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TRAINING MATERIALS FOR STAKEHOLDERS & PROFESSIONALS

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The CIVILHOOD Project – Enhancing unaccompanied minors transition to early adulthood through civic education and labour market integration project is led by ARSIS (Greece) in partnership with CECL (Greece), CESIE (Italy), EPEKA (Slovenia), CODECA (Cyprus), SÜDWIND (Austria) and KINDERFREUNDE (Austria). All the members of the consortium were part of the implementation of the research in their relevant contexts.

ARSIS (Association for the Social Support of Youth) is a non-governmental organisation, specialising in the social support of youth that are in difficulty or danger and in the advocacy of their rights, was established in 1992 and since then it organises and participates in networks, cooperates with public services and non-governmental organisations and formulates proposals in the field of social policy for children and young people. The vision of ARSIS is a society with equal opportunities for all young people and respect for their rights, as stated in Greek and international legislation, especially the UN International Convention on the Rights of the Child.

CECL is one of the most active Greek not-for-profit research institutes. CECL is active in constitutional institutions and good governance, European integration and policy, fundamental rights and social policy. The specific objectives of the CECL are to provide institutional know-how and capacity-building to public bodies in Greece, developing countries and member-states of the European Union, to undertake theoretical and applied research in the fields of Greek, European and comparative public law and public policies; and to promote public awareness on developments in the European area.

CESIE is a non-profit, non-governmental organisation based in Palermo (Italy) and established in 2001. CESIE is committed to promote the cultural, social, educational and economic development at local, national, European and international levels. Through its Migration Unit, CESIE supports the social inclusion of migrants, asylum seekers, refugees of all ages (children, youngsters, adults) through holistic activities and training.

EPEKA is an association and social enterprise established in 2008 in Slovenia and is part of the wider international EPEKA Network. The organisation focuses on non-formal education, social inclusion, arts, ecology and other social issues. Since its inception the members of EPEKA have worked closely with the Roma community and other target groups which fall into the category of NEET.





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CODECA is a non-profit organisation established and operating in Cyprus since 2016. The organisation aims, through the provision of specialised services, to reduce social inequalities, develop conditions for equal opportunities, and assist the integration of vulnerable and socially excluded groups into society. One of its main operations is the provision of management and services at the migrant reception centres in the Republic of Cyprus, as well the provision of semi-independent living spaces as well psycho-social and training support to Unaccompanied Asylum-Seeking Children.

SÜDWIND is an independent Austrian human rights organisation. For more than 40 years, Südwind has been advocating for social justice, fair working conditions and sustainable global development. Through educational work, public relations and campaigning, Südwind addresses global interrelationships and their social impacts. With public campaigns, awareness raising and through educational work, Südwind is committed to a more equal world and a good life for all. Südwind has been a long-term member of the Austrian Platform for development and humanitarian aid as well as the Austrian Alliance for Climate Justice.

KINDERFREUNDE (Childrenfriends) is a non-governmental organisation based in Vienna (Austria) that promotes the rights of children who live in Austria, founded in 1908 as a worker's association in order to improve the lives of their children. Nowadays, Kinderfreunde is not only a strong lobby for children and their rights recognition but also is involved in many projects in Austria, for the development of children's wellbeing. Activities such as children's rights and child protection programmes, political and social lobbying for Kinderfreunde kindergartens, educational work with refugees directly in refugee centres, play afternoons, local groups all over Austria and vacation activities for Families are a large part of the work of the organisation.

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Training Materials for Professionals & Stakeholders

Overview/ summary

This module aims to provide professionals and stakeholders who are in contact with unaccompanied minors with the knowledge, skills, and tools necessary to effectively support and protect these vulnerable individuals. Unaccompanied minors are children who arrive in a foreign country without a parent or legal guardian, and they are often in need of specialised care and assistance.

The ultimate goal of such training materials is to ensure the safety, well-being, and appropriate support of unaccompanied minors, and to help professionals and stakeholders carry out their responsibilities effectively and ethically. It's essential to provide ongoing training and support to those working with this vulnerable population to ensure the best outcomes for these children.

Learning outcomes:

1. Unaccompanied Minors:

- Knowledge of the unique challenges and vulnerabilities faced by unaccompanied minors.
- Ability to identify and respond to situations of abuse, neglect, or exploitation.
- Understanding of legal frameworks and international conventions related to the protection of unaccompanied minors.
- Skills to provide trauma-informed care and support for children who may have experienced traumatic events.
- Cultural sensitivity and awareness to effectively communicate with children from diverse backgrounds.
- Competence in family reunification processes and social integration efforts.
- Ethical considerations and respect for the rights and well-being of unaccompanied minors.

2. Children's Rights and Ethics:

- Deep understanding of international and national laws and conventions related to children's rights.



- Ability to advocate for and protect the rights of children.
- Ethical considerations when working with children, including informed consent, confidentiality, and best interests of the child.
- Knowledge of the principles of non-discrimination, participation, and the child's right to be heard.
- Skills to address and report violations of children's rights.
- Ability to promote and create child-friendly and safe environments.
- Commitment to upholding the highest ethical standards when working with children..

3. Cognitive Bias:

- Recognition of common cognitive biases that can impact decision-making and interactions.
- Skills to identify and mitigate cognitive biases in professional settings.
- Improved critical thinking and problem-solving abilities.
- Awareness of the potential impact of biases on children's well-being and rights.
- Application of strategies to foster objective and fair decision-making.
- Promotion of a more inclusive and equitable environment by reducing bias-related disparities.
- Enhanced self-awareness regarding one's own cognitive biases.

4. Children's Needs:

- Comprehensive understanding of the physical, emotional, and psychological needs of children.
- Knowledge of child development stages and age-appropriate interventions.
- Ability to assess and respond to children's needs in various contexts.
- Skills to provide appropriate support, care, and resources to meet children's needs.
- Identification of signs of distress, trauma, or developmental issues in children.
- Application of a child-centred approach in decision-making and interventions.
- Promotion of the holistic well-being of children, including their health, education, and social needs.

5. Train the Trainer:

- Instructional skills to design and deliver effective training programs.
- Knowledge of adult learning principles and methods.
- Ability to create engaging and interactive training materials and activities.
- Competence in assessing the training needs of professionals and stakeholders.
- Skills to evaluate the effectiveness of training programs and adjust them as needed.
- Confidence in facilitating group discussions, providing feedback, and promoting knowledge retention.



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- Understanding of best practices in creating a supportive learning environment

These learning outcomes should empower professionals and stakeholders to provide effective support, protect the rights of children, deliver high-quality training, reduce cognitive biases, and meet the diverse needs of children in their care. It ultimately leads to better outcomes for children and the promotion of their well-being and development.





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Unit 1 – Unaccompanied Minors

Introduction to Unit:

Why do children become unaccompanied minors?

When discussing the underlying factors that contribute to children leaving their home countries, it is important to recognize that every situation is unique and influenced by a combination of factors. Here are some common underlying factors that drive children to migrate:

Conflict and Violence: Children living in areas affected by armed conflict, civil unrest, or widespread violence often face threats to their safety, well-being, and even their lives. The fear of being caught in the crossfire or targeted by armed groups can push children and their families to seek refuge in more stable regions.

Economic Hardship and Poverty: Persistent poverty, lack of job opportunities, and limited access to basic services can leave families struggling to meet their basic needs. In many cases, children are forced to migrate in search of better economic opportunities for themselves and their families.

Displacement and Disasters: Natural disasters, such as hurricanes, earthquakes, or floods, can devastate communities and displace families. When homes are destroyed, livelihoods are lost, and access to essential services becomes scarce, children and their families may be compelled to leave their home countries in search of safety and stability.

Discrimination and Persecution: Discrimination based on ethnicity, religion, race, or political beliefs can subject children and their families to persecution and marginalisation. When their safety and rights are threatened, migration may become the only viable option to escape persecution and seek protection elsewhere.

Family Reunification: In some cases, children may choose to migrate to reunite with family members who have already migrated. The desire to be with loved ones and seek their support and guidance can be a significant motivation for children to embark on their migration journeys.

Lack of Education and Opportunities: Limited access to quality education, including schools that are destroyed or unavailable, can severely hinder children's prospects for a better future. Children and their families may see migration as a means to access educational opportunities and improve their life chances.

Trafficking and Exploitation: The grim reality of child trafficking and exploitation is another factor driving children to leave their home countries. Traffickers prey on vulnerable children and lure them with false promises of a better life, only to subject them to exploitation, forced labour, or sexual abuse.





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These factors often interact and reinforce one another, creating complex and challenging situations for children and their families. Addressing the underlying causes of child migration requires a comprehensive approach that includes addressing conflict, poverty, inequality, and ensuring access to education, social services, and protection measures in the home countries of these children.

Learning activity 1.1: Role-play: DO / Don't Let Damal GO (Dilemma)

Type of activity

In-person or online Role-play

Purpose/goal

The role-play "DO / Don't Let Damal Go" helps stakeholders approach the topic from a potential family's perspective in the country of origin.

- Participants changes perspectives and experience empathy,
- Practice coping with dilemmas,
- Discuss about a difficult situation faced by some children and their family prior to a child's departure.

Group size

2 – 25 participants

Material needed



Character cards

Sarah, 13, youngest daughter of Awa and Arale.

Her arguments:

She is afraid she may be the next to be sent abroad.

She does not care much about the extra money.

She is afraid for her brother and does not want to lose him.

Mahmud, 43, neighbour, Ali's father whose family is about to join their minor son in Italy.

His arguments:

He would earn more money than he does now.

He could provide better for his family.

But he would have to first his friend and family.

Arale, 42, Damal's Father.

His arguments:

For a father to have a son in Europe is an honour. Moreover, his Son will have a better future and lift the whole family.

Damal is already a man, He will well manage the risks.

But he would never forgive himself if something happens to Damal

Awa, 36, Damal's mother

Her arguments:

She does not want her son to put himself in danger.

The benefits in the EU are not worth the risk.

But she knows minors have special rights in the EU. Damal could be better off

Ambro, 60, Damal's Grandmother, She lost her husband on his migration journey.

Her arguments:

She suffers to see young people leaving the country.

She thinks her grandson will also die during the journey.

She figures out that the grandson

Kuluc, 19, oldest son of Awa and Arale.

His arguments:

The family would be in a better financial situation.

He imagines emigrating himself one day. With his brother oversee; it would be easier to use legal ways.

He envies the neighbour family

Estimated duration:

60 min

Instructions

Setting

Introduce and explain the setting by saying: *Damal (15) lives with his family in Mogadishu, Somalia. Despite the efforts of all family members, it is becoming more and more difficult to meet his family's basic needs every day. His friend and neighbour Ali (15) emigrated unaccompanied and now lives in Italy. Ali's family is preparing to follow him. The Damal family is thinking about following the Ali family's example. However, they know other families who have lost sight of their underage children while fleeing. A meeting is organised to exchange opinions and vote on whether Damal should go or not. Here are the attendants:*

- *Sarah, 13, youngest daughter of Awa and Arale.*
- *Mahmud, 43, neighbour, Ali's father whose family is about to join their minor son in Italy.*
- *Arale, 42, Damal's Father.*
- *Awa, 36, Damal's mother*
- *Ambro, 60, Damal's Grand-mother, She lost her husband on his migration journey*
- *Kuluc, 19, oldest son of Awa and Arale*

Note: Damal may not attend the meeting.

- Create space for a stage and the audience
- Distribute the roles (cut out the characters' Cards)
- Actors study their characters and consider arguments for their position. This can also be organised in small participant's groups. In that case, form a group for each Character. However, only one person represents the character on the stage.

Stage time

- The trainer acts as moderator and opens the discussion. The central question of the role-play is: **Should Damal emigrate?**

- The characters explain their positions and discuss with each other.
- The participants who are not playing a role are the audience and Damal's big family. They can ask questions to the actors on the stage.

At the end of the discussion, organise a vote. First among actors only, then involve the audience.

Critical reflection on the play

- All participants "leave" their roles.
- The group comes together in a sitting circle and discusses the issue using e.g. the following questions:
 - How actors felt in their role:
 - Whether there are characters, they would have liked to see in the debate, e.g. Damal?
 - How do you imagine that Damal would react to the decision made?
 - Did participants casted their vote based on their Character/role in the play or based on their genuine opinion? Discuss.

Conclude the exercise by saying: *Unaccompanied migrant children and young people (...) may have left their country for several different reasons, which are complex and likely, unique to each child. It is important to not make assumptions on why a child has left, but instead engage in dialogue (if appropriate, and not upsetting to the child) to understand the child's perspective. Be mindful that the child may already have had to re-tell their story to several people before you, and they may not wish to do so again.*

According to IOM, many children are fleeing Somalia to escape poverty and conflict and to dream of a better life and access to education. Armed groups target children who are recruited as soldiers, forcibly married and raped. The situation forces children to flee, often without their parents' consent.

In cases where families send their children abroad, the reality a child faces is not always known or known to the families, and usually they are faced with the dilemma of having to decide whether to let the child go.

References:



IOM Belgium: Caring for Unaccompanied Migrant Children - Somalia

<https://belgium.iom.int/sites/g/files/tmzbd1286/files/inline-files/leaflet-co-somalia-eng.pdf>

UNICEF Office of Research (2019): "No Mother Wants Her Child to Migrate". Vulnerability of children on the move in the Horn of Africa.– Innocenti, Florence

<https://www.unicef-irc.org/publications/pdf/Child-Migration-Horn-of-Africa-part-1.pdf>

Tips/Opinions:

The exercise can be extended with the analogic question "Do / Don't let Damal in". The Characters would be actors in the land of transit or in the receiving country.

Accept whatever decision that comes out of the vote and cope with it.

Challenges Faced by Unaccompanied Minors

Unaccompanied minors face numerous challenges throughout their migration journey and upon arrival in their destination countries. These challenges can have significant impacts on their well-being, development, and ability to integrate into new societies. Here are some of the key challenges faced by unaccompanied minors:

Protection and Safety: Unaccompanied minors are highly vulnerable to exploitation, abuse, and trafficking during their journey. They often face risks such as physical violence, sexual exploitation, forced labour, and recruitment by armed groups. The lack of parental or guardian protection exposes them to heightened risks and makes it difficult for them to seek help or report abuse.

Legal Issues and Immigration Processes: Navigating complex immigration systems and legal processes can be overwhelming for unaccompanied minors. They may struggle to understand their rights, access legal assistance, and effectively present their cases for asylum or other forms of protection. The uncertainty surrounding their legal status can contribute to their feelings of insecurity and anxiety.

Access to Basic Services: Unaccompanied minors often encounter challenges in accessing essential services such as shelter, healthcare, education, and psychosocial support. Limited resources, language barriers, and lack of knowledge about available services can further hinder their ability to access the support they need.





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Education and Language Barriers: Unaccompanied minors face barriers to education due to language differences, lack of appropriate educational programs, and difficulty in integrating into school systems. Limited educational opportunities can affect their long-term prospects and hinder their ability to rebuild their lives.

Psychosocial Well-being: Separation from family, exposure to traumatic events, and the stress of migration can significantly impact the mental and emotional well-being of unaccompanied minors. They may experience feelings of loneliness, anxiety, depression, and post-traumatic stress disorder. Access to specialised psychosocial support services is crucial to address their emotional needs and help them heal.

Family Reunification: For many unaccompanied minors, the desire to reunite with their families is strong. However, the family reunification process can be complex, time-consuming, and uncertain. Lengthy separation from loved ones can have negative psychological effects on children and hinder their ability to form stable relationships in their host countries.

Social Integration and Discrimination: Unaccompanied minors may face challenges in integrating into their new communities due to language barriers, cultural differences, and discriminatory attitudes. They may encounter prejudice, xenophobia, and social exclusion, which can impede their sense of belonging and hinder their ability to build a support network.

Addressing these challenges requires a holistic and rights-based approach that ensures the protection, well-being, and development of unaccompanied minors. It involves providing safe and supportive environments, access to education and healthcare, legal assistance, psychosocial support, and opportunities for social integration. Collaboration among governments, civil society organisations, and communities is crucial to address the unique needs of unaccompanied minors and ensure their rights are upheld.



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Learning activity 1.2: Dhaba's story

Type of activity

In-person or online Text/Story analysis, performing (if extended)

Purpose/goal:

- Developing empathy
- Developing an interest for unaccompanied minor's stories
- Awareness of the fact that the stories told by the children are always parts of their real stories and so the difficulties they relate to.
- Insight in geography (of a journey)

Story's source: <https://migrantchildstorytelling.org/dhabas-story/>

Group size

2 – 25 participants

Material/s needed

- Big Word Map
- A4 World map for each participant
- Worksheet the story
- Mobile phone (each participant uses their own)
- Sound boxes

Rope and pins

Estimated duration

60 min



Instructions

- 1) Visualise Dhaba's journey on a world map highlighting the steps he mentions. Participants trace the way Dhaba went from his departure to where he finally stayed. Find a volunteer that reproduces the journey on the Big Word Map with a rope and pins. Then allow other participants to correct or add stations that are missing. To conclude this part, ask participants what they see on the map. Make sure they mention the borders as these are often overlooked.
- 2) Make a list of the challenges Dhaba faces and mention in his story. After participants have done so, let them compare their results and discuss.
- 3) Make a list of the actors involved indicating their actions. After participants have done so, let them compare their lists and discuss.
- 4) Re-tell this story in 1 minute. Record your version. You can compare it later to the one of other participants and discuss. Ask participants to go out of the seminar's room for a walk. They should come back with their one 1-min-version of the story. Invite volunteers to share several versions and comment with the group about the part of the story that they had to leave out because of the frame given (1 min). Discuss.
- 5) In the reflection part use e.g. following questions:
 - Does it help you or/and your work/engagement to listen to migrants' stories? Why?
 - *Did participants select different aspects of the original story for their 1 minute version? What does it mean?*
 - *Could you imagine other difficulties Dhaba would have gone through and do not mention in this story? (Because the frame given? 2 or 3 pages for publication)*
 - *Would you have behaved /Acted/ reacted differently as Dhala in front of the situations he mentioned? How is it different? Why?*
- 6) **Conclude the activity by saying:** *As a supporter, you need to be aware that you may never know all aspects of the child's story. There may be parts of the child's story that a supporter can easily understand and others that are difficult to understand. The child may not feel comfortable telling his or her story, especially if it involves revealing intimate details of his or her personal and family life. There is no doubt that personal history affects the relationship between the supporter and the child.*

References:

The Euro-Med Human Rights Monitor (2023) "Happiness, Love and Understanding: The Protection of Unaccompanied Minors in the 27 EU Member States"
<https://euromedmonitor.org/en/article/5642/%E2%80%99CHappiness,-Love-and->



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[Understanding% E2%80%9D: -The-Protection-of-Unaccompanied-Minors-in-the-27-EU-Member-States](#)

<https://www.migrantchildstorytelling.org/> - <https://migrantchildstorytelling.org/dhabas-story/>

TIPS:

All parts of the activity can be done in small working groups. For the 1 min story, members of the group can write the story together and one of them records it.

It could be interesting to let participants act (perform/ theatre) in some situations of the story, Bridging performing arts and education.

Dhaba's Story

Dhaba is fifteen years old and comes from the Oromya region of Ethiopia. He was sleeping rough in Calais when he first told me his story in November 2017. Today he is living in the UK, studying for GCSEs.

I lived a good life with my family. My father was a shopkeeper in the Oromya region. I have two sisters and a brother. We were happy. I love football- I support Manchester United- and I played for my school. I loved school. I started at five. It was a private school and I studied hard. My favourite subjects were history, maths and English. Everything was going well and there were no problems until the day of the demonstrations when I was caught on camera.

The demonstrations began at school when I was 13. Why? Because the Government was bad and we demonstrated to show our unhappiness. There is a university near where we live. The university students came out, demonstrating about problems. We saw them kicked and taken to prison. And yet our constitution says people have the right to demonstrate. So we school students demonstrated to ask "Why are they going to prison? Will the same thing happen to us?"

They tear gassed us and some students were killed. In my neighbourhood a guy was injured. Some students from our school were killed. Then we demonstrated again. This time I was right at the front holding a banner saying "Stop killing Oromo students". University students were demonstrating, school students – not just our school – all of Oromiya – it was very, very big.

The next day the police covered the country and no one was allowed out of his house. But I didn't go home. I was hiding in the countryside. There were older people with us. We realised we would be tortured in prison if we were caught, so we decided to leave the country. We all went separately. I went to another city and prepared for a long journey, then I went to North West Ethiopia. I contacted my family from the border and they also helped.



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The journey was really difficult. We crossed into Sudan. It is hard to walk in the desert. We walked for two nights and then stopped in a small village for two weeks until I got some assistance from my family. Smugglers took us to Khartoum but it was not good there. There is no rule-of-law, people just abuse you and there are spies everywhere. So we paid again for smugglers to take us to Libya. It took ten days to cross the desert. We travelled in a truck for three days but in some places we had to walk because the sand was too deep, and then before we got to Tripoli we were kidnapped by bandits. They were armed and in a land-cruiser and started to exchange shots with the smugglers, but the smugglers were beaten and kicked and the bandits took all of us from two lorries and put us in a container. Then they told us to ask our families for money: 2000 dollars each. We were given water once a day and they asked us to call again and again and they kicked us again and again. There was a big fence around the container. You could not get out. Males and females, adults and children all crammed together. The women were abused. You shit, you ate, you slept, there was nothing else to do.

Then they took us to Tripoli. Those who could not pay remained. My family found money. But when we got to Tripoli those bandits sold us to other smugglers and these new smugglers asked for more money: 1000 dollars per head to cross the Mediterranean. They kept us in a warehouse and we were taken to do heavy work carrying stones. I was there for about 2 months. Finally we crossed. And it was just a rubber boat with 100 people on it. It was too small and I was in the middle. I cannot swim and we had no life jackets. I was just about to give up hope, because the water was coming in and I was sure we were going to sink but the big rescue ships arrived.

When we got to Italy they put us in a camp and gave us food and clothes. Then I moved to an adult shelter because I did not want to be separated from my friends. It was not very good and the Italian workers told me as I was young I could go to another better place, but after one week I left with my friend and we took the train to Ventimiglia and tried to cross the border to France. We tried by foot through the mountains, and on the train. Each time they caught us they just sent us back to Italy. Finally I hid under the seats in the train carriage and got across.

That was almost a year ago. I followed my friends here to Calais and everyone said go to the UK. The language is much easier. I was with 4 friends and 2 have already succeeded. They are in England now.

When I got here the Jungle was still standing. I lived there for 2 months. It was hard but so much better than now. At least you had a place that was your own. There were fights, yes, but people got on. I was not there when they dismantled it. By mistake I went to Germany! What happened was that there was a lorry at a petrol station and when my friends opened the back I jumped on without checking. There was my friend and a Sudanese guy and we did not know that it was not going to the UK. When we noticed we shouted at the driver to stop, but he would not and he took us to the police in Germany. They fingerprinted us and took us to camp. We were put in a dormitory. There were so many people from so many countries. They asked us where we were from and why and gave us language teaching and clothes and I did stay for five months. But the language is really tough and they put us in the remote countryside. I have an uncle in the UK and I did not want to stay, so I just got on a train and crossed back to France.



Young migrants leaving the distribution point in Calais. Picture source:

<https://www.migrantchildstorytelling.org/dhabas-story/>

This is not better. I have been living under a bridge for eight months. I try every day to cross. We survive on distributions. Sometimes at night a dog urinates on us. The police take our sleeping bags or sometimes they just take us to the police station and keep us there for an hour. I have been pepper sprayed several times. Sometimes when walking along the Street a police car comes by and they just spray you in the face. It happened the day before



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yesterday. We had just taken our sleeping bags and were walking and the policeman ran up and sprayed us. He pulled out his phone to show pictures of a French policeman beside the canal. They take your clothes and everything.

Ethiopia? I could go back, if the government respected people and did not kill and imprison them. There is no conflict between people in Ethiopia. It is the government that is making problems. Amhara, Oromo, everyone is against the government, they are not against each other. People are killed in all regions of the country and we need to stop this. We need respect!

Update, October 2018

There were some French people who sometimes came to Calais to the food distribution sites. They had an office in St Omer. I told them about my uncle in the UK but I did not have an address. So, a woman took my number, but she could not find him. I think he must have changed his name and address. But this woman called me and said she wanted to help and told me to come to St Omer. So, I did. I stopped trying the illegal crossings as soon as I was in this process. They gave us a place to stay in St Omer. It was definitely better than under the bridge. There were lots of children there, perhaps 30-40, all boys. I spent three to four months there while they were arranging for me to go to the UK. I arrived here in May. I came here by plane, it was my first time to fly. A woman accompanied me and we were met by police because I had no visa. They allowed me in. First of all, they sent me to a town in the North and I lived with a man. He was very kind, but he asked me a lot of questions, especially whenever I was talking with my friends on Facebook, so I felt a little bit uncomfortable. I did not go to school at first it was already almost the end of term. But they sent me to conversation classes. There were 2 friends from Calais there.

And also, I have a social worker. I am not sure where she is based but I see her often, almost once a week. I like her very much, she is easy to talk to and she understood my problem with this man. She changed my home to another town. My new family are Pakistani. The mother and father have taken in 4 refugees. Their own children are grown up. Now I go to school. I am in year 11. There are many refugees in the school and they give us language classes. They treat me very well. Some of the teachers from my school go to Calais to help. I still have two friends living there. My family in Ethiopia are very happy because they know I am safe.

I am happy about that is happening in Ethiopia. The new prime minister is good. We are 84 different cultures and different languages but we are one. For example, in Ethiopia we had Christian neighbours. What we need is tolerance. But it is not safe yet to go back

I will do GCSE's next year and I want to go to university. I want to get my education here. I like England. The British government cares for refugees. I don't see refugees on the street like in Calais. No one has been hostile to me. People are so friendly. I have two close friends here, one is from Eritrea and one from Kuwait. They are neighbours. I speak Arabic, Oromifa, English, Amharic and even some French, so there is no difficulty talking. I go to Mosque. The one in our area is a little different from the one in our country. They have different ways of praying. I found another Mosque. The people who go there are from everywhere and it is more like my own country. In my spare time I play football, both with the school and also for a local group. I am going to play football this weekend, with a Sudanese team

I am going for my interview soon. I have a solicitor as well as a social worker. I hope it goes well.

Source: MIGRANT CHILD STORYTELLING -<https://www.migrantchildstorytelling.org/>

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Unit 2 – Children's Rights and Ethics

Introduction to Unit:

The learning strand will introduce educational staff (teachers, trainers, social workers, etc.), who are working with UAM or are planning to work with them, to some basic terms and skills that are crucial for providing quality support to unaccompanied minors. Within the learning module, the trainees will therefore acquire additional information related to the fundamental rights of children, with a particular focus on the rights of unaccompanied minors in the EU area, and will learn about key documents and directives addressing the rights of (unaccompanied) children. The learning strand will address ethics in working with children and the boundaries that must not be crossed.

Within the module, three practical oriented workshops will be presented, designed to give the trainees a closer look at the fundamental rights of children and to improve their understanding of ethical conduct when working with unaccompanied minors. Most of these workshops can later be used by the participants in their direct work with unaccompanied minors and other children and adolescents, while introducing minor changes, to raise awareness of children's rights and fair treatment among the final target groups.

Children's rights in the European Union, particularly in relation to unaccompanied minors, are protected and promoted through various legal and policy instruments. **The EU is committed to safeguarding and respecting the rights of all children**, especially those who are most vulnerable, such as unaccompanied minors.

Briefly on the History of Children's Rights:

During ancient times, special protection for children wasn't a recognized concept. In the Mediaeval period, children were typically viewed as simply smaller versions of adults.

The concept of providing special protections for children emerged in France in the mid-19th century, which gave rise to the development of specific rights for minors. Starting from 1841,

French laws began to include measures that protect children in their workplaces. Then, in 1881, the right to education became a legally protected aspect for children. In the early 20th century, protective measures for children started to take form in a comprehensive manner. This included safeguards in healthcare, social services, and judicial areas. France was the forerunner of such protective measures, which were later adopted across Europe. From 1919 onwards, the international community began to acknowledge the importance of children's





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protection.¹ Further reading about the history of Children's rights is recommended; recommended articles are added among the sources.

Key instruments and principles connected to children's rights at the EU level include:

- United Nations Convention on the Rights of the Child²: This international treaty, ratified by most EU member states, outlines the fundamental rights of children, including their right to life, survival and development, the right to education, healthcare, protection from violence, abuse and exploitation, and the right to participate in decisions affecting their lives.
- Charter of Fundamental Rights of the European Union³: This document encompasses the fundamental rights that must be respected by EU institutions and member states when implementing EU law. Article 24 of the Charter specifically addresses the rights of the child and establishes the principle of the best interests of the child, the right to protection and care, and the right to freely express their views.
- Reception Conditions Directive⁴: This directive sets minimum standards for the reception of applicants for international protection, including unaccompanied minors, ensuring access to healthcare, education, and special protection measures.
- Asylum Procedures Directive⁵: This directive establishes minimum standards for procedures for granting international protection, including access to free legal assistance, the right to be heard, and the appointment of a guardian for unaccompanied minors.
- Family Reunification Directive⁶: This directive sets out the conditions for the right to family reunification for third-country nationals, including unaccompanied minors who have been granted international protection.

¹ Source: <https://www.humanium.org/en/childrens-rights-history/>

² Source: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>

³ Source: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:12012P/TXT>

⁴ Source: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32013L0032>

⁵ Source: <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=celex%3A32013L0032>

⁶ Source: <https://eur-lex.europa.eu/legal-content/en/ALL/?uri=celex%3A32003L0086>



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Source: <https://varieresearch.com/workshop-1-what-are-childrens-rights/>

By implementing these instruments and adhering to the principles they embody, the EU seeks to create a supportive environment for unaccompanied minors and protect their rights throughout their asylum-seeking process and integration into their host societies.

The EU Strategy on Children's Rights was adopted at European level in 2021, consisting of six key areas: 1. Children's participation in political and democratic life, 2. Socio-economic inclusion, health and education, 3. Combating violence against children and ensuring child protection, 4. Child-friendly justice, 5. Digital and information society, 6. Global dimension. There's also a child-friendly version of the Strategy, which can be used in the process of collaboration between trainers and UAM.⁷

⁷ Source: https://commission.europa.eu/system/files/2021-03/long_version.pdf





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The documents and strategies that are mentioned above, should serve as an additional tool that people working with UAMs need to be familiar with.

When we talk about children's rights, we rely heavily on the definitions and rights contained within the key document in this area; the **Convention on the Rights of the Child**. It is a document made up of 54 articles, some of the key ones being: ⁸

- ARTICLE 2 (non-discrimination) The rights set out in the UNCRC apply to every child whatever their race, colour, gender, language, religion, ethnicity, disability or any other status.
- ARTICLE 3 (the best interests of the child) In all decisions and actions that concern children, the best interests of the child shall be a primary consideration.
- ARTICLE 10 (family reunification) Where a separated child or his or her mother or father wishes to move to another country to be reunified as a family, the states involved should respond quickly and sympathetically. Children whose parents are separated and living in different countries have the right to maintain a personal relationship and direct contact with both parents.
- ARTICLE 22 (refugee children) Children seeking or who have refugee status have the rights set out in the UNCRC. Governments must provide protection and support, and must help children who are separated from their parents to be reunited with their family.
- ARTICLE 29 (education and children's development) Education should help develop every child's personality, talents and mental and physical abilities to the full. It should develop children's respect for their own rights and those of others, for their parents, for their own culture and the cultures of others, and for the natural environment.

We have included only a few articles that are key to the topic we are discussing. The participants of the training will learn more about the rights of the child and the individual articles of the document during the practical part of the module. Workshop facilitators are tasked with not only providing valuable and engaging educational content but also ensuring that their teachings are applicable and relevant to their attendees' context. This requires an in-depth understanding of national strategies, policies and action plans, related to the workshop's subject matter.

Kidsrights index

*The **KidsRights Index** is the first and the only global ranking that annually measures how children's rights are respected worldwide and to what extent countries are committed to improving the rights of children.*⁹ The KidsRights Index 2022 reports that Iceland, Sweden, and Finland are leading in children's rights, while Chad, Afghanistan, and Sierra Leone trail behind. The Index grades countries on five domains: life, education, protection, health, and

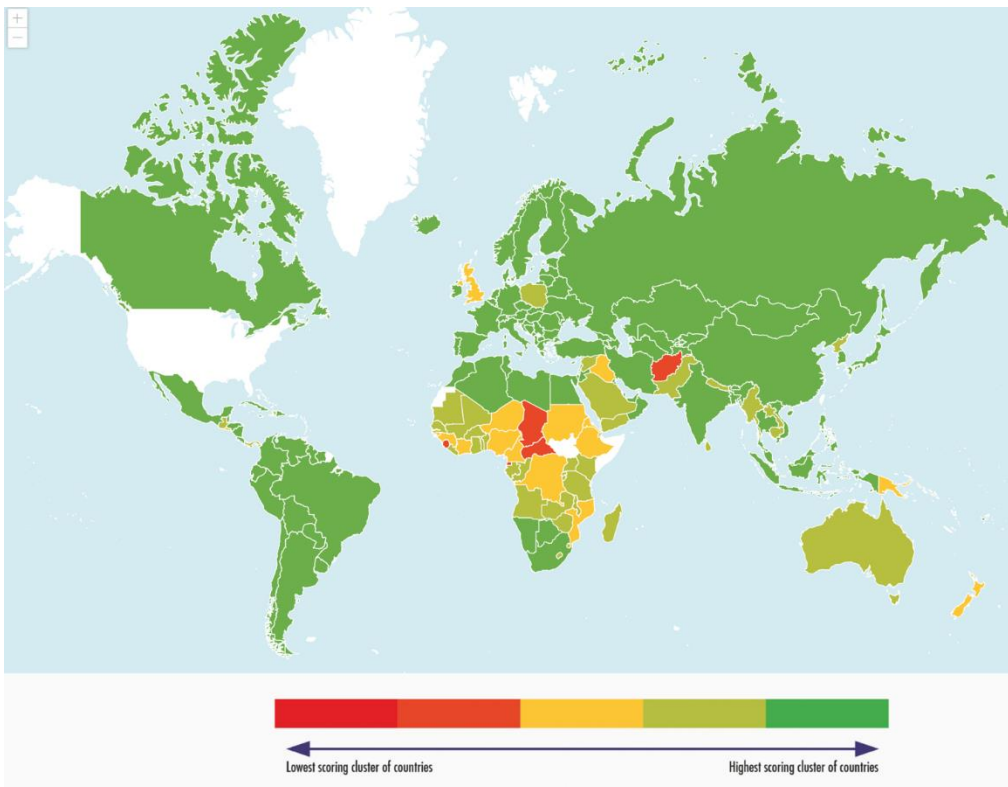
⁸ Source: <https://www.savethechildren.org.uk/content/dam/gb/reports/humanitarian/uncrc19-summary2.pdf>

⁹ Source: <https://www.kidsrights.org/research/kidsrights-index/>



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environment for child rights. The Index discloses that children's living standards have not substantially improved over the last decade. In fact, standards have dipped further among the lowest-ranked countries. Highlighting Climate Change as the foremost global risk for children's futures, the Index reveals that around a billion children face a high risk of adverse effects, with 920 million already experiencing water scarcity and 820 million severely exposed to heatwaves. Among the countries that are members of the partnership consortium, Austria is ranked 8th in the Index, following Iceland, Sweden, Finland, the Netherlands, Germany, Luxembourg, and Denmark. Slovenia is in 9th place, followed by Italy in 18th place. Greece holds the 34th spot, and Cyprus is in the 35th position.



Source: <https://www.kidsrights.org/research/kidsrights-index/>

It is essential to take a **child-centred approach** in order to understand the ultimate target groups; UAMs and their rights. This approach is based on the belief that children are active participants in their own learning and development and that their involvement is crucial for successful education and upbringing; it is also of paramount importance that we always act in the best interest of the child, either by educating ourselves about children's rights and ethical approaches to working with children, or by teaching children themselves about children's rights and ethical work.



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When engaging with children, it is of paramount importance to provide individualised, respectful, high-quality, and appropriate support. Unaccompanied minors, as an exceptionally vulnerable group of children and adolescents, require special attention to ensure ethical treatment that addresses their unique needs.

Ethical engagement with children necessitates the respect, protection, and promotion of their rights, while consistently prioritising their needs and interests in decisions and actions that impact them. Adhering to key principles and practices is vital when working ethically with children, which includes:

- Respect for children's rights: Adherence to international and national laws and guidelines that govern children's rights, such as the United Nations Convention on the Rights of the Child (UNCRC), is essential.
- The best interests of the child: Every decision and action concerning a child should be guided by their best interests.
- Right to participation: It is crucial to allow children the opportunity to express their views and participate in decision-making processes that affect their lives, while taking their age and maturity into consideration.
- Non-discrimination: Treating all children equitably and respectfully, irrespective of their race, gender, age, language, religion, disability, or any other personal or social status, is imperative.

Taking into account national and international guidelines, strategies and policies, it is certainly important to follow and be familiar with existing codes of ethics when working with unaccompanied children. It is crucial that organisations, educational institutions and other stakeholders who support UAMS in their work have developed internal mechanisms that clearly define codes of ethics and conduct, and track and evaluate the work done, as well as strive for continuous improvement.

Working with vulnerable children also requires a careful and sensitive approach. Here are some ethical guidelines to ensure the safety and dignity of the child and to ensure that boundaries are maintained:¹⁰

Informed Consent: Always obtain informed consent from the child, as well as their parents or guardians, before any intervention or involvement in any activities.

Confidentiality: Keep all personal information about the child confidential, unless disclosure is necessary to protect the child or others from harm.

Respect: Treat every child with respect and dignity, regardless of their circumstances. Recognize and honour their individuality, and avoid labelling or stereotyping.

¹⁰ Source: <https://www.bacp.co.uk/media/3103/bacp-ethical-framework-for-the-counselling-professions-2018.pdf>





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Child Protection: Ensure that all activities are safe and appropriate for the child's age and development.

Empowerment: Encourage children to express their views and participate in decisions that affect them.

Professional Boundaries: Maintain a professional relationship with the child, avoiding any behaviour that could be misconstrued as favouritism, manipulation, or exploitation.

Collaboration: Work collaboratively with other professionals and organisations, sharing information and resources in the child's best interests.

Accountability: Be accountable for your actions and decisions. Regularly reflect on and evaluate your practice to ensure that it is ethical and effective.

Training and Supervision: Continually develop your knowledge and skills through training and supervision. Seek advice and support when faced with ethical dilemmas.

Through the following practical tasks, people working with unaccompanied minors will deepen their theoretical knowledge and insights into children's rights and ethical principles when working with unaccompanied minors. All tasks are designed to encourage active participation and mutual cooperation of the trainees, as the key objective of the module is to ensure that those working with unaccompanied minors carry out their work in a high-quality and professional manner and, as a result, contribute to improved opportunities and possibilities for unaccompanied minors.

Learning activities 2.1: Discussing Children's Rights

Type of activity:
Discussion on Children's rights; can be implemented face to face or as an online activity (Virtual)
Purpose/goal:
The aim of the activity is to give participants a closer look at the key rights of children. Supported by cards, listing the fundamental rights of children, the activity focuses on how to define and evaluate an individual right and how this right is implemented within the environment in which they live/work. In understanding and articulating how a right is





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manifested, they take into account the differences between children, host country nationals and unaccompanied minors.

Goal: Improving understanding of children's rights among trainees, being able to provide support to children whose rights are violated.

Group size:

2 – unlimited (the duration of the activity should be adjusted to the number of the participants).

Materials needed:

Cards (printed out or digital, depending on the setting of the activity) that show various rights of the children; **can be adopted from here** (<https://www.unicef.org/media/56661/file>).¹¹

In case that there is a small group of participants, the facilitator of the activity can distribute cards, which are the most relevant to the topic discussed

Estimated duration:

75 minutes (5 min for instructions, 30 min for working in pairs, 40 min for presentation / discussion in case of 20 participants).

Instructions:

1. Introduce the purpose of the activity; give the participants a brief overview of the children's fundamental rights, you can inform the participants about the Kidsrights index¹² in the country, where the activity is being implemented.
2. Put participants in pairs (recommended to encourage collaboration of participants who don't know each-other from before) and distribute cards to the pairs.

¹¹ Source: <https://www.unicef.org/media/56661/file>

¹² Source: <https://www.kidsrights.org/research/kidsrights-index/>





3. Explain that the pairs need to discuss the right that was designated to them. They should come up with a definition of this right and later on, compare it to the article from UNCRC.
4. After understanding the specific right, the pair should define how children in the country where the activity is being implemented, access the specific right; are there any differences in how UAMs access the specific right within the country? What are the differences and what could we do in order to minimise these differences?
5. Each pair presents the outcomes of the activity in 3 min and discusses it with the rest of the group. The facilitator of the activity writes down the differences of the rights of UAMs and other children living in the same country in order to point out the possible injustice in consumption of fundamental rights of the children.
6. Conclusion of the activity, thank the participants for their active involvement, give them further information about the outcomes of the project and where to find sources that have been created within the CIVILHOOD project.

References:

KidsRights Foundation. (n.d.). The KidsRights Index. Retrieved from <https://www.kidsrights.org/research/kidsrights-index/>

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UNICEF. (n.d.). Convention on the Rights of the Child. Retrieved from <https://www.unicef.org/media/56661/file>

Tips/Options:

Care should be taken to ensure that the instructions given are clear and understandable. During the discussion and presentation periods, it is important that participants stick to the pre-agreed timeline; i.e., the time available for the presentation and discussion. It is sensible for the facilitator of the activity to retain (or take pictures) of the resulting materials, which may be useful in preparing the report, sharing the results with other interested stakeholders and planning further engagement with the participants. The facilitator should ensure that the discussion is productive and respectful. The size of the groups can be adjusted; in the context of the online version, it may be useful to organise the participants in slightly larger groups, as it may happen that someone does not participate all the time, which does not necessarily lead to group work and exchange of opinions in the case of pairing. The activity





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can also be easily adapted to children and adolescents; it is transferable to different geographical areas.

Learning activities 2.2: A matter of Ethics

Type of activity

Ethical approaches in working with UAM: *The challenges we face(d)*, can be implemented face to face or as an online activity

Purpose/goal

The aim of the activity is for participants to reflect on the ethical dilemmas they face in their work and possible responses to situations in which they find themselves in cooperation with unaccompanied minors. We would like the activity to take place in the context of small group work (4 participants per group), as this will encourage the participants to work together and come up with a variety of outcomes and responses to each scenario. Through this activity we want to show the participants that there are always multiple solutions to the dilemmas we face in the case of children and that in order to find an optimal solution that does not negatively affect the UAM, it is necessary to work together, to compromise and to act in the best interest of the child.

Group size

8 – 40 people (4 people per group).

Materials needed

The facilitator prepares scenarios related to ethical dilemmas when working with unaccompanied minors. One scenario is assigned to each group; the individual group also has the option not to use the assigned scenario but to use its own (scenario related to the experience that the participants have). Here are examples of possible scenarios that can be distributed among the group of participants of the activity:





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Scenario 1: A refugee centre has limited resources and is struggling to provide individualised care and support for each unaccompanied minor. The staff must decide how to allocate the resources ethically while ensuring that each child's unique needs are addressed.

Scenario 2: A 13-year-old unaccompanied minor's family is located in their home country, and the family wishes to reunite with the child. However, the child has expressed fears about returning due to potential violence or persecution. The professionals involved must decide between promoting family reunification and ensuring the child's safety.

Scenario 3: An unaccompanied minor wants to participate in a public event advocating for the rights of refugees and asylum seekers. However, participating in the event may expose the minor to potential risks, such as discrimination, hostility, or unwanted attention. The professionals working with the child must balance the child's right to participate with their responsibility to protect the child from harm.

Scenario 4: An unaccompanied minor is required to testify in a court case related to their experiences in their home country. The process may be traumatic and emotionally distressing for the child. Professionals working with the minor must weigh the importance of the child's involvement in the case against the potential harm to their well-being.

Scenario 5: A professional working with an unaccompanied minor becomes aware of possible abuse within the minor's living arrangement. The child is afraid of retaliation if the abuse is reported. The professional must decide whether to report the abuse to protect the child or respect the child's fears and find alternative solutions.

Estimated duration

90 minutes (10 minutes for introduction to the activity and giving instructions, 45 minutes for working in groups, 30 minutes for discussion, 5 minutes for conclusion).

Instructions

1. Introduce the purpose of the activity; give the participants a brief overview of ethical approaches in working with UAMs and point out that there are NO wrong answers within this activity.
2. Put participants in groups of four (recommended to encourage collaboration of participants who don't know each-other from before) and distribute the prior prepared scenarios to the groups. You can give the groups additional time to come





up with their own scenarios if they wish to (that should prolong the activity for approx. 10 min).

3. Explain that the groups should read carefully the scenarios they have been given and come up with at least two appropriate solutions or two ways of dealing with the situation they faced.
4. Each group should evaluate each of the two choices, clearly stating the positive and negative aspects of each choice, and choose which choice they would make as a group.
5. Each group presents its two options to the assembled participants; explains why and how it has found solutions to existing ethical dilemmas. Participants vote which of the two choices they would choose, the presenting group tells which choice they would choose.
6. Discussion on decision-making, moderated by the facilitator of the activity.
6. Conclusion of the activity, thank the participants for their active involvement, give them further information about the outcomes of the project and where to find sources that have been created within the Civilhood project.

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Tips

We suggest that the facilitator adapts the scenarios to the context in which the activity is being carried out (including ethical dilemmas that people working with unaccompanied minors often face), which can make the activity extra relevant. As previously mentioned, groups can also create their own scenarios based on their own experiences. It is important for facilitators to stress that the activity is not about wrong answers; it is about exchanging views and exploring potential solutions aimed at improving cooperation with unaccompanied minors at a time when educators, practitioners, social workers and others are faced with ethical dilemmas. By improving the decision-making skills of the participants, unaccompanied minors will also be offered a better quality and more holistic treatment.

Learning activities 2.3: Children's Rights - Real-Life Situations

Type of activity

Children's Rights meeting Real-life situations

Purpose/goal

The activity aims to help participants understand how children's rights apply in real situations and how they can be protected, recognized and promoted. The aim of the workshop is to create a dialogue on the application of children's rights in different scenarios and to discuss possible solutions and preventive measures that could be put in place to ensure that children's rights remain protected. The activity can be adapted by stakeholders in a child-friendly way and later integrated into their direct work with children and adolescents, thus raising awareness of children's rights among them.

Group size

4 – unlimited (would recommend to put the participants in groups of 3-45 when possible)

Material needed





Index cards with various real-life scenarios, writing materials

Estimated duration

80 – 100 minutes (5 minutes for introduction, 5 minutes for instructions, 40 minutes for group-work, 30 – 50 minutes for discussion and conclusions).

Instructions

1. Start by welcoming all participants and introducing the theme of the workshop.
2. Briefly recap the theoretical information on children's rights, outlining the fundamental rights. Make sure to explain how these rights apply to all children regardless of their nationality, ethnicity, gender, religion, etc.
3. Divide participants into small groups of 3-5 individuals. Explain that each group will be given a set of index cards.
4. Distribute the index cards that you created before the implementation of the activity to each group. Each card should have a different real-life scenario related to children's rights.
5. Ask each group to discuss the scenario on each card. They should identify which rights are involved in the scenario, how these rights are being upheld or violated, and what could be done differently to better protect or promote these rights. After the groups have had enough time to discuss all scenarios, ask each group to present their findings and moderate a discussion among the participants.
6. Open up a broader discussion after each group's presentation, encouraging input and ideas from other participants.
7. At the end of all presentations, summarise the main points that were discussed. Highlight the importance of recognizing and protecting children's rights in all situations.
8. Conclude the workshop by thanking participants for their active involvement and thoughtful contributions. Remind them to always be aware of children's rights in their own interactions and environments.

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Extra tips, options or adaptations, checklists.

The number of cards used in a workshop depends on the number of participants in the workshop itself. It makes sense for a single group to operate with at least five cards. In order to make the participants aware of children's rights, we can focus on general situations when designing the cards, but we can also adapt the individual cards to the specific situations faced by the target groups we work with. We can use AI to make the suggestions needed to design the cards and, if time allows, we can also design the cards visually to make them more attractive to the user.

Some possible examples that could be included on the cards:

1. *A child's parents do not get him vaccinated due to their beliefs.*
2. *A child is denied access to a public park because she doesn't speak the local language.*
3. *A boy is discouraged from crying or showing emotions because it's seen as 'unmanly'.*
4. *A child with a learning disability is being left behind in class without any additional support.*
5. *A teenager is not allowed to choose subjects in school because his parents want him to focus on specific subjects.*
6. *A young girl is forced into an early marriage.*
7. *A child is denied essential healthcare because his parents can't afford it.*

Unit 3 – Train the Trainer

Introduction to Unit





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Learning activity 3.1: Give your opinion!

Type of activity

In your opinion, what are the qualities of a good trainer? List your ideas. (F2F, online or both)

Purpose/goal

Introduce learners on the qualities a good trainer should have. What are those qualities, how to identify them and how to build on existing qualities.

Group size / individual if applicable

Group of 10 to 25 learners

Material/s needed

Pen and paper if this is done F2F or access to a Word document which they can make notes in.

Group Activity on a flip chart (5 groups of 5 participants)

Keep in mind that the learners will not have to share this, but the results will be discussed.

Estimated duration

20 to 30 minutes

Instructions





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This activity will take place in the form of discussion among the participants and the Trainer. The trainer will ask the participants to list the sets of qualities a trainer should in fact have, either on a piece of paper, or divide the participants into groups so that they could work collectively. 15 Minutes will be given to the participants to list what they consider as being good sets of qualities in a trainer.

An open discussion of 15 - 20 minutes will then be held, to establish whether the participants grasped the context of the exercise and if there were any additional qualities which they consider as being important, which a trainer must have.

Reflection

Purpose of this activity is to have learners understand their own expectations for what a trainer should possess as a quality. This provides a clear idea of what they expect of the Trainer and once the training begins, we can reaffirm or dispel certain expectations learners may have for Trainers.





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Qualities of a Good Trainer

Having completed your activity, everyone must understand the importance of being a good trainer. A good trainer is characterised by a variety of qualities that showcase their ability to impart their knowledge and inspire others to learn. Find below a list of qualities that are necessary for a trainer to have to be considered good.

Good communication and presentation skills.

Able to read the abilities and moods of the audience and react to it.

Clear course structure

Create a relaxed atmosphere for the group.

They should speak clearly.

Able to adapt the pace of the course to suit the audience.

Approachable and patient.

Enthusiastic and a motivator.

Professional approach regarding their preparation, presentation, and appearance.

Offers encouragement and praise.

Shares own experiences.

To be able to conclude and summarise.

Detailed knowledge of content (i.e., data, product, tool, markets etc).

Be lively and transfer their liveliness to their audience.

Identify strengths and weaknesses of participants and alter training methods to suit the situation.

Delivers content in an interesting format.

Includes a variety of activities and a high level of interaction in their training.

Ability to listen and be receptive.

Avoids distracting mannerisms.





The Four Stages of Learning a Skill

When someone learns a new skill they begin a four step journey to being able to utilise their new skill these are the four stages of Learning a Skill.

Unconscious Incompetence

A person to whom the idea of driving seems feasible but has no idea of what to do.

Conscious Incompetence

The first driving lesson when you stall every gear change – this is probably the most uncomfortable stage of learning.

Conscious Competence

You have just passed your test and can just get from A to B but driving takes ALL of your concentration and attention is very tiring.

Unconscious Competence

It is now an unconscious habit, and your conscious mind is free to listen to the radio and reach into the glove compartment to get a map.

When it comes to learning, it would be best to describe it as **"One size does not fit all"**. This means that while everyone will go through the above-mentioned stages, not everyone will go through them at the same pace. Others may understand quicker, others may have found the method used to train them to be not engaging, there are many paths to reach the end goal. However, it is certain that the trainer must be patient with their learners so that they can learn as much as possible. This is because people learn differently.

There are several distinct learning styles, and they are different from each other in significant ways. Good training is not 'information download.' It is about the development of others: attitudes, knowledge, skills, critical thinking, and problem-solving.

To be able to train a group of people, it is necessary to understand them. Without understanding their background, their motivation for learning and how they learn, it will be very difficult to successfully train them.





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VAK Learning Styles

How do you learn?

There are three main learning styles based on sensory intake of information.

- **V**isual learners learn best by 'seeing' the material.
- **A**uditory learners learn best by 'hearing' the material.
- **K**inaesthetic learners learn best by 'doing'.

Understanding under which category your target audience falls will allow you to adapt your training to better teach others.

Visual learners prefer to



- Use graphics to reinforce learning: films, slides, illustrations, diagrams and doodles.
- Colour code to organise notes and possessions.
- Ask for written directions.
- Use flow charts and diagrams for note taking.
- Visualise spelling of words or facts to be memorised.

Auditory learners prefer to:



- Use tapes for reading and for class and lecture notes.
- Learn by interviewing or by participating in discussions.
- Have test questions or directions read aloud or put on tape.





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Kinaesthetic learners prefer to:



- Engage in experimental learning (making models, doing lab work, and role playing).
- Take frequent breaks in study periods.
- Trace letters and words to remember facts.
- Use computer to reinforce learning through sense of touch.
- Memorise or drill while walking or moving.

Regarding the issue of how each learner with different VAK preferences learn.

Visual Learners prefer to see the information first, to be able to read it or have it presented in a written medium (charts, sketches, photos). Additionally, they learn through writing themselves by taking notes or doodling. They like being shown graphics when they are learning. They also learn through editing, decorating, teaching and designing materials themselves. Visual learners tend to be easy to read and like to have eye contact with their trainer.

Auditory Learners can retain material once they have used it in discussions, lectures, debates, and dialogues. Additionally, they like to discuss the reasons and meaning for what they are learning. Another way they learn is by joking around or by being allowed to comprehend what was said in silence. That is why it is suggested to establish verbal rapport very quickly with them.

Kinaesthetic Learners learn by doing or by feeling, and they need materials which would be presented in a kinaesthetic language. Additionally, they prefer practical activities where they can use their hands e.g., make, build or fix things. These types of learners' dislike long discussions before they get the opportunity to try out what they are learning. They usually use their bodies to communicate what they are thinking or feeling, not their face. Sometimes they like to stand, not sit. They can often fidget when there are not enough kinaesthetic activities to keep them occupied.





Learning activity 3.2: VAK! - What is your Learning Method?

Type of activity

Short Quiz. (F2F, online or both)

Purpose/goal

Introduce learners to the exercise at hand and explain how they will fill out the short quiz/questionnaire regarding the VAK! The learners will learn more about themselves and their way of learning and processing new information. For example, there are people who are more visual, while there are others who are auditory and others who are kinaesthetic. There are also those who use a combination of methods. The ultimate goal in this exercise is for the learners to become acquainted with all 3 learning styles and adapt them to their training methodologies.

Group size

Group of 10 to 25 learners

Material/s needed

Pen and printed out versions of the activity, if this is done F2F, or access to a computer and internet if this is done online through an online platform.

Keep in mind that the learners will not have to share this, but it will be discussed.

Link for handout: [VAK Learning Styles Self-Assessment Questionnaire](#)

Estimated duration





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20 to 30 minutes

Instructions

The Trainer should read the instructions to the learners and either have them list them on a piece of paper and then discuss them or they can just begin the discussion.

Reflection

Purpose of this activity is to have learners understand VAK and its applications. This provides a clear idea of what they have understood from the training and could be a basis for questions or a discussion based on the answers that come from the quiz.

Learning activity 3.3: VAK! 2

Type of activity

Discussion. (F2F, online or both)

Purpose/goal

Introduce learners to the topic.

Group size / individual if applicable

Group of 10 to 25 learners

Material/s needed





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None

Estimated duration

20 to 30 minutes

Instructions

The Trainer should read the instructions to the learners and either have them discuss the topic.

Reflection

Purpose of this activity is to have learners understand VAK and how it applies to themselves and how they can understand a learners predominant modality. This provides a clear idea of what they have understood from the training and could be a basis for questions or a discussion based on the answers.





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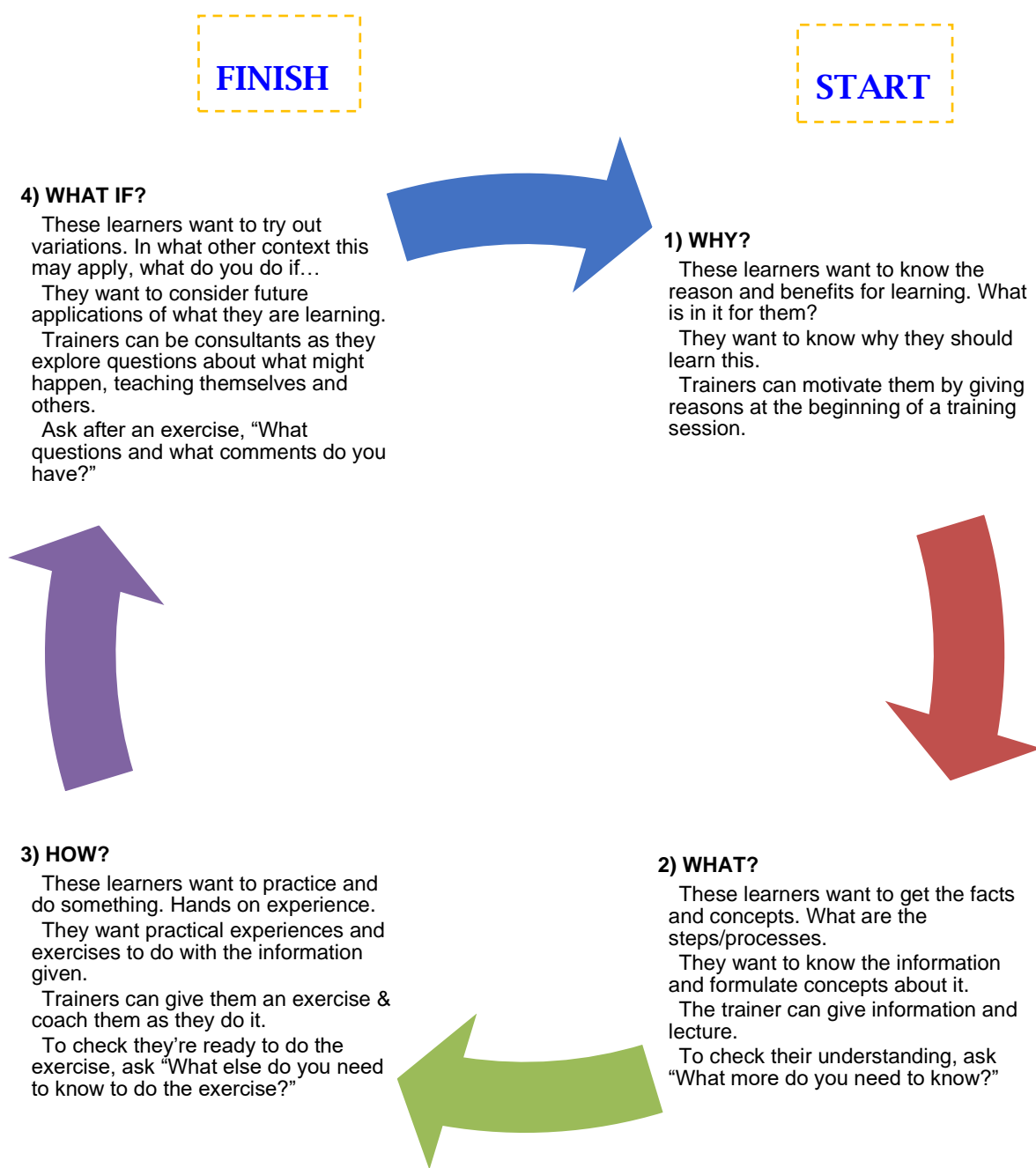
The 4 MAT system

The 4-Mat system was developed by Bernice McCarthy and it can be used to determine learning types in 1980. It combines many adult learning theories and simplifies learning behaviour. This allows you to structure a balanced training session and accommodate all types of learners – regardless of your own preference for learning! 4-Mat identifies four different learning styles and the order in which they should be addressed.



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Learning activity 3.3: 4 MAT!

Type of activity
In your opinion, what are the qualities of a good trainer? List your ideas. (F2F, online or both)
Purpose/goal
Introduce learners to the topic.
Group size / individual if applicable
Group of 10 to 25 learners
Material/s needed
Pen and paper if this is done F2F or access to a Word document which they can make notes in. Keep in mind that the learners will not have to share this, but it will be discussed.
Estimated duration
20 to 30 minutes
Instructions
The trainer should read the instructions to the learners and either have them list them on a piece of paper and then discuss them or they can just begin the discussion.





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Questioning

Questioning is one of your key tools as a trainer. It is through the questions you ask that you "lead" participants into areas of thought that are useful, interesting, and relevant.

Why is it good to ask questions?

- To check delegates' understanding of content.
- To draw on delegates' experiences.
- To focus the delegate's attention
- To make sure everyone gets the opportunity to participate.

Closed questions

These types of questions are the type that allow the learner to say 'yes' or 'no' answer and tend to close any topic.

Such questions often start with the following:

Are

Can

Did

Is

Have

Were

Do

Has

Was

Does

Will

Would

Open questions

These questions invite learners to discuss their opinions, they do not ask for a 'yes' or a 'no', which tends to add detail to the topic. These types of questions typically start with:





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Where Which When What Who How Why*

**Be aware that 'Why?' may focus the delegate on excuses and blaming others. Consider asking, 'What was your reason for doing x?' rather than 'Why did you do x?'*

Useful Questioning Techniques

When you lead discussions or interactions, it is important to be aware of the types of questions you ask as well as the questioning techniques you use. There are two basic questioning techniques you can use in training discussions:

- **Questions posed to the whole group** ("What can be done to resolve the situation?")
 - Use these questions to initiate discussions.
 - When you use these questions, wait at least five seconds for a response. If nobody responds:
 - Maintain eye contact; Ask a follow-up question; Call on several individuals, one at a time.
 - Continue to use these questions as long as all participants are responding.
- **Questions directed to a specific participant or subgroup** ("Jack, what are some of the differences you have to manage?"; "Those of you who disagree, why?")
 - Involve resistant participants by asking them directly a question you know they can answer.
 - Use a direct question when you can tell that a participant wants to respond.
 - When you direct a question at an individual, allow ample time for an answer before soliciting an answer from the group or another individual
 - Never direct a question to an individual so as to embarrass them.

When practical (e.g., you are on schedule), solicit and encourage questions. It is one way to encourage participants to take responsibility for their own learning.

Unit 4 – Cognitive Bias





Introduction to Unit

What Is Cognitive Bias?

Cognitive bias is a systematic thought process which occurs since the brain tends to simplify information processing. This is a coping mechanism of the brain where it runs the information through a filter composed of personal experiences and preferences. This process allows us to prioritise and process large amounts of information relatively quickly in comparison to if it did not use this process.

Some of these biases are related to memory. What has been retained as a memory may be a biased version of the events, this can occur for various reasons and will, in turn, lead to biased thinking and decision-making.

Other cognitive biases might be related to problems with attention. Our attention is a limited resource which must be divided between tasks, this has created the need to be selective and prioritise what information they intake.

This can often lead to people creating various biases to enable a quicker but not smoother processing of information which allows us to go through life in today's fast paced life.

Amos Tversky and Daniel Kahneman, two psychologists, initially presented the idea of cognitive bias in 1972. Since then, researchers have identified several distinct categories of biases that influence judgement in a variety of contexts, including social behaviour, cognition, behavioural economics, education, management, healthcare, business, and finance.

Cognitive Bias vs. Logical Fallacy

Logic fallacies and cognitive biases are two different concepts that are occasionally confused. A logical fallacy results from a flaw in an argument's logic, but cognitive biases are the result of thought processing flaws that are frequently caused by attention, recall, assigning blame, and other cognitive errors.

Signs of Cognitive Bias

Cognitive bias is present in everybody. Although it may be simpler to see in others, it is crucial to understand that it may have an impact on your thinking as well. The following are some indications that you could be subject to cognitive bias:

- Only reading news articles that support your viewpoints and blaming external causes when circumstances don't go your way.





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- Giving others credit for their achievements while claiming personal responsibility for your own successes believing that everyone else has the same values as you do, gaining some knowledge on a subject before claiming you are fully informed on it.

You want to believe that you are unbiased, rational, and able to take in and evaluate all of the data that is accessible to you while you formulate judgments and choices about the world outside you. Unfortunately, occasionally these biases cause us to make terrible decisions and judgements.

Types of Cognitive Bias

Learn more about a few of the most common types of cognitive biases that can distort your thinking.

- **Actor-observer bias**: This is the propensity to put the blame for your own conduct on external factors while placing the blame for other people's actions on internal factors. For instance, you could think that others' high cholesterol levels are caused by bad nutrition and inactivity while you ascribe your own to heredity.
- **Anchoring bias**: This is the propensity to base all of your decisions on the first piece of knowledge you encounter. For instance, if you discover the typical cost of a car is a specific amount, you could stop looking for better offers since you would consider any sum below that to be a fantastic deal. By presenting the initial piece of information for consideration, you may leverage this bias to influence the expectations of others.
- **Attentional bias**: This is the propensity to give certain things your full attention while disregarding others. For instance, while choosing a car, you could focus on how the outside and inside look and feel, but disregard the vehicle's safety record and fuel efficiency.
- **Availability heuristic**: This gives information that enters to mind immediately more weight. You frequently overestimate the chance and probability of similar situations occurring in the future and give this information more weight.
- **Confirmation bias**: This is known as preferring evidence that supports your preconceived opinions and dismissing evidence that contradicts them.
- **False consensus effect**: This is the propensity to exaggerate the degree to which others concur with you.
- **Halo effect**: The way you perceive and feel about someone's character is influenced by your overall opinion of them. This is particularly true when a person's physical appeal affects how you perceive their other traits.





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- **Misinformation effect**: This is the propensity for information learned after an event to obstruct recall of the initial event. It is simple for what you learn about the incident from others to sway your recall. A distrust in eyewitness accounts has developed as a result of knowledge of this phenomenon.
- **Optimism bias**: This bias makes you think that you are more likely to succeed than your peers and that you are more unlikely to experience bad luck.
- **Self-serving bias**: This is the propensity to put the blame on other factors when terrible things occur while simultaneously giving yourself credit when positive things occur.
- **The Dunning-Kruger effect**: When individuals think they are more intelligent and capable than they actually are. For instance, when they fail to acknowledge their own skill.

Causes of Bias

Making even the simplest decision would require an extensive amount of time if you had to consider every alternative. Because of the sheer volume of data available in the environment and the intricate nature of the world around you, it is occasionally important to rely on some cognitive shortcuts that enable you to respond swiftly. Although there are many various factors that might contribute to cognitive biases, heuristics such as these frequently play a significant influence. They can frequently be surprisingly correct, yet they can also cause cognitive mistakes.

Other factors that can also contribute to these biases:

- Emotions
- Individual motivations
- Limits on the mind's ability to process information
- Social pressures

Impact of Cognitive Bias

Thinking that is distorted might result from cognitive biases. For instance, a number of biases frequently impact beliefs in conspiracies. However, not all cognitive biases are harmful. Many of these biases, according to psychologists, have an adaptive function in that they facilitate





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speedy decision-making. If we are in a hazardous or frightening scenario, this may be essential.

Tips for Overcoming Bias

According to research, cognitive training can reduce cognitive biases in the mind. You may do a number of things to assist in overcoming biases that could affect your judgement and decision-making, such as:

1. Being conscious of bias: Consider how biases may affect your judgement. In one study, researchers gave participants advice and knowledge to help them comprehend these prejudices and how they affect judgments. According to the study's findings, this kind of training can successfully minimise the negative impacts of cognitive bias by 29%.
2. Examining the variables that affect your choices: Do they include something like arrogance or self-interest? Making better judgments may result from considering the factors that influenced your decisions.
3. Fighting your prejudices: If you discover that certain things are affecting your decisions, concentrate on actively fighting your biases. What are some of the elements you missed? Do you place too much emphasis on some variables? Do you disregard pertinent information because it contradicts your opinion? You may become a more critical thinker by considering these issues and confronting your prejudices.

Learning activity 4.1: Cognitive Bias

Type of activity
Please watch the videos the trainer will be presenting to you and discuss. (F2F, online or both)
Purpose/goal
Introduce learners to the topic of Cognitive Biases
Group size / individual if applicable





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Group of 10 to 25 learners
Material/s needed
No material needed
Estimated duration
30 to 40 minutes
Instructions
The Trainer should read the instruction to the learners and either have them watch the clips and then discuss them.
Reflection
Reflecting on cognitive biases involves recognizing and addressing common mental shortcuts and errors in decision-making. It requires self-awareness to identify biases in one's thinking and decision processes. Seeking feedback, keeping decision logs, and challenging assumptions help mitigate these biases. Emotional awareness is key, as emotions can influence irrational judgments. Encouraging diverse perspectives and continuous learning about behavioural economics and psychology are essential for making more rational decisions in personal and professional life.

Learning activity 4.2: Cognitive Bias

Type of activity





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Please read the article the trainer will be presenting to you and discuss. (F2F, online or both)

Purpose/goal

Introduce learners to the topic.

Group size / individual if applicable

Group of 10 to 25 learners

Material/s needed

No material needed

Estimated duration

30 to 40 minutes

Instructions

For the purpose of this activity, the Trainer will explain what Cognitive Biases are, how they are interpreted and strike a discussion with the participants on each bias, having them identify a few characteristics which they have come across during their work or their everyday lives or through experience.

Reflection

Purpose of this activity is to have learners understand about cognitive bias and discuss them in a judgement free environment to allow them to enhance their understanding of the topic.



References:

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Unit 5 – Children's needs

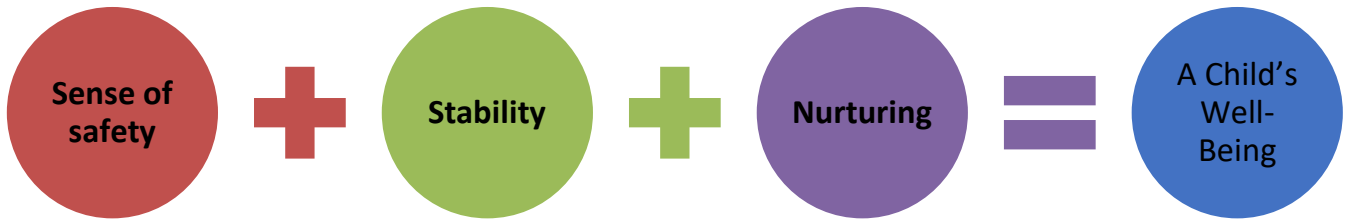
Introduction to Unit

Children's needs

Children require a foundation of psychosocial well-being which can be created by having access to basic needs like food, shelter, livelihood, healthcare, education, and a sense of security that comes from living in a safe and supportive environment; all of which are usually provided by their family. However, that is the bare minimum, a child's life must be enriched with new experiences to feed their development. Sadly, during humanitarian emergencies, this well-being is frequently disturbed, severely impairing the psychological and social growth of children.



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Good practice principle

Show courtesy and respect to all children.

Refrain from working alone. communicate and coordinate with others.

Keep in mind your own needs and wellness while striving to promote the wellbeing of the kids and teenagers.

Do no harm.





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DO NO HARM

Examples of how well-meaning individuals can unintentionally hurt children include:

When you are not acting in the capacity of a mental health professional or outside of a secure, therapeutic situation, asking invasive questions, exploring delicate subjects, or pushing kids to talk about traumatic events can be damaging.



Pressuring kids to take on duties they don't feel ready for or participate in activities they find uncomfortable runs the danger of upsetting or embarrassing them and even alienating them.



Children may feel emotionally exposed or even in danger if the incorrect person overhears what they are sharing when basic emotional assistance is not being given to a youngster in distress.



In areas where there is no tolerance for free expression, encouraging kids or teenagers to speak out in public on contentious matters might put them in danger. Consider the hazards involved before engaging in any interaction with kids to avoid endangering them.



Key approaches to working with migrant children in humanitarian situations

1. Provide structure and support
2. Reach out to all children and protect children with specific needs
3. Provide information about services, supports and obligations
4. Listen to children
5. Make space for expression and creativity
6. Let children – especially adolescents - take the lead
7. Challenge and encourage children – and celebrate their successes
8. Improvise and adapt
9. Build connections
10. Build on the positive





Discussing sensitive topics

While simultaneously shielding them from harm, it's critical to let kids freely investigate subjects that fascinate and worry them. The topics that youngsters bring up, though, occasionally make the professionals uncomfortable or think they are inappropriate. For kids who are approaching adolescence, this is especially important. You can handle difficult conversations with kids and provide them factual information on subjects that concern them.

Discussing sensitive topics

Be ready to encourage frank, productive dialogue when kids bring up sensitive topics.

Approach youngsters without passing judgment. When youngsters bring up concerns, respond to them with an open mind and without passing judgment on their political, cultural, or religious views. Children will be able to speak honestly and openly about their experiences as a result.

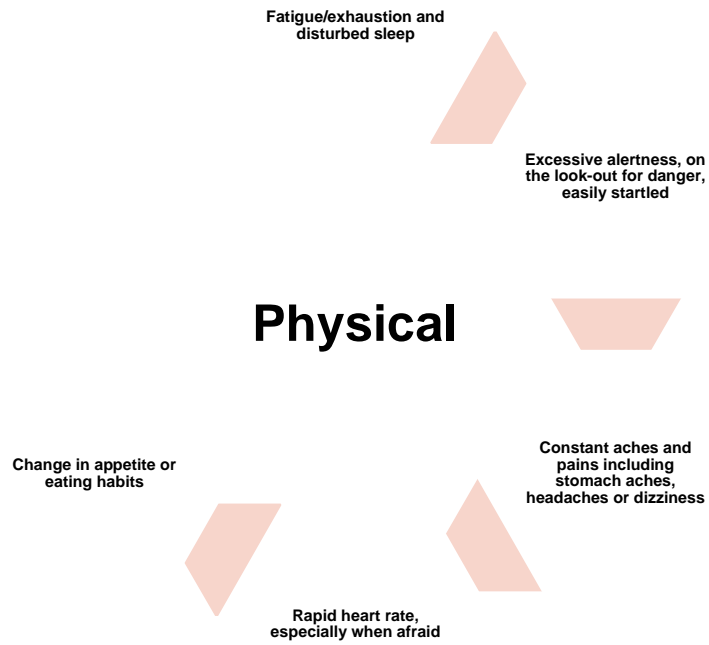
Keep young people protected. While giving kids the chance to express themselves is crucial, teachers and other staff members also need to be aware of any hazards involved.

Common signs of distress amongst children and adolescent



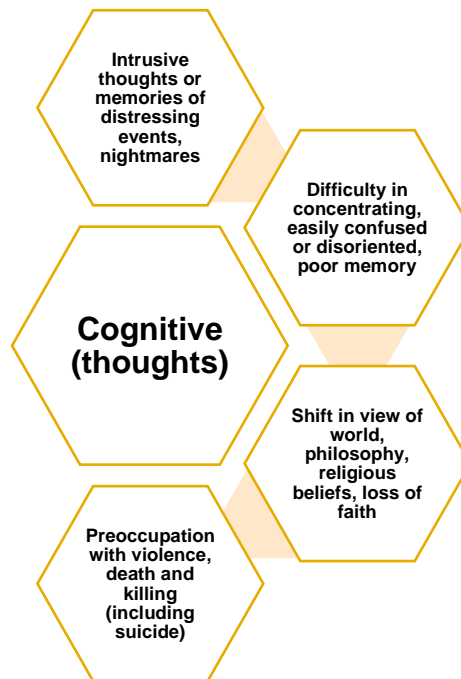
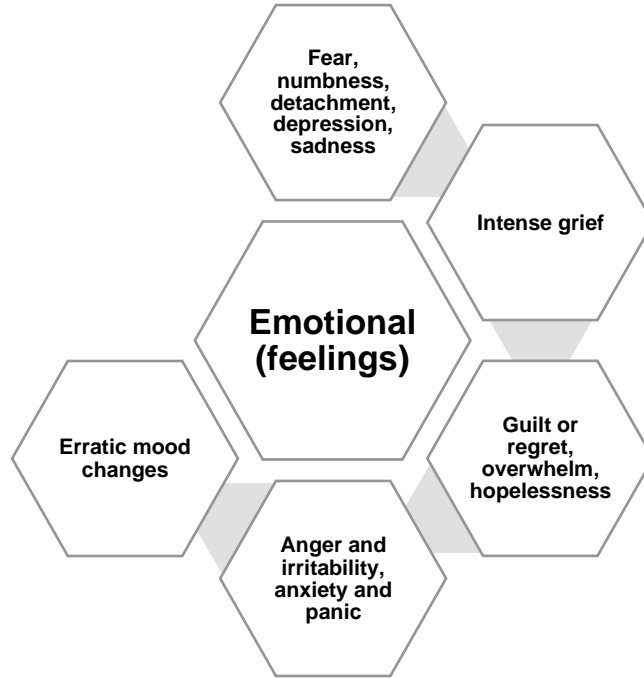


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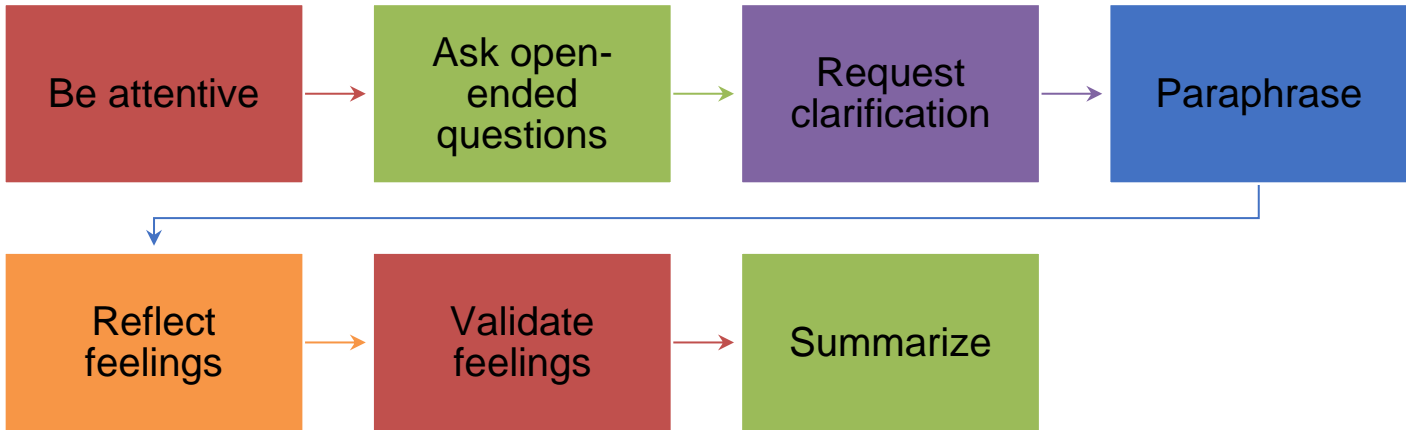
Active listening



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When someone expresses a desire for your assistance, active listening is a beneficial technique. It could be helpful while helping a colleague as well as the young people you work with.



Learning activity 5.1: Active Listening

Type of activity
Short Quiz. (F2F, online or both)
Purpose/goal
Introduce learners to the topic.
Group size / individual if applicable
Group of 10 to 25 learners
Material/s needed





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Pen and printed out versions of the activity, if this is done F2F or access to a computer and internet if this is done online through an online platform.

Keep in mind that the learners will not have to share this, but it will be discussed.

Estimated duration

20 to 30 minutes

Instructions

The trainer should read the instructions to the learners and either have them list them on a piece of paper and then discuss them or they can just begin the discussion.

Reflection

Purpose of this activity is to have learners understand how to be able to communicate at the best of their abilities with UAM. This provides a clear idea of what they have understood from the training and could be a basis for questions or a discussion based on the answers.

Learning activity 5.2: Active Listening

Type of activity

Short Quiz. (F2F, online or both)

Purpose/goal





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Introduce learners to the topic.

Group size / individual if applicable

Group of 10 to 25 learners

Material/s needed

Pen and printed out versions of the activity if this is done F2F or access to a computer and internet if this is done online through an online platform.

Keep in mind that the learners will not have to share this, but it will be discussed.

Estimated duration

20 to 30 minutes

Instructions

The Trainer should read the instructions to the learners and either have them list them on a piece of paper/board and then discuss them or they can just begin the discussion among themselves.

Reflection

Purpose of this activity is to have learners understand how to be able to communicate at the best of their abilities with UAM. This provides a clear idea of what they have understood from the training and could be a basis for questions or a discussion based on the answers.

