Training Curriculum

IOM Project on *Improving the Quality of UAMAS’ Guardianship and Care in Central European Countries*
# Table of contents

Illustrations ...........................................................................................................................ii
Abbreviations ......................................................................................................................ii

1 INTRODUCTION ........................................................................................................... 1
  1.1 Objectives of the project ............................................................................................ 1
  1.2 Objectives of the training manual ............................................................................. 1
  1.3 Objectives of the curriculum ...................................................................................... 1
  1.4 Objectives of the training of trainers (ToT) ............................................................... 2
  1.5 Anticipated Results .................................................................................................... 2

2 PREPARATION KIT FOR TRainers ................................................................. 3
  2.1 Key components for the training of guardians .......................................................... 3
  2.2 Do’s and don’ts of the trainer .................................................................................... 4
    2.2.1 A good trainer is .................................................................................................. 4
    2.2.2 A trainer is not .................................................................................................... 5
  2.3 The Learning Process ................................................................................................. 6
  2.4 Managing difficult situations and participants ......................................................... 9
  2.5 Workshop preparation ............................................................................................... 10
    2.5.1 Agenda ............................................................................................................... 10
    2.5.2 Introduction ........................................................................................................ 12
    2.5.3 Equipment ......................................................................................................... 14
    2.5.4 Breaks & Ice Breakers ...................................................................................... 15
    2.5.5 Evaluation & Certificates ................................................................................ 19

3 EXERCISES .................................................................................................................. 21
  Annex I: Check List ....................................................................................................... 22
  Annex II: Suggested Training Rules ............................................................................ 23
  Annex III: Initial Assessment .................................................................................... 24
  Annex IV: The learning cycle ...................................................................................... 26
  Annex IV: Learning Styles (Part 1/3) ........................................................................ 27
  Annex IV: Learning Styles (Part 2/3) ........................................................................ 28
  Annex IV: Learning Styles (Part 3/3) ........................................................................ 29
  Annex V: Evaluation Form .......................................................................................... 30
  Annex VI Certificate .................................................................................................... 32
Bibliography ................................................................................................................... 33
Illustrations

Illustration 1 ............................................................................................................................... 6
Illustration 2 ............................................................................................................................. 14

PowerPoint Presentation (available on CD)

Abbreviations

ARC – Action for the Rights of Children
ECPAT – End Child Prostitution, Pornography & Trafficking of Children for Sexual Purposes
ESCAP – Economic and Social Commission for Asia and the Pacific
EU – European Union
IOM – International Organization for Migration
OSCE – Organization for Security and Co-operation in Europe
TOT – Training of Trainers
UAMAS – unaccompanied minor asylum seeker(s)
INTRODUCTION

1.1 Objectives of the project

The project aims to enhance the quality of guardianship and overall care provided to unaccompanied minor asylum seekers (UAMAS) in Bulgaria, Czech Republic, Hungary, Poland, Romania, Slovakia and Slovenia, in line with the European Union (EU) Action Plan on Unaccompanied Minors, with EU directives, and underpinned by the principles of the UN Convention on the Rights of the Child. It seeks to monitor and improve the quality of guardianship and care which UAMAS receive in order to ensure that the best interests of the child are safeguarded and that adequate care and support are provided to the child, facilitating his/her integration into the host society. Not least, the project will address the lack of established practices in the aforementioned countries, to offer higher standards of protection and assistance to UAMAS. In order to achieve these aims, a synthesis report, a training manual and this training curriculum have been developed within the framework of the project.

1.2 Objectives of the training manual

The training manual aims to enhance the professional competencies of guardians, counsellors and care workers working and interacting with UAMAS, to improve the quality of guardianship and general care provided to UAMAS, to increase knowledge of practitioners regarding issues concerning guardianship and care giving in Europe, and to increase awareness on the need to continuously improve and monitor the quality of guardianship and care of UAMAS. Above all, the manual addresses a training gap as pointed out by experts in several EU MS, namely the need for more and better-quality training.¹

1.3 Objectives of the curriculum

The curriculum has been developed as a training tool for trainers who will pass on their knowledge to their peers. It uses participatory techniques based on a variety of theoretical frameworks to ensure that future trainers are skilled and confident in their abilities to train peer educators and serve as informed resources for their peers.

The trainers will receive this curriculum after having participated in the training of trainers (ToT).

1.4 Objectives of the training of trainers (ToT)

Before using this curriculum, trainers should have participated in a ToT. The ToT aims at providing future trainers with the necessary skills and tools with which to train their peers. During the ToT the future trainers will experience, the same workshop which they will later organize for their peers in order to enable them to effectively disseminate the knowledge acquired. Eventually, future trainers will in turn pass on the knowledge and skills they actively learned at a ToT.

1.5 Anticipated Results

After the training, guardians should…

• … know what their **role and responsibilities** are when dealing with UAMAS
• … know the **rights** of UAMAS in the EU
• … know how to assess the **best interest of the child**
• … know the different **actors involved** in caring for UAMAS
• … know how to support UAMAS in the **long term**
• … know how to deal with **children at risk** especially **child victims of trafficking**
2 PREPARATION KIT FOR TRAINERS

2.1 Key components for the training of guardians

Each follow-up training/workshop after the ToT will be unique and should therefore be flexible enough to meet the needs of each group of participants. Nevertheless, each follow-up workshop should include the following key components:

Role of a trainer

The trainer is by no means superior to the trainees. He/She should act as a facilitator and share the knowledge he/she gained at the ToT with the participants and give an insight in his/her work experience.

Rationale for peer education

It is essential to ensure at the start of the training that the participants not only understand the concept and benefits of this training, but are also aware of its limitation and pitfalls. Subsequently, trainers should clarify the objectives of the training and participants should be aware of their expectations related to the training. The trainer should ensure that participant’s expectations match the training’s objectives so that participants do not leave feeling disappointed.

The learning agreement

In order to prevent any misunderstandings during the training, the trainer should determine some “behavior rules” with the participants. The latter should ensure that everyone feels comfortable with one another and can focus on the training. (for further information see section 2.2.2)

Basic knowledge of the program’s technical content

A trainer should be a guardian or social worker him/herself and needs basic knowledge about the legal background and issues related to UAMAS in their countries.

Training structure

The training is structured in six sessions; each session covers corresponding sections in the training manual. The sessions consist of a mix of theoretical content and interactive exercises and are designed to provide insight into specific topics. In addition, there will be an introduction at the beginning and a concluding session at the end of the training. The training is conceived as a two-day-workshop.
2.2 Do’s and don’ts of the trainer

2.2.1 A good trainer is...

- **A facilitator**: A good trainer will realize the empowering value of collaborative learning, and will establish a collaborative relationship with participants in which the responsibility for learning rests with the whole group. He/She will also make positive statements to the group and encourage them to share their opinions and experiences. Furthermore he/she will reinforce what was said positively and will find positive ways to correct something or someone (i.e. “That is a good point, but we could look at it this way”).

- **Sensitive towards the participants**: A good trainer will help to create and sustain an environment of trust and openness where everyone feels safe to speak honestly, and where differences of opinion are respected. Sensing how individuals are feeling or which feelings an entire group reflects is very important for a trainer since establishing a collaborative dynamic is essential to a good learning environment. A good trainer should also be sensitive to the different needs and backgrounds of the participants and take them into account while conducting the training.

- **Including the participants in the discussion**: A good trainer doesn’t merely present from the front of the room but walks around the participants to include them in his/her thinking. He/She will also try to build issues that have been raised by the participants into his/her presentation, so that they feel that they are also involved in shaping the agenda. Questioning the participants individually can also be a good method to include their opinion in the discussion. It is important to ask specific questions, for example about their experiences in a specific situation or about their opinion on a specific topic.

- **A charismatic person**: A good trainer can hold the participant’s attention by using body language, changing the tone of voice, speaking clearly, establishing eye contact and being confident when he/she is talking. A trainer who appears confident will give participants confidence that they are in good hands and will learn something important.

- **A good listener**: A good trainer will know what the participants are expecting from the training and should be flexible regarding including trainee’s wishes during the training (more discussions, postponing breaks when energy levels are low, etc.).

- **Organized**: A good trainer will be well prepared, e.g. will have all the necessary equipment ready at least the day before (buying refreshments, snacks and other materials, printing all the necessary documents), will know where lunch takes place, will know who is responsible for IT and will arrange the meeting place. Moreover he/she should have a good overview of the agenda and should have all the information about the participants (names, flights time, hotel, contact details).

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2 Content adapted from i.a. ECPAT, 2006, Combating the Trafficking in Children for Sexual Purposes, A Training Guide; ECPAT, 2008, Training the Trainers (p. 12, 13, 37, 38); OSCE/IOM, 2010, Training Modules on Labour Migration (p. 11).
- **Honest**: A trainer should be honest with participants about the limits to his/her own knowledge. Instead of pretending to know the answer to a difficult question, the trainer can see if another participant knows the answer.

- **Good in timing**: A trainer needs to develop a good sense for the timings during training. He/she should know when to bring a discussion to a close, when to change the topic, when to cut off someone who has spoken for too long, when to let the discussion continue over the allotted time, and when to let silence continue for a little longer.

### 2.2.2 A trainer is not...

- **Responsible for learning**: The trainer is the facilitator, i.e. his/her role is to help the participants to learn as much as they can.

- **The only one speaking**: One can recognize a good trainer when he/she talks less than the trainees and rather involves them in discussions.

- **A guarantee for the success of the training**: The participants have to be willing to learn new skills. The trainer cannot push them to do so.

- **An arbiter**: The trainer was not appointed to judge upon the opinions of the participants but to share his/her knowledge and clarify factual inaccuracies.

- **A servant**: All the trainees have to support the trainer if he/she is asking them to do so (preparing to begin the exercises for instance).
2.3 The Learning Process

Teaching and training is only effective if it promotes learning.

The aim of the training is for the participants to learn as much as possible about enhancing their working skills as a guardian. Therefore, the learning process is of the utmost importance for the trainees. The trainer has to take into account the following explanations of the learning process during the training.

David Kolb describes the “Learning Cycle” as a process that involves experience, observation, theory and application. The exercises used throughout the training integrate these four important processes.

Illustration 1

Learning Cycle (David Kolb)

Concrete Experience

Applying, Testing & Adapting

Observation & Reflection

Theory & Concepts

Illustration 1

3 Content adapted from i.a. ARC, 2009, Facilitator’s Toolkit (p. 13); ECPAT, 2006, Combating the Trafficking in Children for Sexual Purposes, A Training Guide; ECPAT, 2008, Training the Trainers (p. 11); IOM, 2006, Counter Trafficking Training Modules (p. 3); ESCAP, 2001, Train the Trainer Training Fundamentals (principle 3).
Learning styles

The trainer should be aware that the workshop participants may learn in different ways. The main sensory receivers while learning are:

- Visual (sight)
- Auditory (hearing)
- Kinesthetic (movement)

Depending on the person, one of these receivers is generally dominant. However, many people combine these styles of learning or use different kinds of receivers for different tasks. It is important for the participants of the workshop to know for themselves how they learn best.

We suggest that the trainer hangs out a poster with the different learning styles and ask the participants to take a look at the poster during the introduction (further explanation can be found in section 2.5.2).

Visual - Learning by Sight
Visual learning may be linguistic or spatial.
Persons who are visual-linguistic learners like to learn through written language tasks, such as reading and writing. They remember what has been written down or what they have drawn (e.g. mind maps).

To facilitate visual-linguistic learners the trainer should:
- Use Handouts
- Give written tasks
- Use visual written presentations (e.g. with overheads)

Persons who are visual-spatial learners usually have difficulty with written language, and do better with charts, demonstrations, videos, and other visual materials. They easily visualise faces and places by using their imagination, and they seldom get lost in new surroundings.

To facilitate visual-spatial learners the trainer should:
- Use graphs, charts, illustrations
- Include outlines, agendas, handouts for reading and taking notes
- Include content in handouts to re-read after the session
- Supplement textual information with illustrations
- Show diagrams and then explain them

Auditory - Learning through Hearing
For persons who learn best by hearing, the trainer should:
- Begin new material with a brief explanation of what is coming, and conclude with a summary of what has been covered. (“Tell them what they are going to learn, teach them, and then tell them what they have learned.”)
Include aural activities, such as brainstorming, “buzz” groups, etc.
Leave plenty of time to debrief activities. This allows for connections to be made between what participants have learned and how it applies to their situations
Ask the participants to verbalise their questions
Develop a dialogue between the participants and the trainer

**Kinesthetic - Learning by Movement**
Those who learn best by movement tend to lose their concentration if there is too little external stimulation or movement. When listening to lectures they may want to take notes. When reading, they like to scan the material first (‘get the big picture’), and then to focus on the details. They like to use colour highlighters and to draw pictures, diagrams, or to ‘doodle’.

To facilitate these learners, the trainer should:
- Use activities that get the participants up and moving (role play, ice breakers, energizers)
- Use coloured markers to emphasise key points on flipcharts or white board
- Provide highlighters, coloured pens/pencils
- Have the participants transfer information from the text to another medium, such as the flipchart

**Further tips for better learning**
- The participants can learn not only through the presentations of the trainer and the exercises but also from their peers. Therefore the trainer should encourage them to **share their knowledge and experiences** with others.
- The participants and the trainer should understand that they are **all teachers as well as learners**.
- The trainer should **foster the discussions** during the workshop, as they enable participants to share their experiences and deepen their understanding about the topic being discussed. In order to encourage the participants to take part in a discussion, the trainer should be sure that the participants can express themselves in a good atmosphere: for this the trainer should make sure that the participants do not interrupt each other and that the peers respect the opinion of their colleagues. However, if someone should not want to participate in the discussion, the trainer shouldn’t push him/her. Listening can be an important way to participate in a learning experience too.
- The trainer should **avoid asking open-ended questions** such as “What do you think about this issue?”. Being more specific will encourage the participants to answer the question and can save time.
The trainer shouldn't abuse the attention span. A trainer should know that a person's ability to maintain attention is limited. Referring for a too long time could make the learning process ineffective and partial. Therefore, the trainer should make sure that there is always enough times for breaks and should include ice breakers and energizers as recommended in the agenda (2.5.1).

2.4 Managing difficult situations and participants

Sometimes trainers will have to master difficult situations or will have to confront difficult participants. Here are some examples of such situations and explanations on how to manage them:

- **The participant won’t participate in the discussions and activities**: there are different reasons for trainees to act this way. If the person is shy and reserved the trainer can try to still her/his fear by establishing an agreeable workshop atmosphere. The trainer shouldn’t push these persons to speak, but can try to explain the advantages of participating or discuss a topic. There are also cases where participants consciously avoid participating. In that case the trainer can try to discuss the advantages of taking part at the training with this person. If this doesn't work, the trainer should ask this person to quit the course.

- **The participant is sceptical and pessimistic**: some trainees tend to discourage themselves at every obstacle. In that case the trainer should try to turn every obstacle into an interesting challenge that is worth meeting. He/She can also admit that probably not every question will get an answer in the framework of the training but that it is a good starting point for everybody. The sessions shouldn’t develop into complaints session.

- **The participant is dominating the discussion**: some of the participants might be over-motivated and dominate the discussions. The trainer should explain to the participants at the beginning of the training that everybody should be given the opportunity to give his/her opinion. Furthermore, he/she should also explain the advantages of having different persons sharing their experiences with the others. Throughout the training the trainer can use body language to signalize to a person to talk less or can intervene in the discussion and try to obtain other opinions.

- **Conflicts emerge between the participants**: Different kinds of conflicts can emerge in the framework of trainings. Participants can get personal on certain topics and act aggressively. In that case the trainer has to de-personalise the issue or can tell the participants that the issue will be discussed later. If some persons seem to not get along and use the discussions to argument against each other, the trainer should explain that the dispute isn’t relevant for the topic anymore and end the discussion. Afterwards he/she should talk to the respective persons individually and ask them to settle their dispute at least during the training.

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* Content adapted from i.a. ECPAT, 2006, Combating the Trafficking in Children for Sexual Purposes, A Training Guide (p. 19-20); ECPAT, 2008, Training the Trainers (p. 28, 29);
2.5 Workshop preparation

2.5.1 Agenda

The training is designed as a two-day workshop. The following agenda is a recommendation for trainers on how to design the workshop. The trainer is free to change this agenda and adapt it to the situation on the ground.

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45 – 9:00</td>
<td>Registration</td>
</tr>
<tr>
<td>9:00 – 10:30</td>
<td>Welcome Address and Introduction (Chapter 1)</td>
</tr>
<tr>
<td></td>
<td>• Ice breaker (getting to know each other)</td>
</tr>
<tr>
<td></td>
<td>• Pre-evaluation</td>
</tr>
<tr>
<td></td>
<td>• Expectations and objectives</td>
</tr>
<tr>
<td></td>
<td>• Set the learning agreement</td>
</tr>
<tr>
<td></td>
<td>• Determine the learning style</td>
</tr>
<tr>
<td>10:30 – 10:40</td>
<td>Break</td>
</tr>
<tr>
<td>10:40 – 12:30</td>
<td>Chapter 2: International Legislation and Standards</td>
</tr>
<tr>
<td></td>
<td>Exercise 1: About legislation and standards</td>
</tr>
<tr>
<td></td>
<td>Energizer</td>
</tr>
<tr>
<td></td>
<td>Exercise 2: Case example</td>
</tr>
<tr>
<td>12:30 – 14:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>14:00 – 16:15</td>
<td>Chapter 3: Appointment and Role of a Guardian (Part 1)</td>
</tr>
<tr>
<td></td>
<td>Ice breaker</td>
</tr>
<tr>
<td></td>
<td>Exercise 3: Qualities of a guardian</td>
</tr>
<tr>
<td></td>
<td>Energizer</td>
</tr>
<tr>
<td></td>
<td>Exercise 4: Mapping and playing the role of actors</td>
</tr>
<tr>
<td>16:15 – 16:30</td>
<td>Break</td>
</tr>
<tr>
<td>16:30 – 17:30</td>
<td>Chapter 3: Appointment and Role of a Guardian (Part 2)</td>
</tr>
<tr>
<td></td>
<td>Exercise 5: Case example</td>
</tr>
</tbody>
</table>
### Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
</tr>
</thead>
</table>
| 9:00 – 10:00  | **Chapter 4: Child-Centred Approaches**  
*Ice breaker*  
*Exercise 6: Best interests of the child*  
*Energizer*  
*Exercise 7: First contact* |
| 11:00 – 11:15 | **Break**                                                           |
| 11:15 – 12:15 | **Chapter 5: Children at risk**  
*Exercise 8: Case example* |
| 12:15 – 13:45 | **Lunch**                                                          |
| 13:45 – 14:30 | **Chapter 6 & 7: Age Assessment Procedures and EU Asylum Instruments**  
*Ice breaker*  
*Exercise 9: Quiz* |
| 14:30 – 15:45 | **Chapter 8 & 9: Durable Solutions and Life Projects**  
*Energizer*  
*Exercise 10: Developing a “life project”* |
| 15:45 – 16:00 | **Break**                                                          |
| 16:00 – 17:00 | **Evaluation & Certificates** |

A checklist for each day can be found in *Annex I*. 
2.5.2 Introduction

During the introduction, the trainer should present the project and refer to the flyers the participants will find in their folders. Afterwards the trainer should go through the agenda and explain to the participants what they can expect to happen in the next two days.

1. Ice Breakers (20 min)

Ice breakers will help the participants to loosen up and get to know each other better.

At the beginning, the trainer should use an ice breaker that will help the participants to get to know each other better. He/She can choose one of the “get to know each other” ice breakers in section 2.5.4. He/She can also choose an additional activity in the “breaking the ice” section, if he/she thinks that the participants should loosen up more.

2. Pre-evaluation (10 min)

The pre-evaluation form aims to collect information on participants’ backgrounds, objectives and expectations. This pre-evaluation will help the trainer to assess the needs of the trainees so that he/she can adapt the workshop to the latter, i.e. be more specific on specific issues.

The pre-evaluation will also give the trainees the opportunity to identify in which topics they want and have to improve their knowledge.

The evaluation form can be found in Annex III.

3. Objectives and expectations (20 min)

Setting the objectives and expectations are important prerequisites

First, the trainer should ask the participants to write for themselves which expectations they have for this training. After five minutes, the trainer should explain what the objectives of the training are. Afterwards he/she should ask the participants to compare the objectives with their expectations. If there should be any disparities between the objectives and the expectations, the participants should be given the opportunity to explain what they expect from the training.
If the workshop leaves some time to include any additional expectations, the trainer can add them to the agenda. If the expectations differ too much from the objectives or if they go beyond the scope of the training, the trainer should explain to the participants that there wouldn’t be enough time to cover these additional expectations. If the trainer has the expertise to address questions related to the expectations, he/she can offer to talk with the participant about it during the breaks.

4. The learning agreement (15 min)

**Setting the learning agreement will ensure that the participants feel comfortable and secure.**

The trainer should take ten minutes to set the “behavior rules” with the participants. The participants should not feel restricted by these rules but should understand that they are just tools enabling them to have a good training.

After sticking a sheet of A2 paper on the wall, the trainer should give each participant a behaviour rule (the rules can be found in Annex 11). Tell each participant to read out the rule he/she received and ask if everybody agrees with the rule. If they agree, the participant can stand up and write his/her rule on the poster. When everybody is finished, the trainer should ask if the participants want to add any other rules for this training, which should also be written on the poster. The rules agreed-on will hold for the entire training.

One of the rules is that the participants are free to ask questions at any time. However, if participants have questions concerning any topic not immediately relevant, the trainer should encourage them to write these down on post-its and stick them on the so called “parking lot” (the trainer can hang out an A2 sheet of paper on the wall). The trainer must come back to these questions once the topic fits the question. All questions should be dealt with by the end of the training. If the trainer is unable to answer a specific question s/he should either undertake to provide the information at a later date (e.g. after the training) or explain to participants where/how they may be able to locate it themselves.

5. Determining the learning style (10 min)

The trainer should stick the posters in Annex III on the wall. After explaining the different learning styles, the trainer should ask the participants to take a look at the poster with the different learning styles and try to figure out for themselves which type(s) suit them best. In order for the trainer to have an idea how his/her trainees work best, he/she can ask them to stick a post-it with their name on to the respective learning style poster.

*The posters can be found in Annex IV.*
2.5.3 Equipment

A trainer can lose a lot of time if he/she doesn’t prepare the equipment in time. The list below contains the basic equipment needed for the presentations and exercises. This list can be modified or expanded by the trainer depending on the availability of the equipment on the ground.

- CD including Synthesis Report, Training Manual, Training Curriculum, Exercises, PPT (provided by the project management team)
- USB stick including relevant material (Completed certificates, exercises, etc.)
- Folders for participants (with agenda, paper, pen, project flyer)
- Computer & projector
- Enough paper (A4, A2)
- Pens, markers, colored felt pens
- Post-its / (colored) cards
- Flip chart
- Pin board & pins
- Scissors & tape (normal and double sided)
- Stapler and paperclips
- Camera (for documentation)
- Access to a copying machine and printer (could be useful)
- Name tags (to be filled out by participant at the beginning of the training)

It is also important for the trainer to know beforehand who will fund the equipment for the training and who will buy the materials. Good communication between the trainer and the training organizers will help the training preparations to run smoothly. The training has been conceived as an interactive workshop with many group exercises as well as a theoretical training with PowerPoint presentations. Consequently, the furniture layout will have to fit these two training structures.

The furniture layout will depend on the number of rooms, chairs and tables available and on the size of the room(s) on the ground. The three furniture layouts below ensure that the theoretical and interactive parts of the training can be conducted in a good way:

Illustration 2

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5 If photos are to be taken (especially during the sessions) it is important to check in advance that this is ok with participants.
2.5.4 Breaks & Ice Breakers

**WARNING!**
The ice breakers and energizers listed below are suggestions only. If you choose to use any of them, do so with care and sensitivity to the participants in the training session. Some people can become irritated or offended when asked to do certain activities, and the result could be negative rather than positive on the group learning experience. For this reason, you will find a wide range of exercises that can be adapted to the characters of the participants.

**Breaks**

Breaks are important to maintain energy levels and give the participants some time for informal talk. They also give the participants some time to reflect on what has been done previously. Therefore the trainer should always try to stick to the timetable and should always include 10-15 minutes breaks after longer sessions.

Enough coffee, tea, water or other refreshments as well as enough snacks for the whole training should be provided; the trainer should coordinate with the training organizers to ensure that these are available on the day(s). It should be clear in advance who is responsible for purchasing and managing refreshments. Buying these before the training will reduce stress during the workshop.

**Ice Breakers**

Ice breakers and energizers have different purposes: they can help the participants to loosen up, to get to know each other in an amusing way and to gain new energy after presentations. Ice breakers can also be used to form groups. Energizers should be short and active; ice breakers can be a little bit longer but shouldn’t exceed 15 minutes. The trainer should also keep in mind the size of the groups when doing an exercise.

The trainer shouldn’t use all the exercises listed below but can choose some of them. The agenda gives an exact description on when to use them (see 2.5.1).

---

4 ECPAT, 2008, Training the Trainers. p. 42

Get to know each other
These are games that will help the participants to loosen up and to get to know each other better.

Name Game
This is a ‘get to know you’ game. Ask the participants to form groups of 4-10 persons. The person who starts must say his/her name, as well as a word that starts with the same letter as the first letter of the name. The trainer could give a specific topic for the additional word, such as food or vegetables. The second person must give the name and additional word of the person before, as well as their own name and additional word, and so on until everyone in the group has said their own name and the names of everyone else.

For example, if the first person is called Karen and the second person is called Scott, then Karen would say ‘Kiwi Karen’, and the second person might say ‘Kiwi Karen, Scallion Scott’.
This exercise helps people to remember each other’s names, and creates a fun atmosphere.

All My Neighbors
Tell everybody to form a circle. One person is in the middle and has to say something about him/herself beginning her sentence with “All my neighbors”. For example, the person will say “All my neighbors have… 2 siblings” – all the persons in the circle who also have 2 siblings have to switch places. The last person who didn’t find a place in the circle has to start again and say “All my neighbors have…”. This is a dynamic game that helps the participants to know each other better.

Two Truths, One Lie
Break everyone into groups of between 3 and 5 persons. Each person in the group must tell the others two truths and one lie about themselves. The other members of the group must then guess which statement was the lie. When finished, the groups can choose their best ‘liar’, who can then try and fool the rest of the groups. This exercise helps people to realize how difficult it is to know a person just from external appearance and from what they say.

The World is Distant
Pick a question and ask people to stand up if they agree with it. Example:
- I was born abroad. (If you agree, stand up.)
- I finished my studies/formation. (If you agree, stand up.)
- I am over 30 years old. (If you agree, stand up.)
- I have brothers and sisters. (If you agree, stand up.)
- …..
This exercise helps people to relate global issues to their local situation.
Me Too!
One person says his/her name and starts to describe himself/herself. As soon as another person hears something in common, that person interrupts, giving his/her name (e.g. ‘I’m ___________ and I too have two older sisters’). That person then begins their own self-description until yet another person finds something in common and interrupts in turn. Continue until everyone in the group has been introduced. This game creates a friendly atmosphere and helps the participants to remember each other’s names and qualities.

Interview-Game
Each person pairs off with one other and asks the questions listed below. Then, each partner introduces the other to the whole group:

- What is your name?
- Where are you from?
- What is your professional background?
- What do you like most about your job?

Breaking the ice
These games will help the participants to loosen up and can create an agreeable atmosphere.

Animal Sounds
Prepare sheets of paper and write animal names on it (chicken, frog…) - there should always be at least 2 or 3 papers with the same animal on it. Distribute it to the participants. Ask the participants to make the sound of their animal, everybody at the same time. The persons who make the same sounds should form a group. This is a funny exercise that takes the timidity of the participants away. It can also be used to form groups for further group activities.

Blindfold Game
Participants are divided into pairs, and one of the pair has a blindfold over their eyes. The other one has to lead the blindfolded person around the room and around obstacles in the room, such as tables, chairs, flipchart. After 5 minutes, the couple change roles, and the leader becomes the blindfolded person.

This exercise helps people to trust each other, but it also helps participants to realize what it is like to be in a vulnerable situation.

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8 Can be used for forming groups.
**Screamer**
Tell the participants to form a circle. Everyone has to look on the ground, and when you say "heads up" everyone has to look into someone else's eyes. If 2 people are looking at each other, they scream and are both out. Continue until two persons remain. This exercise can help the participants to loosen up.

**Mumble Jumble**
Before the activity begins, the leader will cut up a few pictures into puzzle pieces. Each participant will grab a piece of a puzzle from a bag. The participants will keep their puzzle piece to themselves until the leader says, “GO!” At this point, the participants will try to locate the other participants with the pieces to form the appropriate pictures. Whichever group does it first, wins.
Good activity for breaking into retreat/activity groups.

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**Energizers**
Short high energy game to help participants to “wake up” after presentations.

**“All Right” – “Ok”**
Every time you, the facilitator, say "alright," your participants respond with "OK." Each time you say "OK," your participants respond with "alright." This game is played during the entire workshop.

**Rebel Foot:**
Make sure that the members of the group are sitting comfortably. Now ask them to lift their right feet off the floor and make clockwise circles and, while doing this, ask them to draw the number '6' in the air with their right hands. Their feet will change direction and there's nothing they can do about it!

**Movement Game**
Each person picks a movement for themselves, for example, putting out their right arm. The person next to them has to imitate that movement, and create their own movement. The next person has to repeat both the earlier movements and make their own movement, and so on.

**Confusion**
Give each participant a sheet with one task written on it. Each participant has to ask one of the other participants to fulfill the task written on the paper. Here are some examples: “Do five sit-ups”, “stand on one foot with your arms outstretched for 20 seconds”, “Do 10 jumping jacks” etc.

**Imitate-Me**
Ask 2-4 participants to come up front and stand in a row in front of the other participants. Ask the participant to choose one of the persons in the front. Explain that the people up front will have to dance or make a specific movement when you put the music on. At the same time, the other participants will have to make the same movement/dance as the person they chose earlier.

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9 Can be used for forming groups

10 You will see that the agenda contains some energizers.
Mind Reader
Ask everyone in the group to:

- Pick a number between 1 and 10 and keep it secret.
- Multiply this number by 9.
- If this number has 2 digits, add them together.
- Subtract 5 from this number.
- Equate this result to a letter of the alphabet (1 = A, 2 = B, 3 = C etc).
- Think of a country beginning with that letter.
- Think of an animal beginning with the second letter of that country.

Finally ask 'How many people were thinking of a grey elephant in Denmark?'

2.5.5 Evaluation & Certificates

1. The trainer’s evaluation

Trainers are required to give feedback throughout the training in order to give the participants the possibility to improve their skills. Feedback should be given both to groups and to individuals. In doing so, the trainer has to remain aware that while feedback can encourage the participant to improve, it can also demotivate him/her. Therefore the trainer should follow the following principles when giving feedback:

- No vague answers – **be precise**: the trainer should always add an explanation to his/her feedback.
- Not just evaluating – **offer alternatives**: suggest to the participant what he/she could do differently.
- Don’t judge – **encourage**: when starting to give feedback, the trainer should speak in the first person (“I think that” or “In my opinion”) and express him/herself in a way that will encourage the trainee to do better (e.g. “I think that this exercise was difficult for you but I am sure that you will be able to learn more about this with the manual”).
- No generalization – **be specific**: refer to the specific situation of the person and to the specific problem.
- Not just criticism – **praise**: the trainer should always try to balance negative and positive feedback since both are important for the trainees to develop their skills.
- Not just from the trainer – self-reflection: in certain circumstances the trainer can ask the trainee how he/she would estimate his/her performance before giving his/her own feedback to the trainee.

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Do not ignore the participants – be responsive: the trainer should be open for questions, comments and feedback. He/She may not have an answer to everything but should give the participants the feeling that they are free to express themselves.

2. The participant's evaluation (20 min)

The participant's evaluation is as valuable as the trainer's evaluation. In order to improve the workshops, the trainer can distribute evaluation sheets to the participants at the end of the workshop and leave them 10 minutes to answer the questions.

A sample of an evaluation sheet can be found in Annex V.

3. Certificates (15 min – depending on the number of participants)

Participants often value certificates which represent an attestation of their achievements. They can also use their certificate as an official document recognizing that they gained further qualifications.

The trainer should call the participants individually by name, and hand them their certificate. In order to conclude the training in a nice atmosphere and with good prospects for the future, the trainer can ask each participant to say in two or three sentences what he/she will be taking away from the training.

A sample of a certificate can be found in Annex VI.

4. Reviewing and concluding the day

At the end of each day, the trainer can briefly summarize what has been covered that day in a short concluding session.

Furthermore, at the beginning of the second day, the trainer should take a few minutes to review the previous day and then go through the agenda of day two once again.
3 EXERCISES

The exercises are important supplements to the theoretical presentations. They will stimulate the participants to think about the different topics by themselves before getting the theoretical input from the trainer.

As stated before, the training has been conceived as a two-day workshop and the following exercises fit into this timeframe. However, the trainer can adapt the following exercises based on the length of the workshop and the number of participants.

Each session has been designed to:
- leave enough time for the participants to fulfil the assignment of the respective exercise;
- leave some time for the trainer to give further explanation on the topic addressed by the exercise.

These explanations can be given by showing a PowerPoint presentation that the trainer can find on the CD furnished with the curriculum. Before beginning the PowerPoint presentation the trainer should distribute the handouts so that the participants can take notes while he/she is talking. The handouts can also be found on the CD.

The trainer should also explain to the participants that the exercises will not cover the entire content of the training manual, as two day training would be too short to cover everything. Therefore, the participants should also read the training manual thoroughly after completing the training.

Many exercises involve group work. There are many ways to divide the participants into groups. The ice breakers “animal sounds” or “mumble jumble” can be a fun way to bring the participants to form a group. The trainer can also just ask the participants to form groups on their own.

In order to give the participants the opportunity to get acquainted and work with all the other participants, the trainer should create groups regularly. We would recommend forming new groups at the beginning of each morning and afternoon sessions.

Furthermore, every participant should be given the chance to present the results of group discussions. For each exercise ask the participants to choose a “leader” in their group. He/She will have to lead the discussion in the group, be mindful about the timeframe of the discussion and present the results. During the training, every participant should be appointed as a leader at least once.

A list of exercises can be found on the CD provided with this curriculum.
Annex I: Check List

Day 1

✓ List of participants for registration
✓ Folders for the participants (with agenda, blank sheets of paper, pen, flyer of the project)
✓ Synthesis report
✓ Computer and beamer ready
✓ Equipment for the exercises (pens, paper A4/A2, PowerPoint, flipchart, colored felt pens, post-its)
✓ Equipment for the ice breakers, energizers (please choose the ice breakers/energizers you want to do beforehand in order to have the equipment you will need ready)
✓ Display posters of learning styles
✓ Prepare refreshments and some snacks (if necessary)

Day 2

✓ Computer and beamer ready
✓ Equipment for the exercises (pens, paper A4/A2, PowerPoint, flipchart, colored felt pens, post-its)
✓ Equipment for the ice breakers, energizers (please choose the ice breakers/energizers you want to do beforehand in order to have the equipment you will need ready)
✓ Prepare refreshments and some snacks (if necessary)
✓ Certificates
✓ Evaluation forms
Annex II: Suggested Training Rules

I will ask a question when I have one.

I will ask for an example if a point is not clear.

I will let my peers talk until they are finished.

I will respect the opinions of others.

I will make my peers feel comfortable.

I will actively contribute to the success of this workshop.

Be sceptical - don't automatically accept everything you hear.

I will participate in every session. If I already know everything about a specific topic, I can share my knowledge with others.
Annex III: Initial Assessment

This assessment is designed to gather data on your experience and knowledge in dealing with UAM/UAMAS. Please note that the form is anonymous and confidential and that the information being gathered will be used solely to assess the impact of the training. In line with this we would encourage you to answer the questions as fully as possible.

Note: This form aims to collect information on participants’ background. Objectives and expectations will be discussed during Section One of the training.

1. Experience

- How long have you been working on UAM/UAMAS-related issues?
  - Less than 1 year
  - 1-3 years
  - 3-5 years
  - 5-10 years
  - More than 10 years

- How frequently do you come into contact with UAM/UAMAS in the course of your professional life?
  - Daily
  - 2-3 times/week
  - Weekly
  - 2-3 times/month
  - Monthly
  - 2-3 times year
  - Less frequently

- How frequently do you come into contact with other stakeholders involved with UAM/UAMAS in the course of your professional life?
  - Daily
  - 2-3 times/week
  - Weekly
  - 2-3 times/month
  - Monthly
  - 2-3 times year
  - Less frequently

2. Knowledge

- How would you rate your confidence in carrying out your professional duties concerning UAMAS?
  - High
  - Quite high
  - Medium
  - Quite low
  - Very low

- How would you assess your competency in the post you are currently in?
  - High
  - Quite high
  - Medium
  - Quite low
  - Very low

- Please list the area(s) of work you feel most competent in:
• Please list the area(s) of work you feel least competent in:

• How would you rate your **knowledge** of guardianship issues as related to UAM/UAMAS?
  
  High  Quite high  Medium  Quite low  Very low

• Are there specific issues you feel you need more knowledge about? Please specify:

• Have you received training(s) on issues related to guardianship and/or UAMAS before? If so please specify topic(s) covered:
How do I learn best?

**BY SIGHT!**

I am a visual-linguistic learner

I like to learn through written language tasks, such as reading and writing. I remember what has been written down or what I draw (e.g. mind maps).

I am a visual-spatial learner

I learn better with charts, demonstrations, videos, and other visual materials. I easily visualise faces and places by using my imagination, and I seldom get lost in new surroundings.
How do I learn best?

BY HEARING!

I remember things best when I hear them.

I like hearing a summary after discussions or presentations.

I memorize best when I am talking to someone or when I am brainstorming in a group.
How do I learn best?

**BY MOVEMENT!**

I learn best by movement and I tend to lose my concentration if there is too little external stimulation or movement.

When listening to lectures I want to take notes.

When reading, I like to scan the material first (‘get the big picture’) and then to focus on the details.

I like to use colour highlighters and to draw pictures, diagrams, or to ‘doodle’.
Annex V: Evaluation Form

Your feedback will help to assess the impact of these trainings. Please be honest in your answers and feel free to provide additional comments.

Assessment of Training
Please rate each statement by marking the response (from “excellent” to “very poor”) which most closely corresponds to your opinion.

<table>
<thead>
<tr>
<th>Item</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Below average</th>
<th>Very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and coordination (prior to the training)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives and goals of the training clearly stated and met</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manner in which the training was conducted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice breakers and breaks</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Exercises</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Audio/visual tools and presentations during the training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written materials provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The topics discussed were relevant to your work and reflected your needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The presentations and exercises suited your learning style</td>
<td></td>
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</tr>
<tr>
<td>Time for the presentations and exercises (enough or not?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
• Overall rating of the training

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Below average</th>
<th>Very poor</th>
</tr>
</thead>
</table>

Self-assessment (after completing the training)

• Now that you have completed the training, how would you rate your confidence in carrying out your professional duties concerning UAMAS?

<table>
<thead>
<tr>
<th>High</th>
<th>Quite high</th>
<th>Medium</th>
<th>Quite low</th>
<th>Very low</th>
</tr>
</thead>
</table>

• Now that you have completed the training, how would you assess your competency in the post you are currently in?

<table>
<thead>
<tr>
<th>High</th>
<th>Quite high</th>
<th>Medium</th>
<th>Quite low</th>
<th>Very low</th>
</tr>
</thead>
</table>

• Now that you have completed the training, how would you rate your knowledge of guardianship issues related to UAM/UAMAS?

<table>
<thead>
<tr>
<th>High</th>
<th>Quite high</th>
<th>Medium</th>
<th>Quite low</th>
<th>Very low</th>
</tr>
</thead>
</table>

Comments

Which topic(s) would you have liked to know more about?

What information did you find to be of most value to you and your work?

Do you have any recommendations on how similar trainings in the future could be improved?

Any other comments?
CERTIFICATE
This is to certify that

_______________________________________

Name Annex VI

Participated in the training of guardians aiming at improving the quality of unaccompanied minor asylum seekers’ guardianship and care in Central European countries in the course of an EU funded project.

Held from _____________________ in _____________________________

_______________________________________

Trainer’s name

Date and Place:

Title:

Organisation:
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