



DIFFERENT & EQUAL
TE NDRYSHEM & TE BARABARTE

Grandma's Home **or** My Other Home

A day center model developed and implemented by the organization Different & Equal assisting the care and rearing of children of domestic violence and trafficking victims



Author: **Different & Equal**

Consultant: **Valbona LENJA**

Designer: **Klevis DOLLONJA**

Publishing House: **Tipografia Dollonja.**

June 2019

Introduction

“Grandma’s Home or My Other Home” is an alternative child care service provided by professionals in an environment resembling our home while parents are away working overtime or on Saturdays. The first “Grandma’s Home/My Other Home” was established in 2015 under the name “Afternoon Care Alternative” by the Different & Equal organization and the Plan & Go organization to assist mothers that were trafficking and domestic violence victims and their children.

This model is the product of the experience of a range of professionals including foster care providers, teachers and the Different & Equal organization staff, who continue to do their best for the children with dedication and sacrifice and with the help of opinions and suggestions of the mothers that entrusted their children to our professionals.

During the design phase, the Model was also consulted with Different & Equal collaborators from the Municipalities of Tirana, Elbasan, Shkodra, Kamza and the organizations that joined in the initiative, such as “Tjetër Vizion” (Another Vision) and Global Care. Since piloting, the Different & Equal Organization has supported the establishment of 5 such homes.

This Model suggests that services to be provided in a “Grandma’s Home/My Other Home” environment should at least be social care services as defined in Article 15 “Community Services” of the law On Social Care, namely they should be services in line with the “day center” type, as defined in DCM No. 518, dated 4.9.2018¹ “providing half or full day services that may be used for one or more days weekly and which ensure specific services based on the beneficiary categories, including children living in street situation and children from families with social and economic difficulties”. Considering that the situation and needs of mothers who are violence and trafficking victims and their children are especially different from those of other groups, this Model suggests that a day center should optimally use and develop its potential and transform into a “family case management facility/site”, providing other necessary services for victims and children exposed to victimization and in most cases playing the role of the extended family.

The current legislation regulating education, safety, social care and child protection have also been considered during the development of the “Grandma’s Home/My Other Home” Model. A complete list of legal acts and secondary legislation considered is provided in the Annexes Section of this document.

Manual users are requested to closely follow developments in these and other fields of relevance in ensuring service provision in compliance with the law and in sustaining this service for the benefit of the children and families suffering the impact of trafficking and violence.

Thank you!

.....
1 DCM No. 518, dated 4.9.2018 “On Social, Community and Residential Care Services, eligibility requirements and procedures and personal expenses amount for organized service beneficiaries.

Abbreviations

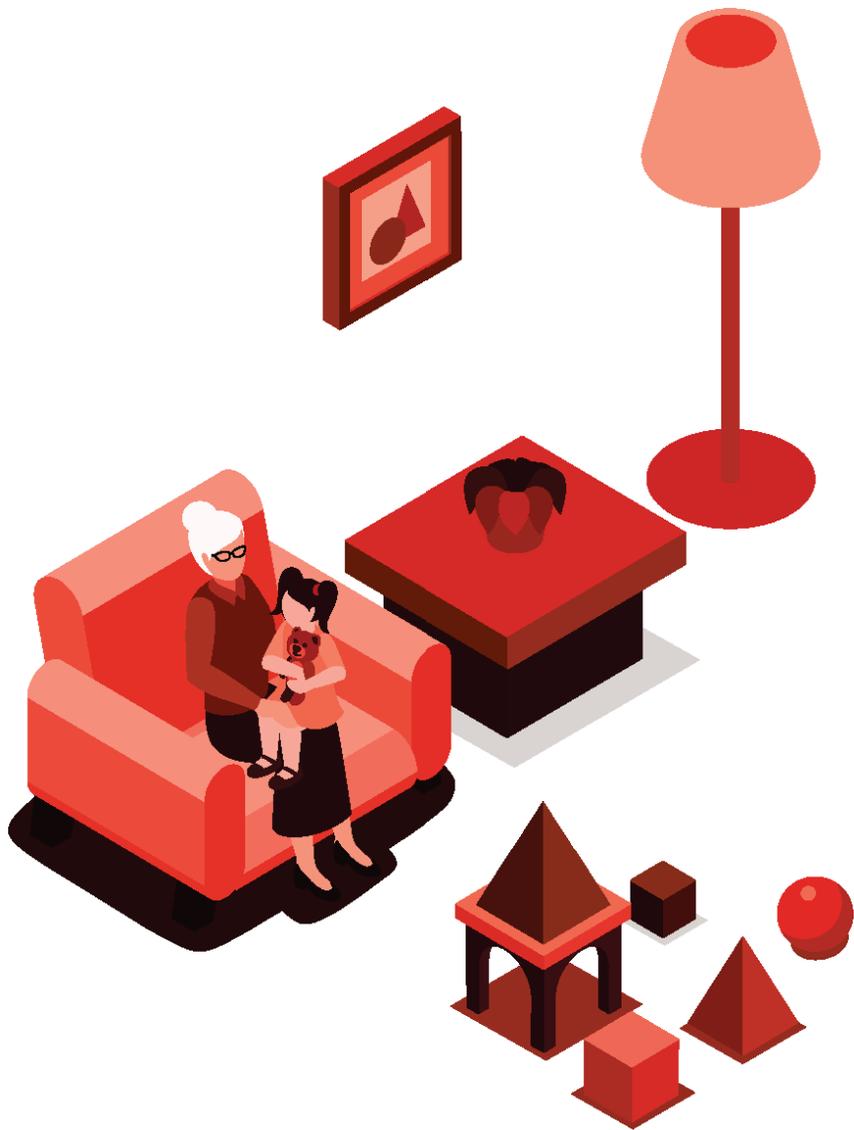
<i>D&E</i>	Different & Equal
<i>CTG</i>	Cross-disciplinary Technical Group
<i>MVoDM</i>	Mother Victim of Domestic Violence
<i>MVoT</i>	Mother Victim of Trafficking
<i>NARU</i>	Needs Assessment and Referral Unit
<i>NGO</i>	Non-Governmental Organization
<i>CPW</i>	Child Protection Worker
<i>IPP</i>	Individual Protection Plan for the Child developed by the Child Protection Worker
<i>CSHP</i>	Child Specific Home Plan
<i>VoT</i>	Victim of Trafficking
<i>VoDV</i>	Victim of Domestic Violence

Manual Table of Contents

- 1. Terminology used in the manual and meanings.....8-14
- 2. Services and opportunities children should be provided with at “Grandma’s Home/My Other Home” 14-19
- 3. Child routine and “Grandma’s Home/My Other Home” rules..20
- 4. Service Hours.....20-21
- 5. Requirements and procedures to optimally benefit from “Grandma’s Home/My Other Home”21-23
- 6. Assessing Child Needs and the Child Specific Home Plan.....24
- 7. Staff and parent relations.....24-25
- 8. Staff selection and competences26
- 9. Organizational chart and specific staff duties.....26-34
- 10.Environment and conditions required to establish the home...35
- 11.Child protection from violence and neglect.....36-37
- 12.Safety.....37-39
- 13.Service quality monitoring.....40
- 14.Child and “Home” operation documentation.....40-45
- 15.Expenses and cost to develop and operate a “Grandma’s Home/My Othe Home”46-47

Annexes48-63

Annexe II. Child in need of protection reporting form.....64



1 Terminology used in the manual and meanings

“Violence” means any act or failure to act by a person directed at another person and resulting in a threat to physical, moral, psychological, sexual, social, economic integrity².

“Domestic violence” means any act of violence as defined in paragraph 1 of article 3 of the law on violence in domestic relations, taking place within the family or residence, and perpetrated between family members who are or have been in domestic relations, regardless of whether the perpetrator shares or has shared the same residence with the victim³.

“Discrimination” means any distinction, exclusion, restriction or preference made on the basis of gender race, color, ethnicity, language, gender identity, sexual orientation, political affiliation, religious belief or philosophical thought, economic status, education or social standing, pregnancy, parenthood, parental responsibility, age, family or marital status, civil status, place of residence, health status, genetic predisposition, disability, belonging to a special group, or any other cause aimed at or resulting in hindering or impossibility to exercise fundamental rights and freedoms recognized by the Constitution of the Republic of Albania, international acts ratified by the Republic of Albania, and other applicable laws on an equal footing with others⁴.

“Safe and ethical communication with trafficked persons” means communication carried out in safe environments that uphold to principles

.....

2 Article 3, Law No. 9669, dated 18.12.2006 “On measures against violence in domestic relations”, as amended

3 Article 3 of Law No. 9669, dated 18.12.2006, “On measures against violence in domestic relations” as amended

4 Law No. 121/2016 On Social Care Services in the Republic of Albania, Article 3, paragraph 19

of do no harm, physical safety, confidentiality, non-discrimination, clear and understandable communication, tolerance⁵.

“Case management”, pursuant to the law on social services, means ensuring and coordinating the referral of individuals in need of social care, whenever necessary, throughout the service provision process until their complete integration is achieved⁶. Article 4 paragraph 11, of DCM No. 578 on child case management⁷, provides that case management is the methodology ensuring a step by step, continuous, and effective assistance provision for the child in need of protection, and which aims at further promoting their rights protection and welfare.

“Child supervision” means not leaving him/her alone, having a responsible person stay with them, who takes measures and action to prevent harmful situations for the children. The rule about not leaving children alone is related to their age. Thus, children 8 and younger should always be under the care of a responsible person. Children of this age should never be left alone at home, in a vehicle, kindergarten, or playground. Children between 9 and 10 may be left alone for up to 90 minutes during the day, children between 11 and 12 may be left alone for up to 3 hours during the day, while children between 13 and 15 may be left along longer, but only during the day.

“Child neglect” means the failure of a person responsible for raising, caring for, or educating a child, to act intentionally or unintentionally, resulting in a danger to the life, physical and mental integrity and the development of the child⁸.

.....

5 DCM No. 499 dated 29.8.2018 On adopting standard operating procedures for the protection of victims and potential victims of trafficking

6 Law No. 121/2016, On Social Care Services in the Republic of Albania, Article 3, paragraph 25

7 Decision No. 578, dated 3.10.2018 “On Case Management Referral Procedures, Individual protection plan development and content, expense financing for its implementation and the implementation of protection measures

8 Law No.18/2017 On child rights and protection

“Immediate risk” means the situation of the child, who at identification does not have any self-protection capabilities, and who if left in the current circumstances and provided with no protective intervention or health care, may die, be harmed or seriously wounded, may be sexually abused, trafficked or fall prey to other maltreatment considered as criminal offenses under the Criminal Code.

In these cases, intervention should be urgent and ensure that the child is removed from the risk situation⁹.

“High risk” means the situation in which, because of various factors, the child finds him/her self at risk of being gravely harmed, become subject to various forms of continuous abuse, or harmed in such a way that leads to permanent disability or a serious risk to welfare, if no protection measures are taken¹⁰.

“Medium risk” means the situation of a child, where there is no information of a risk or presence of grave harm, but in which there is a probability for the child to be abused unless protective measures are taken. In these cases, there is a necessity to intervene to protect the child and to provide services¹¹.

“Low risk” is the situation of a child where he/she is relatively safe, does not suffer harm resulting from abuse, and the child can protect him/her self. There is a presence of risk factors and the child may fall prey of abuse, violence, neglect, or exploitation unless interventions are made to provide for the respect of and access to their rights, or if services that the child needs are not provided¹².

“Individual Protection Plan (IPP)” means the plan including specific actions with the purpose of protecting the child and preventing

9 DCM No. 578, dated 3.10.2018 “On Case Management Referral Procedures, Individual protection plan development and content, financing expenses for its implementation and the enforcement of protection measures”, article 4

10 Ibid

11 Ibid

12 Ibid

threats to their integrity, guaranteeing their rights, welfare, health and development through support provided to the family for the realization of this plan, when this is in the highest interest of the child¹³.

“Child Specific Home Plan” means a plan developed by the “Home” staff after a decision that the child should use the “Home” is made. It is guided by the IPP and details the goals of the child stay and the services the child should receive.

The plan focuses especially on addressing the negative effects of violence in the child.

“Day center” means the type of community service providing half or full day services that can be used one or more days during the week, and providing specific services based on beneficiary categories. They serve children in street situation and children from families in difficult social and economic situation, disabled persons and the elderly. In the case of children, services include personal hygiene, meals, education support, psychological and social support, free time activities that promote education and integration¹⁴.

“Social work” means the professional activity based on practice and academic discipline, promoting change, development, social cohesion and justice, and the empowerment and independence of individuals¹⁵.

“Case” for the purposes of this model, means the Mother and Child pair. Within this model, we suggest that such cases be managed in a team composed of the Child Protection Worker, the “Home” managers and the Program/institution staff assisting the mother victim of trafficking or victim of violence. To ensure

13 Ibid

14 DCM No. 518, dated 4.9.2018, “On Community and Residential Social Care Services, requirements and procedures to use these services, and personal expenses amount for organized service beneficiaries

15 Law No. 163/2014 “On the Order of Social Workers in the Republic of Albania”

that all action taken follows the “highest interest of the child” principle, the team is led by the Child Protection Worker.

“Community services” means services provided by local community centers or other facilities, such as day services or temporary guardianship replacement services for all social care service beneficiary categories¹⁶.

“Pre-social services” means services including information to social care services beneficiaries by service providers, assisting beneficiaries in determining their needs, initial assessment, support and assistance making choices adequate to beneficiary needs in the social service system¹⁷.

“Specialized services” means services provided by professionals of various specializations. These services are provided at regional and municipal level to children with pervasive developmental disorders, mental illness, communication disorders, children in need of motor skills development, sexually abused children, children in conflict with the law, abused, violated or trafficked women and girls, and any other categories in requiring such services¹⁸.

“Nonpublic social services provider” means any nonpublic provider licensed by the competent authorities pursuant to the applicable licensing legislation, to provide social care services¹⁹.

“Integrated protection system” means all relevant laws, policies, and services in any sector, especially social welfare, education, health care, security and law, aiming to prevent and address risks encountered during their implementation. Competent authorities

.....

16 Law No. 121/2016 “On Social Care Services in the Republic of Albania”, Article 3

17 Ibid

18 Ibid

19 Law No. 121/2016 “On Social Care Services in the Republic of Albania”, Article 3

take concrete measures for cooperation, responsibility sharing and coordination between all government agencies, local government units, public and nonpublic service providers, community groups, including the case referral mechanism, and other components of the child protection system²⁰.

“Emergency situation” means a critical, temporary or permanent situation caused by social factors that results or could result to immediate or grave harm, serious harm to the life, health, or welfare of the individual, unless urgent and preventive measures are taken²¹.

“Social services employee” means the person employed to serve social care service beneficiaries, within the public and nonpublic social care services provision system²².

“Single parent” means an unmarried parent or a parent caring for his/her children alone²³.

“Individual in active search of employment” for the purposes of this Manual, means a person registered in the Employment Office or another program assisting in finding employment, and who is seeking employment in line with his/her capacities and qualifications and who does not refuse employment offered in this context.

“Trafficking in adults” means the recruitment, transport, transfer, harboring or reception of individuals through threat or use of force or other forms of coercion, kidnapping, fraud, abuse of power; or benefiting from the social, physical or psychological situation; or making and receiving payments or other favors to obtain the consent of a person controlling another person for the purposes of exploiting the prostitution of others and other forms

.....

20 Law No. 18/2017, “On Child Rights and Protection”

21 Ibid

22 Ibid

23 Ibid

of sexual exploitation, forced labor or services, slavery or forms similar to slavery; making available or transplanting organs, and other forms of exploitation²⁴.

“Child trafficking” means the recruitment, sale, transport, transfer, harboring, or reception of minors for the purposes of prostitution exploitation or other forms of sexual exploitation, forced labor or other services, slavery or forms similar to slavery, making available or transplanting organs, and other forms of exploitation²⁵.

“Trafficking victim” means a person subjected to human trafficking.

“Victim of domestic violence” means a person subjected to violence by someone with whom they have family relations.

2 Services and opportunities that “Grandma’s Home/My Other Home” should provide to children and mothers - the “cases”

The services and opportunities provided by “Grandma’s Home/My Other Home” as a “case/family management facility/site” and as a missing family, include A. Services and opportunities that should be provided within the “Grandma’s Home/My Other Home” facilities, and B. Services and opportunities that should be provided outside of the “Home”.

.....
24 Criminal Code of the Republic of Albania, Article 110/a
25 Criminal Code of the Republic of Albania, Article 128/b

A. Services and opportunities that should be provided within the “Grandma’s Home/My Other Home” facilities

Care/supervision

- “Grandma’s Home/My Other Home” should first and foremost provide child supervision so that children are never left without the supervision of a responsible adult, whose main duty is to supervise and care for the child. Home care should be divided among at least two child care and rearing professionals. These two professionals should “replace” the absence of a grandmother, or aunt that would otherwise care for the child.

- *Hygiene and health*

At “Grandma’s Home/My Other Home” hygiene and health should include: help to wash and dress one self, conditions to care for one’s health and to learn healthy behaviors, careful observation of physical and mental status, adequate reaction and referral to specialized treatment.

The Home should have information materials and reminders for caregivers and teachers related to health and hygiene. The contents of the materials should be developed in accordance to children age and gender. For example, for children 1 to 3 years of age, hand washing, tooth brushing, potty training, dressing, vaccines, allergies, but also fears and anxieties such as those from separation from their parent or teacher, are important.

- *Food and nutrition*

Since nutrition is a very important factor impacting child health, especially during the preschool and school age, food and nutrition in the “Home” should include:

- ➔ Always providing safe and healthy food that meets quality standards;
- ➔ Helping children eat all their food;
- ➔ Providing furniture and accessories adequate for children ages;

- *School/homework support*

To provide school age children with the support necessary to do their homework and learn, “Grandma’s Home” should provide the following:

- ➔ An adequate, quiet learning space for every child;
- ➔ A list of leisure activities so that children can rest before studying;
- ➔ Close communication with parents about splitting learning between home and “Grandma’s Home”;
- ➔ Adequate learning materials, such as maps, atlases, computers, printer;
- ➔ Meetings between staff/caregivers and school teachers, or getting information from the school if the child’s mother cannot participate because of work.

- *Emotional support and learning positive social behavior*

“Grandma’s Home/My Other Home” caregivers and teachers should create conditions and behave in such a manner for children to feel loved, supported and protected. They should closely observe children to identify signs of emotional stress and endeavor to help children calm down and feel better. Caregivers and teachers should especially make efforts for children not to offend, bully or have physical conflict with each other, and to teach them to control their emotions and behave well with each other and adults.

- *Games for children in the “Home”*

A range of games should become part of the daily children activities in “Grandma’s Home/My Other Home, and the caregivers and teachers should make sure that children learn critical thinking, develop their speech, imagination and positive interaction with others through play.

Special care should be paid to the following to achieve these goals:

- ➔ The amount and types of games and toys at the “Home” should be appropriate for the age and number of children;

➔ Children should be stimulated to participate in collective games.

- *Informing mothers and consulting with them regarding child care*

“Grandma’s Home/My Other Home” caregivers and teachers should regularly and daily inform mothers about what they have observed in their children during their stay at “Grandma’s Home/My Other Home”. If a child does not feel well, they should inform the mother and consult with her more than once daily.

- *Observing child behavior and reporting suspicions of neglect, abuse or exposure to violence*

“Grandma’s Home/My Other Home” caregivers and teachers should carefully observe child behavior and immediately inform the Manager about any signs of neglect, abuse or exposure to violence.

- *Psychological evaluation and support*

For children exposed to violence and trafficking, psychological status is a very important component of their situation and a psychological evaluation should be part of the assessment of their situation and needs before entering “Grandma’s Home/My Other Home”. A professional psychologist should participate in the consultations on the development and implementation of the Specific Plan. The role of the psychologist in implementing the plan should include continuous consultation with the Home managers and staff, meetings with the parent, identification of other assessment sources, and psychological support for the child. The psychologist should also participate in consultations on child and parent group activities. Should the structure where the Home is attached have no psychologist, the Home Manager is responsible for identifying and engaging psychologists and this task should be completed in cooperation with the CPW.

- *Medical evaluation and support*

The assessment of physical health is also undertaken as part of the overall evaluation for every child before entering “Grandma’s Home/My Other Home”, and is also part of the Home care provision planning. Medical support should also extend to the general operation of the

Home, especially regarding necessary hygiene measures being taken, to preparation of food menus/orders, to ensuring that the first aid kit includes all necessary items. Should the structure where the Home is attached have no physician, the Home Manager is responsible for identifying and engaging physicians and this task should be completed in cooperation with the CPW.

B. Services and opportunities outside the “Grandma’s Home/My Other Home” facilities

- *Needs assessment and care planning*²⁶

Case needs assessment and support planning is an important part of the preparatory work to ensure that “cases - mother and child” interact well with and get everything available in an effective and as individualized as possible manner from “Grandma’s Home/My Other Home”. Needs assessment and care planning are a process undertaken in line with the principles of participation, objectivity of resources and ensuring access to public services. They are part of the agreement made between the mother and program leader, representing “Grandma’s Home/My Other Home”.

- *Transport*

If the school, kindergarten, or day care is far from “Home” the children should be transported to “Grandma’s Home/My Other Home” by vehicle. Vehicle features, safety belts, child specific seating, the behavior of the driver and assistant teacher should be in line with the Road Code of the Republic of Albania²⁷. The assistant teacher should accompany children never leaving them alone with the driver.

- *Leisure walks*

Walks should be organized by teachers in cooperation with parents, based on the weekly work plan. Children can go to a park, to theater

.....

26 Elaborated below

27 Law No. 8378, dated 22.7.1998, Road Code of the Republic of Albania, Chapter V, Norms of Behavior

or a circus show.

- *Mother and child referral to necessary evaluation and treatment*

If children and mothers have issues requiring a more specialized medical, psychological, or any other type of intervention, they are referred to such services.

- *Parenting support*

Parenting support should be an integral part of the activities in and outside the “Home”. The support will enable learned behaviors to be carried over and used at home, to relieve stress in mothers and to give them the opportunity to develop that care giving skills in the future. Care should be taken that the help and treatment provided to a child in the “Home” does not lead to differentiation between the children in the family. Support could include:

- Financial support to shelter the entire family;
- Guidance and support to take professional courses, themselves for other children;
- Guidance and support for employment;
- Financial support for transport;
- Assistance for the medical treatment of the mother and the other children;
- Assistance to prepare and submit the documentation required to apply for the municipality housing scheme;
- Mediation for psychological support and learning stress and anger management techniques;
- Help to gain life skills as an individual and as a parent.

3 Child routine and “Grandma’s Home/My Other Home” rules

Child routine/activities change depending on age, gender, time during which they use the Home, specific needs, etc. Generally, child routine should include the following:

- Hand and face washing and changing into their Home clothes
- Eating
- Napping or resting while laying down
- Playing
- Talking with the teacher / guardian separately or in a group
- Getting ready for the next day

The Home should have a simple and understandable, possibly animated, regulation for the children. Guardians and teachers always behave according to the rules and find appropriate and harmless ways for all children to do the same activity.

4 Service Hours

“Grandma’s Home/My Other Home” should be open weekdays between the time that children leave kindergarten or school and the time their mother/parent come back from work. For children getting out of school or kindergarten at 13:00 hrs. “Home” should be open from 13:00 hrs. to 22:30²⁸ hrs.
.....

28 End of the second shift

For children getting out of kindergarten or school at 16:00 hrs., the timetable should be from 16:00 to 22:30 hrs.

On Saturday, "Home" should be open during all parent working hours that could vary between 6:00 and 22:30 hrs.

5 Requirements and procedures to optimally benefit from "My Other Home"

My Other Home can serve "cases" the family situation of which is categorized as one with "social and economic difficulties"²⁹. and these services have the following specific features:

- With regard to parents
 - ✓ The mother or father of the child is a victim of trafficking or domestic violence;
 - ✓ The mother or the father are the sole caregivers of the child;
 - ✓ The mother or the father are employed or are actively seeking employment³⁰;
 - ✓ The mother or father work hours beyond those during which children are in public school, kindergarten or day care;
 - ✓ The mother or father know and cooperate with the Child Protection Worker to address child needs;
 - ✓ The mother or father are open to evaluation by the Child Protection Worker and are ready to receive the necessary treatment for their issues impacting child welfare;

.....
29 According to DCM 518, services in day centers for children are benefited by those meeting the following criteria: a) Identified children in street situation; b) Children from families with social and economic difficulties; c) Children in conflict with the law..

30 See active job seeking definition above

- ✓ The mother or father comply with and respect their agreement with the “Home”.

- With regard to children

- ✓ The child is between 6 months and 12 years of age;
- ✓ The child attends a public school, kindergarten or day care.

The steps to ensure that the child is served by the “Home” should be steps that also include the “compulsory steps provided in DCM 158³¹. Fundamentally, following these steps ensures the following:

- That the Child Protection Worker and the Violence Coordinator ensure child and family access to other services that the Home may not provide
- That the child is assessed and treated by a multi-disciplinary group

- **Step I**

Request submitted to Child Protection Worker According to DCM No. 518, the stakeholders which are: a) individuals or families in need of specific services; b) Needs Assessment and Case Referral Staff; c) Non-governmental organizations and public and nonpublic providers; ç) State Police employees; d) Employees or institutions that are in contact with the individual of family in need of service; dh) Any other interested party submit a written case assessment and referral request to the social worker of the local government unit.

- **Step II**

Case file development by the CPW According to DCM No. 518, the local government unit social worker responsible for case assessment and referral/the Child Protection Unit develops the case file for the individual to include the following documents and information:

.....

31 DCM No. 518, dated 4.9.2018, “On Community and Residential Social Care Services, requirements and procedures to use these services, and personal expenses amount for organized service beneficiaries

- a) Birth certificate obtained from the National Civil Registry of 2010;
- b) Child photographs (2 photos);
- c) Family certificate obtained from the National Civil Registry of 2010;
- ç) Photocopy of parents' ID cards;
- d) Verification of the social and economic situation of the family;³²

Step III

Discussion of service appropriateness for the child. This step consists in a meeting between the CPW and the Home Administrator/Manager to discuss the appropriateness of placing the child in “Grandma’s Home/My Other Home” and the steps to be taken to prepare “Grandma’s Home/My Other Home” for the Child, including the need for a special needs assessment for the case and the Child Specific Plan developed by the Home Administrator/Manager before the child starts to use the Home.

Step IV

Completing the child situation Specific Assessment and developing the “case” Specific Plan. Depending on the child age and special needs, and the mother’s situation, this step can be taken from 2 weeks prior to the child starting to use the Home, to 2 weeks after he/she has started to attend.

Step V

Agreement with the Parent. This step consists in the parent, CPW and the “My Other Home” Manager discussing the services conditions. If the parties agree, they sign a trilateral agreement.

Step VI

Service provision, monitoring and CPW updating. The “My Other Home” Manager informs the CPW on child progress, the needs of the family of which he/she is informed, and any other changes to the situation which requires a revision of the care plan.

.....

32 DCM 518, Chapter IV, paragraph 36

6 “Case” needs assessment and Specific Care Plan

The Child Needs Assessment is a process that involved the implementation of several methods: Review of the documentation submitted for the child, interview with the parent, interview with the Child Protection Worker, interview with the child teacher at day care or kindergarten, observation of child behavior at kindergarten and home, a talk with the child, etc. The “Case” needs assessment will also include the parents and other children/new “cases” needs assessments. The assessment is one of the responsibilities of the Home Administrator/Manager and should be completed between 2 weeks prior to placement and 2 weeks after the first day of the child’s attendance in “Grandma’s Home/My Other Home”.

7 Staff and parent relations

Relations between “Grandma’s Home/My Other Home” staff and the children parents are relations based on trust and centered around the highest interest of the child, but also the recognition and support for the challenges of the parent as a victim. Child Protection Workers are routinely involved in these relations and so is the “case” referral employee (manager), any time this is necessary.

Relations between staff and parents are led by the following relations:

- Child placement in “Grandma’s Home/My Other Home” aims at helping both the child and the mother;

- The staff and the parent assess the situations and make decisions that place the highest interest of the child above all else;
- The Child Protection Worker is immediately informed of any suspicion that the child is being neglected or abused by the parent or other persons that the parent associates with, or vice versa;
- The Child Protection Worker will be called to make judgment on dilemma situations that cannot be resolved by the Home staff or manager;
- The staff will behave respectfully and model respectful behavior towards the parent and the parent should model respectful behavior towards the staff;
- A special time, once a week will be dedicated to the communication between the "Grandma's Home/My Other Home" staff and the mother, about the children;
- A special time, at least once a month will be dedicated to the communication between the manager and the parent to address the parent's needs.

These principles and the manner of their implementation in daily life should be detailed in the written agreement and this agreement should be brought to the attention to and discussed with the Child Protection Worker and the employee or representative that has referred the Mother or child whenever necessary³³.

The Home Manager is responsible for the discussion of the Agreement and its signature by all the parties. The signed written agreement should be the condition for the child to start attending. The Manager should make all efforts for the parent/mother to understand the agreement and feel that she is a party thereof. The parent/mother should understand that failure to meet the basic requirements for child placement and failure to inform a change of situation could lead to the termination of the agreement. This is especially true when the parent terminates employment relations and is no longer an active job seeker. The Agreement Template is provided in the annexes of this "Model".

.....

33 A template agreement is provided in the annexes

8 Staff selection and competences

A Child Protection Worker and a management level representative from the municipality social services should obligatorily participate in the staff selection process.

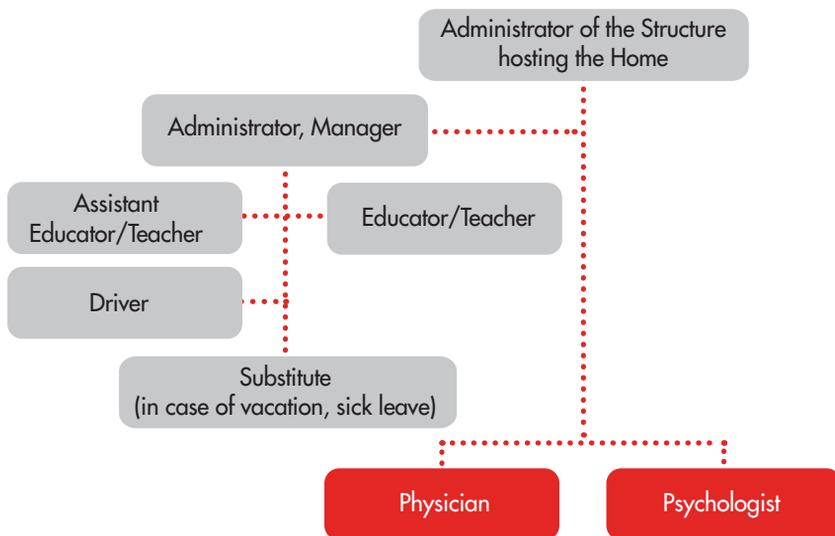
Baseline requirements for staff selection are as follows: 1. Integrity; 2. Academic qualifications; 3. Social skills; 4. Work experience; 5. Being open to verifications

After selection, the following steps are taken to ensure that the staff is prepared for the job:

1. Preliminary training
2. Supervised unpaid work after the training
3. Probation period

9 Organizational chart and specific staff duties

The organization chart of a Home serving 10 children should at least include the following: Administrator/Manager, 2 caregiver staff/teacher or educator staff and 1 driver. One physician and one psychologist should be engaged with the Home for at least $\frac{1}{4}$ of full-time employment.



Manager / Administrator Duties

With regard to Administration/Management

Continuously monitoring Home activities and staff behavior;
 Supporting the work of teachers and assistant teachers;
 Providing information on services and case access to the Home and deciding on their compliance with the Home opportunities and rules;
 Developing and reviewing the Home regulation.

With regard to cases

Serving as a “case focal point” for mother-child cases;
 When required, participating in meetings organized by municipality social services on behalf of mothers and children / cases in the Home and undertaking tasks in line with the resources of the Structure to which the Home is attached.

With regard to protection from abuse and reporting abuse

Filling out reporting forms and reporting on cases to the CPW.

With regard to child supervision

Dividing work among staff to ensure continuous child supervision.

With regard to specific child health needs

Assessing “case/mother and children” needs;
Developing child care specific plans;
Following up on the implementation of child specific plans by the staff.

With regard to hygiene

Continuously monitoring enforcement of hygiene rules in the Home;
Developing hygiene supply requests.

With regard to nutrition

Identifying appropriate catering companies;
Verifying and ensuring that food and nutrition in the Home are adequate for child age and needs;
Ensuring that food storage is done pursuant to the food legislation and standards.

With regard to child clothing

Assessing child needs for clothing in cooperation with mothers and the staff and requesting support for child clothing;
Ensuring that clothes are distributed to children without discrimination.

With regard to tools, equipment

Keeping an inventory of Home equipment and tools;
Assessing needs and lodging requests for the replacement of damaged tools or equipment or the purchasing of new equipment.

With regard to activities with children

Monitoring education, cultural, art, and entertainment activities with children;
Organizing activities for children and mothers outside the Home.

With regard to homework

Establishing and keeping contact with child teachers and educators.

With regard to child safety

Assessing child and staff safety in the Home;
Reviewing requests to visit the Home and approving them when considering them appropriate and safe for children and the staff.

With regard to parents/mothers information, consultation, and support

Formalizing relations with parents by discussing and signing the agreement with them;
Organizing parent support activities.

With regard to information and coordination with management

Reporting on the Home operations to the managers of the structure to which the Home is attached.

With regard to coordination with case referrers

Establishing and maintaining cooperation relations with CPWs
Violence Coordinators and other case referral workers.

With regard to documentation

Providing staff with the required forms to document services or opportunities provided to cases;
Posting relevant information in the Home;
Setting documentation rules and checking compliance with them;
Starting and maintaining individual files for each "case".

Home Staff Duties

Staff Duties		
Educator/Teacher	Assistant Educator/Teacher	Driver
<p>With regard to protection from abuse and reporting abuse</p> <p>Providing physical protection, protection from various physical or sexual abuse of the children during working hours;</p> <p>Immediately notifying the Administrator / Manager about any suspicion of child abuse or maltreatment;</p> <p>Assisting the Administrator, Manager in providing reporting information</p>	<p>With regard to protection from abuse and reporting abuse</p> <p>Providing physical protection, protection from various physical or sexual abuse of the children during working hours;</p> <p>Immediately notifying the Administrator / Manager about any suspicion of child abuse or maltreatment</p> <p>Assisting the Administrator, Manager in providing reporting information</p>	<p>With regard to protection from abuse and reporting abuse</p> <p>Providing physical protection, protection from various physical or sexual abuse of the children during working hours;</p> <p>Immediately notifying the Administrator / Manager about any suspicion of child abuse or maltreatment</p> <p>Assisting the Administrator, Manager in providing reporting information</p>
<p>With regard to child supervision</p> <p>Continuously being careful during the child stay at Home;</p>	<p>With regard to child supervision</p> <p>Exchanging information with the educator on child progress, health situation, concerns or wishes, etc.;</p>	<p>With regard to child supervision</p>
<p>With regard to specific child health needs</p>	<p>With regard to specific child health needs</p>	<p>With regard to specific child health needs</p>

Staff Duties		
Educator/Teacher	Assistant Educator/Teacher	Driver
With regard to hygiene	<p>With regard to hygiene</p> <p>Caring for the children personal hygiene, keeping order in the living, study, entertainment, and outdoor areas of the Home;</p> <p>Caring for the hygiene situation and the common areas children use;</p> <p>Making sure that the facilities are clean at the end of the shift.</p>	With regard to hygiene
With regard to nutrition	With regard to nutrition	With regard to nutrition
Being present and assisting in food distribution;		
With regard to clothing	With regard to clothing	With regard to clothing
	Providing the necessary and hygienic clothing for the child, maintaining the inventory of child clothing and other personal items he/she has available;	

Staff Duties		
Educator/Teacher	Assistant Educator/Teacher	Driver
<p>With regard to tools, equipment</p>	<p>With regard to tools, equipment</p> <p>Being responsible for the materials in the children room, corridors and spaces where activities are organized;</p>	<p>With regard to tools, equipment</p> <p>Using the transport vehicle, and taking measures in cooperation with the Administrator so that the vehicle is ensured and has annual commissioning documentation and all other relevant documentation pursuant to the applicable legislation;</p> <p>Reporting on and justifying fuel use;</p> <p>Reporting on vehicle technical defects and following up on the repairs undertaken by the automotive shops that have been contracted to maintain the vehicle;</p> <p>Regularly paying annual vehicle taxes;</p>

Staff Duties

Educator/Teacher	Assistant Educator/ Teacher	Driver
<p>With regard to activities with children</p> <p>Planning education, cultural, art, and entertainment activities for children</p> <p>Organizing creative, recreational and cultural activities and mobilizing children in these activities;</p> <p>Chaperoning children in activities outside the Home;</p> <p>Working in a pedagogically tactful manner and individually with children with the aim of successfully integrating them in the group</p>	<p>With regard to activities with children</p> <p>Ensuring the observation of activity times, taking child presence in the appropriate depending on the planned activities and maintaining order and quiet during the children stay at the Home;</p> <p>Coordinating work and supporting the teacher in observing the activity times and in implementing planned activities;</p>	<p>With regard to activities with children</p>
<p>With regard to homework</p> <p>Helping children who attend school get ready for the following day</p> <p>Teaching children learning rules</p>	<p>With regard to homework</p> <p>Ensuring that other children do not disturb the teacher and the child that is learning</p>	<p>With regard to homework</p>

Staff Duties		
Educator/Teacher	Assistant Educator/ Teacher	Driver
<p>With regard to child safety</p> <p>Ensuring that facilities used by children are free of anything that could pose a danger to them;</p> <p>Not allowing any person not authorized by the Administrator/Manager to enter the Home;</p>	<p>With regard to child safety</p>	<p>With regard to child safety</p> <p>Ensuring child safety during their transport Home</p>
<p>With regard to information and coordination with management</p> <p>Reporting to the administrator on child progress;</p>	<p>With regard to information and coordination with management</p>	<p>With regard to information and coordination with management</p>
<p>With regard to parents/ mothers information, consultation, and support</p> <p>Maintaining good communication with the children's mothers;</p>	<p>With regard to parents/ mothers information, consultation, and support</p>	<p>With regard to parents/ mothers information, consultation, and support</p>
<p>With regard to documentation</p>	<p>With regard to documentation</p>	<p>With regard to documentation</p>

10 Environment and conditions required to establish the home

The “Home” can be installed in various facilities: apartments, private homes, space within a kindergarten, public day care facilities, in community centers. Experience has shown that regardless of where they are established, care should be taken during the selection and investment so that the space/home meets the following requirements:

- It should have adequate space and the spaces should be separate

The Home should resemble an ample house, with a cooking and dining area, living area, study room, bedrooms, toilets and bathrooms, entrance and a hallway. The Home should have at least one bathroom and one stall (toilet) for every six children.

- It should be equipped with the relevant hygiene equipment and products

The bathroom and stall location and model should consider the need for intimacy, dignity and safety. Cold and hot water should always be available. The staff should use separate stalls and bathrooms than the children.

- The facility should be furnished to resemble a home

“The Other Home” should be furnished and equipped to create a warm and cozy environment resembling a home and paying attention to diversity related to gender, ethnicity, culture, disability and child play trends.

- The facility should provide possibilities to play indoors and outdoors

The indoor areas used for child activities should be ample, equipped with enough tables and chairs, adequately lit and appropriately heated or cooled depending on the season. Children are encouraged and supported to get involved in the decisions made for the decoration and furnishing of the spaced in the home, the hanging of posters and photographs, etc.

The outdoor space should have an appropriate, green, and play-safe yard.

11 Preventing violence and abuse and Protection from Violence and Abuse

Base on the General Comment No. 13, “No type of violence against children is justified; any type of violence against children is preventable. In order to prevent violence and abuse, the establishment of the Home, whether as a stand alone unit, or incorporated into a center, should at the very least consider the following measures:

1. Verifying the past of the candidates as relates to children;
2. Training staff on recognizing symptoms of violence and abuse and violence and abuse reporting methods;
3. Organizing space to facilitate a line of sight between children and the staff;
4. Fully informing in detail all individuals involved about the zero-tolerance policy against violence and the legal obligation to report violence, even though they may only have a suspicion;

The procedure to report suspected violence that may have occurred outside “My Other Home” is provided in the diagram below³⁴:

The staff/educators notice signs in the child that make them suspect he/she may have been subjected to violence at home

Educators notify the Administrator immediately

The Administrator meets the parent, assesses the situation and notifies them of the relevant obligations

The Administrator immediately notifies/refers the case to the CPW

The Administrator cooperates with the CPW to verify the situation

.....
34 The diagram was developed considering DCM No. 578

In reporting suspected violence by the staff in “My Other Home”, the Administrator immediately notifies the CPW and the CPW contact the parent and verify the staff actions.

12 Safety

Child wellbeing and safety are the main things guaranteed during the time service is provided in the Home and, since the child may have been subject to a given type of maltreatment in the environment they lived before.

Child protection is based on identifying and meeting special needs, based on an assessment of the entire child life, emotional, physical, education, social, gender, religious, ethnic, cultural, and language aspects.

Any child involved in maltreatment as a victim or as a perpetrator should be supported, counseled, provided with new behavior models, and helped to face and overcome these issues.

All children will be supported and helped to get involved in aspects of group life in the Home, thus minimizing loneliness and isolation. Attention should be paid to children that cannot immediately adapt to the environment and communal life.

Generally, when children have adequate space to play and explore, more interesting things to do and see, they will be less driven to explore areas we do not want them to go to.

Child safety within the premises of My Other Home/Grandma’s Home is paramount. The space is furnished and equipped to be safe for children when they play, learn or nap. When the children are outside

the Home in walks or activities, the teachers make sure to take all measures for children to play in a safe environment and never leave children unattended. Children parents are often invited to participate in outdoor activities along with their children.

Fire safety

The Home implements fire protection procedures. Measures to prevent fire and respond adequately include, but are not limited to:

- Installing smoke detectors
- Systematic control of the electrical grid to avoid any potential faults,
- Fire extinguisher installation, especially near the kitchen,
- Firefighter emergency number posting,
- For every shift, one of the educators is responsible for notifying the firefighting service in case of fire,
- Training children on how to evacuate in case of fire,
- Training the staff and some older children to use the fire extinguishers.
- Maintaining the fire extinguishers on an annual basis.

Flood safety

- At the end of day, the staff makes sure that all faucets are completely shut off and not damaged
- Children are always accompanied by the assistant teacher when using the faucets or the toilet

Burn safety

- Hot beverages are always kept away from the reach of children;
- The bathroom hot water should not exceed 50 degrees Celsius

Hazardous materials for health / poisoning safety

- Chemicals and poisons are kept away from the child areas
- Drugs are placed out of the reach of children
- Drugs and cleaning supplies are kept under lock

Safety from falls

The ability of children to crawl, walk, and climb should be taken in consideration when deciding what preventive measures should be taken to protect children from falls. The main preventive measure that can be taken is for children to always be supervised, while other specific measures include:

- An obstacle/ladder door should be installed for children that have just started crawling;
- Babies should never be left alone on raised surfaces, such as changing tables, couches, or beds as they can roll and fall;
- Windows should be locked.

Safety from their mother's violator

The Home should foresee effective preventive measures to make sure that unauthorized persons cannot gain access. The information on these measures should be given to the children, their family members or relatives. Comings and goings in the Home should be checked and monitored by the employees responsible.

Mothers should respect the center operation hours when dropping off or picking up their children from the Home.

Should she not be able to pick up the child, she must authorize another person to do this by way of a notarized document. This is necessary to protect the children from any potential threat or danger.

13 Service quality monitoring

“Grandma’s Home/My Other Home must be regularly and weekly monitored by the Administrator/Manager to ensure that the service provided is benefited by each case at the appropriate quality and in the adequate manner. A Standard Form³⁵ should be used for monitoring, which among others assesses: child activities and attendance, plan implementation, recreational activities, child hygiene, food quality, while also collecting educator opinions/ suggestions regarding the improvement of the work done. Parents should monthly fill in an assessment form, the aim of which is to make sure that the services provided to them are those agreed to in the agreement.

14 Child and “Home” operation documentation

The “Grandma’s Home / My Other Home” documentation is composed of the following:

- ➔ Documentation related to “cases”;
- ➔ Documentation related to the “Home” organization and operation
- ➔ Documentation related to abuse/risk reporting
- ➔ Documentation related to staff

.....
35 A template is provided in the Annexes

“Case” documentation should minimally include the following:

- a. The file developed by the Child Protection Worker, which includes:
 - 1. Child’s certificate; 2. Photographs; 3. Photocopy of parents’ ID cards; 4. Verification of the social and economic situation of the family;
- b. Agreement with the parent;
- c. Evaluations completed by the “Home” Administrator/Manager, which include: 1. Child specific needs assessment prior / at the start of attendance; 2. Continuous assessments (quarterly);
- d. Home plans for the child developed by the “My Other Home” Administrator/Manager, which include: 1. Initial Care Plan; 2. Quarterly Plan revisions;
- e. Communication and exchanges with other parties regarding the child or parent;
- f. Child diaries kept by the guardian and teacher;
- g. Parent Notes in Parent Opinion Forms;
- h. Delivery of material support statements

Documentation on “Home” operation should minimally include the following:

- a. Center Regulation
- b. Weekly Activities Plan
- c. Inventory
- d. Food quality certificate
- e. Evacuation plan
- f. Weekly Monitoring Reports
- g. Meeting / training minutes

Documentation related to abuse reporting

- a. Reporting Form according to DCM 578

Documentation related to staff

Each personnel file should minimally include the following:

- a. Curriculum Vitae (CV)
- b. Passport Photocopy
- c. Employment Contract
- d. Job description
- e. Confidentiality statement
- f. Notarized Diploma
- g. Copies of qualifications and trainings
- h. Clean criminal record statement
- i. Employment record book
- j. Contributions record book
- k. Hygiene record book

The following table defines the responsibilities and deadlines for documentation, place of storage of and access to documentation

Document Form	Timeframe	Responsible for developing/maintaining	Responsible for control	Place of storage	Access / who
---------------	-----------	----------------------------------------	-------------------------	------------------	--------------

Documentation related to “cases”

File developed by the Child Protection Worker				Administrator safe	Administrator of the Structure where Home is located
Agreement with the Parent	Before child starts attending	Home Administrator/ Manager	Administrator of the Structure where Home is located	Administrator safe	Administrator of the Structure where Home is located, Home Staff, Parent
Initial Specific Assessment	Depending on child age and situation ¹	Home Administrator/ Manager	Administrator of the Structure where Home is located	Administrator safe	Administrator of the Structure where Home is located
Initial Care Plan	No later than 1 week after Initial Specific Assessment	Home Administrator/ Manager	Administrator of the Structure where Home is located	One copy in the Administrator safe, one copy in the Home	Home Staff, Parent
Continuous assessments	Quarterly, unless there are situations requiring more frequent review	Home Administrator/ Manager	Administrator of the Structure where Home is located	Administrator safe	Administrator of the Structure where Home is located
Care plan revision	Quarterly, unless there are situations requiring extraordinary review	Home Administrator/ Manager	Administrator of the Structure where Home is located	One copy in the Administrator safe, one copy in the Home	Administrator of the Structure where Home is located, Home Staff, Parent

Document Form	Timeframe	Responsible for developing/maintaining	Responsible for control	Place of storage	Access / who
Communication with other parties regarding the child or parent	On a case by case basis	Home Administrator/ Manager	Administrator of the Structure where Home is located	Administrator safe	Administrator of the Structure where Home is located
Child diaries kept by the guardian and teacher	Daily	Teacher	Home Administrator/ Manager	Home	
Parent Notes in Parent Opinion Forms		The parent	Home Administrator/ Manager	Administrator safe	Administrator of the Structure where Home is located
Delivery of material support statements		The parent	Home Administrator/ Manager		Administrator of the Structure where Home is located

Documentation related to the “Home” organization and operation

Weekly Monitoring Reports	Weekly	Administrator/ Manager	Administrator of the Structure where Home is located	Administrator safe	
Center regulation		Administrator/ Manager	Administrator of the Structure where Home is located	Home	Everyone / Posted
Weekly Activities Plan	Weekly	Staff - Guardian, Teacher	Administrator/ Manager		Everyone / Posted
General notes on the day’s activities	Daily	Staff - Guardian, Teacher	Administrator/ Manager		

Document Form	Timeframe	Responsible for developing/maintaining	Responsible for control	Place of storage	Access / who
Inventory + Inventory revisions	Monthly				
Food quality certificate					
Evacuation plan					Everyone / Posted
Meeting / training minutes	According to meeting calendar / every meeting	Administrator/ Manager			

Documentation related to abuse/risk reporting

Annex 2 of DCM 578, Child in Need of Protection Reporting Form					
-------------------------------------------------------------------	--	--	--	--	--

Documentation related to staff

(CV) passport Photocopy Employment Contract Job description Confidentiality statement Notarized Diploma Copies of qualifications and trainings Clean criminal record statement Employment record book Hygiene record book					
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

15 Expenses and cost to develop and operate “My Other Home”

The expenses for developing and maintaining the “Home” vary depending on the structure to which it is attached. The following table provides simplified expenses for the “Home” and per case/child in one of the Model applications. These expenses are estimated for a month of 25 days for a “Home” with 10 children. These expenses do not include all expenses made by the structure/organization to which the “Home” is attached, in supporting mothers to find and retain a job and other parenting expenses³⁶ and the investment made for the initial furnishing of the home.

Expense type	Total Expenses/ Month in Euro	Expenses per Child/ Month in Euro
--------------	-------------------------------	-----------------------------------

Transport

Driver salary	140	14
Fuel	150	15
Vehicle maintenance	60	6
Transport total	350	35

Personal Hygiene, Facilities Hygiene and Maintenance

Diapers, tooth brushes, tooth paste, soap, etc.	50	5
Maintenance	30	3

.....
 36 See above in services - parenting support

Hygiene Total	50	5
---------------	----	---

Clothing

Clothing	30	3
Total Clothing	30	3

Food and nutrition

Breakfast	125	12.5
Lunch	456	45.6
Snack	150	15
Total Food and nutrition	731	73.1

Care and emotional support

Main guardian	360	36
Assistant guardian	280	28
Substitute	100	10
Psychologist	160	16
Total Care and Emotional Support	900	90

Children Toys at Home

Toys, books, learning materials	30	3
Total Toys, books, learning materials	30	3

Activities outside the Home

Activities outside the Home	32.8	3.28
Total Activities outside the Home	32.8	3.28

Management and Monitoring

Administrator/ Manager	500	50
Assistant	140	14
Total Management and Monitoring	640	64
Total Expenses	2793	279.3

Annexes

References

- Teacher code of ethics in public and private pre-university education, approved by the minister on 12.11.2012
- Development and learning standards for children between 3 and 6 years of age https://www.unicef.org/albania/media/381/file/Standardet_e_zhvillimit_dhe_te_nxenit_te_femijeve_3-6_vjec.pdf
- Law 18/2017 “On child rights and protection”
- Law 121/2016 “On Social Care Services in the Republic of Albania”
- Decision of the Council of Ministers No. 578, dated 3.10.2018 “On case referral and management procedures, individual protection plan development and contents, funding and expenses for its implementation and enforcement of protection measures”,
- Decision of Council of Ministers No. 518, dated 04.09.2018 “On community and residential social care services, criteria, procedures to get these services and personal expenses amount for organized service beneficiaries”
- Decision of Council of Ministers No. 499, dated 29.8.2018 “On adopting standard operating procedures for the protection of trafficking victims and potential victims”
- Decision of Council of Ministers No. 129, dated 13.3.2019 “On identification, immediate assistance and referral procedures for economically exploited children, including children in street situation”
- Instruction of the Minister of Health and Social Protection No. 186, dated 27.11.2018 “On adoption service provision and operation standards for crisis management centers in cases of sexual violence”
- Decision of Council of Ministers No. 195, dated 11.4.2007 “On adopting residential social care standards for trafficked persons and persons at risk of being trafficked”

Documentation related to cases templates

Initial Specific Assessment Template

Initial Specific Assessment

Cases of children between 5 and 8 years of age

I. General Information

Name of Child	
Date of birth	
Place of birth	
Mother's name	
Father's name	
Address of the parent with whom child lives	
Other siblings	
Other siblings in the "Home"	
Pre-school, school he/she attends	
Name and contact of main/responsible educator/teacher	
Referring Child Protection Worker	
CPW social and economic assessment date	
Need for protection evaluation date (not obligatory)	
Date of IPP developed by CPW (not obligatory)	
Mother/parent case worker, if any	

II. Method used for specific child assessment

Method used	Assessment date(s)	Means used for assessment	Employee that implemented the method
Revision of documentation submitted for the child			
Interview with the Parent			
Interview with the Child Protection Worker			
Interview with the child educator/teacher at kindergarten/school			
Observation of child behavior at kindergarten, school, home			

III. Method used for specific Mother assessment

Method used	Assessment date(s)	Means used for assessment	Employee that implemented the method
Interview with the mother			
Interview with referring employee			
Observation of mother's behavior			

IV. Assessment findings

a. Child

Areas	Strengths/Positives	Weaknesses/Concerns
BEHAVIOR		
Self-assessment		
Behavioral adaptation		
Temperament		
Anxiety		
Bullying		
Lies/Honesty		
Fighting		
Friendliness		
Language used		
Punctuality		
DEVELOPMENT		
Language		
Sexual development		
Concept of gender		
Playing and learning		
Feelings		
Thinking		
Motor skills, coordination		
RELATIONS IN THE FAMILY		
Relations with siblings		
Routine in the family		
Games		
Relations with parents		
Division of chores		

Violence		
----------	--	--

FOOD AND NUTRITION

Vitamins and minerals		
-----------------------	--	--

Iodine		
--------	--	--

Fats		
------	--	--

Vitamin D		
-----------	--	--

Carbohydrates		
---------------	--	--

Cooking		
---------	--	--

Meal consumption		
------------------	--	--

Food amount		
-------------	--	--

PLAYING

Outdoor games		
---------------	--	--

Video games		
-------------	--	--

Web browsing		
--------------	--	--

Television		
------------	--	--

SAFETY

From power and appliances		
---------------------------	--	--

From fire		
-----------	--	--

From the cold		
---------------	--	--

From humidity		
---------------	--	--

From dust and poisons		
-----------------------	--	--

From heights		
--------------	--	--

From vehicles and traffic		
---------------------------	--	--

EDUCATION

Ability to learn		
------------------	--	--

Learning methods		
------------------	--	--

Writing and reading		
---------------------	--	--

Mathematics		
Willingness to attend school		
SLEEP		
Sleep behavior		
Sleep conditions		

b. Mother's/Parent's needs regarding to the child and other children

Concerns about the child	Concerns about the other children	Current support benefited	Support needed
BEHAVIOR	BEHAVIOR		
DEVELOPMENT			
RELATIONS IN THE FAMILY			
FOOD AND NUTRITION			

PLAYING

--	--	--	--

SAFETY

--	--	--	--

EDUCATION

--	--	--	--

SLEEP

--	--	--	--

c. Needs of the mother as an individual

Employment

Housing

Income

Safety

Health

Social relations

Initial Specific Planning Template

Initial Specific Planning Cases of children between 5 and 8 years of age

I. General Information

Name of Child	
Initial Specific Assessment Date	
Date of planning end	
Individuals involved in the plan development, positions, and method of their involvement	

II. The Plan

Child and mother needs	Services to be benefited at "Home" and outside the "Home"	Role and Responsibilities of the "Home" Staff	Expected results

Template Agreement with the Parent

AGREEMENT

Entered into as of today, dated
Between the organization/agency.....
which has established, funds and monitors "Grandma's Home", duly
represented by the Home Administrator/Manager Mr./ Ms.
.....

and

Mr./Ms.....
parent of.....(the child).....
born on.....

And

Mr./Ms.....
CPW of Municipality Unit of

The parties in this agreement hereby undertake and agree the following:

Article 1 Goal of the Home

The goal of "Grandma's Home" shall be to assist children and their mothers during the recovery and integration period in the aftermath of trafficking and violence experiences. The Home shall aim at preventing child malnutrition, health and safety issues, neglect and abandonment as a result of difficulties in parent employment, and at enhancing the benefits of children from the public education and development system.

Article 2

Reasons for the child to attend the Home / Requirements

The parent should be identified and assisted as a victim of trafficking or domestic violence.

The parent should be the sole caregiver of the child.

The parent is employed, works at

The parent will start work at

The parent's working hours are:

and this goes beyond the timeframe during which the child.....

.....is at public school/kindergarten/ days

The parent has preliminarily communicated with the Child Protection Worker, he/she has been open to the Child Protection Worker assessment and has taken the social and economic assessment.

Childismonths.....years of age;

The child attends a public school, kindergarten or day care.

Article 3

Services and opportunities provided to the child at Home

Help to get washed, to get dressed, conditions to care for one's health and to learn healthy behavior shall be provided.

Careful observation of the physical and mental conditions, immediate notification of parents and assistance in identifying specialized training sources shall be provided.

Safe and healthy food, according to all meal quality standards shall be provided

Help for children to eat all their food shall be provided.

Furniture and accessories adequate for children ages shall be provided.

Support for school work/homework - adequate and quiet place for the child to study, adequate learning materials, such as maps, atlases, computers, printer - shall be provided.

Parents shall be informed about unfinished homework.

Meetings with school teachers, or getting information from the school if the

child's parent cannot participate because of work, shall be provided. The psychologist shall provide emotional support and counseling. The child shall be engaged in various games to learn how to create, to develop their speech skills, imagination and positive interaction with others.

Article 4
Activities Outside the Home

Activities and walks with children outside the Home shall be organized after preliminary notification of and approval by the parent.

Article 5
Child Specific Needs Assessment and Planning

The child specific needs have been assessed on and the parent has agreed with the assessment
The child specific care plan has been developed in consultation between the parent and the Administrator/Manager, and the parent has agreed the care plan.
The parent shall be ready to cooperate for situation reassessments and care plan revisions.

Article 6
Daily contact and consultation with regard to child care

The Home caregivers and teachers shall inform the child's parent daily on their caregivers of the child during attendance in the "Home", when the parent picks up their child.
Should the child not feel well, the caregivers and teachers should inform the mother and consult with her more than once daily at the telephone number

Article 7
Child Transport / Drop Off and Pick Up

The child shall be brought to the Home by by car.

The assistant teacher shall accompany children during transport.

The parent shall respect the center operation hours when dropping off or picking up their children from the Home.

Should the parent not be able to pick up the child, he/she shall authorize another person to complete this task.

Should a change of address occur, the parent shall notify the Home of this change at least 2 weeks prior to the actual change.

Article 8

Child absences

The parent shall inform the Administrator whenever the child cannot attend the "Home" for health reasons.

Article 9

Compliance with the Rules

The parent shall be informed of the regulation and rules, shall know and comply with them and shall instruct the child to comply with them.

The parent shall immediately notify the Administrator if noticing that the staff does not comply with the regulation.

Regulation violations shall be discussed in open meetings led by the Administrator/ Manager.

Article 10

Care Monitoring

Care monitoring shall be undertaken by the Home Administrator

Whenever necessary and when agreed between the parties, the CPW shall also participate in monitoring.

The Home may be monitored, inspected by other legally authorized authorities and all the parties to this agreement shall cooperate and be open with these authorities.

Article 11

Reporting suspicions of neglect, abuse or exposure to violence

The Parent, Caregivers and Teachers, and the Administrator shall immediately inform the Child Caregivers Worker of any suspicion or information that the child is being neglected, abused, violated, or maltreated.

Article 12

Agreement Termination

This agreement may be terminated by the parties (Parent or Home) when acceptance requirements are no longer met, or when the mother or the child themselves decide to no longer attend the Center for various reasons. This agreement may be terminated at any time by the CPW, whenever he/she judges termination reasonable.

Article 13

Guarantee of confidentiality and privacy

The parties herein shall ensure that no private or confidential information is disclosed to other parties, unless a legal obligation requires such disclosure.

Article 14

Signatures

The parent	Home Administrator	CPW

The Parent Opinion Form

The main aim of this questionnaire is to ensure that the Home provides high quality services that meet the needs of your children. Your cooperation in honestly filling this form out is highly appreciated. No negative effects will result from the expression of any complaints you may have.

1) Services: Tick the box that best fits your opinion:

1	How often does your child use the service? (tick the relevant box)		
	Daily		
	Two-three times a week		
	Once a week		
	Once every two weeks		
	Other (please state frequency)		
2	Has the Home staff developed a care plan for your child/		Yes / No / I don't know
3	If a plan was developed, were you involved in its development?		Yes / No / I don't know
4	Does the service personnel discuss the following with you:		
	How the child spends the day?		Yes / No
	Food provided?		Yes / No
	Your child's progress?		Yes / No
	Your child's behavior?		Yes / No
	Any planned changes to the service?		Yes / No
5	Does the teacher / educator make note of what you have to say?		Yes / No
	Comments:		
6	Are you aware that you have the right to see the documentation on your child?		Yes / No
7	Have you ever seen the information on your child/		Yes / No
8	Have you had a group meeting with parents and staff to discuss issues of concern to you?		Yes / No

2) Quality of services provided

No.	Aspects	Very satisfied	Satisfied	Dissatisfied	Not applicable	Comments
1	Is your child happy with the service?					
2	Psychologist counseling/ support					
3	Support to progress with studies					
4	Games					
5	Food quality					
6	Food amount					
7	Hygiene					

3) Child treatment

No.	Aspects	Always	Usually	Rarely	Comments
1	Does the staff treat your children respectfully and fairly?				
2	Do you believe the staff care for your child's wellbeing?				
3	Does the staff take your child's wishes under consideration?				
4	Have you been provided sufficient information about the services you can benefit from?				
5	Are rules clear and fair?				
6	Are rules applied equally and fairly for all?				

Would you like to say anything about improving the service, (e.g. suggestions for improvement or issues)? Please provide any comments below:

Thank you for taking time to fill this form out!

Please put the filled-out form in the complaints box

Home operation documentation templates

Weekly Monitoring Notes

MONITORING FORM

1. General monitoring information

Date	
Monitoring goal	
Means used	
Shift/monitored staff	

2. Monitoring Findings

Monitored Aspects	Situation	Suggestions
Children Attendance		
Activities according to individual plans		
Activities according to activities plan		
Hygiene in the facility		
Child hygiene		
Child behavior towards each other		
Child emotional state		
Food and nutrition		
Child drop off and pick up		

Educator signature:

Administrator/Monitoring Authority
signature:

Documentation related to Reporting templates

ANNEX 2

CHILD IN NEED OF PROTECTION REPORTING FORM

CHILD IN NEED OF PROTECTION REPORTING FORM		
Name / identity of child:	Date of birth:	Gender
Name and address of parent/guardian:	Child location/address where child is staying:	
Signs of potential abuse/neglect/violence (physical signs, child behavior, other information on child state):	Type of suspected/identified abuse: <ul style="list-style-type: none"> <input type="checkbox"/> physical violence <input type="checkbox"/> sexual violence <input type="checkbox"/> psychological violence <input type="checkbox"/> economic exploitation <input type="checkbox"/> trafficking <input type="checkbox"/> child in street situation <input type="checkbox"/> neglect 	

Other information on child situation:

Summarize other information suggesting that the child is at risk and identify source of risk.

Reasons for reporting: Concern for child protection:

Name and contact information of person making the identification;	Name and contact information of person reporting;	
Signature	Name and contact information of person/institution, to which the form is sent:	Form has been sent to: - Email: from address Mail: Date:

OPERATION REGULATION
FOR
Grandma's Home/My Other Home

Goal of "Grandma's Home" operations

"Grandma's Home" goal is to care for children and prevent social and employment situations for mothers that could adversely impact the growth and development of children and to help mothers in fully playing their role in the family.

Principles

Any person working in or having contacts with the Home make sure to modify their behavior and communication to meet these basic principles:

- Respecting child rights;
- Putting child interest above all else;
- Safeguarding equality in the needs - provision ratio;
- Respecting the privacy of the persons being helped;
- Transparency in using resources;
- Protecting personal information;
- Maintaining and developing partnerships with private and public structures serving children and their families;

**Understanding and cooperation between
Staff and Child Parent**

The Administrator, Staff and Child Parent respectfully communicate on the duties and contribution they make to the growth and development of the child. The relations between them are reflected in the Agreement. Should the Staff or Parent suspect the agreement is being violated, they will immediately inform the Administrator.

Hours

The child will be brought to the Home during week days in the hours between the child leaving kindergarten or school, and the mother/parent returning from work. On Saturdays, the child stays at Home during the entire duration of the parent's work schedule. The child can be dropped off and stay at home at other time, only if permission has been granted by the Home Administrator and only because the parent must attend work interviews or has health needs.

Care assessment and planning

Care and services assessment and planning for every child are the responsibility of the Home Administrator. Staff and Parent cooperate with him/her and follow his/her instruction on implementing the care plan and in translating it into daily actions.

Children and line of sight with and reaction by the staff

Division of staff duties and organization of activities considers keeping a line of sight with the children and reaction on the part of the staff. Staff has the duty to never lose this line of sight with any of the children. Children are taught to stay in and to like staying in this line of sight.

Personal and facilities hygiene

Child personal hygiene and the hygiene of the facility are the responsibility of the staff. Children are taught to care for their personal hygiene. Children are taught to contribute to the facilities hygiene at Home, according to their physical and mental capabilities, and only "to learn about hygiene and contribution for the common good" which does not deprive them of care, play and other activities. Whenever the Staff finds that child hygiene when they come Home is

not what has been taught and applied at Home, it cares for the child and informs the Administrator. The Staff never makes any negative comments about the mother to the child.

Food and Nutrition

The Home provides safe and healthy food meeting all quality standards. Children who cannot feed themselves are fed by the staff. Issues with any food supplied externally are immediately reported to the Administrator. Food and nutrition health related issues of the child - diets, eating regime, allergies, etc. - are discussed between the Administrator and Mother before the child starts attending the Home.

The Child's Emotional Health

Staff has the duty to create conditions and behave in a way which makes children feel loved, supported and protected. Staff observes for emotional stress signs in the child and tries to help them calm down and feel better. Should staff consider that regardless of the efforts made, the child does not feel better, or suspect that the child's behavior is reflecting issues outside the Home, it shall immediately notify the Administrator, and he/she takes no action before consulting with the Mother and the Child Protection Worker.

Outside visitors

No one other than Staff, the Administrator, Parents and children with whom there are care agreement, and Child Protection Workers that are party to these agreements, will be allowed to enter the Home facilities. Staff and Parents immediately notify the Administrator when noting any violation to this rule. The Administrator notifies the staff of any requests for monitoring by the authorities that he/she may have approved.

Documentation

Staff and Administrators have the duty to safeguard the Home documentation from any damage and unnecessary and harmful access. Any parent interesting in accessing documentation should lodge a request with the Home administrator.

Reporting violence and abuse

Staff, the Administrator, and the Parent comply with any legal reporting obligations, by immediately notifying the Child Protection Worker about any suspicion that a child may be abused or maltreated.

