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## TRAINING MATERIALS FOR UNACCOMPANIED MINORS

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## DISCLAIMER

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## PARTNERS

The CIVILHOOD – 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), SUDWIND (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.

**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 Unaccompanied Minors

### Overview/ summary

The purpose of the training material is to provide Unaccompanied Minors (UAMS) with information about attitudes, behaviours, skills, and knowledge required for in their daily lives, enabling them to be active and responsible citizens as well as to diminish cultural disorientation and culture shock. It has been designed in response to common questions asked by migrants themselves.

The training materials for working with unaccompanied minors cover a comprehensive range of topics to ensure the well-being and proper care of this often considered vulnerable population. This includes understanding the unique emotional and psychological challenges they might face, implementing trauma-informed care, and fostering cultural sensitivity. Legal considerations, such as immigration laws, asylum processes, and child protection regulations, are thoroughly explained.

The purpose of the training is to delve into child development and behaviour, emphasising age-appropriate communication and recognizing signs of trauma. Crisis intervention techniques, cultural competence, and collaboration with families, social services, and other stakeholders are considered key components to their development. Education, recreational activities, and healthcare access for minors, along with proper documentation and reporting procedures, should also be covered. The training stresses the importance of creating a safe and supportive environment while promoting family reunification and community integration. Additionally, caregivers, professionals and stakeholders are educated on self-care practices to prevent burnout and compassion fatigue. (*Training of Stakeholders Workshops*)

To enhance the effectiveness of the training, scenario-based learning approaches are employed, incorporating simulations of real-life situations, role-playing exercises, and case studies. This interactive method allows participants to apply their knowledge and skills in practical contexts, fostering a deeper understanding of the complexities involved in working with unaccompanied minors. Overall, this well-rounded training program should equip individuals with the necessary tools to provide compassionate and culturally competent care while navigating the legal and ethical considerations associated with this unique demographic.

Much of the advice and examples and exercises provided in this training materials should **not** be seen as **a law or a strict rule**. European Union citizens try to act according to the information provided by this module, however, most of the behaviours described here are common practices and adhere to the EU social orientation, cultural norms and EU values.





## Learning outcomes:

### 1. Language Learning:

- Proficiency in a new language.
- Improved communication skills in both written and spoken forms.
- Enhanced cross-cultural understanding and empathy.
- Increased ability to interact with people from diverse linguistic backgrounds.
- Better job opportunities and career advancement in their host country.
- Access to a wider range of literature, media, and information in the target language.

### 2. Legal Rights:

- Knowledge of one's legal rights and responsibilities.
- Ability to navigate the legal system and access justice when needed.
- Awareness of discrimination and anti-discrimination laws.
- Understanding of fundamental human rights and civil liberties.
- Capacity to advocate for oneself and others in legal matters.
- Improved decision-making skills with regards to legal issues.

### 3. Cultural Norms:

- Increased cross-cultural awareness and sensitivity.
- Ability to navigate and respect diverse cultural norms and practices.
- Improved intercultural communication skills.
- Reduced likelihood of cultural misunderstandings and conflicts.
- Enhanced ability to build positive relationships with people from different cultures.

### 4. Labour Market Integration:

- Enhanced employability and job prospects.
- Better understanding of the job market and industry-specific requirements.
- Improved job search and networking skills.
- Development of professional skills and knowledge. Improved financial stability and economic well-being.
- Integration into a new community and society through employment.

### 5. Soft Skills:

- Improved interpersonal communication skills.
- Enhanced emotional intelligence and empathy.
- Increased teamwork and collaboration abilities.
- Better time management and organisational skills.
- Improved problem-solving and critical thinking skills.





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- Enhanced leadership and conflict resolution abilities.
- Increased adaptability and resilience in the face of challenges.





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# Unit 1 – Language

## Introduction

Developing language learning programs for immigrants necessitates a holistic strategy that considers the distinct requirements and obstacles encountered by this particular demographic. It is imperative to embrace a formal and scholarly style when presenting a comprehensive and detailed examination of the topic. Effectively conveying intricate scientific ideas in a lucid and approachable manner will guarantee successful educational results. Furthermore, integrating illustrations from diverse domains like education and language acquisition will enhance the richness of the course material. Maintaining a fair and unbiased approach in presenting opposing viewpoints and conflicting perspectives will foster critical thinking and foster an inclusive learning atmosphere.

When designing language learning courses for migrants, several key considerations should be considered:

**Needs Assessment:** Start by performing a needs evaluation to ascertain the precise language learning needs and objectives of the migrant community. Key considerations should encompass the language proficiency levels, cultural backgrounds, and professional aspirations of the learners. The needs assessment process might uncover that migrants with minimal prior education necessitate courses that prioritise fundamental literacy skills. Conversely, individuals with more advanced educational backgrounds may benefit from language training that specifically targets professional communication and job-related vocabulary.

**Cultural Sensitivity:** Integrate cultural sensitivity into the course structure to establish an inclusive and nurturing learning atmosphere. Demonstrate respect and admiration for the diverse cultural backgrounds and experiences of the migrant learners. This can be accomplished by incorporating culturally pertinent material and cultivating cross-cultural comprehension among participants. When instructing vocabulary linked to everyday activities, incorporate examples that reflect the cultural contexts of the learners, such as local customs, traditions, or social norms.

**Communicative Approach:** Embrace a communicative approach to language instruction, placing emphasis on practical communication skills for real-life situations. Offer learners opportunities to actively participate in genuine conversations, role-plays, and interactive exercises that simulate the challenges they may face in their everyday lives. Develop speaking activities that allow learners to practise skills such as ordering food at a restaurant, seeking directions, or engaging in conversations related to employment.

**Multimodal Learning Materials:** Employ a diverse range of multimedia resources, such as audio recordings, videos, and interactive online platforms, to cater to various learning styles and heighten learner engagement. These resources can offer genuine language input and foster self-directed learning beyond the confines of the classroom. Integrate online language learning platforms that provide interactive exercises, video tutorials, and supplementary materials to bolster learners' independent language practice.





**Tailored Content and Contextualization:** Craft course content that directly relates to the migrants' everyday lives and specific requirements. Utilise authentic materials, including news articles, advertisements, or job postings, to expose learners to genuine language usage and facilitate their language acquisition. Construct reading comprehension exercises featuring texts centred around topics such as healthcare, housing, or legal rights, addressing the practical concerns and challenges encountered by migrants in their host country.

**Assessment and Progress Monitoring:** Incorporate regular assessments to gauge learners' advancement and pinpoint areas that demand additional focus. Integrate formative assessments, like quizzes or group discussions, along with summative assessments, such as proficiency tests, to ensure a comprehensive evaluation of language skills. Conduct speaking assessments that require learners to engage in conversations with instructors or language partners, showcasing their ability to communicate effectively in real-time.

**Continuous Feedback and Support:** Offer constructive feedback to learners consistently throughout the course to aid in identifying areas for improvement and fostering their language development. Provide supplementary support through personalised tutoring, language exchange programs, or access to language learning resources. Facilitate peer feedback sessions where learners can offer constructive comments on each other's written assignments, promoting collaborative learning and peer support.

By adhering to these principles, language learning courses for migrants can be designed to effectively cater to their distinct needs. It is important to adapt the course design based on feedback and ongoing evaluation, ensuring that the curriculum remains responsive to the learners' requirements.





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## Learning activity 1.1

### Type of activity: Language Passport Completion

*Practical Unit – F2F or Online or Both*

### Purpose/goal

Practice filling out the forms above presented with the minors, that they can do it themselves going forward. This activity will inevitably help them set their goals in the areas of writing, reading, speaking and listening.

### Group size / individual if applicable

15 to 20 learners

### Materials needed

Printouts of the above-mentioned materials. (Language Learning Activity)

### Estimated duration

4 hours

### Instructions

Please print the relevant documents and assist/explain to the UAM how to fill them in and what to consider when doing so. The relevant documents can be found either in the pages above or in the appendix.

### Reflection

This Unit will allow learners to constantly evaluate themselves in regard to language going forward which is in the end our goal since it will allow them to improve.





## Language Passport

In this subject, learners will create a record of their personal and linguistic identity, which encompasses all the languages they are familiar with or have utilised, regardless of their level of proficiency.

**Materials for this subject can be found in the pages below.**





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## My Personal Identity

Family name:	
First name(s):	
Address:	_____
	_____
	_____
	_____
	_____
<b>Postcode:</b>	
<b>Telephone Number:</b>	
<b>Email:</b>	
<b>Date of birth:</b>	
Country of origin:	
Been in [Country]	since (date)
Occupation:	
Work/study I have done:	_____
	_____
	_____
	_____
	_____
<b>My target for future work/study/occupation:</b>	_____
	_____
	_____
	_____
	_____
My hobbies or interests:	_____





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	_____
	_____
	_____
	_____

<b>Languages I use on a regular basis:</b>	_____
	_____
	_____
	_____
	_____

### My learning and linguistic identity





My name is .....
I come from .....
Now I live in (city) .....
I went to school for (years) ..... in (country) .....
My area of study was .....
My home language is .....





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## Other languages that I know:

Language	What I can do in this language (X)				Where I use/have used this language
	 Speaking	 Listening	 Reading	 Writing	

## Language Profile

Encourage learners to evaluate their current proficiency level in the language they are presently learning and reflect on their intercultural experiences during visits to other countries for travel, work, or study. Additionally, prompt learners to consider how these intercultural experiences can contribute to their integration into the current country.

Encourage learners to reflect on significant events in their lives and compare the activities they enjoyed in their country of origin with those they are currently engaged in. This examination can help them recognize and explore the differences and similarities between their past and present experiences.





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# My first self-assessment for learning (language)

Mark a place on the line to indicate how you see your abilities now.  
(ex. (-)                      (+) )

**Date of self-assessment:** \_\_\_\_\_

- 1 When I **first arrived** in (country) my (language) was (-) \_\_\_\_\_ (+)
- 2 I can **express** my thoughts and feelings in (language) (-) \_\_\_\_\_ (+)
- 3 I can **answer** other people's questions (-) \_\_\_\_\_ (+)
- 4 I can **explain** things (-) \_\_\_\_\_ (+)
- 5 I can speak on the **telephone** (-) \_\_\_\_\_ (+)
- 6 I can understand forms and other documents that I **read** (-) \_\_\_\_\_ (+)
- 7 I can fill in forms and **write** messages (-) \_\_\_\_\_ (+)





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### My learning priority

Date: \_\_\_\_\_

My personal target currently is to learn how to:

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(Examples: apply for jobs, talk to children's teachers, explain to the doctor, talk to the landlord etc.)

What I want to do in the future:

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What I must do now to achieve this:

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## Differences and similarities

There are differences between countries and cultures but there are also similarities. Think about both differences and similarities that you have noticed between another country and this country.

**In another country**

**In this country**

(a country I lived in or my country of origin)





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## Things I have noticed about language and culture.

Through work, study, leisure activities and the things we do in daily life we are constantly in contact with language and culture. This page allows you to think about and note some of your language and cultural experiences.

<b>Date:</b>	
<b>Situation, activity, media or resource</b>	<b>Aspect(s) of language or culture that I noticed</b>
<b>Date:</b>	
<b>Situation, activity, media or resource</b>	<b>Aspect(s) of language or culture that I noticed</b>
<b>Date:</b>	
<b>Situation, activity, media or resource</b>	<b>Aspect(s) of language or culture that I noticed</b>

Additional pages may be used as necessary.





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## Using my personal skills, abilities and interests

Think about your activities, skills and abilities and see how these could help you in your life now. Are they useful for working, relaxing, meeting people, learning etc.?

**Things I enjoy doing:** (for example sports, learning, skills, singing, speaking languages, organising etc.)

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### How these interests can help me in my life now:

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### What I could do to use these interests now:

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Checklists are used by the learner for goal-setting and self-assessment. For the teacher, the scaled descriptors may be converted into learning activities. Each set of descriptors includes a number of blank spaces where additional descriptors may be added.

<b>A1 LISTENING</b>	<b>This is my target</b>	<b>I can now do this with help</b>	<b>I can now do this without help</b>
I can understand basic greetings and routine phrases (e.g., please, thank you)			
I can follow simple classroom instructions when people speak slowly and clearly			
I can understand simple classroom explanations, e.g. why I am doing a particular activity			
I can understand days of the week and months of the year			
I can understand clock time and dates			
I can understand numbers, quantities (basic weights and measures), and prices			
I can understand simple instructions, directions and comments			
I can understand very short dialogues when people speak slowly and clearly			
I can understand the names of everyday objects in my immediate environment			
I can understand simple questions about myself when people speak slowly and clearly			
I can understand familiar words and phrases in films, advertisements, cartoons, etc.			
I can understand familiar words and phrases in songs that I hear on the radio or TV			





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<b>A1 READING</b>	<b>This is my target</b>	<b>I can now do this with help</b>	<b>I can now do this without help</b>
I can recognize the letters of the alphabet			
I can find my name in a list			
I can pick out familiar names, words and phrases in very short simple texts			
I can understand words and very short phrases frequently encountered in public places (e.g., "EXIT", "NO SMOKING", "DANGER", "CLOSED")			
I can find numbers in a telephone directory			
I can read and understand bus and train timetables			
I can read and understand opening and closing times and days (in shops etc.)			
I can understand simple written messages and comments relating to my studies (e.g., "well done", "revise")			
I can get an idea of the information in posters, catalogues and advertisements, especially if there is pictorial support			
I can find what I'm looking for in catalogues and lists such as football league tables and "top ten" lists			
I can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth)			
I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts			
I can follow short simple written directions (e.g., to go from X to Y)			
I can follow instructions that have clear pictures and few words			
I can read and understand an appointment that has been given to me in writing			
I can understand short simple messages on greeting cards and postcards (e.g., holiday greetings, birthday greetings) and in text messages and e-mails			
I can understand the most important orders in a computer program, such as "PRINT", "SAVE", "COPY"			





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I can understand basic information about people (age, place of residence) in newspaper articles			
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<b>A1 SPOKEN INTERACTION</b>	<b>This is my target</b>	<b>I can now do this with help</b>	<b>I can now do this without help</b>
I can greet other people and introduce myself			
I can ask how someone is and say how I am			
I can say who I am, ask someone's name and introduce someone			
I can say I don't understand, ask people to repeat what they say or speak more slowly, attract attention and ask for help			
I can ask how to say something in the language or what a word means			
I can ask and answer simple direct questions on very familiar topics (e.g., family, student life, work) with help from the person I am talking to			
I can ask people for things and give people things, saying "please" and "thank you" as appropriate			
I can handle numbers, quantities, cost and time			
I can make simple purchases, using pointing and gestures to support what I say			
I can reply in an interview to simple direct questions about personal details if these are spoken very slowly and clearly in standard dialect			
I can conduct a simple telephone conversation based on information I already have			





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<b>A1 SPOKEN PRODUCTION</b>	<b>This is my target</b>	<b>I can now do this with help</b>	<b>I can now do this without help</b>
I can say the letters of the alphabet			
I can spell my name and address			
I can give basic personal information about myself (e.g., name, age, address, family, subjects of study, job) using set phrases			
I can pass on a simple message			
I can use simple words and phrases to describe where I live			
I can use simple words and phrases to describe people I know			
I can read a very short rehearsed statement (e.g., to introduce a speaker, propose a toast)			





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<b>A1 WRITING</b>	<b>This is my target</b>	<b>I can now do this with help</b>	<b>I can now do this without help</b>
I can write the letters of the alphabet			
I can write my name and address			
I can copy words and phrases, e.g. from a diagram or set of instructions			
I can make short notes about what I have learnt			
I can fill in a simple form or questionnaire with my personal details (e.g., date of birth, address, nationality)			
I can order things by filling in a pre-printed order form			
I can write a greetings card or simple e-mail/text message using set phrases			
I can write simple phrases and sentences about myself (e.g., where I live, how many brothers and sisters I have)			
I can write simple phrases and sentences about my immediate environment			



## Unit 2 - Legal

### Introduction

### Introduction to Legal Rights and Obligations

The aim of this topic is to introduce unaccompanied minors to the legal system in their host country and to explain their legal rights and obligations. By the end of this topic, participants should have a basic understanding of the legal system and the rights and obligations that apply to them as unaccompanied minors.



### Definition of legal rights and obligations:

This subtopic will explain to unaccompanied minors what legal rights and obligations mean in the context of their host country. It will define legal rights as the protections and entitlements granted to individuals under the law, and legal obligations as the duties and responsibilities individuals have to comply with the law. Legal rights are the protections and entitlements that individuals are entitled to under the law. These rights can vary depending on the country and the specific laws that apply. For example, some common legal rights might include the right to free speech, the right to a fair trial, or the right to vote. By understanding their legal rights, unaccompanied minors can better advocate for themselves and make informed decisions about their lives. On the other hand, legal obligations are the duties and responsibilities that individuals have to comply with the law. These obligations can include things like paying taxes, following traffic laws, or respecting intellectual property rights. By understanding their legal obligations, unaccompanied minors can avoid legal trouble and stay out of potentially dangerous situations.

- **Example:** Providing examples of legal rights and obligations, such as the right to a fair trial, the obligation to pay taxes, the right to access healthcare, and the obligation to follow traffic laws.

#### Legal rights:

- The right to free speech and expression
- The right to a fair trial and due process of law
- The right to vote and participate in the political process
- The right to access healthcare and receive medical treatment
- The right to education and equal opportunities in employment
- The right to practise one's religion freely and without discrimination
- The right to privacy and protection from unreasonable searches and seizures

#### Legal obligations:

- The obligation to pay taxes on income and other forms of revenue
- The obligation to follow traffic laws and regulations while operating a vehicle



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- The obligation to respect and abide by intellectual property laws, such as copyright and patent laws
- The obligation to comply with health and safety regulations in the workplace
- The obligation to register with the government and obtain necessary permits or licences for certain activities, such as operating a business or owning a firearm
- The obligation to fulfil legal contracts and agreements made with others

It's important for unaccompanied minors to understand their legal rights and obligations in the host country, as this knowledge can help them navigate the legal system and avoid legal trouble.

- **Practical exercise:** Have participants work in pairs to come up with additional examples of legal rights and obligations and share them with the group.

## Importance of knowing their legal rights and obligations in their host country:

Knowing their legal rights and obligations in their host country is critical for unaccompanied minors, as it can help them in various ways. Firstly, it can help them navigate legal systems more effectively. Understanding their rights can enable them to make informed decisions and take necessary actions to protect themselves, such as seeking legal assistance when needed. Additionally, knowing their obligations can help them avoid any legal consequences that may arise from failing to comply with the law. Furthermore, knowing their legal rights and obligations can also help unaccompanied minors access necessary services and resources. For instance, they may be entitled to healthcare, education, or other social services that can support their well-being and integration into society. However, without knowledge of their rights, they may struggle to access these services, leading to further marginalisation and exclusion. Moreover, knowledge of their legal rights and obligations can protect unaccompanied minors from exploitation and abuse. Unaccompanied minors are particularly vulnerable to exploitation and abuse, such as human trafficking, forced labour, and sexual exploitation. Understanding their rights can empower them to recognize and report any violations, while knowledge of their obligations can help them avoid situations that may lead to exploitation. In summary, the importance of knowing legal rights and obligations in the host country for unaccompanied minors cannot be overstated. It can help them navigate legal systems, access services, and protect themselves from exploitation and abuse, ultimately promoting their well-being and integration into society.

- **Example:** Sharing stories of real-life situations where knowing one's legal rights and obligations would have been helpful, such as a case where an unaccompanied minor was denied healthcare because they were not aware of their right to access it. For instance, an unaccompanied minor who has recently arrived in a new country is seeking medical treatment for a chronic illness. The minor may not be aware of their legal right to access healthcare services in the host country, and as a result, they may encounter barriers to receiving the care they need. In this scenario, the minor may encounter a healthcare provider who is unfamiliar with the legal rights of unaccompanied minors in the host country. The provider may deny the minor access to healthcare services due to their immigration status or lack of insurance, even though the minor is entitled to receive medical treatment under the law. If the minor were aware of their legal right to access healthcare services, they could advocate for themselves and demand that their rights be respected. They could seek out legal resources or consult with an advocate who could





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help them navigate the healthcare system and ensure that they receive the care they need. In this case, knowledge of the legal right to access healthcare services could have helped the unaccompanied minor receive the medical treatment they needed to manage their chronic illness.

- **Practical exercise:** Have participants work in groups to brainstorm situations where knowing their legal rights and obligations would be important and come up with strategies for how to access that information.

## Overview of the legal system in the host country:

Providing an overview of the legal system in the host country is important for unaccompanied minors to understand how the law works in their new home. The legal system can be complex, and navigating it can be overwhelming, even for adults. Therefore, it is important to explain the basics of the legal system to the UAMs in a clear and concise manner. The overview will cover the different branches of government, such as the executive, legislative, and judicial branches. This will help the UAMs understand how laws are made and enforced, and who is responsible for ensuring that they are followed. It is also important to explain the role of local government and any relevant international agreements that may impact their legal rights and obligations. The court system will also be explained, including the different types of courts and the role of judges, prosecutors, and defence attorneys. It is important to emphasise the importance of following court procedures and respecting the decisions made by the courts. Additionally, it is important to explain how laws are made and enforced in the host country, including the role of law enforcement officers, such as police officers and immigration officials. It is important for UAMs to understand the consequences of breaking the law and the penalties they may face. By providing an overview of the legal system in the host country, UAMs will have a better understanding of their legal rights and obligations and will be better equipped to navigate the legal system if they need to.

- **Example:** Providing a visual representation of the different branches of government and how they interact, such as a diagram or flowchart.
- **Practical exercise:** Have participants research a recent court case in the host country and present on the different branches of government and how they were involved in the case.

**1.4 Differences between legal systems in different countries:** Comparing and contrasting the legal system in the host country with legal systems in other countries, emphasising the unique aspects of the host country's legal system. Legal systems can vary widely between countries, even between countries with similar cultural and historical backgrounds. For example, common law systems (like in the United States) rely heavily on judicial precedent, while civil law systems (like in Europe) rely more on written codes. Understanding these differences can be important for unaccompanied minors who may have experienced different legal systems in their home country or during their journey to the host country. In addition to the differences between common law and civil law systems, there are also variations within these categories. The legal system in the host country may have unique features that are not found in other countries. For example, some countries have specialised courts for certain types of cases (such as family courts or labour courts), while others have specific legal protections for certain groups of people (such as indigenous populations or refugees). Unaccompanied





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minors may benefit from understanding these unique aspects of the legal system to better navigate the system and access their rights. Differences in language and terminology can also pose a challenge for unaccompanied minors trying to understand the legal system. Even within countries with the same legal system, different terms and phrases may be used to describe similar concepts. Helping unaccompanied minors understand the specific language and terminology used in the host country's legal system can help them better communicate with lawyers, judges, and other legal professionals. Finally, it's important to note that the legal system in the host country is not static and can change over time. Changes to laws and legal procedures can have a significant impact on unaccompanied minors' rights and obligations, so it's important for them to stay informed about any updates or changes to the legal system. This may require ongoing education and support, especially if the unaccompanied minors are not fluent in the language of the host country or if they have limited access to legal resources.

- **Example:** Comparing and contrasting the legal system in the host country with the legal system in a participant's home country, pointing out similarities and differences. For instance, Greece has a civil law system, while Afghanistan has an Islamic law system, which is a type of religious law system. This means that the legal system in Afghanistan is based on religious texts, whereas the legal system in Greece is based on written codes and laws. One key similarity between the two legal systems is that both recognize the importance of family law. Family law is an area of law that deals with issues such as marriage, divorce, child custody, and inheritance. In both Greece and Afghanistan, there are specialised courts that handle family law cases. However, there are also significant differences between the two legal systems. For example, in Afghanistan, Islamic law is the primary source of law, while in Greece, the primary source of law is the Constitution. Additionally, Afghanistan's legal system is heavily influenced by tribal customs and traditions, which can vary widely from region to region, while Greece's legal system is more centralised and uniform. Another key difference between the two legal systems is the role of women. In Greece, women have equal rights under the law, and discrimination based on gender is illegal. In Afghanistan, however, women's rights are often limited, and they may face significant legal and social barriers to achieving equality.
- **Practical exercise:** Have participants work in pairs to research the legal system in a country that is different from both the host country and their home country, and then present on the unique aspects of that legal system.

## Rights and obligations of unaccompanied minors in the host country:

Providing a detailed explanation of the legal rights and obligations that apply specifically to unaccompanied minors in the host country. It will cover topics such as access to education, healthcare, legal representation, and the rights of the child. More specifically:

- **Education:** In many countries, unaccompanied minors have the right to attend school, regardless of their immigration status. Schools are often required to provide language support and other services to help these students succeed. It's important for unaccompanied minors to understand their right to an education and to know how to access this right.
- **Healthcare:** Unaccompanied minors may be eligible for healthcare services in the host country. This could include preventative care, medical treatment, and mental health support. It's important for minors to know how to access these services and to understand their rights in this area.





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- **Legal representation:** Unaccompanied minors may be entitled to legal representation in certain situations, such as immigration proceedings or criminal cases. It's important for minors to understand their right to a lawyer and to know how to access this right.
- **The rights of the child:** The host country may have laws and policies in place to protect the rights of children, such as the right to be free from exploitation, abuse, and neglect. Unaccompanied minors should be aware of these protections and know how to seek help if they feel their rights are being violated.
- **Immigration status:** Unaccompanied minors may have different legal rights and obligations depending on their immigration status. It's important for minors to understand their legal status and to know what rights and obligations apply to them.
- **Example:** Providing a scenario where an unaccompanied minor's legal rights and obligations are in conflict, such as a case where a minor has the right to make their own medical decisions but is obligated to attend school. For example, A 16-year-old unaccompanied minor, Sarah, has been diagnosed with a serious medical condition that requires ongoing treatment. Sarah's doctor recommends a treatment plan that involves weekly appointments with a specialist in a nearby city, which would require her to miss a day of school each week. Sarah is torn between her legal right to make her own medical decisions, which would allow her to pursue the treatment plan recommended by her doctor, and her legal obligation to attend school, which could be jeopardised if she misses too many days. In this situation, Sarah's legal rights and obligations are in conflict. On one hand, she has the right to make decisions about her own medical care, including deciding which treatment plan to pursue. On the other hand, she is obligated to attend school and could face consequences if she misses too many days. To resolve this conflict, Sarah may need to work with her doctor, school administrators, and possibly legal professionals to find a solution that allows her to receive necessary medical treatment while also fulfilling her obligation to attend school. This could involve exploring alternative treatment options, adjusting her school schedule, or seeking legal guidance on her rights and obligations in this situation.
- **Practical exercise:** Have participants work in groups to research one specific legal right or obligation of unaccompanied minors in the host country and present on what it entails and how it applies to their lives.

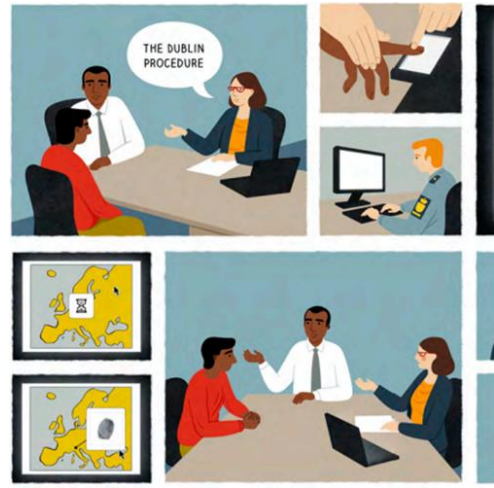
## Dublin Procedure

The aim of this topic is to provide unaccompanied minors with an understanding of the Dublin Procedure, their role in it, and their legal rights and obligations during the process.





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## 2.1 Introduction to the Dublin Regulation and its purpose:

Providing an overview of the Dublin Regulation by covering the purpose of the Dublin Regulation, which is to ensure that asylum seekers do not apply for asylum in multiple EU countries and to prevent multiple asylum claims from being processed in different EU countries. The trainer will also discuss the history of the Dublin Regulation and its evolution over time. The Dublin Regulation, officially known as the "Regulation (EU) No 604/2013," is a European Union (EU) law that was established in 2013. The primary goal of the regulation is to establish a clear and predictable system for determining which EU Member State is responsible for processing an asylum application. The Dublin Regulation is based on the principle that an asylum seeker should only apply for asylum in one country and that the responsibility for processing their application should rest with that country. The Dublin Regulation was first introduced in 1990 as the Dublin Convention, which was signed by the European Community and its Member States. The Convention was designed to address the issue of multiple asylum applications by establishing a system for determining which EU Member State was responsible for processing an application. The Convention was amended several times, with the most significant changes made in 2003, before being replaced by the current Dublin Regulation in 2013. The Dublin Regulation is based on a series of criteria for determining which EU Member State is responsible for processing an asylum application. These criteria include the first country of entry, the presence of family members in a particular EU Member State, and whether the asylum seeker has already been granted protection in another EU Member State. The regulation also includes provisions for transferring asylum seekers from one EU Member State to another, and for returning asylum seekers to the country where they first applied for asylum. One of the primary goals of the Dublin Regulation is to prevent so-called "asylum shopping," where asylum seekers apply for asylum in multiple EU Member States to increase their chances of being granted protection. By establishing a clear and predictable system for determining which EU Member State is responsible for processing an asylum application, the Dublin Regulation seeks to ensure that asylum seekers are treated fairly and that resources are allocated efficiently. However, the Dublin Regulation has been criticised by some for putting too much pressure on the EU Member States that receive the most asylum applications, such as Greece and Italy, and for failing to adequately protect the rights of asylum seekers. As a result, the Dublin Regulation has been the subject





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of ongoing debate and reform efforts, with some advocating for its repeal and others calling for its reform to better protect the rights of asylum seekers.

- **Example:** Providing a brief history of the Dublin Regulation and how it came to be implemented in the EU, highlighting any relevant events or crises that led to its creation.
- **Practical exercise:** Have participants research and present on a current event or situation related to the Dublin Regulation and how it has been implemented in practice.

## Overview of the Dublin Procedure and the steps involved:

Explaining the Dublin Procedure by covering the steps involved in the Dublin Procedure, including the submission of the asylum application, the criteria used to determine which EU member state is responsible, and the appeals process. The training will also include a discussion of the time frame for the Dublin Procedure and the potential outcomes for the asylum seeker. The Dublin Procedure is a process established by the Dublin Regulation to determine which EU Member State is responsible for processing an asylum application. The procedure involves several steps, including the submission of the asylum application, the criteria used to determine which EU Member State is responsible, and the appeals process. The first step in the Dublin Procedure is for the asylum seeker to apply for asylum in the EU Member State of their choice. If the asylum seeker has already applied in another EU Member State, the application will be rejected, and the asylum seeker will be returned to the Member State where their first application was submitted. Once an asylum application has been submitted, the Dublin Procedure begins. The EU Member State in which the application was submitted is responsible for determining whether it is the appropriate Member State to process the application or whether responsibility should be transferred to another EU Member State. The Dublin Regulation sets out a series of criteria that are used to determine which EU Member State is responsible for processing an asylum application. These criteria include the first EU Member State of entry, family members present in a particular EU Member State, and whether the asylum seeker has already been granted protection in another EU Member State.

If the EU Member State in which the application was submitted determines that it is not responsible for processing the application, it must inform the asylum seeker of its decision and the reasons for the decision. The asylum seeker can then appeal the decision within a set timeframe, typically 30 days. If an appeal is submitted, the EU Member State responsible for determining the asylum application will review the appeal and decide. If the EU Member State determines that it is responsible for processing the application, it will proceed with the asylum procedure. If the EU Member State determines that another Member State is responsible, it will transfer the asylum seeker to the other Member State. The Dublin Procedure has a set timeframe for each step of the process. Once an application has been submitted, the EU Member State has 21 days to determine whether it is responsible for processing the application. If an appeal is submitted, the EU Member State responsible for processing the appeal has 33 days to decide. If no decision is made within these timeframes, the EU Member State must assume responsibility for processing the application.

The potential outcomes for an asylum seeker in the Dublin Procedure depend on whether their application is accepted or rejected. If their application is accepted, they may be granted refugee status or other forms of protection. If their application is rejected, they may be returned to their country of origin or to the EU Member State where their first application was submitted.





If an asylum seeker is transferred to another EU Member State, they will be subject to the asylum procedures of that Member State.

- **Example:** Using a flowchart or visual aid to demonstrate the steps involved in the Dublin Procedure, highlighting each step and what it entails.
- **Practical exercise:** Have participants work in pairs to create a mock asylum application and walk through the steps of the Dublin Procedure, including making the determination of which EU member state is responsible.

## Explanation of the role of the host country and the country of origin in the Dublin Procedure:

Explaining the roles of the host country and the country of origin in the Dublin Procedure by covering the responsibilities of the host country in processing the asylum application, including the initial assessment and the transfer of the asylum seeker to another EU member state if necessary. The training will also cover the responsibilities of the country of origin in accepting the return of the asylum seeker if their asylum claim is rejected. In the Dublin Procedure, the host country and the country of origin play important roles in the processing of the asylum application and the potential return of the asylum seeker if their claim is rejected. The host country is responsible for processing the asylum application and determining whether it is the appropriate EU Member State to process the application. The host country must provide the asylum seeker with an initial assessment of their application and inform them of the decision within 21 days of the application being submitted. If the host country determines that it is not responsible for processing the application, it must transfer the asylum seeker to the appropriate EU Member State within 6 months. If the host country determines that another EU Member State is responsible for processing the asylum application, it must inform the asylum seeker of its decision and transfer them to the other EU Member State within 6 months. The host country is also responsible for ensuring that the asylum seeker's human rights are protected during the transfer process. The country of origin of the asylum seeker also plays a role in the Dublin Procedure. If the asylum seeker's claim is rejected and they are ordered to return to their country of origin, the country of origin is responsible for accepting their return. The country of origin must cooperate with the host country and provide the necessary documentation for the asylum seeker's return. If the country of origin refuses to accept the return of the asylum seeker, the host country may not be able to enforce the return. This can lead to situations where asylum seekers are unable to be returned to their country of origin, even if their asylum claim has been rejected. In such cases, the asylum seeker may be allowed to stay in the host country or may be transferred to another EU Member State where their application can be processed. In summary, the host country is responsible for processing the asylum application and determining which EU Member State is responsible for processing the application. The country of origin is responsible for accepting the return of the asylum seeker if their claim is rejected. Both the host country and the country of origin must cooperate with each other to ensure that the Dublin Procedure is carried out effectively.

- **Example:** Providing examples of situations where the host country or the country of origin may be reluctant to fulfil their responsibilities in the Dublin Procedure, such as cases where a country is facing a refugee crisis or political unrest.
- **Practical exercise:** Have participants work in groups to brainstorm potential solutions or strategies to overcome challenges that may arise in the Dublin Procedure.





## Case studies and examples to illustrate the Dublin Procedure:

Providing practical examples of the Dublin Procedure and how it works in practice. The trainer will present case studies of asylum seekers who have gone through the Dublin Procedure, including the criteria used to determine which EU member state is responsible and the outcomes for the asylum seeker. The training will also include group exercises or discussions to encourage participants to apply the knowledge they have learned about the Dublin Procedure to real-world scenarios.

- **Case study 1:** Ahmed is a Syrian refugee who arrives in Greece and applies for asylum. Under the Dublin Procedure, Greece is responsible for processing Ahmed's application. However, Ahmed's goal is to reunite with his brother who lives in Germany. Ahmed's brother submits a request to the German authorities to take over Ahmed's asylum application. The German authorities accept the request, and Ahmed is transferred to Germany to have his asylum claim processed.
- **Case study 2:** Fatima is a Somali refugee who arrives in Italy and applies for asylum. Italy is responsible for processing Fatima's application under the Dublin Procedure. However, Fatima has relatives in Sweden, and she wants to reunite with them. Fatima's relatives in Sweden submit a request to the Swedish authorities to take over her asylum application. The Swedish authorities reject the request, stating that Italy is responsible for processing Fatima's application. Fatima is eventually transferred back to Italy, where her application is processed.
- **Case study 3:** Mohamed is an Afghan refugee who arrives in Austria and applies for asylum. Austria is responsible for processing Mohamed's application under the Dublin Procedure. However, Mohamed has already applied for asylum in Germany before arriving in Austria. The German authorities accept responsibility for Mohamed's application, and he is transferred to Germany to have his claim processed there.

In these case studies, the Dublin Procedure is used to determine which EU member state is responsible for processing the asylum application. The criteria used to make this determination include factors such as the first EU member state the asylum seeker entered, whether the asylum seeker has family members in another EU member state, and whether the asylum seeker has already applied for asylum in another EU member state. The outcomes for the asylum seekers in these case studies varied depending on the decisions made by the authorities. In some cases, the asylum seeker was able to reunite with family members in another EU member state, while in other cases, they were transferred back to the EU member state that was responsible for processing their application. In some instances, the asylum seeker's claim was accepted, while in others, it was rejected. Case studies and examples like these will help participants better understand the Dublin Procedure and how it works in practice.

- **Example:** Presenting a case study of an asylum seeker who went through the Dublin Procedure and had a positive outcome, highlighting the criteria used to determine which EU member state was responsible and the reasons why the asylum claim was accepted.





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- **Practical exercise:** Have participants work in groups to analyse a case study of an asylum seeker who went through the Dublin Procedure and had a negative outcome, identifying any potential issues or challenges with the procedure and discussing ways to improve the system.



## Democracy and European Union

The aim of this topic is to introduce unaccompanied minors to the concept of democracy and active citizenship, and to encourage them to become active members of their communities. By the end of this topic, participants should have a basic understanding of the key elements of democracy, their legal rights and responsibilities, and how to be an active citizen.



**3.1 Introduction to democracy and how it works:** Explaining what democracy is and how it works, using examples to illustrate the concept. It will explain the principles of democracy, such as the rule of law, equality before the law, and freedom of expression. Democracy is a system of government in which power is held by the people, either directly or through elected representatives. The word "democracy" comes from the Greek words "demos," meaning "people," and "kratos," meaning "power." In a democracy, the people have the right to participate in the decision-making process and to hold their elected representatives accountable for their actions. There are several principles that are essential to a functioning democracy, including:

**Rule of law:** This principle means that everyone, including those in positions of power, is subject to the law. No one is above the law, and everyone is entitled to the same legal protections and due process.

**Equality before the law:** This principle means that everyone is equal under the law and should be treated with the same level of respect and dignity. Discrimination and prejudice have no place in a democratic society.

**Freedom of expression:** This principle means that people have the right to express their opinions and beliefs freely, without fear of retribution or censorship. This includes the right to free speech, free press, and freedom of assembly.

In a democracy, power is typically divided among different branches of government, such as the legislative, executive, and judicial branches. This system of checks and balances ensures that no one branch of government becomes too powerful and that the rights and freedoms of the people are protected. In democratic countries, such as EU countries or the United States, elections play a critical role in determining who governs and making sure that the government is accountable to the people. Elections are typically held on a regular basis, and citizens have the right to vote for their preferred candidates. In most cases, there are multiple parties to choose from, which allows for a diversity of viewpoints and ensures that no one party can monopolise power for too long. Another key element of democracy is the separation of powers, which ensures that no one branch of government has too much power. In democratic countries, there are typically three branches of government: the executive (which enforces laws), the legislative (which makes laws), and the judicial (which interprets laws). Each branch has its own distinct responsibilities, and they are designed to check and balance each other.



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so that no one branch becomes too dominant. Finally, protecting individual rights and freedoms is also a critical aspect of democracy. Democratic countries typically have constitutions that outline the rights and freedoms that citizens are entitled to, such as freedom of speech, freedom of assembly, and the right to a fair trial. These rights are protected by law and enforced by an independent judiciary, which ensures that individuals are not subject to arbitrary or unfair treatment by the government. Overall, democracy is a complex and multifaceted system of government that requires a commitment to free and fair elections, separation of powers, and protection of individual rights and freedoms. While no system is perfect, democratic countries have shown that they are able to provide a high degree of stability, prosperity, and freedom to their citizens.

- **Example:** Providing examples of democratic countries, such as Greece, France, and Germany. Discussing how democracy works in these countries, including the role of elections, the separation of powers, and the importance of protecting individual rights and freedoms. For example, Greece is a parliamentary representative democratic republic, where the President is the head of state, and the Prime Minister is the head of government. Greece has a unicameral parliament called the Hellenic Parliament, which consists of 300 members who are elected every four years through a proportional representation system. The separation of powers in Greece is based on the traditional three branches of government: legislative, executive, and judicial. The judicial system is independent and follows a civil law system. France is a unitary semi-presidential constitutional republic, where the President is the head of state and the Prime Minister is the head of government. France has a bicameral parliament consisting of the National Assembly and the Senate. Members of the National Assembly are elected for a five-year term through a two-round system, while senators are indirectly elected for a six-year term. The separation of powers in France is based on the traditional three branches of government, with the judicial system following a civil law system. Germany is a federal parliamentary republic, where the President is the head of state, and the Chancellor is the head of government. Germany has a bicameral parliament consisting of the Bundestag and the Bundesrat. Members of the Bundestag are elected for a four-year term through a mixed electoral system, while the members of the Bundesrat are appointed by the state governments. The separation of powers in Germany is based on the traditional three branches of government, with the judicial system following a civil law system. In all these countries, elections play a vital role in democracy, allowing citizens to choose their representatives and hold them accountable for their actions. The separation of powers ensures that no single branch of government has too much power, with checks and balances in place to prevent abuses of power. Protecting individual rights and freedoms is also crucial in a democratic society, with all three countries having legal frameworks in place to ensure that citizens' rights are respected and protected.
- **Practical exercise:** Ask participants to brainstorm different principles of democracy and discuss how they relate to their own experiences and understanding of democracy.

## Overview of the European Union (EU) and its institutions:

Providing an introduction to the EU and its institutions. The trainer will explain the history of the EU, its goals, and its structure. They will introduce the main EU institutions, such as the European Parliament, European Commission, and European Council. The European Union (EU) is a political and economic union of 27 member states located primarily in Europe. The EU was founded in the aftermath of World War II with the goal of promoting peace, stability, and economic prosperity in the region. Today, the EU is the world's largest single market, with





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a population of over 447 million people. The EU has a complex system of governance with multiple institutions and bodies, each with specific roles and responsibilities. The main EU institutions include:

- **European Parliament:** The European Parliament is the directly elected legislative body of the EU. It represents the interests of EU citizens and has the power to adopt, amend, or reject EU legislation. The Parliament also plays a role in the appointment of the President of the European Commission.
- **European Commission:** The European Commission is the executive branch of the EU. It is responsible for proposing and implementing EU policies and legislation, enforcing EU laws, and managing the day-to-day operations of the EU. The Commission is made up of one Commissioner from each member state, and it is led by a President who is appointed by the European Parliament.
- **European Council:** The European Council is made up of the heads of state or government of the EU member states, along with the President of the European Council and the President of the European Commission. The Council is responsible for setting the overall direction and priorities of the EU, and it has the power to make decisions on important policy issues.
- **Council of the European Union:** The Council of the European Union is made up of ministers from the national governments of the EU member states. It is responsible for negotiating and adopting EU legislation, as well as coordinating the policies of the member states.
- **Court of Justice of the European Union:** The Court of Justice of the European Union is the highest court in the EU. It interprets EU law and ensures that EU law is applied consistently across all member states.

In addition to these main institutions, there are other bodies and agencies that play important roles in the functioning of the EU, such as the European Central Bank, the European External Action Service, and the European Investment Bank. The EU is governed by the principle of supranationalism, which means that decisions are made at the EU level rather than at the national level. This allows for greater coordination and cooperation among member states, and it has helped to promote peace and stability in the region. In conclusion, the European Union is a political and economic union of 27 member states located primarily in Europe. The EU has a complex system of governance with multiple institutions and bodies, each with specific roles and responsibilities. The main EU institutions include the European Parliament, European Commission, and European Council. The EU is governed by the principle of supranationalism, which allows for greater coordination and cooperation among member states.

- **Example:** Providing an overview of the history of the EU and its institutions, such as the European Parliament, European Commission, and European Council. Discuss the role of each institution and how they work together to make decisions.
- **Practical exercise:** Divide participants into groups and assign each group an EU institution to research and present to the class. Ask each group to explain the role of their assigned institution and provide examples of decisions it has made in the past.

## Rights and obligations of EU citizens:

Explaining the rights and obligations of EU citizens, such as the right to move freely within the EU, the right to work and study in other EU countries, and the obligation to respect the laws of the host country. The rights of EU citizens are outlined in the EU Charter of Fundamental





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Rights, which is a legally binding document that guarantees a range of civil, political, economic, and social rights to all EU citizens. Some of the key **rights** of EU citizens include:

- **Freedom of movement:** EU citizens have the right to move freely within the EU, to live and work in any EU country they choose, and to access the same benefits and services as citizens of that country.
- **Non-discrimination:** EU citizens are protected against discrimination on the grounds of nationality, race, religion, gender, age, or sexual orientation.
- **Right to vote:** EU citizens have the right to vote and stand as candidates in European Parliament and local elections in any EU country they reside in, under certain conditions.
- **Consumer protection:** EU citizens have the right to access safe and fair products and services, and to be protected against fraudulent or misleading commercial practices.
- **Privacy protection:** EU citizens have the right to have their personal data protected, and to access information about how their data is being used.

On the other hand, EU citizens also have some **obligations**, which include:

- **Respect for the laws of the host country:** EU citizens are obliged to obey the laws and regulations of the country they reside in.
- **Paying taxes:** EU citizens who live and work in another EU country are obliged to pay taxes in that country.
- **Contributing to social security:** EU citizens who work in another EU country are obliged to contribute to the social security system of that country.
- **Respecting public order and security:** EU citizens must respect public order and security in the country they reside in.
- **Participating in civic life:** EU citizens have an obligation to participate in the democratic life of the EU and the country they reside in, such as by voting or engaging in community activities.

Overall, the rights and obligations of EU citizens reflect the principles of democracy and the rule of law, and aim to promote equality, freedom, and respect for human rights across the EU.

- **Example:** Provide examples of the rights and obligations of EU citizens, such as the right to vote in European Parliament elections and the obligation to pay taxes. Discuss how these rights and obligations contribute to the functioning of a democratic society.
- **Practical exercise:** Ask participants to research and present a case study of an EU citizen exercising their rights in another EU country. For example, a student from France studying in Germany or a worker from Poland living and working in Spain.

## Importance of being an active citizen in a democratic society:

Exploring the importance of being an active citizen in a democratic society. The trainer will explain the different ways that citizens can participate in democratic societies, such as through voting, volunteering, or joining community groups. They will also discuss the benefits of active citizenship, such as greater social cohesion, improved public services, and a stronger sense of community. Active citizenship is essential for the functioning of a democratic society, as it





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allows citizens to participate in decision-making processes and hold those in power accountable. Some of the ways that citizens can be active in a democratic society include:

- **Voting:** Voting is one of the most fundamental ways that citizens can participate in democracy. By voting in elections, citizens have a say in who represents them and the policies that affect their lives.
- **Volunteering:** Volunteering is another way that citizens can be active in their communities. By giving their time and skills, citizens can help to improve the lives of others and build stronger, more resilient communities.
- **Joining community groups:** Joining a community group is a great way to get involved in local issues and work towards positive change. Community groups can be focused on a wide range of issues, such as environmental conservation, social justice, or education.
- **Engaging with public officials:** Citizens can also be active by engaging with their elected representatives and public officials. This can involve attending public meetings, writing letters or emails, or participating in public consultations.

The benefits of active citizenship are numerous and significant. Some of the key benefits include:

- **Greater social cohesion:** Active citizenship can help to build stronger, more connected communities by bringing people together and encouraging them to work towards common goals.
- **Improved public services:** By participating in decision-making processes, citizens can help to ensure that public services are responsive to the needs of the community and provide better outcomes.
- **Increased accountability:** Active citizenship can help to hold those in power accountable for their decisions and actions, ensuring that they are acting in the best interests of the community.
- **Stronger sense of community:** Active citizenship can help to foster a sense of belonging and shared responsibility within a community, leading to greater civic pride and engagement.

Overall, being an active citizen is essential for the health and vitality of a democratic society. By participating in democracy and working towards positive change, citizens can help to ensure that their voices are heard and that their communities thrive.

- **Example:** Providing examples of ways that citizens can participate in democratic societies, such as through voting, volunteering, or joining community groups. Discuss how these forms of participation contribute to the functioning of a democratic society.
- **Practical exercise:** Ask participants to brainstorm different ways that they can be active citizens in their host country. Encourage them to think beyond traditional forms of participation and consider ways that they can contribute to their community and society.

## Case studies and examples of how active citizenship has impacted communities and societies:

Providing case studies and examples of how active citizenship has impacted communities and societies. The trainer will use examples from the EU context, such as successful citizen-led initiatives or campaigns, to illustrate the impact of active citizenship. They will also discuss





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challenges to active citizenship, such as lack of access to information or limited opportunities for participation.

- **Citizens' initiatives in the EU:** The European Citizens' Initiative (ECI) allows citizens to propose legislation directly to the European Commission if they can gather one million signatures from at least seven EU member states. The ECI has led to several successful citizen-led initiatives, such as the Right2Water campaign, which sought to secure access to clean and affordable water for all EU citizens.
- **Community activism:** Community activism has led to positive changes in many areas, such as education, healthcare, and environmental protection. An example of community activism in Greece is the "Save Vouliagmeni" movement, which was formed to protect the Vouliagmeni Lake and its surrounding area from development. The Vouliagmeni Lake is a unique natural resource located in the Athens Riviera, which is surrounded by hotels and tourist resorts. The movement was started by residents who were concerned about the potential negative impact of new development projects on the lake and its ecosystem. The movement organized protests, public meetings, and media campaigns to raise awareness about the issue and put pressure on local authorities to protect the lake. They also conducted scientific studies to demonstrate the ecological value of the lake and its importance for the local community. As a result of the movement's efforts, the Greek government declared the lake and its surrounding area a protected nature reserve in 2000. This designation has helped to limit development in the area and ensure that the lake remains a natural and cultural treasure for future generations. The Save Vouliagmeni movement is an example of how community activism can be a powerful force for positive change, even in the face of powerful economic and political interests.
- **Youth activism in Sweden:** In Sweden, young people have been particularly active in pushing for action on climate change. The Fridays for Future movement, started by teenage activist Greta Thunberg, has inspired thousands of young people to protest and demand action on climate change, both in Sweden and around the world.
- **Example:** Providing examples of successful citizen-led initiatives or campaigns in the EU, such as the #MeToo movement. Discuss how these initiatives have impacted communities and societies. The #MeToo movement is a powerful example of how citizen-led initiatives can have a significant impact on communities and societies. The movement began as a hashtag on social media in 2017, with women sharing their experiences of sexual harassment and assault. Since then, it has grown into a global movement that has brought attention to issues of sexual harassment, assault, and gender-based violence. Here are some of the ways that the #MeToo movement has impacted communities and societies:
  - **Increased awareness:** The #MeToo movement has helped to raise awareness about the prevalence and impact of sexual harassment and assault. By sharing their stories, survivors have helped to break the silence surrounding these issues and have encouraged others to speak out.
  - **Changes in laws and policies:** The #MeToo movement has led to changes in laws and policies around the world. In the US, for example, several states have passed laws that make it easier for survivors of sexual harassment and assault to seek justice. In India, the movement has led to the creation of a sexual harassment complaints committee in every workplace.
  - **Shifts in social norms:** The #MeToo movement has also led to a shift in social norms around issues of sexual harassment and assault. Many people have become more aware of the ways in which these issues are normalised in our society and have started to challenge these norms. For example, the movement has led to a rethinking of the way that sexual harassment and assault are portrayed in the media.





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- **Accountability for perpetrators:** The #MeToo movement has also led to greater accountability for perpetrators of sexual harassment and assault. Many high-profile individuals, including politicians, celebrities, and business leaders, have been held accountable for their actions because of the movement.

Overall, the #MeToo movement has had a significant impact on communities and societies around the world. By raising awareness, changing laws and policies, shifting social norms, and holding perpetrators accountable, the movement has helped to create a safer and more equitable world for all.

**Practical exercise:** Divide participants into groups and assign each group a successful citizen-led initiative or campaign to research and present to the class. Ask each group to explain the goals of the initiative, how it was organised and carried out, and the impact it had on the community or society.

## Learning activities 2.1: Know Your Rights and Be an Active Citizen (Both)

<b>Type of activity</b>
Know Your Rights and Be an Active Citizen or both (Both) – Case Studies, Role Playing and analysis.
<b>Purpose/goal</b>
<p>The purpose of this activity is to empower unaccompanied minors with the knowledge and skills necessary to understand their legal rights and obligations, and to participate actively in their host communities. The training aims to help unaccompanied minors gain a deeper understanding of their legal status, their rights as migrants and individuals, and their responsibilities towards their host country.</p> <p>The training also aims to provide unaccompanied minors with the tools and knowledge necessary to engage in their host communities, understand the democratic principles that underpin them, and actively participate in community life. By providing information on the legal and civic systems of their host country, the training aims to increase the sense of agency and confidence among unaccompanied minors and foster a sense of belonging and integration in their new communities.</p> <p>Overall, the goal of this activity is to help unaccompanied minors navigate their host country, access the resources, and support they need, and become active and engaged citizens in their new communities.</p>
<b>Group size / individual if applicable</b>
25 unaccompanied minors, aged 16-18
<b>Material/s needed</b>





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**Presentation slides:** A set of visually appealing slides will be used to present the key concepts, principles, and laws related to the legal rights and obligations of unaccompanied minors, as well as the democratic principles and civic engagement.

**Handouts:** Printed materials will be distributed to participants during the training, such as checklists, summaries, and key terms.

**Case studies:** Real-life examples will be used to illustrate the concepts and principles presented in the training, and to encourage critical thinking and problem-solving skills.

**Role-playing activities:** Activities that simulate real-life scenarios that unaccompanied minors might encounter in their host country, such as interactions with authorities, and require participants to apply the knowledge and skills learned in the training.

**Multimedia resources:** Audio and video resources will be used to enhance the training experience, such as podcasts, videos, and interactive online resources.

**Evaluation forms:** A set of evaluation forms will be used to gather feedback from participants on the effectiveness of the training, and to identify areas for improvement.

**Estimated duration**

6 hours

**Instructions**

**Delivery Method:** The training will be delivered in person through a combination of lectures, group discussions, case studies, and interactive activities. It is important to consider the language needs of the participants and to ensure that the materials are accessible and culturally sensitive.

**Trainers:** The trainers should be experienced in working with unaccompanied minors and knowledgeable about legal rights and obligations, the Dublin Procedure, democracy, and the EU. They should also be able to facilitate group discussions and create a safe and inclusive learning environment.

**Evaluation:** Evaluation of the training will be done through participant feedback. It might also be important to conduct a follow-up evaluation to measure the impact of the training on the participants' knowledge and behaviour.

**Links / references**

The UN Refugee Agency (UNHCR) provides a variety of resources and training materials on refugee protection, including legal rights and responsibilities. Their website offers guidance and resources on developing training programs for refugees and asylum-seekers, which could be adapted for unaccompanied minors.

The European Union Agency for Fundamental Rights (FRA) has published several reports and studies on the legal rights and integration of unaccompanied minors in Europe, which can be used as a reference for developing training materials.





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The European Council on Refugees and Exiles (ECRE) provides training and capacity-building programs for NGOs and other actors working on refugee and migration issues. Their website includes resources and guidance on developing effective training programs for unaccompanied minors.

**Extra tips, options or adaptations, checklists and so on.**

## Unit 3 - Cultural Norms

### Introduction

#### INTERCULTURAL SKILLS

The methodology to follow in this session should reflect the basic values of intercultural understanding and communication in every aspect. The activities chosen should enable free dialogue, expression of one's own ideas, time for self-reflection and a sense of trust, safety, and respect.

Approaching culture and values is a very sensitive issue and resistance to change is to be expected. Therefore, the trainers should keep in mind to avoid judgmental comments and behaviours, set clear set of communication rules at the beginning of the session, and make clear that there is no culture better than others, but all different cultural elements reflect a specific society at a specific time and place.

Culture is a dynamic process that evolves based on each community's needs and serves to enable peaceful coexistence and human social interaction.



Culture is a complex construct and definitions are evolving as societies evolve. A simple yet comprehensive definition is the following:



- **Culture** – the underlying values and assumptions of a society and the specific behaviours that derive from those values.
- Culture is often compared to an iceberg:
- **Observable behaviour (surface culture)** is a small part of a much bigger whole.
- **Beneath-the-surface values and assumptions** influence the surface behaviours. The deeper we go the less aware we are of the cultural elements.

### Basic activities:

#### The greeting exercise (ice breaking game)

- The lemon exercise (underlying that each one is different but at the end of the day we are all same)
- The cards game (underlying the importance of rules, norms, and inclusion processes)
- A simulation game (about intercultural cooperation e.g the Derdians)

#### A short video: The danger of a single story Chimamanda Ngozi Adichie

[https://www.youtube.com/watch?v=D9lhs241zeg&ab\\_channel=TED](https://www.youtube.com/watch?v=D9lhs241zeg&ab_channel=TED)

- Painting (art for critical education)
- Action research (identify cultural elements of the hosting country)
- Game of statements
- A self-assessment tool (CoE) <https://www.coe.int/en/web/interculturalcities/icc-test>



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### Learning activity 3.1: The story of my name

<b>Type of activity</b>
<i>Practical Unit – F2F or Online or Both</i>
<b>Purpose/goal</b>
Breaking the ice, getting to know each other, introduce basic elements of cultural behaviours, have fun
<b>Group size / individual if applicable</b>
15 to 20 learners
<b>Material/s needed</b>
-
<b>Estimated duration</b>
10 Minutes for the task 10 Minutes to reflect
<b>Instructions</b>
Participants say their name and explain <b>a.</b> if it has a meaning <b>b.</b> Why were they named like this?
<b>Reflection</b>
Encourage your participants to consider: What are the first thoughts that come to your mind? Did you find any similarities? What surprised you? Do you see any connections between the naming of a person and his/her culture? Do you see any connection of this process with underlying values? eg importance of ancestors or gender hierarchies etc.

### Learning activity 3.2: The greeting exercise

<b>Type of activity</b>
<i>Practical Unit – F2F or Online or Both</i>





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**Purpose/goal**

Breaking the ice, introduce basic elements of cultural behaviours, have fun

**Group size / individual if applicable**

15 to 20 learners

**Material/s needed**

-

**Estimated duration**

10 Minutes for the task 10 Minutes to reflect

**Instructions**

Go around the room and introduce yourself to each other by saying good morning in your own language and acting as you would do in your culture eg. Good morning, my name is ..... and I am happy to meet you - shake hands/bow...use whatever greeting is used in your home country.

**Reflection**

Encourage your participants to consider:  
How did they feel listening to all different languages?  
How was it to experience different ways of greeting each other?  
What feelings and ideas did this process raise?

**Learning activity 3.3: The iceberg of culture**

**Type of activity**

*Practical Unit – F2F or Online or Both*

**Purpose/goal**

Breaking the ice, getting to know each other, introduce basic elements of cultural behaviour, have fun

**Group size / individual if applicable**

15 to 20 learners





**Material/s needed**

White board – Flip Chart papers & markers

**Estimated duration**

20 Minutes for the task & 15 Minutes to reflect

**Instructions**

Start by asking participants to say anything that comes to their mind when thinking about culture. Write down everything they say trying to place the words related to the visible elements of culture on top and the less visible lower. Ask participants to think of more elements. After this, draw a line in the form of an iceberg, including all the words mentioned and present a short theory about what culture is and its structural elements.

**Reflection**

Ask participants to share examples for each element from their cultures, if possible, ask them to show photos or short videos. Discuss differences and similarities. Underline the importance of communication and technology as well as globalised economy in the creation of a global culture.

Conclude by mentioning that culture is a dynamic human creation that evolves in time.

Food for thought: if we have been able to have common tastes in relation to arts, music, clothes, ecology etc. how difficult would it be to create a global culture based on values such as respect, equity, solidarity, and Peace?

**Learning activity 3.4: Critical observation of ART works**

**Type of activity**

*Practical Unit – F2F or Online or Both*

**Purpose/goal**

To introduce the ideas of intercultural dialogue, intersectionality, majority – minority relations and develop critical thinking and communication

**Group size / individual if applicable**

15 to 20 learners

**Material/s needed**



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Projection of this or other relevant artworks



"New kids in the neighbourhood" 1967 by Norman Rockwell

**Estimated duration**

20 Minutes for the task & 15 Minutes to reflect

**Instructions**

1. Start by asking participants to look at the painting and describe what they see. What is happening?
2. Ask them to look more carefully and identify any feelings?
3. Do they think this is a realistic situation?
4. Do they think that the people in the painting will eventually become friends and if yes, how?
5. Have you ever been in a Similar situation? From which side? What happened?
6. Conclude by presenting this (or other similar picture)



7. Are these new kids on our block today? How do we relate to them?

**Reflection**



Reflect about how we react – relate to the newcomers? What is the reason that some people feel hostile? How can we contribute to a meaningful dialogue overcoming the initial feelings of alienation?

Conclude by underling that the only way to expand our cultural universe is by meeting new things and interacting with different people.

## Unit 4 - Labour Market Integration

### Introduction

#### What is the labour market?

The labour market, also known as the “Job market” refers to the *supply* and *demand* for labour, in which employees provide the supply and the employers provide the demand. It is a major component of any economy and is intricately linked to markets for capital, goods, and services.

In simpler terms, employers need people to work for them to produce products and services. Employees need to work to receive wage / compensation that enables them to buy the goods and services they need. Labour market describes the relationship and context between those who require labour and those who are willing to provide it.

#### What are the 4 types of labour?

**Unskilled Labour:** labour that does not require special knowledge or training.

**Semi – Skilled Labour:** requires some education or training.

**Wage Employee:** supervised by a boss, receives a set salary and benefits.

**Contract Labour:** specific assignments detailed in the contract with a set commission and/or payment, no benefits paid.

Although Unskilled Labour and Semi – Skilled Labour may also be paid through a set salary, these salaries are typically low, while they offer minimum or no benefits and no job security or prospects of advancement.

#### Types of employment contracts

Contracts according to hours:

- Full-time is equivalent to the full-time working hours applicable to the company/workplace (usually 40 hours a week, 8 hours per day, 5 days or even 6 days a week). In seasonal work, there are exceptions where employees will work longer hours and more days.
- Part-time is anything less than 8 hours, not necessarily 5 days a week/
- Occasional/On-call/Per diem, the employer contacts us only when needed, the hours/days/timeframe can be stated in the contract, or there may not be a contract but instead a labour ticket/coupon.

#### Contracts according to duration:





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- Open-ended employment contract: An indefinite-term employment contract, which does not indicate a termination date and allows the employee to maintain their job for as long as there is no reason to justify their dismissal.
- Fixed-term employment contract: A fixed-term employment contract includes a termination date, like project-based work, the employee is expected to fulfil a task/provide a service during a specified timeframe. The contract may be terminated before its expiration for an important reason.

The duration of the contract may also depend on the type or purpose of the work (e.g.) the employee is hired to replace a worker who is on maternity leave or is hired in a seasonal business such as a hotel.

## Before signing a contract or your employment agreement

An employment contract usually describes in detail the specific aspects and expectations of the working relationship between employer and employee. Most of them usually include jobs title, salary, responsibility and duties, entitlement to sick pay and holidays and applicable probationary and notice period. There are important tips below addressed directly to the beneficiary, these should be repeated and highlighted.

- Do not leave any grey areas in contract, clarify every point. If there is anything that does not seem right, ask before signing.
- Require information on the time, place, type of work and salary.
- Ask a lawyer if there is a union protecting your job/contract.
- By law, a contract includes two copies, and demands one copy.
- If you do not speak the language of the contract, you should request the translation of the contract (at least in English), or have someone qualified and able to translate/interpret before signing.

## Benefits of a legal contract

The framework will vary from country to country and sector (private or public), but a contract generally provides protection in terms of sickness, injuries, or parental leave as examples. Protection means that the absence can be covered partially/fully financially and that there may be benefits, like medical services, subsidised or covered and that after X years of work, employees should be entitled to a pension. In addition, an employee cannot be fired during the above i.e. when pregnant/on parental leave. If an employee is fired under normal circumstances, a legal contract will generally provide for compensation, and access to unemployment allowance (often state-funded).

**Be Aware:** It is common that employers will offer to pay the salary 'under the table'/illegally, without taxes; the amount may be higher, but you will not benefit from any protection in case of the above.

## Main types of leave

### Annual leave

- If an employee works with one of the contract types mentioned above, they are entitled to a specific amount of leave/vacation days/holidays. (If you work full-time, you are entitled to a specific number of days of paid leave per month, depending on the country in which you live).
- Leave/vacation/holidays are paid like working days and you can use them at your own discretion. If you take more days than allowed, they are not covered by the employer and deducted from your salary.





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- The amount of paid leave depends on the type of contract and the level of seniority. The more you have been working, the more the monthly leave.
- Maternity and Parental leave and benefits  
If an employee is pregnant, they are entitled to maternity leave and maternity benefit (pregnancy postpartum) Part of their maternity leave is covered.
- Maternity benefit for uninsured mothers exists for working mothers in some countries who are not entitled to maternity benefits
- In the case a working mother does not exercise her right to parental leave, the working father will be entitled to request the exercise of this right.
- Parental leave: one of the two parents is entitled to reduced working hours for the 30- or 18-months following childbirth or adoption, depending on the country in which you live.
- Sick leave
- If you are ill/sick, the state's law can allow you to be absent from work for a number of days without a doctor's note, but notifying the employer is mandatory.
- This leave is paid. If further days are needed, it will be necessary to bring a note from a public doctor or a public hospital.
- If there is a chronic illness, it is necessary to bring a note from the doctor that confirms extra leave is necessary.

## Responsibilities of the employee

The contract is a two-way agreement that protects the employee, but also includes responsibilities the employee should bear.

Contractual responsibilities include the hours worked per day/week or the location of work. More detailed tasks should be found in the job profile or description that outlines the position, which should also be found in the contract. If the terms are breached, this can be a reason for the employer to let an employee go. Examples of responsibilities:

- Turning up on time at work
- Working during the hours that make up the work schedule.
- Completing tasks
- Reporting to the supervisor when asked

Apart from the contract and job-description, some workplaces have a **Code of Conduct or Ethics**, a written document for all employees, which will often include the values of the workplace, responsibilities and acceptable conduct within the workplace, among colleagues, or external parties. It can also include aspects like the workplace dress code or how to treat the workspace.

If there is not a code of conduct and these are not highlighted in the contract, it is important to request the policies or ask about the accepted practices from the employer as every workplace has certain rules and procedures. For example, responsibilities that come with the benefits such as absences or leave (holiday, sickness or other). Being absent or taking leave requires the employee to request leave through the workplace's established procedure and notifying the supervisor/employer in advance to receive authorization. In case of an accident or illness, notifying the employer as soon as it is feasible, explaining the reason and submitting necessary documents upon return is the correct procedure in most workplaces.

The respect of human rights in the workplace, will often be incorporated in a Code of Conduct through respectable practices or conduct. In practice, these values may be respected, and policies implemented to a greater or lesser extent in different workplaces. However, as human





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rights, whether in a code of conduct or not, they remain important for everyone to uphold and work towards, they include the respect of all persons, the lack of discriminatory practices, and upholding Equal Employment Opportunity Policy, Harassment, Sexual exploitation and Abuse.

Equal Employment Opportunity Policy refers to employment procedures, such as hiring, promotions, pay, assignments, training, and termination. These should be based on qualifications, experience, ability, and performance. These decisions should never be based on a person's race, colour, religion, sex, sexual orientation, age, disability, marital status, national origin, military status, gender identity, pregnancy, genetic characteristic, or any other characteristic protected by applicable law.

## Job search

After completing the primary learning and educational pathways, it is necessary to actively begin the job hunt in the relevant industry. There are several reference points that need to be considered to perform this.

It is possible to do a job search in person or online within the local area and abroad. People looking for work can contact local NGOs providing comparable services, as well as other public job centres and employment agencies, to acquire career advice and job openings. Additionally, if you are already certain of the industry they want to work in, they may compile their resumes, print them off, and deliver them to potential companies.

Another crucial consideration while looking for a career is taking into account various learning possibilities, such as:

- **Internships** are a great opportunity to learn on the job, gain first-hand experience, and form an opinion of what it would be like to work in this industry. Volunteering is a great way to develop new skills, meet new people, and get to know a particular area.
- **Local, European, or worldwide civil services:** These activities can be viewed as volunteering, but they are committed to helping society for a certain period of time, whether they be global, regional, or local;
- **Community events:** Being a part of or organising community events may be a terrific way to connect with many local realities and forge new connections that will be extremely beneficial while looking for a job;
- **Participating in local social initiatives** may help you develop your skills, connect with the community, and open up new job chances. Many NGOs provide a variety of courses, events, and training.

The participants in these opportunities have the opportunity to gain new experiences, connections, and a deeper understanding of a particular industry, all of which will aid them in finding employment in the future. These opportunities may also help develop or increase the technical and transversal competencies that are needed on the job market.

## Curriculum vitae and motivational letter

A typical job application consists of two primary components: the CV and, in the majority of cases, a motivational letter in which the applicant briefly discusses his or her interest in and enthusiasm for the employment position, as well as any relevant experience and credentials.

### 1. Curriculum vitae

Even before the recruiter or employer gets the opportunity to meet us in person, the CV serves as the primary means by which we introduce ourselves, our professional experiences, talents,





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and prior education. Therefore, it is crucial that it provides an organized, succinct, yet thorough review of everything.

**The following constitute the main components of a CV:**

**Contact and personal information:** The curriculum vitae often begins with contact and personal information. Avoid sharing personal information, such as your children's names, your religion, etc.

**Work history and experience:** One of the primary formats for a resume is a chronological curriculum vitae, in which you provide your career history in reverse chronological order, beginning with the most recent position held. Include the name and location of the organisation, your position or function, and some of the most important duties or tasks you were involved in while working there.

**Education and qualifications:** Your education and qualifications are normally represented in the following area. Include the names of the universities you attended, together with the dates you were there, starting with the one where you earned your highest degree or most recent certificate.

**Skills:** Include any recent training that is pertinent to the position you are seeking for on your CV, such as digital skills, language proficiency, and any current training.

Tips for your CV creation:

- Carefully read the job description. This will help you determine your relevant experiences and talents, allowing you to tailor your resume to the requirements of the business.
- Organise the material on your resume. Nothing is more perplexing than an unstructured curriculum. Make careful to categorise it (see above) and avoid hopping back and forth between the various parts.
- Make use of a respectable email address - An application is an official document. Do not use other people's email addresses or email addresses that are including irrelevant words in your CV to prevent making a poor first impression.
- Be sincere - As previously said, you should tailor your CV to the particular job offer you are looking for, only choosing relevant professional experiences. This does not imply that you should exaggerate your qualifications or experiences. It's never a good idea to lie during a job interview since the company could ask you about your talents and credentials and discover that you lied.
- Examples of various curriculum vitae may be found [here](#). On Canva, you may get resume designs with really eye-catching graphics.

## 2. Motivational Letter

The motivating letter, which is included to the CV, is a succinct explanation of the applicant's motivation and the reasons they believe they are a strong contender for a particular employment position. It is often a one-page document that is prepared in the format of a letter, with the recruiter or employer being addressed directly at the beginning and with best wishes





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at the conclusion. Be note that a motivational letter may not always be required; in this instance, a brief motivational message included in the email with the curriculum is sufficient.

<b>A motivational letter often has the following format:</b>
1. Greetings;
2. A brief biography of you;
3. A statement of motivation explaining why you desire the job position;
4. Highlighting personal attributes that make you the best candidate for the position
5. Conclusion

Tips for the creation of your motivational letter:

- **Tailor the motivating letter** to the position you're looking for, even if you're applying for comparable jobs. It's crucial to always tailor your motivational letter to the company and particular position you're applying for. Giving vague reasons for why you wish to work for each school in a generic letter to multiple offers will come off poorly.
- **Follow any instructions:** Be sure to thoroughly study any instructions that may be included in the job offer before beginning to create the motivating letter. There may be several requirements, such as those relating to length, format, and content.
- **Write with personality:** Unlike the curriculum, the motivating letter gives you the opportunity to discuss your individual passions, driving forces, and prior experiences that are relevant to the position. Make use of this opportunity to introduce yourself more and pique the recruiter's interest so they will ask you to an interview.
- **Use clear wording:** it is crucial to utilise formal language when submitting a job application. However, it's equally crucial to utilise clear language rather than getting stuck with terminology that could make the reader's experience worse.
- **Highlight your strong points:** In your motivating letter, you should emphasise why YOU are the best candidate for the position. You should thus concentrate on your advantages in relation to the position you wish to fill.
- **Proofread your letter before sending it:** It would be unfortunate to send a motivational letter with excellent content but typographical or grammatical issues. You demonstrate dedication and attention to detail by proofreading your letter. If you can find someone else to proofread it for you, that would be even better. Sometimes we are "blind" to our own errors since we are so familiar with the content we intended to write.

You can find some useful examples at the [end of this article](#).

## The job interviews.

The job interview is an integral part and oftentimes the last steps in the application process. It offers the opportunity for the employer to get to know the candidate better, ask questions on





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previous education and working experience as well as to evaluate some competences. On the other hand, it offers the candidate the chance to show their personality, willingness to learn, motivation and preparedness regarding the vacancy.

There are several different types of job interviews:

- **Screening interview:** A generally short preselection to make sure the candidate meets all necessary criteria.
- **Individual interview:** In this most common form, one recruiter interviews each applicant individually.
- **Panel interview:** In this type, the applicant is interviewed by more than one person, who stimulates the discussion.
- **Group interview:** Several candidates are interviewed together.
- **Telephone interview/ Online interview:** These forms of job interview are preferably used to bridge distances or minimise costs. The online interview is becoming more and more common in our digital economy and has gained further popularity during times of the Covid-19 pandemic.

When being invited to a job interview it is important to arrive prepared. This includes a set of different things, that can be categorised in the following areas:

- *Physical appearance:* dressing in formal clothes and keeping eye contact with the recruiter is important to make a good impression during the interview.
- *Attitude:* Friendliness, disposition, punctuality, professionalism and responsibility are key to making a good first impression. Show interest and motivation to work with the institution you are applying to.
- *Documents:* Bring all the necessary documents printed with you. This might include your CV, the motivational letter and any recommendations that have been requested.
- *Preparedness:* Generally, employers and recruiters like to ask some questions regarding your CV: your previous working experiences, language and digital skills or transversal competences. In order to evaluate your suitability to the job offer, they might be interested in your strengths and weaknesses as well as how you would behave in certain situations. In addition, [here](#) you can find 50 common questions in job interviews with exemplary answers in order to be better prepared for the next job interview.
- *Questions:* Asking questions is a sign of interest. It is thus a good idea to think about a couple of interesting questions to ask the employer during the job interview in advance.

## Learning activity 4.1: Job search simulation

<b>Type of activity</b>
<i>Practical Unit – F2F or Online or Both</i>
<b>Purpose/goal</b>
To get an increased understanding of how the job search process works.
<b>Group size / individual if applicable</b>
15 to 20 learners





### Material/s needed

Digital device (smartphone, computer etc.) for each group; internet connection; pen and paper; flipchart

### Estimated duration

1 hour

### Instructions

Divide your participants into 4 groups and give them 10 min to look for a job in the local context for a) an electrician, b) a teacher, c) a waiter, d) a nurse. (You can come up with other professions, if you find them more tailored to your group's needs.) Don't guide them in the activity, just let them discuss how they want to proceed and observe their approaches.

After the time is over, ask each group to present their results. You can discuss the different approaches in a group. If some of the approaches presented in the current chapter of this manual have not yet been mentioned, talk about them with the group.

Guide the group in a brainstorming on other opportunities that might foster their labour market inclusion in the long term (internships, volunteering activities, social projects, community events etc.). Encourage them to think as creatively as possible.

Finally give them the same task from the beginning again, assigning different professions to the 4 groups this time. They will have 10-15 min again.

Implement a debriefing on how the job search was different the second time and if it was easier to find suitable opportunities.

### Reflection

The simulated job search for the above-mentioned positions was a comprehensive learning experience, revealing the competitive landscape of the job market and emphasizing the importance of strategic planning.

The process involved meticulous research, targeted networking, and customized application materials, showcasing the need for a tailored approach. Engaging in mock interviews underscored the significance of effective communication and company research. Time management emerged as a crucial factor, necessitating careful organization to balance various aspects of the job search.

The exercise also highlighted the ongoing importance of continuous learning and skill development in the dynamic professional landscape. Overall, this exercise equipped the learners with valuable insights into the intricacies of job seeking, fostering a proactive and informed approach for future endeavours.

## Learning activity 4.2: Spot the mistake.





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**Type of activity**

*Practical Unit – F2F or Online or Both*

**Purpose/goal**

To gain an increased understanding of the most common mistakes in the creation of a curriculum.

**Group size / individual if applicable**

15 to 20 learners

**Material/s needed**

A pen, a list of the “most common mistakes” and a copy of one or more of the exemplary curricula for each participant

**Estimated duration**

30 minutes

**Instructions**

Provide participants with the “most common mistakes when creating a curriculum vitae”, so you can go through and talk about all the listed mistakes together.

After this introduction, divide participants into three groups and provide each group with one of the exemplary curricula, which you can download from the links provided on the next page. They will have 15 min to analyse these CVs regarding the most common mistakes, noting down everything that they notice.

After the times is finished, each group will present their CV analysis to the rest of the group, so everybody can discuss together.

Most common mistakes when creating a curriculum vitae.

- Using an unprofessional email address or photo.
- Lying about your experiences, skills or qualifications.
- Presenting too much information.
- Not structuring your CV well.
- Including working experiences that do not matter for the vacancy.
- Spelling and grammar mistakes.
- Forgetting to include the data liberatory and signature, which is required in some countries.

[Exemplary Curriculum Vitae I](#)

[Exemplary Curriculum Vitae II](#)

**Reflection**

Empty space for reflection notes.





## Learning activity 4.3: Role Playing

### Type of activity

Practical Unit – F2F or Online or Both

### Purpose/goal

Experiencing different scenarios related to the work environment and our own responses being put into such a situation.

### Group size / individual if applicable

15 to 20 learners

### Material/s needed

A pen, a list of the “most common mistakes” and a copy of one or more of the exemplary curricula for each participant

### Estimated duration

1 hour

### Instructions

Distribute the different scenarios to the groups and tell them to make a roleplay out of them.

Participants themselves will have to determine how they would approach the situation and how they want their character to interact with the others.

The other groups observe the representation of all other roleplays, afterwards the whole group discusses how they would have reacted, what they would have done in the same way and what could have been done differently.

- Scenario 1. You are in a job interview situation and the employer asks you to tell them three strengths and weaknesses each. What do you tell them?
- Scenario 2. You are in an interview and the interviewer tells you that you don't seem to be competent for the position you applied for. What do you do?
- Scenario 3. You are in an interview and you meet another interviewee. She tells you that she is better prepared for the job position you both applied for. What do you do?
- Scenario 4. A new employee arrived at your company. He looks quite shy and speaks with an accent and some workmates laugh at him. What do you do?

Scenario 5. You got recently hired at a company. After one week, you realise that some employees trick their boss, actually working fewer hours than they declare. What do you do?

### Reflection





## References:

Papyrus project: [Outstanding candidate](#)

Job Emotions Club consortium: How to manage Job Emotion Clubs

Different types of curricula: [end of this article](#)

Canva for attractive CV templates: [canva](#)

[Common questions in job interviews](#)

## Unit 5 - Soft Skills

### Introduction

"Soft skills have become a subject of increasing interest in lifelong learning. Soft skills development is intended to enable and enhance personal development, participation in learning and success in employment"<sup>1</sup>. Soft skills can be used in a variety of contexts, but they all share a common goal and common purpose. It's about structuring, enabling, and enhancing three things that are believed to be closely linked: personal development, participation in learning, and success in employment. There are three important groups to which these developmental linkages apply, young people, college graduates and College graduates, and managers<sup>2</sup>. In particular, young people who are not in education or training benefit from learning soft skills to increase their chances of finding a job and to develop and improve social skills<sup>3</sup>.

### Soft Skills training with UAM:

The 2016 published analysis *Integrating Refugees into host Country labour markets: Challenges and Policy Options*, researched by Maria Vincenza Deiderio and published by the Migration Policy Institute, shows that a package of language courses and social skills training can be of great value for refugees. Not only because it promotes successful integration, but also because it enhances psychological well-being. Such services also offer refugees a way to productively use their waiting time for resettlement<sup>4</sup>.

<sup>1</sup> See Stephen Gibb (2014) *Soft skills assessment: theory development and the research agenda* in International Journal of Lifelong Education. p. 1.

<sup>2</sup> *ibid.*: 2f.

<sup>3</sup> Andrews & Higson (2008) in Stephen Gibb (2014) *Soft skills assessment: theory development and the research agenda*. p. 3.

<sup>4</sup> Maria Vincenza Deiderio (2016) *Integrating Refugees into host Country labor markets: Challenges and Policy Options*. Transatlantic Council on Migration: Migration Policy Institute. p. 19.



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This is why it is important to define the needs of the target group UAMs: Which soft skills are needed in the context of civil education.

Soft skills are personality traits, abilities and attitudes that are independent of professional prerequisites and competences. In interaction with professional and job-related skills (also called hard skills), they enable effective action. In soft skills, a distinction is usually made between methodological, social and personal skills. Sometimes communicative skills are also mentioned. The most frequently mentioned examples of soft skills are communication skills, assertiveness, flexibility, organisational skills and team orientation<sup>5</sup>.

Soft skills are not innate, they can be trained. Depending on the character of the person, different soft skills develop better or worse.

There are seven important needs which should be emphasised:

- Empathy
- Self-confidence (presentation of yourself)
- Team Spirit (in the sense of communities support and Networking)
- Communication (basic communication skills)
- Trustworthiness
- Assertiveness (learn how to formulate an argument)
- Inquisitiveness and creativity (willing to learn)



## Soft Skills that are important to learn for the UAM<sup>6</sup>:

### - Adaptability

We can't always plan for everything. Being able to positively adapt to change, and still achieve your goal is an important skill to have.

### - Problem-solving:

<sup>5</sup> <https://www.projektmagazin.de/glossarterm/soft-skills>

<sup>6</sup> See: <https://www.gvi.co.uk/blog/what-are-soft-skills-and-why-are-they-important/>



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How can you learn how to calmly solve problems and unexpected hick-ups in a rational way? Only through facing problems head on, understanding how to unpack the issues and suggesting practical step-by-step solutions.

**- Time management**

Working under pressure is the reality of many jobs. If you can prioritise tasks in order of importance, set clear goals, plan properly and manage your stress levels in the process – that would be a great quality for you.

**- Cultural understanding:**

The reality is – not everyone is like you. The world is multicultural and diverse. Being aware of cultural differences will help you respect and accommodate different people, practices and traditions, to understand and feel accepted.

Here are two easy exercises in which soft skills such as communication, teamwork, critical thinking, time management, patience and adaptability can be trained.

**Learning activity 5.1<sup>7</sup>: Time Check**

Method	“Time Check”
Purpose:	Communication, Teamwork, Critical Thinking, and Time Management
Duration:	10 Minutes for the task 10-15 Minutes to reflect
Materials:	nothing
Content:	<p>When time is limited and your schedule is full, prioritise chores and work efficiently! This activity allows the participants to practise by giving them a long list of activities to perform in a limited period.</p> <p>Make a chart of chores and assign a point value to each. As in Form a line from one end of the room to the other (5 points, 10 bonus points if anyone joins you); etc. List chores that will take more than 10 minutes.</p> <p>Give the participants 10 minutes to gather as many points as possible by picking which assignments to do.</p> <p>This game requires a debriefing session (Reflexion).</p>

<sup>7</sup> See <https://sanjeevdatta.com/soft-skills-activities-for-college-students/>





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Reflection:	<p>Encourage your participants to consider:</p> <p>How did they make their decisions?</p> <p>How group dynamics affect decisions?</p> <p>How do they value tasks?</p> <p>What did you notice?</p> <p>What did you find easy?</p> <p>What would you have done differently?</p>

### Learning activity 5.2: The Drawing

Method	"The Drawing"
Purpose:	Communication, Teamwork, Patience, Adaptability
Duration:	45 Minutes
Materials:	Pen and paper
Content:	<p>It can be done with the whole group or the groups can also be divided, depending on the total size. It can be played against each other or different priorities can be set (picture must be drawn correctly or beautifully, etc.).</p> <p>The group sits behind each other so that each person can draw something on the back of the person in front.</p> <p>The first person who does not have anyone sitting in front of them is the painter. This person has the task of drawing the picture, shape etc. drawn on the back on a sheet of paper.</p>





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	<p>It begins, the trainer gives the last person a picture or whispers a word (flower, ball, etc. - at the beginning, something simple) and now the last person begins to draw the said shape on the back with the finger of the person in front. This continues until the shape or picture has reached the first person. The first person must now try to draw the picture on their sheet of paper.</p> <p>Then the word is revealed and the drawing is compared to it.</p> <p>This can be repeated a few times to try out different levels of difficulty.</p> <p>The roles should of course be exchanged, so that in the end all people have sat at the beginning or at the end.</p>
<p>Reflection:</p>	<p>The reflection can take place in the whole group, in a circle.</p> <p>Questions can be asked to the participants.</p> <p>How difficult was the task for you?</p> <p>Which role did you like best and why?</p> <p>How did the cooperation work?</p> <p>What worked well and what did not work so well?</p>

If you are working with a group that you might already know a little better, or who have been living in the respective country of refuge for a little longer, the next step can be to work with them in a more challenging and deeper way.

The next three exercises train communication and the recognition of one's own strengths.

### Learning activity 5.3: The Drawing 2!

<u>Method</u>	"The Drawing"
Purpose:	interactive methods on communication
Duration:	20- 30 Minutes
Materials:	Picture of a Tree and park bench printed a few times / plain paper and coloured pencils for drawing





<p>Content:</p>	<p>Participants sit in pairs facing each other. One person has a picture of a tree and a park bench in their hand and the other person has a blank sheet of paper. Now the person has to describe the drawing to the partner opposite and the partner in turn tries to draw what is said to him. The person is not allowed to say what the drawing is about, only the shapes and colours may be mentioned. For example, in the picture in front of me an object made of wood and next to it is something green and tall.</p> <p>The exercise is always made more difficult by creating obstacles, depending on how easy it is for the group. If the participants find it easy, then small complications can be added. For example, the person with the tree and park bench drawing has to sit further away after 3 minutes. This makes it more difficult to communicate and understand each other. Or there could be one person who, after a certain time, tries to interfere with the group members trying to understand what their partner is saying.</p> <p>After about 10 minutes, the drawn picture is turned around and the person with the picture is shown what was well understood and what was less well understood. Which form was correctly understood, where were there communication difficulties and why?</p>
<p>Reflection:</p>	<p>At the end of the exercise, the group can reflect together again.</p> <p>What were the difficulties?</p> <p>What did you notice?</p> <p>What did you find easy?</p> <p>What would you have done differently?</p> <p>It is important to create a connection to their lives.</p> <p>Where do you sometimes not understand what is meant and what could be the reason for this? Or what barriers do I come up against?</p>

### Learning activity 5.4: Strength Glasses

<p><u>Method</u></p>	<p>"Strengths glasses"</p>
<p>Purpose:</p>	<p>Recognise and strengthen own strengths</p>
<p>Duration:</p>	<p>the whole day plus reflection in the End (30 min)</p>





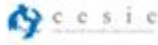
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Materials:	N/A
Content:	<p>This exercise can be done throughout the day, or it can be shorter, for example only during an interaction exercise.</p> <p>The participants are given the task of observing another person from the group throughout the day in order to identify their strengths. At the end of the day, the observed person should receive feedback on his/her strengths.</p> <p>Pre-exercise, to this can be: What are strengths, list them together with the participants.</p>
Reflection:	<p>After each person has experienced what strength was observed in them, they can come together in a circle and reflect on how it felt to be observed.</p> <p>How it felt to be told by another person what you are good at / what your strength is.</p> <p>There are many more ways to have a nice conversation through reflection, but it doesn't have to be.</p>

### Learning activity 5.5: Who am I - Biography

Method	Who am I - Biography work
Purpose:	Learning to perceive oneself
Duration:	2-3 hours (even more)
Materials:	Natural materials (Wooden sticks, leaves), colours, paper, clay, pictures, photos, symbols, silk scarves, newspaper ect. Anything from which you can build a symbolic "lifeline"
Meaning	<p>Biography work can help to experience the feeling of self-efficacy through the memory of overcoming early tasks and life-historical challenges (e.g. escape).</p> <p>This stimulates the perception of potentials and resources of the participants (self-drive) and can transfer them to current and future tasks and challenges.</p>





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<p>Content:</p>	<p>When working with refugees, looking into the past is usually very painful due to the history of flight and can also be retraumatizing if the exercise is not well guided. Therefore, looking into the future and envisioning immediate goals is a much better approach with the target group of UAMs.</p> <p>This exercise can be done alone or in pairs of two people. To do this, each person first withdraws to their own place or place (in nature, there is more space for this). There the participant can build a kind of "lifeline" for himself. This can consist of a wide variety of materials (see above). Each person thus creates a kind of line, which does not have to be linear, but can also have many curves. This is symbolic for the future and the various stages of life and a goal that is to be achieved in the immediate future. It is important to discuss with the young refugees what goals they can achieve. For example, a positive school certificate or language course. But also individual goals, for example joining a sports club and thereby getting more contact with the majority of society. The more concrete and detailed this goal is defined, the more realistic the way to get there.</p> <p>Here, a preliminary exercise for individual and realistic goal setting of the participating persons can also be done.</p> <p>This can take about 1 hour. The participants deal with themselves and create their own "lifeline". In the meantime, the trainers can go to the participants and, for example, help them to define goals or give them mental support, but not help build them or interfere with the content.</p> <p>The lifeline should include a beginning, an ending and at least 2-3 important steps or highlights in the participants "way". After the lifeline is built, the participants go together in pairs and walk the other person through their "lifeline" and stages in life. After both have finished that task, there should be a reflection and conclusion with all participants.</p> <p>After that, the "lifelines" can be photographed (print and hang in the room, or keep for yourself, to not forget) and can be rebuilt again.</p> <p>Version 2:</p> <p>In the more guided version, the instructor can go through all the biography work together with the person who designed it. Here, however, it is important not to impose one's opinion as a course instructor on the participant, but to listen and ask questions.</p>
<p>Reflection:</p>	<p>The reflection can take place together again. Here, questions can be asked: How did you feel when you laid out your "life line"? Was it easy to formulate a goal?</p> <p>How are you doing with it now? Do you think you will reach your goal?</p> <p>Here more questions can be asked and it is important to focus on the positives of the participants and to encourage them in finding their way.</p>





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