

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



# ACCREDITATION PROCEDURES FOR GUARDIANS

**Workpackage:** WP 2:  
Development of guardians' capacity-building  
methodology

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## ASOP4G

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## ACCREDITATION PROCEDURE

Competent and suitable guardians constitute a primary safeguard for the protection of unaccompanied children. This accreditation procedure for guardians has been conceived as a tool aimed at providing guidance on how to assess the suitability of a guardian to perform his or her role, taking into consideration the conditions that the system should put in place in order to enable appropriate performance.

The present document aims therefore at providing orientations to set up, improve and/or monitor selection processes of guardians for unaccompanied children. To this end, it proposes:

- a) indicators to verify the suitability of an adult to become a guardian of an unaccompanied child
- b) considerations about the guardianship system to create appropriate conditions for guardians to perform their role efficiently
- c) procedures to set up an accreditation system that ensures quality guardianship

The approach provided throughout this document has been conceived as a flexible set of indications that could be adapted to the very different legislative frameworks and policy orientations in various EU countries by always considering the child and the implementation of his/her rights as the expected outcome of any action developed with or for him/her.

The simplicity of the approach has been determined by the necessary trans-cultural perspective that has to be assumed to qualify every functional relationship between persons with different origin and background. Avoiding stereotypical generalizations and/or pre-made – and often monocultural - solutions that risk to make sense just for one of the involved parties, is an unwavering commitment that this document has sought to adopt and reflect.

The guardian and his/her functions have been always considered as aimed at translating into practice the logic and the standards that the CRC imposes to all the states that ratified it. In this perspective, the guardian is considered as someone whose mandate is to promote the rights and the wellbeing of the child. This necessarily implies considering the interaction of the guardian's action with a system that for various reasons often doesn't proceed according to this fundamental purpose; sometimes due to inadequate integration of CRC principles and provisions into national legislation and other times due to a scarce and deficient enforcement of principles and provisions set by law.

In some Member States it is foreseen that guardians of unaccompanied children are volunteers while in others they are professionals. For the purpose of this work, which focuses on the realization of the best interests of the child, this difference doesn't appear essential. In fact the approach that has been applied is that both professional and volunteer guardians should become the impartial guarantors of children's best interests and, especially in the case of volunteers, a selection and supporting system of specific expertise that could assist the guardian in his/her function should be put into place. Only by creating these conditions the child rights-based standards that should inform the guardian's tasks could be effectively translated into practice.

The accreditation procedure has been therefore conceived as a dynamic tool that needs to be adapted to each child, to each guardian and to each relation between

them as well as to the various national settings. Such a procedure is indispensably linked with a continuous education process that should always concretely accompany and orient every guardianship experience.

In the framework of the ASOP4G project, accreditation includes three levels, as follows:

- a) the self-assessment that the guardian must be able to undertake in order to individually verify his/her capacity to fulfill this mandate → here will be included indicators for the guardian's self-assessment;
- b) the conditions allowing the guardian to respond to his or her obligations → here will be included the conditions that the system must deploy to enable the guardian performing his/her role;
- c) the action or process of officially recognizing someone as being qualified to act as a guardian → here will be included the steps of a process aimed at accrediting suitable guardians for unaccompanied children.

This document addresses the aforementioned levels. Starting from the variables that a guardian should try to comply with when accepting and carrying out his or her mandate, the present tool goes through the different steps and conditions that a guardianship system should put in place to ensure guardians act according to high quality criteria. All these considerations must be read through the lenses of key rights-based principles.

### **a) Suitability of the guardian**

The ultimate objective of an accreditation procedure should be to ensure that the appointed guardian is the most suitable person to protect the child and safeguard his or her rights.

The concept of suitability is qualitative and refers to the fact of being acceptable or right for something or someone. It can be defined and assessed in accordance with the compliance with quality standards. For the purpose of the present document, the 10 Core Standards for guardians of unaccompanied and separated children<sup>1</sup> can be used as a benchmark. They are widely recognized as a key reference at the European level and provide a common definition on the role and characteristics of the guardian. These standards will constitute the variables that describe the notion of suitability in relation to the specific role of guardians for unaccompanied children.

#### The role and responsibilities of the guardian:

**Standard 1: The guardian advocates for all decisions to be taken in the best interests of the child, aimed at the protection and development of the child.**

*Key terms: best interests of the child*

The guardian is able to advocate, assess and adjust the best interest of the child on a regular basis, involves all relevant actors and ensures that the assessment of the best interest of the child is based on the views of the child and the individual

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<sup>1</sup> In the framework of the EU project "closing a protection gap". For a deeper understanding visit: [www.corestandardsforguardians.eu](http://www.corestandardsforguardians.eu)

circumstances.

**Standard 2: The guardian ensures the child's participation in every decision which affects the child.**

*Key terms: child's participation*

The guardian provides information in a child friendly way and checks if the child understands and recalls the information, listens carefully to the child and ensures plans are based on the views of the child and shared with the child, is open to feedback and manages expectations.

**Standard 3: The guardian protects the safety of the child.**

*Key terms: protection*

The guardian gives the highest possible priority to the child's safety, knows the signals of child abuse and trafficking, acts and reports upon signals of any harm or danger, ensures the child knows he is welcome to voice anything concerning his/her safety, only breaks the confidentiality norm when a child is at risk, ensures victims get appropriate treatment and is open to being monitored on own behavior.

**Standard 4: The guardian acts as an advocate for the rights of the child.**

*Key terms: advocate for the rights of the child*

The guardian is an assertive, committed watchdog, dedicated to defending the rights of the child, shows emotional strength, opposes decisions which are not taken in the best interests of the child and pursues fair procedures concerning the child.

**Standard 5: The guardian is a bridge between and focal point for the child and other actors involved.**

*Key terms: bridge and focal point for the child and other actors*

The guardian keeps in contact with all relevant actors, ensures to be informed about all decisions which have an impact on the child and is where necessary present at meetings, assists in establishing links with the child's community and developing relationships that gives the child a sense of belonging to a family or group.

**Standard 6: The guardian ensures the timely identification and implementation of a durable solution.**

*Key terms: durable solution*

The guardian ensures the identification of a durable and safe solution and challenges others to prove that their proposed solutions take the best interest of the child as a primary consideration, supports the reunification of the child with his/her

family and supports the integration of the child in the host country when this is in the best interest of the child, defends safety guarantees when a child is returned and prepares the child for all predictable changes which will occur after turning eighteen.

The guardian and the separated child:

**Standard 7: The guardian treats the child with respect and dignity.**

*Key terms: respect and dignity*

The guardian demonstrates appropriate behavior, treats the child unprejudiced with respect to the child's identity, privacy and cultural differences, supports the child in developing peer relationships and shows a flexible approach tailored to the individual needs of the child.

**Standard 8: The guardian forms a relationship with the child built on mutual trust, openness & confidentiality.**

*Key terms: mutual trust, openness, confidentiality*

The guardian is always honest with the child, keeps his/her promises and keeps all information confidential unless it is necessary to break confidentiality to keep a child safe, pays attention to verbal and nonverbal communication, is empathic towards the child and gives moral support and makes clear to the child that a child who disappears is always welcome to return.

**Standard 9: The guardian is accessible.**

*Key terms: accessibility*

The guardian can be reached easily, lives near enough of the child to be able to respond quickly to difficulties, sees the child as soon as possible after his/her appointment and pays visits to the child on a frequent basis and communicates in a way which fits the age and development of the child, making use of interpreters whenever necessary and contacts the child to keep in touch also when there is no specific need to do so.

The qualifications of the guardian:

**Standard 10: The guardian is equipped with relevant professional knowledge and competences.**

*Key terms: training, knowledge and competences*

The guardian is proactive in identifying learning and development needs, manages his/her caseload and available resources, is accountable, works according to a set methodology, knows personal and professional limits, seeks support and counseling whenever necessary and is open to supervision and monitoring.

These standards can easily be translated into self-assessment questions for guardians. The response to these questions can help guardians at understanding their suitability to become guardians and/or the appropriateness of their performance. Acting as a guardian it is not easy, but difficulties can be aggravated by weak

guardianship systems and other dysfunctions deriving from the wider child protection system.

## ***b) Conditions of the guardianship system***

Regardless of the type of guardianship system and the national child protection system within which the guardians operate, there are six fundamental principles that should apply to all types of guardianship arrangement, defined by the Fundamental Rights Agency<sup>2</sup> and referred to in the ASOP4G Handbook on Standard Operating Procedures for Guardians:



These principles apply to guardianship systems, which in turn interact with the wider child protection system. They are described hereunder and translated into minimum standards that every system should guarantee – and often does not – to ensure quality guardianship with respect to children’s rights:

### **Non-discrimination**

*Keywords: equal treatment, diversities, conditions, context, special needs*

This principle recalls the responsibility to ensure equal treatment of all children regardless of their legal status or any other variable. The contexts in which children find themselves should value the diversities of every person, consider any special need and provide for suitable responses to these needs.

Standards of the system:

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<sup>2</sup> FRA (2015) *Handbook for guardianship for children deprived of parental care*, Luxembourg: Publications Office of the European Union, p.26

- Equal treatment and protection of all children present in a State's jurisdiction, regardless of their place of residence and legal status, should be explicitly established by law.
- National governments should have mechanisms in place to verify that the child protection system, including guardianship, ensures the same level of protection in the different regions and localities as well as consistency between norms and practices throughout the State's territory.
- States should adopt measures to ensure that children with special needs have equal opportunities, with a view to the promotion of diversity and prevention against any form of discrimination.

### **Independence and impartiality**

*Keywords: best interests of the child, conflict of interests, autonomy, critical realism*

This principle refers to the autonomy needed in order to avoid any type of conflict of interests which could prevent the best interests of the child from being the primary consideration when determining actions and decisions that concern the child. The capacity of identifying eventual dysfunctions and weaknesses of the system with the constructive aim of improving it and optimizing resources falls under this principle.

Standards of the system:

- Legislation related to children should explicitly include the principle of the best interests of the child to be taken as a primary consideration in all procedures, decisions and actions relevant to the child.
- Amongst the provisions on guardianship and legal representation of children, there should be a prohibition to access the guardianship function to all those whose interests are in conflict, or potentially in conflict, with those of the child. The selection process of guardians and/or legal representatives should include this principle as a fundamental requirement.
- The presence of effective independent ombudsperson offices or human rights institutions should be ensured in all Member States and even in the different regions within them. These institutions can represent a key reference for guardians and children. They can refer to them in case of doubts, complaints and other issues that may challenge the fulfilment of their rights.

### **Quality**

*Keywords: centrality of the child, development, wellbeing, relation, presence, competences, supervision*

This principle indicates the need to ensure that the child can rely on a quality and individualized intervention that should lead to the development of significant relationships with welcoming contexts, qualified and present persons, and competent services. The child should be granted with an adequate standard of living that allows his or her harmonic development and personal growth in accordance with his or her own story and personal characteristics from a long-term perspective.

Standards of the system:

- The protection and welfare system should be structured based on a series of safeguards for the child that should be reflected in legislation, practices and procedures to ensure the conformity with children's rights in direct reference



to the UN CRC. The State should put in place the necessary conditions to offer quality public services for children. It should also implement supervision and assessment mechanisms aimed at monitoring the correct functioning of the system.

- The child protection system should have efficient inter-disciplinary cooperation mechanisms in place among agencies, involving the different administrative levels and allowing continuity of individualized care.
- The protection system should ensure that all different professionals working with and for children have adequate professional qualifications and training on children's rights and that have appropriate competences to respond to children's needs. Consequently, access to training courses and to continuous education should be granted to potential and active guardians.
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### **Child participation**

*Keywords: listening, voice, opinion, story, status, citizenship*

This principle indicates the need to promote and support the possibility for the child to express his or her own opinions and views on all matters affecting him or her and to ensure that these views inform any action or measure that concerns the child. This principle refers also to the conditions related with legal status and citizenship, the possibilities to have access to information that is understandable, relevant, exhaustive and child-specific. The consideration of cultural and biographic diversities of the child as well as the elements that have determined the condition of separation from their adults of reference in the country of origin should be a cross-cutting dimension of any action and intervention to always ensure the best interests of the child.

Standards of the system:

- The system should ensure that the child is being appropriately listened to in all the procedures that concern him or her through adequate competences and the support of cultural mediation.
- The system should ensure the possibility of obtaining documents that allow the child indiscriminate access to any opportunity for the achievement of his or her growth and civil presence in the context where he or she finds him/herself.

### **Sustainability**

*Keywords: time, life project, resources, past, present, future*

This principle indicates the need to consider and apply, in any action and measure that involves the child, adequate resources adopting a perspective that goes beyond urgency and contingency but that considers the future of the child and his or her transition towards adulthood. The story of the child as well as his or her life project should orient any decision, initiative and service that concerns him or her.

Standards of the system:

- The system should ensure that proper attention is given to the story of each child which is not only bureaucratic and administrative but that considers the past, present and future conditions in the implementation of the child's life project.

- The system should offer adequate competences and resources to support the actual conditions of the child and those related to the child's project to the same extent as national children.

### **Responsibility**

*Keywords: national and international legislation, delegation, competent institution, support, monitoring, protection*

This principle indicates the dimension of responsibility needed to support and promote the rights of the child based on the national and international legislation through the specific delegation of the competent institution that will be also responsible for supporting and monitoring the transferred functions. This dimension includes also the adoption of measures that protect those children in situations of particular vulnerability in order to benefit from all the rights they are entitled to.

Standards of the system:

- The delegation that the system attributes to guardians should allow the latter to assume responsibilities in the promotion of the best interests of the child
- The system should provide guardians with specific legal, psycho-social and educational support needed to assist the life project of the child
- The system should ensure a constant monitoring of guardianship processes and provide children with the possibility to express their own evaluation on the guardian's performance.

A system that respects these principles automatically incorporates important safeguards for children to ensure that their best interests are the primary consideration in all actions and measures concerning them. A guardian who exercises his or her mandate in a safeguarding and compliant system should focus his or her efforts basically in ensuring that the child is considered individually according to his or her own story, needs, opinions, situation and aspirations. When the system does not meet the proper conditions, the role of the guardian becomes harder. Sometimes institutions are not acting according to the child's best interests, public services lack resources, residential care facilities do not ensure individualized treatment, legal and administrative procedures are anything but child-sensitive, public officials and professionals are not specifically trained to work with and for children, etc. Guardians should therefore be aware that often practice is far from what the law provides. Having a clear "child rights-based map" could constitute a useful compass to relate with all these obstacles and stand at the child's side.

### ***c) Multi-step accreditation procedure for guardians:***

Child protection systems should set up guardianship systems through specific legislation, organizational structure and adequate resources. The national authority responsible for managing the guardianship system must implement or support the implementation of different functions including recruitment and selection of guardians, training of guardians, matching, supervision, support, monitoring of guardianship, etc.

An accreditation procedure is an unwavering condition to recruit and select suitable guardians as a key safeguard for unaccompanied children. Accreditation of guardians should take place through a multi-step selection process consisting of different interrelated phases that inform each other.

Such an integrated approach in the accreditation procedure is needed since the selection of guardians should be conceived as a circular and continuous process, considering guardians may be simultaneously or consequently appointed for more children. From this perspective, the suitability of the guardian should be constantly assessed.

#### **PHASES OF A MULTI-STEP ACCREDITATION PROCEDURE:**

##### **1. Appropriate information**

Whether professional or volunteer, potential guardians should have access to appropriate information on guardianship before being engaged in a process that could lead to their appointment by the competent State authority. Information should be public and easily accessible and should include at least the following items:

- What is guardianship?
- Which is the role of the guardian?
- Which are the responsibilities of the guardian?
- Which is the procedure and the requirements to become a guardian?
- What tasks does the guardian have to carry out, if appointed?

Particularly in systems where volunteer citizens can become guardians, the importance of public information and awareness-raising events that can determine groups of informed citizens should not be underestimated.

It is equally important to inform the different actors involved in the system to know and recognize the role of guardians. Like this, the guardian has the potential to become a valuable resource and link for the system and cooperate fruitfully to ensure that in all decisions and actions that concern the child his or her best interests are a primary consideration.

##### **2. Preliminary selection**

The first phase of a selection process normally consists of verifying that candidates meet a series of formal requirements. Meeting such requirements is a precondition to get into the subsequent phases of the selection process. Depending on the guardianship systems, formal requirements can be intrinsic

to the professional position. However, it would be advisable to have specific requirements for potential guardians given that such a position involves working directly with children.

Formal requirements may vary from country to country based on national legislation. They however usually include<sup>3</sup>:

- Citizenship in the concerned state's jurisdiction
- Residence close to the child's habitual residence.
- Minimum age, normally above 30 years, or minimum certification of studies
- Enjoyment of all civil and political rights.
- No criminal record.
- Independence/absence of conflict of interests (verify that those who can potentially be appointed as guardians are likely to operate in suitable conditions that do not clash with the principle of the best interest of the child. This is particularly relevant in relation to situations in which institutional actors with other mandates or even staff of residential care facilities may become guardians of unaccompanied children. It can also be applied to professional or volunteer guardians that may have other mandates, priorities, responsibilities and interests).
- Other conditions deriving from domestic legislation.

### 3. Training

Guardians should have the necessary knowledge, skills and competences to perform their role as efficiently as possible. Appropriate training minimizes the risk for guardians not to act according to the principle of "do no harm" and ideally helps them perform their tasks with integrity, impartiality, self-reflection and empathy. Training of guardians should be continuous and linked with the selection process. It could be divided into a first foundation training course and follow-up training sessions, as it is suggested in the ASOP4G Training module. Training processes can have an important selective function that can be approached from two angles: the observation of candidates by the training team and the self-assessment component that the foundation training course can trigger to participants.

Because of the specificity of a training course addressed to guardians of unaccompanied children, special attention should be paid to the methodology. An aspect of critical importance is to foresee a number of limited participants so as to enable interaction among participants. Training sessions should attempt to provide participants with theoretical hints that can gain meaning and be related with their own experiences, languages and possibilities to translate theory into actions and behaviors. A circular setting may facilitate this co-construction of knowledge and understanding. The training course should combine presentations, group discussions, case studies and group work, always adopting a transdisciplinary approach that re-affirms the centrality of the child within a context made of different professional mandates that should provide adequate and individualized responses.

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<https://www.garanteinfanzia.org/sites/default/files/Linee%20guida%20tutori%20volontari.pdf>

Training of guardians should be delivered by a competent and recognized institution, facilitated by a suitable trainer and should include but not be limited to the following contents:

- I. Underage persons and the relation between adults' world and children's world
- II. The rights of the child as a multidisciplinary and holistic system to assess and promote the best interests of the child
- III. Migration-related issues, cultural diversities and migration profiles of children reaching countries of destination
- IV. Legislation, procedures and actors of the reception system
- V. The role of the guardian

At the end of the foundation training, a potential guardian should be able to understand if his or her individual situation fits into the required profile. To this end, a self-assessment questionnaire (see Annex 1) could be delivered at the end of the training. In the light of what will emerge from this exercise, trainees should be ready to move a step backwards and reconsider the possibility of assuming such responsibility.

#### **4. Selection interview**

After having attended the foundation training and verified his or her own willingness to continue with the process, the guardian may be subject to a selection interview conducted by the guardianship authority or any other competent agency.

The interview should be based on specific indicators related to: a) the necessary knowledge that a guardian should have to appropriately interpret his or her own role with regards to the child but also to the surrounding system, b) the objective availability of time and circumstances that allow someone to perform his or her guardianship functions, and c) the attitude, the capacity of listening and of relating with a child. The interview should be managed by a competent and multidisciplinary group of professionals, be formalized in a protocol and duly documented.

#### **5. Confirmation of availability**

It is important at this stage that candidates are aware of the responsibility they are about to accept and that they are voluntarily accepting it (it should not be something imposed or suggested by a variable that falls outside the 10 core standards reported above). In this sense, a formal step in which candidates confirm their willingness and interest in becoming guardians would be advisable. After these procedures, they can be registered in a list of guardians which should be made available to the authority responsible for the appointment.

#### **6. Matching**

It is a critical step to qualify the centrality of the relationship between the child and the guardian. Matching can be defined as the process through which the guardian and the child are paired with a view of enabling compatible and long-lasting relationships. Two considerations related with the importance of the matching are that it a) substantiates the principle of individualized treatment for every child; b) favors the establishment of sustainable relations between the child and the guardian but also in wider terms gives sustainability

to the relation between guardianship and the other components of the protection system.

Criteria for the matching include but are not limited to:

- geographical location
- language(s)
- child's story (subjective elements of the story of the child that can determine specific considerations regarding different variables such as gender considerations, age, cultural, religious, skills, special abilities, etc...)
- hobbies, experiences and abilities
- child's opinion

When preparing and carrying out the matching, it is necessary to involve actors that already know the child, his/her story, current situation and personal characteristics. Depending on the national system, these may include guardianship authorities themselves, social workers, staff from residential care facilities, educational agencies, among others. The presence of a cultural mediator can be useful when considering the child's opinion to choose the guardian to be appointed.

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## **7. Support**

Guardians should be provided with formal mechanisms of support by the guardianship authority or other competent agencies. Some examples of these mechanisms include face-to-face and/or remote consultation with experts, regular training events, technical assistance in case management, etc. Qualified support is often needed by guardians in the following dimensions: legal, psycho-social, cultural and referral mechanisms.

While formal mechanisms are crucial, the development of informal mechanisms of support including peer support modalities should be encouraged. Creating a "community" of guardians can have a "release" effect over guardians themselves but constitutes also a way to enhance children's social lives, where guardians can meet together with the child under guardianship and other guardianship pairs.

## **8. Continuous supervision**

This step is closely linked with the concept of selection since it is aimed at verifying that the guardian is satisfactory accompanying the child throughout the guardianship relation. There should be an actor, clearly defined, responsible for the supervision of guardians' performance and the provision of proper consultation in case management. Supervisions can be hold individually or in group.

## **9. Monitoring and evaluation**

Monitoring mechanisms should be developed by the guardianship authority in cooperation with other concerned actors such as judicial authorities, social

services, health services, both on a case-by-case basis but also in wider terms to analyze how guardianship evolves over time. It includes the collection of quantitative and qualitative data including at least yearly number of children under guardianship, average duration of a guardianship relation, recording of incidents, number of forced or voluntary dismissals, etc.

Permanent monitoring serves a double function. On the one hand, it is a safeguard for children and on the other, a source of observation to inform the improvement and adaptation of the guardianship system. The latter function is also served by evaluation. Evaluation sheets or questionnaires should be made available to guardians at the end of their mandate. Similarly, children should have the possibility to express their views on the guardian's performance during the guardianship period. They should also have access to impartial complaint mechanisms where they can freely express their concerns about their guardian and/or ask for their removal. These should be carefully examined by the competent authority after having heard all involved actors.

The implementation of these steps should be informed by some cross-cutting considerations: firstly, adopting a **systemic perspective** that interrelates all the different phases of the accreditation procedure and considers them as components of a unique process - in other words, information gathered during one step may be used in another; the already mentioned **trans-disciplinary approach** should be likewise applied when going through the different steps. Only a real integration of the different disciplines and competences can qualify a holistic conception of the child and of any related intervention; however, this cannot be achieved without an efficient **inter-agency approach** allowing coordinated cooperation between the different services, authorities, mandates and institutions to practically respond to the **child's best interests** according to a common logic. Finally, the performance of any function related with children cannot be dispensed from **continuous education** of the persons actually working with and for them. Guardians should be prepared to be engaged in an experience of personal growth and civil commitment.

## Annex 1<sup>4</sup>

### **SELF-ASSESSMENT AND ORIENTATION QUESTIONNAIRE**

After the baseline training course for guardians

**Name:**

We would like to thank you for your participation, time and effort you devoted to the baseline training course that we have realized together.

Please find below a set of questions aiming at verifying once more your own motivation and possibility to perform the function of guardian and, at the same time, provide some valuable information to the training organization.

The proposed questions cover aspects of **knowledge, comprehension, practice and positioning** that have been shared at the beginning of the training course.

You are kindly requested to answer in a serene and sincere manner, without worries about the way you provide your answers.

Before answering, please read all questions of this questionnaire.

***During the three-day training, an integrated set of information on guardianship and on the role that the guardian should perform has been provided. Bearing in mind the need for further information, do you consider you have the essential elements and orientations to perform the role of guardian?***

Yes – No (*underline the desired answer*)

***Please provide some further elements to explain your answer***

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***Does the guardian's function as presented and discussed during the training correspond to your initial expectations?***

Yes – No (*underline the desired answer*)

***Please provide some further elements to justify your answer***

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***Do you think that what has been proposed in relation to guardian's functions matches your experience and current life conditions?***

Yes – No (*underline the desired answer*)

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<sup>4</sup> This tool has been used by Defence for Children Italy as a self assessment tool but the various dimensions can be also adapted for an interview aimed at assessing the suitability of the candidate



**Please provide some further elements to justify your answer**

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**Do you think there are any particular obstacles, difficulties or conditions in relation to the possible functions of guardianship you may be asked to perform?**

Yes – No (underline the desired answer)

**Please provide some further elements to justify your answer**

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**Considering that the guardian will have to be supported by specific professionals in order to meet the different needs of a child, do you think that you can undertake guardian's duties as described during the training?**

Yes – No (underline the desired answer)

**Please provide some further element to justify your answer**

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**Taking into consideration the complexity and critical aspects of the migration and national contexts as described during the training, do you consider that you can undertake the guardianship responsibilities of a child taking his/her best interest as a primary consideration?**

Yes – No (underline the desired answer)

**Please provide some further elements to justify your answer**

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**Taking into consideration that you will have to definitively confirm your application, are you available to be immediately appointed as guardian of an unaccompanied minor?**

Yes – No (underline the desired answer)

**Please provide some further elements to justify your answer**

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**Thank you for your answers. All information will be recorded and processed with great diligence.**

**Please write below any further comments or thoughts:**

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**ADDITIONAL DATA**

**Name/Surname**

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**Date of birth**

\_\_\_\_\_

**Preferred region to perform the guardian's role**

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**Job position**

\_\_\_\_\_

**Spoken languages (also base level)**

\_\_\_\_\_

**Email address**

\_\_\_\_\_

**Telephone number**

**Signature**

\_\_\_\_\_

By signing you agree on the **treatment of personal data in compliance with the EU GDPR 2016/679 and national legislation on personal data privacy.**