanied minors were sixteen or seventeen years old, followed by minors fourteen- and fifteen-years old. The smallest age group includes children younger than 14 years old.

In regard to the Dutch legal framework, an unaccompanied minor (UAM) is a person who is under the age of 18 whose country of origin is outside the European Union, and who is in in the Netherlands without a parent or other person exercising parental authority on them, including a spouse over the age of 18. In general, the legal framework focuses on UAMs who are refugees or asylum seekers, as well as those who are victims of trafficking in human beings.

The Netherlands did not constitute the first choice of destination for the UAMs. According to studies, the majority of the UAMs did not have the intention to migrate to the Netherlands at the time of their departure from the country of origin. They usually left with no specific destination in mind and, before their arrival in the EU, had lived in a neighbouring country instead of heading to Europe. Factors such as lack of future prospects, intention of family reunification in Europe, cultural differences or hostile attitudes towards refugees, constituted the reasons for leaving the neighbouring country in the region and travelling to Europe.

The pull factors for choosing the Netherlands as destination country vary. The most prominent factor is the reputation of the country regarding procedures, namely that asylum and family reunification procedures are easier and shorter, or that the duration of residence permits is longer, as well as its reputation as a society as a whole in terms of freedom, safety, tolerance and anti-racist attitudes, democratic values etc.

For UAMs specifically, under the current legal framework, emphasis is placed on the expeditious determination of asylum claims. Upon entry into the country, UAMs are expected to register their asylum claims at an asylum application centre. The registration process may include an age assessment to determine minor status, where no proof of age is available. At this stage, the Immigration and Naturalisation Service (IND) will also examine whether the UAM has relatives in another EU Member State (family tracing), in which case the European and national framework on family reunification will apply.

After the registration process, a ‘rest and preparation period’ begins. During this period, the child is also paired with a lawyer and may voluntarily participate in a medical examination to determine their fitness to be interviewed.

The main asylum procedure may take the form of a fast-track procedure, which lasts for a total of eight (8) days, or an ordinary, extended procedure, which may last for up to 6 months, with the possibility of it being extended to up to 15 months. The fast-track procedure consists of clearly established steps. It begins with a first interview, which aims at gathering some basic information on the child’s identity, nationality, family status, and their journey to the Netherlands. The interview is conducted by officers who have received training on how to interview children, taking into consideration their particular

needs. Persons present during the interview include the UAM concerned, the IND interviewer, and an interpreter. Occasionally, the child's lawyer may be also be present. In terms of the substantive examination of the UAM's asylum claim, the process does not differ considerably from the one followed for adult asylum seekers. The IND assesses whether the child has a well-founded fear of persecution or needs to be protected against inhumane or degrading treatment or indiscriminate violence in situations of armed conflict in their country of origin.

If the IND is not convinced of the credibility of the child's accounts or finds that the child can receive protection in the country of origin or in a third country, the application is rejected. An UAM granted a residence permit as a refugee can request to be reunited with their family members in their country of origin or elsewhere. UAMs whose application for asylum is rejected and who do not fall within the scope of the protective provisions for victims or witnesses of THB or victims of child abduction, are subject to a voluntary return procedure within 28 days.

Regarding the provision of care to unaccompanied minors, two institutions are primarily responsible: the Central Agency for the Reception of Asylum Seekers (COA), and Nidos Foundation. COA has been responsible for the reception, support and guidance of asylum seekers in the Netherlands since 1994. Their mission entails organizing and managing reception centres, maintaining the safety and quality of life standards within them, and providing asylum seekers with accommodation and the necessary means for their subsistence. Nidos is the national guardianship institution for unaccompanied and separated children.

A guardian is appointed for the UAMs, and is responsible for them until their 18th birthday, or until they are returned to their country of origin. Several different reception options are provided in the relevant policy framework, depending on the age of the minor, as well as on availability and residence status. Children under the age of 15 are ordinarily placed with foster families, by Nidos. Children over the age of 15, *with a residence permit*, are placed in in small-scale reception facilities in municipalities, again in the care of Nidos. As far as possible, UAMs remain in the same region once they obtain a residence permit and/or turn 18. Based on the findings of the primary research, remaining in the same region is positive for UAMs integration because UAMs can maintain the personal network they have built. Children who do not have a residence permit are placed in small-scale housing facilities operated by COA if they are over the age of 15; children younger than that (13-14 years of age) are placed in the same facilities if no foster family is yet available for them. Children residing in the housing facilities are provided with supervision, guidance, and support. The latter includes, where applicable, support for the purposes of integration.

In regard to the integration prospects of UAMs into Dutch society, the type of accommodation where UAMs live determines their integration context. In particular, younger UAMs, below 15 years of age, stay with foster families from the same or a similar culture. According to one interviewee this practice is conducive to integration:
"*Housing with families from the same culture helps integration. It creates a safe haven, and also a bridge to the Dutch culture because the family has their own experience of integration*."
On the other hand, another interviewee indicated that UAMs who stay with host families from the same culture can also create a hurdle for integration:
"*UAMs are often placed with families from the same country of origin who have not been in the Netherlands long. These families can have difficulty providing the UAM with the necessary support because they are also still busy with integration themselves*."

In addition to the services provided in accommodations, facilitated either by COA or by Nidos, the impact on integration also depends on the type of guidance they receive from professionals and to what extent they are able to build a personal network within Dutch society.

In regard to the challenges that UAMs encounter, the stress factor for UAMs is one of the main challenges that should be addressed. A national authority representative and an NGO mentioned that the stress caused by family reunification can distract UAMs from their own integration process. On the one hand, family reunification can take a long time, and UAMs can experience pressure from their families. On the other hand, the compulsory cohabitation with their family can slow down the integration process of UAMs.

Moreover, two national authorities and two NGOs refer to the challenging transition experienced by UAMs with a residence permit, who turn 18. After turning 18, Nidos guardianship, mentor support and housing ends. Continuing support depends on the municipality in which an ex-UAM lives, but municipalities make different arrangements regarding this issue.

The national authorities and an NGO mention that there has been a lot of critique on the current integration system while they remain more positive about the possibilities of the new system which is going to be implemented in 2022.

Appendix V Integration perspectives in Spain

In the mid-1990s, Spain became one of the first ten countries in the world to receive new migration flows as a result of globalization transcending its previous role mainly as a transit country in migration routes to other countries in Central and Northern Europe. At the same time, its role as the country responsible for managing the southern border of the European Union was reinforced in the land border of the Spanish cities in North Africa, Ceuta and Melilla, and by sea, with the arrival of "pateras" (rudimentary boats trying to navigate the strong sea currents in the area) to the coasts of the Peninsula via the Strait of Gibraltar and to the Canary Islands.

Currently, Spain has a 13% immigrant population (individuals without Spanish nationality residing in Spain regardless of birthplace), about 6 million people out of a total population of about 47 million, although a significant part of the population born in third countries has obtained Spanish nationality in the last twenty years. Due to the economic crisis in 2008, the number of arrivals decreased and the application of the Spanish Alien Act ("Law on Foreigners") was more strictly interpreted, and legal residence became more difficult to obtain through the required proofs: reports of being "socially rooted" (meaning in the law, "proof of attachment to the local community") issued by the social services of the city councils, which demonstrated continued residence regardless of legal status; having been employed or, in the case of the children of immigrants, having been born in the country (Spanish law applies the ius sanguinis and not the ius solis) and/or having participated in the Spanish education system for years, also regardless of birthplace.

Two additional factors should be considered in order to understand the reception context of UAM in comparison to the situation experienced by the children of immigrant families in Spain (with or without birth in a third country, with or without Spanish nationality): very high levels of youth unemployment and early school leaving persist and these two factors have a much higher incidence among young people with an immigrant background than among young nationals without it.

With this flow of "unexpected immigration" as labelled by Izquierdo (1996) composed of a great diversity of sending countries and diversification of migration patterns and practices (men or women alone with subsequent family reunification, family migration, migratory chains and work niches, new models of international dependence via remittances, etc.) the arrivals of foreign minors alone also began. The specific case of UAM has not stopped growing since then and has become more complex, reaching a new peak of arrivals between 2015 and 2018.

The situations triggering departures, the areas and countries of origin, the socio-economic profiles of minors and the types of migration projects have also diversified and become more complex due to the emergence of new armed conflicts such as the war in Syria, the tightening of European borders for refugees crossing the Mediterranean, and the consequent intensification of routes through North Africa to the West, as well as the impoverishment and intermittent violence experienced in many sub-Saharan African countries. But it is also crucial to consider as an increasingly important push factor the persistent perception of the lack of life prospects for young people in countries like Morocco and sub-Saharan West Africa even among those with higher levels of education or, plainly and increasingly, the migration projects of those rejecting resignation to poor prospects while aspiring to live in societies with more resources and rights.

The state of Spain is divided into 17 autonomous communities in the Peninsula and 2 autonomous cities in North Africa, directly bordering Morocco. The competencies in social policies, policies for children and education policies are totally transferred to the autonomous communities, as a result of which there is a serious problem of coordination between them that affects in multiple ways how Spain responds to the needs of the UAM, even though their rights as minors are officially recognised based

on the International Convention of the Rights of the Child, and universal access to health and education that in theory is guaranteed for all the population residing in the country and registered in a city council: there is a variety of policies from regional governments with different political positions, models and resources allocated to care of UAMs, while a strategic framework for the country as a whole is missing. Consequently, there are different registrations without a unified UAM register, which results in unreliable data, losses and "disappearances" of UAMs that makes it impossible to approximate the number of UAMs in Spain, although according to the Prosecutor's Office, there may be around 14.000. There are discontinuances in the processing of permits, which result in limited access to rights, and the high mobility of UAMs taking place between regions. In many autonomous communities, private management of residential centres, devices, and programs for UAMs prevails, in some cases with a security-oriented, far from a child-friendly approach (situation in Melilla centres, unreliable wrist bone test for age determination, etc.), which includes both third sector companies and non-profit humanitarian organizations.

In the Spanish response, the previously mentioned restrictive law for foreigners (Spanish Alien Act) does not help the UAMs' emancipation processes since this is the legal framework that abruptly applies when the person turns 18 and becomes of legal age. At this point, the application of the child protection laws of the autonomous communities stops and, therefore, the system of full protection for UAMs abruptly ends. This is especially serious in the case of girls, many of whom are permanently harassed by trafficking and sexual exploitation networks without any specific regional or national framework to address this risk, aggravated by the fact that Spain is the second largest tourist destination in the world and the third country in terms of the largest demand for prostitution in the European Union.

Despite these conditions and constraints, there are also good practices that respond to their possible harmful effects, although they are mostly interventions at the micro level by local authorities or specific organisations and programs. It is worth highlighting the emancipation programs aiming at the prevention of the situations of abrupt change described above with support and mentoring in shared apartments, language learning and labour market insertion programs, and psychological support by the organizations in charge of their guardianship and also by civil society solidarity initiatives before the UAMs turn 18. At the regional and local level, many decision-makers warn that their programs may be jeopardized by the new mismatch between the amount of the demand and the cutback in public resources due to the Covid-19 crisis.

The press began to talk about a "flood" of arrivals of UAM in 2016 when the lack of foresight on the part of the authorities led to the creation of emergency centres in unsuitable locations and the hiring of staff without adequate training and experience. This lack of foresight has reinforced negative attitudes against UAMs and episodes of violence by the local population in front of emergency centres without prior planning or notice. In turn, the creation of short-term residential centres hinders the opportunity of UAMs to participate in the local society establishing relevant bonds, since they are exposed to successive changes of placement, as is still happening now.

In sum, and as a result of all this, in Spain three situations and approaches and practices designed to meet the needs of UAMs are identified according to the autonomous communities regarding the phenomenon dynamics and the UAMs' itineraries in the territory: a security approach in the southern land border city areas, a first reception approach in Andalusia and the Canary Islands, and a protection and mentoring-oriented approach in the transit-destination regions of northern Spain, which despite being richer do not have sufficient resources to adequately attend to the legal, material, social and emotional needs of UAMs. Finally, it is important to warn from a realistic point of view that even with better and greater resources the transitions to an independent adult life for the UAMs are conditioned by the prevalence of enormous inequalities in the Spanish society especially affecting the children of

immigrants and the profound change in the productive model that tends to need less low-skilled labour. Both factors are far more likely to exclude these young people if they do not receive adequate education and training.

Co-funded by the
Asylum, Migration and
Integration Fund of
the European Union

References

Berry, J. (1990). Psychology of acculturation. Understanding individuals moving between cultures. *Applied cross-cultural psychology,* p. 232-253.

Deardorff, D.K. (2006). Intercultural competence model. From "The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States". *Journal of Studies in International Education* (10), p. 241-266.

Directive 2013/33/EU of the European Parliament and of the Council. (2013, 26 June). http://data.europa.eu/eli/dir/2013/33/oj

Directive 2011/95/EU of the European Parliament and of the Council. (2011, 13 December). http://data.europa.eu/eli/dir/2011/95/oj

Hofstede, G., Hofstede, G. J., & Minkov, M. (2016). *Allemaal Andersdenkenden: Omgaan met cultuurverschillen. (Everybody thinks differently: Dealing with cultural differences)*. Business Contact/ Atlas Contact.

Jongedijk, R. (2014). *Levensverhalen en psychotrauma, narratieve exposure therapie in theorie en praktijk (Life stories and psychotrauma, narrative exposure therapy in theory and practice).* Stichting Arq Diemen, p/a Uitgeverij Boom.

Ní Raghallaigh, M. (2011). Religion in the Lives of Unaccompanied Minors: An Available and Compelling Coping Resource. *The British Journal of Social Work*, *41*(3), 539-556.

Ogden, P., & Minton, K. (2000). Sensorimotor Psychotherapy: One method for processing traumatic memory. *Traumatology, 6* (3), 149-173. https://doi.org/10.1177/153476560000600302

Oppenheim, H., Hornsveld, H., Ten Broeke, E., & De Jongh, A. (2015). *Praktijkboek EMDR deel II, Toepassingen voor nieuwe patiëntengroepen en stoornissen (EMDR manual part II, applications for new patient groups and disorders)*. Pearson Amsterdam.

Plysier, S. (2003). *Kinderen met een tweede huid. Onthaal van kinderen op de vlucht (Children with a second skin, reception for fleeing children).* Garant- Uitgevers.

Sleijpen, M. (2017). Crossing borders: Trauma and resilience in young refugees. A multi-method study. Arq, psychotrauma expert group.

Schippers, M., Bastiaens, F., & Verstegen, T. (2019). *Veerkracht Versterken van Vluchtelingenkinderen. De Nidosmethodiek voor interculturele jeugdbescherming. (Strengthening the resilience of unaccompanied children, the Nidos methodology for intercultural child protection)*. Nidos.

Schippers, M. (2017). *Kinderen gevlucht en alleen. (Children, fled and alone)*. Nidos.

Stöfsel, M. & Mooren T. (2010). *Complex trauma diagnostiek en behandeling (Complex trauma diagnosis and treatment).* Bohn Stafleu van Loghum

Struik, A. (2010). *Slapende honden? Wakker maken! Een behandelmethode voor chronisch getraumatiseerde kinderen. (Sleeping dogs? Wake them! A method for treatment of chronically traumatised children).* Pearson Assessment And Information B.V.

Co-funded by the Asylum, Migration and Integration Fund of the European Union

Verrept, H. (2019). *Health Evidence Network Synthesis Report. What are the roles of intercultural mediators in health care and what is the evidence on their contributions and effectiveness in improving accessibility and quality of care*. (Report No. 64).

World Health Organisation. euro.who.int/en/health-topics/health-determinants/migration-and-health/publications/2019/what-are-the-roles-of-intercultural-mediators-in-health-care-and-what-is-the-evidence-on-their-contributions-and-effectiveness-in-improving-accessibility-and-quality-of-care-for-refugees-and-migrants-in-the-who-european-region-2019

Co-funded by the Asylum, Migration and Integration Fund of the European Union

PROUD