

## REPORT OF CIVILHOOD TRANSNATIONAL TRAINING



### Framework

|              |   |
|--------------|---|
| Activity     | 3.5 WP3   |
| Date         | October 3 <sup>rd</sup> – 5 <sup>th</sup> 2023  |
| Participants | Trainers, UAMs' Stakeholders, Social workers  |
| Place        | Vienna- Austria   |
| Venues       | Day 1<br>Education Centre of Vienna Kinderfreunde Ballgasse 2, 1010 Vienna<br>Days 2 and 3<br>Arthaberplatz 18, 1100 Wien (VHS-Favoriten, Room 302) |
| Countries    | Austria, Cyprus Greece, Italy and Slovenia  |
| Host         | SÜDWIND VEREIN  |
| Report       | Téclaire Ngo Tam, SÜDWIND   |

*This report was produced in the framework of the European project Civilhood: Enhancing unaccompanied minors transition to early adulthood through civic education and labour market integration and was funded by the Asylum, Migration and Integration Fund of the European Union. The views expressed do not represent the views of the European Commission of the European Union, which cannot be held accountable for any claims that derive from the contents of this document.*

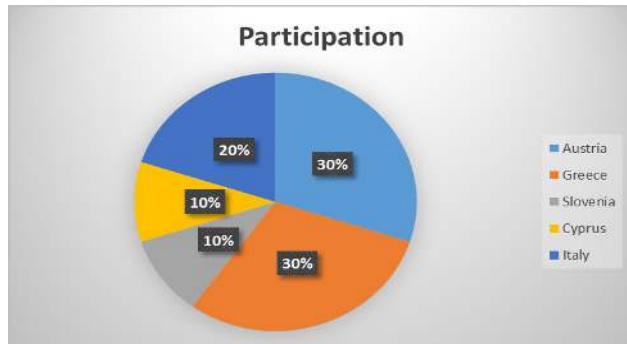
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## Goals of the training

- Exchange and evaluation of CIVILHOOD's training materials
- Field Visits (To organisations supporting UAMs)
- Exchange on Recommendations for a better support of UAMs

## Participation



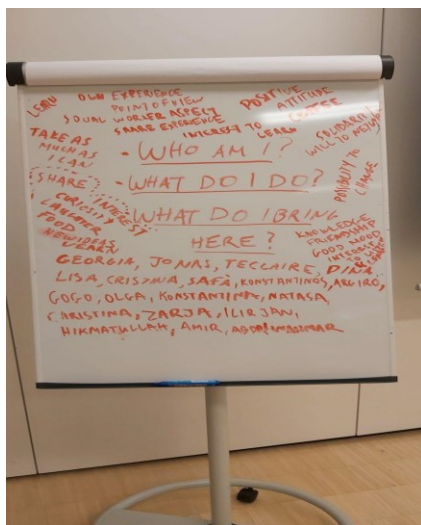
20 participants: Austria 6, Cyprus 2, Greece 6, Italy 4 and Slovenia 2. Among participants, 1 former UAM now trainer and 2 UAMs in Austria. 2 external speakers

## Contents of the Training

Day 1 Tuesday, October 3rd 2023

### Introduction of the participants

Georgia Chondrou (CESIE) oversaw the introduction phase, during which participants introduced themselves by stating their name, country of origin, and respective positions.



Following this, they were encouraged to engage in an interactive activity. Firstly, they used a star symbol to list parts of their identities that are important for them, and secondly, they moved around the room to share and discuss these aspects with fellow participants.



## Presentations/ Inputs

After the introduction made in the manner that allowed to break the ice among participants, Lisa Wolfsegger, Expert in child refugees Policies at [asylkoordination österreich](https://www.asylkoordination.at) joined the group and delivered the input: [Rights of Child Refugees in the European Union - The Austrian Context.](#)



The NGO [asylkoordination österreich](https://www.asylkoordination.at) provides expertise and experts, monitors asylum legislation in Austria, offers information, training, advice and support for volunteers. They are doing advocacy for asylum seekers and migrants and are working together with media in order to raise awareness for difficulties migrants have to face in Austria – by media, by workshops in schools, by organising lectures and public events.

It facilitates the exchange of experience and co-operation between NGOs in Austria and Europe. Among others, they are coordinating the Austrian network of organisations accommodating unaccompanied children and together with UNHCR the network of legal representatives of unaccompanied minor refugees. They carry out projects and studies in the field of young refugees and have the mentoring project “connecting people” for unaccompanied minors.

During the subsequent discussion that followed the presentation, participants had the opportunity to engage in a productive exchange of information pertaining to the situation in their respective countries.

Following this theoretical input, Natasa Aniftou, Social Advisor, presented a highly practical case involving [CODECA's Accommodation Services](#). The presentation was followed by a dynamic session involving questions and answers (Q&A) and a collaborative discussion, enriched by valuable contributions from the participants, ultimately ending the presentation.



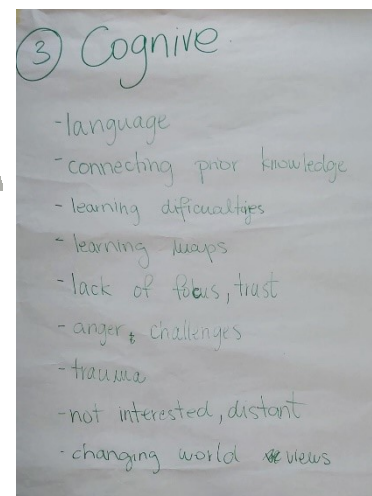
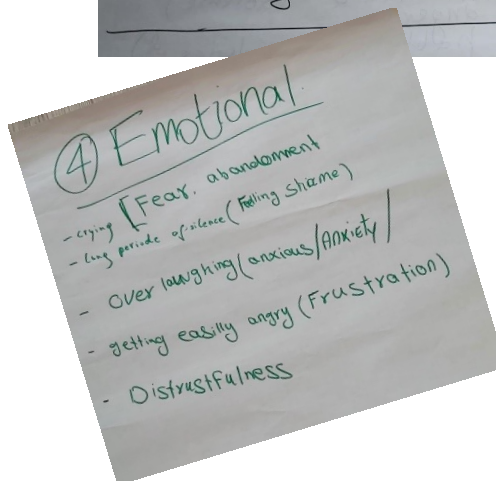
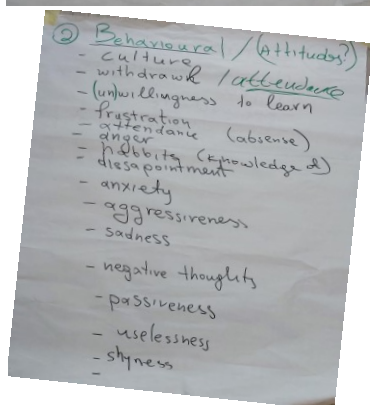
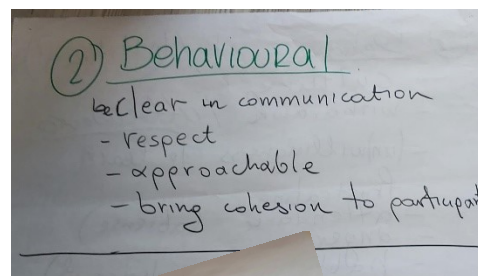
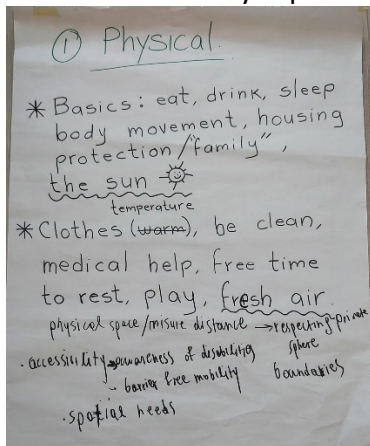
## Common Analysis of the trainings curricula and their evaluation

Christina Kyriakides (CODECA) took charge of facilitating the sessions dedicated to the analysis of the curricula for both the unaccompanied minors (UAMs) and their stakeholders.



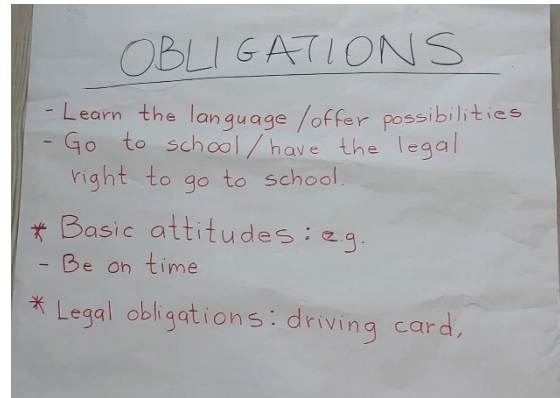
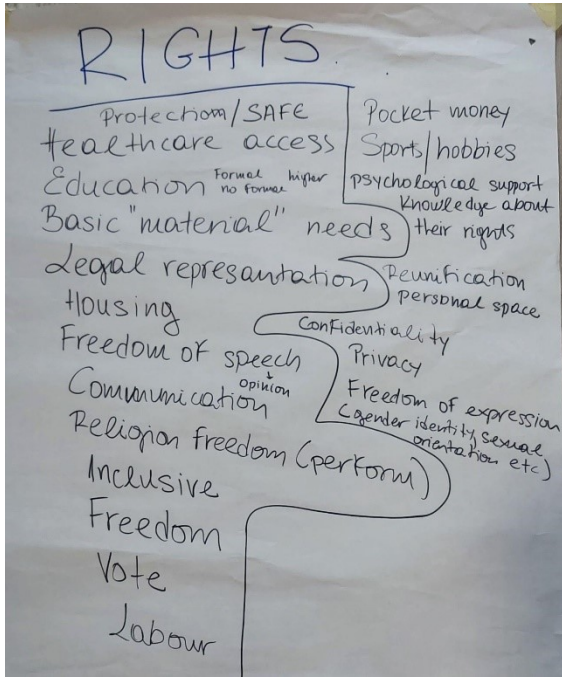
During these sessions, participants were provided with the opportunity to revisit the exercises contained in the training handbooks and express their feedback and appreciation.

Working in smaller groups, participants delved into assessing the extent to which the materials addressed four key aspects: emotional, physical, cognitive, and behavioural.

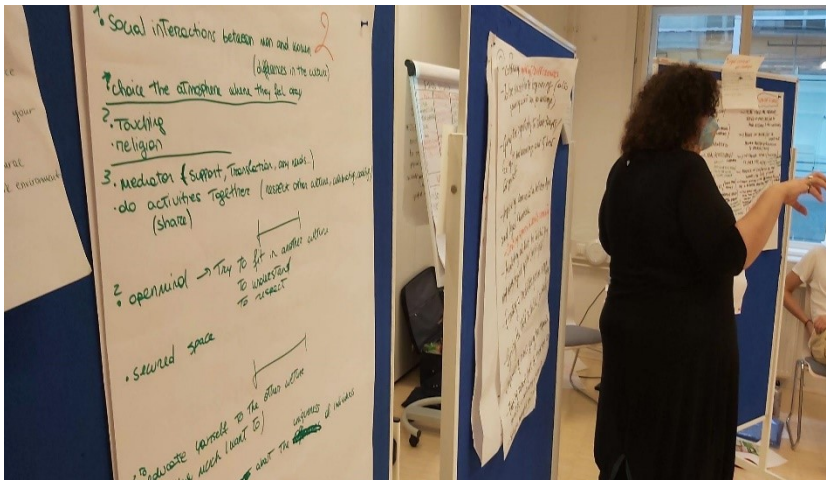


As it has been seen from the responses collected, participants collectively expressed their thoughts in relation to the developed materials stating that they provide robust support for their work with UAMs. Moreover, the discussions regarding the comprehension and application of essential terms in the realm of unaccompanied minors (UAMs) have been deemed advantageous by the participants.

This session was round up with a common reflection on the rights and obligation of the UAMS considered in the learning material developed.



### Sharing of professional experience - Learning from each other



Konstantina Kranou (ARSIS) applied the World Café method to facilitate a sharing of experience among the participants. She defined three areas to engage the discussion

among participants: Legal context and challenges, Cultural awareness and inclusivity and Soft skills and building trust.





## 1 Legal context and challenges

- What are the key legal challenges and considerations when working (or being) unaccompanied minors? (In your country)
- How do these legal frameworks affect the services and support provided to unaccompanied minors?
- Are there any recent developments or changes that impact your work with this demographic (or your life as a part of it)?
- Add whatever you find relevant...

## 2 Cultural awareness and inclusivity

- Share an example of cultural awareness strategy or practice that has been effective in your training or work.
- How do cultural differences and sensitivities influence your interactions with unaccompanied minors.
- What strategies or tools have you used to promote cultural inclusivity and respect within your training program or work environment?
- Add anything you find relevant...

## Soft skills and building trust

- What soft skills (e.g. communication, empathy, active listening) have proven most valuable when working with professionals as an unaccompanied minor, or when working with unaccompanied as a professional?
- Can you share a success story or case study where the application of soft skills significantly improved your interactions or outcomes with these individuals?
- How do you balance the need for structure (e.g. legal requirements, rules) with the need to build trust and rapport with unaccompanied minors/professionals?
- Add anything you find relevant...

Working around those areas, participants exchanged rotating from one table to the others. The results presented at the end of the exchanges were diverse and generally regarded as enriching.

### CHALLENGES

- TIMING/PROCEDURES TAKE LONG/ TOO MUCH WAITING
- BUREAU CRACY (TOO MUCH OVERLOOK TO UNDERSTAND)
- MINOR HAS TOO MUCH INFORMATION TO HANDLE → LEGAL REPRESENTATIVE/ GUARDIANSHIP
- TOO MANY VARIABLES WHERE PERSONAL ASPECTS TAKE HOLD (TIME, TIME, ETC)
- DATA REGISTRATION AFFECTS THE PROCESS (SIGNAL NAME)
- CHANGES ARE CONSTANT IN LEGISLATION (GOVERNMENT BASED)
- NOT A CLEAR ROLE/RESPONSIBILITY OF GUARDIAN (UNSURE ABOUT THE LEGALITY OF THE STATE'S PROCEDURE)
- RACISM AFFECTING THE LEGAL PROCESS (MENA)

### SERVICES & SUPPORT

- SOCIAL SERVICES ARE OVERWHELMED BECAUSE OF MANY CASES/NOT TOO MUCH ATTENTION TO THE INDIVIDUAL
- ABSENCE OF ANSWERS/NOT THE CORRECT ONE BRINGS FRUSTRATION & CONFUSION TO OPERATORS/MINORS
- NOT ENOUGH SUPPORT (FINANCIAL) TO COVER THE NEEDS (SUPPORTING THE LIVES OF MINORS)
- ABSENCE OF LINK/NETWORK THAT SUPPORTS THE NEEDS
- MONEY INVESTED IN THE CARE OF MINORS HAS TO BE BETTER ORGANIZED/USED TO HELP PEOPLE ON THE WAY

### RECENT DEVELOPMENTS

- \* CLOSED CAMPS AS A SOLUTION (IN GREECE)
- \* REFUGES ARE LESS (IN GERMANY)
- \* MANDATORY ASYLUM (IN ITALY)
- \* FACILITATED LEGISLATIONS (IN ITALY)
- \* CHANGE OF LEGISLATION ALSO MINORS' STATUS

### Social interactions between men and women

(differences in the culture)

1. Choose the atmosphere where they feel easy
  - Teaching religion
2. mediator (support, translation, any needs...)
  - do activities together (respect other culture, relationship, cooking)
3. open mind → try to fit in another culture to understand to respect
  - shared space
4. educate yourself to the other culture (How much I want to)
5. speak and know about the uniqueness of individuals (accepted both sides)

- Celebrating important days/differences
- To be sincere from the beginning (also speaking a bit can go wrong)
- Giving the opportunity to share thoughts/feelings(?) and acknowledge what is best for yourself
- Improving communication between NGOs and legal framework
  - Creating spaces to create community
- Acknowledging and trust the 'alpha' guy and work/respect s/he (her/his) role
- Finding a mediation person in each group
- Giving the 'child' a structure (boundaries)
- Empowering minors, giving them responsibilities
- Making minors part of their new communities → autonomy + support
- Setting a meaningful routine

- Empathy
- To be real - to be a person meeting another person
- Role-model
- Being trustworthy / Building trust through open communication
- Allowing "children" to develop critical thinking (as they can)
- Allowing "children" to find their own way of learning/coping with a new environment
- Putting "children" in the position of sharing their experience
- Active listening
- Respecting habits

## Planning of the next day (field visits)

| FIELD VISITS                                 |  |   |
|--|--|---|
| UKI  | AKOMPANO   | CON   |
| LISA<br>HIKMATULLAH<br>ABDURRAHMAN<br>DINA   | GEORGIA<br>KONSTANTINA<br>ARQYR                    | ILIRIJAH<br>ZARJA<br>CRISTINA<br>GO GO<br>KONSTANTINA<br>NATASA |
| Host:<br>LUNAS JUN<br>+43 676 287440<br>314  | Host:<br>EVA SZIGETVARI<br>+43 676 287444          | HOST:<br>KINDERFRE  |
| 10:00  | 10:30  | 10:00   |
| UNHRC  |  |   |
| JONAS<br>CHRISTINA KY<br>SAFA<br>OLGA        | Erdbergstrasse<br>10:00 - 18:00<br>(AMINA) Wien 10 |   |
| Host: GABRIELLE SABOURIN<br>+43 676 19258233 |  |   |
| Teclair 0643676 740 757                      |  |   |



Südwind briefly introduced the institutions scheduled for visitation and facilitated the creation of four smaller groups that would execute

the field visits. Each of these small groups selected a particular topic they wished to discuss with the chosen institution/organisation/facility. The topics were drawn from the list of recommendations outlined in the needs analysis report of Work

Package 2 in the project. Considering the diversity of profiles in the chosen participants, attention was also put in the creation of transversal-skilled groups in order to create the appropriate conditions for fruitful exchanges with the hosts.

**Day 2 Wednesday, October 4<sup>th</sup> 2023** (NEW VENUE)

– Address: Arthaberplatz 18, 1100 Wien

## Field visits

The second day was devoted to field visits and consultations focused on implementing recommendations for enhanced support of UAMs. Many organisations expressed their willingness to receive participants however the following four have been selected: UKI, AKOMPANO, CONNECT – ERDBERG and UNHRC Austria This choice offered a good mixture of organisations in the fields of Advocacy, Education and training for labour market, Housing and Policy.

### UKI

Unterstützungskomitee zur Integration von MigrantInnen (Support Committee for the Integration of Migrants). UKI is committed to the equality of domestic and foreign workers, because only a combination of labour market and migration policies can promote harmonious coexistence among all fellow citizens.

Contact persons for migrants with disabilities who are primarily professionally integrated offer, in addition to the financial aspect, a field of social contacts, social recognition and make an important contribution to creating and maintaining a personal identity. By working together on placement barriers, which include language barriers, health restrictions, mental illness, social problems or even basic educational deficits, integration is supported and social isolation is counteracted.

Competence centre for the needs of migrants and refugees. We offer counselling in the areas of education, job opportunities and migration policy in Austria.



Address: Johnstraße 4, Bloc 1/ 2nd floor, 1150 Wien

<http://www.uki.or.at/> Contact: Mr. Lukas Jung, Public Relations & Company Contacts

### **AKOMPANO**

This counselling centre offers attentive help and support for all people who receive basic security benefits in Vienna and are older than 14 years. They advise following groups of persons on many basic life issues such as basic security, health, but also on concerns regarding work, education or health: asylum seekers in ongoing proceedings, beneficiaries of subsidiary protection, beneficiaries of asylum in the 4-month period, persons entitled to asylum in the current procedure, persons entitled to subsidiary protection, persons entitled to asylum in the 4-month period, displaced persons, persons not entitled to deportation, persons with residence titles for reasons worthy of consideration according to the Asylum Act and/or the Settlement and Residence Act (NAG), They also make men's counselling available to EVERY man.

Address: Linke Wienzeile 236/Diefenbachgasse 35, 6. Stock., Top 16, 1150 Wien

<https://www.volkshilfe-wien.at/beratungszentrum-akompano> Contact: MS. Eva SZIGETVARI, Team lead Social and Educational Counselling Team

### **CONNECT – ERDBERG**

Support young refugees in arriving at their new home. Leisure and educational activities for unaccompanied minor refugees in federal care. Whether sports and games for young people, reading lessons for the youngest, German courses for older people or parents. Together with partner organisations and countless volunteers, Kinderfreunde organises a diverse and age-appropriate programme for young refugees and their parents. There are no limits to the ideas. The aim is to overcome the boredom of everyday life and make new acquaintances.

<https://connect.kinderfreunde.at/ueber-uns> ADDRESS: Erdbergstrasse 186-190, Vienna 1030 AMINA will be waiting at entrance

### **UNHCR AUSTRIA**

The focus of the UNHCR activities of the national office in Austria is - as in other European states - on legal protection for recognised refugees and asylum seekers as well as on press and public relations work.

In order to monitor compliance with international refugee law, UNHCR works closely with authorities, courts and non-governmental organisations. The aim is to ensure access to fair and efficient asylum procedures. Likewise, UNHCR regularly issues opinions on legislative proposals to ensure that asylum laws comply with international standards.

With information campaigns, UNHCR tries to communicate the issues of flight and asylum to a broad public and to reduce prejudices against refugees and asylum seekers. With teaching materials, films and events, UNHCR aims to promote understanding for people on the run, especially among young people, and to strengthen social cohesion.

Address: VIENNA INTERNATIONAL CENTER - UNO CITY Wagramer Straße 5, Vienna 1220

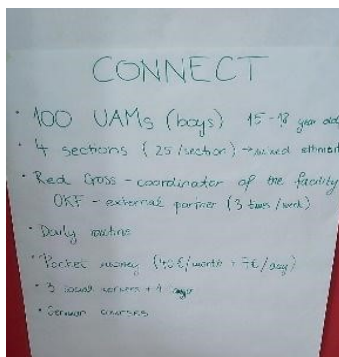
<https://www.unhcr.org/countries/austria> Contact : Gabrielle Sabourin

## Report from Field Visits

Ilirjan Zulfaj (EPEKA) facilitated the sharing of field visits' experience. Small groups



Groups present their lessons learnt from the visit and especially the recommendation they gather or draw out of the information they collected at the visit. This has been very useful for all participants as each could benefit from the experience of the others.



### Day 3 Thursday, October 5<sup>th</sup> 2023

– Arthaberplatz 18, 1100 Wien (VHS-Favoriten)

#### Input: Who are they?

The second day began with an input by Persy Bulayumi titled *Contextual challenges in individual interaction with unaccompanied minors*.

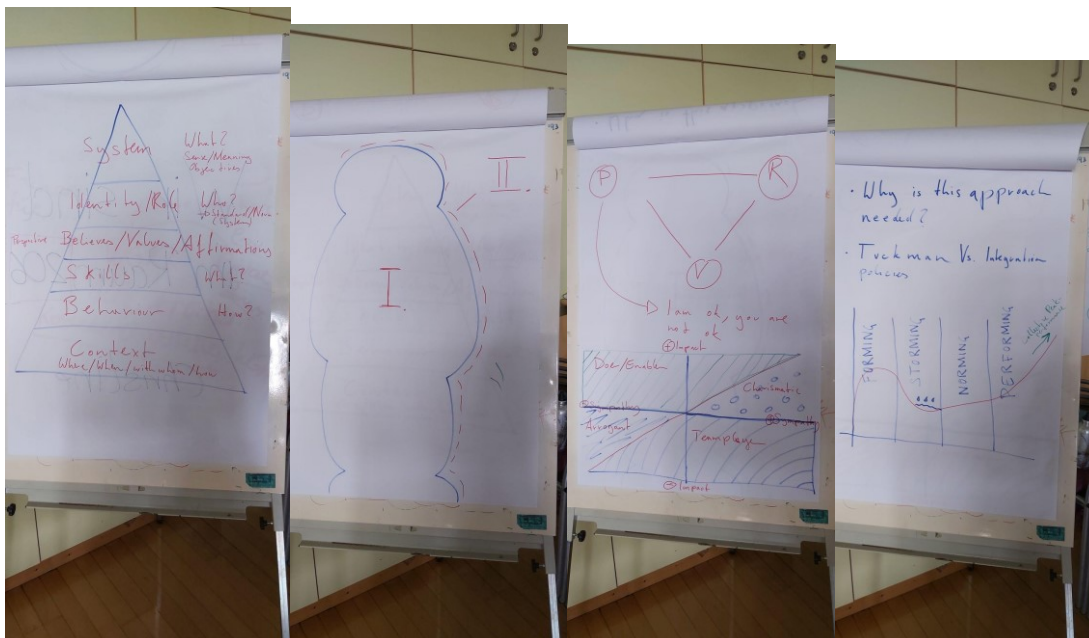
The systemicist and educator works in child and youth empowerment, is a lecturer in the field of "racism-critical work", as well as a trainer. He is co-founder of the "Initiative for a Discrimination-Free Education System" and pedagogical director in the association "Black Women's Community". In addition to his personal wealth of experience, the associated reflection and the resulting canon of humanistic values, his many years of experience as a community builder, psychosocial specialist, entrepreneur and quality manager of an international company flow into his work.



Psychosocial specialist, entrepreneur and quality manager of a large international company. These valuable insights enable him to provide person-centred support to sometimes very different target groups.



The discussion that accompanied the input served as a reminder to the participants about the importance of self-awareness in their interactions with unaccompanied minors (UAMs). Persy Bulayumi employed Bruce Tuckman's well-recognized model of Stages of Group Development, often referred to as Forming, Storming, Norming, Performing, and Adjourning. This was done to illustrate that as the team matures and enhances its abilities, relationships are formed, and leadership styles evolve towards greater collaboration and shared leadership.



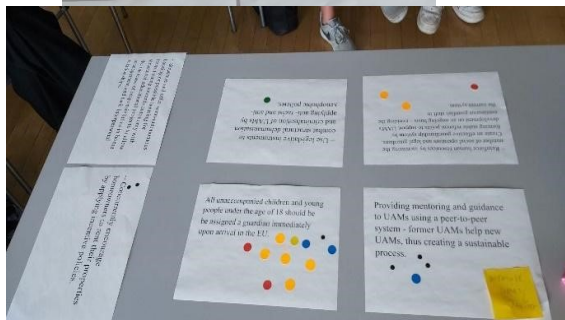
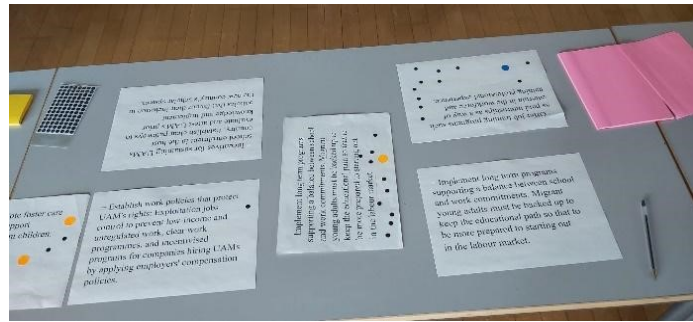
Flip charts of Bulayumi's presentation



## Compilation of the recommendations



Jonas Strohmaier (SÜDWIND) John spearheaded the discussion concerning the refinement and prioritisation of the recommendations. The result was a list of ten recommendations that would be taken into account during the editing of policy recommendations from the project's perspective.



To arrive at a result, participants were provided with an equal number of dots and were encouraged to review all 22 recommendations gathered during the initial research phase of the project and those collected during the field visits conducted as part of the training. Their task was to allocate their dots to the recommendations they considered most pertinent. Additionally, each participant received a

"Super dot" to designate the recommendations they deemed most relevant from their perspective.



Subsequently, the recommendations were ranked based on the total number of dots they received:

- 1) All unaccompanied children and young people under the age of 18 should be assigned a guardian immediately upon arrival in the EU.
- 2) Offer job-training programs such as paid internships as a way of entering in the workforce and gaining professional experience.
- 3) Implement long-term programs supporting a balance between school and work commitments. Migrant young adults must be backed up to keep the educational path so that to be more prepared to start out in the labour market.
- 4) Support and train staff working with UAMS. Professionals need to overcome their own stereotypes and change their attitudes towards UAMS. Furthermore, a specialised approach regarding intercultural skills and conflict resolution strategies is essential.
- 5) Individualised support for young migrants. Define and establish a reference figure to

- further support UAMs in the transition to adulthood and after reaching the age of majority.
- 6) Provide legal support to UAMs and speed up legal status recognition, leading to rights recognition and enjoyment (house, basic income, decent work). Without these, there is no way for young migrants to become autonomous.
  - 7) Develop and promote foster care as an alternative to support unaccompanied migrant children.
  - 8) Need for social housing. Provide social accommodation in private housing, facilitating interaction with the host community, preventing housing segregation and thus fostering conditions for social inclusion.
  - 9) Providing mentoring and guidance to UAMs using a peer-to-peer system - former UAMs help new UAMs, thus creating a sustainable process providing Incentives.
  - 10) Reinforce human resources by increasing the number of social operators and legal guardians. Create an effective guardianship system by forming stable referent points to support UAM's development on an ongoing basis – avoiding the continuous guardian shift in the current system.

### Takeaways exercise

Konstantina Kranou (ARSIS) led a small groups' reflection on how the contents of the transnational training will be beneficial in the work and live of the participants. She suggested three fields to cluster the thoughts of the participants: Cultural, Legal and soft skills.



The intensity of the sharing among participants permitted a rich outcome from this late session of the training programme.

The following charts reflect the work done in and across small working groups:



### Legal

- No guardianship for the UAM in Austria ⇒ Policy Rec. on guardianship + funding
- Less money from the GOV for the minors (50% less than native minors)
- No access / right to enrolled to Formal Education (15-18 years old)
- Violation of Children Rights (\* when they are residing in the 2 camps)
- No access to activities, such as participation to sport activities etc. (asylum Seekers 15-18y)
- Delays to decision of asylum
- Not every EU country has an "tool" administrative continuation (or something to support UAMs to the adult age)
- No citizenship → no actual participation → No inclusion in democratic procedures

- need to ↑ inclusion programs for youth > 18. still asylum seekers (accommodation, legal, health) etc
- refugees are persons "in need" in many cases they do not communicate well these needs is it considered "special" groups for the state to include this population with natives (with other or the same special needs)?

### Cultural

Using the word "culture" or "cultural" is sometimes confusing. General Terms or Concepts can be used instead. (eg. cultural expression).

Disconnect 'behaviour' from culture.

Re-programming the stereotypes in our mind. For even the mechanisms & thoughts which create those stereotypes in order to unlink it with culture & norms.

QUESTIONING OURSELVES WHEN WE FEEL UNCOMFORTABLE BY SOME BEHAVIOR / SITUATION

### Soft skills

- ROLE PLAYING
- ~~REFLECT~~ REFLECT / EMPATHY 😊
- The general importance of soft skills and the ability to teach them
- active listening
- more open-minded dialogue
- problem solving
- Flexibility
- COOPERATION
- Acceptance of differences 😊
- Detect your own SOFT SKILLS & make use of them to create change.



The takeaways included:

- Exposure to new experiences.
- The opportunity to understand different perspectives and realities.
- Awareness of challenging situations in Vienna.
- Gaining insights into the diverse perspectives of field workers.
- Contrasting the situations in Vienna and Slovenia, especially regarding dealing with a large number of immigrants.
- Acquiring new information and knowledge.
- Learning from different realities and the challenges they face.
- Receiving new inputs and motivation.
- General information.
- Gathering a lot of information.
- Appreciation for flexibility, sharing, and new approaches.
- Obtaining new information, fostering networking and exchanging good practices.
- Engaging in discussions and exchanging views.
- Recognition of government support for those in need, especially newcomers.
- Building a network.
- Emphasising the importance of socialisation.
- Receiving information about Unaccompanied Minors (UAMs).
- Updating information.
- Overall, the feedback highlights the diverse range of insights and knowledge gained from the event, including both informational and interpersonal aspects.

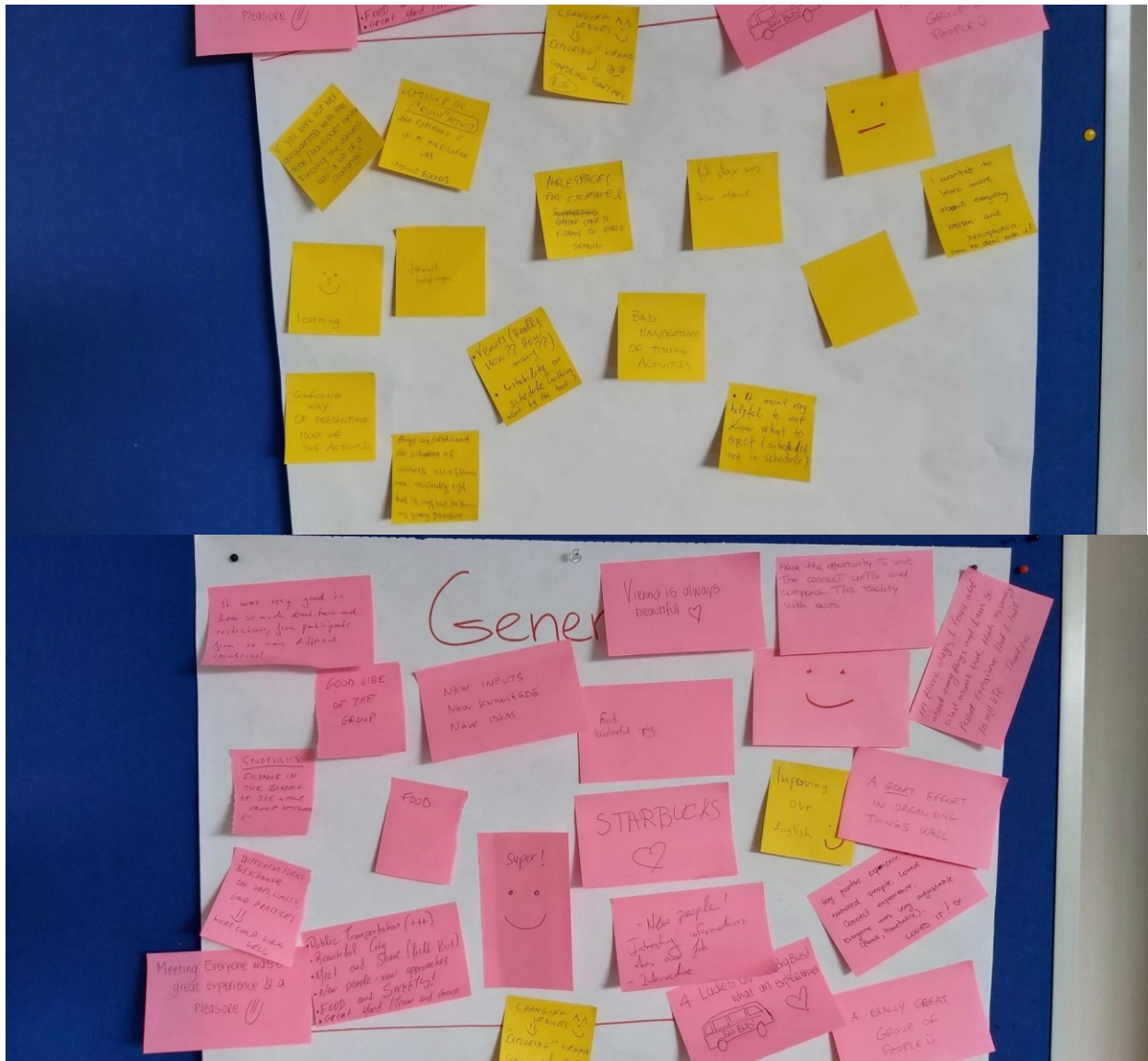
## Feedback

### Open discussion feedback

After the takeaway exercise, Konstantina Kranou kept the lead in moderating an open discussion regarding the participants' feedback on the entire transnational training. This session provided participants with the opportunity to voice their sentiments and exchange perspectives with one another.

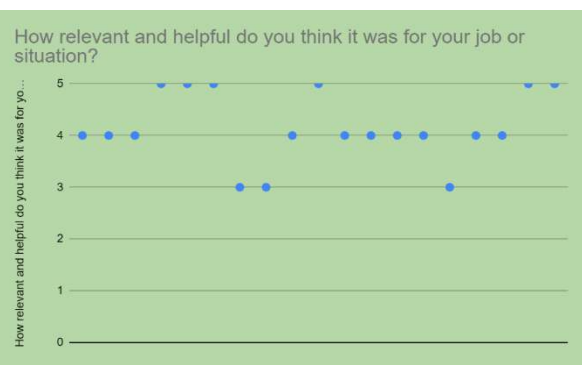


Participants used Yellow post-its to note and present their missing and the orange ones for their good feelings. The results are saved on the charts that follow:

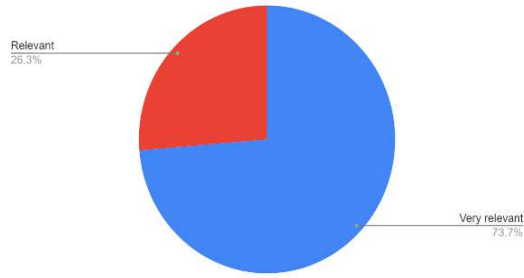


## Online feedback

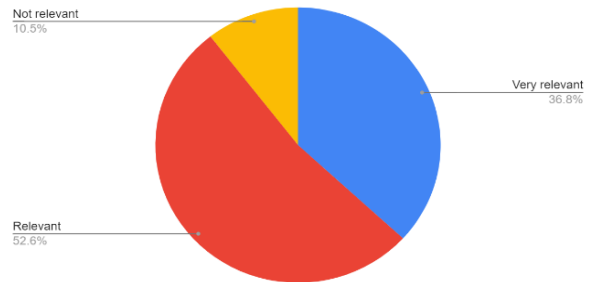
For documentation purposes, participants were encouraged to provide written feedback using an online form facilitated by John. The subsequent chart displays the analysis of their responses:



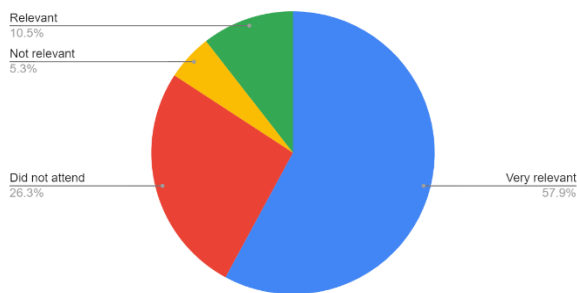
Count of How relevant did you find the sessions ? [Speaker 1: by Lisa Wolfsegger, Expert in child refugees Policies]



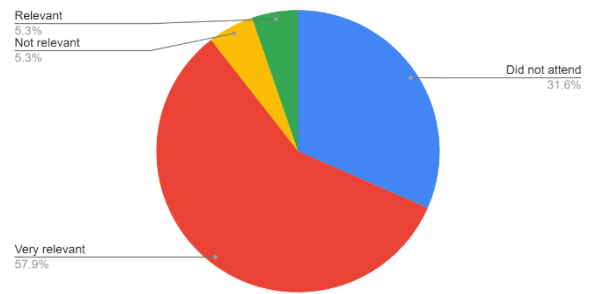
Count of How relevant did you find the sessions ? [Speaker 2: CODECA - Accommodation Services By Natasa Aniftou, Soc...]



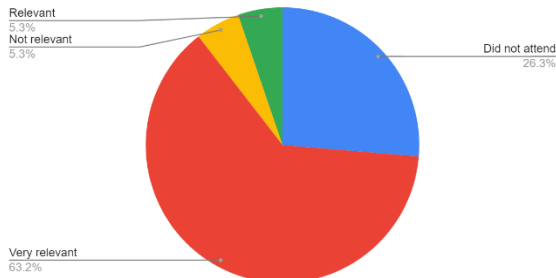
Count of How relevant did you find the sessions ? [Field visit UNHRC]



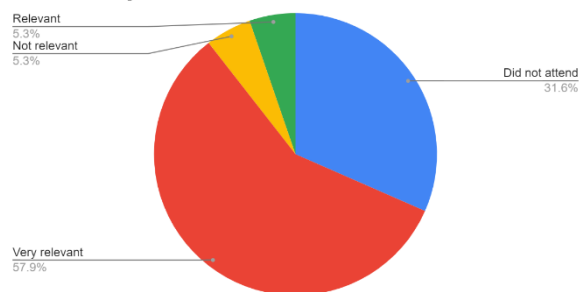
Count of How relevant did you find the sessions ? [Field Visit UKI]



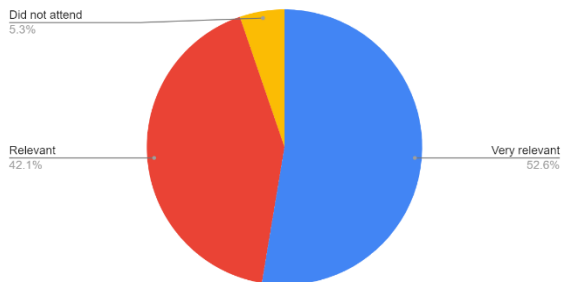
Count of How relevant did you find the sessions ? [Field Visit CONNECT]



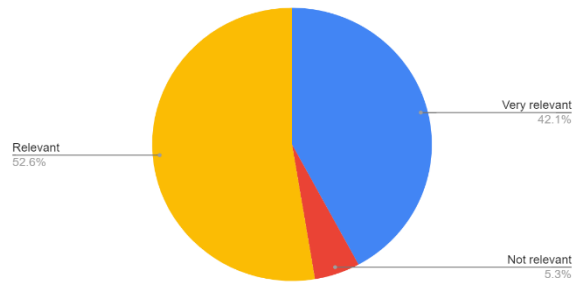
Count of How relevant did you find the sessions ? [Field visit AKOMPANO]



Count of How relevant did you find the sessions ? [Speaker 3: Interactive Exercise "Who are they?" By Persy Bulayumi]

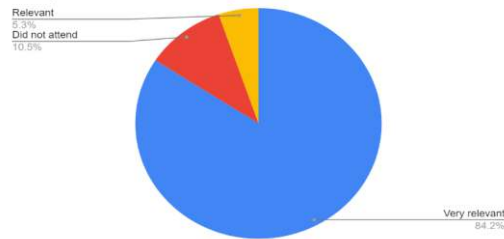


Count of How relevant did you find the sessions ? [Methodologies used at the training]

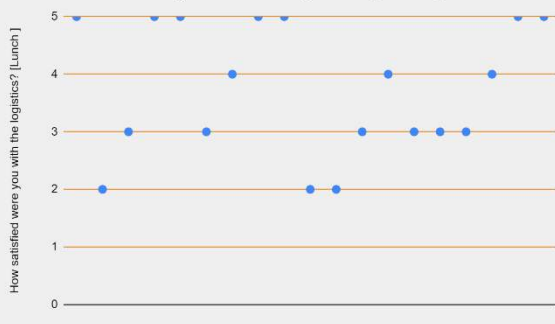




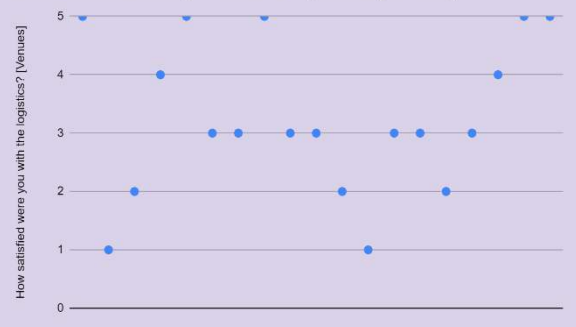
Count of How relevant did you find the sessions ? [Exchange of experience in discussions]



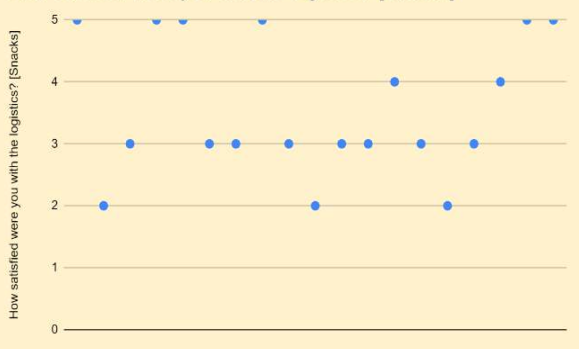
How satisfied were you with the logistics? [Lunch]



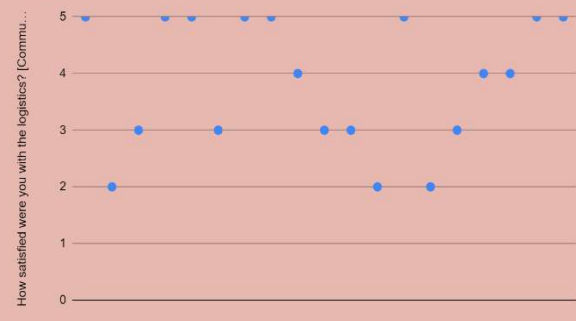
How satisfied were you with the logistics? [Venues]



How satisfied were you with the logistics? [Snacks]



How satisfied were you with the logistics? [Communication with host]



The feedback of the participants highlights the positive outcomes of the CIVILHOOD transnational training, such as knowledge sharing, networking, and the relevance of the activities. Following statement have been shared by participants:

- "It was very good."
- "Great sharing with the other professionals."
- Suggests that "adding more time for reflections and sharing in every day's closing could be much more beneficial."
- Overall, the individual thought it was a "successful 3 days with lots of interactions, networking, and exchange of ideas and good practices."
- "Lot gained, good overall activity."
- Mentions discussing the problems that the young generation faces, particularly in learning German and health education.

- Praises the relevance of the field trip.
- Concludes with gratitude, saying, "Thank you! I could learn and enjoy."
- "Thank you to everyone."
- "Everything was very interesting."
- "Absolutely great for me, that was very good for me as a first experience being a part of this group."

## Lessons learnt

Participants provided comments and suggestions for improvement:

- Suggest "giving more space to exchanges and round table work."
- Mentioned that it "seemed confused."
- Expresses concern about "changing the agenda," describing it as "not helpful" and causing "instability."
- Note that the "first day of the training sessions was very long."
- Suggests more interactive activities among trainers.
- Suggests that the initial agenda should remain in place.

The feedback indicates a desire for more structure and consistency in the agenda, as well as a need for increased participant engagement and interactive activities. Some participants mentioned the difficulties they encountered in changing the venues of the training. We used two different venues; see agenda, because of the availability of the training rooms. We took the chance of a free training room provided by Kinderfreunde for day one and moved to another one that hosts many courses for young migrants for the two last days of the training. Secondly, the change should allow participants to know other areas of the city. While this has been highly appreciated by some participants, others found it challenging.

In addition, some participants reported that finding their way to the venues of the field visit has been difficult though three groups were accompanied by local participants. These difficulties experienced in moving from one place to another call for more empathy for UAMs that must find their way in unknown areas and societies and highlight the pertinence of CIVILHOOD that aim in promoting appropriate support and orientation to assure their transition to adulthood.

## Note on pictures used

The pictures used in this report fit the agreement of the persons shown and were made by Téclaire Ngo Tam (SÜDWIND) except of the Picture at the UKI venue, made by UKI Staff.

## Annexes

- Feedback sheets
- Pictures of the Training (Including flips produced)
- PowerPoint Presentation Speaker 1 and 3
- Charts presentation Speaker 2
- Participants' list including privacy consent.
- Agenda