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# D2.4 A BRIEF REPORT OF THE TRAINING COMMITTEE ON THE TRAINING METHODOLOGY



WORK PACKAGE 2: RESEARCH ANALYSIS ON THE TRANSITION TO EARLY ADULTHOOD OF 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 organization, specializing 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 trainings.

**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.

**SUDWIND** is an independent Austrian human rights organisation. For more than 40 years, Südwind has been advocating for social justice, fair working conditions and a 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 organization 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.

## RESEARCH TEAM

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## 1. Introduction

The guidelines of the training methodology have been developed by drawing on the findings and outcomes collected through the various stages of the research that has taken place during the **Research Analysis on the Transition to Early Adulthood of Unaccompanied Minors**. Following the desk research, interviews, focus groups, questionnaires, study visits and a collection of best practices, this report summarises the most important elements for developing a holistic training model.

The present report is the outcome of identifying and codifying present realities, defining needs and challenges on the ground along with existing schemes, policies, and programmes in operation at a local level and across the participating countries.

Regarding the training material that will be developed using the following methodology, it will be divided into two separate parts, as it is addressed to both the stakeholders and unaccompanied minors. The training material for unaccompanied minors will focus on Civic Education which has proven to efficiently prepare UAMs to transition to adulthood in a manner that enables them to flourish in their host societies. The training materials for stakeholders aim to assist professionals who either work with UAMs or will work with them in the future, in preparing unaccompanied minors to transition to adulthood. To accomplish this the training materials will be taking advantage of the existing materials for UAMs, which will be developed through this project, and existing techniques which research has proven useful when training UAMs, to train stakeholders.

The following information on the various needs and challenges UAMs face, across the countries of Austria, Cyprus, Greece, and Slovenia, have been collected and will be presented according to the following four thematic pillars:

1. Transition into adulthood,
2. Social dimension,
3. Housing dimension, and
4. Labour Market dimension.

It should be noted that some of the suggestions that will be presented in the training materials are not always mutually exclusive to one of the issues an unaccompanied minor is facing. Oftentimes, one suggestion can positively influence an unaccompanied minor's life in a variety of way.

## 2. The Challenges UAMs Face

In summary, the Training Committee Suggestions can be applied by any person who hopes to train unaccompanied minors as a guide to in what manner the training materials can be developed. These suggestions are derived from the standards as they are defined in the *Convention on the Rights of the Child* and the European legislation, where minors are entitled to civil, social, political, cultural, and



economic rights. Unfortunately, research has shown that the reception and support systems, for UAMs, in the EU are heavily lacking in meeting the standards and principles laid down by the United Nations and the European Union.

Currently, there are only a few good practices that are addressed to UAMs; and those which are used presently, are still very disparate and heterogeneous. Research has revealed that currently there are still no official guidelines or systems at the European level to regulate this very delicate phase of transition.

Results obtained from the research activities that has taken place within the project allowed us to locate the practices, which are hindering upholding a UAM's rights. Moreover, as a result a UAM may be left to fend for themselves without the necessary assistance from the state care system when they reach adulthood.

System gaps are the root of the problem, in which we put focus on when designing the training methodology guidelines. Good practices are purpose-built to respond to the weaknesses and shortcomings regarding UAM's needs related to their transition into early adulthood.

### 3. Pedagogical Approaches

Utilising the findings of the conducted research and explicitly the findings regarding the needs of unaccompanied minors; the consortium will develop adaptable training materials. These materials will focus on covering the existing gaps regarding the needs, as they were identified during our previous research. However, these materials will not only exist to train unaccompanied minors, for that would be too limiting, but also stakeholders who will be tasked to pass on the knowledge to those who may need it. The training materials will cover areas of Civic Education for unaccompanied minors and will be further expanded for stakeholders, who will be trained on how to teach unaccompanied minors in an efficient and effective way. The pedagogical approaches are primarily addressed to the professionals and seek to enable them to improve their educative approach regarding an unaccompanied minors' needs.

The pedagogical approaches the consortium will utilise are Global Citizenship Education and the methods, as outlined in Paulo Freire's book, **Pedagogy of the Oppressed**. These approaches seek to empower the learners, which will be further translated into an unaccompanied minors' smoother transition to adulthood, the labour market, and their host society.

#### 3.1. Global Citizenship Education

Global Citizenship Education (GCED) aims to empower students of all ages to play an active role in building a more peaceful, tolerant, inclusive, and secure society, both locally and globally. GCED is based on three learning domains: cognitive, social-emotional, and behavioural.



Primarily, cognitive learning refers to the knowledge and thinking skills needed to better understand the world and its complexities. Secondly, socio-emotional learning refers to understanding the values, attitudes and social skills that enable students to develop emotionally, psychosocially, and physically and to co-exist respectfully and peacefully with others. Finally, action learning is about how students do, apply, practice and engage with what they are taught.

### 3.2. Pedagogy of the Oppressed

Paulo Freire's Pedagogy of the Oppressed is a philosophy, political, and educational theory that focuses on the struggle against oppression. Freire outlines the theory of oppression and the sources of liberation, saying that the key to liberation lies in the awakening of critical consciousness and individual thought processes. This process occurs through a new type of education that builds partnerships between teachers and students, empowers students to engage in dialogue, and initiates the process of humanization through thinking and its connection to action.

In this essay, Paulo Freire discusses the idea of developing critical consciousness among the oppressed. He points out that this consciousness is influenced by the oppressive situation they are in, and that it can only be achieved through dialogue in education. For Freire, this is a radical idea, and one which requires people to be willing to embrace change. He believes that liberation comes from within the oppressed, and that only they can save themselves and the oppressors from oppression.

## 4. Training Materials for Unaccompanied Minors and Stakeholders

The matter of ensuring an unaccompanied minors' smooth transition to adulthood is increasingly becoming an issue which has generated considerable interest. In this report, that is our focus and the reason for both conducting our research and developing the training materials.

The suggestion proposed is to assist unaccompanied minors by training them in Civic Education, which is what the CIVILHOOD project will be doing. Naturally it cannot be assumed that just by training unaccompanied minors required changes can be accomplished. For this reason, the consortium will also be training stakeholders. They will be professionals who either work with unaccompanied minors, interact with them in a professional capacity or who wish to work with them in the future. The reasoning for training both unaccompanied minors and stakeholders is to ensure that the training material created by the consortium will reach as many unaccompanied minors as possible.

## 5. Civic Education

As stated previously, the focus of the training materials produced by the CIVILHOOD project is Civic Education. Teaching unaccompanied minors on matters regarding Civic Education will provide



meaningful and long-lasting effects. It does so by promoting an unaccompanied minors' ability to comprehend the political backdrop of their host country, as well as enabling them to understand any political development that may affect them. Civic Education can also offer feelings of empowerment to unaccompanied minors. All this culminates to the mobilisation of individuals and their engagement in both political participation and integration into their host society.

Naturally, Civic Education is limited in the amount of people it can assist through each programme. For this reason, it is vital to train the stakeholders who will continue to replicate the Civic Education trainings the consortium will conduct as part of the CIVILHOOD project. In this way the project will be able to exponentially broaden its reach, thus allowing the consortium to assist more unaccompanied minors.

The overall goal of civic education is to promote civic engagement and support democratic and participatory governance. The idea behind civic education is to promote the need for good governance as a necessary complement to efforts to improve good governance practices. Civic education has been used to address a variety of political and governance issues, as well as important social issues. Civic education involves three distinct elements: citizenship, citizenship, and citizenship. Civic education refers to citizens' understanding of how the political systems of their host countries operate and their own political and civil rights and responsibilities. Civic competence refers to the ability of citizens to analyse, evaluate, take, and defend positions on public issues and to use their knowledge to participate in civic and political processes. Citizenship is defined as the civic qualities necessary for democracy.

## 6. Suggestions per thematic pillars

### A. Transition Into Adulthood

Provide **technical and vocational educational training (TVET)** connected to the needs of the labour market as a helpful tool towards UAM's transition to adulthood. Vocational training can make the adulthood transition smoother, while it both enriches and applies hard skills in practice. Moreover, it eases access to the labour market and contributes to finding meaningful, skilled, and sustainable employment. Give **information, advice, and assistance** to UAMs regarding their **legal status** by receiving clear oral and written information in their native language about their rights and responsibilities, and asylum procedures in the host country while they are still underaged, and once they turn 18. Promote **civic and citizenship education** among UAMs, as an inclusive educational response to forced youth migration based on "inclusion, belonging and support". This includes strengthening personal communication skills, knowledge of political systems, and the ability to think critically about civic and political life, as a way of empowering children to find themselves and fully develop their personalities and be able to make informed choices for their lives. Simplification of administrative procedures related to the issuing, renewal and conversion of residence permits.





## B. Social Dimension

Promoting **group activities** as a way of boosting social cohesion by the inclusion of vulnerable collectives. Engaging UAMs in extracurricular leisure activities like sports, theatre, dance, music, voluntary groups and activities etc. create social opportunities that encourage interpersonal connections with their peers but also with the whole community. These activities support self-confidence to create a social network and at the same time helps learn the language. Offer **language learning** programs to overcome the first obstacle faced by UAMs. Enhance communication skills to overcome communication barriers that hinder social inclusion and impede entering the labour market. Create spaces that promote language practice, online platforms, or extra-curricular classes in the school, for example. Implement the **buddy system** – is an innovative approach of mentorship and befriending programs that promote the social, professional and cultural inclusion and participation of young people that find themselves in a new country. UAMs are brought in contact with a peer volunteer from the local community, who would undertake the role of a stable reference point or mentor. Carry out **multicultural activities** in public spaces to get over stereotypes and xenophobic attitudes and create a new culture where diversity will be recognised as richness and strength. Holding intercultural events allows sharing of identity traits such as language, food, and music, being those important aspects of giving back UAMs to their roots and feel represented, and as a way to make known the cultural diversity to the host community. Culture as a tool for adaptation, growth and interaction. For instance, the participation in European programs addressed to young people.

## C. Housing Dimension

Provide **counselling and guidance** about the rent, the country system, real estate, prices, and functional accounting competencies. Furthermore, provide extra support in basic survival skills. Introduce aspects of **Life Skills education** that focuses on the preparation of UAMs towards independent housing experiences that will support them in their independent living. Life skills education includes among others skills such as: personal care and organisation, food preparation, clothing care, home maintenance and money management. **Provide grants** for house renting to UAMs. Guarantee a rent payment by the local government, by providing extra financial assistance to UAMs who are transitioning into adulthood, to help UAMs make a positive start towards becoming self-sufficient. Concurrently **encourage homeowners** to rent their properties by applying incentive policies. Need for social housing.

## D. Labour Market Dimension

**Life planning** is a holistic, personalised, flexible tool aimed to enhance the minor's prospects by ensuring that best interests are respected, rights are upheld and that the minor is supported to develop the skills necessary to become a full and active participant in society. The process considers the personal context and considers the aspirations and perceptions of the minor, the legal situation



and the available opportunities. Much of this is about long-term housing, employment, and education, which are essential aspects for achieving economic stability and becoming self-reliant. Need for training and professionalising opportunities consistent with the life path of young migrants. Facilitate access to *traineeship experiences* as a lead-in to the labour market, and as a protective factor for job exploitation. At the same time, it is essential to provide *employers with training* on how to include and support people with different backgrounds in their labour force.

## 7. Conclusion

Though the guidelines of the training methodology have been developed based on the findings from the research in the framework of CIVILHOOD, piloting the designed material will help to adjust their forms and contents. The goal being to produce materials that are transferable the easier way possible. For that reason, the committee will pay great attention to the feedback from the workshops to come and will suggest necessary changes and adaptations.