

Best Interests of the Child (BIC) Checklist Albania

Name of the child:	
Date of birth:	
Sex:	
Date checklist was filled in:	
Name, position and organization/agency of person who filled out the checklist	- - -

PART 1: BIC Assessment

For each of the 14 childrearing conditions below, please indicate whether they can be considered *satisfactory* (1) or *unsatisfactory* (2).

- *satisfactory* (1); this means that the assessor(s) consider the condition to be of sufficient enough quality, when compared to the condition of most other children in that area (city, village, neighborhood, social class, ethnic group, etc.)
- *unsatisfactory* (2); this means that the assessor(s) consider the condition to be of not enough quality, when compared to the condition of most other children in that area (city, village, neighborhood, social class, ethnic group, etc.)

At the end calculate the total score. A total score between 15-28 implies that support interventions are needed in one or more of the 14 childrearing conditions, to ensure that the best interests of the child are met.

Family: current situation

Physical well-being

1. Quality of the condition 'adequate physical care'

1. Satisfactory
 2. Unsatisfactory

Questions to assess here can be (for example):

- Are the child's basic necessities of life provided for?
- Does the child get medical attention when needed?
- Is he/she adequately clothed?

2. Quality of the condition 'safe immediate physical environment'

1. Satisfactory
 2. Unsatisfactory

Questions to assess here can be (for example):

- Is the child's direct physical environment safe?
- Is the child not subject to or at risk of emotional, physical or sexual abuse? (includes witnessing domestic violence)
- Are the housing conditions safe enough?
- Are the parents/caregivers enough mentally stable?

Care and upbringing

3. Quality of the condition 'affective atmosphere'

- 1. Satisfactory
- 2. Unsatisfactory

Questions to assess here can be (for example):

- Is there an affective, warm, supportive atmosphere where the child is living?*
- Do the parents/caregivers show love and interest for the child?*
- Are there others in the child's environment that show affection and interest for the child?*

4. Quality of the condition 'supportive, flexible child rearing structure'

- 1. Satisfactory
- 2. Unsatisfactory

Questions to assess here can be (for example):

- Is there enough daily routine in the child's life?*
- Is there enough control of the child's behavior by its parents/caregivers?*
- Is there enough space for the child's wishes and thoughts, enough freedom to experiment and to negotiate over what is important to the child?*

5. Quality of the condition 'adequate example set by parents/caregivers'

- 1. Satisfactory
- 2. Unsatisfactory

Questions to assess here can be (for example):

- Do the parents/caregivers offer the child the opportunity to incorporate behavior, values and cultural norms, which are important, now and in the future?*
- Is the behavior of the parents safe enough? (e.g. Do they use substances in front of the child?)*
- Are the parents/caregivers willing and able to show appropriate behaviours (e.g. towards work, education, dealing with aggression, etc.)?*

6. Quality of the condition 'interest in the child'

- 1. Satisfactory
- 2. Unsatisfactory

Questions to assess here can be (for example):

- Do the parents/caregivers show interest in the activities and interests of the child and its perception of the world?*
- Is the child given the opportunity to do and explore activities of his/her liking?*

Family: future and past

7. Quality of the condition 'continuity in upbringing and care, future perspective'

- 1. Satisfactory
- 2. Unsatisfactory

Questions to assess here can be (for example):

-Does the child have contact with significant persons from its past (e.g. grandparents, other relatives, friends, etc.)?

-Do the parents/caregivers provide a stable child rearing environment (does not necessarily have to be a stable physical place, but do they ensure that the child can rely on them?)

-Does the child (through his parents/caregivers and broader family) have a sense of purpose and future perspective? Does the child feel that he can achieve things, through the support and presence of his family/caregivers?

Society: current situation

8. Quality of the condition 'safe wider physical environment'

- 1. Satisfactory
- 2. Unsatisfactory

Questions to assess here can be (for example):

-Is the wider living environment the child is growing up in safe?

-Is the neighborhood, community, village the child is living in safe enough for children? (e.g. crime rate not too high, no history of child abductions/child trafficking, safe conditions on the road, etc.)

-Also: is the community one that shows child friendliness? Are there social support services in place?

-Does the child have opportunities to play?

9. Quality of the condition 'respect'

- 1. Satisfactory
- 2. Unsatisfactory

Questions to assess here can be (for example):

-Is the child treated equally to other children in society?

-Are the wishes, feelings and desires of the child taken seriously?

-Is the personal integrity of the child respected?

10. Quality of the condition 'social network'

- 1. Satisfactory
- 2. Unsatisfactory

Questions to assess here can be (for example):

- Does the child (and his family) have a supportive social network he can count on?*
- Are there social support services available to the child and his family?*
- Does the child have friends he/she can count on?*

11. Quality of the condition 'education'

- 1. Satisfactory
- 2. Unsatisfactory

Questions to assess here can be (for example):

- Does the child receive a suitable education?*
- Does the child have the opportunity to develop his or her talents?*
- Are there people in the school (teachers, director, others) that know the child well, and can offer additional psychosocial or educational support when needed?*

12. Quality of the condition 'contact with peers and friends'

- 1. Satisfactory
- 2. Unsatisfactory

Questions to assess here can be (for example):

- Does the child have the opportunity to have contact with other children in various situations?*
- If so, do these contacts have a positive influence on the child? (e.g. gang membership would not be considered a positive influence, although the child may see this very differently)*
- Does the child have friends he/she can play with?*

13. Quality of the condition 'adequate examples set by the community'

- 1. Satisfactory
- 2. Unsatisfactory

Questions to assess here can be (for example):

- Is the child in contact with children and adults who are positive role models for current and future behavior?*
- Does the community show child friendliness, through policies and practice? (e.g. are there enough well-kept playgrounds? Are there hobby clubs for children? Can children from all backgrounds take part in recreational activities? Etc.*

Society: future and past

14. Quality of the condition 'adequate examples set by the community'

- 1. Satisfactory
- 2. Unsatisfactory

Questions to assess here can be (for example):

-Is there stability and continuity in the life circumstances of the child such as in family life, school, leisure time and social support?

-Is the child hindered in its functioning by experiences in the past?

-Is stability and continuity in the child's life to be expected and does the child have a perspective on the future?

Total score:

A total score between 15-28 implies that support interventions are needed in one or more of the 14 childrearing conditions, to ensure that the best interests of the child are met. These support interventions can be formulated in Part 2 of this checklist.

PART 2: BIC Determination

Based on the information gathered during the assessment and the subsequent answers on the checklist in Part 1, which do you deem to be in the best interests of the child? Please rank the options, with the preferred option scoring 1, the second preferred option 2, and the third preferred option as 3 (no more than 3 options allowed; options that are not applicable can just be left blank). *Please note: you should list those 3 options that would be in the best interest of the child, not those 3 options that are realistically possible in the environment you are operating in! In the last section you can indicate which actions will be taken, but those will –in all likelihood- not necessarily reflect one of the 3 options deemed in the best interest of the child.*

Child to stay in current situation; no additional actions needed	
Child to stay in current situation, but with individual psychosocial support for the child (for example counseling by a psychologist, play therapy, life skills training, homework assistance, etc.)	
Child to stay in current situation, but with individual psychosocial support for the child (for example counseling by a psychologist, play therapy, life skills training, etc.) and additional financial support to the parents/caregivers	
Child to stay in current situation, but with individual psychosocial support for the child (for example counseling by a psychologist, play therapy, life skills training, etc.) and additional psychosocial support (for example social work, parental training, home visiting, etc.) for parents/caregivers	
Child to stay in current situation, but with individual psychosocial support for the child (for example counseling by a psychologist, play therapy, life skills training, etc.), and with additional psychosocial support (for example social work, parental training, home visiting, etc.) and additional financial support to the parents/caregivers	
Child to stay in current situation, but with additional financial support to the parents/caregivers	
Child to stay in current situation, but with additional psychosocial support (for example social work, home visiting, parental training, etc.) for parents/caregivers	

Child to stay in current situation, but with additional psychosocial support (for example social work, home visiting, parental training, etc.) and with additional financial support to the parents/caregivers	
Child to be placed in kinship/foster ¹ care	
Child to be placed in kinship/foster care, but with individual psychosocial support for the child (for example counseling by a psychologist, play therapy, life skills training, etc.)	
Child to be placed in kinship/foster care, but with individual psychosocial support for the child (for example counseling by a psychologist, play therapy, life skills training, etc.) and additional financial support to the caregivers	
Child to be placed in kinship/foster care, but with individual psychosocial support for the child (for example counseling by a psychologist, play therapy, life skills training, etc.) and additional psychosocial support (for example social work, parental training, etc.) for the caregivers	
Child to be placed in kinship/foster care, but with individual psychosocial support for the child (for example counseling by a psychologist, play therapy, life skills training, etc.), and with additional psychosocial support (for example social work, home visiting, parental training, etc.) and additional financial support to the caregivers	
Child to be placed in kinship/foster care, with additional financial support to the caregivers	
Child to be placed in kinship/foster care, with additional psychosocial support (for example social work, home visiting, parental training, etc.) for the caregivers	
Child to be placed in kinship/foster care, but with additional psychosocial support (for example social work, home visiting, parental training, etc.) and with additional financial support to the caregivers	
(In divorce cases) Child to stay with the mother, with visiting and/or custody arrangements for the father	

¹ Delete what is not applicable. Same applies to the questions that follow.

(In divorce cases) Child to stay with the father, with visiting and/or custody arrangements for the mother	
(In divorce cases) Child to stay with the mother, no visiting or custody arrangements for the father	
(In divorce cases) Child to stay with the father, no visiting or custody arrangements for the mother	
(In divorce cases) Shared custody arrangement between the parents	
Child to be placed in a residential facility ² close by current living place	
Child to be placed in a residential facility far away from current living place	
Child to be placed in a residential facility close by current living place, but with individual psychosocial support for the child (for example counseling by a psychologist, play therapy, life skills training, etc.)	
Child to be placed in a residential facility far away from living place, but with individual psychosocial support for the child (for example counseling by a psychologist, play therapy, life skills training, etc.)	
Other option (please describe):	

² Please describe in the section for additional information what this residential facility entails: where, what type (state institution, Casa Famiglia, boarding school, etc.)

Other option (please describe):	
Other option (please describe):	
Other option (please describe):	

Additional information

Please shortly describe here which actions will be/have been taken. Where these are different than the 3 options listed in the previous section, indicate why this is the case (for example: because certain services are not available in your working area). If there is any additional information you wish to share on the best interests assessment and determination please list this information also here.