



# PROGUARD

## Train-the-trainer programme on the toolkit for guardians developed within the ProGuard project

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### INTRODUCTION

#### ProGuard project

- The project ran from October 2017- October 2019 and aimed to build on progress in the field and provide important support to the Member States to strengthen effective guardianship for unaccompanied and separated children across Europe
- One of the deliverables of the project was a practical online toolkit for guardians, guided by a train-the-trainer programme on its contents. The toolkit can be found by going to [www.guardianstoolkit.eu](http://www.guardianstoolkit.eu)

#### Train-the-trainer programme

The main goals of this train-the-trainer programme are:

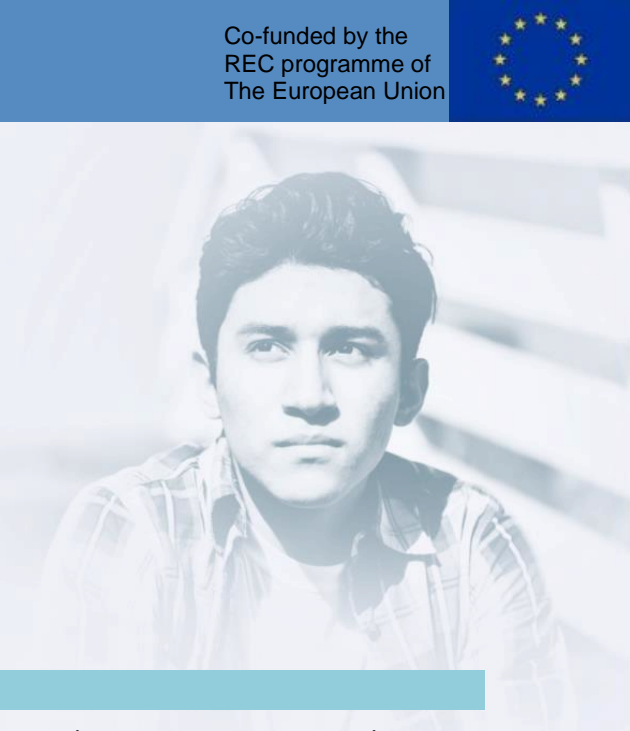
- sharing information on how to use the toolkit in order to empower guardians (and other professionals working with unaccompanied and separated children)
- by providing them with a better understanding of their role and tasks

#### The toolkit is based on ⇒

- The handbook 'Guardianship for children deprived of parental care – A handbook to reinforce guardianship systems to cater for the specific needs of child victims of trafficking', that was developed by the European Union Agency For Fundamental Rights in 2015;
- The Alternative Family Care (ALFACA)-manual, developed by Nidos and partners from 2015 – 2017
- Other available materials on guardianship and the expertise and good practices of the project partners in ProGuard

#### The toolkit aims at ⇒

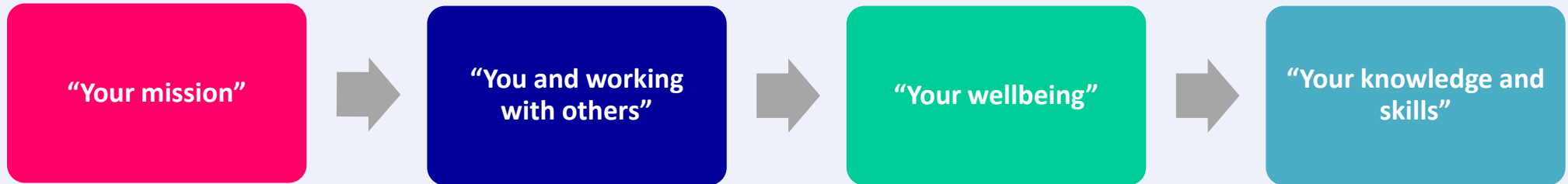
- Protecting and implementing rights of unaccompanied and separated children in Europe



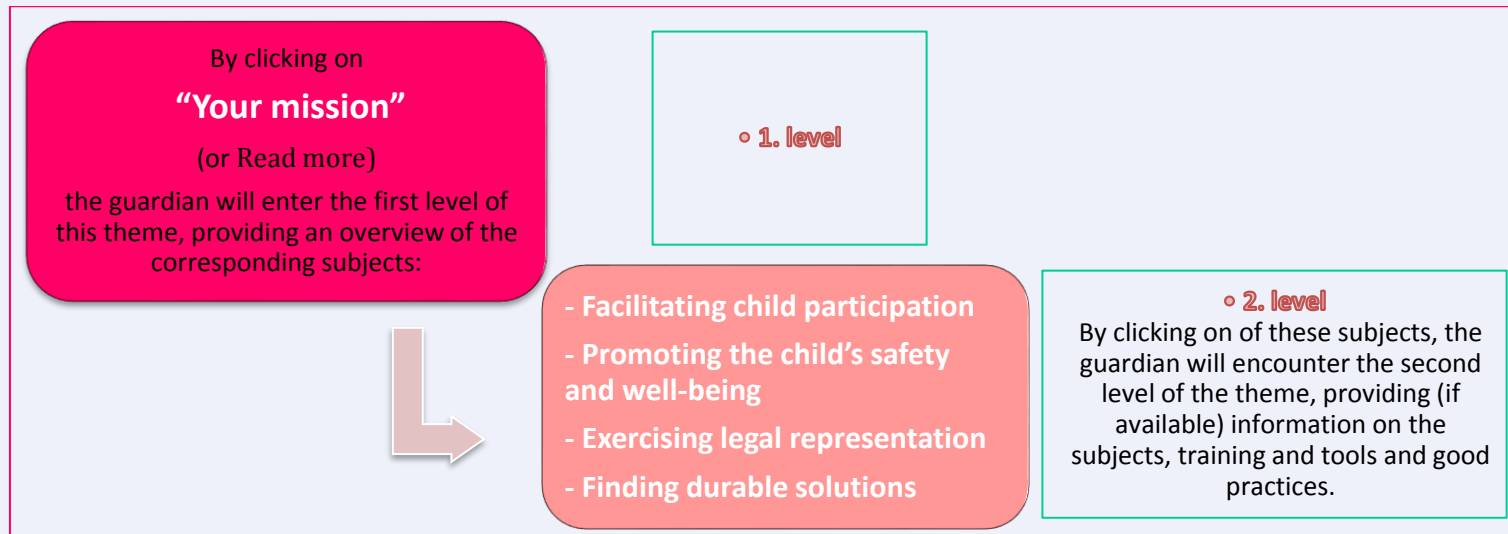
## STRUCTURE OF THE TOOLKIT FOR GUARDIANS

↳ directly addresses the guardian

organised in 4 main themes ↳



Every theme consists of two levels with information. For example:



## HOW TO USE THIS TRAINING PROGRAMME?

| Length of the training →  | Extending the training →   | Designing your own training  |
|---|--|--|
| <ul style="list-style-type: none"> <li>This train-the-trainer programme consists of a 1-day programme that you will find described below.</li> <li>If you extend the training, this will enable you to involve more topics addressed in the toolkit.</li> </ul> | <p>Based on your possibilities, you can adjust the length of the training. Ideas for the length of the training:</p> <ul style="list-style-type: none"> <li>Minimal or no funding/time: 1-2 days training.</li> <li>Moderate funding/time: module-based training, e.g., based on the sections of the toolkit.</li> <li>Decent funding/time: Basic-, Advanced- &amp; Further training.</li> </ul> | <ul style="list-style-type: none"> <li>You will be able to design the training according to the needs of the participants by sending both a part of the toolkit (for orientation) and a questionnaire to them in advance.</li> <li>The questionnaire can help you to gather information on their knowledge and needs.</li> <li>The information provided by them will enable you to use the parts of the toolkit that are most relevant to them in your training and design the training accordingly.</li> <li>You can involve experts and professionals (for example guardians) in the training.</li> <li>You are also strongly advised to involve (former) unaccompanied children, who are the actual experts by experience.</li> <li>Regarding the methodology, we suggest that you make the training as interactive as possible, through workshops, exercises, role playing and so on, to better engage participants and make the learning more effective.</li> </ul> |

## 1-day train-the-trainer programme on the ProGuard toolkit for guardians

| Time        | Activity  | Goals   | How   | Materials             | Person responsible |
|-------------|---|---|---|-----------------------|--------------------|
| 09.00-09.45 | Welcome   | Welcoming all participants and getting to know each other.  | <ul style="list-style-type: none"> <li>For example, by using one or several icebreakers (e.g. roleplay, or other drama-pedagogic methods).</li> </ul>   |                       |                    |
|             |   | Explaining the purpose of the day and discussing the participants' and the trainers' expectations.    | <ul style="list-style-type: none"> <li>By discussing and if possible visualising the expectations of the training, for example, on a whiteboard. Pay attention to them throughout the day to check if they have been addressed.</li> </ul>  | Whiteboard<br>Markers |                    |
|             |   | Setting the scene (guardianship for unaccompanied children and tasks related to it).                  | <ul style="list-style-type: none"> <li>By, for example, showing a video or sharing a story of an unaccompanied child or experiences of a guardian.</li> </ul>   | Beamer,<br>laptop     |                    |
| 09.45-10.15 | Explaining the set-up of the toolkit                  | Making the participants understand the general set-up and structure of the toolkit.                   | <ul style="list-style-type: none"> <li>By showing the structure of the toolkit and showing that it is intended directly to support the work of individual guardians and organisations supporting guardians.</li> <li>By linking the main themes of the toolkit to guardians' needs expressed in the questionnaire.</li> </ul>   | Toolkit               |                    |
| 10.15-10.30 | Break   |   |   |                       |                    |
| 10.30-11.30 | Linking the toolkit to the daily work of the guardian | Motivating the participants for the training by linking the toolkit to their daily work.              | <ul style="list-style-type: none"> <li>By group sessions                             <ul style="list-style-type: none"> <li>✓ <u>Group session part 1</u></li> </ul>                             Exercise: discuss the challenges and dilemmas that the participants come across in their daily work and write them down on the whiteboard.                         </li> </ul> | Whiteboard            |                    |
|             |   | Supporting them in exercising their role and mandate as guardian.                                     | <ul style="list-style-type: none"> <li>✓ <u>Group session part 2:</u></li> </ul> Exercise: take a look at the toolkit to see if the challenges discussed in group session 1 are addressed in the toolkit and what the toolkit says about them.  | Toolkit               |                    |
| 11.30-12.30 | Learning about the contents of the toolkit            | Making the participants familiar with their roles and responsibilities regarding the chosen subjects. | <ul style="list-style-type: none"> <li>For example, by inviting an external speaker.</li> <li>When you address "your mission", you could invite someone from the ministry who is responsible for</li> </ul>   | Beamer and laptop     |                    |

|             |   |  |   |   |  |
|-------------|---|--|---|---|--|
|             |   | (Since this train-the-trainer programme takes one day, it is not possible to address all subjects of the toolkit. When preparing you decided which subjects are most relevant for your participants. See the text on designing the training above.)  | <p>guardianship and knows about the mission of the guardian.</p> <ul style="list-style-type: none"> <li>▪ For “your knowledge and skills”, you could invite a child psychologist with expertise on unaccompanied children’s development.</li> <li>▪ Make sure that the speaker is familiar with the toolkit to ensure that their presentation matches or complements the toolkit.</li> <li>▪ You have a role in linking the presentation of the expert to the contents of the toolkit.</li> </ul>   | The particular pages of the toolkit, showing them live from the website           |  |
| 12.30-13.30 | Lunch   |  |   |   |  |
| 13.30-14.30 | In-depth exploration of one of the main topics of the toolkit in “Your mission” and “Your knowledge and skills” | Giving the participants in-depth information on this topic and teaching them how to apply it in their daily work.  | <ul style="list-style-type: none"> <li>▪ By presenting the information on the topic that is provided in the toolkit. This can also be done by giving a presentation yourself or by asking an expert to do so.</li> <li>▪ The presentation can be followed by workshops.</li> <li>▪ Ideas for workshops: <ol style="list-style-type: none"> <li>1. Learning Café 1: solving real-life cases related to the subject in groups</li> <li>2. Learning Café 2: solving real-life cases solo</li> <li>3. Going through the cases together: good practices</li> </ol> </li> </ul> | <p>Toolkit</p> <p>Hand-outs cases (prepared by the trainer)</p> <p>Whiteboard</p> |  |
| 14.30-15.45 | An in-depth exploration of the topics “Working with others” and “Your wellbeing”                                | <p>Providing the participants with information on cooperating with:</p> <ul style="list-style-type: none"> <li>- interpreters</li> <li>- lawyers</li> <li>- cultural mediators</li> <li>- other stakeholders</li> </ul> <p>Helping participants to know where they can get advice, help and support if needed.</p> | <ul style="list-style-type: none"> <li>▪ By providing participants with time to explore the contents of the toolkit related to these topics individually.</li> <li>▪ By making an overview of all relevant actors and how to cooperate with them (plenary).</li> </ul>  | Smartphone or laptop to access the toolkit  |  |

|             |                                   |   |   |  |  |
|-------------|-----------------------------------|---|---|--|--|
|             |                                   | <p>Stimulate networking and peer-to-peer support for supporting participants in their role.</p> <p>Helping participants in knowing their mandate as guardian and working according to it.</p> | <ul style="list-style-type: none"> <li>You could also ask participants to share their experiences with help and support. Did they get any help in their work if needed? And from whom?</li> </ul>   |  |  |
| 15.45-16.00 | Break                             |   |   |  |  |
| 16.00-16.30 | Always being child-centred        | <p>Reminding the participants of the importance of connecting to the individual child, always keeping the focus on their needs and taking responsibility for them.</p>                        | <ul style="list-style-type: none"> <li>By asking a (former) unaccompanied child to share their experiences with guardianship.</li> <li>Participants can be enabled to ask questions afterward in order to create a discussion on improvements of guardianship.</li> </ul> |  |  |
| 16.30-17.15 | Sharing experiences and learnings | <p>Making participants think about what they learned during the training and how to improve their daily work with the knowledge gained.</p>   | <p>By having an open discussion.</p>  |  |  |
| 14.45-15.00 | Conclusions of the day            | <p>Summarise the training for the participants.</p>   |   |  |  |

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