



ACT-PROJECT

IMPROVING ACCESS TO
ALTERNATIVE CARE FOR
UNACCOMPANIED CHILDREN
AGED 15-18

CCA(R)
Comissió Catalana
d'Ajuda al Refugiat



NIDOS
guardianship for refugees

Training of Trainers Programme Catalonia



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Published by: Comissió Catalana d'Ajuda al Refugiat, Carrer Santa Mònica Nº 10, 1ª, Barcelona, Catalunya, España.

Stichting Nidos, Maliebaan 99, 3581 CH, Utrecht, the Netherlands

This report has been published as part of the ACT project (January 2020-December 2021).

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Co-funded by the
Asylum, Migration and
Integration Fund of
the European Union



INTRODUCTION

This training of trainers is a component of the Alternative Care Training (ACT) project. ACT is a cooperation of CCAR in Catalonia with project partners from Italy and Bulgaria, coordinated by Nidos in the Netherlands.

The ACT-project aims to improve the access to and increase the quality of alternative care arrangements for unaccompanied children (UAC) aged 15-18, through providing actors interested in developing family and community-based alternative care arrangements (different from institutional care) in the countries of project partners and other member states (MS) with training of their staff (guardians and other practitioners that work in alternative care arrangements). It also aims to improve the sustainability of alternative care for unaccompanied children in member states.

A situational analysis has been carried out which collected information about the accessibility and quality of alternative care arrangements for unaccompanied children aged 15-18. Desk-based research was conducted in January- May 2020. Catalan stakeholders were consulted in a meeting in September 2020 to provide their important input, which has also been included in this analysis. The opinion and advice from children are also crucial, and so their participation in the stakeholder meeting was very relevant in order to focus and identify the specific needs of children in our country. The results of the analysis Catalonia carried out by CCAR are summarised in this report; ranging from information on the general context, including the available forms of care, to current good practices, challenges and needs and recommendations. The information gathered in the desk research and the stakeholder meeting informed the development of this training of trainers programme, ensuring that it responded to the identified capacity building needs in Catalonia.

An expert meeting was held in October 2020 with all project partners and representatives from other EU members states and experts/trainers in order to discuss general content of Train-the-trainer. This introduced stakeholders from Catalonia and the other project countries to different options for alternative care which have been established in other EU MS.

This training was held online on 8 and 9 June 2021. Both days participants included lawyers, social workers and educators. All the participants - 20 on the first day and 16 on the second- were staff from technical teams of the DGAIA and ICAA the main institutional bodies who work with unaccompanied children in Catalonia. The training programme was designed by CCAR in cooperation with Nidos.

SESSIONS AND LEARNING OUTCOMES

Module1: The Development of Unaccompanied Children: Cultural background, development needs and psychosocial support.

Overview: Understanding unaccompanied children specific background and developmental needs by applying a cultural, age and safeguarding lens. Managing the cases with a holistic approach and taking in consideration the psychosocial care; understanding behaviour, understanding resilience, and protective factors.

Learning Outcomes:

1. A shared basic framework on child development and needs, with an understanding of how family and community based alternative care is the best option to meet these needs.
2. An understanding about differences in the way UAC accept what is happening around them. Help staff understand what their role is in caring for these children.

3. An understanding of behavioural patterns of UAC, and practical tools to support them in different situations.
4. Staff able to identify different psychosocial needs and to respond appropriately.
5. Staff have tools and understanding of how to communicate effectively with children from different backgrounds.
6. Understanding of the importance of cultural mediation

Module 2: Strategies to recruit foster care families

Overview: Providing techniques and strategies to make foster care effective in Catalonia.

Learning outcomes:

1. Nidos shared their experience in managing reception families.
2. The importance to increase the number of foster care families. An understanding of behavioural patterns of UAC, and practical tools to support them in different situations.
3. Staff able to identify the importance of recruiting families with migrant backgrounds. Staff have tools and understanding of how to identify and search families in different context such as schools

Session 3: Spanish and Catalan legal framework

Overview: Rights of the child; legal documentation, legal process, different actors involved and mechanisms to detect potential asylum seekers among the unaccompanied children.

Learning Outcomes:

1. To understand the large number of agents and laws involved in the reception of UAC, especially in the case of refugee and stateless minors.
2. To take advantage of all existing legal resources to ensure that every UAC is able to get his/her rights recognized, including the regularization of their administrative situation both before and after their 18th birthday
3. To recognize the importance that the professionals who accompanies UAC in their day-to-day life receive training on the detection of international protection needs to guarantee that they can exercise their rights.
4. To know the protocols that must be activated in the different situations that may affect UAC, including the applicable protocols in the case of detection of international protection needs

Module 4: Alternative care: SIL and reception in a University Campus

Overview: Seen different forms of alternative care as the best option of care for the unaccompanied children.

Learning outcomes:

1. Nidos to share their experience with supported independent living (SIL) and practical approaches. Q&A.
2. Shared understanding on benefits reception in SIL- and community-based alternative care over institutional care for unaccompanied children.
3. FAS and CCAR shared their experience in hosting refugees in a university campus as an alternative care reception model; psychosocial benefits, (such as subjective health, mood enhancement, stress reduction, and mental health), social benefits (such as sociability and social and benefits for the university community.

FULL TRAINING PROGRAMME

Day ONE

Time	Agenda Item	Details/ facilitation
9:15	Participants join meeting	
9:30-9:35	Housekeeping	Muting microphones, explain translation occurring so please try to speak clearly when presenting
9:35-10:00	Welcome and introduction Participants, Trainers, Project ACT and Program	Overview of the ACT Project, introductions by trainers, participants to introduce themselves.
10:00-10:10	1st module	The Development of Unaccompanied Children: Cultural background, development needs and psychosocial support
10.10-11.15	Theories of attachment and child development, resilience, risk and protective factors.	Nidos explaining on attachment and child development: resilience, risk and protective factors : impact of being and migrant, refugee and underaged. The case Amine, 16 year old UAC. Concepts at practical level. How the care arrangements for UAC should be small scale / family based.
11:15-11:30	Break	

11.30-12.00	Assignment: Case of Amine Understanding (difficult) behavior	Break out room groups of 3 Thinking about: 1) implications for guidance 2) Implications for support
12.00-12.20	What do these children need ?	Nidos present an overview of psychosocial approaches: Implications for reception, guidance and psychosocial support to transition to autonomy
12.20-12.45	Plenary discussion	
12:45-13:00	Practical exercises with assessment tools: building your own practice	Individual reflection
13:00-13.10	Closing	Explanation of return time from lunch
13.10-14.10	Lunch	

Afternoon 14:10 – 16:00

14.10	2nd module:	Strategies to recruit foster care families
14:10-14:40	Question and answer with Peter Van der Pol manager Reception and Living in Families at Nidos . Benefits of foster care	Nidos: introduction to strategies to recruit foster care families Introduction/Film
14:40-15:20	Plenary discussion	Reflection on implications for the Catalanian context
15.20-15.25	Break	
15.25-15.45	Assignment	Discussion on how they are going to apply the lessons learned
15.45-16.00	Closing remarks, summary and what's next	
16.00	Finish	

Day TWO

09/06/2021

Morning 9:30-12:00

Time	Agenda Item	Details
9:15	Participants join meeting	
9:30-9:35	Housekeeping	Muting microphones, explain translation occurring so please try to speak clearly when presenting
9:35-10:00	Brief overview of yesterday's training and any questions from day 1	
10.00	Start 3rd Module	Spanish and Catalan legal framework
10:00-11:30	Legal documentation, the legal process and also about the mechanisms to detect potential asylum seekers among the unaccompanied children.	CCAR to present the large number of agents and laws involved in the reception of UAM, especially in the case of refugee and stateless minors.
11.30-11.45	Assignment in forms	multiple-choice questions and guided correction
11.45-12.15	Break	
12:15-12.45	Practical exercise	The cases of Amine, Mamadou and Mayeni. Group work: Read the case and describe the route that the UAC will go through when arrive to Catalonia. With and special focus on how to apply the mechanisms to detect potential asylum seekers among UAC and how to activate the protocols in the case of detection of international protection needs.
12:45-13.15	Plenary discussion	The spokesperson of each group will feedback about the intervention and the CCAR legal expert will supervise and guide
13.15	Start 4 module	Alternative care: SIL and reception in a University Campus

13.15-13.35	<ul style="list-style-type: none"> • Show the benefits of Supported Independent Living- SIL-. • Q en A social workers and manager. 	Nidos to share their experience with SIL. Watching a short video on SIL in the Netherlands.
13.35-13.50	Alternative Reception of Refugees: University Autonomous of Barcelona – UAB- Model	FAS explaining the UAB project: Hosting refugees in a university campus as an alternative care reception model. 3 short films on UAB model
13.50-14.15	Reflections	CCAR presenting the benefits both for refugees and the university community. Social and psychosocial benefits such as subjective health, mood enhancement, stress reduction, and mental health, social benefits (such as sociability and social and benefits for the university community
14.15-14.30	Overview and summary of the whole training, final questions	
14.30	Finish	