

Training programme training of trainers Working with UAC

Central themes: Protection, Resilience and Agency

Learning outcomes

By the end of the course, participants will have:

- An improved understanding of unaccompanied children’s (UAC) needs;
- Better understanding of the different phases in caring for UAC and what’s important during these phases;
- Enhanced skills for the professional to meet the needs of the children;
- The skills to recognize self-care needs by having the knowledge of tools to meet them (caring for the carer).

Time	Agenda item	Details	Tools/resources
Day 1 Introduction Settling in Developing and integrating part I			
09:00 - 09:05	Welcome and introduction programme	Overview of the IMPACT Project, introductions by trainers, global programme	<ul style="list-style-type: none"> • Ppt sheet 2: Welcome



09:05 - 09:25	Introduction participants	<p>Exercise (10 minutes)</p> <p>Start: ranking years of experience with UAC ranking years of experience with Youth Services</p> <p>Introduce yourself: organisation, function, experience with guiding UAC</p> <ul style="list-style-type: none"> - What are you curious about? What would you like to learn more about? - What experience do you bring to the table on guiding UAC? 	<ul style="list-style-type: none"> • All participants wear cards with name, organisation, country • Make notes for the plenary recap in key words: What do you want to learn more about? What experience do you want to share?
09:25- 09:45	Reasons for fleeing	<p>Knowledge building</p> <ul style="list-style-type: none"> - Introduction (refer to the guide) on reasons for fleeing -Life before the flee -Children first, then migrants: rights-based lens will be applied throughout the training: Children first, and then migrants (which means they may have specific needs as migrant children). 	<ul style="list-style-type: none"> • Ppt sheets 3 – 8: Introducing the UAC
09:45 - 09:55	Reception and living in families	<p>Knowledge building</p> <ul style="list-style-type: none"> -Practical info: what it contains -Benefits & challenges <p>Plenary exchange Sharing experience</p>	<ul style="list-style-type: none"> • Ppt sheet 9: Types of family based care
09:55 – 10:10	Semi-Independent Living arrangements	<p>Knowledge building</p> <ul style="list-style-type: none"> -Practical info: what it contains -Benefits & challenges 	<ul style="list-style-type: none"> • Ppt sheet: 10: Semi-independent Living arrangements



		Plenary discussion -Benefits & challenges	
Settling in			
10:10 - 10:40	Step into the shoes: Amir I	<p>Knowledge building</p> <p>Introducing Amir</p> <ul style="list-style-type: none"> -Basic needs -> food, privacy and rest -Health -Safety -Stress, trauma and loss -Asylum procedure -Contact with family (and potential safeguarding risks) -Confusion about roles and who to trust 	<ul style="list-style-type: none"> • Ppt sheet 11: Case Amir • Ppt sheet 12: Step in the shoes of Amir 1 • Ppt sheet 13: Step in the shoes 2 • Ppt sheet 14 : Step in the shoes 3 • Ppt sheet 15: Needs • Ppt sheet 16: Important issues in reception
10:40- 10:55	Coffee break 15 minutes		
10:55 - 11:20	Feeling safe: Needs of the child I	<p>Knowledge building & exercise</p> <p>First step: Making contact</p> <ul style="list-style-type: none"> -Exchange in groups of three: <p>What is important in attitude and behaviour to start building trust, make contact?</p> <ul style="list-style-type: none"> -Plenary session on the outcomes 	<ul style="list-style-type: none"> • Ppt sheet 17, 18: Helping the UAC to settle in
11:20- 11:30	Feeling safe: Needs of the child II	<p>Knowledge building</p> <p>Check safety & and needs</p> <ul style="list-style-type: none"> -Knowledge on and focus on risks for human trafficking/ abuse/ drugs etc 	<ul style="list-style-type: none"> • Ppt sheet 19: Risks and vulnerabilities



		-Knowledge on (mis) understanding of the child's behaviour	
11:30-11:40	Feeling safe: Needs of the child II	Plenary discussion -Reframing misunderstood behaviour	<ul style="list-style-type: none"> • Ppt sheet 20: Misunderstanding behaviour
11:40-12:00	Feeling safe: Tasks for the professional	<p>Knowledge building</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> -Building relationship and trust of the child (aware of own bias and assumptions); -Enlarging agency & resilience; -Providing child friendly information; -Providing information on time; -Culture sensitive knowledge and attitude. <p>Plenary reflection Sharing: favorite intercultural question/quote</p>	<ul style="list-style-type: none"> • Ppt sheet 21: Tasks social worker phase settling in • Ppt sheet 22, 23 : Culture sensitive communication
12:00-12:30	Tools & skills I	<p>Exercise (45 minutes)</p> <p>Child friendly information In groups of three: Read the checklist & reflect on: -What did you learn ? -What suggestions do you have to improve the way of informing the UAC in your organisation?</p>	<ul style="list-style-type: none"> • Ppt sheet 24, 25 : Child friendly information • Introduction exercise • Handout child friendly checklist



12:30-13:30	Lunch break 60 minutes		
Developing and integrating Part 1			
13:30-13:40	Tools & skills II	Sharing outcomes	<ul style="list-style-type: none"> • Ppt sheet 25: Checklist child friendly information
13:40-14:00	Step in to the shoes: -Amir II -Mara I	Knowledge building -Possible trauma -Pressure family /concerns about safety of the family & guilt -School is not a match -Finding a job not easy -Vulnerability abuse -Isolation -Discrimination Plenary reflection What issues are they dealing with?	<ul style="list-style-type: none"> • Ppt sheet 27, 28: Case Amir & Marah • Ppt sheet 29 : Issues UAC have to deal with
14:00 - 14:20	Development: needs of the child I	Knowledge building <u>Developmental tasks of the UAC</u> -Sense of belonging -Identity building -Perspective on the future -Connecting past and future -Dealing with trauma's Plenary reflection(optional) Write down & then and share: What do <i>you</i> need to have a sense of belonging?	<ul style="list-style-type: none"> • Ppt sheet 30: Developmental tasks UAC • Ppt sheet 31: Exercise sense of belonging



14:20 - 14:35	Development: needs of the child II	<p>Knowledge building</p> <p>-Tasks social worker</p>	<ul style="list-style-type: none"> • Ppt sheet 32: Tasks social worker
14:35- 14:50	Development: needs of the child III	<p>Exercise (15 minutes)</p> <p>In groups of 4 reflect on:</p> <p>-What has the social worker to do in this phase?</p> <p>-Share in your group the experience with guiding UAC in your practice: what works, what's difficult?</p> <p>Plenary recap</p>	
14:15- 15:05	Development: tasks for the professional I	<p>Knowledge building</p> <p>-Focus on agency and resilience</p> <p>-Empowerment -> building on strengths, support their wishes, let them make mistakes</p> <p>Plenary discussion</p> <p>- Exchange of good practices giving agency</p>	<ul style="list-style-type: none"> • Ppt sheet 33: Resilience • Ppt sheet 33, 34: Increasing resilience • Ppt sheet 35: Protective factors • Ppt sheet 36: Discussion on agency
15:05- 15:20	Coffee break 15 minutes		



15:20-15:40	Development: Tasks for the professional II	<p>Knowledge building</p> <p>-Stress, PTSS and UAC</p> <p>-Window of tolerance</p>	<ul style="list-style-type: none"> • Ppt sheet 37,38,39,40: Trauma and stress • Ppt sheet 41: The social workers role
15:40-16:10	Development: Tasks for the professional III	<p>Exercise (30 minutes)</p> <p>In groups of 3: study the handout and reflect on the meaning it has for the social workers (20 minutes)</p> <p>Plenary recap (10 minutes)</p>	<ul style="list-style-type: none"> • Ppt sheet 42: Exercise • Handout social work and trauma
16:15-16:30	Wrapping up day 1	<p>Plenary</p> <p>Looking back on today and forward to tomorrow</p> <p>Write down for yourself: what do I take with me and want to bring further?</p>	
<p>DAY 2</p> <p>Developing and integrating Part 2</p> <p>Preparing for autonomy</p>			
09:00-09:15	Recap day 1 & introduction day 2	<p>Goodmorning</p>	<ul style="list-style-type: none"> • Appetizer: What do you like most about Utrecht? • Ppt 43: Introducing day 2



09:15-09:45	Integration: needs of the child I	<p>Knowledge building</p> <ul style="list-style-type: none"> -Language -Integration and role of society -Education & finding a job -Regularizing status- essential for the child to feel able to plan for the future in the country. <p>Plenary exchange on good practices</p>	<ul style="list-style-type: none"> • Show video students and UAC • Ppt sheets 44-45: Tips integration
09:45-10:10	Integration: needs of the child II	<p>Exercise (25 minutes)</p> <p>Building bridges Case Mara</p> <p>In groups of 4 reflect on:</p> <ul style="list-style-type: none"> - importance of building bridges - Prepare the bridging conversation <p>Outline your plan:</p> <p>What's your goal?</p> <p>Who's in the meeting?</p> <p>Discuss details of the conversation</p>	<ul style="list-style-type: none"> • Ppt sheet 46: Case Mara • Ppt sheet 47: Building bridges • Ppt sheet 48: Multi-perspective based approach • Ppt sheet 49: Building a bridge exercise
10:10-10:20	Integration: needs of the child III	<p>Plenary session</p> <ul style="list-style-type: none"> -present to the group your building-bridges-plans 	<ul style="list-style-type: none"> • Ppt sheet 49: Building a bridge exercise
10:20-10:30	Insights and skills	<p>The challenges of preparing for autonomy</p>	<ul style="list-style-type: none"> • Ppt sheet 50: Amir



10:30-10:45	Coffee break 15 minutes		
10:45-11:15	Skills and tools I	<p>Exercise (30 minutes)</p> <p>In groups of 5: -Make a list: What are the tasks of the UAC when becoming independent? -Walk over to the flip-over of one of the other groups read the flip-over and reflect on</p> <p>What are the tasks of the social worker when you read this? And what challenges do you think the social worker will meet?</p>	<ul style="list-style-type: none"> • Ppt sheet 51: Exercise on the tasks for UAC when becoming independent
11:15-11:30	Skills and tools II	<p>Plenary session</p> <p>Plenary presentation of the flaps</p>	<ul style="list-style-type: none"> • Ppt sheet 52: Self-reliance skills UAC
Preparing for autonomy			
11:30-11:40	Step into the shoes: -Amir	<p>Plenary session</p> <p>What are Amir's needs?</p>	<ul style="list-style-type: none"> • Ppt 53: Amir's worries
11:40-11:50	Autonomy: needs of the child	<p>Plenary exchange</p> <p>What does Amir need to develop/strengthen his 'soft skills' them? How can the social worker facilitate?</p>	<ul style="list-style-type: none"> • Ppt sheet 54: Contact social worker Amir's



11:50-12:00	Autonomy: tasks for the professional I	Knowledge building -Tasks social worker	<ul style="list-style-type: none"> • Ppt sheet 55: Tasks social worker preparing for autonomy
12:00-12:30	Autonomy: tasks for the professional II	Exercise (30 minutes) In pairs sharing good practices: -On which of the tasks on sheet 55 do you have a good practice to share? One by one, clarify very specifically: <ul style="list-style-type: none"> • what was the issue, • the situation, • what are you most proud of what you did? • what exactly did you do to make it work out so well? 	<ul style="list-style-type: none"> • Ppt sheet 56: Good Practice exercise 'Solution focused Interview'
12:30-13:30	Lunch break 60 minutes		
13:30-13:40	Skills and tools I	Plenary session -What works in reinforcing 'soft skills' without making it complicated	<ul style="list-style-type: none"> • Ppt sheet 57 : To keep it simple and positive • Ppt Solution 58: based interventions
13:40-13:45	Professional challenges	Knowledge building -Professional challenges: parallel process social worker & UAC <ul style="list-style-type: none"> • Focus on what works, little success 	<ul style="list-style-type: none"> • Ppt sheet 59: Parallel process



		<ul style="list-style-type: none"> • What increases your resilience • How to keep overview • And how is your supportive network (professional) 	
13:45-14:30	Skills and tools II	<p>Knowledge building -Knowledge on professional wellbeing and selfcare</p> <p>Reflect by yourself</p> <ul style="list-style-type: none"> • What works to unstress, reload, to let go, • What do you need (from others) • What are you going to do different? 	<ul style="list-style-type: none"> • Ppt sheet 60 & 61 : Professional wellbeing & selfcare • Ppt sheet 62: Selfcare
14:30-14:45	COFFEE BREAK 15 minutes		
14:45-15:00	Skills and tools III	<p>Plenary exchange How is support for the social worker organised in your country/organisation. What works well & what is missing?</p>	<ul style="list-style-type: none"> • Ppt sheet 63: Plenary exchange • Ppt 64: plenary exchange teamwork
15:00-15:30	Skills and tools IV	<p>Exercise (30 minutes)</p> <p>Intervision in groups of 4 – Explore the tool</p>	<ul style="list-style-type: none"> • Ppt sheet 65: Intervision tool • Handout solution focused intervision structure • Handout solution focused interventions
15:30-15:45	Wrapping up day 2	Plenary	



		-Looking back on today and forward to tomorrow -Write down for yourself: what do I take with me and want to bring further?	
DAY 3 Sharing good practices First steps implementing knowledge & skills			
09:30-09:45	Recap day 2 & introduction day 3	Appetizer: -Ask the participants how many years of experience they have and line them up from most-least experienced. -Then you add up all the years of experience: This is the total amount of experience present in this group.	Ppt sheet 66: Programme of the day
09:45-10:30	Sharing good practices	'World café sharing good practices' (45 minutes) Plenary (10 minutes) - Four social workers from Nidos that work with UAC will be present. They give a plenary introduction on who they are & what they do at Nidos Smaller groups (25 minutes) - Participants give a brief introduction about themselves and their experience with UAC in their professional contexts - Exchange good practices in three smaller groups (each group containing one social worker from Nidos) on shared topics. These topics are written down on a sheet of paper, lying on the table. Eg: <ul style="list-style-type: none"> • Differences and similarities in reception for UAC in each organisation/context/country • What's a good practice you are really proud of? • How is guardianship for UAC arranged ? Plenary recap (10 minutes)	<ul style="list-style-type: none"> • 4 smaller groups world café setting (4 separate tables) • Ppt sheet 67: Sharing good practices



10:30-10:45	Coffee break 15 MINUTES		
10:45-11:30	First steps implementing knowledge and skills	<p>'Creating an image'- (45 minutes) This exercise is meant to set an intention towards implementing knowledge and skills gained the last two days and to create a strong (creative) image to support your intention. This can be done through, drawing, scrapbooking, mindmapping, writing a haiku.</p> <p>Individual (10 minutes) Each participant is asked to reflect on the following 2 questions: -What will you take with you from the training? -Why is this important for your work?</p> <p>Smaller groups (35 minutes) -Each participant chooses one of the tables to express the main insights from the training in a creative image: Draw a picture, a mindmap, write a poem, a song etc.</p>	<ul style="list-style-type: none"> • Ppt sheet 68: Setting a strong intention • Sheets of paper (white and coloured), scissors, glue, magazines, pencils, markers etc.
11:30-12:15	Bringing it back to your own context	<p>Bringing it back (45 minutes)</p> <p>In pairs (30 minutes) reflect the following questions -What do you want to achieve with regard to family based care? -Who do you need to achieve this? -What will your first step be? -What will help you in holding on to this good idea?</p> <p>Plenary (15 minutes) -Each participant shows his image/art/poem, framing it in words in one sentence.</p>	<ul style="list-style-type: none"> • Ppt sheet 69: Reflection in pairs
12:15-12:30	Wrapping up & filling in evaluation form	<p>-Wrapping up & thanking participants -Participants fill in the evaluation form</p>	<ul style="list-style-type: none"> • Ppt sheet 70: Thank you



			Sending link evaluation form through email
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