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Volunteering with Unaccompanied Minors Blended Learning Curriculum





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Blended Learning Curriculum



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Volunteering with Unaccompanied Minors

Your blended learning curriculum



This curriculum was developed in the Erasmus+ project, VOLUME. It is designed to support trainers, adult educators, NGOs, and institutions who want to train volunteers and professionals working with unaccompanied minor refugees. It builds on the learning platform designed in VOLUME and the materials and exercises herein. The platform functions as a self-learning programme and covers important topics for working with minor refugees over 5 modules


Your 5 modules



- The role of volunteers
- Integration
- Empowerment
- The rights of minor refugees
- Health and well-being

These materials can also be used for workshops and courses, particularly if they are conducted within a blended learning setting. The aims of the present curriculum are:

- To support and enhance blended learning training programmes for volunteers and professionals that care for young refugees - specifically on the topics described above
- To provide basic considerations for the planning and implementation of these blended learning courses.



The curriculum offers a detailed course proposal over 5 modules. The objectives of each module can be found in the module description. Exercises and learning materials can also be found on the learning platform of the VOLUME project. This can be delivered as a whole course or be taught as separate modules.

Ultimately, this curriculum aims to be useful for both the volunteers and the unaccompanied minor refugees.

What do we mean by blended learning?

In the present curriculum, blended learning is understood to be the "mixing of two different learning arrangements" (cf. Kerres 2002; Seufert et al. 2002, pp. 22-23). For example, using in-person teaching sessions in tandem with online platform self-learning, incorporating a live session at the start to set the tone and one at the end to bring the training together (cf. Reimer 2004)

The VOLUME curriculum promotes phases of self-learning, using existing materials from the online learning platform (asynchronous online), interspersed with live online learning sessions (synchronous), tutoring and peer-to-peer interaction.

Why blended learning?

One of the great advantages of blended learning is its flexibility, enabling individuals to pick the times that they are free in order to self-organise their learning journey. This is very important for volunteers who have to organise their volunteering around their job and family time. A training system that allows flexibility and also the chance to engage those who are distance learners is one of the strengths of a blended learning approach.

There are also advantages for the trainers, who can better respond to the requirements of each participant, which would be more challenging if the sessions were exclusively taught face-to-face.

This method becomes increasingly essential when targeting a group of volunteers, who will commonly be from diverse backgrounds, with a variety of educational needs and differing motivations; and therefore, tutoring should also be considered, in order to tailor the course to each individual's needs.

Why blended learning?

VOLUME's online platform, offers well-organised materials, utilises a range of learning tools and handouts, that remain available following the completion of the course.

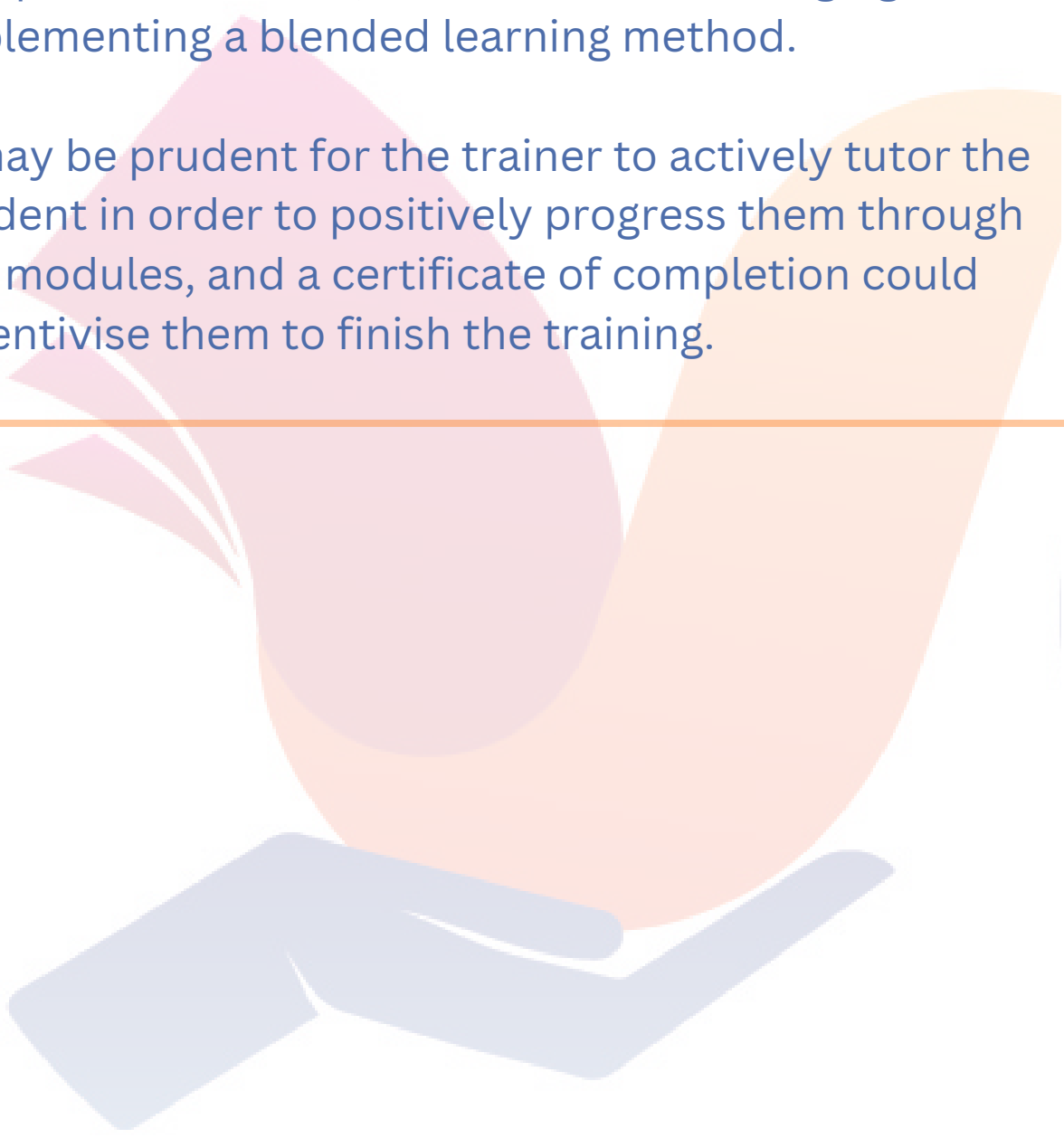
There can be boundaries when accessing a blended learning course; a rudimentary knowledge of information technology is required and self-organisational skills are essential in order to complete the training.

Two of the most serious disadvantages mentioned in the literature (cf. Lynch 2004) on blended learning should be mentioned here. Self-learning needs motivation, which can be lost in the online phases. One way to counteract this can be to work in peer groups, but presence phases can also re-motivate. Of course, one can assume that the participants have a strong intrinsic motivation. They want to help their young people as much as possible. If it turns out that the modules are useful for this, it will be easier for the participants to maintain their motivation.

Why blended learning?

It is important to gain the commitment of a learner to complete the course, which can be challenging when implementing a blended learning method.

It may be prudent for the trainer to actively tutor the student in order to positively progress them through the modules, and a certificate of completion could incentivise them to finish the training.





Design of the course

Preliminary Considerations

Like any training activity, a blended learning course requires planning. Important elements of this planning are (cf. Kerres 2002):

1. **Project goals**
 2. **Target groups**
 3. **Learning content and goals**
 4. **Didactic structures**
 5. **Organisation of the learning process**
 6. **Evaluations**
-





Design of the course

1. Project Goals

The VOLUME curriculum identifies learning objectives within the modules. However, the organisation implementing the teaching should agree on its own specific objectives.

The following questions may help when deciding the objectives:

- What does the organisation hope to achieve through this form of learning?
- To what extent can this project contribute to increasing the organisation's competences?
- To what extent would the implementation of the curriculum help to improve those accompanying persons of volunteers and professionals in the long term?
- Should it serve to increase effectiveness/efficiency, increase flexibility, didactic innovation, develop new forms of learning?





Design of the course

2. Target Group

The curriculum is targeted at the volunteers and professionals who look after unaccompanied minor refugees. However, other organisations and experts in this field may also find the training useful.

It is important to have a clear understanding of the participants in each course, with regard to their age, gender, regional distribution, their previous experience working with young people and any comparable courses that they have completed.





Design of the course

2. Target Group

Planning questions, relating to the target group:

- What time budget is available for the target group to participate?
 - How high is the capacity for self-organisation in this target group?
 - Is the target group heterogeneous? Can problems arise from this? What possible solutions are offered in the virtual learning environment?
 - What is the motivation of the people in this target group? What can/must the tutorial support and the design of the learning environment contribute to the motivation of the participants? Are social processes between participants and groups desirable or not? Are such processes helpful or rather damaging for the motivation of the participants?
-





Design of the course

2. Target Group

Planning questions relating to the target group:

- How good is the existing knowledge of the participants? Are they able to relate to the content of the event or do they need additional support in the form of information, guidance, counselling etc. for all/some of them?
- Which media do the participants regularly use? What equipment do they have? What knowledge and skills do they have using different media and what previous experience do they have of them and also online learning in general? What positive/negative experiences have they had? What attitudes do they have?
- What are the participants' abilities when dealing with potential problems (technical, learning difficulties)? What support can/must be given in the care or learning environments? How can the tutors, the organiser, the teachers find out about it? What tools are provided (online consultation, online counselling, conversation)? "(Cf. Bremer 2019, p. 21)





Design of the course

3. Teaching Content and Objectives

The curriculum, in conjunction with the learning platform, provide both content and objectives. However, it is clear that the implementation and the focus of the training will vary from organisation to organisation. This variation is a positive aspect of the project, with those leading the teaching best placed to know their target group.





Design of the course

4. Didactic Structure

The structure of a blended learning format is also based on certain didactic concepts and learning theories. Behaviouristically structured courses rely on programmed learning, in tests and exercises the individuals learning level is tested and new learning units are accordingly suggested. The authors model the delegates learning progress and offer further branches accordingly.

However, such an approach would be less productive for the objective and target group of this curriculum. It is about reflection, problem solving, the active processing of information. Here, a cognitivist or constructivist approach to learning seems more promising. Which means that this curriculum relies very much on the self-organisation of the learners - evidenced by the proposed procedure of learner self-evaluation. Nevertheless, a linear structure is proposed for the teaching of modules.

How they are strung together and whether an individual wants to complete all modules should remain in the hands of each participant.





Design of the course

4. Didactic Structure

The following didactic principles should be promoted:

- A participant's previous experience and knowledge should be taken into account when developing their learning process.
 - The learner's beliefs, assumptions and understanding of working with refugees should be examined and analysed.
 - Areas identified as requiring improvement should be addressed in a realistic and holistic manner.
 - Learning progress should not be measured in tests or highlighted as errors in the feedback, as there are commonly no right or wrong answers. Rather, focus should be given to problem solving and the development of new perspectives for each participant.
-





Design of the course

5. Organisation of Learning

In the present curriculum, the number and timing of both live and distance learning sessions are specified, with the distance learning planned to be asynchronous and the live sessions to be taught face-to-face. Depending on the situation, these elements can be supplemented by tutoring and peer learning.

The division of work between the live and distance phases can be allocated using a variety of methods. For example, a face-to-face session can be used to transfer new knowledge to the participants and the distance learning sessions to put this knowledge into practice.

Alternatively, the learners could remotely prepare for the live sessions by reading the study material, before using the live training to discuss what they have read, get questions answered and learn how to optimally use the knowledge that they have gained. This would also be a good way to promote interpersonal communication.





Design of the course

5. Organisation of Learning

The live sessions should fulfil the following objectives:

- Getting to know one another
 - Introduction to the platform and its processes
 - Clarification of the technical and content-related support during tutoring and distance learning
 - Optional formation of peer groups or buddy systems
 - Time management
 - Making arrangements
 - Introduction to the subject
 - Motivations for learning
-





Design of the course

5. Organisation of Learning

For the distance phase, it is important to think carefully about the assignments. The teachers cannot see the participants when they give them an online task, and therefore they may struggle to tell whether a task has been understood. It is very important that the subjects are clearly formulated, allowing the learner to clearly understand what is required from the task.

Where a task has been verbally communicated during a blended learning session for example, it would be prudent to reiterate the task online, as a reminder to the participant and to ensure that the expected outcomes of the assignment are understood.



Design of the course

5. Organisation of Learning

Checklist for the provision of online tasks:

- Use clear and unambiguous wording.
- Always announce tasks using a specified medium in a consistent manner.
- Announce tasks at fixed times (e.g. always on Thursdays), if necessary use fixed days as deadlines.
- Specify the social form in which the task is to be completed: Individual, group or pair work
- Give a clear deadline for task completion.
- For orientation purposes, indicate the average time needed to complete the task.
- Clarify work attachments/materials (guiding text, links, learning programmes, research assignment,..)
- Indicate suitable times, and an address for any further enquiries.
- Indicate how feedback will be given, and the procedures involved when completing the tasks.
- Describe the binding nature of the task and indicate what happens if it is not successfully completed.





Design of the course

5. Organisation of Learning

Distance phase assignments should contain the following elements:

- Introduction
 - Task description
 - Optional further queries (help questions)
 - Objectives
 - Timetable
-





Design of the course

6. Evaluation

The implementing organisation should define the objectives and procedures of the evaluation when setting up the project. Methods of self-evaluation are proposed in the curriculum and according to the didactic principles mentioned above, we think that this should serve to assess progress throughout the learning process and not the end product. Self-evaluation will be particularly useful during the task phases, with specific regard to the group's targeted on the VOLUME course.

Teacher and peer feedback should also be considered as part of the evaluation process.





Design of the course

7. Train the Trainer

It is important to ensure that the participants remain motivated during the blended learning courses and that they understand the need to participate in distance learning and to complete the tasks set.

Teacher training may be required to help reduce the occurrence of potential issues when delivering blended learning courses, as it is a more complex form than its face-to-face counterpart.



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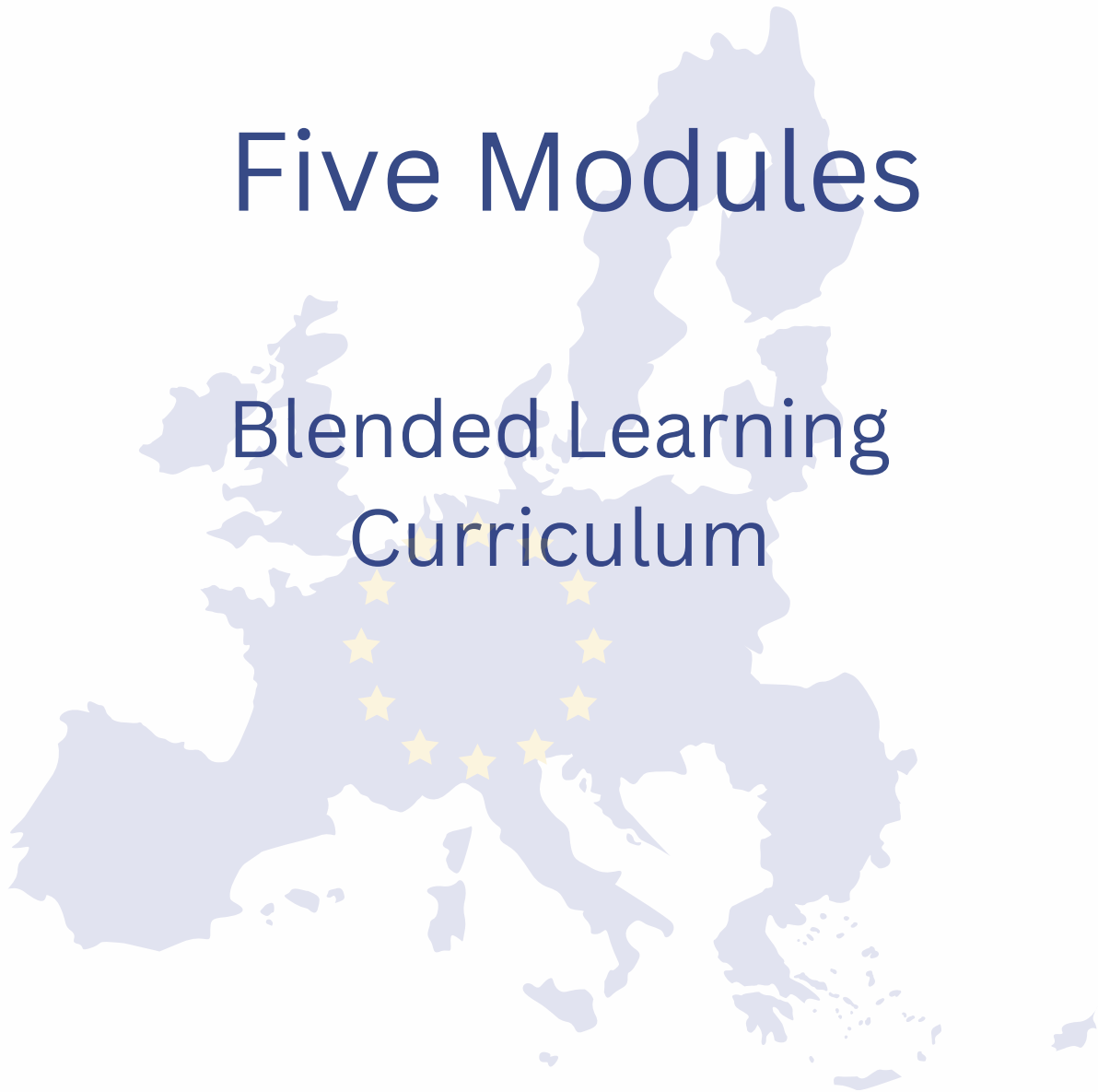


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Five Modules

Blended Learning Curriculum



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Module 1 The Role of a Volunteer

Blended Learning Curriculum



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Learning Objectives

The completion of this module will help learners to:

- Clarify their volunteer role towards a minor and other key persons / institutions
 - Identify key areas of intervention in their work with a minor
 - Know how to build a trusting relationship with a minor
 - Manage the different expectations in such a relationship
 - Understand conflict solving strategies
 - Find an appropriate conclusion to a volunteer-minor relationship when needed.
-



Overview of the module procedure

Training session 1: Getting to know each other and starting the course

Online learning 1

Training session 2: Examining the role of volunteers; support for successful volunteer engagement with minors

Online learning 2

Training session 3: Examining methods to support volunteer engagement with minors.

Completion of the course.

Training Session 1

Content	Method	Materials/means
Getting to know the participants and their motivation	Mutual presentation in pairs	N/A
Overview of the course content	Input / questions	Content overview, learning platform
Reaction and expectations of participants	Plenary discussion	Flip chart or board / cards
Clarification of the time frame, deadlines, end of course	Input / questions	Flip chart or board / cards
Introducing the learning platform	Input	Learning Platform

Training Session 1

Content	Method	Materials/means
<p>Introducing the possibility of working in peer groups or pairs</p> <p>Explaining the advantages of verbal exchanges during the distance learning phase work and the possibility of talking to participants in similar situations</p> <p>Putting together peer groups / pairs</p>	<p>Input: Presentation of exchange opportunities in the distance learning phase</p>	<p>Presentation</p>
<p>Bringing in the experience of the participants: Participants report on their previous experiences of working with refugee minors, especially from the perspective of healthy living and the joys and sorrows of this work.</p>	<p>Plenary discussion</p>	<p>N/A</p>
<p>Assignments for distance phase 1: explaining tasks and clarifying questions</p>	<p>Plenary discussion</p>	<p>Flip chart or board / cards</p>

Online Learning 1

Task 1	Task 2	Task 3	Task 4
<p>Read the introduction in lesson 1 on the platform ("The role of volunteers") and note where you agree/disagree and what you do not understand.</p>	<p>Complete the check list of lesson 1 / action. Reflect on the outcomes (as in lesson 1 / reflection): as an individual or with another participant on the training.</p>	<p>Read the introduction in lesson 2 on the platform ("Managing expectations"). Complete the exercise of lesson 2 / action (Work sheet "Managing expectations"). Reflect on the outcomes individually or with a peer. Don't forget to take notes.</p>	<p>Read the introduction in lesson 3 on the platform ("Building trust").</p> <p>Bring the results of your individual work to the next attendance phase.</p>

Training Session 2

Content	Method	Materials/means
How did the participants cope with work tasks 1-4?	Feedback, i.e. through an exercise. Depending on the number of participants, you can also work briefly in small groups / pairs	Depending on the feedback exercise / method
Clarifying open questions of task 1-4	Plenary discussion	Flip charts / boards / cards
Lesson 3 / Building trust: Introduction to the topic	Input	Slides on presentation
What could be a good way to build up trust to a minor?	Plenary discussion	Sticky notes or cards / board
Reflection about trust building activities	Working in small groups	N/A
Lesson 4 / Boundaries in voluntary commitment: Introduction to the topic, possible activities	Input	Presentation
What do the participants think minors know about the role of volunteers? How do they want to be seen by a minor?	Plenary discussion	Flip chart or board / cards

Training Session 2

Content	Method	Materials/means
Exchanging interim results / reflection on the course	Plenary discussion	Flip charts / boards / cards
Assignments for distance phase 2: explaining tasks and clarifying questions	Plenary discussion	Flip charts / boards / cards

Online Learning 2

Task 5	Task 6	Task 7	Task 8
<p>Read the introduction in lesson 5 on the platform ("partiality"). Draw a mind map: How do third parties influence your relationship to a minor? How can I make sure the minor is getting the necessary support to which he*she is entitled to?</p>	<p>Read the introduction to lesson 6 on the platform ("conflict solving"). Which conflict solving strategies did you already know / apply before?</p>	<p>Imagine a conflict that you had to solve with someone else in the past. What worked well? What would you make different?</p>	<p>Read the introduction in lesson 7 on the platform "Dealing with racism, discrimination and prejudices".</p> <p>Complete the exercise of lesson 7 / action "What do you see?"</p> <p>Reflect on the outcomes individually or with a peer. Don't forget to take notes.</p> <p>Bring the results of your individual work to the next attendance phase.</p>

Training Session 3

Content	Method	Materials/means
How did the participants cope with the work tasks 5-8?	Feedback, i.e. through an exercise. Depending on the number of participants, you can also work briefly in small groups / pairs	Depending on the feedback exercise / method
Clarifying open questions of task 5-8	Plenary discussion	Flip chart / board for open questions
Lesson 8 / ending the voluntary relationship to a minor: Introduction to the topic	Input	Presentation
How could we end the voluntary relationship to a minor in a positive manor?	Plenary discussion	Flip charts / boards / cards
Self-assessment or test	Working individually or in pairs	Forms
Course evaluation	Plenary discussion	
Final statements, future	Plenary discussion	Handouts, certificates

Training Content

Content Overview:

In this module, you will learn how volunteers can find and define their role in their work, to best meet the requirements of unaccompanied minors in need of support and the opportunities and limitations of voluntary commitment. The module consists of a general introduction to the topic, a glossary of key terms, thematic inputs with practical examples, exercises and questions to self-evaluate the learning success.

Please note that legal support for minors, specifically in terms of migration and asylum laws and procedures, generally require a specific qualification. If you are seeking to solve legal questions, we strongly suggest searching for a specialized team or lawyer nearby.

Learning Objectives:

The completion of this module will help you to:

- Clarify your own role as a volunteer towards the minor and other key persons / institutions
- Identify key areas of intervention in the work with a minor
- Know how to build a trustful relationship with a minor
- Manage the different expectations in such a relationship
- Know about conflict solving strategies
- Find an appropriate conclusion to a volunteer-minor relationship when needed.

Training Content

Introduction:

Emotionally burdened by the separation from their family, traumatised by experiences in their home country and during their flight, unaccompanied minors are in need of protection. In the host country they have to find their way in a mostly different culture with a foreign language and have to cope with the very complex procedures of various authorities. Sometimes symptoms of a non-treated trauma become recognisable behind the often cheerful and self-confident self-presentation of the young people, leading to conflict situations. This is why unaccompanied minors need the support of people who stand up for their interests.

Volunteers are able to clear the path for the minors, helping them solve questions of residency permits, finding appropriate accommodation and medical care, school attendance and training opportunities. With your voluntary commitment you will help to ensure that youth welfare measures are more effectively implemented.

Accompanied minors are often in need of guidance. Many face similar difficulties to unaccompanied minors, specifically when the accompanying person(s) - who may be parents or other relatives - have difficulties in fulfilling tasks and duties. If you are a volunteer who supports an accompanied minor, you may already know that the differences between unaccompanied and some accompanied minors are less than would be expected.

Young people are confronted with changes during adolescence, which means that volunteers accompany and support them with their identity development. In concrete terms, this means providing the young person with a framework that enables them to try new roles and learn to reconcile different- partly culturally determined - partial identities. Volunteers can also take on different roles or grow into these roles intentionally or unintentionally, like father / mother figures, comforters, role models, an extended arm of youth welfare etc. It is important for the volunteer to be clear about his or her own role and to constantly question it, as well as their relationship with the minor.

Training Content

Lesson 1: Starting as a volunteer

Information:

Before you start to work as a volunteer you should try to clarify which engagement you are aiming at and the reasons why. There are different types of voluntary engagement. This may range from leading a theatre group in a reception centre for unaccompanied minors, giving support with homework or acting as an official guardian.

It can be an invitation for job shadowing as a singular action, weekly meeting in a mentoring programme or accompanying a young person for years, and thus becoming a “kind of family”. Your motivation can be “the fight against injustice” or the will “to care for somebody who is in misery”. You might work for an NGO like a refugee council or for the authorities that handle asylum procedures. The clearer you are about the type of engagement you want to offer the better it is for you and your potential protégé.

Training Content

Lesson 1: Starting as a volunteer

Action:

The opposite of good is well-intentioned. If you want to get involved for and with refugees, prepare yourself well for the commitment by asking yourself a few questions before you start.

You can use the following questions from the attached work sheet as a check list:

- How much time can and do I want to spend? How long will I be able to commit? Am I able to get involved at all? (Job, studies, relocation, illness, etc.)
- What do I bring to the table, what can I do, what are my strengths?
- What are my limits? What are my weaknesses, what can/do I not want to do?
- What do I need to be able to engage well? Who can give me that?
- Do I prefer to work in an organized structure where I have a contract or a self-organised group, which gives me the freedom to define my engagement?
- Do the origin, language, religion, asylum status or gender of the minor play a role in my commitment?
- Is it important for me to talk to the minors about my role, their role, and our relationship?

(Attachment: Work sheet “Check list getting started”)

Training Content

Lesson 1: Starting as a volunteer

Reflection:

- Why do I want to help? What is the goal of my commitment?
- What does help / solidarity / support / commitment actually mean to me?
- What do I expect from myself, from the people I want to help and from the other supporters? Gratitude?
- What expectations do people have on me? Can I deal with them?
- What would I expect from my commitment in place of a refugee?

It makes a difference whether you are working for nature or for people. The willingness to think about these and other questions is a positive prerequisite for successful and sustainable engagement at eye level.

Training Content

Lesson 2: Starting as a volunteer

Information:

Working as a volunteer you will face different expectations. Primarily in the relationship between you and your minor. It will be influenced by several factors i.e. age, and can range from the role of a friend, an older brother and a father to a grandfather relationship. Younger children may expect more emotional contact than young adults.

The organisation you are working for or in will also have expectations and the relationship between volunteers and professionals is important for a positive experience. If the expectations are clear from both sides it will be easier to avoid excessive demands, disputes and frustration.

In addition, other individuals and organisations may influence your engagement, for example local authorities, social workers, teachers, your family, the family of the minor in the country of origin and other volunteers etc. It helps to be clear about your expectations to find the right position for your engagement.

Training Content

Lesson 2: Starting as a volunteer

Action:

This exercise helps to clarify the different expectations you will face during your voluntary commitment. As a first step, it is important to understand who you are dealing with and how important they are. After filling in the worksheet you may consider the following questions:

- What are the expectations of the partners I am dealing with?
- Can I meet the expectations of the persons or organisations which are of great importance to me?

(Attachment: Work sheet “Managing expectations”)

Reflection:

- Are you aware of the different expectations faced during your work as a volunteer?
- Are these expectations in balance or are some too strong or too weak?
- Do you want to change anything?

Training Content

Lesson 2: Building Trust

Information:

Many young people have experienced relationship breakdowns and abuse of trust before and during their flight, causing difficulties in getting involved in new relationships and confiding in others. Moreover, the lack of control over one's own life has a significant impact on the personal development of a minor, and on the ability to deal with problems in a self-determined way. Decisions made by the authorities rather than oneself often result in insecurity and a feeling of being controlled by others. The long period of waiting for a decision in the asylum procedure and the fear of rejection also determines the uncertainty about their own future prospects.

Against this background, a first step to building trust is explaining your role as a volunteer to the young person. Especially at the start of their stay in Europe, when they will have little or no language skill, a minor cannot easily understand who you are. You may be from the immigration office, youth welfare service or a social worker from an NGO. You may have the ability to impose sanctions that can endanger the right to stay. To allay these fears, it is important to build a trustful relationship. By explaining your role, you should not raise expectations that cannot be satisfied. Proving that you are reliable and trustworthy is key to building up a positive relationship.

Training Content

Lesson 3: Building Trust

Action:

Finding the right way of building trust with a minor is dependent on many factors like his / her age, cultural background, personal development and more:

- Ask the minor you are working with what might interest them, and share an activity, like a day in the zoo, a football game etc.
- Cooking together may be a good opportunity to build mutual trust without getting too personal (in terms of privacy) and with less burden on language barriers.
- Eye contact during direct communication can build trust, but be aware that it can also be considered unpleasant, depending on their cultural background.
- You will find plenty of trust building exercises on the internet that are suitable for different ages, language skills etc.

Reflection:

- Ask yourself what you think would be a good way to build trust with a foreign person.
- Consider yourself in their situation as a minor. What do you think would make it particularly difficult for them to build trust?

Training Content

Lesson 4: Proximity and distance in voluntary commitment

Information:

Proximity and distance are two key words in a relationship. As a volunteer a certain closeness to the youngsters you are caring for will aid in producing successful results. If you want to accompany a young refugee there has to be a human relationship. However, the ability to "maintain distance" and "to distance oneself" are an essential part of a "professional" attitude. In this context, professional means that you are able to consciously look at your relationship with the minors, reflecting on the influence your behaviour and actions may have. From a young refugee perspective (especially those who are unaccompanied), a close relationship with a volunteer may be one of the only family-like constellations they will receive. Young people can express a clear need for constant confidants, who offer them security and orientation. When working with young refugees, the ability to allow closeness plays a decisive role and should always be considered in dealing with the issue of social distance. There should always be agreed boundaries between the engagement of the volunteer with the young person.

Training Content

Lesson 4: Proximity and distance in voluntary commitment

Action:

The problems and fates of refugees do not leave volunteers untouched. Therefore, you should think about aspects of closeness and distance:

- Listen to yourself: If you notice that certain aspects (such as the traumatic experiences of the minor) are causing you stress, you may need to ask for support. Secondary traumatisation should not be underestimated. It can help to talk about the situation with others who are involved. In difficult cases, supervision should be offered.
- Talk to the young refugees you support. Decide together what is wanted and possible. As in any relationship, it is important to agree on certain rules.
- It is okay to set boundaries: There are no moral obligations to be available at all times. For example, you can clarify the time resources that you offer, and are only available at certain times and dates for particular tasks.
- Do not do everything by yourself: Take time to know counselling centres and other support systems. You will then have the opportunity to delegate certain tasks.

Reflection:

- What do you think minors know about the role of volunteers?
- Do you think that volunteers are perceived as friends, or social workers, or something else?
- How do you want to be seen by a minor?

Training Content

Lesson 5: Partiality

Information:

Young refugees can find themselves in an extreme situation between two systems that have contradictory expectations placed on them. While the child and youth welfare system strengthens and expects individual responsibility, the asylum and residence law prevents an independent life until the right to stay is secured. It primarily expects the following narrowly defined rules.

The feeling of alienation in asylum and residence law works contrary to the goal of independent living, within the framework of youth welfare. These feelings of alienation can only be overcome through transparency and positive communication.

On occasion, volunteer's must mediate between the interest of the minor and the state authorities. Although young minors will be given the opportunity to act with regard to their own future, in the end it is often at the discretion of the authority. The smallest misstep can be sanctioned with the withholding of a residence permit and access to education and employment. This contrasts with the need to provide integrative services in a rapid manner to the young person, and as a volunteer you will need to support the minor at this time. Young refugees have rights but it is not always easy to get them, especially if you are not accustomed to the legal and administrative routines. You can be the one helping the minor through the system to stand by their side. Partiality in this way means to help young refugees get the rights that they are entitled to.

Training Content

Lesson 5: Partiality

Action:

Identify your interests, the minor and other stakeholders, i.e. by drawing a mind map. You can find examples of mind maps on the internet.

- How do third parties influence your relationship?
- How can I support the minor in getting the needed support to which they are entitled?

Reflection:

- What are the challenging systems for young refugees?
- Do I have enough knowledge about them (i.e. schools, health care) or is there a knowledge gap?

Training Content

Lesson 6: Conflict Solving

Information:

Conflicts and contradictions during the maturation process and social integration are normal. Pedagogical facilitators and volunteers should deal with them head on. Minors have often developed survival strategies and taken on roles and tasks that now have to be replaced or transformed into new competences in the host country. This can lead to conflict in their own social environment – and can take in the volunteer seeking to help their development.

Positively handling conflict situations are a good first step in gaining a resolution to issues that may arise. It will involve making a positive first move, whilst showing appreciation for the interests of the other party, exploring the reasons behind certain behaviours, addressing individual needs and judging the consequences of actions in a fair manner. Following the resolution, the impact of negative emotions that may have arisen during the conflict should be addressed by the volunteer, via calm and constructive communication.

Training Content

Lesson 6: Conflict Solving

Action:

When you want to discuss conflict, do not to start with accusations, for example “How could you do this!”. This could lead to the employment of defence mechanisms, behaviour justification, withdrawal or aggression.

A positive way of introducing a topic, is to send I-messages or I-statements, that assert the feelings, beliefs, values, etc. of the volunteer. These should generally be expressed as a sentence beginning with the word "I" and contrasted with "you-messages"; or "you-statements", beginning with the word "you"; which focus at a personal level on the young persons actions. The work sheet will help you to practise how to write appropriate I-messages.

(Attachment: Work sheet: I-messages)

Reflection:

Irritation and conflicts are normal and should be seen as an opportunity for learning and a chance to better know one another:

- How do I deal with conflicts and misunderstandings?
- How does the minor deal with them?
- Who can we talk to if we perceive there to be conflicts or misunderstandings?

Training Content

Lesson 7: Dealing with racism, discrimination and prejudices

Information:

Your work with a young minors can be affected by racism, discrimination, and prejudice in different ways: On the one hand the young person may be faced with rejection due to prejudice or racist attitudes because of the the way they look, their country of origin, their "foreign" culture or their language skills. It is important to support the minor in such a situation.

The first step is to become aware of these discriminatory attitudes, behaviours, or languages one has learnt. The second step is to assist the minor in dealing with the discrimination they face. These experiences should be taken seriously without diminishing their impact, for example with explanations like "he didn't do it on purpose". If you can create a safe atmosphere, you can address discrimination, racism and prejudice with the young person. The focus should be on what is needed by the young person to cope in these situations and to develop strategies in dealing with them. Young refugees are often unaware that discrimination and racism are outlawed in our societies and legislation is on their side.

Training Content

Lesson 7: Dealing with racism, discrimination and prejudices

Action:

Exercise: What do I see?

This exercise can be performed as a single person reflection or within a group environment. It is important that each section is completed before moving on to the next 3 pictures.

What do you see?

(Picture of 3 persons)

Picture 1: This is Paul. Paul is 29 years old and is born in Germany (or a country of your choice). He lives together with his family in Cologne. His grandparents came from Ghana to Germany and has no more relatives in Ghana. He has the German citizenship.

Picture 2: This is Hassan. Hassan used to be a successful football player, winning tournaments with his team. Two years ago, Hassan had a car crash and has been using a wheelchair ever since.

Picture 3: This is Rita. Rita is Christian. She is wearing a scarf because it is cold, not for religious reasons.

Questions for a mutual discussion:

- Why is Paul described as "black" but Rita not described as "white"?
- Why is the wheelchair mentioned in Hassan's case, but that the lack of wheelchair usage by Paul and Rita is not?

Training Content

Lesson 7: Dealing with racism, discrimination and prejudices

Reflection:

- When did you realize for the first time, that you have a certain "skin colour"?
- According to your opinion what privileges do you have because of your own "skin colour", passport or ethnic background?
- Is racism for you a marginal phenomenon or a problem in society?

Training Content

Lesson 8: Ending the voluntary relationship to a minor

Information:

There are different reasons, why volunteer work comes to an end. You may have gained a new job that doesn't give you the necessary time to engage. You are moving to another town, becoming ill or can't get along with your mentee etc. Other reasons may have an external causation, with the minor being transferred to another place, the volunteer program you are working for closes or the young refugee becomes an adult and can stand on their own two feet.

If you terminate your work as a volunteer, the young person you have been working with could become more vulnerable, which should be taken into consideration when moving forward. It may be appropriate to organise a transition, in order to cater to the best interests of the minor. This may take the form of a handover to another volunteer or a peer group, or someone from your own network. Your organisation should have a policy that will help in this situation.

One of the happiest reasons that you may end your volunteer work with a young person is when they become an adult and leave your care, and then want to be part of your own social network, where you consider them to be like your other friends and acquaintances.

Training Content

Lesson 8: Ending the voluntary relationship

Action:

When you think about deciding to stop working as a volunteer you might consider the following questions:

- What are the reasons I want to stop my commitment?
- Can I change these situations and do I want to change them?
- How does my decision affect other people, especially the minor(s) I am mentoring for?
- Are there possibilities to avoid negative consequences for my mentee?
- Who can I ask for support?

Reflection:

- Am I at peace with myself or do I bear grudges and resentment for somebody?
- What did I learn from the experience as a volunteer?
- Would I commit myself again as a volunteer? If yes, are there things I would change the next time?

Training Content

Questions for self-evaluation

- Am I clear about my own role as a volunteer with the minor?
- Am I clear about the different expectations in my relationship with a minor?
- Am I prepared to interact with other key persons / institutions?
- Do I know key areas of intervention in my work with a minor?
- Am I prepared to build a trustful relationship with a minor?
- Do I know how to deal with racism / racist attitudes, how do I reflect on my own behaviour?
- Did I gain strategies for resolving conflict?

Training Content

References and Links

- Film documentation (30min) from German regional TV broadcast NDR "Helfer in Hamburg: Der Pate für Flüchtlinge " (Helper in Hamburg: The Mentor for Refugees): It all started about six years ago in a refugee shelter with unaccompanied refugees. There, Axel met Shahab, an Afghan boy who was shy at the time. With Axel's help, Shahab learned German, graduated from school and completed an apprenticeship as a dental assistant. Now he is applying for German citizenship. The film shows that impossible things become possible thanks to a passionate sponsor and his large network. In German language with German subtitles / automatic translation into other languages available: <https://www.youtube.com/watch?v=Ny8jkNgMgeg>
- Nerea González Méndez de Vigo / Johanna Karpenstein / Franziska Schmidt: Junge Geflüchtete auf dem Weg in ein eigenverantwortliches Leben begleiten - ein Leitfaden für Fachkräfte. Berlin 2017: Bundesfachverband unbegleitete minderjährige Flüchtlinge e. V. (Hrsg.) Source: b-umf.de/material
- Hannah von Grönheim / Christa Paulini / Gadir Choumar / Jelena Seeberg: Arbeiten mit unbegleiteten und begleiteten jungen Geflüchteten. Ein Methodenbuch mit Online-Materialien. Weinheim 2021: Beltz Juventa. ISBN: 978-3-7799-6629-6 (PDF)
- HAWK Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzminden/Göttingen (Ed.): Flucht-Migration und Soziale Arbeit: Soziale Arbeit und

<http://www.volumeproject.eu>



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Module 2 The Rights of an Unaccompanied Minor

Blended Learning Curriculum



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Learning Objectives

The completion of this module will help learners to:

- Understand the legal position of unaccompanied minors
 - Understand the differences in asylum terminology (asylum seeker, refugee, status etc) and how unaccompanied minors fit into these terms.
 - Recognising abuse / risk indicators and how to respond.
 - Enhance their knowledge about age assessments and the impact of this process on unaccompanied minors.
 - Know the rights of the child from an EU policy perspective.
-



Overview of the module procedure

Training session one: Getting to know each other and an introduction to the course. Introducing legal definitions relating to unaccompanied minors.

Training session two: Reflection on training day one, including assignments / tasks from training day one. Examination of the topic, EU Minimum Standard of Care. Set task for participants to be completed on the learning platform.

Training session three: Reflection on tasks from training day two. Delivery of training unit on Safeguarding. Set task for participants to complete on the learning platform.

Training session four: Reflection on tasks from training day 3. Delivery of Introduction to Age Assessment unit. Set task for participants to complete on the learning platform.

Training session five: Reflection on this training course. Feedback and evaluation of training module from participants.

Training Session 1

Content	Method	Materials / means
<p>Introduction to the Learning. Housekeeping-break / lunch / finish times.</p> <p>Inclusive Training – Channel unhelpful assumptions and stereotypes. Diversity etc.</p>	<p>Presentation</p>	<p>Slides on presentation</p>
<p>Working Agreement.</p>	<p>N/A</p>	<p>N/A</p>
<p>Getting to know the participants and trainer.</p> <p>Trainers to introduce themselves by talking about their current role, experience and background.</p> <p>Learners to introduce themselves talking about their experiences of working with unaccompanied minors and motivation to come on the course.</p>	<p>Plenary discussion</p>	<p>Discussion by participants and trainer</p>

Training Session 1

Content	Method	Materials / means
Learning Outcomes / Objectives	Presentation	Slides on presentation
Introduction to Learning Platform	Presentation	Learning platform of I02 modules
Formative Assessment Participants to complete a quiz about unaccompanied minors to gain an understanding of the level of the learners.	Working individually or in groups / pairs	Print out questions
Introduction to Legal Definitions. Course Content Overview.	Presentation	Slides on presentation
Set action and reflection tasks.	Plenary discussion	Flip charts / board / cards

Online Learning 1

Action	Reflection	Optional
<p>Watch the videos in the platform.</p>	<p>Thinking about your role, why do you think it is important to use the correct terminology?</p> <p>How can terminology effect the young people we are working with?</p>	<p>Read unit two (EU minimum standards) in preparation for the in-person training day 2.</p>

Training Session 2

Content	Method	Materials/means
Feedback from participants about the online learning platform.	Plenary discussion	Flip charts / boards / cards
Reflection on Training Day one and tasks set for participants.	Plenary discussion	Flip charts / boards / cards
Delivery of unit ie.EU Minimum Standards of Care.	Presentation	Slides on presentation
Introduction to Legal Definitions. Course Content Overview.	Presentation	Slides on presentation
Set action and reflection tasks for training day two to be completed on the learning platform.	Plenary discussion	Flip charts / board / cards

Online Learning 2

Action	Reflection	Optional
<p>Where can information on the UNCRC be found? UN Convention on the Rights of the Child - UNICEF UK.</p> <p>UN Convention On The Rights Of The Child Save the Children UK.</p> <p>Where can I find information that tells me how my country implements these standards?</p> <p>(All EU member states will have domestic legislation, implementing the articles of the UNCRC. What is the legislation that your country operates under? How can you find this out?).</p>	<p>How does the organisation I volunteer for uphold these directives?</p> <p>Who do I talk to when I am worried that someone's rights are not being upheld?</p>	<p>Read EU minimum standards</p>

Training Session 3

Content	Method	Materials/means
Reflection on action and reflection from training day two.	Plenary discussion	Flip charts / boards / cards
Delivery of training unit, Safeguarding.	Presentation	Slides on presentation
Participants to watch video about safeguarding.	Online video	Projector and sound
Set action and reflection tasks for participants to complete.	Plenary discussion	Flip charts / boards / cards

Online Learning 3

Action	Reflection	Optional
<p>Participants to complete case studies of abusive situations by identifying the type of abuse through the warning signs.</p>	<p>How can I best support young people who are/at risk of being abused?</p> <p>What support do I need to keep myself safe from accusations and emotionally resilient to respond with compassion?</p> <p>What are my safeguarding procedures, do I know how to report this?</p>	<p>Read the introduction to Age Assessment to gain some knowledge and understanding prior to attending this course.</p>

Training Session 4

Content	Method	Materials / means
Reflection on training day 3 including the action and reflection activities.	Plenary discussion	Flip charts / boards / cards
Delivery of training unit 4, Age Assessment.	Presentation	Slides on presentation or learning platform
Set action and reflection tasks for participants to complete on the learning platform.	Plenary discussion	Flip charts / boards / cards

Online Learning 4

Action	Reflection	Optional
<p>Watch video on age assessment.</p> <p>Research different country of origins to find out how decisions on age are made.</p>	<p>What impact does the age assessment process have on the young people I am supporting?</p> <p>How do I feel about working with young people who are age disputed and how might this impact on my work with them?</p>	<p>How do I feel about sharing my views in an age assessment?</p>

Training Session 5

Content	Method	Materials / means
Reflection on training day 4 tasks.	Plenary discussion	Flip charts / boards / cards
Provide summary of training module.	Presentation	Slides on presentation
Summative Assessment.	Individual Quiz/ test exercise or in groups	Print out questions
Reflection of course.	Plenary discussions	Flip charts / boards / cards
End of Training, future communication and presentation of certificates.	Plenary discussion	Certificates, leaflets

Training Content

Content Overview:

In this module we will cover the rights of unaccompanied minors across Europe through the guiding principle that unaccompanied minors are children first and migrants second. Using the values underpinned in the EU Directive for the Reception of Applications for International Protection, we will explore our knowledge and understanding of the Rights of the Child and equip volunteers with skills and ideas to promote these in the course of our work.

The module consists of a general introduction to the topic, a glossary of key terms, thematic inputs with practical examples, exercises and questions to self-evaluate learning success.

Learning Objectives:

- Delegates will understand the legal position of unaccompanied minors
- Delegates will understand the differences in asylum terminology (asylum seeker, refugee, status etc) and how unaccompanied minors fit into these terms
- Delegates will gain an introduction to age assessments and how this can be difficult to achieve
- Delegates will know the rights of the child from an EU policy perspective

Training Content

Introduction:

Separated migrant children and young people are some of the most vulnerable in our societies, with their circumstances exacerbated by their lack of parent/carer to advocate on their behalf. Children and young people can become separated from their parents/carers at various points of their migration journey including pre-migration and during the migration process, however, every separation, regardless of the circumstances surrounding them, should be treated as a traumatic event and one that is likely to impact children and young people's emotional development.

Taking the above into consideration, it is important to remember that separated migrant children should always be treated as children first and migrants second, with their immigration status considered as an additional need, rather than an aspect of their identity.

As children and young people, without the protection and support of a parent/carer, they are highly vulnerable to abuse and exploitation, and it is important for volunteers to be aware of the signs and risk indicators for this. Recognising abuse/risk indicators, and knowing how to respond to them is one of the most important functions of the volunteer working with this client group, as you are well placed to spot these signs.

In addition, young people arriving in Europe as separated migrants will be subject to a number of procedures and care pathways that can be confusing to navigate. It is important for staff and volunteers to have an awareness of them to enable them to support young people through these processes, advocating on their behalf and guiding them through the next part of their journey. European legislation and domestic policy is designed to uphold young people's rights, however, these may not be familiar to those coming from countries where these rights are not routinely respected or upheld. Volunteers can play a crucial role in supporting this young group, acting as advocates and empowering young people to receive the services and support they are entitled to. This module aims to develop and enhance volunteers work in this area.

Training Content

Recommended Reading:

- Fatal Journey's Report: Volume 4
 - Country of Origin Reports:
 - Voices in the Dark: Children on the Run UNHCR Video
 - Children on the Move: IOM
 - IO1 report for individual country arrangements
-

Training Content

Lesson 1: Legal Definitions

Information:

What is the refugee convention?

After World War I (WWI) millions of people fled their homes in search of safety. International governments responded by drawing up agreements, guidelines, and policies to protect people seeking safety. These arrangements were consolidated and ratified in Geneva in 1951 in what is now known as the Refugee Convention.

The Refugee Convention is a legal framework outlining who is considered a refugee. It determines the support they are entitled to receive from their host state and where exemptions apply (for example war criminals). Initially the Convention was intended to protect European citizens, however, in the Protocol that followed in 1967, protection was extended to all citizens, enabling them to respond to displaced people from all over the world.

A refugee is defined by the 1951 UN Refugee Convention as:

“Someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion”.

What does persecution mean?

“Persecution = Serious Harm + the Failure of State Protection”.

Example A

“young person A is assaulted because they identify as homosexual. It is illegal to be homosexual in their country and therefore they are unable to go to the police for protection”.

= Persecution on the grounds of membership of a particular social group.

Training Content

Example B

“Young person A is assaulted because they identify as homosexual. Assault against people on the grounds of their sexuality is illegal in their country and the police/state offer protection through the criminal system”.

= doesn't equate to persecution as the state is offering protection.

What does “well-founded fear” mean?

Well-foundedness of fear contains both a subjective element (fear of persecution) and an objective element (the fear must have an objectively justifiable basis). Both elements must be established for the fear to be considered well-founded within the meaning of the refugee definition. The subjective element is satisfied if the applicant's fear of persecution is genuine. The objective element is satisfied when the applicant has established that there is a reasonable possibility that they will suffer the feared persecution.

Who is classed as an “asylum seeker”

Conflicts or persecutions force many people to leave their homes in search of safety. Fortunately people affected by displacement have a right to seek asylum in another country. An Asylum Seeker is a person who has requested protection from conflict or persecution but his/her request has not been processed yet. People lodge asylum applications with the relevant authority of a host country, for example a Local Asylum office. From this moment on they are recognised as an asylum seeker pending the outcome of their asylum claim.

Who is classed as a “refugee”?

A refugee is someone who has applied for asylum and been recognised by their host state as “someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.” Not all asylum seekers will be considered refugees, but all refugees would have been asylum seekers.

Training Content

What does the term migrant mean?

The term “migrant” is not legally defined, however, it is widely recognised as being the term used to describe a person who moves from one place to another. The words migrant and refugee do not have the same meaning and confusing them can lead to misunderstanding.

Refugees are forced to move to another country because of armed conflicts or persecution, whereas migrants leave their countries for other reasons i.e. to improve their lives, for education purposes, to join friends and relatives etc.

Migrants do not face immediate danger if they returned to the country they have left behind but often have a very good reason to leave. Many people migrate because of poverty, food shortages and other challenges like natural disasters and environmental problems, however, under the Refugee Convention they do not qualify as a refugee as they are not being persecuted.

Whilst migrants face similar challenges, such as navigating new cultures, languages and processes, the legal situation for Migrants and Refugees are different. International Law gives refugees the right to seek safety in another country and refugees cannot be sent back if they face danger in the country they left behind. This does not apply to migrants as countries deal with migrants under their own immigration laws and processes. However, it is important to acknowledge that both refugee and migrants are humans with human rights regardless of their origins and the reasons they moved to other countries, they must be treated with respect and dignity.

Training Content

Who are unaccompanied minors?

An unaccompanied minor is a person who is under the age of eighteen years, is separated from both parents and is not being cared for by an adult whom by law or custom has responsibility to do so. Some unaccompanied minors will claim asylum (asylum seeker) and subsequently be granted Refugee Status (refugee), others will not claim asylum (migrant).



Who is a Migrant?

99K views · Oct 23, 2017
YouTube · UNHCR Teaching About Refugees



Who is a Refugee?

205K views · Oct 23, 2017
YouTube · UNHCR Teaching About Refugees



Who is an Asylum Seeker?

91K views · Oct 23, 2017
YouTube · UNHCR Teaching About Refugees

Training Content

Lesson 2: EU Minimum Standards of Care

Information:

What are the EU minimum standards of care?

All EU member states have ratified (signed) the UN Convention on the Rights of the Child (often referred to as the UNCRC) which applies to all children, regardless of their immigration status.

There are 45 articles within the UNCRC, all of which apply to unaccompanied migrant children, however, article 22 applies specifically to refugee children whereby:

“if a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them”.

What does this mean for the young people I am working with?

Each EU member state must publish and implement their own policy on how they will meet children and young people’s rights under the UNCRC. This is often referred to as domestic legislation and will be applicable to the children you are working with.

Training Content

Examples:

Article 10 Family reunification:

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

Article 20 Children unable to live with their family:

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

Article 30 Children from minority or indigenous groups

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 35 Abduction, sale and trafficking

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

Training Content

Lesson 3: Safeguarding

Information

Working with unaccompanied minors

Unaccompanied minors are some of the most vulnerable children in our society. In the absence of any parent / carer, they may have no one available to protect them or keep them safe from harm, exploitation and / or abuse.

As a volunteer working with this client group, it is important for you to be aware of the types of abuse unaccompanied minors may experience and how to spot the signs.

Types of Abuse and how to spot these:

Physical

Physical abuse includes hitting, slapping, smacking, punching kicking, shaking, scalding, burning, biting, spitting, throwing things at the child, poisoning, pulling hair. It can also include fabricated or induced illness - where physical harm may be caused when an adult deliberately causes ill-health to a child whom they are looking after.

Possible Signs of Physical Abuse

- Injuries that do not match the description of how they were obtained
- Injuries to areas of the body which are not normally associated with everyday bumps and bruises that children may have
- Children have not been taken to get medical attention when they have received an injury
- Injuries where there is no accidental explanation or the child's story of how they obtained these injuries changes / is unclear
- Frozen watchfulness: Children are observed "freezing still" in response to a perceived threat in order to remain "undetected" from the threat, "if I stay still I won't get hurt"

Training Content

Sexual

Exposing the child to violence or the abuse of others, whether it be the abuse of a parent, a sibling, or even a pet. Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Possible Indicators of Sexual Abuse.

- Any allegations made by a child concerning sexual abuse
- Excessive preoccupation with sexual matters, inappropriate knowledge of adult sexual behaviour or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.
- Online pornography, grooming

Training Content

Emotional

This is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It includes not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may be that inappropriate expectations are being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect

This is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, or supervision. Child neglect is not always easy to spot. Sometimes, a parent might become physically or mentally unable to care for a child, such as with a serious injury, untreated depression, or anxiety. Other times, alcohol or drug abuse may seriously impair judgment and the ability to keep a child safe.

Older children might not show outward signs of neglect, becoming used to presenting a competent face to the outside world, and even taking on the role of the parent. But at the end of the day, neglected children are not getting their physical and emotional needs met.

Training Content

Possible Indicators of Neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice, poor dental health
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food
- Missed appointments / missing school

Exploitation

According to the Children's Society, exploitation is when someone you trusted makes you commit a crime for their benefit.

Child Sexual Exploitation

Young people may find themselves in situations and relationships where there is a power imbalance between themselves and another individual. This is known as an exploitative relationship.

The young person may receive gifts, money, drugs, alcohol, status or affection in exchange for participating in sexual activities. Children and young people may be deceived into believing they are in a loving, consensual relationship. They often trust their abuser and don't understand that they are being abused.

Training Content

Child Trafficking

This form of child abuse involves recruiting and moving children for the purpose of exploitation. Children can be trafficked into different countries and within another part of the same country for the purposes of:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal exploitation such as the cultivation of drugs, pickpocketing, begging, transporting and selling drugs, selling counterfeit goods.

Children who are trafficked experience abuse in the form of physical, sexual and emotional abuse as this is often a way of controlling them. Trafficked children are also likely to suffer physical and emotional neglect. Child trafficking often depends on a network of organised criminals who recruit, transport and exploit children and young people. Some people in the network may be indirectly involved in trafficking a child, by falsifying or forging documents, bribery, owning or providing premises and money laundering.

Training Content

County Lines

This is the practice of transporting illegal drugs from one geographical location to another. This practice typically involves the use of children and vulnerable people who become inducted into working for gangs through coercion. The term 'county line' refers to the mobile phone line (deal line) that is used for the purpose of ordering and arranging the 'deal' of drugs. There is a notable increase in the use of violence and use of weapons in areas that 'import' drugs as a way of controlling children and vulnerable people coerced into moving and storing drugs. Drug dealers within County Lines operations target children and vulnerable people to act as drug runners or transfer money in order to avoid being caught by the police.

Cuckooing

The practice known as 'cuckooing' is where dealers will take control of a local property, normally belonging to a vulnerable person (e.g. a young person leaving local authority care, have mental health or addiction issues) and using it as a base to conduct their criminal activity.

Female Genital Mutilation (FGM)

FGM is when a female's genitals are purposely changed or removed for non-medical reasons, but often for cultural, religious and social reasons. There is a belief in some communities and families that FGM will help the girl in some way, such as preparing them for marriage or childbirth.

Training Content

Grooming

Perpetrators of abuse often try to develop an emotional connection with a child in order to gain their trust and sexually abuse them. This is known as grooming and can occur online as well as in person, by a stranger or someone already known to the child. Grooming occurs through friendships and romantic relationships, as well as by people in authority such as mentors or dominant individuals.

People who groom children will seek to do this through the following process:

1: Identify the victim. A perpetrator of abuse will seek to find vulnerable children to abuse and exploit. Unaccompanied children fall into this category and are therefore vulnerable to grooming.

2: Gain trust and access: The perpetrator will initially need access and to develop trust with the young person. This can be achieved through a variety of ways and is not limited to strangers. Staff / volunteers / professionals can all be perpetrators of abuse, as their work allows them access to vulnerable children, and their professional status helps them to easily develop trust.

3: Meeting a need: Vulnerable children are vulnerable because they are likely to have unmet needs. A perpetrator of abuse will seek to meet that need in order to develop trust and dependency.

Unmet needs can cover things such as:

Financial needs – the child has no/little money and this impacts their happiness and wellbeing.

Emotional needs – the child is low in mood, depressed, low self-esteem, anxious, angry etc and needs support from an adult to regulate these feelings.

Practical needs – the child is dependent on an adult to receive practical support.

Training Content

Once the need is identified, the perpetrator will seek to meet that need to a high standard in order for them to develop trust and dependency.

4: Isolate the child: Once trust is established, the perpetrator will seek to isolate the child. The relationship between the child and perpetrator may become closer and the child will seek the perpetrator out for additional support (to get their needs met).

5: Secrecy: The perpetrator will “test” the child to see if they can keep secrets. Initially this might be a positive experience for the child, for example receiving gifts that they cannot tell people about or being given privileged information that they might not normally be made aware of.

6: Abuse: The perpetrator will now start to abuse the child.

7: Control: In order to maintain the abuse, the perpetrator will now need to control the child to avoid detection. The child has already been groomed to keep secrets and the perpetrator will enforce this to allow the abuse to continue. Children will be threatened, coerced and controlled to maintain the conditions that allow the perpetrator to continue their abuse.

It is important to note that grooming normally only occurs when there is an unmet need. If the needs of a child are met, they become less vulnerable to grooming, as the perpetrator's attempts will be ineffective.

The process can sometimes take years and it can also happen very quickly. It is important to spot the signs of grooming and raise concerns as soon as possible.

What to do if you suspect a young person is being / is at risk of abuse: Each organisation will have their own safeguarding policies.

Training Content

Lesson 4: Age Assessments

Information:

Why might someone not know their age or date of birth?

Article 7 and 8 of the CRC makes provision for all children to be registered and provided with documental evidence of their identity. Separated migrant children normally come from countries where there are undeveloped and low birth registration or unreliable documents and hence the reason why they usually arrive without documentation. As a result, many separate minors lack the documents required to verify their age, and may become unprotected and deprived of the rights they are entitled to.

Separated migrant children come from countries that have experienced economic and social displacement through war, political instability and conflict where authorities are unwilling to provide them. Many are born in countries with underdeveloped birth registration systems or may have had their identity documents destroyed or lost.

There are also cultural factors that affect the acquisition of adult status in some cultures where physical development markers or child marriages are used as indicators for adulthood. As a result, separated migrants from these cultures will not understand the importance of chronological age as an identifying feature for adulthood as opposed to those from western cultures.

Training Content

The impact of age assessments processes on young people:

A person's age is important in determining how an asylum claim is processed and state support is received; notably educational, health and welfare services to meet a child's needs. This process can be very unsettling and discomforting for separated migrant children, which is compounded by their traumatic pre-migration experience, during the journey and post migration.

Many separated migrants will often have to retell their stories to government officials and authorities to determine their age. More often than not separated migrant children do not trust the authorities, due to their previous experience of abuse in the hands of these departments both in their country and on their journey to safety. The process of sharing sensitive and distressing information about themselves with strangers can be very discomforting and traumatic for most separated migrants.

The outcome of an age assessment determines whether a separated migrant child will be eligible for services (accommodation and support) under the relevant legislation within a country. The age assessment process is likely to have an effect on the asylum claim of a separated migrant child because if they are treated as an adult during the asylum process, they will be deprived of important safeguards which they are entitled to as a child. There are different thresholds for the assessment of the credibility of asylum seeking children as well as liability for detention and / or inadmissibility action.

Article 8 of the United Nations Convention on the rights of a child acknowledges the right to preserve the identity of a child, including his age and date of birth. The age and date of a birth of a child is a very important and integral part of their life and promotes a sense of identity.

Training Content

EASO Guidance on Age Assessments

The European Asylum Support Office (EASO) have provided a useful practical guide to support professionals undertaking age assessment work.

Although as a volunteer, you will not be tasked with this work, you may be asked to contribute to the age assessment process or support a young person through this work. Therefore, it is beneficial to gain an understanding of how age assessments work in your country. The guidance has a useful table detailing each countries approach to age assessment and it may be useful to familiarise yourself with this guide.

The EASO guidance reminds us that the best interest of the child remains the primary consideration in all actions concerning children (i.e. those under the age of 18).

Young people have a right to non-discrimination, a right to identity (of which age is a central part) and a right to express their views freely.

How to advocate for young people subject to an age assessment

Young people who are subject to an age dispute may not receive the same entitlements as other young people you work with. State agencies may withhold support services until such a time that a decision on age is reached, resulting in young people being left waiting, which can have negative a impact on their mental health and emotional wellbeing.

Training Content

The EASO guidance identifies the following safeguards for age disputed young people.

- The benefit of the doubt shall be applied as broadly as possible in the case of unaccompanied children, who are less likely to have documentary evidence.
- Immediate access to a qualified, independent representative and/or guardian, who acts in the child's best interests, safeguards the general well-being and exercises the legal capacity.
- The right to receive age-appropriate information in a language that he or she understands.
- The right to participate and to have his or her views heard and considered according to their age and maturity.
- Informed consent and the right to refuse medical examinations.
- Confidentiality, data protection and safety considerations.
- Child-friendly procedures conducted by qualified professionals who are aware of the cultural and ethnic particularities.
- Least intrusive method, least intrusive process (gradual implementation), gender- and culturally appropriate.
- Accuracy and margin of error to be applied in the applicant's favour.
- Right to effective remedy as may be applicable

If you are working with young people subject to an age dispute, you can support them by making enquiries to ensure that the above principles are being followed. If not, consider if the young person needs support from a lawyer who may be able to ensure these safeguards are in place.

[1] EASO Practical Guide on Age Assessment: Second edition (europa.eu)

Training Content

For test questions please direct your volunteers to <http://www.volumeproject.eu>



<http://www.volumeproject.eu>



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Module 3
Health and Wellbeing of Unaccompanied
Minors

Blended Learning
Curriculum

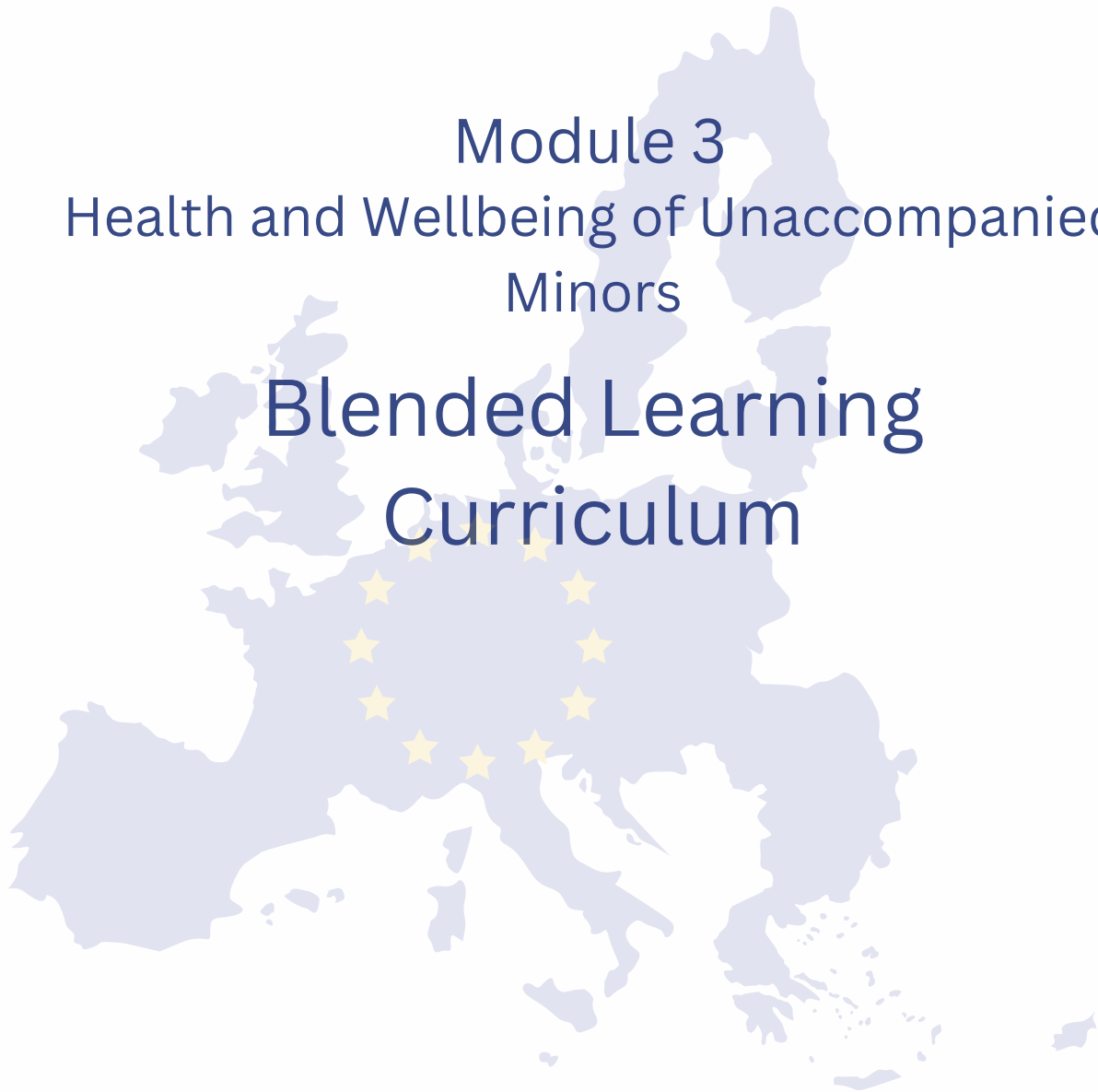




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Learning Objectives

The completion of this module will help learners to:

- Understand the meaning of healthy living
 - Be able to help UAMs pursue a healthy living
 - Be able to detect risk signs for an UAM's mental behaviour and act on them
 - Be able to advice a UAM on sexual health education
 - Know how to act with cases of mental trauma
 - Be familiar with various types of addictions
 - Know how to act when detecting signs of addiction
-



Overview of the module procedure

Training Session One: Getting to know each other and starting the course

Online learning phase 1 +

Training Session Two: Examination of the topic of health and wellbeing of unaccompanied minors by approaching physical and mental health; support for successful role of health supervisor of minors

Online learning phase 2 +

Training Session Three: Examination of the topic of health and wellbeing of unaccompanied minors by approaching sexual health and substance abuse.

Completion of the course.

Training Session 1

Content	Method	Materials / means
Getting to know the participants and their motivation.	Mutual presentation in pairs	N/A
Overview of the course content.	Input / questions	Content overview, learning platform
Reaction and expectations of participants.	Plenary discussion	Flip chart or board / cards
Clarification of the time frame, deadlines, end of course.	Input / questions	Flip chart or board / cards
Introducing the learning platform.	Input	Learning Platform

Training Session 1

Content	Method	Materials/means
<p>Introducing the possibility of working in peer groups or pairs.</p> <p>Explanation of the advantages of the possibility of further exchange about the work in the distance phase, also further possibilities of exchange with participants in similar situations.</p> <p>Putting together peer groups / pairs.</p>	<p>Input: Presentation of exchange opportunities in the distance learning phase</p>	<p>Presentation</p>
<p>Bringing in the experience of the participants: Participants report on their previous experiences of working with refugee minors, especially from the perspective of healthy living, on the joys and sorrows of this work.</p>	<p>Plenary discussion</p>	<p>N/A</p>
<p>Assignments for distance phase 1: explaining tasks and clarifying questions.</p>	<p>Plenary discussion</p>	<p>Flip chart or board / cards</p>

Online Learning 1

Task 1	Task 2	Task 3
<p>Read the information in lesson 1 on the platform "Healthy living" and note where you agree, what you disagree with and what you do not understand.</p>	<p>Complete the action of lesson 1 / action.</p> <p>Reflect on the outcomes (as in lesson 1 / reflection): individual or with another participant from the training.</p> <p>In case you require further reading material, you can research the key terms provided at the end of lesson 1.</p>	<p>Read the information in lesson 2 on the platform "Mental health".</p> <p>Complete the action under lesson 2. Reflect on the outcomes individually or with a peer.</p> <p>Don't forget to take notes. In case you require further reading material, you can research the key terms provided at the end of lesson 2.</p>

Training Session 2

Content	Method	Materials / means
How did the participants cope with the work tasks 1-3?	Feedback, i.e. through an exercise. Depending on the number of participants, you can also work briefly in small groups / pairs	Depending on the feedback exercise / method
Clarifying open questions of task 1-3.	Plenary discussion	Flip charts / boards / cards
Lesson 1 / Healthy living: Introduction to the topic.	Input	Slides on presentation
Which pillars of health are complementary for a healthy living?	Plenary discussion	Sticky notes or cards / board
Reflection about physical, mental and social wellness.	Working in small groups	N/A
Lesson 2 / Mental health of unaccompanied minors. Introduction to the topic, possible activities.	Plenary discussion	Sticky notes or cards / board
What do participants think minors know about their mental wellbeing?	Plenary discussion	Flip chart or board / cards

Training Session 2

Content	Method	Materials/means
Lesson 3 / Sexual health of unaccompanied minors: Introduction to the topic, possible activities.	Input	Presentation
What do the participants think minors know about their sexual health?	Plenary discussion	Flip charts / boards / cards
Exchanging interim results / reflection on the course.	Plenary discussion	Flip charts / boards / cards
Assignments for distance phase 2: explaining tasks and clarifying questions.	Plenary discussion	Flip charts / boards / cards

Online Learning 2

Task 4	Task 5	
<p>Read the information in lesson 3 on the platform ("Sexual health"). Complete the action under lesson 3. Reflect on the outcomes individually or with a peer. Don't forget to take notes. In case you require further reading material, you can research the key terms provided at the end of lesson 3.</p>	<p>Read the information in lesson 4 on the platform ("Substance abuse"). Complete the action under lesson 4. Reflect on the outcomes individually or with a peer. Don't forget to take notes. In case you require further reading material, you can research the key terms provided at the end of lesson 4.</p>	<p>Bring the results of your individual work to the next attendance phase.</p>

Training Session 3

Content	Method	Materials / means
How did the participants cope with the work tasks 4-5?	Feedback, i.e. through an exercise. Depending on the number of participants, you can also work briefly in small groups / pairs	Depending on the feedback exercise / method
Clarifying open questions of task 4-5	Plenary discussion	Flip chart / board for open questions
Lesson 4 / Substance abuse: Introduction to the topic, possible activities	Input	Presentation
What do the participants think minors know about substance abuse?	Plenary discussion	Flip charts / boards / cards
Self-assessment or test	Working individually or in pairs	Forms
Course evaluation	Plenary discussion	
Final statements, future	Plenary discussion	Handouts, certificates

Training Content

Content Overview:

In this module we will cover the basics of healthy living, in terms of the physical, mental and sexual health that volunteers need to be familiar with, in order to guide the minors.

We will explore the multi-faceted meaning of healthy living and the different ways to teach physical, mental and sexual health. Additionally, the volunteers will learn how to detect the danger signs with regard to healthy living and how to approach and successfully tackle the problem.

The module consists of a general introduction to the topic, a glossary of key terms, thematic inputs with practical examples, a multiple choice test and questions to self-evaluate your learning.

Learning Objectives:

The completion of this module will help you to:

- Understand the meaning of healthy living
- Be able to help UAMs pursue healthy living
- Be able to detect risk signs manifesting in the mental behaviours of UAM's and appropriately confront them
- Be able to advise and educate a UAM on sexual health
- Know how to act with cases of mental trauma
- Be familiar with the various types of addiction
- Know how to act when detecting signs of addiction

Training Content

Introduction:

Every year, thousands of children travel to Europe seeking a new life, many of whom are unaccompanied and less than 18 years of age. Varying figures on the numbers of young people migrating have been published over the last ten years.

According to Eurostat, from 2011 – 2021 a total of nearly 2 million children applied for asylum for the first time. The majority of these applications were submitted between 2014 – 2017 . Global institutions, such as the World Health Organization (WHO) published reports that revealed the risk factors, health problems and poor well-being from pre-migration, through to the migratory journey and arrival in the destination country. Among them, the following are included: nutritional deficiencies, physical abuse, violence, exploitation, sexual abuse, becoming separated from their families, a high prevalence of mental health conditions such as post-traumatic stress disorder, depression and anxiety.

Despite a notable decrease in first-time asylum applications over the course of the last 5 years, these risks are still pervasive for children that undergo migratory journey's. In 2021, nearly 1 in 3 first time asylum seekers were underaged children. To settle and prosper in the arrival country, these children needed tools and mechanisms to address their health issues, gained during the different stages of migration. Learning how to tackle such problems, by taking care of yourself and living a healthy lifestyle, are the cornerstones for an individual's wellbeing.

As UAMs tend to go from adolescence into adulthood without the support of a parental figure, fundamental teachings can be lost. Furthermore, in an effort to suppress any mental baggage or physical injuries, they may start undertaking unhealthy habits. Support and guidance to help build healthy living habits, can secure their current and future wellbeing. To prevent further physical or mental harm, the current module aspires to offer the knowledge, tools and training activities to help volunteers promote a healthy lifestyle and ultimately find their best self.

Training Content

Lesson 1: Healthy Living

Information:

The concept of health is understood as a state in which one operates well in a variety of combined levels, i.e. physically, mentally and socially. To achieve healthy living, one needs to follow a way of life that develops and promotes physical, mental and social balance. It's not just about avoiding disease or illness, it is a way of finding a lifestyle that enables you to enjoy more aspects of ones life.

A healthy mode of living promotes the potential for a prolonged, positive, energetic, confident and fulfilled life. Nurturing a healthy body will enable individuals to positively carry out daily activities in order to complete as many activities as they wish. A nutritional diet, combined with regular physical activity and adequate rest can bring one a long way in terms of bodily care, especially for children and teenagers who are still developing. A diet sufficient in fresh food, high in vitamins, antioxidants and proteins should be consumed along with the necessary amount of water per day. Physicians recommend sufficient sleep and frequent exercise for at least 60 minutes per day, in order to maintain body weight, to lower the chances of depression and reduce feelings of anxiety, whilst sleeping better and maintaining a healthy brain.

The remaining aforementioned pillars of healthy living will now be analysed, starting with mental health. While physical health refers to the state of one's body, mental health describes one's emotional state and how the mind deals with feelings and actions. According to the World Health Organization (WHO), it is *"a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community"*. Therefore, a person with good mental health is in a position to positively function in any given context and can cope with the difficulties and changes in life, whilst connecting with others to cultivate positive relationships and to thrive in accomplishing their own potential and feeling happy with one's self.

Training Content

Lesson 1: Healthy Living

Factors contributing to mental wellness include engaging in stress reducing activities, demonstrating self-supportive attitudes, having a positive self-image and identity and satisfying social relationships. This can be achieved by adopting relaxation / breathing exercises, practicing mindfulness, setting realistic goals, projecting self-confidence and cultivating meaningful relationships with one's closest people. Life is full of ups and downs and one's mental health can accordingly fluctuate. However, with a strong foundation and resilience, building optimal mental health is not out of reach.

Social health is the final pillar of healthy living, it depends on the cultivation and sustenance of meaningful relationships with others, which allow one to feel authentic, valued and offers a sense of connectedness and belonging. Spending time with loved ones and people we care about can boost one's moral, help changes perspective and lightens one's load by sharing a conversation or laugh. As humans are intrinsically social beings, social isolation and loneliness are regarded as risk-factors for mortality and can lead to other mental health issues, such as anxiety or depression. In the case of UAM's, it can be vital for the development of the child to build honest and trusting relationships with peers, experts and the volunteers supporting them in their host-country.

All in all, the pursuit of healthy living requires effort for each of the pillars, on a daily basis. Your role as a volunteer is to support minors in accomplishing these goals through observation, frequent monitoring and assessment of the situation. Volunteers are not expected to diagnose children, rather be aware of the standards of a healthy living and the risks that an unaccompanied minor can face. Collaboration and consultation with other experts such as nutritionists or psychologists, can help provide a solution to the problem.

Training Content

Lesson 1: Healthy Living

Risks to unaccompanied minors' health can be wide ranging, examples of which could be:

- Malnourishment, due to lack of access to a nutritious health regime at the reception centres / children's centres or due to lack of a responsible person to help enforce healthy eating habits
- Eating disorders, especially anorexia, as a coping mechanism to the changes in the child's life and the different culinary norms in the host country
- Microinjuries collected during their migration journey that have not been adequately treated
- Contagious diseases that could manifest due to varying vaccination status' in the children's home country
- Musculoskeletal problems as a result of malnourishment, in combination with bad body posture sleeping accommodation conditions (eg bed mattresses)
- Dermatological issues and UTIs (urinary tract infections) due to hygiene conditions

As a volunteer, please keep in mind children have the right to health care. This was recognized by the United Nations Member States and ratified through the Convention on the Rights of the Child in 1989: *“the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health”*. Similar guarantees are made in the EU through Article 35 of the EU Charter of Fundamental Rights. In the case of refugee or asylum-seeking children, Member States can offer different levels of health-care based on the 'core benefits' limited by Article 29 of the Qualification Directive. In essence, the provision of health care varies between Member States, from access to emergency care to access to the ordinary healthcare system. In order to sufficiently support the minor, you should understand the national regulations.

Training Content

Lesson 1: Healthy Living

Action:

To support an unaccompanied minor to be healthy and build positive habits, a two-way approach can be followed .

The first step is to observe the minor and note on a grid the current state of their physical, mental and social health. You can reflect on this by answering the following questions:

- Is the child well-nourished?
- Do they receive healthy and nutritious meals and an adequate amount of water?
- Does the child have any visible signs of injury or have they mentioned any aches?
- Does the child suffer from any physical sickness?
- Are they vaccinated against communicable diseases?
- How are the sleeping conditions of the minor?
- Does the child engage in regular physical activity?
- Does the child show any signs of mental distress (looking sad, aggressive behaviour, erratic mood changes)?
- Is the child prone to violence or aggressive behaviour?
- Is the child anxious / depressed?
- Has the child suffered personal loss and how are they processing their grief?
- Does the child show resilience, are they able to cope with daily stresses?
- Does the child have honest and meaningful relationships with the people around them?
- Does the child feel valued and safe to express their authentic self?
- Does the child have a positive self-image?
- Does the child feel a sense of belonging in the host-country and a connectedness with the community?

Training Content

Lesson 1: Healthy Living

Action:

The second step is to come up with a list of suggestions, out of which a wellness plan in collaboration with the minor will be developed.

Complementary suggestions can be made regarding the different pillars of healthy living, the following points could be explored:

- Physical health: list of simple and easy recipes, sports activities, free applications to monitor sleep cycle etc.
- Mental health: anxiety reducing activities, positive self-image exercises, psychotherapy sessions etc.
- Social health: bonding activities with other peers, tour of the city / village in the host country, board game day etc.

Reflection:

- How can the other elements of a person's healthy living be affected when one of the components of healthy living is not sufficiently fulfilled?
- What kind of health care services can a child access in my country?
- What do I expect from myself in terms of supporting an unaccompanied minor's health?
- What do others expect of me in terms of supporting an unaccompanied minor's health?
- Name 3 activities that support a UAM's healthy living, which can we do together?

Key terms for individual research:

Healthy living; physical health; mental health; social health; access to healthcare for unaccompanied minors in my country.

Training Content

Lesson 2: Mental Health

Information:

Adolescence is a special and determinative period in one's life. Children of 10 – 19 can be particularly vulnerable to mental health issues due to a variety of physical, emotional, and social changes, including exposure to poverty, abuse or violence. According to a 2021 article by the World Health Organization, one in seven 10-19 year olds globally experiences a mental health disorder. Particularly, in the case of unaccompanied minors, academic research points to higher rates of psychological distress and increased risk for the development of significant mental health issues. Specific factors that can either undermine or promote mental health among the refugee population are outlined in the Nordic Welfare Center's guide (2020, p.22) drawn from the research by Ikram and Stronks (2016).

Table 2. Risk and protective factors for general refugee mental health

Risk factors	Protective factors
<p>Personal characteristics</p> <p>Older age, female, unaccompanied minors</p> <p>Pre-migration traumatic events, torture and sexual violence</p>	<p>Personal characteristics</p> <p>Psychological coping, focusing on present and future (not the past), normalisation/acceptance of difficulties</p>
<p>Family and community networks</p> <p>Low social support and small networks, isolation and forced separation, conflicts in informal networks</p>	<p>Family and community networks</p> <p>Social support from informal network, family reunion, parental disclosure of past traumatic experiences, practising religion (praying and religious beliefs)</p>
<p>Social conditions in host country</p> <p>Poor host language skills, discrimination, difficulty adjusting to cultural differences, loss of social status, low current socioeconomic status,</p> <p>Conditions during asylum procedure, uncertainty regarding legal status and procedure, changes in residence, detention</p> <p>Mental health services underutilisation, barriers to access</p>	<p>Social conditions in host country</p> <p>Host language proficiency, economic opportunities, private and permanent accommodation</p> <p>Culturally sensitive mental health services with interpretation</p> <p>Longer time since displacement</p>

Source: Ikram & Stronks, 2016

Training Content

Lesson 2: Mental Health

When not carefully addressed, risk factors can jeopardize a refugee's mental health. Specifically, the circumstances of migration, the lack of family and community networks (i.e. poor social health) and the conditions in every phase of the migratory journey, from pre-migration to integration in the destination country can lead to distress. This results in changes to a person's behaviour, their emotions and social relations. In times of crisis, children can experience grief, pain, depression, hopelessness, fear, anxiety, worry and guilt. Some minors may feel detached and others engage in substance abuse and other risky behaviours.

A great majority of unaccompanied children, compared to those accompanied, have also reported going through post-traumatic stress symptoms (PTSS), anxiety, depression, and externalizing behaviour. In practice, this means that they could be feeling anger, fear and having flashbacks of a traumatic episodes and anxiety can cause constant worry and unease that manifests in an attack. In the case of depression, they could be experiencing sadness, a general loss of interest and energy and having suicidal thoughts. All of the above could be externalized as a conduct disorder, where the child exhibits behaviours such as lying, stealing and using violence.

It's important to keep in mind that every person reacts differently to traumatic or distressing situations. Children should not be treated as traumatised in a patronising way. Rather, each individual should be monitored carefully and in the event of persistent danger signs, referred to a specialist. A table has been attached below to help you when observing distress indicators presenting signs of physical, behavioural, emotional and cognitive milieus.

Training Content

Lesson 2: Mental Health

Common signs of distress amongst children and adolescents	
Physical	Behavioral
<ul style="list-style-type: none"> • Fatigue/exhaustion and disturbed sleep • Excessive alertness, on the look-out for danger, easily startled • Constant aches and pains including stomach aches, headaches or dizziness • Rapid heart rate, especially when afraid • Change in appetite or eating habits 	<ul style="list-style-type: none"> • Acting withdrawn, numb, not reacting to games or fun activities • Social isolation, loss of interest in normal activities • Always looking sad, never smiling, crying a lot, overly clingy or independent • Persistent aggressive behavior with peers or staff, either physically or verbally • Rejection of rules or disruptive behavior such as non-stop questions or arguments • Defiance of staff/authority figures • For adolescents: Risk-taking behaviors such as alcohol or substance misuse (linked to self-destructive feelings or feeling invincible)
Emotional (feelings)	Cognitive (thoughts)
<ul style="list-style-type: none"> • Fear, numbness, detachment, depression, sadness • Intense grief • Guilt or regret, overwhelm, hopelessness • Anger and irritability, anxiety and panic • Erratic mood changes 	<ul style="list-style-type: none"> • Intrusive thoughts or memories of distressing events, nightmares • Difficulty in concentrating, easily confused or disoriented, poor memory • Shift in view of world, philosophy, religious beliefs, loss of faith • Preoccupation with violence, death and killing (including suicide)

Training Content

Lesson 2: Mental Health

If you notice that the child poses a danger to themselves and others, shows suicidal tendencies or is distressed, do not hesitate to talk with them and direct them to a mental health professional for diagnosis and treatment. It may seem like you are not doing enough to help the minor, however, a supportive and honest attitude when communicating can make a significant difference. Here are some tips on how to approach a distressed child:

- Be frank and realistic in your efforts to console the child and do not make any promises.
- Offer the chance for the child to open up, but do not insist if they don't want to share things that might be too painful. Instead, give them space to trust you.
- Be sensitive and caring in your demeanour.
- Pay full attention to the minor and actively listen.
- Show the same respect for the child as you would an adult.
- Be patient, and aware of anger episodes that are not necessarily directed at you.
- Be attentive to any signs of distress.

In your role as a volunteer, you can not only protect the minor's mental health from risk but can also build their coping skills to promote mental wellness. Firstly, discuss mental wellness with them and how it can affect healthy living. Secondly you could encourage activities that underscore the connection between mind and body, as well as promote the development of resilience and coping strategy techniques. Finally you could clarify that mental health disorders such as anxiety and PTSS are treatable and that help is available if required.

Training Content

Lesson 2: Mental Health

Action:

After carefully studying the first and second table, identify any risk factors your UAM might be facing and examine whether they exhibit any signs of poor mental health or distress. To track the mental health status of the child in the long-term, you can create your own monitoring table based on the above and update it following each visit.

As a subsequent stage and based on the risk factors, think of tailored solutions that could empower the child and identify how risk factors can be turned into protective factors. Do not hesitate to involve support officers or mental health experts in this process.

Reflection:

- As a volunteer, were there ever occasions when you felt that you negatively affected the mental health of an UAM? If yes, how could you change this?
- As a volunteer, were there ever occasions when you felt that you positively affected the mental health of an UAM? If yes, how could you apply such behaviour in the future?

Key terms for individual research:

- Mental well-being; trauma; mental health disorders affecting UAMs; resilience; coping mechanisms; self-worth and self-awareness.

Training Content

Lesson 3: Sexual Health

Information:

The transition from childhood to puberty comes with changes to the body, in terms of body hair, voice, height, skin and maturation of the sexual organs.

Puberty commences around the ages of 8-13 for girls and 9-14 for boys, due to the release of sexual hormones (oestrogen for girls and testosterone for boys).

Children experience hair growth on various parts of their body, a height growth spurt, acne and a change in body shape. Additionally, the hormones result in the maturation of the sexual organs with girls developing breasts and beginning their monthly menstruation and boys growing their penis, testicles and scrotum. With both male and female sexual organs maturing and able to produce reproductive cells (ovum for females and sperm from males), an exchange of these reproductive cells during sexual intercourse can lead to pregnancy. To avoid unwanted pregnancies and sexually transmitted diseases during unprotected intercourse, a movement for sex education started in the United States and Western Europe, at the beginning of the 20th century. Sex education began, as a form of birth control, evolving to include notions beyond just contraception and safe sex. With gender, sexual orientation, sexual health and behaviour, sexually transmitted diseases, pleasure, consent etc. now taught during schooling.

The majority of unaccompanied children don't have someone to guide them through the changes and concepts falling under inclusive sex education, or how they have to take care of themselves and their partners to remain sexually healthy, hygienic and safe. With volunteers representing the closest to an adult paradigm for the children, the responsibility for educating may fall upon them. A discussion with teenagers on this topic may be challenging and uncomfortable, especially with those who have been brought up in a more heteronormative and patriarchal society. The best tactic is to be honest and direct, explaining facts, bursting myths and presenting the value of healthy relationships and choices.

Training Content

Lesson 3: Sexual Health

It is necessary to educate teenagers on what it means to be sexually healthy, for both their own and their partners' benefit. In the VOLUME framework, this is understood to mean someone who not only practices safe sex using contraception, good hygiene and frequent tests for Sexually Transmitted Infections (STIs), but is also as a person who is informed about sexual health information and care, can communicate regarding their sexual needs and boundaries, are comfortable with their own preferences and are able to recognise one another's sexual rights. An individual who knows how to take care of their changing body, how to make healthy decisions about their sex life and how to embrace a positive view of sexuality for their partner and themselves.

The first thing to explain to a child or teenager would be how the human body develops during puberty, and the appearance of their sexual and reproductive anatomy. After a thorough analysis of personal hygiene during puberty, the next topics could be menstruation, reproduction / masturbation and the range of sexual acts (beyond vaginal penetration), the meaning and importance of consensual intercourse and contraceptive protection. A presentation on the meaning and form of STI's could also be made, ways to prevent and treat symptoms and the significance of frequent testing. You could also follow this with a chat about abortion and sexual harassment and / or violence, presenting the differences between sex and gender and the spectrum of gender identities and sexual attractions.

Training Content

Lesson 3: Sexual Health

After having discussed the basics of inclusive sex education with the unaccompanied person, it is paramount for you as a volunteer to also be aware of common sexual health issues that impact unaccompanied minors, specifically in order to tackle them. These include Sexually Transmitted Infections (STIs) as a result of unprotected sex, dermatological issues on the genital area due to lack of education, poor hygiene conditions and inadequate health care, irregular menstrual cycles occurring from stress experienced during every phase of the migratory journey (pre-migration, during the journey, in the country of destination) and / or from malnourishment. Also, unaccompanied children are frequently victims of sexual violence in the form of abuse, exploitation, harassment during their migratory journey and their stay at a reception facility. This might have an adverse impact on the child's emotional and mental state, as well as leave physical attestations of the traumatic event. Signs of child abuse include a change in emotions, with more quieter or angry reactions, nightmares, low self-esteem indicators and isolation, which in turn lead to changes in behaviour such as sleep issues, anxiety, dissociation, depression, self-harming tendencies and substance abuse. Additionally, there could be physical indications like bruising on various body parts, difficulty walking or sitting, swelling or redness in the genital area and symptoms of a UTI or an STI. As a volunteer, after having spotted signs of sexual abuse, it's essential to remember that every survivor reacts in a unique way, whether they feel comfortable sharing the event and their emotions or develop healthy and unhealthy ways of coping. You can help by offering a safe space without judgement and a sound ear for the survivor to share, as well as by connecting them with supporting organisations and / or a mental health practitioner. The same advice applies when encountering children who are survivors of female genital mutilation (FGM), a cultural practice originating from countries in Africa, the Middle East and Asia that involves *"the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons"*. With over 600,000 women in Europe having experienced FGM, it is essential to be informed about the short-term physical complications and the long-term physical and psychological effects, in order to support and empower the survivors.

Training Content

Lesson 3: Sexual Health

Action:

Watch the following video about the basics of sexual consent with the unaccompanied minor(s) that you are working with:

<https://www.youtube.com/watch?v=V5DecVLCJwY>

Then, having drawn inspiration from the video, discuss the boundaries and expectations, as well as key phrases to receive consent from your partner and how the word “no” sounds. You can use prompting questions such as the ones below:

"Do you want to have sex?"

"Are you comfortable with...?"

"Do you want me to...?"

"Will you do... to me?"

"It turns me on when we... How do you feel about that?"

Reflection:

- What do you think are the benefits of inclusive sex education?
- Which negative effect of unsafe sex do you personally consider the worst? Why is that?
- How could you spread awareness about FGM in Europe? What actions can be taken to reduce this phenomenon?

Key terms for individual research:

- Sexual health; sexual hygiene; contraception; consensual intercourse; sexual violence; FGM

Training Content

Lesson 4: Substance Abuse

Introduction

In order to help minors as a volunteer, it is important to understand substance abuse, its most common form, what its effects can be and how to recognise the indicators. Substance abuse is a medical term defined as: *“a pattern of using a substance (drug) that causes significant problems or distress. This may be missing work or school, using the substance in dangerous situations, such as driving a car. It may lead to substance-related legal problems, or continued substance use that interferes with friendships, family relationships, or both.*

Substance abuse, as a recognized medical brain disorder, refers to the abuse of illegal substances, such as marijuana, heroin, cocaine, or methamphetamine. Or it may be the abuse of legal substances, such as alcohol, nicotine, or prescription medicines. Alcohol is the most common legal drug of abuse”.

Substance use amongst minors and adolescents ranges from sporadic use to a severe substance use disorder. Acute and long-term effects range from minimal to life-threatening, depending on the substance, circumstances and frequency of use. It is vital that this issue is addressed because even occasional use can cause significant harm to minors, which include the potential for overdose, motor vehicle accidents, violent behaviour and consequences related to sexual contact. Substance use can also have harmful effects brain development of minors. Regular alcohol use, cannabis, nicotine etc. during adolescence is associated with higher rates of mental health disorders, poor functioning in adulthood and higher rates of addiction. The causes of underage substance use are varied, some of which include:

- Sharing social experiences or feeling part of a social group,
- Stress relieving,
- Seeking new experiences and taking risks,
- Relieving symptoms of mental health disorders (e.g. depression, anxiety),
- Poor self-control,
- Lack of parental monitoring, and various mental disorders (eg. attention-deficit / hyperactivity disorder, depression),

Training Content

Lesson 4: Substance Abuse

The most commonly used substances by minors and adolescents are alcohol, nicotine (in tobacco products or vaporisation products) and cannabis, but it is also important to mention gambling, due to its negative and addictive effects.

“Any game of chance or skill that is played for money is gambling. Most forms of gambling are illegal for anyone younger than 18 years”.

You, as a volunteer, are not expected to diagnose minors. Instead, you should be aware of the general behaviors and symptoms of substance use, for example:

- Erratic behavior,
- Depression or mood swings,
- A change in friends,
- Declining school performance,
- Loss of interest in hobbies,

If any of the following specific indicators or conditions of substance use / abuse are observed, you ought to immediately contact and notify the appropriate professionals.

Signs of alcohol consumption:

- Slurred speech
- Impaired judgement and motor skills
- Poor coordination
- Confusion
- Tremors
- Drowsiness
- Agitation
- Combative behaviour
- Nausea and vomiting
- Depression
- Weight gain
- Possession of a false id card
- Smell of alcohol on the breath

Training Content

Lesson 4: Substance Abuse

Signs of smoking:

- Edginess
- Smelling of cigarette smoke
- Persistent coughing
- Yellowing of the teeth

Signs of gambling:

- Discovering gambling paraphernalia, e.g. lottery tickets, betting sheets, and casino chips
- Excessively watching TV sports, having an overly intensive interest in the outcome of sporting events
- Excessive "*checking in*" or spending time on the Internet
- Unexplained debts
- Flaunting large amounts of money or buying expensive items
- Being absent from school or work
- Anxiety and nervousness
- Theft for gambling money

To provide solutions, you should work with other expert specialists such as psychologists, pediatricians etc, to conduct a full medical assessment of mental health and substance use to enable interventions and respond in a timely manner. When addressing the issue, use a supportive, non-blaming language and don't get discouraged if the minor becomes defensive. Clarify that you are intervening with their best interests in mind and not to criticise or shame them.

Training Content

Lesson 4: Substance Abuse

Action:

Imagine that you are accompanying a UAM to a doctor for a drug test and the UAM panics. How do you react in your best effort to support them?

Reflection:

- How do you approach a UAM who you suspect might be an addict?
- Which type of substance abuse do you consider the most precarious for the unaccompanied minor you are working with and why?
- Can you come up with positive habits and behaviours to overcome substance abuse?

Key terms for individual research:

- Substance abuse; legal and illegal substances; long-term effects of substances

<http://www.volumeproject.eu>



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Module 4
Integration Activities of Unaccompanied
Minors

Blended Learning
Curriculum



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Learning Objectives

The completion of this module will help learners to:

- Reflect on integration / inclusion as a political concept
 - Know more about the factors that are crucial for successful inclusion
 - Learn how to support minors in their inclusion process
 - Understand that building social capital is an important part of inclusion
 - Facilitate the minors` inclusion by networking and creating social capital
 - Learn how to include peers in your work to accompany minors or to even launch small peer learning projects for inclusion with other minors and volunteers in your community
 - Use role models as to identify helpful inclusion strategies / learn for from their path of inclusion.
-



Overview of the module

The module comprises three attendance phases and two interspersed distance learning stages. For the distance phases the participants are set tasks to complete. In the third attendance phase the participants receive a certificate for the module. Each attendance phase takes 2-3 hours. The learning platform developed during the VOLUME project is a very important resource for the whole module.

Training Session 1

Content	Method	Materials/means
Getting to know the participants and their motivation	Mutual presentation in pairs	N/A
Overview of the course content	Input / questions	Content overview, learning platform
Reaction and expectations of participants	Plenary discussion	Flip chart or board / cards
Clarification of the time frame, deadlines, end of course	Input / questions	Flip chart or board / cards
Introducing the learning platform	Input	Learning Platform

Training Session 1

Content	Method	Materials/means
<p>Introducing the possibility of working in peer groups or pairs</p> <p>Explanation of the advantages and possibility of further exchange during the distance phase work, and also the further possibility of exchanging participants in similar situations</p> <p>Putting together peer groups / pairs</p>	<p>Input: Presentation of the exchange opportunities in the distance learning phase</p>	<p>Presentation</p>
<p>Bringing in the participants experience: Participants report their previous experiences working with refugee minors, especially from the perspective of healthy living and the joys and sorrows of this work.</p>	<p>Plenary discussion</p>	<p>N/A</p>
<p>Assignments for distance phase 1: explaining tasks and clarifying questions</p>	<p>Plenary discussion</p>	<p>Flip chart or board / cards</p>

Online Learning 1

Task 1	Task 2	Task 3	Task 4
<p>Read the information on "<i>integration</i>" and "<i>inclusion</i>" and note where you agree, disagree and what you do not understand.</p> <p>(Module Inclusion / Lesson 1 – Information)</p>	<p>Complete the exercise addressing integration / inclusion on the learning platform</p> <p>(Module Inclusion / Lesson 1 – Worksheet 2: Comparison Integration - Inclusion)</p>	<p>Read the information about factors of inclusion success</p> <p>(Module Inclusion / Lesson 2 – Information)</p>	<p>Try to collect ideas on how you can create opportunities to foster successful inclusion. Please look for concrete activities that could help unaccompanied minors to improve their participation in society. It is important that you only look for examples that are feasible. (You can use a brainstorming exercise, question people, internet research etc.)- It is important to find local resourced in your area.</p> <p>Think about funding: Which of the activities can be implemented free of charge? Where and how can I raise money so that the activity is free for the unaccompanied minor? Find at least three options.</p>

Training Session 2

Content	Method	Materials/means
How did the participants cope with tasks 1 - 4?	Feedback, i.e. through an exercise. Depending on the number of participants, you can also work briefly in small groups / pairs	Depending on the feedback exercise / method
Clarifying the open questions of task 1-4	Plenary discussion	Flip charts / boards / cards
Reflection on inclusion	Discussion in triads or pairs - presentation in the plenary - discussion	Module Inclusion / Lesson 1 - reflection flip Chart
Paternalism – frustration tolerance	Discussion in triads or pairs - Presentation in the plenary - discussion	Module Inclusion / Lesson 2 - worksheet dealing with frustration and paternalism flipchart
Assignments for distance phase 2: explaining the task and clarifying questions	Plenary discussion	Flip chart or board / cards

Online Learning 2

Task 5	Task 6	Task 7
<p>Read the information regarding peer-to peer projects (Module Inclusion / Lesson 3 – Information) and explore at least one project on this website: https://supeer.eu - especially the Supeer Network Programme and the Supeer Lapp.</p>	<p>Read the information about role models (Module Inclusion / Lesson 4 – Information)</p>	<p>Watch different role model videos. You can find the videos in English and portraits of the role models on: BSB Building Social Bridges by Entrepreneurial Thinking</p>

Training Session 3

Content	Method	Materials/means
How did the participants cope with the work tasks 5 - 7?	Feedback, i.e. through an exercise. Depending on the number of participants, you can also work briefly in small groups / pairs	Depending on the feedback exercise / method
Clarifying open questions for task 5 - 8	Plenary discussion	Flip chart / board for open questions
Social Capital – the importance of social networking	Drawing one's own social atom. Presentation of one's own atom in pairs / triads, Reflection on the method in the plenary and its value for working with minors	Module Inclusion/Lesson 4 – exercise “ <i>Social Atom</i> ” Drawing paper, colour pencils
Self-assessment or test	Working individually or in pairs	Forms
Course evaluation	Plenary discussion	
Final statements, future	Plenary discussion	Handouts, certificates
Certification	Celebrate the successful completion of the course	Certificates

Training Content

Content Overview:

In this module we address the question of integration and ways to support unaccompanied minor refugees in their efforts to become increasingly included in the hosting society. We want to provide methods and ideas on how volunteers can achieve this goal. All of the other training modules provide plenty of material on fostering integration. Integration is a complex theme, and we understand that it is not possible to cover all aspects in this module. The module consists of a general introduction to the topic, a glossary of key terms, thematic inputs with practical examples, exercises and questions to self-evaluate the learning success.

The completion of this module will help you to:

- Reflect on integration / inclusion as a political concept
- Know more about the factors that are crucial for successful integration / inclusion
- Learn how to support minors in their process of integration / inclusion
- Understand that building social capital is an important part of integration
- Facilitate minors` integration by networking and creating social capital
- Learn how to include peers in your work to support minors or even to launch small peer learning projects for integration / inclusion with other minors and volunteers in your community
- Use role models as a method to identify helpful strategies for integration / inclusion and learn from their integration journey.

Training Content

Introduction:

When minors leave to live abroad, they commonly contend with an alien, foreign culture. They are confronted with a language barrier and often prejudice, which can lead to their withdrawal from the native population to find migrants and nationals from their home country. These communities become an important support system for the young person but there may also be harmful consequences, for example if this community becomes too separatist.

Both professionals and volunteers need to critically reflect on the topic of integration. Political and ideological speech is misleading and is often used as a means to discriminate. Therefore, it is important to reflect on the term integration from a critical distance and also from the point of view of the minor, because it is important to be their voice in society otherwise they won't be heard.

We have all experienced help and support throughout our lives, though we are often unaware of it. Being supported by those from the host society helps minors to positively position themselves, build self-esteem in order to interact with society and gain employment. It is the bedrock on which a positive future can be built and embedding the minor within a reliable social network is critical for a successful integration.

Positively supporting minors will empower them to seek and gain access to a range of areas within the host country's society. However, the volunteer cannot do this alone and they will often need help from the wider populous. Providing a peer mentor will aid an unaccompanied minor's reorientation and can give the migrant an insight into their way of life. Suitable and sensible school classmates could be tasked with aiding and enabling the UAM's participation in social activities. Host country classmates are often willing to support their migrant peers, but they may not know how to get in contact with the relevant sources. To help foster integration, volunteers should seek out peer mentors who are willing to help and should also encourage initiatives that can launch integration projects.

Training Content

Introduction:

In our experience, working on former Erasmus+ projects and during our own educational work, we found that the inclusion of peer role models enabled the UAM to find a more positive pathway to achieve successful inclusion into a host nation's society. Therefore, this method should be promoted during your volunteering role.

Training Content

Lesson 1: Integration: What do we mean when we speak about integration?

It is important to have an understanding of the term 'integration', with regard to how migrants are treated in society and during public discussion. It should be noted that the public's concept of integration assumes that society is well-coordinated and thus integrated. However, in reality, the concept of integration is actually increasingly becoming a concept of exclusion. This interpretation of integration assumes that the migrant group must be integrated into a homogeneous majority society, and as migration is seen as a deviation from the societal norm, it must be regulated using a targeted migration policy. The idea that successful intergration can only be achieved by creating a homogeneous majority society is gaining traction: *"The use of terms such as "German Leitkultur", "Judeo-Christian community of values" or "Abendland" conveys the demand for the adoption of an imagined established social consensus. The result is a one-sided addressing of migrants as "the part of society that has to integrate" ("Bringschuldige") or even "unwilling to integrate" ("Integrationsunwillige")".* (Georgi 2015).

However, the homogenous majority society concept completely disregards the existing social construct, modern society is characterised by differences, set within a variety of functioning autonomous departments (economy, politics, education, etc.). Society is not homogenous, and complete integration in the current existing *"polycontextual society"* is considered impossible with all members of society only partially included (*"polykontextuelle Gesellschaft"*) (Georgi 2015; Nassehi 2013).

In this context, Nassehi also points out another paradox (Nassehi 2013, 12). There are migrant groups aiming to have their members completely absorbed into their own group, in order to make contact with the outside impossible. *"Such groups are well integrated - in the classical sense of one-dimensional inclusion in a group. These are the only groups in society for which the concept of integration really works. Let us keep this in mind when demanding a greater willingness to integrate from migrants."* (Nassehi 2013).

Training Content

Lesson 1: Integration: What do we mean when we speak about integration?

These sociological remarks show that we must be careful when thinking about 'integration', in practice, this can often serve to exclude rather than include and conveys a false picture of how current society operates.

Inclusion:

Inclusion is an alternative to the concept of integration, it assumes that inclusion is for everyone, including both migrants and the native population (autochthons) and that we are all citizens of different worlds. According to this theory, the difference between migrants and autochthons can only be observed by eye.

The concept of "inclusion" rejects the idea of a single unifying, guiding culture to successfully bring members of society together, especially as modern societies comprise *"societies of strangers - who understand their strangeness as a resource, not as a problem"* (Nassehi 2013). Therefore, multi-inclusion has become a characteristic of modern society, made-up of members with different role-specific or inclusion-specific attributes (Cf. Luhmann 1980, 30f.).

If one uses this description of social inclusion, migrants are seen to be included in a similar way to autochthons, where migrants do not belong to fixed groups who then integrate into a different system.

Modern societies, are societies of strangers. The fact that migrants are particularly visible as strangers is more dependent on political and social circumstances than a fundamental, categorical difference. In both Germany and Austria, migrants who arrived in the so-called 'Gastarbeiter' wave have become more invisible and their origins can recede into the background. For modern societies, the decisive question will be how much plurality they can tolerate and *"whether migrants and sexual minorities, the disabled and the bizarre can also remain foreign and invisible"* (Nassehi 2013,13)[1]. The foreign is not noticeable, because in everyday life one is no longer dependent on cultural integration.

Training Content

Lesson 1: Integration: What do we mean when we speak of integration?

Action 1:

a) Below is a list of requirements that migrants must meet in order to be successfully integrated. This list is taken from a thoroughly pro-migrant article. (Kolbe 2019)

Requirements in keywords:

- Willingness to learn new skills
- Acceptance of a diverse society, its rules and requirements
- Learning necessary skills
- Communication and participation: Language, school and political education
- Respect for laws and the prevailing society
- Enduring the unfamiliar and frightening
- Learning to adapt and not neglect one's cultural past.
- Dealing with fear of the future, lack of perspective and incomprehensible rules and laws
- Developing a new identity and creating self-confidence and self-worth.

b) Critical reflection on this list - Key questions for this reflection:

- Which of the requirements above are only valid for a group of migrants - and which are also applicable for autochthonous groups of society?
- If these requirements also apply to autochthonous groups, why do you think that migrants are singled out as a population? To what extent can this view benefit or harm migrants?

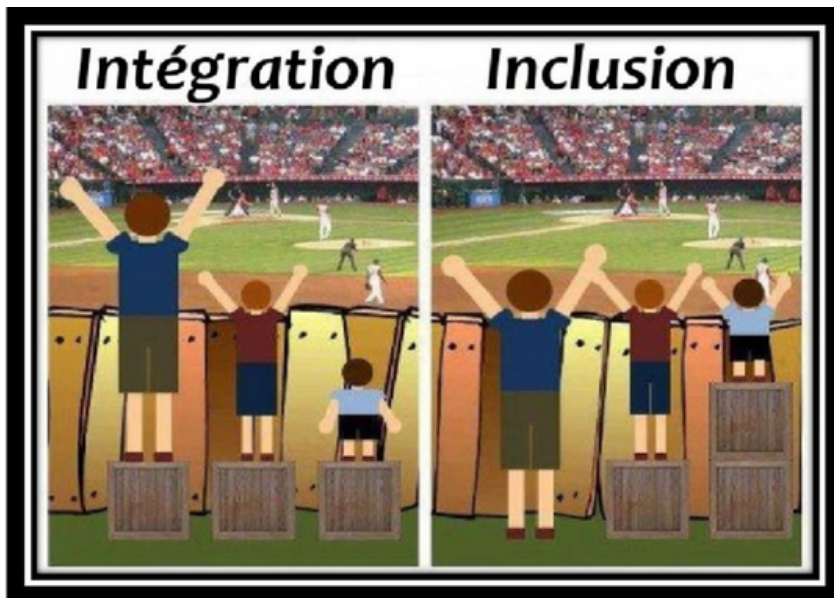
Training Content

Lesson 1: Integration: What do we mean when we speak about integration?

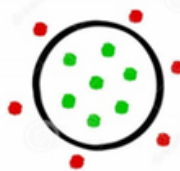
Action 2:

Look at these pictures below, and then compare with the information given above:

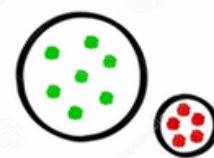
- What aspects of the difference between inclusion and integration do these images show well?
- To what extent can they also be misleading?
- What is important to you when you think about the difference between integration and inclusion?



EXCLUSION



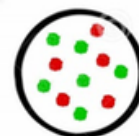
SEPARATION



INTEGRATION



INCLUSION



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Training Content

Lesson 1: Integration: What do we mean when we speak about integration?

Reflection:

- a) To what extent have the theories influenced, changed, or strengthened my concept of integration / inclusion?
- b) What questions remain open for me?
- c) How do I think my understanding of inclusion had / has / will have an impact in my work with migrant youth?

Training Content

Lesson 2: Integration: how to support minors

Information:

Important Success factors of inclusion

We want to point out some factors of success that might help minors gain access to different sections of the host society.

1) Places that migrants and autochthone people share, places where they can meet each other, places that are easily accessible. Such places also foster the development of more formal contacts. One example is the “Nachbarschaftsbüros” in Germany, but one may find examples in other countries.

2) Education / Formation

3) Communication: Many migrants remain isolated in the hosts' society, therefore communication is really important, but it does not necessarily have to be in the language of the hosting country. Austria runs 'Sprachcafes' that offer the chance for those who communicate in different languages to meet-up and converse.

4) Political Participation: This is very important for those who cannot vote in the hosting country. Voices can be heard if they join different NGOS and institutions that stand up for the interests of migrants in a city / region, for example the Migrant innenbeiräte in Austria.

5) Recognition of the rights and competences of the migrants and their value as people.

6) Sharing values.

7) Being open minded.

Training Content

Lesson 2: Integration: how to support minors

The quote below from one migrant voice, tells us that integration does not necessarily have to be that complicated:

“The integration of migrants into the world of life takes time and happens unspectacularly by itself when people meet in their free time and in their neighbourhood, pursue common goals in associations and exchange views on their differences. Without encounters and exchange, even the most persistent moral appeals for integration will inevitably come to nothing”.

Information:

Important factors for the success of volunteer support:

- Build trust
- Boundaries
- Foster empowerment and avoiding paternalism
- Enduring frustrations

Training Content

Lesson 2: Integration: how to support minors

Action 1

Collect activity ideas that create opportunities to foster successful integration and help unaccompanied minors improve their participation in society. These activities should be feasible. Start with a brainstorming exercise, talk to a wide range of people, research the internet. It is important to look for possible pursuits in your region.

Think about funding and find at least three options.:

- Which activities can be implemented free of charge?
- Where and how can I raise money so that the activity is free for the unaccompanied minor?

Action 2

What should I do in order to protect myself and the person I support?

When supporting minors, feelings of frustration, paternalism and a loss of confidence in oneself can easily occur. It is therefore important to reflect on how to protect yourself and the person you are supporting emotionally from disappointment, paternalism, and frustration.

Training Content

Lesson 2: Integration: how to support minors

Reflection on the topic of

a) "Paternalism" - guiding questions:

- What examples of paternalism have we ourselves experienced or suffered?
- When are we in danger of patronising minors and showing too little consideration of their limits and needs?

b) Enduring frustration

It is normal to have frustrating experiences when working with unaccompanied minor refugees, examples include:

- Host country systems blocking inclusion
- Barriers stopping your support, for example a migrants poor mental health
- Our own limited resources.

c) Frustration tolerance and its meaning for the minors - guiding questions for reflection:

- How can we help the person we are supporting in different ways to prevent and / or overcome frustrations?
- How can we protect ourselves from these experiences
- How to draw up boundaries to avoid being affected by frustrating experiences?

Which mental framework might help us to bear frustration a bit more easily -

Advice

- Understand that the reason for the problems you and your minor are facing often lie with the political and social systems that are slow to change.
- Support is only an offer to achieve integration.
- Patience is needed.

Training Content

Lesson 2: Integration: how to support minors

Reflection

Guiding questions for reflection / self-evaluation

- What have I learnt about how to support myself and the people I accompany, and also how to protect them?
- What possibilities are there to enable unaccompanied minors to increase their participation in society and to motivate them to do so without being patronising?

Final Remarks

Duration: This depends on how much time participants want to invest on research for activities etc. The unit may be divided up into different parts.

Keywords: success factors of integration, paternalism, frustration tolerance, self-empowerment

Training Content

Lesson 3: Creating social capital - Peer-to-Peer Projects as one method

Information

Social capital is the resources that are embedded, generated and accessed through relations and ties within a social network. Members of social networks use and share each other's resources / social capital. Relations and ties in social networks are generally rooted in cultural sets of values and norms.

Creating social capital via peer-networks and relations is an active agent in providing the following:

- A sense of belonging to and bonding with members of a social network
- A shared identity with other members of a social group
- Knowledge, competences and tools that promote empowerment
- Social mobility via bridging relations across networks

One way to increase social capital is by supporting peer interaction. This module will teach you some methods that could enable you to carry out peer-to-peer projects, in which unaccompanied minor refugees work together with autochthonous young people, or carry out cultural and leisure activities or engage in sport activities together.

The Erasmus+ project "Supeer" has developed and tested several peer-to-peer projects and developed an App for young migrants (<https://supeer.eu> – especially Supeer Network program and the Supeer Lapp).

Training Content

Lesson 3: Creating social capital - Peer-to-Peer Projects as one method

Action 1

"Social Atom"

The concept of the social atom goes back to the psychiatrist and sociologist Jacob Levy Moreno (1889 -1974). He is considered one of the pioneers in network research. His name is also linked with the concept of sociometry among other things, he is also the founder of psychodrama.

The concept of the social atom is based on the fact that the structure of an overall network can be broken down into smaller and smaller components, right down to the individual person. In coaching, it is an analysis tool to visualise the coachee's social network. Of course, it is no more than a snapshot because this network is in a constant state of change.

In our context, we want to use the work with the social atom to reflect on and develop our own network. This is not only about job and career, but also about finding social connections at home, increasing one's own life satisfaction and more. In any case, it is important to remember that building social networks takes time.

Drawing your own social atom – individual work

(It is possible to use this exercise in your work with unaccompanied minor refugees. It might help them to improve their network)

A primary question for drawing your network diagram is:

Which people helped and still help you to find those who support you in your professional, social, and cultural environment?

Training Content

Lesson 3: Creating social capital - Peer-to-Peer Projects as one method

Action 1

Based on this initial question, draw your "social atom". Take a blank sheet of paper and draw on it a simple symbol somewhere that represents yourself. (E.g., a circle, a square, a triangle or a heart, etc.). Now record the first person you think of with a symbol on the paper. Write a small "1" in the symbol. It should be the person who comes first to mind, regardless of which person is closest to you or chronologically first. (So not necessarily father, mother etc.). Determine how close this person is to you by the distance from your own symbol.

Now connect your symbol to the other with a line. If the relationship is more intense, then add two strokes, if it is very intense add three strokes. If the relationship is more negative, painful, or interrupted draw one or more cross lines on the connecting line.

Now come up with the next person you can think of. Number this person with "2". Proceed with all the other persons as described. It should take approximately 15 minutes to complete the drawing.

This work is not about artistic achievement. Everyone is free to choose whatever form of representation they want. Examples: If you look up 'social atom Moreno', you will find a lot of drawn examples on the internet.

Evaluation of the drawings.

Reflecting on the results of my drawing.

Guiding questions:

- Which parts of my network are good? How do I want to maintain it?
- Where are there neglected parts in my network?
- Where are there gaps / empty spaces in my network? How could I try to close them?

Training Content

Lesson 3: Creating social capital - Peer-to-Peer Projects as one method

Action 2

Look at at least one project on this website <https://supeer.eu> - especially the Supeer Network Programme and the Supeer Lapp. You may also become inspired to find your own ideas and methods to implement peer-to-peer projects.

Reflection

Guiding questions for reflection / self-evaluation:

- What did I learn about my social networks / social capital in this unit?
- How could I support the unaccompanied minor refugees and other migrants to develop their own social network?
- What could I suggest to my organisation / institution to strengthen the social networks of the target groups – launching peer-to-peer projects?

Training Content

Lesson 4: Working with role models of successful inclusion

Information

Role models are positive motivators, especially amongst young migrants. They can support and encourage the UAM's to make efforts to become included by recounting their experiences of positive inclusion within the host nation, and discussing why the UAM's should work towards inclusivity. The term “role model” refers to a person who through certain behaviours, can serve as an example to others in a specific social function or role.

With regard this unit, the role models share their experience of migration, the problems and challenges that come with inclusion in society and in the labour market. Young migrants will have a connection with the role model because of their common experiences with refuge, migration, and inclusion. This can still hold true, even when there are differences in age or background. Role models may have different approaches to certain situations and challenges faced by UAM's, and can provide experienced advice to help a minors' recalibrate their mindset, positively helping them to shape their future. They become especially valuable when helping to develop a young person's social competence, and importantly this encouragement comes from a member of the minor's own community.

Training Content

Lesson 4: Working with role models of successful inclusion

Action

Watch different videos of role models. You can find the videos in English on: BSB | Building Social Bridges by Entrepreneurial Thinking

Guiding Questions for individual engagement using footage and materials

Think about your unaccompanied minor refugees. Which of the videos and portraits are most interesting and motivating?

- Do you know of any other role models who can meet up with your minor?
- How can you discuss examples of role models with your minor?

You can also discuss the footage and portraits with your unaccompanied minor. Here are some guiding questions that volunteers could discuss with the minors after meeting a role model or watching the video:

- What do they notice in the conversation – what is important for them?
- What experiences do they share with the role models?
- What are their own experiences?
- What can they learn from role models? (e.g., from their tips / advice)
- What advice would they formulate?

Training Content

Lesson 4: Working with role models of successful inclusion

Reflection

- What possibilities do I have to help the minor to create social capital?
- What can I learn from the experience of role models?
- What role-models do I have in my life that I have learnt from?

Training Content

Questions for self-evaluation:

1. What did you gain from this module to better aid unaccompanied minors on their path to inclusion?
2. To what extent did this module influence your understanding of integration / inclusion?
3. What opportunities do you have to better include your minor, what are your limits?
4. What did you learn about the connection between 'social capital' and inclusion?
5. What do you think about presenting role-models as a helpful strategy for inclusion?
6. What do you think about peer-to-peer projects as a helpful strategy for inclusion?

<http://www.volumeproject.eu>



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Module 5 Empowerment of Unaccompanied Minors

Blended Learning Curriculum



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Learning Objectives

The completion of this module will help learners to:

- Facilitate, guide and support the minors' integration and inclusion path;
 - Help the minors in being part of their new society without losing their identity;
 - Support the minors in the transition to adulthood;
 - Support the minors in being resilient and autonomous.
-



Overview of the module procedure

Phase 1 - Attendance learning: Getting to know each other and starting the course

Phase 2 - Distance learning + attendance learning: guiding the minors into the hosting society, supporting the minors in their inclusion path and in their transition from education to job;

Phase 3 - Distance learning + attendance learning: supporting and guiding the creation of a network in the host society, supporting individual identity and psychological wellbeing of minors;

Completion of the course.

Training Session 1

Content	Method	Materials/means
Breaking the ice and getting to know each other	Ice breaking + mutual presentation in group	Depends on the ice-breaking activity chosen
Overview of course content, duration and structure	Visual and oral presentation	PowerPoint with main points
Expectations and concerns	Plenary discussion	Flipchart / whiteboard; post it notes (different colours); coloured pens;
Introduction of the learning platform	Visual presentation	Learning platform; internet connection; laptop;
Exchanging expertise and experience with UAMs	Plenary discussion	A few guiding questions about previous experience and expertise as volunteer / social worker / UAMs support;
Introduction to the topic/s	Visual and oral presentation + group discussion on the topic/s	PowerPoint presentation; guiding questions for group discussion;
Conclusion of phase 1 and information for phase 2	Oral communication	

Online Learning 1

Task 1	Task 2	Task 3
<p>Read Lesson 1. “How to guide the minor into the hosting society” – INFORMATION. Read the list of tips and advice – ACTION</p>	<p>Now, answer the questions in the self-reflection section – REFLECTION – by taking notes.</p>	<p>Read Lesson 2. “Supporting the minors in their social inclusion path” – INFORMATION. Read the list of tips and advice – ACTION.</p>

Task 4	Task 5	Task 6
<p>Now, answer the questions in the self-reflection section – REFLECTION – by taking notes.</p>	<p>Read Lesson 3. “The transition from education to job” – INFORMATION. Read the list of tips and advice – ACTION.</p>	<p>Now, answer the questions on the self-reflection section – REFLECTION – by taking notes.</p>

Training Session 2

Content	Method	Materials/means
Debriefing with participants	Round circle debriefing session	Guiding questions (sample questions: - how was the distance learning? – did you find the information provided interesting? – did you find the information useful for your job? – did these topics fulfill your expectations?)
Reflecting in groups	<p>Divide the participants into 3 groups and assign to each group one of the 3 lessons they read during the distance phase; give them the related reflection questions and ask them to answer those questions, talk about them, exchange ideas, thoughts and write them down in a flipchart.</p> <p>After 20 minutes, the groups exchange lessons and do the same. After another 20 minutes, they exchange lessons once again and do the same. At the end, the 3 groups should have discussed all 3 lessons. NOTE: the reflection groups should be made up of a minimum of 3 people; if there are not enough participants, it can be completed in 2 groups or a simple plenary-group reflection can be undertaken together for each of the 3 lessons.</p>	Flipchart; coloured pens; printed reflection questions per lesson;

Training Session 2

Content	Method	Materials/means
Short Break	-	-
Plenary discussion on reflection group	Collect the 3 flipcharts with the notes for each of the 3 lessons and analyse one by one together with all participants	Flipcharts from previous session
Questions & Answers session	Open questions	-
Evaluation session	Open and free debate for evaluating the day and the topics	Guiding questions for evaluating the day and the topics addressed (sample questions: - how do you feel? - did you find today interesting? - what do you expect from next lesson?)
Assignments for distance learning phase 2	Plenary session	Whiteboard and/or flipcharts to write down the assignments

Online Learning 2

Task 7	Task 8	Task 9
<p>Read Lesson 4. “The importance of a network” – INFORMATION. Read the list of tips and advice – ACTION</p>	<p>Now, answer the questions on the self-reflection section – REFLECTION – by taking notes.</p>	<p>Read Lesson 5. “Supporting individual identity” – INFORMATION. Read the list of tips and advice – ACTION.</p>

Task 10	Task 11	Task 12
<p>Now, answer the questions on the self-reflection section – REFLECTION – by taking notes.</p>	<p>Read Lesson 6. “Psychological support for the minors” – INFORMATION. Read the list of tips and advice – ACTION.</p>	<p>Now, answer the questions on the self-reflection section – REFLECTION – by taking notes.</p>

Training Session 3

Content	Method	Materials/means
Debriefing with participants	Round circle of debriefing session	Guiding questions (sample questions: - how was the distance learning? – did you find the information provided interesting? – did you find the information useful for your job? – did these topics fulfill your expectations?)
Reflecting in groups	<p>Divide the participants into 3 groups and assign to each group one of the 3 lessons they read during the distance phase; give them the related reflection questions and ask them to answer those questions, talk about them, exchange ideas, thoughts and write them down in a flipchart. After 20 minutes, the groups exchange the lessons and do the same. After another 20 minutes, they exchange the lesson and do the same. At the end, the 3 groups should have discussed all 3 lessons. NOTE: the reflection groups should be made up of a minimum of 3 people; if there are not enough participants, it can be done undertaken in 2 groups or a simple plenary-group reflection can be carried out together for each of the 3 lessons.</p>	Flipchart; coloured pens; printed reflection questions per lesson;

Training Session 3

Content	Method	Materials/means
Plenary discussion on reflection group	Collect the 3 flipcharts with the notes for each of the 3 lessons and analyse one by one together with all the participants	Flipcharts from previous session
Short break	-	-
Questions & Answers session	Open questions	-
Participants self-assessment	Individual self-assessment	Self-assessment questions from the module
Quiz	Group quiz	Quiz from the module (more questions can be added)
Course evaluation	Round circle to evaluate the entire course	Guiding questions about the course, the contents, the activity, their expectation for the future, their concerns, what they think they could or would improve, etc..

Training Content

Content overview

The following module is composed of a general introduction to the topic, a glossary of key terms, thematic inputs with practical examples, exercises and questions to self-evaluate learning success. In this module you will become aware of how volunteers can guide unaccompanied minors in their empowerment and inclusion in the host society. First, you will learn about the role that you can play with regard to bureaucratic procedures and cultural differences. Then, you will be introduced to the different actions that you can take to support the youth in their social inclusion through education and training: this thematic input will give you guidance on how to accompany the children in the process of defining and reaching their educational goals. Then, you will learn about the role that you can play in developing the skills necessary for unaccompanied minors to become independent in their transition to adulthood, and especially in supporting them towards their integration in the labour market. In the fourth part, you will find out how to promote the socialisation process of the minors and underline the importance of having a network for a successful social inclusion. Then, you will learn how to support the child in finding a balance that allows them to celebrate their individual identity, while simultaneously adapting to the culture of the host society. In the last thematic input, you will discover the extent to which volunteers can be engaged in the minors' psychological support and to alternative techniques that will aid in the promotion of their mental well-being.

Training Content

Learning Objectives

This module aims to provide all of the necessary skills for volunteers to support and guide their unaccompanied minors in the new hosting society. Specifically, this module will provide the necessary skills to support the unaccompanied minors in all aspects related to their empowerment as individuals and as an active part of their new society, with the aim of guiding and supporting the minors' path to integration and inclusion in their new country.

By the end of this module, you will learn how to:

- Facilitate, guide and support the minors' integration and inclusion path;
- Help the minors in being part of their new society without losing their identity;
- Support the minors in the transition to adulthood;
- Support the minors in being resilient and autonomous;

Training Content

Introduction to the topic

When a person arrives in a place that they do not know, they often face what is commonly called “culture-shock”, caused by their encounter with a new culture, as well as rules, laws, traditions and habits that are different from those in their country of origin. When it comes to young people, especially those who migrated on their own without a family or a supportive figure, the initial shock and confusion are even greater.

Supporting, helping, and guiding a foreign unaccompanied minor in overcoming their fears, confusion and uncertainties stemming from their arrival, and the challenges of living in a completely different society from their country of origin, is crucial for a successful inclusion and integration in their host's society. Supporting and guiding young people requires critical thinking and decision-making. It additionally necessitates the use of specific skills and competencies and a knowledge of the limits and responsibilities of the role, that should be played and undertaken by a guiding and supporting figure. It is imperative that volunteers understand the useful tools and techniques that are at their disposal to support their minors. All of these are key in the role that the volunteers can play in processes that will empower unaccompanied minors, by making them more resilient and autonomous.

Thus, in this module, six different areas of action were identified and developed to equip the volunteer with knowledge regarding how to promote their unaccompanied minors' empowerment. Which are the following: on-arrival guidance of the minors in the host society; support along the social inclusion path through education and training; facilitating the transition from education to employment; creation and reinforcement of a social circle and community connection; supporting the expression of individual identity; psychological support. By working on these six themes with the minors, volunteers positively contribute to the process allowing the youth to gain power and control over their own lives and time after time to acquire the ability to make strategic choices in the host's society.

Training Content

Lesson 1: How to guide the minor in the new hosting society

- Bureaucratic issues
- Cultural issues
- Any other issue

Information:

Upon arrival in the host society, unaccompanied minors (UAMs) become legal persons with rights and obligations that are specific to national jurisdiction. As soon as they are intercepted by authorities of the host country, arrangements are made to place unaccompanied minors within reception facilities or host families.

Thus, in addition to national laws, the newly arrived child(ren) need(s) to abide by the specific rules in place.

They must then learn how to navigate the country's specific bureaucratic system, given that it is key to the exercise of socio-economic rights and thus necessary to access basic services such as healthcare and education. Poor accessibility to the system, difficulties in understanding its functioning, the language barrier and bureaucratic delays may make this a quite challenging experience.

A key step in the bureaucratic process is to apply for asylum; a right that is protected under the Refugee Convention of 1951. Given their very specific status as unaccompanied and a minor, UAMs neither have a legal capacity nor do they have a parent or any other relative who could potentially exercise parental authority. Thus, they require legal representation of a guardian in this process.

Additionally, during the asylum application process, UAMs can be subjected to an age assessment process. These are undertaken by the national competent authority to ensure that the claimant's age is accurate, granted that a child is entitled to child-specific rights enshrined in international, EU and national law.

Accordingly, the age of an unaccompanied minor determines how their asylum application is processed, which ultimately impacts their access to support and education or lack thereof.

Training Content

Lesson 1: How to guide the minor in the new hosting society

The legal status that a UAM is granted has the power to define their specific integration trajectory in the host society. It is therefore important for unaccompanied children to be accompanied and supported in the process of applying for asylum. Knowing the child(ren)'s specific entitlements and being able to refer them to a legal clinic that provides legal assistance for asylum seekers or anyone who has specific qualifications for legal support is crucial. Furthermore, emotional support is also substantial as the asylum application procedures can be long-lasting, leaving the child in a state of uncertainty regarding their fate.

In addition to their right to seek asylum, unaccompanied minors have the right to access education and medical care. It is commonly accepted that minors lack information with regard to service availability. It is important that they can access this information and are supported in the process, as it is a complex administrative procedure to register for both. On a more practical level, volunteers can support the child(ren) in the process of getting a public transportation card and aid them in developing their capability of navigating the public transportation system. If they are close to being 18 years old, minors who migrated on their own can prepare for their driving test for either a motorcycle or motorcar, which requires them to go through yet another set of administrative procedures.

Arriving in a new society will inevitably lead to some cultural issues. The difference between cultures can be quite radical and the child(ren) can find themselves lost in this new environment, where cultural practices are not familiar.

Training Content

Lesson 1: How to guide the minor in the new hosting society

Action:

First and foremost, be mindful that navigating the bureaucratic system can be complicated for nationals too. It is possible that you may not know how to complete a particular process, and that is fine. You can always ask for help from a third party. Moreover, try whenever possible, to 'do it together'. Not only does this strengthen your relationship, but it also contributes to building the child(ren)'s independent-living skills.

- 1) In general, keep in mind that administrative procedures tend to be long and emotionally exhausting for the child(ren). A simple mistake can postpone procedures, and will thus have a negative impact on the child(ren). It is better to seek advice or get someone to proofread any administrative form that you may have completed with the child(ren).
- 2) Resort to positive based relationship practices as it can promote resilience and help their emotional wellbeing during administrative procedures.
- 3) National laws and rules in the reception center / host family:
 - The child(ren) should have been informed about their rights, obligations and rules but you can always answer their questions, clarify some points or remind them of their entitlements and obligations, whenever you deem it necessary.
- 4) Asylum applications:
 - Provide practical support to the child(ren) in accessing asylum application legal assistance. Child(ren) should be referred to a legal clinic or those who are professionally trained.
 - Ensure that they have access to a cultural / linguistic mediator in the process.
 - Learn about the specific legislation, that frames asylum applications for the unaccompanied minors in your country.
 - If possible and where willing, you can enroll in a legal training course for volunteers working with migrants and refugees.
 - Try to assess whether the minor needs emotional support in the process. If yes, to what extent can you personally provide this support.

Training Content

Lesson 1: How to guide the minor in the new hosting society

5) Enrolment to access education, registration with the National Health Service, public transportation and driver's license application:

- Provide information on child(ren)'s rights.
- Offer support with administrative procedures.

6) Cultural issues:

- Reassure the child(ren), getting acquainted in a new culture is a long process that happens gradually over time, notably through socialisation processes.
- You can listen to any cultural issues that they may have encountered / identified. Together you can try to find solutions to overcome them.
- You can contribute to their familiarisation with national culture.

Reflection:

- What are challenges or issues that the minor can face in navigating the bureaucratic system?
- How can I create an environment that makes the child(ren) secure enough to share their concerns with me?
- How does my support affect the child(ren)'s experience?
- What are the limits of my abilities when helping with administrative procedures?
- Who can I consult when I have any doubts navigating the bureaucratic system?

Key terms for individual research:

asylum application; access to medical care; education enrolment; unaccompanied minors' rights; child's rights; legal training for volunteers in services for migrants and refugees.

Training Content

Lesson 2: Supporting the minors in their social inclusion path

- Education
- Training

Information:

Upon arrival in the host society, unaccompanied minors are in a state of isolation. They need to build social bonds with the community in which they live in. These social connections are necessary for successful inclusion. It is, of course, a long process which does not happen overnight. Nevertheless, the process can be facilitated and accelerated if the children are accompanied, guided and supported.

Education and training, amongst others, can turn out to be key mechanisms of social inclusion. As children, UAMs are entitled to the fundamental right to education, which ensures free access to compulsory schooling implemented in the host country. Education fosters an individuals' socialisation and participation in society, as it not only allows life-long learning and employability, but also conveys knowledge of the role and operation of societal institutions and regulations, as well as the norms and values that serve as a binding element in the functioning of a society. Hence, it is considered a primary vehicle by which a marginalized individual can acquire the competences necessary to fully participate in the community.

Training Content

Lesson 2: Supporting the minors in their social inclusion path

The education and training environment does not only have the power to bring about scholastic and professional qualifications and skills, but when it is inclusive, it holds the potential to foster interaction opportunities between peers, thus creating a connection between the host community and the UAMs, which the volunteer can facilitate. In practice, this can take many different forms. A volunteer can present different educational opportunities offered in the country, whilst discussing and defining the scholastic project with the child(ren). It is important to aid the child(ren) in learning about themselves. The volunteer should guide and support the minors in discovering their own interests, valuing their own personality and aptitudes and in finding out about their personal social and learning needs, as these are important for social inclusion and for their future. It is additionally essential to support them in administrative procedures, and the learning process (both in schooling and linguistics, improving their language skills can only have a positive impact on their educational outcomes) and following their scholastic progress. In most EU countries, when unaccompanied children reach eighteen years of age, they will most likely lose their support previously provided by the national child protection system. Thus, they become at higher risk of leaving school early. Helping them with this transition and together figuring out the solutions, will allow them to crucially complete their education. All in all, volunteers should always ensure overt communication, in order to not only understand the very specific needs and wishes of each child, but also the potential challenges that they could be facing. Therefore, continued assistance should be given to the minors when they become an adult, through to when they gain their independence, which is the main aim of this support.

Training Content

Lesson 2: Supporting the minors in their social inclusion path

Action:

Orient the child(ren) when navigating an unfamiliar education and training system. What challenges can the child(ren) face in this new education / training system? If they had access to education before, how different is this teaching system to that they previously received? How can you help them navigate this new system?

1) Think about your knowledge of the education and training systems.

- Are you able to explain how it works?
- Do you know the entire spectrum of educational and training opportunities? If not, are you ready to do the research?

2) Propose to discuss and define an educational project with the child(ren).

- Do they already have an educational background / specific skills?
- What are their goals?
- Can you refer them to a career adviser?

3) Is the minor aware of how educational choices are a first step in finding a specific career? Support the child(ren) in administrative procedures (the enrolment process, obtaining required documents etc.).

4) Support the child(ren) with any eventual learning difficulties.

- If the minor requires help, and they are willing to receive it, do you have the capacity to offer tutoring in certain subjects?
- Do you know of an organisation or someone in your network that could aid them in their learning process?

Training Content

Lesson 2: Supporting the minors in their social inclusion path

Action:

5) Support the child(ren) to learn the national language (the language barrier being a potential impediment to educational progress).

- Do you have the skills to teach the national language to speakers of other languages?
- Do you know an organisation who can provide support in learning the language?
- Do you know any other informal / formal techniques to help them learn the language, that you could use together to achieve this goal (conversation, reading, audio resources etc.)?

6) Follow-up educational progress. Consider the absence of parents, support and encouragement from an adult that can have unprecedented impacts on the child(ren). Education is crucial for their development and outlook. As a volunteer, you can become the trusted person that the child(ren) will proudly report their educational progress and achievements to.

7) If possible, prepare the child(ren)'s transition into adulthood.

- Create the conditions for a smooth transition, which allows them to continue their education when they reach eighteen years of age.

Training Content

Lesson 2: Supporting the minors in their social inclusion path

Reflection:

- What role has your education / training played in your own social inclusion?
- What was your own experience with the educational / training system? Do you have any advice stemming from your own experience?
- What do(es) the child(ren) expect from your support in their education? Considering their expectations, what support can you provide?
- What are the limits of your role in the child(ren)'s education?

Key terms for individual research:

educational resources for speakers of other languages; national education and training offer; professional skills; right to education; social inclusion; support in educational progress.

Training Content

Lesson 3: 1.The transition from education to job

- How to guide and support the minor through to adulthood
- What the minor needs to know
- Soft and hard skills
- CV, Cover letter and interview

Information:

Access into the labour market is pivotal for a successful transition into adulthood for the UAMs. This integration embodies a continuation in the social inclusion process that was started through education. Entering the labour market is challenging for anyone, combined with a language barrier and little understanding of the national workplace culture and labour laws, this experience can be a significant challenge. Each country tends to not only have a distinct workplace culture in which a set of values and attitudes are considered the norm, but also specific standards for cover letters, curriculum vitae, and interviews.

In practice, the children need to be helped in the exercise of writing their curriculum vitae and cover letters, as it can be a challenging experience for them. This exercise should undertaken together, in order to train the child(ren) and allow them to acquire the skills needed to become independent when applying for a job. It is also important to train them for interviews, in order help them build their confidence. Moreover, UAMs must be introduced to the concepts of hard and soft skills. They need to be aware of the difference between the two, and understand that the combination of their technical abilities, soft skills and personal capability make a difference and add value in their employment. The volunteer should help and support the minor in identifying the technical (hard) and inter-personal (soft) skills they already have and which they should work on and improve. The aim is to not only help them apply for a job, but to raise their self-esteem, make them aware of their own capabilities and thus make them feel more self-confident.

Training Content

Lesson 3: The transition from education to job

The legal framework for labour regulation in the host country most likely differs from that in the minor's country of origin. A lack of knowledge in one's own labour rights, the language barrier and the precarious nature of their status, combine to produce a gamut of vulnerabilities that put migrant children and adolescents at a higher risk of being victims of labour exploitation and workplace abuse.

Consequentially, there is an existential need to remind them of their rights as workers to enjoy fair and just working conditions.

Beyond work-related aspects, transition to adulthood also entails acquiring the practical skills necessary for independent living (e.g., finding accommodation, budgeting, filling tax forms, cleaning, cooking, keeping track of energy consumption, paying bills etc.).

Training Content

Lesson 3: The transition from education to job

Action:

- 1) Discuss the country's specific workplace culture with the child(ren). Ask them whether they have any questions, concerns or apprehensions.
- 2) Explain the specific national standards for cover letters, curriculum vitae, and interviews.
- 3) Help them in the process of applying for a job:
 - Help the minor complete their CV
 - Help the minor in writing the cover letter
 - Role play a job interview with the minor
 - Highlight the child(ren)'s potential and strengths
 - Introduce and explain the concepts of hard and soft skills
 - Assess the child(ren)'s hard and soft skills through hypothetical scenario games, in which the child(ren) have to make the decisions
 - Beyond the assessment you can also share the soft skills you have identified and make him / her consider them
- 2) Highlight the child(ren)'s potential and strengths:
 - skills assessment (soft skills and hard skills)
- 3) Raise awareness about labour rights and provide support in finding information on the topic:
 - Provide information on the dangers of getting involved in informal and illegal activities (informal economy)
- 4) Provide advice and tips on how to live independently.

Training Content

Lesson 3: The transition from education to job

Reflection:

- What challenges can the young adult face in the transition?
- How can cultural differences become a challenge in the transition?
- What was my own experience in the transition?
- Do I have any advice stemming from my own experience?

Training Content

Lesson 4: The importance of a network

- Why it is important
- Leisure activities and sports
- Socialisation

Information:

Social networks serve a variety of purposes, including the expansion of a social circle and the improvement and practice of an individual's social skills.

Additionally, they allow an individual to foster the creation and accumulation of social capital, that is needed to effectively live in society.

Upon arrival in the host society, minors find themselves in a situation characterised by the very absence of secure networks and therefore a lack of social capital. Depending on their reasons for exile, the only people that may still constitute their social network are located in their country of origin, and therefore this unique connection may be sustained by virtual means. Therefore, both socialisation networks and social capital are assets of support that are crucial for UAMs to, on the one hand they diminish the feelings of isolation, and on the other increase their access to information about services and opportunities in the host society.

Engaging in social activities is key to the creation of a social network and to the augmentation of social capital, which in turns paves the way for social inclusion. Whether they be cultural, sports or leisure activities, all have the power to bring together individuals from different cultural backgrounds and help to bridge intercultural and social divides.

As participants in social activities are usually put on an equal footing, social activities also have the potential to go beyond the aid relationship that so often characterises the minors daily interactions (social workers, guardians, legal clinicians, etc.). They can also provide some sort of stability and regularity in an unaccompanied minor's life as it establishes a routine and something enjoyable to look forward to.

Training Content

Lesson 4: The importance of a network

Beyond social inclusion, engaging in leisure activities and receiving support from a network of individuals are known to have a favourable impact on a young person's mental health. Indeed, they have the potential to counteract severe mental health symptoms and disorders induced by the traumatic experiences endured during exile and in the post-migration period of resettlement, notably acculturative stress. Having a social network, enables minors who migrated on their own to receive assistance when accessing resources, that will aid in reducing the impact of trauma-related symptoms and disorders.

Training Content

Lesson 4: The importance of a network

Action:

Promote the child(ren)'s socialisation process.

- 1) Promote and support their participation in social events and activities.
 - Stress the importance of participating in social events and activities.
 - Get to know the youths own interests to enable you to map suitable social and cultural organisations, events, or activities they could join, take part in or which you could organise.
 - When possible, promote the child(ren)'s active participation in the research process.
 - Introduce different opportunities that match the child(ren)'s own interests.
 - Advertise any social activities and events that you know about and could match the child(ren)'s interests (sports, cultural and intercultural events or any event intended to enhance UAMs active citizenship).
 - If the language skills of the child(ren) do not allow them to understand an activity that you want to introduce, use pictures to illustrate your proposal.
- 2) Depending on your role as a volunteer, organise or propose to complete activities together.
- 3) To promote wider social inclusion, place an emphasis on activities and events happening outside the reception facility.
 - In many countries of the European Union, UAMs are hosted in receiving centres, in which they spend most of their time in a restricted environment confined with their peers.

Training Content

Lesson 4: The importance of a network

Reflection:

How does my relationship to the child(ren) contribute to the development of their network?

- Be mindful that your relationship with the child(ren) contributes to the enlargement of their social network and to their social capital.

Financial constraint: Can I implement activities that do not have a financial cost?

- Activities do not necessarily need a specific budget: tea, card games, chatting, listening to music from both cultures, walking across the city or in a park, playing a sport, visiting tourist attractions that are accessible for free etc. This allows you both to have a good time and socialise for free.

Do(es) the child(ren) not appreciate the activity that I have proposed?

- Be mindful that just because the child(ren) said no to participating in an activity once, in the future they may well want to partake in this same activity. External factors such as stress or just being uncomfortable at a given time can easily influence their unwillingness to join in with an activity.

Key terms for individual research:

social capital; social inclusion, social circle; impact of social activities on mental health.

Training Content

Lesson 5: Supporting individual identity

- Home culture and hosting culture
- Emotional resilience

Information:

Children who have migrated on their own often find themselves in a dilemma, with regard to their individual identity. An individual's sense of identity is deeply connected to their cultural identity; therefore it is fundamental that volunteers understand, respect and support the UAMs culture. Culture is a set of rules, norms and beliefs that dictate the way in which a group of people interact, communicate and think about themselves within a given society.

Upon arrival in the host country, minors who have migrated on their own find themselves cut off from their cultural roots. They are expected to embrace the host country's culture, which is most likely quite different from their own. This transition can prove to be difficult as UAMs can experience tensions between wanting to belong in the host society (i.e., to adopt an assimilation acculturation strategy), with the need to hold onto their cultural identity. These circumstances can create disturbance and identity confusion. If the process of adapting from their culture of origin to that of the host society results in the loss of contact with traditional values and their way of living, it can leave a void in the individuals' life.

Thus, children should ideally be able to adapt to the culture of the host country whilst celebrating their culture of origin. In that context, it appears important to provide an environment in which the child(ren) can continue with the different aspects of their culture by letting them engage in diasporic activities (e.g., celebrating festivals or cooking food from their homeland). Overall, for UAMs to reconcile the past, the present and the future, it is of paramount importance to consider their wishes vis à vis their cultural identity. Volunteers have the potential to support the child(ren) in the process of finding that balance by facilitating their integration in the host society, whilst ensuring that the environment in which they evolve allows them to keep a link with their cultural origins.

Training Content

Lesson 5: Supporting individual identity

Action:

The role of the volunteer, with regards to individual identity is to support the minor in the process of finding a balance between the celebration of their cultural origins and that of the host nation.

- 1) Be aware of your own cultural norms, values, codes of conduct and traditions.
- 2) Support the child(ren) in building their confidence which will allow them to share and teach others about their cultural origins.
- 3) Be curious to learn about the child(ren)'s own cultural norms, values codes of conduct and traditions.
 - Resort to open questions (Who? What? How? When?) that invite the other person to share things.
 - Remain aware that asking questions about one's culture can bring up undesirable memories or feelings.
 - Connect with them through an open, listening, and curious approach.
 - Create a safe space that enables both the celebration of the child(ren)'s home culture and discussion about potential challenges encountered with regard to their cultural identity.
 - Discuss together the similarities and differences between both cultures.
- 4) Share the host country's culture through celebrations, food, music, visual arts, performing arts, food, literature, sports etc.
 - Remain aware that some aspects of the host country's culture can clash with some of the child(ren)'s cultural practices.

Training Content

Lesson 5: Supporting individual identity

Reflection:

- How do I represent myself in my own culture? How do(es) the child(ren) represent themselves in their own culture?
- How different are both cultures (e.g.: “me” culture vs “we” culture; individually vs collectively oriented cultures)? Can I identify distinctive and common characteristics between both cultures?
- What are the challenges that child(ren) may encounter with regard to the national culture?
- How can cultural differences affect the child(ren)'s well-being?
- What is the importance of socialisation in supporting individual identity?

Training Content

Lesson 5: Psychological support for the minors

- **Limits and responsibilities**
- **When to act and not to act**
- **How to support the minor**

Information:

Whether it be in their country of origin or during their journey, many UAMs witnessed or experienced a range of stressful and traumatic events in some chaotic environment. In addition to separation from their family and their support network, these disturbing experiences comprise physical or sexual abuse; war; forced recruitment; persecution; death or injury to loved ones; neglect; exploitation and coercion; lack of access to their socio-economic rights, including basic needs (food, water, shelter), education, medical care; detention; kidnapping; hazardous means of transport; and a general uncertainty about their future.

Furthermore, the post-migration period of resettlement also generates stressful experiences for UAMs. These may be caused by the uncertainty of their future, the challenge of integration and their adaptation to a new society, daily hassles provoked by the language barrier and adaptation to a new education system and social environment.

All the elements listed above constitute significant risk factors for poor mental health outcomes. The burden of psychiatric disorders and symptoms experienced by UAMs ranges from behavioural problems to post-traumatic stress disorders (PTSD), to acculturative stress, anxiety and depression. These are serious mental health issues and mental illnesses which require adequate professional mental health care.

Training Content

Lesson 5: Psychological support for the minors

Besides the need for professional support, psychosocial support plays an important role in promoting mental well-being and resilience. As a volunteer you can contribute to the psychosocial support of UAMs. This support can be offered through the promotion and organisation of everyday activities (e.g., social, cultural or schooling activities).

As mentioned in “The Importance of a network” section, social interactions and the cultivation of a sense of community, help diminish feelings of isolation that can exacerbate mental health disorders experienced by children. Furthermore, by participating in recreational activities, the child(ren) develop(s) helpful capacities and resources to deal with emotional, social and practical challenges that they face in their daily lives.

For further information and resources on psychosocial support, visit the following website: <https://comhlamh.org/working-for-a-better-world-sustaining-civic-engagement/>

Training Content

Lesson 5: Psychological support for the minors

Action:

In any interaction with the child(ren), you should always consider the potential risk of harm involved and make sure that they are not adversely exposed to them. Remember that you always want to act in the best interests of the child(ren).

- 1) Consider your own role as a volunteer and your purpose and approach to a specific situation. Ask the receiving organisation what their approach to psychological support is.
- 2) You are not a professional providing psychological support. But you can contribute by:
 - (a) starting a discussion intended to reduce the stigma of consulting with a mental health professional, whilst trying to have a cultural understanding of mental health.
 - (b) support them in the process of receiving psychological support by a qualified professional (when and if possible, support the child(ren)'s access using a holistic approach to tackle mental health problems).
 - (c) introduce youths to simple techniques that promote a relaxed response from their body that relieves stress, for example deep breathing techniques, physical stretches and guided meditation.
 - (d) make sure to create a safe space where the youths can feel welcomed, listened to and where their needs and desires can be expressed (where communication, attentiveness and empathy are key).
 - (e) providing psychosocial support through the implementation of daily activities.

How do you choose which activity to implement and when?

- For each activity you want to implement, think about the benefits it can bring to the child(ren) to their psychosocial well-being.
- Think about how you can link one specific activity to another. By expanding on one previously completed, you can consolidate the impact on the participating child(ren).

Training Content

Lesson 5: Psychological support for the minors

Reflection:

- How do I define the best interests of the child?
- What are the benefits of my volunteer work on the child(ren)'s psychological well-being, in their process of development and socialisation?
- What are the child's expectations from me with regard to their psychological support? Can I meet their expectations? What are my own limits?
- Why is self-care important? How do I define selfcare? What are the red flags that express my emotional exhaustion?

Key terms for individual research:

holistic approach to mental health; post-traumatic stress disorder (PTSD); psychosocial support; self-care techniques; trauma-informed approach.

Training Content

Lesson 5: Psychological support for the minors

Self-evaluation questions

- Am I ready to guide the minor when they face bureaucratic and cultural issues?
- Am I prepared to support the minor on their social inclusion path, especially concerning education and training?
- Do I feel ready to accompany the minor in their transition from education to a job?
- Am I able to promote the minor's engagement in activities that increase their network?
- Am I able to support the minor in expressing their individual identity?
- Do I know how to deal with the psychological support of the minor? How can I contribute to their psychosocial support?
- Do I know when to act and when to ask for professional support?