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# WORKBOOK PROTECTION OF CHILDREN IN MIGRATION

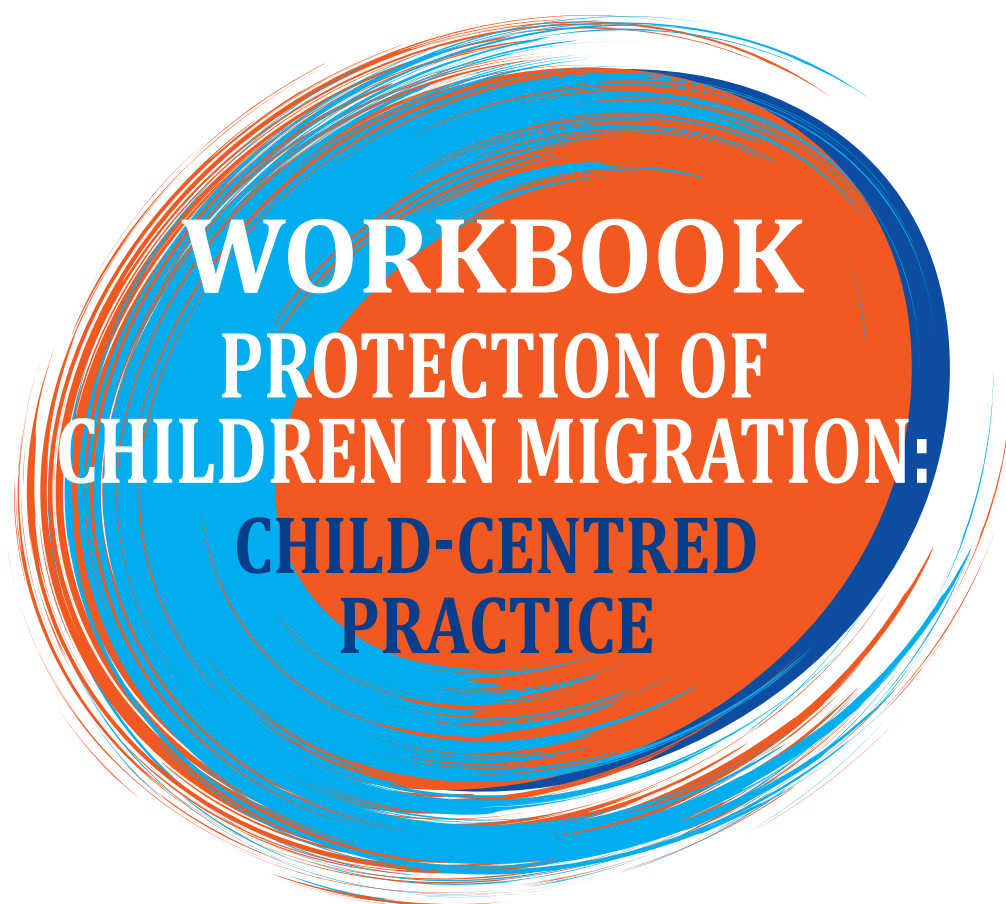
CHILD-CENTRED PRACTICE



WORKBOOK  
PROTECTION OF CHILDREN IN MIGRATION:  
CHILD-CENTRED PRACTICE



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Belgrade, 2021

**WORKBOOK**  
**PROTECTION OF CHILDREN IN MIGRATION:**  
**CHILD-CENTRED PRACTICE**

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**STRENGTHENING  
REFUGEE AND MIGRANT  
CHILDREN'S HEALTH STATUS**

IN SOUTHERN AND SOUTH-EASTERN EUROPE

  
unicef  
for every child

 Co-funded by  
the Health Programme  
of the European Union

  
FPN

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## INTRODUCTION

The workbook “Protection of Children in Migration: Child-Centred Practice” elaborates elementary theoretical, political and professional concepts and their application in the multidisciplinary field of protection of children in the migrant and refugee population from the perspective of the child’s rights and using a child-centred approach. The purpose of the workbook is to help students, as well as professionals, practitioners in assistance professions and paraprofessionals to prepare for real-life situations, circumstances and contexts in which the rights of children in migration are threatened. Various aspects of the protection of children in migration require developed competencies and integrated knowledge and skills related to issues of vulnerability, risk, trauma, and resilience, as well as knowledge of international standards and guarantees for children’s rights protection in the field of refugees and migration, and how they are applied in national legislation. Knowledge of migration management, gender-based violence, and the application of mechanisms and professional actions in child protection are an essential component of the competencies required for work in this field.

This workbook is intended for humanities students and practitioners who work directly or indirectly with children in migration. It is related to the textbook “Protection of Children in Migration: A Rights-Based Approach”, from which cases, practical situations and tasks, group projects and reflective exercises have been selected and arranged. The workbook is designed as both a single part, and a separate unit, which can be used flexibly for various forms of training of students, practitioners, decision makers and other actors.

The learning material presented in this publication has been carefully collected, selected, developed, piloted, evaluated and upgraded over a two-year process. The process took place in two successive projects. The first, “Co-creating Knowledge and Building Expertise for Protection of Children Affected by Migration – Curriculum Development” was implemented by Belgrade University’s Faculty of Political Science (BU FPS) with the support of UNICEF in Serbia and the United States Government. The original results and deliverables of the project were followed by financial support from the European Union Health Programme “Strengthening refugee and migrant children’s health status in Southern and South-Eastern Europe”, for the development of the textbook and workbook which combine experiences gained during multi-layered, joint creative work with decision makers, practitioners, students, researchers and analysts.

The activities during the development of the curriculum – the first university course on the protection of children in migration in the Western Balkans region – included a multi-layered consultation and research process, curriculum design, and piloting, followed by the process evaluation. The multidisciplinary university course was piloted at the BU FPS, despite the challenges posed by the COVID-19 pandemic, during the 2020/2021 winter semester. In addition to students from various faculty departments, the course was attended by professional practitioners from the social protection system, governmental institutions and non-governmental organisations dealing with the protection of children in migration. The idea of this “merger” was the exchange between two often divided settings – the university curriculum and training for practitioners, in the belief that there is considerable room and need for complementarity and upgrading, and that flexible adaptations to “academic” and “practical” requirements are possible and feasible. After piloting, the course was accredited as a one-semester elective course and was thus included in the BU FPS academic offer for students of social work, politics, communications, culture and gender and international relations. The content of the course has also been essentially and formally adjusted to the Continuing Professional Education (CPE) knowledge innovation standards. It has been accredited in that form and has become available to experts in various disciplines dealing with migrations for their continuing professional development.

During curriculum development, consultations were held with forty policy makers, decision makers, and practitioners from the public and civil sectors from various parts of Serbia, who are involved in the protection of children in migration.



Special attention was paid to consultations with refugee and unaccompanied migrant children and children traveling with their families. We consulted with fourteen boys and girls from Afghanistan, Iran, Pakistan and Syria, who agreed to talk to us (along with other necessary parental and guardian consent), in a way that was carefully and professionally designed, ethically rigorous, highly participatory and child-friendly.

During the course preparation, twelve case studies from the practice of institutions and organisations of the governmental and non-governmental sector in Serbia were collected and adapted in accordance with ethical requirements. Most of the cases presented in this workbook were collected in the field, they are realistic and genuine, and the authors of this workbook consider that they represent a good basis for confrontation, understanding, reflection and exchange, which is the basis for developing critical thinking and competent integration of theoretical and practical knowledge.

## **General Purpose and Objectives of the Course**

The “Protection of Children in Migration” course is based on the analysis of contemporary local and international documents which consider and illustrate the approaches and principles of working with children on the move. It applies interactive methods of learning and acquiring knowledge, which include the opportunity for students to improve their practical work in the field within a number of organisations cooperating with the BU FPS.

The course programme is designed as a joint and collaborative learning process for students and practitioners, in which they use various techniques and methods of experiential learning on cases from actual, direct practice of work on protection of children in migration, and have the opportunity to develop understanding, insights, empathy and skills for work with children in need of protection because they are physically, emotionally, health and safety wise or otherwise vulnerable and marginalised in the context of migration.

The objectives of the course are directed to:

- learning and understanding the legal framework for protection of children in migration, the requirements of inter-institutional coordination and key global and European documents and instruments,
- understanding child well-being and the active role of institutions, facilitators and communities in supporting and protecting children in migration in Serbia and in the European context,
- knowledge of the system of child protection and protection against gender-based violence (GBV) through evidence-based interventions, which includes the state-of-the-art practice of strengthening families, promoting child agency and supporting community interventions,
- the ability to identify and assess the situation, needs, risks and strengths of children in migration, especially in children who are particularly vulnerable or at risk, as well as to design an appropriate response and develop a support plan through the case management process,
- the ability to identify and argue the characteristics of the system of protection of children affected by migration in Serbia from the perspective of three basic approaches: children’s rights, protection against GVB, and the knowledge of trauma.

The workbook includes exercises used to practice and integrate the knowledge and skill competencies in the field of childhood in the context of migrations, international and national legal frameworks, key principles of child protection and operational capabilities of support systems, risks and resilience, and ways to ensure true child participation. Special attention is paid to the specific circumstances of child protection in the emergency and crisis situations that are characteristic of humanitarian disasters, the rules for interviewing children, and procedures for determining the best interests of children, as well as the particularities of guardianship, alternative situations and durable solutions for children in migration. Issues of gender and protection of children in migration in the context of gender-based violence and its implications for the protection of unaccompanied and separated children is an indispensable part of contemporary approaches in this area.

## Workbook Contents

Ten interconnected thematic units have been developed within the textbook “Protection of Children in Migration: A Rights-based Approach”. Exercises from separate thematic units can be used separately or in combination, in a flexible framework that can be adapted to participants and their level of knowledge and interests, intended learning outcomes, the training duration, and live or online teaching format.

The workbook comprises guidelines for working with migrant children, practical tasks and guided discussions related to practical dilemmas, situations and cases from practice, as well as exercises that can be used for role playing, in order to bring participants closer to the perspectives of children in migration. Guidelines and practical exercises are organised into thematic units which accompany the textbook and lectures and which are specially designed for the purpose of training students to work on the protection of migrant and unaccompanied children.

## Core Thematic Units

### **THEMATIC UNIT I: Migrations – Characteristics, Trends and Actors**

This thematic unit provides an insight into the phenomenon of migrations in modern societies and provides an overview of basic concepts and theoretical approaches to migrations, trends in child migrations and actors in the protection of children in migration in Serbia.

### **THEMATIC UNIT II: Children in Migration: A Rights-Based Approach and Child Protection Framework**

This unit provides an overview of the approach based on the rights of the child in the context of migrations, and the legal, theoretical and practical components of this approach in working with a child in migration and their family.

### **THEMATIC UNIT III: Standards for Child Protection in Humanitarian Crises**

This section provides an overview of the framework for understanding migrations, “push and pull factors”, standards for child protection in humanitarian crises and, in particular, the Global Minimum Standards for Child Protection in Humanitarian Action.

### **THEMATIC UNIT IV: Identification of Children in Migration and Organisation of Initial Interventions**

This thematic unit provides an overview of procedures for preliminary identification of children in migration, opening of the case management process, rules for the interviewing children, initial procedure for establishing and determining the best interests of the child and standards for establishing child-friendly spaces.

### **THEMATIC UNIT V: Risks and Resilience of Children in Migration**

This section provides settings for access to protection of children in migration based on knowledge about trauma, the risk and resilience framework, application of the child participation principle and consultation with children on the move and protection for helpers, where special attention is paid to prevention and interventions related to burnout and vicarious traumatising.

### **THEMATIC UNIT VI: Gender and Vulnerability**

The basic concepts of the theory and issues of gender and gender-based violence in the context of protecting of children in migration and the vulnerability of unaccompanied boys and girls are presented here.

### **THEMATIC UNIT VII: Child Abuse in Migration**

Within this section, the risks to which children are exposed during migration, general and specific forms of violence, characteristics of child trafficking and smuggling, as well as child labour and abuse of child labour in the context of migration are elaborated.

**THEMATIC UNIT VIII: Gender-Based Violence and Migration**

This chapter presents migration as a gender process. The gender-roles system is based on inequalities and discrimination that lead to violence, while the patriarchy itself changes as societies change, but is present in various forms everywhere, including the migrants' countries of origin.

**THEMATIC UNIT IX: Case Management Guidelines for Children in Migration**

This unit provides an overview of the case management cycle, specific concepts and procedures for assessing the needs, risks and strengths of a child in migration, the process of establishing and determining the best interests of the child in migration, as well as age assessment, coordination planning processes (national and transnational) during case management and particulars of working with interpreters and cultural mediators.

**THEMATIC UNIT X: Alternative Care and Durable Solutions**

This provides an overview of support services for families of children on the move, the details of guardianship and alternative care for children in migration, durable solutions, protection planning, and standards and procedures in tracing, monitoring and reuniting children and families in migration.



THEMATIC  
UNIT

I

MIGRATIONS – CHARACTERISTICS,  
TRENDS AND ACTORS



Even though migrations have existed in all societies in the past, they are considered to be processes which essentially affect the reshaping of modern societies and policies. This is because they call into question the classical interpretation of numerous concepts within social sciences and public discourse. Thus, concepts such as: society, sovereignty, diversity, pluralism, and human rights are just some of those which are being re-examined and given new meanings under the influence of migration. In modern settings, the traditional binary division into voluntary and forced migration, as well as into emigration and immigration states, comes increasingly into question. This does not mean, however, that various parts of the world are not unevenly affected by migrations, nor that their consequences are not different. Immigrants often differ, on a number of levels, from the average population, living in the country in which they have settled. Ethnic diversity as a consequence of migrations has become indisputable, but not its impact on societies.

Migration studies began to develop intensively in the early 1980s, primarily within the framework of geography, sociology and economics. The characteristics of migrations indicated the need for interdisciplinarity in their study and research, which led to interest in other scientific fields, such as political science, law, psychology and anthropology. The focus of most of the early approaches to migrations was on the individual migrant, understood as a rational stakeholder who makes migration decisions based on an assessment of the costs and benefits of migration. These approaches have been replaced by those that have contextualised migration within global power relations and inequalities. More recent approaches highlight the agency of migrants and their capacity to make independent decisions within broader structural constraints and to resist controls. An important contribution to the changes in the approach to migrations was provided by feminist philosophy, pointing out the specific characteristics of migrants, primarily concerning their sex, and their family situation, as well as class, ethnic origin, etc.

## EXERCISE 1.1 Modern Migrations and Children

### Key exercise information

**Exercise objective:** To make participants reflect on their knowledge, understanding and experience related to the characteristics of migrations, and especially to the issues of child migration.

**Duration:** depends on the mode of conducting the exercise.

**Required material:** flip chart, markers.

### Instructions

The questions in this exercise can be used for small group work, guided discussion, or essay writing. The key topics that the participants raise in the discussion should be noted on the flip chart.

### Topics for reflection and discussion

- 1) What do you consider the most important characteristic of modern-day migrations from the point of view of their impact on children? Why?
- 2) How does the feminisation of migration affect children, those who migrate and those who do not migrate?
- 3) To what extent and in what way do these movements refer to children in Serbia: children of Serbian citizens and child migrants?

## EXERCISE 1.2 Understanding Theories on Migration

### Key exercise information

**Exercise objective:** To make the participants reflect on the way in which they understand various theoretical approaches to migration.

**Duration:** depends on the mode of conducting the exercise.

**Required material:** flip chart, markers.

### Instructions

The questions in this exercise can be used for guided discussion, essay-writing or debate. The key topics that the participants raise with in the discussion should be noted on the flip chart.

### Topics for reflection and discussion

- 1) What do the theories of voluntary and forced migration have in common?
- 2) Which explanations for irregular migrations do you consider the most convincing and why?
- 3) How can various aspects of the rationale for different types of migrations be combined?

## EXERCISE 1.3 Migrants in My Community

### Key exercise information

**Exercise objective:** Participants should experientially understand the experiences of the migrant person/child.

**Duration:** depends on the mode of conducting the exercise.

**Required material:** List of questions, instructions for ethical presentation of interviews, prepared material with instructions for participants.

## Instructions

Give participants the following instructions:

Think of a person you know from your setting and community who has migrated at some point in their life from or to your community (regardless of whether it is migration within or outside the country) and try to make the circumstances of the case include children (whether the person was a child as a migrant, or had children they cared for and who migrated with them).

Prepare a list of questions to interview that person about:

- The social circumstances due to which they migrated (what preceded migrations in the social environment),
- Personal circumstances due to which they migrated (what preceded migrations in personal and family life),
- Events and experiences while leaving one community and moving to another,
- The way a person was received in the new environment, the circumstances they faced and how they experienced and reacted to them in the first year after migration,
- How successful was the subsequent process of that person's adjustment (and possibly that of members of their family) to the new environment, what or who helped them and what prevented them from adjusting,
- What their life looks like today, and what their relationships are with the community/place of origin,
- How would that person advise others who, like them, are trying to come to the community/place where they are now.

Make a written summary of the conversation (in an ethical way, with personal data and recognisable circumstances changed). In the summary, writing reflectively, answer the following questions:

- 1) How did you feel as you prepared for this task?
- 2) What was the most challenging thing for you during this task?
- 3) What did you learn about migrations while working on this task?
- 4) To what extent are these insights related to your personal life and the lives of people you are close to?
- 5) What does it take for people who have migrated to find their way around in a new community?

## Note

A written account of the interview can be sent to the lecturer, who provides written feedback, and/or presented as a summary to a small group (4-6 participants). Within the small group, experiences are exchanged and the needs and difficulties of people who have migrated to the new community are discussed. At the large group level, the results of the discussion are integrated and various topics related to the needs of people in migration are highlighted.

## Topics for reflection and discussion

- 1) Recognise that the process of migration and adaptation depends on the support and participation of many people who directly or indirectly affect the migrants' well being.
- 2) Support can be obtained from various people and other migrants (especially those who have had similar experiences and can share their knowledge and newcomer assistant network), or family members in the country of origin.
- 3) Children in migration have specific issues, problems and needs, which differ from the issues that preoccupy adults.
- 4) The local migrant community in the receiving country can provide various resources (personal or public) and practical assistance (housing, work, information, advice, and assistance in contacting institutions in the place of reception).
- 5) Children and adults use resources in the reception community in different ways, which also applies to migrant communities in the new environment.



## EXERCISE 1.4 In Migrant Children's Shoes

### Key exercise information

**Exercise objective:** Participants should develop an understanding of experiences of children in migration from various settings.

**Duration:** 40 minutes (20 min in small groups and 20 min for presentation and integration).

**Required material:** Flip chart, markers, prepared photos of children in migration, working papers.

### Instructions

This exercise is done in groups of 4-6 participants.

Before the exercise, pictures of children in migration are prepared, selecting children of various sex, age, race and nationality. Each child in the picture is given an appropriate name that indicates religious and national or regional origins and their age is highlighted (age in years). As many pictures of children as there are small groups are shown (optimally 5-8 pictures). In addition to a slide or poster with pictures, names and children's ages, a working paper is prepared for each group of participants. Each group is assigned a certain child from the picture.

### Task for participants

#### Work material

Look at this child \_\_\_\_\_ in the picture, and after the group discussion, write down what you think.

(name)

What are they thinking about?	What do they feel?	What have they lost?	What would they like to do?
Where did they come from?	Where would they like to be?	What would you like to tell them?	What has their journey been like so far?
What do they miss the most?	What are they missing?	What do they need?	What rights were violated for this child?
What do they want now?	What does their placement look like?	How long does it take for them to return to a normal life?	When was the last time they went to school?
What do they want for themselves when they grow up?	What do you have in common with them?	What are they dreaming about?	What did they do yesterday?

Source: adapted from UNICEF, 2016.

### Topics for reflection and discussion

- 1) How did you communicate during this exercise?
- 2) What was unfamiliar to you about the experiences of these children?
- 3) And what were you familiar with in their experiences?
- 4) What is needed for experts and other actors to be properly educated, in order to respond to the needs of these children?
- 5) What do you want to learn about ways of meeting the needs and exercising the rights of these children?

### EXERCISE 1.5 Map of Children in Migration

#### Key exercise information

**Exercise objective:** Acquiring knowledge about trends and characteristics of child migration in certain parts of the world and a global overview, developing skills for data search and graphic data presentation. Developing teamwork and presentation skills.

**Duration:** Two weeks to develop a map, 20 minutes for group discussion.

**Required material:** Participants should independently devise whatever materials, techniques or media they need which are available for the presentation (images, sounds, graphs, films, animations, comics, drawings, sculptures, songs, plays, maps, quizzes, etc.).

#### Instructions

This exercise can be performed in a productive way as part of a homework-group project, where participants within smaller groups (5-8 members) make visual maps of migrations of children around the world.

Participants are assigned to create a “map” of migrations of children in given regions or continents in the relevant period. It is necessary to make a visual map which presents the regions from which (currently, or alternatively historically, related to a certain period), numbers of children, directions of movement, knowledge of factors that encourage migration of children from one part of the world to another, etc.

### EXERCISE 1.6 Identifying Actors Involved in the Protection of Migrant Children in Serbia

#### Key exercise information

**Exercise objective:** Acquiring knowledge about the actors involved in protection of children in migration in Serbia, the ability to recognise them and identify their roles in the context of child protection.

**Duration:** 40 minutes.

**Required material:** flip chart, list of terms and list of actors.

#### Instructions

This exercise is done in groups of 4-6 participants.

In the introductory part of the exercise, in the plenary exchange, the concepts of importance for migrations and actors in child protection in migration in Serbia are noted on the flip chart (FC). Groups are divided into smaller groups of 4-6 participants. Each group receives a case, as well as the list of terms from Box 1.1. and the list of actors from Box 1.2, in addition to those listed on the FC. The findings are discussed in a large group for 15 minutes, the lecturer integrates the answers, interprets them and draws key messages and insights. Additional issues are considered in detail.

### Topics for reflection and discussion

- 1) Can you see the distribution of responsibilities for children in migration in Serbia?
- 2) Do you think that it is necessary to introduce some additional actors to support and assist activities for children in migration in Serbia?
- 3) How effective is the support system, from 1 (mostly ineffective) to 5 (mostly effective)?
- 4) How can it be improved?

### Task for participants

In a small group, consider the case of a boy, Malik (13), in order to identify key terms based on the definitions from the list and the actors who should be involved in the given situation. State what these actors can and should do in specific circumstances while working on the case.

### Case report

#### Malik

**Malik** was identified as a 12-year-old by outreach social workers at the Asylum Centre, two days after he was accommodated there and before he was registered. He was not travelling with his family, so it was recommended that he be transferred from the Asylum Centre to the Integration House (IH), which provides placement for unaccompanied migrant children.

Accompanied by an outreach social worker, Malik went to the Foreigners Department in the police station, where the registration of the minor was completed. As the outreach social worker did not have the public authorities of the Guardianship Authority, the Foreigners Department, as required, informed the case manager of the appropriate (Centre for Social Work) (CSW) who was obliged to go to the field to pick up the minor and sign the documentation. Malik was examined by doctors to determine whether he had hair or body lice, or scabies, and whether he was suffering from any acute illnesses. As he did not suffer from any infectious diseases, an initial interview was conducted by the IH team. The expert team made a decision on the placement of the child. Malik's cousin **Selim (16)** was placed on the same day.

The IH rules were explained to Malik and he understood and accepted these. The IH social worker informed the appropriate CSW about the admission and sent a confirmation of registration, so that a temporary guardian could be appointed to Malik. After the placement, Malik was involved in regular work with a psychologist, in regular activities such as language classes, creative and educational workshops, as well as in the activities of partner organisations.

After ten days, together with his cousin Selim, Malik left the placement in order to cross the Hungarian border illegally. Both boys had previously been warned about the risks of illegal movement and illegal border crossing. The IH social worker informed the CSW about their leaving the placement.

Malik was involved in a car accident in a town near the Hungarian border. He was admitted to a hospital near the border, where he was operated on and kept for treatment. Ten days after the accident, Selim returned to Belgrade, and, on referral from the outreach social workers, he was readmitted to the IH. The IH social worker informed the CSW and regularly contacted the CSW from the town where Malik was hospitalised. Malik returned to the IH 20 days after the accident, and continued his rehabilitation in Belgrade.

Less than a month after being readmitted, Malik was involved in formal education. He started to attend the fourth grade of primary school. He received daily assistance with school assignments and study from IH pedagogues. Malik soon began to receive praise from the school teacher and associates (that he was well-behaved and intelligent, and that he was a fast learner). He was accepted well by his peers at school.

It was estimated that it was in the best interests of the child that he be placed in a foster family, so a meeting between the temporary guardian, the case manager, the Integration House social worker and the Centre for Family Placement and Adoption professional practitioners was held at the Centre for Social Work. The decision was made to work on placing Malik with a foster family in the coming period.

A month later, a meeting with a potential foster family was held at the Centre for Family Placement and Adoption. Malik's first contact with the foster family was made in a planned manner. Everything went well and it was agreed that the foster family would bring their children to the next meeting in order to meet the boy. Malik was visibly motivated to live in a foster family. After two more meetings and spending a weekend together, Malik said that he did not want to go to the foster family because it was a Roma family. It was estimated that the boy had been persuaded to say so.

A case conference was held where the case manager reported that the potential foster mother had informed him that a teacher from the primary school Malik attended had spoken to him and advised him that he did not have to leave the institutional placement and go to a foster family.

After several interviews conducted by the IH social worker and the case manager with Malik about the benefits of foster care, as well as interviews with his parents via Skype, Malik agreed to be placed in the foster family.

Malik was placed in the foster family accompanied by a case manager, an IH social worker and an interpreter.

*\* A few months later, with the support of the foster family, Malik established contact with smugglers and left the country, without the knowledge of the official authorities or the professionals involved. A year later, he contacted the IH social worker from Switzerland.*

*Note: Malik* is the case description of a boy who stayed in Serbia as an unaccompanied child between 2015-2019, compiled and adapted during the research.

### List of terms

**Child:** any human being not older than 18 years of age unless, according to the law applicable to the child, he or she reaches the age of majority earlier.

**Unaccompanied children (or unaccompanied minors):** children who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so (UN, General Comment of the Committee on the Rights of the Child, No. 6: Treatment of unaccompanied or separated children outside the country of origin, CRC/GC/2005/6, September 1, 2005).

**Separated children:** children who have been separated from both parents, or from their previous legal or customary primary care-giver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members (UN, General Comment of the Committee on the Rights of the Child, No. 6: Treatment of unaccompanied or separated children outside the country of origin, CRC/GC/2005/6, September 1, 2005).

**Unaccompanied minor:** a foreigner who has not reached the age of eighteen and who, upon entering the Republic of Serbia or there after, does not have, or has remained without, the company of a parent or guardian according to the Law on Asylum of the Republic of Serbia (Article 2, paragraph 1, indent 13). In compliance with the Qualification Directive 2011/95/EU, an unaccompanied minor is a non-EU national or stateless person below the age of 18 who arrives on the territory of the EU States, unaccompanied by an adult responsible for them, and for as long as they are not effectively taken into the care of such a person, including a minor who is unaccompanied after they have entered the territory of the EU States (Article 2, paragraphs i and k). In compliance with the Admission Directive 2013/33/EU, an unaccompanied minor is a minor who arrives on the territory of the Member States unaccompanied by an adult responsible for them, whether by law or by the practice of the Member State concerned, and for as long as they are not effectively taken into the care of such a person; it includes a minor who is left unaccompanied after they have entered the territory of the Member States (Chapter I, Article 2, paragraphs e and d).

**Asylum:** the right to residence and protection accorded to a foreigner who, based on the decision of the competent authority deciding on their application for asylum in the Republic of Serbia, has been granted asylum or another form of protection provided by law.

**Asylum seeker (or applicant for international protection):** a person who has applied for protection and is awaiting an outcome.

**Beneficiary of international protection:** a child who has been granted refugee or subsidiary protection status; monitored or unaccompanied.

**Subsidiary protection:** a form of protection granted by the Republic of Serbia to a foreigner, who, in the case of returning to the country of origin would be subjected to torture, inhumane or degrading treatment, or their life, security or freedom would be threatened by general violence caused by external aggression or internal armed conflicts or mass violation of human rights. This is granted a specified period of time to a person who does not meet the conditions for obtaining refugee status.

**Assessment of the best interests of the child:** an expert assessment that applies to each child individually. It is carried out by a professional, independently or in cooperation with other professionals, and requires the participation of the child.

**Determining the best interests of the child:** a formal process with strict procedural safeguards, designed to protect the best interests of the child for particularly important decisions that affect children. It should facilitate the appropriate participation of the child without discrimination, involve decision-makers with relevant areas of expertise, and balance all relevant factors in order to assess the best option.

**Durable solution:** a sustainable and permanent solution which ensures that the child is able to develop into an adolescent, in an environment that will meet their needs and guarantee their rights as defined by the UN Convention on the Rights of the Child and will not put the child at risk of prosecution or serious harm. Designing and developing such a solution includes a thorough determination of the best interests.

**Emergency/urgent protection:** consists of rescue measures as well as health care necessary to prevent serious damage to a person's health.

**Guardian:** an impartial person appointed to provide support and assistance to unaccompanied and separated children in the asylum process and procedures related to them, in order; to protect the best interests and well-being of the child, and to be a link between the child and the agencies and individuals responsible for them.

**Migrant:** a person who is outside the territory of a state of which they have a nationality or citizenship and who has resided in another state for more than one year, regardless of the causes, voluntary or involuntary, and means, regular or irregular, for migration.

**Refugee:** a person who, due to a well-founded fear of persecution for reasons related to race, religion, nationality, political opinion or membership of a specific social group, is outside the state of nationality and is unable, or because of that fear unable to use the protection of that state; or a stateless person who, being outside the country of previous residence for the reasons stated above, is unable to return to it.

**Stateless person:** a person who is not considered a citizen of any state.

**Subject of a removal order:** an asylum seeker who has not been granted asylum and who has exhausted national appeal procedures, or a third-country national who has exceeded the duration of their visa. Their return can be voluntary or forced, assisted or spontaneous.

## List of actors

**Commissariat for Refugees and Migration of the Republic of Serbia (CRM)** has the following competences:

1. Taking care of refugees and providing placement
2. Refugee registration and other logistical and monitoring activities
3. Coordination of assistance and ensuring equal and timely assistance
4. Taking measures for the return of refugees
5. Addressing the housing needs of refugees

Based on data from 2020<sup>1</sup>, CRM has approximately 6,000 places for the reception of refugees/migrants in five permanent asylum centres and fourteen temporary reception centres.

<sup>1</sup> Locations and capacities are subject to change.

**Asylum Centres** – Banja Koviljača (120), Bogovađa (200), Sjenica (250), Tutin (200), Krnjača (1000).

**Reception centres** – Adaševci (450), Bosilegrad (110), Bujanovac (220), Dimitrovgrad (90), Divljana (280), Obrenovac (900), Kikinda (240), Pirot (250), Preševo (900), Principovac (250), Sombor (120), Subotica (130), Vranje (220) and Šid (210).

**Ministry of the Interior** – controls crossing state border crossings, and controls the movement and residence of foreigners, including the asylum procedure; issues of protection of life and personal safety, prevention and detection of criminal acts (violence, human trafficking, smuggling...), as well as maintenance of public order and peace.

Asylum protection procedures are the responsibility of the **Asylum Office**, which operates under the auspices of the Ministry of the Interior.

**Ministry of Labour, Employment, Veterans' and Social Affairs and Ministry of Family Welfare and Demography – Family Welfare Sector** – deal with issues of protection of migrants, especially vulnerable groups – children, victims of domestic violence, victims of human trafficking and others.

**Centre for Social Work** – responsible for the protection of the interests and rights of children in all situations where they may be threatened, as well as the protection of victims of domestic violence, and adults and older people who are unable live in their family and unable to make decisions for themselves. In order to improve the human resources of centres for social work for the protection of migrant children, **outreach social workers** are employed in those centres for social work that operate in communities affected by a larger influx of migrants. Since they are not permanently employed in the centre for social work, they cannot exercise public authority, that is, they cannot make decisions about the child, but they are able to implement customised case management procedures. Their tasks are defined by the Standard Operating Procedures for the Protection of Refugee/Migrant Children.

**Social protection institutions for placement of migrant children** – these provide urgent and temporary care for children:

1. The Institute for Education of Children and Young People in Belgrade and The Institute for Education of Children and Young People in Niš provide placement for foreign minors on the territory of the Republic of Serbia who are unaccompanied by parents or guardians.
2. "The Kolevka" home for children with disabilities in Subotica also provides short-term placement for migrant children within a special organizational unit – the Reception Station for Children and Young People up to 18 years of age. The service is provided for up to seven days.
3. The Centre for the Protection of Infants, Children and Young People in Belgrade is an institutional-type placement in which longer-term placement for minor migrants is provided.
4. All other institutions for the placement of children can provide placement for minor migrants if there is a need for that and if they have available capacity.

Social protection institutions for unaccompanied minors are obliged to provide the minor with: safety, health care in accordance with health regulations, subsistence conditions (housing, appropriate nutrition in keeping with the national and religious origin of the child, clothing, footwear, hygiene products and more), organisation of free time, upbringing, and education in accordance with legal regulations. The placement procedure is carried out on the basis of a verbal or written decision of the guardianship authority.

**Shelters for women who have suffered violence** – a specialised service within the social protection system. Placement is provided for up to six months, and support activities include: meeting basic living needs and ensuring a safe and pleasant environment, development and preservation of potential, legal support, support in education and employment.

**Foster Care and Adoption Centres** – perform the tasks of child protection through foster care by assessing families who wish to deal with foster care, training and preparation of families, selecting the appropriate family for the child and providing support for foster parents and children. They directly cooperate with the centres for social work in performing tasks within their competence. Foster care is still in its formative stages in the context of the protection of migrant children in Serbia, although there were successful examples during the last migration crisis.

**Centre for the Protection of Victims of Human Trafficking** – performs assessment of the situation, needs, strengths and risks of victims of trafficking, identification, and provides appropriate assistance and support to victims of trafficking in order to recover and reintegrate them.

**Ministry of Education, Science and Technological Development** – a key actor in the right to education of refugees and migrants, including pre-school education and upbringing, primary, secondary and higher education, as well as adult education.

The student support plan includes:

- Programme of adaptation and coping with stress
- Intensive language learning programme in order for language learning to take place in accordance with the methodology of accelerated mastering of the Serbian as a foreign language programme in additional classes, but also through participation in regular classes and extracurricular activities implemented by the school
- Individualisation of teaching activities through adjusting the schedule of classes, teaching material, methods and modalities of work
- Involvement in extracurricular activities with peer support

**Ministry of Health** – competence in providing health care to migrants.

## II INTERNATIONAL ORGANISATIONS

### *United Nations agencies*

**UNHCR – The United Nations High Commissioner for Refugees** has a mandate to lead and coordinate international refugee protection activities and to address refugee issues around the world. It provides for an access to and effectuation of rights for women, men, girls and boys in compliance with the international humanitarian law, human rights law and refugee law. It has a mandate to decide on the best interests of children and on the protection of migrants in all countries, especially in countries in which a social protection system does not exist. UNHCR in Serbia is engaged in the protection of migrant children in the following ways: responding to their needs and the risks facing them; preventings discrimination; preventings and responding to all types of children abuse; providing for access to their rights; providing for lasting solutions. Asylum seeking children are in focus from the aspects of its support for national systems and capacity building; adapting legal procedures to children’s needs; supporting guardians, support for lasting solutions; empowering children and supporting their participation; engaging young people from local communities. The following organisations were UNHCR’s executive partners in Serbia in 2017: “Snaga prijateljstva” (Strength of Friendship) – “Amity”, “Indigo”, “Grupa za decu i mlade” (Group for Children and Young People), “Praxis”, the Danish Refugee Council, “Intersos”, “Microfins”, the Humanitarian Centre for Integration and Tolerance, “Vision”, the Belgrade Centre for Human Rights, the Psychosocial Innovation Network (PIN), and the Centre for Crisis Policy and Response.

**UNICEF – United Nations Children’s Fund** deals with the rights and wellbeing of children. In emergencies, it works to ensure the exercise of the fundamental rights of children and women, and to reduce the negative consequences of emergencies, especially on children, by providing adequate support through versatile services.

UNICEF in Serbia provides support to the state in its response to the needs of child refugees and migrants in the fields of social care, education and health by providing professional support, capacity building and support for coordination. In cooperation with its partners, UNICEF has established child friendly spaces and mother and baby corners in asylum and reception centres. These are equipped with educational materials and toys and are shelters where children can rest and feel like children again, while in mother and baby corners mothers can breastfeed and receive the necessary support (regarding breastfeeding and nutrition of infants, early development, hygiene and care) and children can get food appropriate for their age.

**International Organization for Migration (IOM)** is a leading intergovernmental organization in the field of migration and is committed to the principle that humane and orderly migration benefits both the migrants and the society.

The principal responsibilities of the IOM are to ensure orderly and humane migration management and to find practical solutions to difficulties and problems related to migration. IOM in Serbia is engaged in the fields of assisted and voluntary return and reintegration of migrants, reduction of human trafficking, immigration and border management, migration and development, as well as migration and health.

**UNFPA – The United Nations Population Fund** promotes the right of all women, men and children to enjoy a healthy life and equal opportunities.

As part of its activities in Serbia, UNFPA, in partnership with competent institutions, has developed the Standard Operating Procedures of the Republic of Serbia for the Prevention of and Protection from Gender-Based Violence against People Involved in Mixed Migration, which enables the application of customised procedures for protecting victims of gender-based violence in the migrant population.

#### **Other international organisations**

In addition to United Nations agencies, in the protection of refugees and migrants and particularly vulnerable groups within this population, the following international organisations have been particularly active: Save the Children – Serbia office, International Rescue Committee, Catholic Relief Services, Médecins Sans Frontières (MSF), Médecins du Monde, Real Medicine Foundation, OXFAM International, Jesuit Refugee Service, Adventist Development and Relief Agency (ADRA), Danish Refugee Council, Caritas, CARE International and many others. The activities of some of these are:

**Danish Refugee Council (DRC)** provides services for refugees and migrants, ranging from child-friendly spaces and mother and baby corners, to identification of unaccompanied and separated children, and protection of the rights of refugees and migrants.

**Adventist Development and Relief Agency (ADRA)** provides for services of psycho-social support, cultural mediation, legal aid, and safe spaces for girls and women; prevents gender-based violence, raises awareness of the vulnerabilities of migrants and refugees, and supports their economic empowering.

**Jesuit Refugee Service (JRS)** in its Pedro Arrupe Integration House provides accommodation for up to twenty people for a limited period. The focus is on underage migrants who are unaccompanied and separated, less than fourteen years of age, and under the temporary guardianship of the Belgrade Centre for Social Work.

### **III NATIONAL CIVIL SOCIETY ORGANISATIONS**

Most civil society organisations implement activities in the following areas:

- Psychosocial support
- Identification and referral of children
- Providing information and raising public awareness
- Providing humanitarian aid without food distribution
- Providing psychological support and mental health support
- Transport support
- Support for case management
- Providing legal assistance
- Strengthening the technical capacity of institutions and organisations
- Advocacy in policy making
- Monitoring and reporting

In addition to this, **separated children and unaccompanied children** were the focus of seven organisations from 2015 to 2017 (they performed identification and referral activities, case management in cooperation with the guardianship authority, providing information and raising public awareness, family reunification, and institutional capacity building), four organisations dealt with **protection of child victims of human trafficking** (through identification and referral activities, informing and raising public awareness, providing legal assistance and case management in cooperation with the appropriate guardianship authority), only one organisation specialises in **the protection of victims of gender-based violence** (through identification and referrals activities, care, psychological assistance, mental health improvement, and building the capacity of other actors in the system to respond appropriately to the needs of victims of violence and exploitation).



- **Atina** is engaged in the identification, referral and protection of women and girls who are victims of violence and exploitation and, in particular, in the implementation of comprehensive (and long-term) support activities for its users. Atina is also active in providing support for children from particularly vulnerable groups of migrants. It pays special attention to strengthening the capacity of other actors who work with particularly vulnerable groups of migrants.
- **Belgrade Centre for Human Rights** is engaged in providing legal aid and support to refugees and migrants, as well as in analysing the protection system and formulating proposals for improving the legislative framework and procedures for protection.
- **Centre for Youth Integration (CYI)** has considerable experience in working with children involved in life and work on the street, and works directly with children and young people through services and activities in the field.
- **C31** is an expert organisation dealing with children's participation and helping other partners improve the methodology of work and providing assistance to partners in developing activities and programmes.
- **Group 484** implements field activities primarily through piloting and testing of psychosocial support programmes.
- **Indigo Group for children and youth** provides support to children and youth in asylum and reception centres in south Serbia. Their services are psychological support and learning support.
- **Praxis** works on conducting early identification of children, providing legal assistance and assistance with registration, and referral to services of other authorities and systems. Through fieldwork, Praxis works on informing refugees, as well as on monitoring violations of refugee rights and preparing periodic reports on monitoring the situation.
- **Psychosocial innovative network (PIN)** provides support for refugees and migrants who show signs of post-traumatic stress disorder, depression and anxiety, victims of violence and people with certain health problems (high-risk pregnancy, bodily injuries, etc.), victims of sexual or gender-based violence, people who show certain behavioural disorders and have a problem with aggression, substance abuse, etc.
- **SOS Children's Villages in Serbia** perform a range of activities to provide comprehensive support for refugee and migrant children through an emergency support programme.
- **Info Park** has been present in Belgrade and around Serbia since 2015 and provides for psycho-social support, prevents gender-based violence, provides for safe spaces for girls and women, and conducts early identification of children, directed towards the services of other institutions and organisations.
- **Border Free** provides accommodation for fifteen unaccompanied migrant children in its House of Rescue in Loznica, Serbia.

### EXERCISE 1.7

#### Graphic Representation of Actors Involved in the Protection of Migrant Children in Serbia

##### Key exercise information

**Exercise objective:** Learning about the actors involved in the protection of children in migration in Serbia, the ability to designate them and identify their roles in the context of child protection. Development of team work and presentation skills.

**Duration:** 20 minutes.

**Required material:** flip chart, markers, list of actors.

### Instructions

This exercise can be performed after Exercise 1.6. done on the *Malik* case, or on some other case of a child in migration provided by the lecturer or obtained by the participants themselves. The task can be given on the spot or as homework – a group task that can later be presented and discussed in the plenary session.

### Task for participants

In a small group, make a pictorial or diagrammatic presentation of the actors who were involved in working with the boy Malik (13) (or some other case), with a description of the actions taken by the actors in specific situations.

After presenting the group work results, the large group discusses a) individualisation, b) timeliness, c) adequacy, and d) the effectiveness of the measures taken and the potential alternatives, their advantages and disadvantages.





THEMATIC  
UNIT

II

CHILDREN IN MIGRATION:  
A RIGHTS-BASED APPROACH  
AND CHILD PROTECTION  
FRAMEWORK



A child rights-based approach is the leading paradigm in child-related issues globally, in a number of social sciences and various professional contexts. It marks a fundamental reversal in relation to traditionally practised approaches which, by highlighting the needs, actually have a stigmatising effect on those they are supposed to support. Nevertheless, the interpretation and application of a child rights-based approach face a number of obstacles. This also applies to children in migration, both voluntary and forced. The “unpacking” of the rights of the child in general, and, therefore, also those of a child in migration, begins with the dilemma of sameness, i. e., equality versus the otherness of one child in relation to another.

In answer to the question of whether the rights of the child are based on *sameness* or *otherness*, Ruth Lister states two possible directions of argumentation, which are mutually exclusive. She begins from the fact that the rights of the child come from the fundamental sameness and equality of children with all other human beings, to which she adds: “Moreover, to state the obvious, children become adults. Any arguments based on difference are therefore arguments that pertain only to a particular stage of the life-course” (Lister, 2008: 16). Thus, children, according to the authors who agree with this approach, can only be treated as *differently equal* members of society. This approach, which is known as **differentiated universalism** makes it possible to understand the specific rights of children, including the rights associated with their existing or non-existent citizenship status in a state, as well as their human rights. That is to say, children have certain human rights that adults also have, some rights pertain only to children in the form of children’s rights, i. e., the rights of the child, while some rights are denied to children, precisely in the name of protecting the rights of the child. The approach of differentiated universalism enables the understanding of children’s obligations, as well as the responsibilities of adults for children.

## EXERCISE 2.1

### Concepts of Childhood

#### Key exercise information

**Exercise objective:** Learning and reflecting on various representations of childhood.

**Duration:** depends on the mode of performing the exercise.

**Required material:** flip chart, markers.

#### Instructions

The quotation and questions from this exercise can be used to guide the discussion, essay or debate. Note the participants' discussions on the flip chart when working in a plenum.

In the essay "Children's Rights", Gerison Lansdown rights:

*"For many adults, childhood is imbued with a rather romanticised notion of innocence—a period free from responsibility or conflict and dominated by fantasy, play and opportunity. Yet for many children of all cultures and classes the dominating feature of childhood is that of powerlessness and lack of control over what happens to them."*

#### Topics for reflection and discussion

- 1) How is children's lack of power and control reflected on a practical level?
- 2) Is this lack of power and control different today from when you were a child/in the past?
- 3) Would you be a child again? What is attractive/unattractive about that thought?

## EXERCISE 2.2

### Convention on the Rights of the Child

#### Key exercise information

**Exercise objective:** Participants should consider and understand the role and importance of the Convention on the Rights of the Child for the exercising of children's rights and the challenges that children face in exercising those rights.

**Duration:** depends on the mode of performing the exercise.

**Required material:** flip chart, markers.

#### Instructions

The questions in this exercise can be used to guide a discussion, essay or debate. Note the answers on the flip chart when working in plenum.

#### Topics for reflection and discussion

- 1) How does the UN Convention on the Rights of the Child shape a child?
- 2) What is emancipatory in its content?
- 3) Which rights of the child are considered controversial in laws, policies, practices and in public?
- 4) Which principles of the Convention face the greatest obstacles to implementation in national practices?

## EXERCISE 2.3

### A Child is a Child

#### Key exercise information

**Exercise objective:** Participants should consider and understand the role and importance of the UNICEF paradigm that a child is first of all a child.

**Duration:** depends on the mode of performing the exercise.

**Required material:** flip chart, markers

### Instructions

The questions in this exercise can be used to guide the discussion, essay writing or debate. Note the answers on the flip chart when working in plenum.

### Topics for reflection and discussion

- 1) What does UNICEF's paradigm that a child is first of all a child mean?
- 2) What are its repercussions on the treatment of a child with an irregular migrant status and a child with a regular migrant status?

## EXERCISE 2.4 Culturally Competent Practice

### Key exercise information

**Exercise objective:** Participants should consider and understand the role and importance of the impact of culture on childhood and the importance of culturally competent practice.

**Duration:** depends on the mode; the time required to perform the group exercise is 30 minutes.

**Required material:** flip chart, markers.

### Instructions

This exercise can be done independently, in the form of homework in which, a reflective essay is written, or in groups of 4-6 participants. It is also possible to deliver the exercise in a group, followed by writing individual reflective essays.

### Topics for reflection and discussion

- 1) Is the childhood of girls and boys of different races, nations and historical regions different?
- 2) What prejudices can professionals, humanitarian workers and others involved in child protection have when working with children in migration and their families?
- 3) Give examples of practices that ARE culturally competent and that are familiar to you in protecting children in migration.
- 4) Give examples of practices which are NOT culturally competent that you are familiar with in child protection in migration.

The groups note down their answers and present them to all participants. The lecturer comments on the group work results and encourages discussion. The integration of the findings revolves around the question:

- How to avoid the traps of cultural relativism?

## EXERCISE 2.5 Approaches to Migrant Children in Policies and Practices

### Key exercise information

**Exercise objective:** Participants should consider and understand the risks that children in migration face and the role of values, principles and standards in advancing a child rights-based approach.

**Duration:** 30 minutes.

**Required material:** flip chart, markers, prepared and printed case studies.

### Instructions

This exercise can be done individually or in groups of 4-6 participants. Participants consider the case presented regardless of their position in working with migrant children. Participants individually, or in small groups, each note down on a separate piece of paper whether they agree with the statements below, do not agree or do not know:



- I “This is a case in which the child protection service has the authority to intervene.”
- II “This is a case in which the interests of the child take precedence over the migrant origin of the family. “
- III “This is a case in which the migrant background must be taken into account, before we consider undertaking any intervention.”

Participants should think about their answers for five minutes, note them down on a separate sheet of paper, and then discuss them within their group. Each group notes down the topics and dilemmas discussed on a separate paper (10min), after which the findings of the group are presented to all participants.

### Topics for reflection and discussion (integration and discussion in a large group)

- 1) What risks are observed in this case, and who is affected by these risks?
- 2) How should the cultural origin of children in migration be considered in this case?
- 3) What ideas, values and approaches at the global and local levels need to be re-examined in detail, because of their potentially discriminatory and oppressive approach to children in migration?
- 4) What principles and standards seem the most appropriate to promote an approach based on the rights of the child in migration?

### Case report

#### Mahboob and Noshin

**Mahboob (8)** is travelling with his two brothers, **Nadim (19)** and **Noshin (9)**. They are travelling alone; their parents have remained in Pakistan and are in regular contact with them. For the past eight months, they have been accommodated in one of the centres intended for refugees and migrants in Serbia. They share their room with five other young men who are also unaccompanied children and who are of various ages all older than 15 years.

One of the roommates went to the manager of the centre and reported that the eldest brother Nadim had beaten Mahboob, that he had hit his head against the wall and that they had not been able to stop him. Nadim had threatened his roommate that he would beat him if he reported this to anyone, but the roommate did so anyway.

Immediately after this, the Centre for Social Work (CSW) was called, and Mahboob was interviewed in the presence of a large number of boys from the room. During the conversation, the boy who had been beaten claimed that he had actually fallen while playing football and that everything was fine. The boy had visible bruises on both eyes which could only have been caused by blows, not by falling while playing football.

*Note: Mahboob and Noshin is the case description of boys who stayed in Serbia as unaccompanied children between 2015-2020, compiled and adapted during the research.*



**THEMATIC  
UNIT**

**III**

**STANDARDS FOR CHILD  
PROTECTION IN  
HUMANITARIAN CRISES**



The “push” and “pull” theoretical framework is the basis for understanding the economic, social, environmental and other factors that lead to migration in the modern world. This framework considers the negative factors associated with the location of origin, which “push” (urge, move, impel, force) people to migrate, and the positive factors related to the (desired, final) destination, which “pull” (attract, entice, inspire, encourage) individuals to migrate to a specific location. This framework allows us to understand the various motives for migration, even for forced migration, which create refugees.

Each migrant experience is both individual and contextual, and children in migration, on top of these general experiences, go through developmental stages which are rapidly changing the point of view of adults and represent only an episode in a lifetime. But a child’s sense of time and the passing of time is different from the way adults experience these because, for a four-year-old, two years are half of their life, in which, through several successive phases, the tempestuous leaps of physical, emotional, cognitive, social and other child development occur.

A crisis or emergency represents a threatening situation – a disaster which requires urgent action. Successful and prompt action prevents this situation from turning into a humanitarian crisis or disaster – a large-scale humanitarian crisis. This is an event or series of events in a country or region which causes serious multidimensional disturbances in the functioning of society and disruption in the normal life and work activities of people, which produces human, material or environmental losses, and which exceeds the ability of affected people and communities to provide their own resources to ensure the health, safety and well-being of large groups of people (Alliance for Child Protection in Humanitarian Action, 2019). According to the World Health Organisation, these situations can lead to high mortality, malnutrition, infectious and other diseases, as well as deficiencies in the safe supply of water and food, basic sanitation and housing (WHO, 2008).

Migrant and other humanitarian crises have a devastating effect on entire communities, and children in these circumstances are exposed to increased risks of violence and all forms of abuse and exploitation, neglect, abandonment, exposure to traumatic experiences and a number of negative impacts on their physical, psychological, social and spiritual development.

### EXERCISE 3.1 Assessment of the “Push” and “Pull” Factors

**Key exercise information**

**Exercise objective:** Participants should recognise and understand the “push” and “pull” factors in a specific example.  
**Duration:** 20 minutes.  
**Required material:** flip chart, markers, prepared and printed tables with factors shown.

**Instructions**

This exercise continues from Exercise 1.3. *Migrants in My Community*, and includes:

- a) an individual element of completing the table on the bases of data obtained during the interview,
- b) work in pairs where the similarities and differences in the experiences of migrant children gleaned by participants during the interview are exchanged, group discussion in the plenum, where previous findings, experiences and insights are integrated.

**Instructions for participants**

- a) Based on the interviews you conducted as part of Exercise 1.3 *Migrants in My Community*, complete a table on the “push” and “pull” factors you noted during the interview that relate to children involved in migration.

	Social factors	Economic factors	Other factors
<b>Push factors</b>			
<b>Pull factors</b>			

- b) When you have filled in the table, exchange your findings, experiences and insights in pairs, trying to identify similarities and differences about the factors which (directly or indirectly) “pushed” or “pulled” the children in migration from whom you collected data during the interview.

**Topics for reflection and discussion**

- 1) Which economic, social, political, environmental or other factors influenced the circumstances for the child/children from your interview to find themselves in a migration situation?
- 2) Which challenges did the child/children from your interview face during integration into the new reception community?
- 3) How do socio-demographic characteristics (age, sex, etc.) and other factors (language, employment, housing, etc.) affect the settlement outcomes and integration of migrant children and their families into the community?
- 4) What policies and practices can help migrant children live or reside with dignity in your community?

### EXERCISE 3.2 Principles and Standards of Protecting Children in Migration

**Key exercise information**

**Exercise objective:** Introducing participants to the principles and standards of child protection as well as the application of standards to cases from practice.  
**Duration:** 20 minutes.  
**Required material:** flip chart, markers, copies of cases prepared from practice.

## Instructions

Participants are divided into groups of 4-6 participants and each group is assigned one case with the task of determining, in light of the fundamental international principles, what needs to be done to:

- provide protection and assistance on the spot,
- preserve family unity,
- evacuate under appropriate conditions.

Participants are given the questions to be addressed in the case review process.

## Topics for reflection and discussion

- 1) What is the primary objective of your intervention?
- 2) What steps should be taken as a matter of priority to ensure the safety of children?
- 3) What additional information do you need to plan an intervention?
- 4) From which services can you request information and with which services do you need cooperation?
- 5) What do you see as a potential risk?

## Case reports

### Hamza

**Hamza** has been identified by outreach social workers and, after an interview, it is assessed that it is in his best interests to be placed in Integration House (IH) because of his specific health condition and also because he is from Pakistan as there are other boys of Pakistani origin placed in IH at the time.

The boy suffers from albinism - a deficiency of melanin in the skin. In addition to the fact that his skin is extremely sensitive and prone to burns and rashes, Hamza has impaired vision and hearing resulting from his primary illness. Accompanied by an outreach social worker, he goes to the Police Department for Foreigners to register. Because the outreach social worker does not have public authorisations, the Foreigners Department, as required, informs the appropriate CSW case manager who is obliged to go to the field and collect the minor and to sign the documentation.

### Haya

**Haya (9)**, is travelling with her father. They are originally from Syria. Her mother died while still in the country of origin, and the girl set off with her father. They are housed in one of the refugee and migrant centres in Serbia.

Haya is enrolled in school and regularly attends activities outside the centre in which she lives. She usually goes to activities outside the centre alone, without her father, who is busy reselling things in order to provide money to continue the journey. The girl is tiny and thin, she often wears the same clothes for days, and those clothes are appropriate to the child's age and sex.

The girl and her father seem to have a good relationship, they communicate when they see each other, the girl asks her father for an opinion when he is present. The father pays limited attention to the girl; when they are in the same place, he usually wants her to be with her peers, and he himself with his peers. Haya asks NGO staff who visit the centre for attention in various means, she initiates hugs and physical contact, and has a need to be singled out, noticed and praised by the employees.

### Idris

**Idris (15)** is from Iraq, travelling with his parents and younger brother. They were placed in the Asylum Centre, and Idris soon started coming to the day centre, where he participates in various activities. Initially, no signs of unusual behaviour or any need for additional support were observed in Idris. He adapted well to the environment, established good social relations and worked on perfecting the language.

However, three months after regularly attending activities at the day centre, Idris visited less frequently and each time he came it was noticeable that there was some change. During this period, his peers reported on his mental state, but they did not know what the problem was, only saying that it was not good. The following few times, Idris came to the centre, almost unrecognisable, dazed, under the influence of medicines.

*Note: Hamza, Haya and Idris are case descriptions, of boys and a girl who stayed in Serbia between 2015-2020, compiled and adapted during the research.*

### EXERCISE 3.3

#### Reflection and Self-Reflection on the Prospects and Challenges of Children in Migration

##### Key exercise information

**Exercise objective:** Participants should perceive and re-examine their relationship with unaccompanied children and migrant children by re-examining their prejudices, beliefs and attitudes through a plenary discussion.

**Duration:** 30 minutes.

**Required material:** flip chart, markers.

##### Instructions

This exercise is performed individually, in pairs or in groups of 4-6 participants. The optimal duration of the exercise is 30 minutes.

##### Topics for reflection and discussion

- 1) What problems may face unaccompanied children?
- 2) For what reason are the children unaccompanied?
- 3) How many of them are there globally, in Europe, in Serbia?

Attitudes and considerations are noted on the flip chart.

After five minutes, the participants are presented with responses from the literature and statistical data which they use to answer the questions above over the following five minutes, in order to have the opportunity to confront their own opinions with the facts about the scale of the problem. They are asked to visualise a specific child, and to think about the text below (shown in the Power Point presentation, in italics):

*“Children who become separated from their caregivers in emergencies lose their primary protection mechanism. When external risks increase, children need the security of family even more: the separation from or loss of relatives increases the possibility of negative social, economic and psychological impacts of emergencies. Children may be abducted into forced labour, conscripted into armed groups or forces or trafficked. Separation from adult carers may reduce the possibility of children gaining access to the required humanitarian aid and services. Research demonstrates significant long-term psychosocial impacts on children. A correlation has been found between separation from caregivers and death” (Child Protection Working Group, 2016).*



**THEMATIC  
UNIT  
IV**

**IDENTIFICATION OF CHILDREN  
IN MIGRATION AND  
ORGANIZATION OF INITIAL  
INTERVENTIONS**





Arrival, admission and screening are key points in the initial process of protecting and assisting children in migration. These are usually the first opportunities to formally identify those children with specific vulnerabilities and needs.

During these procedures, it becomes possible to assess the social, emotional and mental maturity and development of the child, their ability to communicate, understand and cooperate. During admission and screening, it is possible to develop an understanding of the child's plans and wishes and to provide information on available support, the organisations that provide it, processes and procedures.

When a person has a passport or other appropriate personal documents, it is relatively easy to clarify whether he or she is under 18 years of age. For those who travel without personal documents, this can be much more difficult. Children can also give false information and not want to be identified as minors. Some children deliberately say they are adults because they do not believe in the good intentions of immigration and social services, which may be related to their previous bad experiences. Or, in other situations, children may have been assured that concealing that they are minors will enable them to continue their journey to the country of their desired final destination.

The most delicate task in identifying children is determining whether or not they are an unaccompanied child. Urgent and priority identification of unaccompanied children is the task of authorised police officers, who can use the help of people trained to work with children.

After the identification during which it is determined that the child in migration is at risk as unaccompanied or separated, exposed to violence, abuse, neglect, human trafficking, exploitation or other risks to safety, health and development, it is necessary to initiate a case management procedure. **Case management** enables decision-making with and for the child, as well as coordination of the process of providing services delivered by various providers, with the initial determination and implementation of legal measures for child protection. It also opens up space for the initial determination of the best interests of the child. At the same time, in order for children to be cared for and accepted in a safe environment that is adapted to their needs, it is necessary to develop child-friendly spaces.

## EXERCISE 4.1

### Child-Centred Practice

#### Key exercise information

**Exercise objective:** Participants should recognise practices appropriate for children in specific examples.

**Duration:** 20 minutes.

**Required material:** flip chart, markers, copies of cases prepared from practice.

#### Instructions

This exercise can be done individually or in a group of 4-6 participants.

#### Task for participants

As part of a small group, consider five short cases, and mark the ones that you think are the best examples of child-centred practice for children in migration. Share your thoughts in the plenary session.

#### Case reports

**I. Abraham (15)** is a boy rescued from a ship which sank in the middle of the sea. When he is put on board a lifeboat, he is given dry clothes, a hot drink and something to eat. One of the officers on the boat is sitting next to the boy. He asks the boy if he is okay and if there is anything else he can bring him. The officer explains to the boy that he will ask him a few questions. Abraham indicates that he does not speak the language and that he does not understand. The officer looks in his bag and brings out a set of information leaflets in various languages. He shows them to the boy, and the boy takes the one he can read in his own language. The officer says that he will come back later with an interpreter. He also makes sure that the other staff on board know the boy's nationality and finds a volunteer who will take responsibility for taking care of him.

**II. Amira (10)** has been separated from her parents on the trip and is travelling with her uncle. Amira wants to reunite with her grandmother, who she thinks lives in a nearby refugee camp. The officer patiently and carefully assures the child that he will do everything in his power to help her find Grandma as soon as possible. After this, the officer talks to her uncle in private. The uncle does not want the child to go and stay with the grandmother. The officer tells Amira that she must respect the wishes of senior family members and stay with her uncle. Although it is obvious that the girl is very upset, no one calms her down or explains to her why such a decision has been made.

**III. Rifat (10)** crossed the border with a group of people unrelated to him. He is crying and trying to explain to the reception officer that the man he is traveling with is not related to him and that he has been cruel and violent to him. The officer tries to comfort the child and calm him down. The child is given toys to play with. But Rifat is returned to the man he was traveling with, while being reassured that everything will be fine.

**IV. Aladen (17)**, an unaccompanied boy, has just survived a dangerous journey over a mountain range. Upon arrival in the country, the officer in charge of collecting his data leaves the young man to wait for almost six hours before speaking to him. The boy is sitting in a warm, nicely decorated room. A volunteer gives him food and hot tea. The officer in charge of the interview comes and offers the boy a leaflet explaining the asylum procedure in the country. The officer is sharp, brusque, distant and does not listen carefully to what Aladen is saying. He tells the boy that he will be sent to the transit centre.

**V. Selma (14)**, an unaccompanied girl, is waiting to complete the refugee registration process and best interests assessment. While she is waiting, they take her to a warm, colourful room with lots of pictures and posters on the walls. They ask her if she would like to join in any of the activities that the staff organises with the children. The staff ensure that Selma interacts with the children in a way appropriate for her age. Selma can choose from a range of activities, such as drawing, playing games, reading and playing a musical instrument.

## EXERCISE 4.2

### Preparing to Join

#### Key exercise information

**Exercise objective:** Centring participants through self-reflection and preparing them to join the child during the interview.

**Duration:** 15 minutes.

**Required material:** paper, markers.

#### Instructions

Participants are given the following instructions: Think of something you are embarrassed about, or ashamed of.

- What would your reaction be if a stranger knocked on your door and asked to speak to you about that experience?
- Do you think you would be happy to share all the information?
- In what ways could you protect yourself, especially if you are not clear about what will happen to the information after the meeting?

Make notes of your thoughts. Compare these notes later with the behaviour of the child or parent during the interview.

## EXERCISE 4.3

### Preparing an Outreach Social Worker for an Interview During Initial Identification

#### Key exercise information

**Exercise objective:** Participants should consider the possibility of preparing for the first interview with the child on a specific example.

**Duration:** 30 minutes.

**Required material:** paper, flip chart, markers.

#### Instructions

This exercise can be done individually or in groups of 4-6 participants. Participants are given the following instructions:

You are an outreach social worker hired to help the CSW during the migrant crisis. You need to determine the initial status, the possible risks to which the child is exposed and the current needs for assistance and/or protection. Based on the case given, prepare to talk to the child. Answer the following questions in the group:

- 1) When and where is it best to talk to this child?
- 2) How will you dress?
- 3) How will you organise the interview setting?
- 4) What materials will you take with you?

Write 3-5 sentences to introduce yourself and explain your role:

- a. to a caregiver or other adult accompanying the child,
- b. to the child you need to interview.

Note the topics which need to be covered in order to obtain fully informed consent.

Define topics for discussion.

## Case report

**Sabina**

**Sabina** is fragile and small; she looks like a girl of primary school age, with visible traces of bruises on her face; she appears frightened; she keeps looking away. She seems to understand Pashtu and some English, but she has no documents.

She is six months pregnant, trying to hide her belly, which is, nonetheless, visible. **Osman (50)** with whom she travels claims that he is her uncle and that he is taking her to her parents in Norway.

She was referred for an interview with a outreach social worker, because to the border guard she looked like a girl younger than 15, in a specific risk situation.

*Note: Sabina* is a case description, of a girl who stayed in Serbia for several months between 2015-2020, compiled and adapted during the research.

**EXERCISE 4.4****Considerations when Applying the Rules of Interviewing Children****Key exercise information**

**Exercise objective:** Participants should consider the rules for interviewing children based on the example from practice.

**Duration:** 20 minutes.

**Required material:** paper, flip chart, markers.

**Instructions**

This exercise is a continuation of Exercise 4.3. *Preparing an Outreach Social Worker for an Interview with the Child During the Initial Identification*. In order for this exercise to be performed, it must be preceded by a lecture in which the rules of interviewing children will be presented.

**Topics for reflection and discussion**

- 1) During preparation for the interview in the case of Sabina, which of the rules mentioned ***did*** you consider and apply?
- 2) During preparation for the interview in the case of Sabina, which of the rules mentioned ***did*** you ***not*** consider and apply?
- 3) Why YES/Why NO?
- 4) Would you do anything differently now – what, how and why?

**EXERCISE 4.5****Child-Friendly Spaces****Key exercise information**

**Exercise objective:** Participants should, based on the available literature, develop criteria for child-friendly spaces.

**Duration:** 10-14 days for developing criteria, 45 minutes for group presentation.

**Required material:** flip chart, markers.

### Instructions

This exercise is optimally performed as a group project – homework, in which a group of 4-6 participants has 10 to 14 days to respond to the task, which they then present to the others.

- In groups of 4 to 6 participants, develop criteria for assessing (evaluating) the suitability of the space for children, for spaces used for working with migrant children.
- The result of the group work is presented and commented on in front of other groups.
- The criteria need to be tested in the field, in practice, when each student assesses the suitability of a particular space used by children in migration and in which they perform their practice.
- Write an individual report with a description and assessment of the situation in a particular organisation, with recommendations for improving the space in accordance with the needs of children in migration.





**THEMATIC  
UNIT**

**V**

**RISKS AND RESILIENCE  
OF CHILDREN  
IN MIGRATION**





Trauma-informed care has developed particularly in the past 30 years. The development of this concept and its application in practice began with a deeper understanding among professionals about post-traumatic stress disorder in war veterans (Wilson, Pence, Conradi, 2013) and it later began to be applied in various settings – from mental health, through child protection to schools and courts. The concept itself is based on this premise: *if professionals stopped and recognized the role that trauma and traumatic stress play in the lives of the population they work with, how would they treat them? What would they do differently?*

Refugees and migrants often have traumatic experiences which can be related to surviving events in their countries of origin such as conflict, violence, wars, witnessing tragic events with fatalities, deaths of loved ones and family members and military conscription. They can also refer to experiences they survived on their way from the country of origin – such as physical violence by the police in the countries they passed through, forced deprivation of liberty, sexual violence, situations in which their lives or the lives of those close to them were in danger. In addition to traumatic experiences from the country of origin and while travelling, refugees and migrants often face traumatic experiences after arriving in a safe country, where they are often faced with xenophobia and discrimination.

These and similar experiences considerably increase the risk of various mental health problems and the development of disorders in psychological functioning. Among the general population of migrants and refugees, one particularly vulnerable group consists of children who have had strikingly traumatic experiences both in their country of origin and on their way to a country that is safe for them. Children survive the same traumatic experiences as adults, with additional traumatic experiences that have a specific impact on their development, which may involve separation from family members, trafficking and exploitation, child labour exploitation, etc. (Im, Swan, 2020). Exposure to repeated traumatic experiences in a short period of time puts these children at risk of developing mental health problems, especially if they do not have access to mental health services in the countries through which they transit.

According to the existing findings, migrant children and refugees coming to Serbia are exposed to various risks, especially those of smuggling, human trafficking, physical violence and exploitation, which is especially true for unaccompanied and separated children. The risks faced by migrant children can be divided into three major groups: psychological trauma, wasted potential, and delinquency. Because of all these risks, it is necessary to consider methods of working with children that can contribute to reducing the risk and remedying traumatic experiences. One concept which presents a constructive framework for working on the strengths of migrant children is **resilience**.

## EXERCISE 5.1

### The First Response and Various Perspectives

#### Key exercise information

**Exercise objectives:** Through various roles, students gain insight into how the first response in the field works, the stress involved in the first response and respect for various interests while prioritising the best interests of the child, as well as facing possible challenges in working with an interpreter and what this involves.

**Duration:** 40 minutes.

**Required material:** printed roles, printed case from practice.

#### Instructions

This exercise involves role play in small groups. It is possible to perform the exercise using the *fishbowl technique*, where a large group of observers follow the process, join in at the invitation of the lecturer and later share their observations, experiences and learning moments.

Before the beginning of the exercise, students draw up a paper with possible role – assignments. The available roles are: an NGO worker, an outreach social worker, an interpreter, an unaccompanied child and an observer. The paper describes in detail the role of each of the participants, except for the outreach social workers who will only be given information about what they should do. Other participants will be assigned roles that will reflect the challenges presented in the previous part of the lecture – e.g. the interpreter does not interpret everything, they engage in independent conversation with the child, they give strange and disapproving looks when the social worker asks the child a question; the NGO worker insists on being present at the interview because they have a lot of experience, because they organisation carried out the initial identification or because the interview takes place on their premises. After distribution of the roles, the participants follow the scenario according to their instructions. After the scenario is played, there is a plenary discussion.

#### Topics for reflection and discussion

- 1) How did you feel in your role?
- 2) What helped you in this situation?
- 3) What was challenging or made you feel bad?

#### Sali

**Sali is ten** years old and has landed in the *Miksalište* centre after a group of smugglers left him in front of it that day. The child has spent the previous two months with the smugglers. It is necessary to interview the child and plan further steps and interventions.

#### Roles

##### Outreach social worker

You are an outreach social worker who has come to the *Miksalište* centre at the invitation of an NGO to conduct an interview with a child. You enter the *Miksalište* centre where you meet a group of five unaccompanied minors who have been waiting for two days to be registered and return to the camp and who are holding you back at the entrance in order for you to explain to them why you have not yet taken them to be registered. An NGO worker approaches you and takes you to a room where you will carry out the interview with the child.

Your task is to provide a space in which you can carry out the interview with the child in the most appropriate way possible in the existing conditions in order to find out the details about the child and plan the intervention. Your task is to ensure that the conversation takes place in a setting that is least disturbing for the child where you have several people acting in various interests.

### Child (Sali)

You are Sali, a 10-year-old boy who has arrived in the Miksalište today when a group of smugglers left you in front of it after you had spent the previous two months with them. You do not understand why you were left there because it was fun spending time with them – you were out with them on the town, drinking and so on. You show everyone the photos on your phone and say how much fun you had with them. You do not want to answer questions about your parents and country of origin, or about coming to Serbia; you only say that you know you came by plane (you can show this with your hands, use mime). You don't know where you have been since you arrived in Serbia; you only know that it was in a small room with another man who was in a group of people who brought you to Serbia and left you today in front of the Miksalište centre to seek assistance. You're open for conversation, but not about the reasons for leaving your country of origin. You are frightened by the number of people around you.

#### *Special instructions*

Because, in real life, outreach workers do not understand the language that the children speak, it is recommended that you use non-verbal communication or gibberish in role play.

### NGO worker in the Miksalište centre

You are an NGO worker in the Miksalište centre who was the first to see the boy Sali and made an initial assessment through a conversation with the child. After the interview, you called an outreach social worker. When the field social worker came, you found out that they would only talk to the child in the presence of an interpreter. It is important for you to be present at the interview in order to gather more information about the child and be involved in future care planning. You believe that you have the right to be present because the interview will take place on the premises of your organisation, and the interpreter is employed by you. On the other hand, you did not want to go into detail in the first interview with the child because you knew that the outreach social worker would interview him and so you wanted to avoid the child repeating the same story several times. Also, after learning the details of how the child came to be left in front of the Miksalište centre, and that he has spent the previous two months in Belgrade, you believe that it is necessary for you to call the NGO specialising in establishing whether a person is at risk of human trafficking. You insist on attending the interview, you tell the outreach social worker that if you are not there, you will talk to the child again after their interview, which would be bad because the child will repeat his story several times.

### Interpreter

You are a Persian language interpreter who has been asked to help the outreach social worker interview the child. While interpreting, you are trying to talk to the child so the interpretation does not reflect the actual length of the question asked by the social worker (e. g., if the social worker asks a short question, you ask that question and when the child answers, you ask him a few additional questions; if they ask a long question, you pass it on to the child in a shorter form). At some point during the interview, you continue to conduct the interview yourself and do not interpret the content to the outreach social worker at all, until they ask you to translate. In addition at some point during the interview you insert sentences such as “Are you sure that's exactly what you want to ask him? Maybe it's better to ask him about something else now, and so on”.

#### *Special instructions*

Because, in reality, outreach workers do not understand the language in which children and interpreters communicate with each other, it is recommended that you opt for *gibberish* in the role play.

### Observer

Your task is to observe the role play and to share with the larger group what was good and what could have been better.

## EXERCISE 5.2

## Recognising Traumatic Experiences in Children in Migration

## Key exercise information

**Exercise objective:** Participants should learn to clearly recognise and define a traumatic event as well as to recognise their own thoughts and feelings so that they can plan interventions that are neutral and based on professional empathy.

**Duration:** 30 minutes.

**Required material:** flip chart, markers, copies of cases prepared from practice.

## Instructions

This exercise is done in groups of three participants each group receives one case from practice. Participants are given the task of discussing, in small groups, the identification of the traumatic event, and the thoughts that arise in connection with the feelings, reactions and interventions that can be undertaken in a given situation. After that, in a large group, all cases are explained and discussed together, and the lecturer explains the difference between facts, thoughts and feelings, and their impact on planning interventions in working with children.

Mahboob and Noshon<sup>2</sup>

**Mahboob (8)** is travelling with his two brothers, **Nadim (19)** and **Noshin (9)**. They are alone on the move, their parents have remained in Pakistan and they are in regular contact with them. For the last 8 months, they have been accommodated in one of the centres intended for refugees and migrants in Serbia. They share their room with five other young men who are also unaccompanied children and who are of different ages, and they are all older than fifteen years.

During their stay, they have not had any major problems; they get along well with their roommates and brother. The eldest brother, Nadim, is often absent from the room, and spends time hanging out with his peers.

The boys occasionally go to school and spend time together playing football and cell phone games. One of the roommates came to the manager of the centre and reported that the eldest brother had beaten Mahboob, that he had hit his head against the wall and that they had not been able to stop him. Nadim threatened his roommate that he would beat him if he reported this to anyone, but the roommate did it anyway. Immediately after that, the Centre for Social Work (CSW) was called, which interviewed Mahboob in the presence of a large number of boys from the room. During the conversation, the beaten boy stated that he had actually fallen while playing football and that everything was fine. The boy had visible bruises on both eyes that could only have been caused by blows, not by falling while playing football.

The case was then taken over by a social worker from the NGO which immediately became involved in working on the case and they interviewed Mahboob. The interview with the child took place in private, in order to protect his privacy. During the interview, Mahboob said that this was the first time that his brother had beaten him and that he would never do it again. After the interview, the NGO representative interviewed the social worker from the appropriate CSW again and related to her the new information as well as possible directions for providing protection for the boy. One of those directions was to move the boys to a foster family. The tasks were clearly divided among the helpers involved and a three-day deadline was set to complete the first tasks.

Five days after the interview, the boys and their brother were transferred to the newly opened Centre for Refugees and Migrants. This move changed the jurisdiction of the CSW, and it was necessary to make a field visit to the new town. Until the NGO came to visit the child again, the eldest brother Nadim was held by in the police because of behavioural problems, violent behaviour towards other people, and he was detained for a month. This period was an opportunity for the younger boys to be placed in a foster family.

<sup>2</sup> Mahboob and Noshon is a case already used in Chapter II, in Exercise 2.5.

After the contact, it was determined that the new which had jurisdiction had not been informed about the case, that they had "not received the case files" from the previous centre, that they had not met the boys and that none of the steps agreed to had been taken.

### Jabar

**Jabar, 15**, a boy who migrated from Iran, has been identified by an outreach social worker. He had been travelling towards Western Europe with slightly older boys from his village for the past fourteen months, with no clear destination. He lost his companions more than six months ago, now he doesn't know where to go. His parents have passed away, and he has lost contact with his younger siblings since he has been on the move.

Jabar was identified after the border police intercepted the group in which he was traveling. He is considered to be at risk of human trafficking. Jabar had a severe arm injury at the time of the identification. He stated that he was afraid of smugglers. Jabar is illiterate, even in his mother tongue. He knows he needs medical assistance, but became frightened when told he needed arm surgery. While on the move, he heard that some children were "having their organs removed." He says he doesn't want to go to school.

After intensive work with a psychologist, he was enrolled in primary school. He underwent surgery on his arm, which was successful. An interview was organised with the UNHCR regarding Jabar's relocation to a safe third country, but he was then refused relocation.

### Aabdar

**Aabdar (16)** was placed in the Integration House (IH) together with another boy on referral from the outreach social workers. After registration with the police administration and being taken over by the case manager of the appropriate CSW, the IH field team took Aabdar to a doctor for an examination. The doctor identified scabies and body lice. The outreach social worker contacted the IH coordinator and said that it was considered that it was in the child's best interests for him to be placed in the IH, but that it would be possible to do the initial interview only after two days of treatment against scabies and body lice. After the initial interview, the IH team made a decision on his placement. The rules of the House were explained to Aabdar in a language he understood and spoke, and he accepted them.

The IH social worker informed the appropriate CSW about the placement and sent medical documentation and documentation on his police registration so that the minor could be assigned a guardian.

In the few days following his placement, Aabdar was involved in regular educational and creative activities, where he fitted in well and excelled in his knowledge of the English language. He was motivated to stay in Serbia and continue his education there, but his parents demanded that he continue his journey. After a few days Aabdar left the IH. The CSW was notified about him leaving the placement.

*Note: Mahboob and Noshon, and Jabar and Aabdar are case descriptions, of boys who resided in Serbia between 2015-2020, compiled and adapted during the research.*

## EXERCISE 5.3

### Encouraging Resilience in Children in Migration

#### Key exercise information

**Exercise objective:** The aim of the exercise is to equip students with the skills to stimulate the capability of children in migration, in order to enable them to integrate traumatic experiences, build their resilience and develop in accordance with their potential and preferences.

**Duration:** 30 minutes.

**Required material:** flip chart, markers, copies of cases prepared from practice.

## Instructions

This exercise is done in groups of three participants. Students are assigned a case and have the task of identifying, in groups of three, the capacities and resources of a child in a given situation, as well as developing a strategy of stimulating the identified capacities in order to empower the child.

Students discuss the given cases in small groups, followed by a discussion in the large group. Issues identified by the students in the groups are noted on the flipchart after which the differences and similarities that the various groups have identified are discussed.

## Case report

### Arman

**Arman (13)** came to the premises of the day education centre three months after his stay in the Asylum Centre. He began attending English language classes. He arrived for classes together with his younger brother **Ali (11)**.

An initial interview was conducted with Arman. This is a regular procedure during the first meeting, in order to obtain information about personal data, level of education, and interests. Based on this information, a work plan is made with each individual child. During the interview, it was noticed that Arman expressed dissatisfaction, that he was very negative and resistant. The day centre is a space where children stay voluntarily, and Arman initially had a problem establishing a relationship with his peers. He attended activities in the day centre regularly and satisfactorily.

In addition to his unusual behaviour, it was noted that Arman's clothes were not appropriate for the circumstances. During the summer, at a temperature of about 35 degrees, Arman would come to the centre in long sleeves and long trousers. Ali's younger brother was dressed appropriate for the weather, he was freer and more open in communicating with educators.

Given the nature of his behaviour, as well as the fact that he came to the day centre on his own initiative, Arman was given time to adjust and open up to new experiences. After a little more than two weeks, Arman's behaviour changed considerably, he began to communicate more with educators and peers. During one of the visits, Arman expressed a desire to talk to one of the educators. He told him that he had had a difficult experience when an older minor, his friend, tried to rape his mother.

The family was separated because the father had remained in Turkey, with no possibility of leaving the country. Arman, as the oldest man in the family at the time, stood up to defend his mother. The attacker was older and physically stronger and injured Arman during the fight. Because of the noise during the fight, the Asylum Centre staff called the police. The police responded officially and prosecuted the perpetrator.

### Fuad

**Fuad (16)** was identified by outreach social workers as an unaccompanied minor, and the Integration House (IH) team conducted an initial admission interview. Fuad had previously been examined by a doctor in order to determine the minor's health condition.

After the placement, Fuad was interviewed in a language he understood, the rules were explained to him and he was familiarised with the way the House worked. Fuad was placed in a four-bed room with three other boys who, like him, were originally from Afghanistan. The social worker informed the CSW case manager that a temporary guardian would be assigned to Fuad within a month.

Fuad is involved in numerous IH activities (Serbian and English language classes, creative and educational workshops, sports activities). He also takes part in the activities of other organisations (psychosocial workshops, sports activities, English classes and creative workshops).

The IH special pedagogue talked to Fuad about the motivation for continuing education, and the IH social worker contacted the temporary guardian about this. At the beginning of the following school year, he was enrolled in the Adult Education Primary School. At the suggestion of the IH professional staff, Fuad, accompanied by his temporary guardian, acquired a personalised public transport pass.

Fuad had a good knowledge of English as well as Farsi, Pashtu and Urdu, and it was obvious that he had not fallen far behind in education while he was on the move. As he displayed motivation for further development, he was involved in a UNHCR peer educators project. Fuad became one of the first peer educators from the refugee population in Serbia.

*Note: Arman and Fuad* are case descriptions, of boys who stayed in Serbia as unaccompanied children between 2015-2020, compiled and adapted during the research.

### EXERCISE 5.4 Providing Information to Children in Migration

#### Key exercise information

**Exercise objective:** Participants should, on the basis the available literature and information on actors in Serbia, develop materials to inform migrant children about their rights.

**Duration:** 7-14 days for material development, 45 minutes for group presentation.

**Required material:** flip chart, markers.

#### Instructions

This exercise can be done as a group project – homework. Participants are divided into five smaller groups (4-7 members).

- I. The first group is tasked with developing newsletters on key information related to services available to children in migration.
- II. The second group should prepare flyers to inform children in migration about risks, phone numbers for protection of children from violence and child trafficking.
- III. The third group prepares leaflets, newsletters and/or posters on the rights of children in migration.
- IV. The fourth group prepares information materials on institutions, people and options for the protection of unaccompanied children.
- V. The fifth group prepares information on camps, placement and connecting with family for unaccompanied children.
  - In developing the messages, flyers, newsletters, posters and billboards, the participants should plan and identify places where this material could be distributed to children and the method for this, as well as the people who will provide them with this material, so that they reach as many children as possible.
  - The results of the group work are presented and commented on in the plenum.

#### Topics for reflection and discussion

- 1) How did the process of group work about the development of materials go?
- 2) What was challenging during the development of the material?
- 3) What are they particularly pleased about when it comes to the information materials they have produced within the groups?
- 4) What would you do differently now in the process of developing materials for providing information to children in migration?

### EXERCISE 5.5 Conscious Breathing Exercise

#### Key exercise information

**Exercise objective:** To train participants in how to concentrate and relax on a daily basis as well as in situations in which they are under increased stress.

**Duration:** 5-10 minutes.

**Required material:** no additional material is required for this exercise.

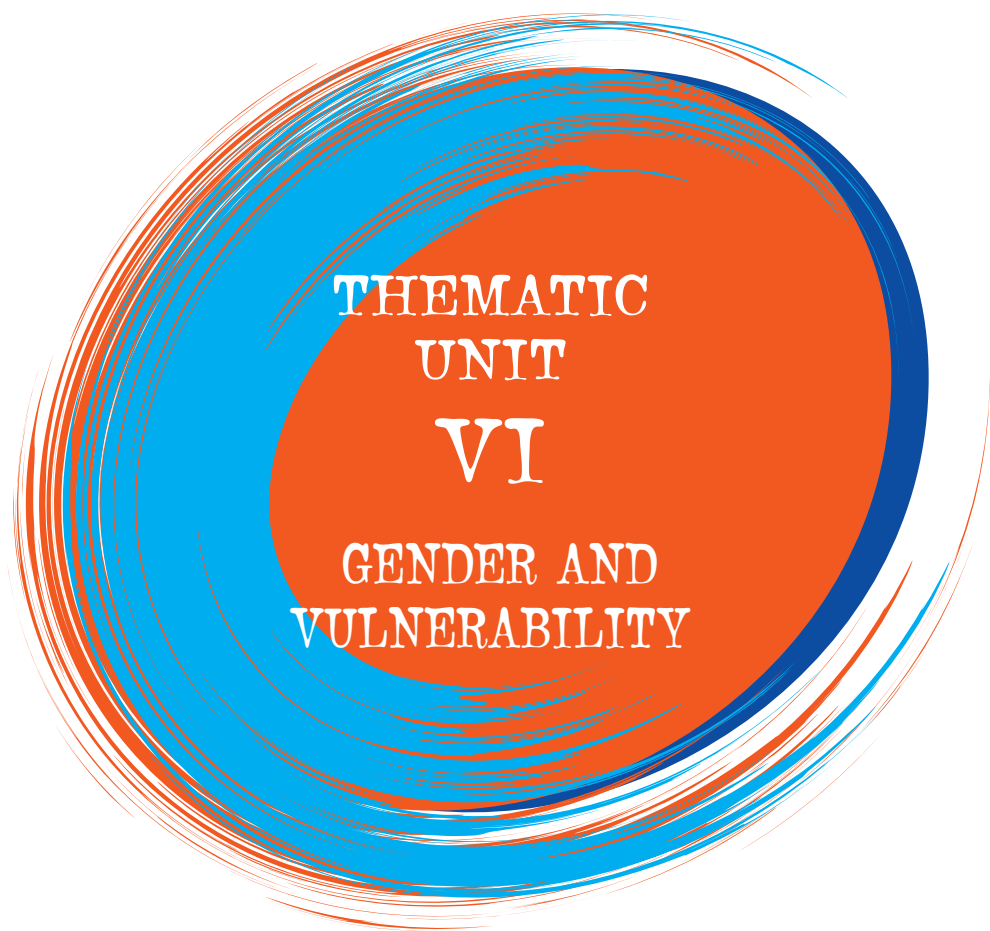


**Instructions**

This exercise can be done standing up or sitting down and in any place at any time, if you are able to assume the lotus position for meditation that is; excellent, but if not, it is not necessary. In any case, all you need to do is calm yourself and focus on breathing for one minute.

- 1) Start with slow breathing, each cycle should last an average of six seconds.
- 2) Inhale through your nose, and exhale through your mouth so slowly and effortlessly as to feel the breath slowly leave your body.
- 3) Release all thoughts and things you need to do later or projects that are on hold and that require your attention. Simply allow the thoughts to come and go as you exhale.
- 4) Consciously and intentionally observe your breath, focusing on conscious breathing from the moment you inhale to the moment you exhale.
- 5) Then consciously observe how the breath travels from your body to the outside environment.

If you thought you would never meditate, you've just done it! Go ahead, try to consciously breathe, observe, listen and be present in every moment of your life.



THEMATIC  
UNIT

VI

GENDER AND  
VULNERABILITY



Gender and vulnerability issues as well as the topic of gender-based violence in a migration context are areas that are almost impossible to separate in practice. A competent approach to boys and girls in migration and a response to their needs requires careful consideration of gender issues, gender roles, gender discrimination, the specifics of vulnerability of boys and girls in migration, and related issues of physical, psychological and sexual violence and exploitation.

This thematic unit considers the concepts of gender, gender roles, intersectionality, and the system of patriarchal relations as relations of inequality and seeks to answer the question of why it is important to understand that gender and gender roles are shaped and constructed in every society and culture. Based on the understanding of these concepts and the problems that arise from them, the concept of vulnerability is considered, which is correlated with the issues of gender and gender discrimination in migration, with specific focus on gender-based vulnerability of children in migration, especially unaccompanied children.

## EXERCISE 6.1

### Gender, Sex and Intersectionality

#### Key exercise information

**Exercise objective:** Understanding and reflective consideration of the concepts of gender, sex and intersectionality and related concepts.

**Duration:** depends on the mode of conducting the exercise the time required for group work is 30 minutes.

**Required material:** flip chart, markers.

#### Instructions

This exercise can be done independently, in the form of homework, in which a reflective essay is written, or in groups of 4-6 participants. It is also possible to conduct the exercise in a group, and then write an individual reflective essay.

#### Topics for reflection and discussion

- 1) Why has a difference between sex and gender been introduced and since when has this been considered?
- 2) How do you understand the concepts of gender, gender roles, gender socialisation and gender segregation?
- 3) Why is it important to understand the system of patriarchal relations as an adaptable system of inequality that exists everywhere in various forms and degrees?
- 4) How does the framework of intersectionality help to understand gender-based inequality and discrimination?

The groups write down their answers and present them to all participants. The lecturer comments on the results of the group work and encourages discussion. The integration of the findings revolves around the following question:

- How can these concepts be applied in the field of child protection in migration?

## EXERCISE 6.2

### Gender Aspects of Migration

#### Key exercise information

**Exercise objective:** Understanding and reflective consideration of the concepts of vulnerability and gender equality in the context of migration.

**Duration:** depends on the mood of conducting the exercise, and the time required for group work is 30 minutes.

**Required material:** flip chart, markers.

#### Instructions

This exercise can be done independently, in the form of homework, in which a reflective essay is written, or in groups of 4-6 participants. It is also possible to do the exercise in a group, and then write an individual reflective essay.

#### Topics for reflection and discussion (individually or in small groups)

- 1) What insights from the field of human rights culture are important in the work of humanitarian organisations?
- 2) How would you define the concept of vulnerability in the context of migration?
- 3) What are the advantages and disadvantages of including gender and gender equality issues in the work of humanitarian organisations?

The groups write down their answers and present them to all participants. The lecturer comments on the results of the group work, and encourages discussion and integration.

**Topics for reflection and discussion (integration and discussion in a large group)**

- What are all the consequences of not considering gender aspects of migration?
- In which aspects is the introduction of a gender perspective important for understanding the vulnerability of unaccompanied children?

**EXERCISE 6.3****Cultural Practices as a Challenge for the Protection of Children in Migration****Key exercise information**

**Exercise objective:** Participants should develop the ability to analyse the ways in which certain cultural practices can be a challenge in ensuring child protection.

**Duration:** depends on the mode of conduction the exercise, but the time required for group work is 30 minutes.

**Required material:** flip chart, markers, link to film about *bacha bazi* – The Dancing Boys of Afghanistan (2010, Frontline).

**Instructions**

This exercise can be done independently, in the form of homework, by writing a reflective essay, or in groups of 4-6 participants. It is also possible to do the exercise in a group, and then write individual reflective essays.

Participants should watch the documentary *The Dancing Boys of Afghanistan* (2010, Frontline) about a specific practice of sexual violence to which impoverished boys in Afghanistan are exposed.

**Topics for reflection and discussion (in a reflective essay or in small groups)**

- 1) Bearing in mind the knowledge acquired on gender issues, gender roles, and gender inequality which also exist in countries of origin before migration, formulate key questions about sexual violence against boys perpetuated by the practice of *bacha bazi*.
- 2) When and in what economic and political setting has the practice of *bacha bazi* been revived and why?
- 3) How does the introduction of a gender perspective affect the way you understand the class aspect of discrimination, sexual exploitation, and even state corruption?
- 4) Whose place is taken by the boys in this practice?

The groups note down their answers and present them to all participants. The lecturer comments on the results of the group work and encourages discussion. The integration of the findings revolves around the question:

- How do you understand the vulnerability of children and specific groups of children in conflict and post-conflict zones?

**EXERCISE 6.4****Vulnerability of Unaccompanied and Separated Children****Key exercise information**

**Exercise objective:** Developing awareness of sex and gender issues in the context of the protection of children in migration and the ability to identify specific vulnerabilities related to gender issues in this context.

**Duration:** 40 minutes.

**Required material:** PPP, markers; materials for students – papers, pencils, texts for reading (mandatory reading), translated examples and case studies for students, printed for students as exercise material; list of recommended reading.

### Instructions

This exercise is done in groups of 4-6 participants. It is possible for all groups to work on one of the three cases, or for each case to be assigned to a group so that the groups work on them simultaneously.

Consider the following case from the standpoint of how gender, class, and ethnic inequalities exist in countries of origin, and how these inequalities then intersect and reinforce each other not only in the countries of origin but also during migration, in transit countries as well as in destination countries.

### Topics for reflection and discussion (in small groups)

- 1) Based on the knowledge you have acquired about the specific vulnerabilities of unaccompanied older adolescents on the migrant route, try to answer, based on the data you received for the case in question, what the chances are of particular young men entering a shelter for children and then being moved to a facility for adult migrants when they turn 18?
- 2) What are the chances of these young men getting an education, learning a trade, or undertaking additional professional training and, thus resocialised, beginning to integrate into a new society and start leading a life without violence?

### Case reports

#### Gauhar

**Gauhar (19)**, who is originally from Afghanistan, arrived in Greece at the age of 17 via a land route. Prior to migrating, his family had moved from Afghanistan to Pakistan. His family was quite poor and owned no property. Gauhar could not count on his family to provide him with education. He didn't go to school. Gauhar's father, who had been supporting the whole family, passed away when the boy was 10 years old, and from that moment the boy started working and earning money so that the family could survive.

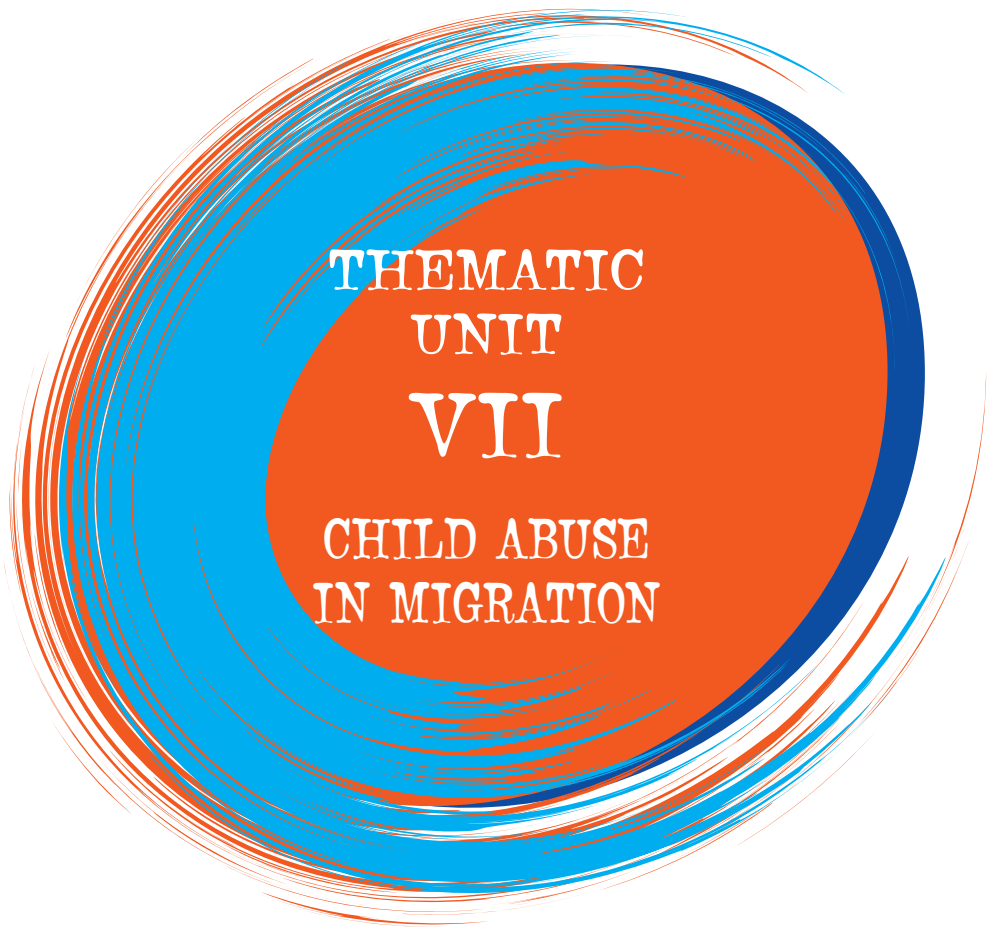
Before beginning his journey, Gauhar had managed to secure just enough money for the smugglers to transport him to Turkey. He spent four years in Turkey, mostly as a homeless person. He finally arrived to Greece at the age of 17.

#### Hafez

**Hafez (18)**, who is originally from Iran, arrived in Greece at the age of sixteen. Before migrating, Hafez had lost both parents. His father passed away when the boy was two years old, and his mother when he was nine. After his mother's death, Hafez dropped out of school. At the age of twelve, he started working as a construction worker. At the age of fourteen, he rented an apartment with his younger brother. He then converted to Christianity, because of a woman who was taking care of him and his brother, who became their "second mother". As such a change of religion is a crime in Iran, he soon received threats from relatives that they would report him to the authorities. Hafez's aunt paid smugglers to take him to Turkey so that he would avoid arrest and imprisonment. Hafez arrived in Turkey at the age of sixteen. He worked in a textile factory in Turkey, but soon left to go to Greece. He was still sixteen when he arrived in Greece.

#### Bilal

**Bilal (19)**, who is originally from Pakistan, arrived in Greece via a land route at the age of 17. He was born into a family in which his mother was educated, while his father was part of a local criminal group. When Bilal was 14, his family sent him to an English school in another city in Pakistan to remove him from the influence of the violence in which the family was involved. When he turned 17, although he expected to continue his education at university, his family told him that they did not have enough funds to pay for his university education. The family decided to send him to Europe via a migrant land route, hoping that he would be able to live there safely and perhaps continue his education. With borrowed money, the parents paid smugglers to transfer him to Italy. Bilal reached Greece after a month of travel. He had enough money to pay the smugglers extra to treat him better.



THEMATIC  
UNIT

VII

CHILD ABUSE  
IN MIGRATION





Migration generates a large number of risks to the well-being of those who migrate, beginning with the risks they face in their own countries before they leave, those while travelling, even the risks in the destination countries (Williams, Baláž, 2010). In the context of migration, children are particularly vulnerable and at risk, especially those who travel unaccompanied by a parent or guardian. In contemporary literature, the types of risks faced by children in the context of migration are viewed in three contexts (Save the Children and International Rescue Committee, 2017; Terre des Hommes, 2018; David, Brian, Larsen, 2019; Kim et al., 2020):

- 1) Risks faced by children in countries of origin, which influence the children's decision to migrate;
- 2) Risks faced by children during migration and crossing multiple international borders;
- 3) Risks faced by children in the destination countries (trafficking, racism, discrimination, endangered mental health, and so on).

Risks to the well-being of children very often develop into actual experiences of violence that children experience during migration. Children in migration are exposed to physical, emotional and sexual violence, and in addition there are specific forms of violence related to the context of migration such as: detention, push-backs (instantaneous, often violent, deportation after crossing the border) and specific manifestations of gender-based violence in the context of migration. Children are also exposed to specific abuses of their rights: child trafficking, smuggling and child labour abuse.

## EXERCISE 7.1. Identification of Risk and Benefit Factors for Children in Migration

### Key exercise information

**Exercise objective:** Participants should consider the risks and benefits for children in migration at various stages of the journey.

**Duration:** 45 minutes.

**Required material:** flip chart, markers (red and green).

### Instruction

This exercise is done in groups of 5-7 participants. The lecturer should prepare markers in two different colours (red for risks and green for benefits). Each of the three flip chart papers should be vertically divided into two parts – risks should be written on the left side, and benefits on the right. The flip chart papers should be titled: BEFORE MIGRATION, DURING MIGRATION, and AFTER MIGRATION.

Divide the participants into three groups. There should be a red and a green marker for each flip chart paper. The groups should be instructed to write down the risks with red markers, with benefits for children in specific phase of migration written on the flip chart in green.

A particular phase of migration should be assigned to each group. After spending fifteen minutes on one phase, the groups are assigned to the next phase (second flip chart), so that all three groups go through all three phases. Each group complements the work of the previous groups, adding to the risks and benefits that are missing. In the second and third rounds, the groups should spend up to 10 minutes per phase.

### Additional guidance for lecturers

Try to guide participants to focus on the benefits and risks that children face equally, in order to encourage them to recognise the strengths of children even in threatening situations.

The results of the group work are summarised during the plenary discussion.

### Topics for reflection and discussion (integration and discussion in a large group)

- 1) In which stage of migration was it most difficult for you to identify the risks to the children? And the benefits?
- 2) Which stage of migration involves the largest number of risks for children? And which involves the largest number of benefits? How do you interpret that?
- 3) Who and what can help children overcome risks and increase benefits from migration, and in what way?

## EXERCISE 7.2 Violence against Children in Migration

### Key exercise information

**Exercise objective:** Participants should consider and distinguish between various forms of violence to which children in migration are exposed, potential consequences and possible interventions.

**Duration:** depends on the mode of performing the exercise, the optimal time for group work is 20 minutes.

**Required material:** flip chart, markers.

### Instructions

The questions in this exercise can be used to stimulate a discussion, essay or debate.

### Topics for reflection and discussion

- 1) Which forms of violence are unaccompanied children more exposed to than children who are accompanied?
- 2) What factors cause unaccompanied children to be exposed to some forms of violence more than accompanied children?
- 3) Do you know the possible forms of violence children are exposed to in the Republic of Serbia, as a transit country for children in migration?
- 4) What are the consequences of violence suffered by children on the move that you are familiar with? When can these consequences be manifested in transit countries and what is the role of child protection services within the social protection system and other systems in remedying these consequences?
- 5) Who is competent to respond in situations when a child in placement in an institution (a camp, reception centre, shelter, social protection institution or foster family) in Serbia experiences violence from people engaged by the institution?

### EXERCISE 7.3

#### Distinguishing Between Child Trafficking, Child Smuggling and Child Labour

#### Key exercise information

**Exercise objective:** Participants should consider and understand the difference between various forms of child abuse in the context of migration.

**Duration:** 30 minutes.

**Required material:** flip chart, markers, printed case studies.

#### Instructions

This exercise can be done individually or in groups of 3-5 participants. The lecturer divides the participants into smaller groups. Within the small groups, participants should consider the five scenarios given and assess whether the child from each individual case is:

- 1) a victim of child trafficking,
- 2) at risk of becoming a victim of trafficking,
- 3) a child smuggled without risk to his or her well-being,
- 4) a child smuggled with risks to his or her well-being,
- 5) a child involved in child labour (specify whether this is permitted or not).

After working in small groups, a large group discussion is held, and the main answers are noted on the flip chart.

#### Topics for reflection and discussion (integration and discussion in a large group)

- 1) In which case did you find it the most challenging to identify the type of exploitation? Which was the easiest for you?
- 2) What circumstances of the children made it difficult for you to carry out the identification?
- 3) What helped or could make your identification easier?

#### Case reports

#### Samira

**Samira (13)** came to Thailand from Rwanda after her parents arranged with a family friend to find her a job there. After she arrived, she began working in a shoe factory where she worked twelve hours a day. The family friend would take her there in the morning and pick her up from work in the evening, so she did not have freedom of movement. She paid for her food and accommodation from her salary, but she could spend the remainder as she pleased.

### Abiha

**Abiha (15)** fled with her family from Syria to Jordan, where they were accommodated in the Zaatari refugee camp. After a few months, on the way to school, she met a local employer who offered her a job in a cold storage facility, which he owned. She worked nine hours a day, in three shifts for a minimum wage. Abiha agreed to work after they had specified the agreement. The employer honoured all the terms of their agreement.

### Bilal

**Bilal (13)** came to Serbia from Afghanistan in 2016 via the Balkan route. He travelled with the help of smugglers. He visits an NGO's child-friendly space every day. He stated that he lived with the smugglers in a rented house and that he did not want to register and go to safe accommodation because he felt safe with the smugglers.

### Ahmad

**Ahmad (15)** set off from Pakistan for Germany three years ago. His parents agreed with smugglers to pay part of the transport cost, and to pay the rest after Ahmad arrived in Germany. In Turkey, after Ahmad joined a new group of smugglers, they locked him in an unknown house, sexually abused him and demanded that his parents send more money. He spent two weeks there, and after his parents sent the money, he continued his journey to Bulgaria with the same smugglers.

### Ali

**Ali (16)** arrived from Pakistan, has been in Serbia for the last year and attends school regularly. He lives in a refugee camp. One day, Ali declared that he had been working for smugglers for six months, and that the job involved mediating in smuggling and finding new clients. But he confided in a volunteer at the camp that the main smuggler had been forcing him to take drugs for some time and that he had been trying to leave the job for a month. He stated that the smuggler had at first allowed him to quit the job, but that the previous day he had threatened to kill him if he left.

Source: The *Samira* and *Abiha* cases have been adapted from: Huijsmans & Baker, 2012, while the others are based on a compilation of several cases from the authors' personal practice.

## EXERCISE 7.4

### Benefits and Challenges in Child Labour

#### Key exercise information

**Exercise objective:** Participants should identify the benefits and risks of various jobs through self-reflection and role play.

**Duration:** 45 minutes.

**Required material:** flip chart, markers.

#### Instructions

This exercise is done in groups of 4-6 participants. The lecturer divides the participants into three groups:

- I. shoe factory workers,
- II. construction workers and
- III. fruit-picking workers.

### Task for participants

Within your (designated) group, choose the roles (alternatively, roles are drawn for or assigned), and imagine that you are the migrating children: there are unaccompanied and accompanied children, and both girls and boys (the lecturer ensures that children in migration in various positions are represented).

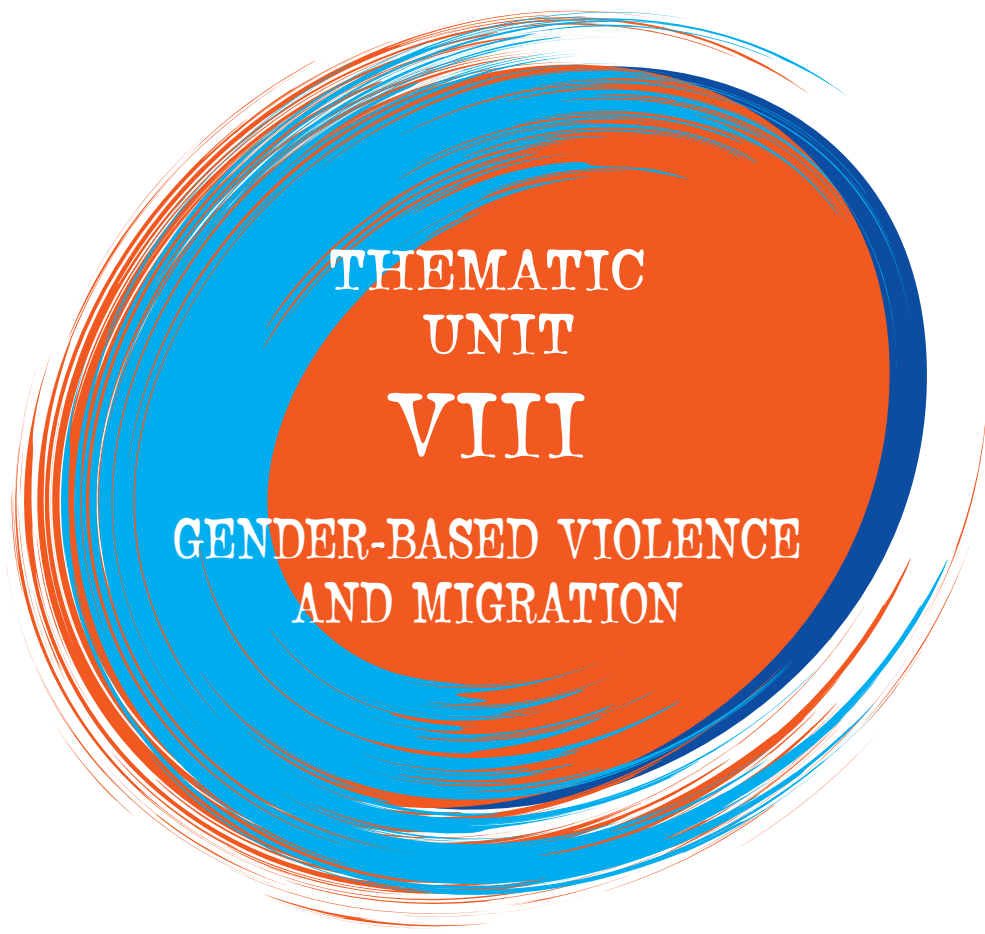
You are currently residing in Serbia; you are employed in the job assigned to your group. Within your group, identify and write the following on the flip chart sheet (20-25 minutes):

- a) the most significant benefits you get from working and
- b) the most significant challenges you face at work.

### Topics for reflection and discussion

- 1) How did you feel in your role?
- 2) To what extent has performing the role of a child in migration helped you better understand the circumstances in which children find themselves?
- 3) How are the circumstances different (or similar) for unaccompanied children and children traveling with their parents?
- 4) How do the circumstances differ for boys and for girls?





THEMATIC  
UNIT

VIII

GENDER-BASED VIOLENCE  
AND MIGRATION





In order to understand the migration process, it is important to consider the concepts of discrimination against women, gender-based discrimination, violence against women, gender-based violence, domestic violence, and gender-based violence against children. The international legal framework, which enables coordinated and international cooperation between states in establishing the principles of gender equality and the fight against gender-based violence is the basis for managing migration in the modern world. International documents, conventions and recommendations are the basis for a national legal framework which is analysed on the example of the Republic of Serbia and its mechanisms for the protection of people who have survived gender-based violence, be they locals or foreigners, migrants men or women, or children.

The analysis of specific problems and vulnerability to gender-based violence in the case of women and children in migration is very important: although both men and boys can be victims of various forms of violence, because of gender inequality and discrimination, women and girls are far more often the victims of gender-based violence. Risks of gender-based violence increase in crisis situations, on the migrant route and in migrant centres. This chapter points out the most widespread forms of gender-based violence against women and girls, with special reference to forced and child marriage. The chapter emphasises the main principles of working with survivors of gender-based violence: security, confidentiality, respect for dignity and the principle of non-discrimination (with the additional principle of the best interests of the child when it comes to child survivors of violence) and introduces the survivor-centred approach as a key approach in working with people who have experienced violence.

## EXERCISE 8.1

### Child Marriage

#### Key exercise information

**Exercise objective:** To understand, analyse and interpret various forms of inequality of women and girls in various societies and forms of gender-based violence in the context of migration using cases from practice.

**Duration:** The optimal time for the exercise is 30-40 minutes.

**Required material:** flip chart, markers.

#### Instructions

This group exercise is performed in three groups of 5-8 participants. Each group is assigned a specific case, the life story of a girl who has survived gender-based violence. The groups consider the cases separately, note their findings on the flip chart, and then present them to the other groups. The findings are discussed in a large group for fifteen minutes, then the lecturer integrates the answers, interprets and draws key messages and insights.

#### Topics for reflection and discussion

- 1) Try to reconstruct the key moments in each of the life stories listed.
- 2) What are the forms of inequality of women and girls in specific contexts and the forms of gender-based violence to which girls are exposed?
- 3) Where possible, connect the life story of the girls with the context of migration.
- 4) Point out the important moments of empowerment for girls who have come out of a situation of violence, as well as the dangers for those who are still in situations of violence.

#### Case reports

#### Nuris (16)

In my country, what a man decides is the law. We, the women, have no right to an opinion, our voice literally does not exist. That's how it is in Afghanistan. I grew up as one of 26 children who, in addition to bread and water, need understanding and love, and someone to take care of them. My parents have never been with me nor with my sister, they did not even know what was happening with us. At the age of twelve, I gave birth to my first child. I thought then that there was nothing bad about that and that this was the way it should be. I did not think this was violence, but rather love. Even today I'm not sure. Could I be in love at the age of twelve and sleep with someone who is twenty years older than me? Am I a child if I'm twelve years old and can I understand what is going on? I had no one to protect me and to explain it to me. To save the family honour because of my pregnancy, my father decided to have me married against my will to a man of advanced age. Then I fled my home and I have been on the move for almost four years. I grew up when I had to go to school. I gave birth to a child when I was supposed to be learning about life. I left my child when I was supposed to be building my future and I destroyed that of my child. With my bare hands and with wounds all over my body I'm fighting for a life I do not even know is possible, but I still hope. I still do!

#### Marion (16)

When I was fourteen, my dad came and said that I had become a woman and that I needed to get married. I did not understand what he was talking about quite clearly or know whether this was true. A few days later what he had said really happened. I will never forget that first night. An old man's hands on my body, my disgust, rage, sadness, helplessness, desperation! I was thinking that even prisoners led a better life. I was thinking about how worthless I was! My only support was my sister who lived in Sweden. She had run away so as not to get married like me and she succeeded in that. We made a plan for me to escape. After two years, she managed to save some money, sent it to me and I ran for my life. At the time I arrived in Serbia

I learned from my mother that my younger sister who was nine years old had to be my replacement for my husband. Now it is she who is undergoing what I survived. My life has fallen apart since then but I still live in the hope that I will help her, just as my sister helped me. I have to do it! I want to say to all the girls in Africa that there is a solution for us and that we have to teach others that it is about our lives, not theirs!

### Melka (20)

**Melka** was fourteen years old when she returned from school one day only to learn that she was marrying an older man that day: Everyone was nicely dressed; I asked my mother what was going on, but no one wanted to tell me anything. Just more and more people kept coming to the house. Then my Mum brought a dress and said to me, 'Here, put this on.

You're getting married. After the wedding, they took me to his house in another village. He was so old. He started pushing me towards the bedroom. I didn't want to go there, but he didn't want to listen to me. I woke up in hospital. The nurses told the police what had happened. My stepfather and the man I had been forced to marry were arrested and went to jail. My mum too. The marriage has been annulled.

\*Today, Melka teaches girls about their rights and the protection they have under the law and international conventions. She has intervened in numerous cases of forced marriages of girls:

I teach girls about their rights. I do this so that other girls don't have to go through everything I've been through. I want them to know that it is not a catastrophe to be a girl in Ethiopia.

**Sources:** *Nuris* and *Marion* are cases taken from Marković and Cvejić, 2017, while the *Melka* case has been taken from Girls Not Brides, 2013.

## EXERCISE 8.2 Child Marriage

### Key exercise information

**Exercise objective:** Participants should understand the complex social processes that contribute to the existence of the child marriage phenomenon in various cultures, and the connection between a child marriage and other forms of gender-based violence.

**Duration:** depends on the mode of conducting the exercise.

**Required material:** flip chart, markers.

### Instructions

The exercise is done independently, and then in groups of 5-7 participants or as a guided discussion in plenum. It can also be used to write an analytical or reflective essay. The most important topics that the participants raise in the discussion should be noted on the flip chart.

Participants should watch the short informative video about child marriages: *Together, We Can end Child Marriage* (2017) (<https://www.youtube.com/watch?v=eTGgXbPrM8M>) and a documentary which focuses on the life stories of married girls and women from all over the world who were married as girls, *Worth of a Girl* (2020) (<https://www.youtube.com/watch?v=J6wzZsEvY84>).

### Topics for reflection and discussion

- 1) Why is child marriage one of the most dangerous forms of gender-based violence?
- 2) What is child marriage and is there a connection between child marriage and other forms of gender-based violence?
- 3) What forms of gender-based violence in addition to child marriage are documented in these films?

- 4) Did any of the stories about child marriages leave a special impression on you; which one and why?
- 5) How do these films affect you as someone who needs to work with children and specifically with married girls and what lessons have you learned which relate to your work?



**THEMATIC  
UNIT**

**IX**

**CASE MANAGEMENT  
GUIDELINES FOR CHILDREN  
IN MIGRATION**



In the case management cycle, assessment consists of several related phases, and so assessment is referred to as a process. It is a dynamic process, which requires multiply data sources, and consideration, adoption and rejection of multiple assumptions, a review of decisions and the execution of interventions, and revision (i. e., evaluation and review) (Žegarac, 2016). After the initial assessment, which is presented in Thematic Unit IV, the course, content and duration are determined and also, depending on the circumstances, a comprehensive assessment, which varies according to the context and the needs of the individual child. It is important that time constraints do not lead to ignoring key information, but also that the assessment does not take too long. In situations where the assessment is prolonged or takes too long, the child may be at further risk of injury, or lose the opportunity to enjoy rights under the UN CRC, because in the meantime they have reached the cut-off age of eighteen years.

The assessment also includes the intervention devised and the securing or initiation of protection measures while, at the same time, providing services directly, or referring or arranging access to services. This is possible even before all the information needed for the assessment has been collected and analysed and a systematic service plan developed. The priority is always the immediate, and then stable provision of security and meeting the most pressing needs of the child, while permanently and systematically collecting information about the individual situation. The assessment process provides a picture of the condition and needs of the individual child in the context of his or her family and community, and the circumstances to which he or she is exposed. This information is updated over time, and changes in accordance with changes in the child's situation.

The model of child and family assessment has been applied in social protection in the Republic of Serbia since 2008. In this model, for each child who is an identified service user in the social protection system, an individual assessment should be made, followed by assessment of the ability of parents, guardians or other caregivers to take care of that child, as well as environmental factors influencing the child's development. In this model, the following is assessed:

- 1) **developmental needs of the child** (health, education, development of emotions and behaviour, family and social relations, identity and representation in society and self-care skills),
- 2) **the ability of a parent or caregiver** to adequately address the child's developmental needs (provision of basic care and security, emotional warmth, stimulation, leadership, boundaries and stability), and
- 3) **family and environmental factors** affecting the child and the family (family history and functioning, extended family, social integration of the family, income, employment, housing and community resources).



## EXERCISE 9.1

### Steps in Case Management and Ethical Dilemmas

#### Key exercise information

**Exercise objective:** Participants should learn to recognise the steps in managing case involving children in migration.

**Duration:** 40 minutes.

**Required material:** flip chart, markers, prepared and printed case studies.

#### Instructions

This exercise is done in small groups of 4-5 participants. Tasks for groups:

- 1) Recognise the steps taken in the management of the case, and evaluate them from the point of view of timeliness, respect for confidentiality, participation, and the best interests of the child.
- 2) Determine which information is needed for specific areas of assessment of the needs and best interests of the child in this case, and what the possible sources of this information are, which methods can be used to obtain the necessary information, etc.
- 3) Define ethical issues and possible dilemmas in a specific case: fully informed consent, restriction of confidentiality, multiple roles, responding to suspicion of child abuse, etc.

The results of the group work are presented and commented on in the plenum. Integration addresses the issues of service coordination and the role of different actors (cross-sectoral communication, barriers, potentials, and recommendations).

#### Case report

#### Haya<sup>3</sup>

**Haya, 9**, is traveling with her father. They are originally from Syria. Her mother died while still in the country of origin, and the girl set off with her father. They are housed in one of the refugee and migrant centres in Serbia.

Haya is enrolled in school and regularly attends activities outside the centre in which she lives. She usually goes to activities outside the centre alone, without her father, who is busy reselling things in order to provide money to continue the journey. The girl is tiny and thin; she often wears the same clothes for days, and those clothes are appropriate to the child's age and sex. The girl and her father seem to have a good relationship, they communicate when they see each other, the girl asks her father for an opinion when he is present. The father pays limited attention to the girl; when they are in the same place, he usually wants her to be with her peers, and he himself with his peers. Haya asks NGO staff who visit the centre for attention in various ways, she initiates hugs and physical contact, and has a need to be singled out, noticed and praised by the employees.

A woman living in the room next to her father and the girl in the centre, reports the violence that the girl was suffering from her father to an NGO that operates in the centre. She says they often hear her father beating her, and preparing food for himself but not for her. The girl has often come to ask for food from the neighbours; once she appeared at the neighbour's door crying and then fainted. The woman says that she is reporting this because they could no longer tolerate the father behaving like this towards the girl, and adds that everyone doubts that he is actually her father.

The social worker from the NGO immediately reported this case to the appropriate CSW, which convened a case conference. The conference was attended by representatives of CRMRS, NGOs and CSW. During the conference, the tasks of all parties involved were confirmed. One of the tasks of CRMRS was to get in touch with the Syrian embassy and check whether the girl and the father were actually related.

<sup>3</sup> Haya is a case already used in Chapter III, in Exercise 3.2.

The task of the NGO was to monitor and observe the child during the stay in the NGO: what the dynamics of her arrival were, with whom the girl came, in what condition, whether and in what way she participated in activities.

After the case conference, the girl and her father no longer appeared at NGO activities. From indirect sources, NGO workers learned that the girl did not want to be separated from her father; the separation occurred when the father ended up in prison for several months for violent behaviour towards others. Haya was then placed in one of the institutions for unaccompanied minors from the refugee and migrant population.

After her father was released from prison, Haya returned to him and they now live together at a private address. The father has received a work permit in Serbia, the girl is enrolled in the local school. All information about the girl after the case conference was obtained indirectly from various actors.

Source: *Haya* is a case description, of girl who stayed in Serbia between 2015-2020, compiled and adapted during the research.

### EXERCISE 9.2

#### Pros and Cons of Age Assessment of Children in Migration as Practised in the Republic of Serbia

##### Key exercise information

**Exercise objective:** Participants should understand the need to identify the age of children in important decision-making processes in child protection, and develop an understanding of the pros and cons of assessing age from the point of view of children's rights.

**Duration:** 20 minutes.

**Required material:** flip chart, markers.

##### Instructions

The exercise is best performed by dividing the participants into two groups (it is optimal for each group to have 7-12 members).

- Task for the first group: Develop arguments – FOR non-implementation of the procedure of age assessment of children in migration in accordance with the circumstances prevailing in the Republic of Serbia.
- Task for the second group: Develop arguments – AGAINST the circumstances prevailing in the Republic of Serbia for not conducting the procedure of assessing the children's age.
- The groups take turns in presenting the arguments, which are written on two separate flip chart papers.
- Integration: an overview of the pros and cons and their comparison.
- Discussion on the process and on the pros and cons of the non-existence of and age assessment procedure for children in migration in the Republic of Serbia.

### EXERCISE 9.3

#### Creativity and Me

##### Key exercise information

**Exercise objective:** Participants should observe ways to facilitate communication with children through self-reflection and their own experience.

**Duration:** 15 minutes.

**Required material:** flip chart, markers.

### Instructions

The exercise is done individually or in groups of up to three participants.

Remember the creative games you played as a child. Think about your creative talents and interests. Perhaps you are familiar with resources, games, or methods that could be adapted and used within the techniques that are based on playing with children.

### Topics for reflection and discussion

- 1) How could you use your personal experiences, interests or creative talents to facilitate communication with children?
- 2) Which of the techniques listed in the text are you comfortable with (do you think you could use them in a particular context of working with children), and which techniques are you unfamiliar with which you would find uncomfortable or even dangerous if you were to use them?
- 3) What can you do to improve your communication techniques with children?

## EXERCISE 9.4

### Developing a Service Plan for a Child in Migration

#### Key exercise information

**Exercise objective:** Participants should consider various aspects of developing a service plan on specific examples from practice.

**Duration:** 60 minutes.

**Required material:** flip chart, markers, prepared and printed case studies and plan form

### Instructions

This exercise is done in groups of 4-6 participants. Divide the participants into groups and distribute the prepared case reports and plan form.

- Before making a plan, identify possible services and people with whom the child is likely to have spoken before making the plan and possible procedures to protect the rights of the child.
- In each group, identify a person to play the child in the migrations presented in the case.
- It is necessary to interview the child, and understand their point of view.
- Develop a case plan within small groups.
- When the groups complete their plans, the exercise leader helps the child “get out of the role” and asks them about their experience.
- Representatives of the groups present the plans.

### Topics for reflection and discussion (integration and discussion in a large group)

- 1) To what extent did you involve the child in the process?
- 2) What terms did you use for problems, risks, and strengths?
- 3) What terms did you use to define your goals and expected activities?
- 4) Have you used the SMART technique (**S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime bound) to set your expected goals?
- 5) Have you considered backup options should circumstances change?
- 6) Is your plan flexible or rigid?

After the discussion, if there is any time remaining, the same groups can work on adjusting the plans.

Integration in the plenary session:

- How can full and meaningful participation of children in migration (and their families/significant persons) in the development of the plan be ensured?

## Case reports

**Jabar<sup>4</sup>**

**Jabar (15)**, a boy who migrated from Iran, has been identified by an outreach social worker. He has been travelling towards Western Europe with slightly older boys from his village for the past fourteen months, with no clear destination. He lost his companions more than six months ago, and now doesn't know where to go. His parents have passed away, and he has lost contact with his younger siblings since he has been on the move. Jabar was identified after the border police intercepted the group in which he was travelling. It is estimated that he is at risk of human trafficking. Jabar had a severe arm injury at the time of the identification. He said that he was afraid of smugglers. Jabar is illiterate, even in his mother tongue. He knows he needs medical assistance, became frightened when told he needed arm surgery. While on the move, he heard that some children were "having their organs removed". He says he doesn't want to go to school.

**Selim**

**Selim (17)** came to Serbia from Afghanistan with his family of five and for the last eighteen months he has been placed in a reception centre which is far from the borders of Western Europe. Shortly after arriving, Selim began attending language classes, and was enrolled in the local school, which he gladly attended. An official of the Commissariat for Refugees informed the police and the CSW about a violent incident in which Selim was involved. The reason was an attempt by one of the migrants, about forty years of age, to film Selim's sister taking a shower using his mobile phone. Selim noticed this and physically attacked the migrant. The security of the reception centre immediately intervened in the incident, but serious injuries were inflicted, because Selim is big and strong. Selim is otherwise calm in nature and has not previously shown signs of dysfunctional or destructive behaviour. He has well-developed social relations with others, he is open to communication and cooperation. After the incident, his behaviour changed significantly, he was more closed to communication and did not want to talk about the incident. He has since been refusing to go to school.

**Idris<sup>5</sup>**

**Idris (15)** is from Iraq, travelling with his parents and younger brother. They were placed in the Asylum Centre, and Idris soon began attending the day centre, where he took part in various activities. Initially, no signs of unusual behaviour or the any need for additional support were observed in Idris. He adapted well to the environment, established good social relations and worked on perfecting the language.

However, after regularly attending activities at the day centre for three months, Idris began visiting less frequently, and every time he would come it was noted that there was some change. During this period, his peers reported on his mental state, but they did not know what the problem was, so they said that it was not good. The following few times, Idris came to the centre, he was almost unrecognisable, dazed, under the influence of medicines.

*Note: Jabar, Selim and Idris are descriptions of cases of boys who stayed in Serbia in the period from 2015-2020 that were collected and adapted during the research.*

<sup>4</sup> Jabar is a case already used in Chapter V, within Exercise 5.1.

<sup>5</sup> Idris is a case already used in Chapter III, within Exercise 3.2.

## EXERCISE 9.5

### Closing the Case

#### Key exercise information

**Exercise objective:** Participants should consider and analyse various scenarios for closing the case and practice skills for the interview with the child.

**Duration:** 30 minutes.

**Required material:** flip chart, markers.

#### Instructions

This exercise is done in groups of 4-6 participants.

- Within the small groups, develop a scenario for an interview by the case manager with the child in migration when closing the case.
- Role play in pairs while the other participants watch (fish bowl)
- Reflection (from the role perspective) and feedback, with examples of good interventions and various options for conversation.

#### Topics for reflection and discussion (for group discussion or individual work)

- 1) What feelings can a child in migration have when the time comes to close the case?
- 2) What feelings can a case manager who has worked with a child in migration have when the time comes to close the case?
- 3) What can a case manager do to facilitate the completion of work with a child in migration, to make it a useful, empowering experience?
- 4) Can you give examples of when it may be necessary to reopen a closed case with a child in migration?

## EXERCISE 9.6

### Improving Coordination for Children in Migration

#### Key exercise information

**Exercise objective:** Participants should understand various aspects of coordination for working on a case.

**Duration:** 15 minutes.

**Required material:** no additional materials are required for this exercise.

#### Instructions

Questions could be used for group discussion, work in groups of 4-6 members, or for individual work.

Topics for reflection and discussion

- 1) How can good coordination be established for working on a case?
- 2) How can inadequately efficient coordination be improved?

## EXERCISE 9.7

### Case Conference for a Child in Migration

#### Key exercise information

**Exercise objective:** Participants should understand aspects of organising a case conference.

**Duration:** 15 minutes.

**Required material:** no additional materials are needed for this exercise.

### Instructions

The questions may be used for group discussion or individual work.

### Topics for reflection and discussion

- 1) When is it **useful** to involve the following actors in a case conference?
  - the child in migration
  - other important people in the child's life
  - other service providers
  - the relevant authorities.
- 2) When is it **appropriate** to involve these actors?
- 3) What should the case manager **do** to make it appropriate in any situation in which it is useful?
- 4) How can the participation of others (important people in the child's life, other service providers or authorities) **affect** the participation of the child in migration in a case conference?

## EXERCISE 9.8 Concepts of Cultural Competence

### Key exercise information

**Exercise objective:** Participants should understand various aspects of the culture of competence and the implications of its level of development in working with children in migration.

**Duration:** 20 minutes.

**Required material:** flip chart, markers.

### Instructions

This exercise is done in small groups, from 3-6 participants.

### Topics for reflection and discussion (in small groups)

- 1) How do you understand the following concepts in the case management of children in migration?
    - conscious cultural competence
    - unconscious cultural competence
    - conscious cultural incompetence
    - unconscious cultural incompetence
  - 2) Give possible examples of these concepts.
- Integration in the plenary session:
- Ethical implications of the above concepts in working with children in migration.





THEMATIC  
UNIT

X

ALTERNATIVE CARE  
AND DURABLE SOLUTIONS





In 2009, the United Nations General Assembly adopted a document by which they operationalised the general standards of the Convention on the Rights of the Child in the protection of children without parental care. These are the “Guidelines for the Alternative Care of Children” (the UN Guidelines). This document is based on the principles of **necessity** and **appropriateness**, and indicates the need for an integrated approach and services to support parents and keep the child within the primary family group and network. Therefore, family support services are considered from the first contact with the child and the family. The UN Guidelines clearly state that it is necessary to develop services which can prevent the separation of children from their parents and biological families, wherever possible. In accordance with the best interests of an unaccompanied child or a child with parents and other relatives, who has been identified as being at risk of being harmed by an adult, appropriate forms of alternative care are considered. The UN Guidelines emphasise the principle of appropriateness in terms of providing adjusted and adequate alternative solutions for the care of unaccompanied and separated children. It is required to have a better understanding of the application of the standards of the UN Guidelines that define whether (and to what extent) care is appropriate or inappropriate. The UN Guidelines indicate that alternative arrangements (those not provided by either parent) may be formal or informal and provide the following definitions (according to Žegarac, 2014:13; UN, 2009):

- **informal care**, “Includes any private arrangement provided in a family setting, irrespective of whether the child is being temporarily or indefinitely raised by a relative or friend (i. e., informal kinship placement) or by other persons, at the initiative of the child, parent or other person, and this arrangement is not regulated by the appropriate administrative or authorised professional bodies and services”, and
- **formal care**, “... provided within a family environment or residential facility, including private sector establishments, arranged by appropriate administrative or authorised professional bodies and services, whether or not this arrangement is the result of administrative or legal measures relating to whether the placement is voluntary”.

This thematic unit discusses support services that are (in)accessible to the families of children on the move, the specifics of guardianship and of alternative care for children in migration, issues of durable solutions options and planning, as well as procedures for tracing family members, monitoring and reuniting the child with their family after separation in the context of migration.

## EXERCISE 10.1

### I as a Foster Parent

#### Key exercise information

**Exercise objective:** Participants should, through self-reflection and work in small groups, discuss and consider the pros and cons of foster care for children in migration and develop self-awareness and empathy for potential foster parents and children in migration.

**Duration:** 20 minutes.

**Required material:** flip chart, markers.

#### Instructions

This exercise is done in groups of 4-6 participants.

#### Task for participants

Within a small group, consider, discuss, and note the pros and cons from the perspective of potential foster parents who are asked to foster a child from a migrant population coming from a small remote country, where:

- there is widespread juvenile delinquency (one in six boys over the age of 13 is involved in property and violent crimes),
- there are almost 20,000 reported cases of domestic violence,
- prostitution and human trafficking for sexual exploitation are on the rise.

After working in small groups, participants present their findings, which are integrated on the bases of discussion in the larger group.

#### Topics for reflection and discussion

- 1) Would you agree to be a foster parent for such a child?
- 2) Are you worried about the information you have about this child's country of origin?
- 3) What are your assumptions about a child coming from a country like this, what are your expectations?
- 4) Do you think that you would have a problem raising a child who comes from a country like this, and if so, why?
- 5) Is your decision to be a foster parent affected by whether it is a boy or a girl? In what way?
- 6) Is your decision to be a foster parent affected by whether the child is younger or older than twelve? In what way?

## Exercise 10.2

### Application of the Principle of Protection of Unaccompanied and Separated Children

#### Key exercise information

**Exercise objective:** Participants, working in small groups, should analyse and consider various principles related to the protection of unaccompanied and separated children.

**Duration:** 40 minutes.

**Required material:** flip chart, markers.

## Instructions

This exercise is done in groups of 4-6 participants.

The participants are divided into smaller groups, and each group is assigned two principles related to the protection of unaccompanied and separated children (UNHCR, 2004:13; Alliance for Child Protection in Humanitarian Actions, 2017):

1. The best interests of the child
2. The right to life, survival and development
3. Participation and respect for the child's point of view
4. Non-discrimination
5. Confidentiality
6. The right to family life and family unity
7. The right to protection from violence and exploitation
8. The right to special protection and appropriate alternative care
9. Intersectoral cooperation and coordination
10. Guardianship

Each group is given the task of considering a case study in order to operationalise the given principles, and then the results of this group work are presented and exchanged in the plenary session.

## Topics for reflection and discussion (in plenary session)

- 1) What was challenging in this task?
- 2) Was it difficult to operationalise the principles in any particular case and why?
- 3) Were there any disagreements in the group and about what?
- 4) How did you come up with these proposed solutions?
  - What was helpful to you?
  - How do you recognize Karim's resilience?
  - What is the discrimination in this case?

## Case report

### Karim

**Karim (14)** was identified as an unaccompanied child at the Krnjača Asylum Centre by an outreach social worker. After the initial interview, it was decided that it was in the best interests of the child to be placed in the Integration House (IH). Karim was interviewed in a language he understood, the rules and schedule of activities at the House were explained to him, and the IH social worker informed the case manager that a temporary guardian would be assigned to the minor within the one-month legal deadline. The case manager took Karim to register with the Police Department because he had not been registered before.

Karim was involved in regular sessions with a psychologist, in the regular activities of the IH and partner organisations (language classes, creative and educational workshops, etc.). Less than a month after placement, Karim was enrolled in a local primary school. The IH pedagogue regularly helped Karim with school assignments and study. The boy soon began to receive praise from the school teacher and associates from the school (that he was well behaved, intelligent and that he was a fast learner). He was well accepted by his peers at school.

It was assessed that it was in Karim's best interests to be placed in a foster family, so a meeting with a temporary guardian, case manager, IH social worker and professional workers from the Centre for Family Placement and Adoption (CFPA) was held in the CSW. A decision was made to work on placing Karim in a foster family in the period ahead.

A month later, a meeting with a potential foster family was held at the CFPA. Karim's first contact with the foster family was successful, and for the following meeting it was agreed that the foster family would bring their children to meet the boy. Karim was visibly motivated to be placed in a foster family. After two more meetings and spending a weekend together, Karim stated that he did not want to go to a foster family of Roma nationality. It was thought that the boy had been persuaded to say so.

A case conference was held in which the case manager stated that the potential foster mother had informed him that a teacher from Karim's school had spoken to the boy and advised him not to leave the House and go to a foster family.

After several interviews conducted by the IH social worker and the case manager with Karim about the benefits of foster care as well as talking (via Skype) with his parents who had remained in their country of origin, Karim agreed to be placed with the foster family.

\* A few months later, the foster family allowed Karim to try to get in touch with smugglers and try to cross the border illegally. They did not inform the advisor from the CFPA nor the case manager from the CSW about this. The foster parents took Karim to the bus station and bought him a SIM card so he could contact the smugglers. A year later, Karim called from a Western European country.

*Note: Karim* is the case description of a boy who stayed in Serbia as an unaccompanied child between 2015-2019, compiled and adapted during the research.

### EXERCISE 10.3

#### Looking for Durable Solutions for Children in Migration

##### Key exercise information

**Exercise objective:** Participants should, through work in small groups, analyse and consider the possibilities of durable solutions for children in migration, using an example from practice.

**Duration:** 30 minutes.

**Required material:** flip chart, markers.

##### Instructions

Participants are divided into groups of 4 to 6 and consider the following case with the task of proposing a durable solution for the boy Hamza.

When considering a durable solution, it is necessary to think about the extent to which they considered:

- the best interests of the child
- the least restrictive solution for the child
- the participation of the child
- issues of child discrimination

##### Topics for reflection and discussion ( in small groups)

- 1) How do you understand the social worker's proposal to move the child to a safe third country?
- 2) Identify what additional information you need to have a more complete picture for formulating durable solution proposals.

## Case report

**Hamza<sup>6</sup>**

**Hamza (16)** was identified by outreach social workers and, after the interview, it was assessed that it was in his best interests to be placed in the Integration House (IH) because of his specific health condition (albinism i. e., melanin deficiency in the skin) and because he is from Pakistan, as there were other boys of Pakistani origin placed in the IH at the time. In addition to the fact that his skin was extremely sensitive and prone to burns and rashes, Hamza was visually impaired and deaf due to his primary illness.

After the placement, Hamza was introduced to the rules of the IH, which he understood and accepted. He was placed in a double room: he was purposely given a bed on the ground floor because of his poor eyesight.

The social worker in the IH informed the appropriate CSW about the accommodation of the beneficiary and sent medical documentation and registration documentation from the police in order to determine the guardian. The documentation set out in detail the specific health condition of the minor.

It was the first time that the professional IH team had dealt with a person suffering from albinism and they tried to get information about the condition in various ways (advice from a doctor, pharmacist, the internet). A few days after placement, Hamza complained of a skin rash and was taken to a specialist for an examination. It was determined that his skin was in extremely poor condition because of improper treatment, because his condition requires wearing long sleeves when exposed to the sun and the use of a high protection sunscreen from early spring. The doctor gave advice to make day-to-day functioning easier.

In Pakistan, Hamza had finished the fourth grade of primary school, but as he said he had not liked going to school because he had been ridiculed and bullied there. Hamza also said that other residents of his village had harassed and ridiculed him. This was the reason for leaving his hometown. His parents did not approve of him leaving, but he set off nonetheless. He started with smugglers he knew from before, and claimed that he had not experienced physical violence on the way.

Hamza was involved in regular educational, artistic and recreational activities in the IH. Due to his impaired vision, he had learning difficulties and needed increased assistance and support, but he showed exceptional motivation and sought help in mastering subjects on his own initiative.

At the suggestion of the IH staff, the temporary guardian submitted a request to the Intersectoral Committee that Hamza be included in the formal education system, because he could not be enrolled in school according to the standard procedure because of his health problems. The request also stated that home-schooling was required. After a month and a half, the Intersectoral Committee called Hamza, who then received a positive opinion for enrolment in specialised primary schooling that would take place at home.

Hamza was assigned a new temporary guardian, who met him and visited him once a week.

In early December, at the invitation of the members of the Intersectoral Committee, the social worker took over the decision to enrol Hamza in school. He informed the temporary guardian about this. The temporary guardian contacted the school administration, which was to make an initial plan with the school and the guardian for the boy's enrolment. The school administration made the decision to enrol the minor in different specialised primary schooling for adult education, which would take place at home. Three months later, Hamza still wasn't going to school.

Hamza then applied for asylum, he wanted to stay in Serbia and build his life there. The temporary guardian gave the power of attorney to a specialised NGO as the legal representative of a minor in the asylum procedure.

The IH social worker wrote to the temporary guardian, legal representative and members of the UNHCR Child Protection Team, to initiate proceedings for the relocation of the minor to a safe third country.

*Note: **Hamza** is the case description of a boy who stayed in Serbia as an unaccompanied child between 2016-2019, compiled and adapted during the research.*

<sup>6</sup> **Hamza** is a case already used within Exercise 3.2.




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This workbook includes exercises used to practice key principles of child protection and the operational capabilities of support systems, and integrate them into students' knowledge and skills in the field of childhood in the context of migrations, international and legal frameworks. There are also exercises to do with risks and resilience, and ways to ensure genuine child participation. Special attention has been paid to child protection in the emergency and crisis situations characteristic of humanitarian disasters, rules for interviewing children, procedures for determining the best interests of children, and particular issues of guardianship, alternative care and durable solutions for children in migration. Issues of gender and the protection of children in migration in the context of gender-based violence and its implications are an indispensable part of contemporary approaches in this area.

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