

THE DAY AFTER PROJECT

FINAL REPORT



Co-funded by the
Erasmus+ Programme
of the European Union



DAF PROJECT
**THE DAY
AFTER**
YOUTH UNDER PROTECTION
REACH ADULTHOOD



THE DAY AFTER PROJECT FINAL REPORT

WITH THE SUPPORT OF THE ERASMUS+ PROGRAMME
OF THE EUROPEAN UNION



Erasmus+

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

THE DAY AFTER PROJECT

Training and support for youth served in residential care institutions for the day after reaching the age of majority.



PROJECT REFERENCE:

2020-2-ES02-KA205-015827

WEBSITE:

www.dayafterproject.eu

AUTHORS:

DAF Project Partner's

SPAIN

FSC - Fundació Salut i Comunitat

Gustavo Muñoz León (Coord.)

Sergio Castelló Pérez

Xavier Ferrer Pérez



Lagunduz Group

Alfonso Nicholls Gallego

Daniel Urbina Sacristán

Toni Gelida Latorre



ITALY

Mondo Nuovo APS

Francesco Roscia Ieluzzi

Giulia Mucelli

Stefano Catapano

Gianluca Tramontano

Rosa Marcogliese



GREECE

Social Empowerment HUB

Vasiliki Touloumi

Athanasia Defingou



First publication to disseminate: June, 2022

ENGLISH EDITION:

Health and Community Foundation (FSC)

Ali-Bei, 25 - 08010 Barcelona, SPAIN

fsyc@fsyc.org

www.fsyc.org

Design and layout:

Juanjo Cortés Carrasco



Co-funded by the
Erasmus+ Programme
of the European Union



Attribution-Non-Commercial – No-Derivatives CC BY-NC-ND

Unless otherwise stated, all contents are the copyright of the authors and may not be republished or reproduced without their permission.

All images included in this document are either self-made or licensed without attribution.

Contents

6	REFERENCE GUIDE TO SOCIAL AND LABOUR INCLUSION OF YOUNG PEOPLE LIVING UNDER PROTECTION
8	SOCIAL SITUATION OF YOUNG IN PROTECTION
10	SPAIN
13	ITALY
18	GREECE
24	GLOBAL CONTEXT AND SITUATION IN EU
27	FRAMEWORK OF COMPETENCIES
28	The support to young people under guardianship
28	Support the autonomy path of young in protection
30	The reference competencies framework
34	TRAINING CURRICULUM AND INTERNSHIP ITINERARY FOR YOUTH LEAVING PROTECTED ENVIRONMENTS
38	Training Curriculum standard structure (planning course)
41	Training Curriculum and Internship Itinerary (topics and contents)
42	Module 1. General basic skills
43	Module 2. Specific basic skills for migrant minors
44	Module 3. Crossworkers in social proximity
46	Module 4. Internship in work centres

47	FINAL EVALUATION REPORT OF TRAINING WORKSHOPS (Pilot Courses)
----	--

47	Pilot courses development summary
----	-----------------------------------

53	National evaluation reports of the training workshops:
----	--

54	Ateca, Zaragoza (Spain)
----	-------------------------

59	Valle de Cayón, Cantabria (Spain)
----	-----------------------------------

62	Lucera, Apulia (Italy)
----	------------------------

66	Athens, Attica region (Greece)
----	--------------------------------

71	CONCLUSIONS AND FUTURE PERSPECTIVES
----	--

75	SPECIAL THANKS
----	-----------------------

INTRODUCTION

“The Day After” Project (DAF Project) seeks to develop a training model aimed at young people at risk of social exclusion cared for in residential facilities or shelters for minors under the System for the Protection of Children and Adolescents. The aim of this training model is to promote the acquisition of key competences to favour the transition from adolescence/youth to adulthood and facilitate access to the labour market. This document is the Standard Training Curriculum and Internship Itinerary in Work Centres that will be validated through a training pilot test in Greece, Italy and Spain.

It is a strategic partnership project in the field of youth with the support of the Erasmus+ programme of the European Union (KA205). The DAF Project arises from the initiative of the Health and Community Foundation (FSC, Barcelona) and the Lagunduz Integral Assistance Association (Lagunduz Group, Basque Country) managed by Toni Gelida Latorre, director of the FSC Child and Adolescent Care Area: “ACOMPANANDO PARA EL DÍA DESPUÉS” (Support for the Day After) which received the support of INNOBASQUE, the Basque Agency of Innovation, who gave us his support to develop the initiative with a European perspective with an Italian organisation, Mondo Nuovo APS and Greek association, Social Empowerment HUB (Koinonikí Endynámosi). It should be noted that this project incorporates an intervention model that combines an educational and therapeutic methodology to favour the transition to adult life and socio-labour insertion.

This guide is developed in the framework of the Day After Project.

For more information you can access to www.dayafterproject.eu

THE DAY AFTER PROJECT

REFERENCE GUIDE



INTRODUCTION

Social and labour inclusion of youth living under protection

The following Reference Guide includes a summary of the current context regarding the social and employment situation of young people living under the protection system in the European countries participating in the project: Italy, Greece and Spain and in the whole of the EU.

This Guide includes a definition of training competencies (knowledges, skills and attitudes) needed for young people under the protection system (between 16 and one day before 18) to access to the labour market.

NOTE: it is noted that there is no similar and systematic data collection procedure in the participating countries. Therefore, the criteria for obtaining these data make them not directly comparable.

SOCIAL SITUATION OF YOUNG IN PROTECTION



SPAIN



1.1.- SPAIN

According to the INE ⁽¹⁾, more than 47M people live in Spain - 49% men and 51% women- of which 970K are 16 or 17 years old, representing 2% of the total population.

Of this population of minors more than 50.000 minors are under the protection system with different types of legal measures ⁽²⁾: 5.803 Legal guard, 33.208 legal guardianship "ex lege" (tutelage), and 11.261 under study/support/provisional measures, prior to a final protection measure.

The resources that are available for the protection system in Spain are mainly ⁽³⁾: i) Residential foster care ⁽⁴⁾. Roughly 1.100 -therapists, socialisation, judicial measures, preparation for an autonomous life, family units- with more than 23K users and; ii) Foster care. There are more than 19K people living in this situation, which can be temporary, due to an emergency, or permanent. Also, during 2019, 626 Adoptions were legalised (domestic), and Day Centres do not appear in the statistics data in regards to infant protection measures, and in the official statistics only 192 minors within in one year made use of these centres as a measure imposed by judges for minor offenders ⁽⁵⁾.

In regard to residential foster care (therapy), according to recent studies from 7 universities and investigation groups, within a sample of 430 minors, it indicates that the disorders and problems with which they admit are ⁽⁶⁾: anxiety-depression 15,6%, social problems 16,7% or thoughts 12,6%, attention problems 22,1%, disruptive behaviour 41,4% and aggression 25,1%. 86,6% of them received mental health treatment -psychological 76,7%, psychiatric 70,6%, and pharmacological 59,3%- during their stay in Residential foster care (therapeutic).

Reference frame of youth employment

In Spain the Article 6 of the Workers Statute Act, determines the possibility that under-age workers (older than 16 years old and under 18), to have an employment contract. In Spain the minimum working age is 16 years old. Those older than 16 and under 18 years' old who have emancipated can employ others or be employees, but if they are not emancipated, they need the consent of their parents or tutors. Under any circumstance those under 16 years-old can work.

The number of minors under the protection system is more than 50K. Up to 5% of minors between 16 and 17 years old, have received some sort of measure by the protection system.

In Spain there is a population of more than 47M, of which more than 1.9M are more than 16 years old and less than 20 years of age. There are more than 3,7M people unemployed of which more than 1,3M are between 16 and 19 years old, which means that the unemployment rate within this age group is more than 68%.

According to a report from the Spanish Red Cross in 2020 ⁽⁷⁾, 42,6% of the people between 18 and 20 years-old that have passed through the protection system have never worked with an un-employment rate over 80% and only roughly 20,6% have a job -the majority have temporary work and with low qualifications needed-.

(1) National Statistical Institute by his acronym in Spanish.

(2) Gobierno de España. (2021). Infancia en datos. May 2021, de Ministerio de derechos sociales y agenda 2030 Sitio web: <http://www.infanciaendatos.es/datos/graficos.htm>

(3) Secretaría de Estado de Derechos Sociales Dirección General de Derechos de la Infancia y de la Adolescencia Observatorio de la Infancia Gobierno de España. (2019). Boletín de datos estadísticos de medidas de protección a la infancia. 20 de diciembre de 2020, de Ministerio de derechos sociales y agenda 2030 Sitio web: https://observatoriodelainfancia.vpsocial.gob.es/productos/pdf/BOLETIN_22_final.pdf

(4) Bravo L. (Enero, 2019). Los centros de menores en España: un lucrativo negocio donde en ocasiones se utilizan técnicas extremas. Abril 2021, de El diario.es Sitio web: https://www.eldiario.es/politica/vida-centro-menores_1_1765977.html

(5) Gobierno de España. (2019). Boletín de datos estadísticos de medidas impuestas a menores de edad en conflicto con la Ley. Marzo 2021, de <http://publicacionesoficiales.boe.es/> Secretaría de Estado de Derechos Sociales Dirección General de Derechos de la Infancia y la Adolescencia Observatorio de la Infancia Sitio web: https://observatoriodelainfancia.vpsocial.gob.es/productos/pdf/BOLETIN_19_MEDIDAS_IMPUESTAS_A_MENORES_EN_CONFLICTO_CON_LA_LEY.pdf

(6) González-Bueno G, von Bredow M, Becedóniz C.. (2010). Propuesta de un sistema de indicadores sobre bienestar infantil en España. Mayo 2021, de Unicef España. Sitio web: https://www.unicef.es/sites/unicef.es/files/Indicadores_Bienestar_INF.pdf

(7) GIL, P; GRANÉ, A; MALGESINI, G; MONTEROS, S; ROMERA, R. (2019). BOLETÍN sobre la vulnerabilidad social 2019. Abril 2021, de Cruz Roja Española Sitio web: https://www2.cruzroja.es/documents/5640665/13549052/CR_Bolet_Vuln_N19_interactivo.pdf/9ae2bda9-3ff7-3efb-2ba8-90dcd0e3073?t=1600173851313

(8) The terms herein in this document "young migrants" "migrant minors" or "unaccompanied foreign minors" are understood to mean all young people under the age of 18 who are forcibly displaced or who migrate to the EU alone, according to the definition of "unaccompanied minors" of General Comment No. 6 of the UN Committee on the Rights of the Child: Treatment of unaccompanied and separated children outside their country of origin.

(9) Cruz Roja Española. (2019). Personas jóvenes en extutela y/o riesgo de exclusión social. Marzo 2021, CRE. Sitio web: https://www2.cruzroja.es/documents/5640665/13549052/CR_Bolet_Vuln_N19_interactivo.pdf/9ae2bda9-3ff7-3efb-2ba8-90dcdf0e3073?t=1600173851313

(10) (2021). Contratación de menores de edad. abril 2021, de Iberly Sitio web: <https://www.iberley.es/temas/contratacion-menores-edad-14291#:~:text=La%20legislaci%C3%B3n%20laboral%20espa%C3%B1ola%20proh%C3%ADbe,si%20el%20contrato%20fuera%20v%C3%A1lido>

This same report and the data produced, shows the absence of resources and the wide margin of improvement, which is needed, in the preparation for life on their own for the minors that have been attended by the infant and adolescent protection service.

Young migrants under protection system ⁽⁸⁾

According to the National Institute of Statistics -2019-, the number of migrants in Spain is more than 5,4M - 11,4% of the total population - of which more than 91.000 are between 16 and 17 years old in the country (one day before 18) - 0,19% of the total population and the 1,67% over the total of migrants. The number of migrant minors under 18 years-old in protection is more than 11.400, 22,85% of the number of minors in protection, although there is data that in 2020 there were already more than 14.000.

In any case, the lack of valid legal identity documentation for these non-accompanied migrant minors, makes it difficult that the official statistics are reliable reflection of the reality and, also, according to Red Cross Spain ⁽⁹⁾, this circumstance is also an administrative barrier towards insertion and emancipation stemming from the foreign affairs situation and a vulnerability, only 44,2% have NIE (Identification Number for Foreigners) necessary to obtain a work permit.

The Spanish legislation (Article 92.5 of Royal Decree (RD) 2393/04) says that young migrant minors have full rights when had passed nine months since they are under the protection services and the repatriation has not been possible. After this period, they are granted the residence permit and NIE (referred to in article 35.4 of Law (LO) 4/2000). These regulations ⁽¹⁰⁾ determine the conditions of minors under guardianship for the day after reach the age of majority. Therefore, the competent public bodies relating their integration effort, the continuity of studies, as well as their potential to access into the labour market will be in charge to decide the maintenance a residence and work authorization.

In any case, both social integration and incorporation into the labour market require greater investments in adequate resources for young people who are approaching 18 years of age and provide: a) greater socio-educational support focused on finding work, greater endowment of personnel in the services for the renewal of documentation that are currently exceeded. In addition, more pedagogy is needed from the institutions involved to make society aware of the need for social inclusion of young migrants.

ITALY



1.2.- ITALY

In Italy, there is no systematic data collection system on children outside the family. The most updated, by the Ministry of Labour and Social Policy, refers to 31/12/2019 ⁽¹¹⁾.

In this publication the Ministry reports that they are 18.899 minors temporarily removed from their household in Italy (2.8 minors every per 1000 residents of the same age). Half of these minors are under foster care and the remaining are in the community of reception centers or in host family homes.

The same research points that the rank of age that the minors are most frequently received in the community of reception centers is between 15-17 years (late adolescence) representing the 44% (1.190 minors) of the minors in the protection system at the end of 2018.

In addition, the publication specifies, that the family foster care is the most representative type of institutional care with 55.2% (14.434 minors) of the minors under this modality. The minors are divided on ranks of ages between 11 and 14 years (30.4%) and 15–17-year-old (24.8%).

The 67,07 % of children in foster care are with a relative of their family of origin, just under 6,2% change to another.

Additionally, the research ⁽¹²⁾ does not have an exhaustive answer to care leavers: employability or access to decent work. And it highlights the extreme scarcity of data available on the phenomenon of young adults leaving the protection system. It is not known what happens with the minors once they entry into the world: their possibilities of work, if they have the skills to start an autonomous live or if it's possible to them exit from the social disadvantage circuit.

This lack of data is a constant phenomenon which increase every day. Currently they are about 3000 minors outgoing outside the family of origin, but it is only considered as component of Unaccompanied Minors.

It is needed collection of this information in order to deal with the situation, define policies, determine interventions necessary support and evaluate the measures in place.

According to a document made by some associations national teams dealing with childhood and adolescence in reception, each year there are about 3.000 care leavers who come out of reception paths and about 2/3 of them don't they are part of the family of origin. In Italy, there is currently no data collection that a national level allows to quantify the number of young dear leavers who leave the reception system nor to establish how many of them face a lifetime independent and those who decide instead to return to their family unit.

Reference frame of youth employment

The Italian Constitution, which entered into force on January 1, 1948, dedicates four articles to children: 30, 33, 34 and 37.

(11) Italian Centre for Documentation and Analysis for Children and Adolescents <https://www.minori.gov.it/it>

(12) Protection system monitoring reports: <https://tutelavolontaria.garanteinfanzia.org/rapporti-di-monitoraggio>

- Art. 30 It is the duty of parents to support, educate and educate their children, even if born out of wedlock. In case of parental incapacity, the law ensures that their duties are fulfilled. The law guarantees all legal and social protection to children born out of wedlock, compatible with the rights of members of the legitimate family. The law dictates the name and limits for the search for paternity.

- Art. 33 the access to Art and science are free and their teaching is free. The Republic dictates general rules on education and establishes state schools for all orders and degrees. Entities and individuals have the right to establish schools and educational institutes, at no cost to the state. The law, in establishing the rights and obligations of non-state schools that ask for parity, must ensure full freedom for them and for their pupils a scholastic treatment equivalent to that of pupils in state schools. A state examination is required for admission to the various orders of schools or for the conclusion of them and for the qualification for professional practice. Institutions of high culture, universities and academies, have the right to give themselves autonomous regulations within the limits established by the laws of the State.

- Art. 34 The school is open to everyone. Lower education, given for at least eight years, is compulsory and free. The capable and deserving, even if deprived of means, have the right to reach the highest grades of studies. The Republic makes this right effective with scholarships, family allowances and other benefits, which must be awarded by competition.

- Art. 37 The law sets the minimum age limit for paid work. The Republic protects the work of minors with special rules and guarantees them, for equal work, the right to equal pay.

Furthermore, Article 3 establishes the principle of formal equality: all citizens have equal social dignity and are equal before the law without distinction of any kind (including, therefore, minors); while Article 31 attributes to the State the specific task of protecting children and young people by encouraging the creation of the institutions necessary for this purpose. As for the UN Convention, there are 42 articles all dedicated to children and adolescents.

Law 269/98 protects minors against the exploitation of prostitution, pornography, sex tourism.

Law 148/2000 introduces the Convention on the prohibition of the exploitation of child labour into the Italian legal system.

Law 2/2001 Italian legislation takes a step forward as regards the protection of minors: it is in fact repealed of Article 3 of Law 31 May 1975, n. 191 on the recruitment of minors. Finally, the Treviso Charter obliges journalists to guarantee the anonymity and non-recognition of the minor involved.

Young migrants under protection system unaccompanied minor foreigners (MSNA)

The new structure SAI (integrated reception system by his acronym in Italian) aims to guarantee the essential rights of migrants, including specific programs dedicated to unaccompanied minor foreigners (MSNA by its acronym in Italian). The services provide for a methodology for welcoming minors that is the same throughout Italy, with hospitality rules, with uniform standards, tools and methods of intervention, which are subjected to the same monitoring procedures. The intervention sequence is:

- The minor is followed from the first reception until the progressive acquisition of complete autonomy after the age of 18.
- This type of reception, which is the same methodology in all reception structures for each person, strengthens the system of measures for taking charge and social inclusion; Furthermore, the program aims at optimizing the use of public resources and improving the overall governance of the entire supply chain.

In 2020, a total of 7106 minors were accepted, equal to 19% among the total of migrants of all ages. This value has grown significantly in the last five years ⁽¹³⁾: we left from 11% in 2016, to then rise to 13.3% in 2018, up to record an increase of 6 percentage points in the last two years. In this regard, it is worth highlighting that minors who fall into the category of “not” accompanied are 36.7% of the total number of minors accepted, while the remaining 63.3% is set up by “accompanied” minors. Such an increase, as already argued, is largely linked to the changes of regulations that took place starting from the end of 2018: the SAI has indeed become the preferred system to take charge of all unaccompanied minors present on the national territory.

The unaccompanied foreign minors welcomed into the network SAI in the course of 2020, they were overall 5,680 (+ 19.5% compared to 2019) These numbers confirm the constant increase in the number of guests that has been growing in parallel with the expansion of the projects and places specifically dedicated to this category of beneficiaries. During 2020, 4437 places dedicated to Unaccompanied Foreign Minors were distributed over 148 projects. This calculation also includes second reception projects financed by the 2014-2020 FAMI Fund and that they include 206 places dedicated specifically to hospitality of minors with particular frailties such as psychic discomfort, health vulnerabilities, or trafficking problems.

The continuation of the taking charge of the newly 18 years of age (through this administrative tool up to, potentially, the 21st year age of the minor) aims to complete the integration path and the acquisition of useful tools for their future autonomy. In fact, if with the stability law of 23 December 2014 n. 190, it was previewed that all MSNA will be taken over by the SPRAR, (today SAI), including non-asylum seekers, following the planning process initiated with the Plan on the reception of migrants agreed upon at the Unified Conference on 10 July 2014, Decree-Law 4 October 2018, n. 113.

The new structure of SAI aims to recompose the services in favour of foreign minors in a single reception chain, traceable with the same standards, tools and methods of intervention, and subjected to the same monitoring and verification procedures.

(13) Istat - National Institute of Statistics of Italy: <https://www.istat.it/it/archivio/minori>

(14) Data regarding unaccompanied foreign minors in Italy: <https://www.retesai.it/i-numeri-dello-sprar>

In this way the entire sequence of interventions - from the first reception to the progressive acquisition of the complete autonomy of the young minor - it should compose a one welcome path, allowing a strengthening of all the measures to taking charge, social inclusion, an optimization of the use of public resources and a total of the whole chain.

Analysing the nationalities of the beneficiaries minors (accompanied and unaccompanied), the composition of the top twenty countries remains almost the same, but compared to the previous year the difference is in their order ⁽¹⁴⁾. Nigeria always comes first with 1,742 minors, equal to 24.5%, while minors from Bangladesh rise to second place (568 beneficiaries, 8%), the third are minors from Syria (520 beneficiaries, 7.3%) and fourth those from Tunisia (501 minors, 7.1%). On a general level, the 7,106 minors welcomed in 2020 they cover 19% of the total beneficiaries. In 2019 about half of the beneficiaries accepted in SAI from Syria were under 18 years old and belong to numerous families who have entered the system through the resettlement program, while Albanian, Tunisian and Bangladeshi minors were mostly minors unaccompanied alone.



1.3.- GREECE

In Greece, children under the age of fifteen constitute about 15.5% of the overall population (10,718,565), below the average percentage in the European Union.

The childcare and protection system in Greece is reliant on the use of long-term residential care with limited availability of alternative community- and family-based care services. In most cases, the length of a child's stay in residential care is long-term with many children growing into early adulthood inside care facilities.

According to the Greek Ombudsman ⁽¹⁵⁾ there are not official statistics or profiles of children living in care institutions in Greece especially in those of the private sector.

Until November 2020, there were 3.000 children and young people registered in public and private residential care facilities in Greece, almost 800 hundred are over the age of 18 and 378 are between the ages of 16 and 24 years old (152 in public institutions and 226 in private institutions)¹. (Special Report Summary, Living in Institutions, Findings and Proposals of the Ombudsman for the Operation of Child Protection Institutions) ⁽¹⁶⁾.

Today there are 85 child protection institutions in Greece, which are run by different organizations, in which the government services are in the minority. Specifically, only 30% of child protection institutions in Greece are publicly administered, while of the rest:

- 30 operated by legal entities under private law,
- 13 operated by NGOs,
- 9 operate from churches, and
- 8 from other types of organisations.

Despite the clear obligations of the state for the protection of children under the Convention on the Rights of the Child, childcare providers operate without special permission or supervision by the Greek State. Regulatory frameworks, both in terms of quality assurance and monitoring of the number of children, including infants, living in institutions, are weak if not non-existent.

The main reasons for leaving the care of the institution are the coming of age of the children and the adoption. Some institutions implement sponsorship programs but these lead to few placements.

Most children under the Greek child protection system will simply leave the system at the age of 18, without a family and without the skills to do so on their own. Some cope well with this transition but most find the path to independence precarious. This is the reason why more than a quarter of young people in children's institutions in Greece are over 18 years old.

The process of preparing children to leave the child protection structure and the subsequent transition to adulthood is a chronic problem in Greece.

After the age of 18, there are few legal provisions and there are no additional services to support people leaving protection structures, such as financial assistance, employment and housing. Compared to their peers, young people

⁽¹⁵⁾ Person (institution) in charge to protect the rights of the people of the possible violation of rights by the state.

⁽¹⁶⁾ Special Report Summary, Living in Institutions, Findings and Proposals of the Ombudsman for the Operation of Child Protection Institutions

⁽¹⁷⁾ Supported independent living (SIL) is help and/or supervision of daily tasks to help participants live as independently as possible.

⁽¹⁸⁾ Unaccompanied Alien Children (or UAC, also referred to as unaccompanied alien minors or UAMs).

⁽¹⁹⁾ Law 1837/1989.

leaving the child protection system have to face alone challenges and responsibilities when they leave the child protection system such as: living in their own home, leaving school and entering the world. In short, the transition to adulthood is done early and in a hurry. Thus, these children are deprived of the psychological opportunity and space to focus and deal with issues over time, with the result that youngest people face the challenges of the transition almost unprepared.

Despite the lack of official data, experts in the field report recurring issues in this process, such as:

- have lower levels of education
- higher levels of unemployment
- living in unstable and poor-quality housing or experiencing homelessness
- have mental and health problems
- become new parents

Young people leaving hosting units are faced with a variety of problems. Violent transition to adulthood, lack of support services, and coping with social stigma and isolation often lead to feelings of anxiety and despair. These feelings, given the sensitive nature of the target group, may manifest in the form of psychological disorders.

The negative environment and social impacts of growing up in a residential care facility leave many older children without suitable life skills to make the transition into independent living once they leave care. This will increase the risk of poverty and social exclusion into their adult years.

In 2018, a new model of care in the form of supported independent living (SIL) ⁽¹⁷⁾ tailored for unaccompanied children (UAC) ⁽¹⁸⁾ was piloted in Greece by UNICEF and other actors in close cooperation with authorities.

And since January 2020, the government of Greece has taken important steps towards strengthening the foster care and adoption system. However, evidence and practice show that it is more challenging for older children to be placed in foster care or adoption.

In 2020 SIL became an integrated part of the Greek reception and protection system for older UAC, hosting over 150 children aged 16 and above in shared apartments. Each child is supported by a multi-disciplinary team and corresponding services and develops an individual action plan to support their transition to independent living. The establishment of the SIL modality is considered a positive step towards addressing the accommodation and protection needs of unaccompanied children, as well as a significant step towards the use of alternative community-based care and the decrease of institutional care in Greece.

Reference frame of youth employment

Since 1989, the minimum age for employment has been established at fifteen⁽¹⁹⁾. A Presidential Decree No 62/1998 prohibits the employment

of children below the minimum age of employment in family businesses in the agricultural, forestry, and livestock sectors.

In 2001, Greece enacted another law that extends the ban on night work to young persons employed in family business in the agricultural, forestry, and livestock sectors¹ and in the maritime and fishing industries ⁽²⁰⁾.

In 2003, Greece outlawed activities such as begging and other forms of labour in the streets, including selling flowers, cleaning shoes, or cleaning car windshields. There is no punishment for the above crimes, except the crime of begging. Article 409 of the Criminal Code punishes anyone who forces persons under his care to beg for financial benefit with imprisonment of up to six months or a fine. It is an aggravating circumstance if it involves children under the age of eighteen, or those who are older who but are mentally or physically challenged ⁽²¹⁾.

Unaccompanied minors are allowed to work in Greece under the conditions given in Directive 94/33/EC on the protection of young people at work ⁽²²⁾ (as transposed into national legislation) and with the consent of their legal guardian. Studies of the situation by the UNHCR and Human Rights Watch outlined the problems and difficulties unaccompanied minors are facing concerning their access to employment and the need to prepare them for an independent and self-sustained life through a paid job that will provide them with financial autonomy. Also identified was the refusal of those acting as provisional guardians to consent to their legal employment, which tended to push the minors towards working illegally (i.e. without the relevant authorisation of the competent authorities).

Young migrants under protection system

According to the Ministry of Migration Policy's monthly statistics on resident permits ⁽²³⁾, in 31st of January 2021 the number of migrants legally residing in Greece stood at 504,836. If we added to that, the 79,888 resident permit applications were pending on 31st January 2021, the total number of legally residing TCNs in the country could be estimated at 584.724, which in turn corresponds to 5.5 percent of the total population (of 10.718,565 inhabitants) living in Greece (GSMPRAS January 2021) ⁽²⁵⁾.

Similarly, 106.065 asylum applications (including Dublin cases) lodged till 31st January 2021 showed around 64 percent increase comparing to the same time cohort in 2019 (Statistical data on of the Greek Asylum Service, January 2021).

According to recent data of the National Centre for Social Solidarity (30th of April 2021) the estimated number of unaccompanied minors in Greece was 3,623 children of which 92.2% boys and 7.8% girls, of them 8.4% were below of 14 years. - Reception conditions of asylum-seekers in Greece (including children) were regulated by Presidential Decree 220/2007, which transposed the Reception Conditions Directive (2003/9/EC). Presidential Decree 220/2007 was repealed almost in its totality after the adoption of Law 4540/2018.

Art. 21 of L. 4540/2018 provides for special guarantees for children, including the assessment of their best interest, access to specialized care and access to leisure activities; while Art. 22 provides for guarantees for unaccompanied children, including immediate notification to competent authorities in case an unaccompanied child is identified, assignment of care of the child,

⁽²⁰⁾ Law 29956/2001.

⁽²¹⁾ Presidential Decree No. 407/2001.

⁽²²⁾ Council of Europe. (1994). DIRECTIVE 94/33 / CE OF THE COUNCIL of June 22, 1994 on the protection of young people at work. April 2021, from Eur-Lex Website:

<https://eur-lex.europa.eu/legal-content/ES/TXT/DASPDF/?uri=CELEX:31994L0033&from=EN>

⁽²³⁾ A DESA. (2020). Total number of international migrants in mid-2020. May 2021, United Nations.

https://migrationdataportal.org/international-data?i=stock_abs_&t=2020&cm49=724

⁽²⁴⁾ GSMPRAS, General Secretariat for Migration Policy, Reception and Asylum Statistics on issuance-renewal of residence permits, the total number of third-country nationals, January 2021.

⁽²⁵⁾ Datos estadísticos en Grecia:

<http://www.immigration.gov.gr/miniaia-statistika-stoixeia>

(26) AIDA. (2018). Country Report: Greece. May 2021, The Asylum Information Database (AIDA) https://asylumineurope.org/wp-content/uploads/2019/03/report-download_aida_gr_2018update.pdf

representation, family tracing, placement with a foster family, special rules on accommodation, the possibility to be accommodated in 'Supported Independent Living' (SIL) modalities and regarding necessary training and experience of persons dealing with children.

It is important to highlight that the new laws on guardianship (L.4554/2018) and on foster care (L.4538/2018) passed the responsibility for the protection of unaccompanied and separated minors from the Ministry of Migration to the Ministry of Labour, Social Security and Social Solidarity. Within the Ministry of Labour, Social Security and Social Solidarity, the National Centre for Social Solidarity (EKKA) is responsible for the referral of UAC to care arrangements, guardianship and quality assurance.

Greece is faced with two different migration realities ⁽²⁶⁾. On one hand, a long term settled population that has changed the ethnic demographic composition of the citizenry. On the other, a recently arrived population of mostly asylum seekers that remains in highly precarious status as well as living conditions. Their integration into Greek society and the labour market is going to be one of the major challenges for Greece in the coming years. Social integration is a process that entails mutual accommodation by third-country nationals (migrants, applicants, or beneficiaries of international protection) and Greek residents. Successful social integration leads to peaceful co-existence, respect for diversity and social cohesion.

APPENDIX:

Law No. 4554 of 18 July 2018, published in State Gazette no. 130, defines the regulatory framework for the guardianship of unaccompanied minors. Under the framework, appointed guardians will have responsibilities related to the integration of unaccompanied minors.

According to the new law, a guardian will be appointed to an alien or stateless person under the age of 18 who arrives in Greece without being accompanied by a relative or non-relative exercising parental guardianship or custody. The law sets out the terms for the appointment and replacement of a Guardianship Commissioner for Unaccompanied Minors as well as the creation and functions of a Supervisory Guardianship Board.

Under Article 18 of the new law, the Guardianship Commissioner for Unaccompanied Minors has responsibilities relevant to the integration of unaccompanied minors, which include:

- ensuring decent accommodation in special reception structures for unaccompanied minors;
- representing and assisting the minor in all judicial and administrative procedures;
- accompanying the minor to clinics or hospitals;
- guaranteeing that the minor is safe during their stay in the country;
- ensuring that legal assistance and interpretation services are provided to the minor;
- providing access to psychological support and health care when needed;

- taking care of enrolling the minor in formal or non-formal education;
- taking necessary steps to assign custody of the minor to an appropriate family (foster family), in accordance with the applicable legal provisions;
- ensuring that the minor's political, philosophical and religious beliefs are respected and freely expressed and developed;
- behaving with sympathy and respect to the unaccompanied minor.

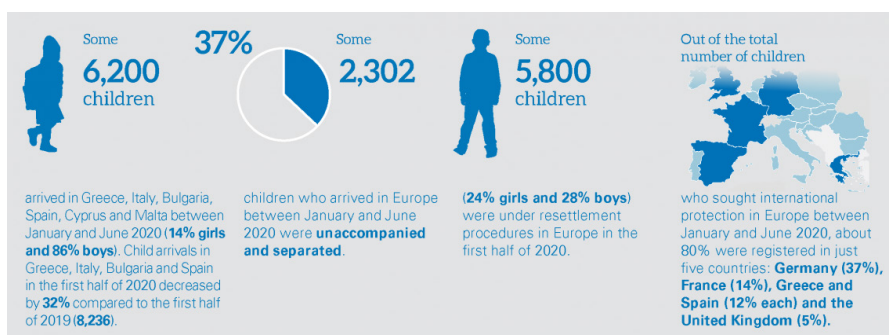
The law also creates the Supervisory Guardianship Board, which will be responsible for ensuring legal protection for unaccompanied minors with respect to disabilities, religious beliefs and custody issues. Additionally, the law establishes the Department for the Protection of Unaccompanied Minors at the National Centre for Social Solidarity, which will have the responsibility of guaranteeing safe accommodation for unaccompanied minors and evaluating the quality of services provided in those accommodations.

GLOBAL SITUATION AND CONTEXT



(27) Statistics and graphs on refugee and migrant children in Europe by UNICEF, UNHCR and IOM: <https://www.unicef.org/eca/emergencies/latest-statistics-and-graphics-refugee-and-migrant-children>

1.4.- GLOBAL SITUATION AND CONTEXT



Source: unicef.org (27)

According to the EUROSTAT, more than 447M people live in EU and 2,04% of the EU population are young minors between 16 and 17 in the country (one day before 18). In 2019, 12% of global international migrants (33 million people) were children (Data on Child migration, UNICEF, April 2020). Of asylum applications to the EU in 2020, 1/3 were children, out of 119.400, 2.850 were unaccompanied.

In the EU, 22,2% of children (under 18) were in 2019 at risk of poverty or social exclusion, according to EUROSTAT. Therefore, we highlight below the applying laws, decrees and regulations in both the International and European level:

At the international level:

- Universal Declaration of Human Rights, adopted on December 10, 1948, by the United Nations General Assembly.
- Recommendation of the Council of the European Community of 24 June 1992 on common criteria for sufficient resources and benefits in social protection systems (92/441 / EEC).
- Declaration of the United Nations General Assembly on the Rights of the Child of November 20, 1959.
- Convention on the Rights of the Child of 20 November 1989, adopted by the United Nations General Assembly.

In Europe:

- 2009/0100 (NLE) Hague Convention (2007) on the international recovery of child support and other forms of family maintenance.
- 2009/2547(RSP) Resolution on migrants' children left behind in the country of origin.
- 2016/2954(RSP) EU policies and actions to protect children in the context of migration.
- 2018/2666(RSP) Resolution on the protection of children in migration.
- COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS EU strategy on the rights of the child (COM/2021/142).

The EU Strategy on the Rights of the Child has been developed for children and with children. It provides guidance and means for Member States to support children in need, i.e. persons under the age of 18 at risk

of poverty or social exclusion.

Member States should guarantee ⁽²⁸⁾:

FREE AND EFFECTIVE ACCESS for children in need to:

- early childhood education and care
- education and school-based activities
- at least one healthy meal each school day
- healthcare

EFFECTIVE ACCESS for children in need to:

- healthy nutrition
- adequate housing

Member States can draw on EU funding to support their actions under the Child Guarantee, in particular from the European Social Fund Plus (ESF+) and Next Generation EU.

The European Child Guarantee complements the second theme of the Strategy on the Rights of the Child. As it puts Principle 11 of the European Pillar of Social Rights on "Childcare and support to children" into action, the Guarantee is therefore a key deliverable of the European Pillar of Social Rights Action Plan which sets out concrete initiatives to turn the European Pillar of Social Rights into reality.

Regarding the labour market ⁽²⁹⁾ in the EU and the euro area ⁽³⁰⁾, Eurostat estimates that 15.380 million men and women in the EU-27 ⁽³¹⁾, of whom 13.030 million in the euro area (EA-19) ⁽³²⁾, were unemployed in April 2021.

In April 2021, 2.939 million young persons (aged 15-24) were unemployed in the EU, of whom 2.348 million were in the euro area. In April 2021, the youth unemployment rate was 17.1% in the EU and 17.2% in the euro area, stable in both areas compared with the previous month. Compared with March 2021, youth unemployment decreased by 21 000 in the EU and by 18 000 in the euro area. Compared with April 2020, youth unemployment increased by 211 000 in the EU and by 126 000 in the euro area. Unemployment rate in young people in the EU-27, there were 2.1 million that were not in education, and 689 300 persons unemployed but in education. There were also many young persons employed while in education amounting to 6.1 million.

⁽²⁸⁾ The EU strategy on children's rights and the European child guarantee: https://ec.europa.eu/info/policies/justice-and-fundamental-rights/rights-child/eu-strategy-rights-child-and-european-child-guarantee_es#the-eu-strategy-on-the-rights-of-the-child

⁽²⁹⁾ European Commission. (2019). Database on population by sex, age, citizenship and employment status. June 2021, Eurostat: <https://ec.europa.eu/eurostat/web/lfs/data/database>

⁽³⁰⁾ European Commission. (1967). 67/125 / EEC: Commission recommendation of January 31, 1967 to the Member States on the protection of young workers. March 2021, from the Publications Office of the European Union. Website: <https://op.europa.eu/es/publication-detail/-/publication/cbc-f83d7-a0c3-4750-9df9-17dcf-b445b8a/language-en>

⁽³¹⁾ EU-27 from 1 February 2020. The European Union (EU) was established on 1 November 1993 with 12 Member States (EU-12).

⁽³²⁾ The euro area, comprising the European Union (EU) Member States which adopted the euro as their common currency, started in January 1999 with 11 countries and has expanded through a series of enlargements to 19 countries, so far.

FRAMEWORK OF COMPETENCIES



2.1.- THE SUPPORT TO YOUNG PEOPLE UNDER GUARDIANSHIP AND THE SUPPORT THE AUTONOMY PATH OF YOUNG IN PROTECTION

Young people under guardianship living in the residential services must be enabled to participate in the decisions that affect them and in the construction of start-up paths to autonomy.

To achieve autonomy, it is necessary to support the newly-18s develop an awareness about their desires and about the actions to be taken to achieve this goal. This is a complex operation that requires strong directing and collaboration between all the subjects, institutional and non-institutional, present in the area.

The DAF project aims to help young people out of the family to complete the path of growth towards autonomy, guaranteeing continuity accompaniment towards the interested parties, up to the completion of age majority and to prevent conditions of poverty and social exclusion of those who, al reaching the age of majority, live outside the family of origin.

Also the DAF project aims to promote the experimentation to integrated accompanying projects to reach the autonomy of girls and boys through support measures to their daily life and in the choices towards the completion of upper secondary studies or the university education, vocational training or access to the labor market. And with these experiment offer an opportunity for growth and innovation for the entire system.

To reach the autonomy of young people and strengthen the protection systems the DAF project suggest the following actions:

Action / Operational indication 1

The E.U. it should adopt specific rules, in continuity with national guidelines, to guarantee organizational methods and adequate resources to support the autonomous life paths of the neighbors, particularly "exposed" and at risk of fragility. Some specific steps that could be taken are:

- an accommodation in which to experience semi-autonomy;
- the mandatory conclusion of the school and training course;
- support for work and housing integration;
- initial income support;
- the continuity of the health and psychotherapeutic interventions started, up to the conclusion of the same;
- exemptions and social facilities such as: payment of the health ticket; payment for school and university canteen services; subscriptions to public transport services, rent at subsidized costs, ...

Action / Operational indication 2

The phase of conclusion of the residential reception should be scheduled in time and gradually, possibly providing for a passage in "release" structures (apartment adjacent to the residential service; apartment group for those over 18; self-starting accommodation, etc.).

Action / Operational indication 3

The definition of the autonomy project provides for active participation of the new adult, of the sending body, of the residential service in guaranteeing flexibility and collaboration for the identification of sustainable solutions and appropriate.

Analytical description of the phases and activities

The training action is structured on flexible learning methods that systematically link classroom training with practical experience (through the activation of workshops, guided visits to the company, internships/stages among other methods). These are integrated in "training packages" aimed at the achievement and certification of training credits, distinguished by knowledge, skills, and abilities, structured as follows:

- **Basic** (skills and knowledge that can be activated according to methods common to all disciplinary languages and professional systems: information technology, languages, historical-social culture, law, mathematics, integrated sciences, safety, environment and sustainable development);
- **Transversal** (social and organizational skills common to all professions, characterized by the ability to relate and to face and solve problems);
- **Technical-professional** (operational and procedural skills and competences required for carrying out the specific activities of the course).

2.2.- The reference competencies framework

The following table define what knowledge, skills and attitudes of young people under guardianship (between 16 and 18 years-old), both personally and professionally⁽³³⁾, are required to establish the necessary learning/training to access the labour market.

⁽³³⁾ SEMANTIC CLARIFICATION: the definition of "professional" or "paraprofessional" functions is understood as the result of a process of analysis of different activities for the exercise of a profession.

Personal competences are those that every person needs for their personal fulfilment and development, as well as for active citizenship, social inclusion and employment (Official Journal of the European Union, pp. L 394 / 10-18, December 30, 2006). Competence is the combination of knowledge, attitudes, skills and values.

In the same way, we can define personal competencies as the aptitudes necessary to have an adequate and positive behaviour that allows us to face effectively the demands and challenges of daily life (Life skills education for children and adolescents in schools, World Health Organization, 1993).

FRAMEWORK OF COMPETENCY	ABILITIES - SKILLS / COMPETENCIES	KNOWLEDGE REQUIRED
Personal self-knowledge	Identity, life project, introspection, personal commitment.	Increase the reflective process in which the notion of the self is acquired, of what characterizes it, of its qualities and defects, of its limitations, needs, hobbies and fears.
	Self-esteem, self-confidence, self-care.	Increase the ability to achieve a goal, successfully complete a task or choose the appropriate approach to perform a job or solve difficulties through confidence in own abilities, decisions and opinions.
Linguistic competence	Linguistic ability	Knowledge of vocabulary and grammar of the main language where you live.
	Oral and written communication	Identify the elements of communication, as well as its barriers and distortions.
	Active and effective listening	Know the value of listening by emphasizing not only what the person is expressing directly, but also the feelings, ideas or thoughts that underlie what is being said. Knowledge of the techniques and rules of good listening.
	Dialogue and interaction	Reinforce dialogue as a system for exposing ideas and finding a solution to a problem.

FRAMEWORK OF COMPETENCY	ABILITIES - SKILLS / COMPETENCIES	KNOWLEDGE REQUIRED
Cultural competences	Attitude towards the environment, coexistence	Increase of social and cultural integration through the promotion of collaborative and committed attitudes.
	Gender equality, prevention of gender violence	Promotion of gender equality, contribute to the social and historical visibility of women, the prevention of situations of gender violence and the promotion of equal relationships.
	Tolerance, prejudices, stereotypes, diversity	Development of values that promote a peaceful and harmonious coexistence between people within the same space, avoiding unnecessary judgments.
Training - labour competence		
	Education and training, work motivation and personal development	Promotion of the transformation process that allows generating new behaviours and attitudes, which result in training within the workplace and an improvement in the quality of life.
	Work attitudes, positive leadership and creativity	Development of appropriate work attitudes for employment focusing on the beneficial aspects of the situation.
	Teamwork, group cohesion, stress management	Increase in the organizational capacity of a group to achieve a common goal, fostering its membership and positive relationships among its members.
	Curriculum and cover letter	Write attractive resumes and cover letters that attract the attention of the selected person.

FRAMEWORK OF COMPETENCY	ABILITIES - SKILLS / COMPETENCIES	KNOWLEDGE REQUIRED
Relational and social competence	Interpersonal relationships, feeling of belonging, connections.	Relationships and affective ties as a basic need of people, differentiating the types of relationships.
	Assertive communication, integration, empathy, respect and solidarity.	Increase in the ability to express ideas, wishes, opinions, feelings or rights in a congruent, clear, direct, balanced, honest, empathic and respectful way, without the intention of hurting or harming, and acting from personal self-confidence.
	Mediation, mentoring and negotiation.	Knowledge of alternative conflict resolution systems where one seeks to work with the other person and not against them, in an environment of growth, acceptance, learning and mutual respect.
Emotional competence	Identification, regulation and emotional expression. Emotional blockage.	Development of psychological capacities that involve feeling, understanding, control and modification of one's own and others' emotions, with the ability to manage emotions to achieve positive results in relationships with others.
	Conflict, conflict resolution, decision making, coping styles.	Address the conflict to give it a constructive and positive use oriented to personal or group development. Means and approaches in conflict resolution.
	Pressure, persuasion and confrontation.	Awareness of influencing and being influenced in the performance or modification of certain behaviours.
Administrative competence	Labour regulations, employment contracts, work and residential permits. Rental contracts.	Knowledge of current labour laws and permits, as well as places to submit the required documentation.
	Aid and subsidies.	Knowledge of the different types of aid, which make it possible to combat inequalities that damage people's fundamental rights.

THE DAY AFTER PROJECT

TRAINING CURRICULUM AND INTERNSHIP ITINERARY FOR YOUTH LEAVING PROTECTED ENVIRONMENTS



INTRODUCTION

“The Day After” Project (DAF Project) seeks to develop a training model aimed at young people at risk of social exclusion cared for in residential facilities or shelters for minors under the System for the Protection of Children and Adolescents. The aim of this training model is to promote the acquisition of key competences to favour the transition from adolescence/youth to adulthood and facilitate access to the labour market. This document is the **Standard Training Curriculum and Internship Itinerary in Work Centres** that will be validated through a training pilot test in Greece, Italy and Spain.

It is a strategic partnership project in the field of youth with the support of the **Erasmus+ programme of the European Union** (KA205). The DAF Project arises from the initiative of the **Health and Community Foundation** (FSC, Barcelona) and the **Lagunduz Integral Assistance Association** (Lagunduz Group, Basque Country) managed by Toni Gelida Latorre, director of the FSC Child and Adolescent Care Area: “ACOMPañANDO PARA EL DÍA DESPUÉS” (Support for the Day After) which received the support of **INNOBASQUE**, the Basque Agency of Innovation, who gave us his support to develop the initiative with a European perspective with an Italian organisation, **Mondo Nuovo APS** and Greek association, **Social Empowerment HUB** (Koinonikí Endynámosi). It should be noted that this project incorporates an intervention model that combines an educational and therapeutic methodology to favour the transition to adult life and socio-labour insertion.

TRAINING CURRICULUM FOR YOUTH LEAVING IN PROTECTION



1.- AIMS OF THE CURRICULUM

The aim of the curriculum is to provide a basic structure of the skills & competencies youth leaving child protection system need, when coming out of the care systems. These are the skills that will prepare them for adulthood. The aim is not only to provide them with the appropriate skills to live and integrate to the society, but also to succeed. This is going to happen through empowerment and personal development in multiple levels.

2.- OBJECTIVES OF THE CURRICULUM

The general objectives of the curriculum can be summarized as follows: (a) to assist participants in developing the skills needed to succeed in their new environment or workplace; (b) to explore attitudes necessary for successful adaptation and integration; (c) to provide participants with up-to-date factual information about the country of destination (unaccompanied minors)

3.- TARGET GROUP

Activists, youth workers, care givers and people that are working in the care system are the primary target group of the project, with youth leaving the protection structures being the final beneficiaries through the delivery of the materials that will be formed according to the curriculum will be made. Specifically, the curriculum aims to benefit youths turning into adults, that are going to leave the care system. It is based on the findings of the national reports and unfolds in the fields of education, social integration mental and physical health by providing skills and competences.

3- CURRICULUM PRINCIPLES & STRUCTURE

Due to the fact that youth groups might include multiple nationalities and people with different backgrounds makes the structure more complex than a simple school curriculum for example. We propose a "Learner-Centered" so that it revolves around participants needs, interests and goals. It is important to also to be shaped and be adaptable in different situations with different needs. That's why differentiated instructional plans need to be included, that are also one of the principles of learner-centered curriculum design.

The curriculum needs to be made according to the key value of the "Problem-Centered" curriculum design which teaches/trainers /facilitators/activists /care workers and the beneficiaries to how to look at a problem and formulate a solution. In another words, it promotes critical thinking, encourages creativity, innovation, and collaboration. Moreover, it helps participants engage in authentic learning, because they are exposed to real-life issues and skills which are transferable to the real world.

THE STANDARD TRAINING CURRICULUM (Planning course)



PLANNING COURSE				
HOURS, SESSIONS AND MONTHS FOR THE STANDARD TRAINING CURRICULUM	WORKSHOPS	SESSIONS	HOURS*	MONTHS
MODULE 1 / General basic skills	7	26	52	3
MODULE 2 / Specific for migrant minors	7	36	72	3
MODULE 3 / Professional skills (crossworker)	12	44	88	4
MODULE 4 / Preparation for placements	1	5	10	1
INTERNSHIP IN WORK CENTRES**			75	1
ALL MODULES without Internship	27	111	222	6
FULL COURSE + Internship	27	111	297	12

* Average duration of sessions (115').

** Internship agreement between 50 and 80 hours. At least 50 hours.

TRAINING CURRICULUM AND INTERNSHIP ITINERARY (Topics)

MODULE 1 / General basic Skills			MODULE 2 / Specific for migrant minors			MODULE 3 / Professional skills (crossworker)		
1.1.- Personal self-knowledge.			2.1A.- Culture.			3.1 Commitment and personal change.		
1.2.- Communication.			2.2B.- Language.			3.2 Motivation towards other people.		
1.3.- Emotional regulation.			2.3C.- Family environment.			3.3 Effective communication.		
1.4.- The social environment and coexistence.			2.4D.- Natural environment.			3.4. The understanding and rapport.		
1.5.- Conflict management.			2.5E.- Workplace and social status.			3.5. Self-care, self-confidence and self-esteem.		
1.6.- Resilience and group integration.			2.6F.- The rooting group.			3.6. The negotiation.		
1.7.- Motivation and attitude.			2.7G.- Area of migration.			3.7. Mediation.		
						3.8. Positive leadership and reinforcement techniques.		
						3.9. Peer mediation.		
						3.10 Emotional management.		
						3.11 Mediation between equals.		
						3.12 Entrepreneurial initiative		
MODULE 4 / Preparation for placements + INTERNSHIP IN WORK CENTRES								
S1. Labour regulations					S4. Accompaniment			
S2. Aid for hiring					S5. Institutional benefits and aid			
S3. Aid for emancipation								

TRAINING CURRICULUM AND INTERNSHIP ITINERARY (Topics and contents)



MODULE 1. GENERAL BASIC SKILLS

MODULE 1 GENERAL BASIC SKILLS	Workshops: 7
	Sessions: 26 sessions
	Hours: 52 hours
	Months: 3 months
TOPICS	CONTENTS
1.1 Personal self-knowledge. Session 1.1. Self-knowledge. Session 1.2. Life Project. Session 1.3. The timeline.	Concept of personal identity and introspection. Elaboration of a life project for the future. Introspection on the life story and the timeline.
1.2 Communication. Session 2.1. We / us. Session 2.2. The communication. Session 2.3. Communication distortions.	The elements of communication and communication barriers. Know what rumours and assumptions are and how they affect behaviour. Work on the feeling of belonging.
1.3 Emotional regulation. Session 3.1. The interpersonal relationships. Session 3.2. Empathy Session 3.3. Active listening. Session 3.4. Affective ties.	Know the concept of empathy and the pillars that sustain it. Development of the concept of attachment. Delve into the concept of interpersonal relationships, the choice of friendships and assertiveness.
1.4 The social environment and coexistence. Session 4.1. The social environment and tolerance. Session 4.2. Interculturality and coexistence. Session 4.3. Prejudices and stereotypes. Session 4.4. The exclusion.	Deepen the concept of tolerance and respect. Factors that facilitate / hinder coexistence. The prejudices and stereotypes. Factors that facilitate social inclusion. Know the concept of interculturality.
1.5 Conflict management. Session 5.1. The conflict. Session 5.2. Conflict resolution. Session 5.3. Decision making. Session 5.4. Support net.	Differentiation between conflict and problem, positive / negative factors of the conflict. Know the techniques of conflict resolution. Components of take decisions. The importance of a good support network in conflict resolution.
1.6 Resilience and group integration. Session 6.1. The resilience. Session 6.2. Good mood. Session 6.3. Group integration. Session 6.4. Group cohesion.	Development of resilience in young people in a situation of protection. The importance of good humour in personal development. Techniques that facilitate group integration of young people and group cohesion.
1.7 Motivation and attitude. Session 7.1. Education and attribution. Session 7.2. Training and personal development. Session 7.3. Motivation and work.	Knowledge of current labour laws and permits, as well as places to submit the required documentation.

MODULE 2. SPECIFIC BASIC SKILLS FOR MIGRANT MINORS

MODULE 2 SPECIFIC BASIC SKILLS FOR MIGRANT MINORS	Workshops: 7
	Sessions: 36 sessions
	Hours: 72 hours
	Months: 3 months
TOPICS	CONTENTS
M2.A Culture. Session A.1. Formal and informal greetings. Session A.2. Healthy habits. Session A.3. Present past and future. Session A.4. Thank and apologize.	Work on the presentations, the forms of greeting / saying goodbye depending on the place. Thank and apologize. Habits and customs.
M2.B Language. Session B.1. The alphabet and emotions. Session B.2. The verbs "to be" or "to have". Session B.3. The numbers.	Know the alphabet and the actions that are carried out. The numbers and the currencies of the place that I reside. Facilitate the expression of emotions and feelings: how do I feel?
M2.C Family environment. Session C.1. My family and family kinship. Session C.2. Family traditions. Session C.3. Call centers, messages, letters: family contact. Session C.4. New relationships based on equality.	The genealogical tree of the family, family relationships. Facilitate the promotion of ties with the family. Respect for different types of families.
2.4.D Natural environment. Session D.1. The food. Session D.2. Meals and hours. Session D.3. Buy in the market. Session D.4. The currencies and the operations. Session D.5. The colors and the smells.	Know the traditions and customs of the place. Work on the concepts of food and purchase of products. Know healthy habits. Compliance with schedules. The identification of colours and smells.
2.5.E Workplace and social status. Session E.1. Social status. Session E.2. Curriculum and cover letter. Session E.3. Official documents, papers and permits Session E.4. My home. Parts of the house. Session E.5. Household objects. Location and directions. Session E.6. Rental apartments. Rental contracts. Session E.7. Share a flat. Session E.8. The job search as work. Session E.9. The body and its parts. Descriptions.	The importance of personal training. Instruments for job search. The job searches as a job. Tips for a good CV and the structure of a cover letter.
2.6.F The rooting group. Session F.1. The city I live in. Session F.2. The means of transportation. Session F.3. The City Council, the region and the state government. Session F.4. The country: its provinces and communities. Session F.5. Gender roles, gender stereotypes and equal opportunities. Session F.6. Prevention and detection of gender violence. Session F.7. Illnesses and medical appointments. Session F.8. Coexistence, integration, belonging, respect and honesty.	The medical appointment and health card. Know the state structure of the place of residence (government). The elements of a city. Give and receive directions. Know how to move around the city/country. Advantages and disadvantages of sharing a flat and household chore.
2.7.G Area of migration. Session G.1. Migration Project: Causes. Session G.2. Migration Project: Effects. Session G.3. Migration Project: Purposes.	Define the migration project, delve into the purposes of the migration project and its causes. The values of coexistence, integration, belonging, respect and honesty. Prevention and detection of gender violence.

MODULE 3. CROSSWORKERS IN SOCIAL PROXIMITY

MODULE 3 CROSSWORKERS IN SOCIAL PROXIMITY	Workshops: 12
	Sessions: 44 sessions
	Hours: 88 hours
	Months: 4 months
TOPICS	CONTENTS
M.3.1 Commitment and personal change. Session 1.1. The social structure and personal change. Session 1.2. Behavioral contract and commitment. Session 1.3. Introspection: capacities and understanding of oneself	Know the methodology in the process of personal change. Know the alternatives for social change that exist. Reflect on the behavioural habits that sometimes prevent us from changing. Discuss the commitment with oneself, with other people and with a group. Reinforce qualities, capacities and positive values of each one / himself / herself.
M3.2 Motivation towards other people. Session 2.1. Fields of action. Session 2.2. Motivation towards other people and empathy. Session 2.3. I respect. Session 2.4. Solidarity.	Study the different strategies to show motivation and empathy with other people. The Pygmalion effect and its effects on behaviour. Respect as a fundamental social attitude in the mediating task. Reflect on the concept of freedom, oppression and discrimination. Develop a critical awareness of the social reality of the environment?
M3.3 Effective communication. Session 3.1. Effective communication. Session 3.2. Assertive communication. Session 3.3. Written communication and agreements.	Work on the main elements of effective communication. Reflect on the importance of non-verbal communication in effective communication. Encourage viewing from the perspective of other people. Encourage attention to what other people express. The confrontation within the field of communication.
M3.4. The understanding and rapport. Session 3.4. Presumption, distortion and confrontation of information. Session 4.1. Active listening. Session 4.2. Evaluation of positions, interests and needs. Session 4.3. Trust, understanding and rapport. Session 4.4. Stereotypes, prejudices and diversity.	Learn active listening techniques as well as the concepts of trust, understanding and rapport. Techniques that promote that interpersonal trust. Silence as a form of communication.
M3.5. Self-care, self-confidence and self-esteem. Session 5.1. Competences and personal skills. Session 5.2. Self-care and self-knowledge. Session 5.3. Self-confidence and self-esteem. Session 5.4. Rules and limits.	Know the concepts of self-care and self-knowledge within the field of mediation. Reflect on the importance of self-esteem in the ability to face difficulties. Enhance the safety of the young participants.
M3.6. The negotiation. Session 6.1. Negotiation skills. Session 6.2. Techniques to break the deadlock. Session 6.3. Neutrality, Impartiality and Influence. Session 6.4. Power, pressure and persuasion.	Develop the phases within the negotiation process and their types. Work on joint profit negotiation. Discuss the concepts of neutrality, impartiality and group influence. Differences between power, pressure and persuasion.

MODULE 3. CROSSWORKERS IN SOCIAL PROXIMITY

MODULE 3 CROSSWORKERS IN SOCIAL PROXIMITY	Workshops: 12
	Sessions: 44 sessions
	Hours: 88 hours
	Months: 4 months
TOPICS	CONTENTS
M3.7. Mediation. Session 7.1. Concept and phases of mediation. Session 7.2. Mediation techniques and skills.	Know the concepts of mediation and consensus, the characteristics of mediation and its phases. Identify the main qualities of the mediator person. Basic principles and most common mistakes in mediation. Community mediation. Intercultural mediation. Discuss impulsive behaviours.
M3.8. Positive leadership and reinforcement techniques. Session 8.1. Concept and phases of mediation. Session 8.2. Mediation techniques and skills. Session 8.3. Intercultural mediation. Session 8.4. Community mediation	Know the concept of leadership and the types of leadership. Reflect on the skills and qualities to lead a group, as well as the influence of the leader in the group's decision-making process. Identify cooperative and competitive behaviours.
M3.9. Peer mediation. Session 9.1. Peer mediation. Session 9.2. Communication techniques between equals. Session 9.3. Coping behavior. Session 9.4. Bullying.	Work on the concept of peer-to-peer mediation, as well as differentiate conflicts between equals. Reflect on the possible causes of peer harassment. Learn to recognize bullying situations. Coping behaviour.
M3.10 Emotional management. Session 10.1. Identification, expression and emotional regulation. Session 10.2. Techniques to work annoyance, anger and rage. Session 10.3. Techniques to work on the feeling of guilt. Session 10.4. Techniques to work on the emotional block.	Promoting emotional intelligence. Reflecting on the expression of anger as a learned behaviour. Exploring the emotion of guilt. Techniques for overcoming emotional blockage.
M3.11 Mediation between equals Session 8.1. Intercultural mediation. Session 8.2. Community mediation.	Know the concept of leadership and the types of leadership. Reflect on the skills and qualities to lead a group, as well as the influence of the leader in the group's decision-making process. Identify cooperative and competitive behaviours.
M3.12 Entrepreneurial initiative Session 12.1. Empowerment. Session 12.2. Entrepreneurship.	Know the concepts of empowerment and self-empowerment. Promote strategies to promote personal empowerment. Entrepreneurship and comfort zone.

MODULE 4. INTERNSHIP IN WORK CENTRES


MODULE 4 PREPARATION FOR PLACEMENTS	Workshops: 1
	Sessions: 5 sessions
	Hours: 10 hours
	Months: 1 months
	Hours of Internship in work centres: 50 - 80 *
TOPICS	CONTENTS
4.1 Labour regulations.	Know the labour regulations, learn what a payroll is and its parts. Know the necessary documentation to be able to access an employment contract. Learn to fill out job applications correctly.
4.2 Aid for hiring.	Encourage hiring for "training and learning". Prepare information aimed at employers on the benefits in the Social Security quota for hiring young people in social exclusion. It holds meetings in order to expand possibilities of access to public employment. Meetings and formalization of strategies with the Local Development Agencies of the town and business associations.
4.3 Aid for emancipation. 4.4. Accompaniment	Know the different types of existing aid and the places where they can be requested. Reflect on the importance of helping others to achieve a common goal. Raise awareness about social inequalities and food poverty.
4.5 Institutional benefits and aid	Facilitate the streamlining of the necessary procedures and papers in the job placement process, simplifying the procedures. Accompany and evaluate the job placement process. Solve possible conflicts, both with companies and with the administration, that may arise in the framework of collaboration and the employment relationship. Encourage volunteering as a means of expanding the social network and facilitator of socio-labour insertion and support.

*** Internship agreement of at least 50 hours and with potential access to remunerated job.**

THE DAY AFTER PROJECT

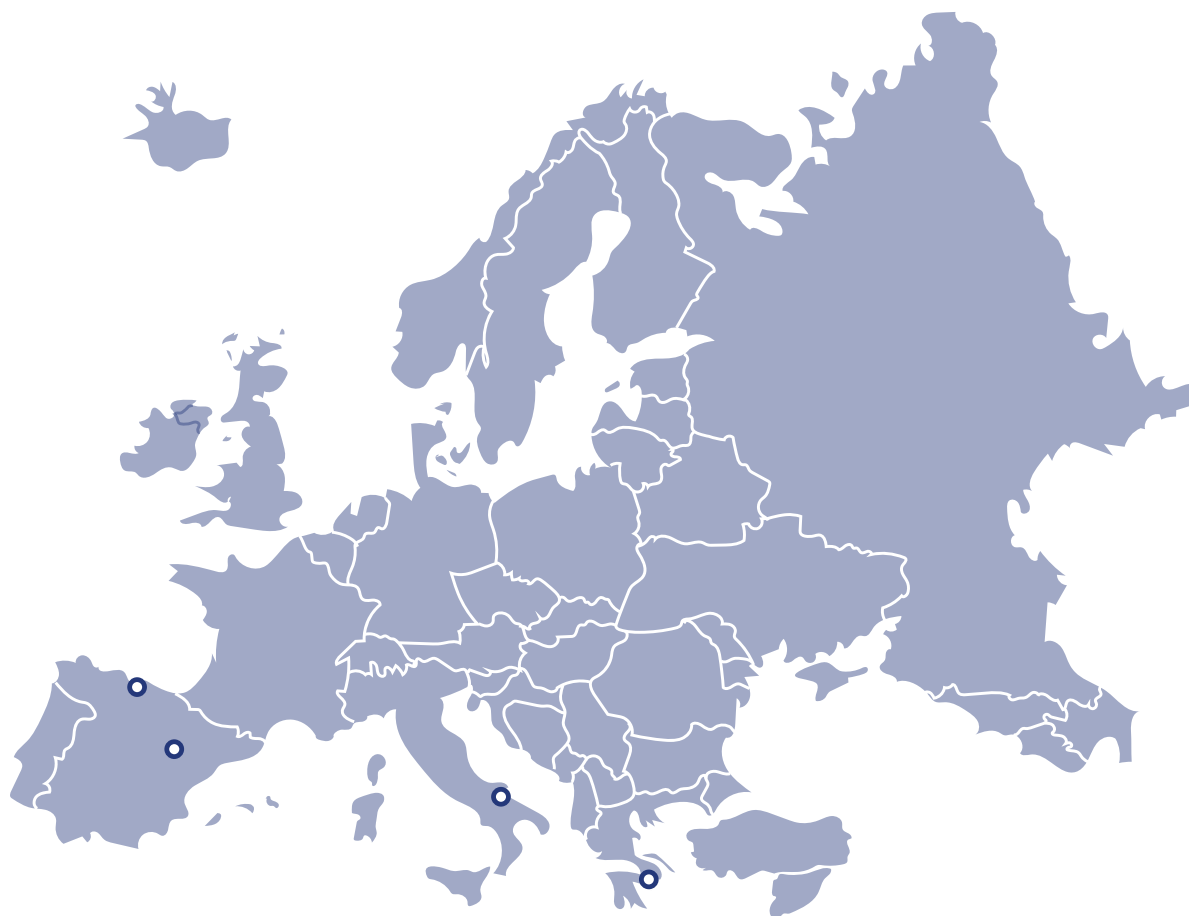
FINAL EVALUATION REPORT OF TRAINING WORKSHOPS (Pilot Courses)



A group of people, including a man and a woman, are sitting on the floor in a dimly lit room. They are all looking at a tablet held by one of the individuals. The scene is overlaid with a dark blue semi-transparent layer, and the title text is written in a yellow outline font on the right side.

PILOT COURSES DEVELOPMENT SUMMARY

3.1.- PILOT COURSES DEVELOPMENT SUMMARY



The development of training and practical workshops in work centres aiming for social and labour integration. This final report summarizes the implementation of the theoretical-practical workshops (pilot courses) by each participating organization in order to validate the Training Curriculum Training curriculum and internship itinerary for youth leaving protected environments.

The target group have been constituted between 12 and 20 youth living under the protection system in the respective participating countries, with a total of 59 participants, 34 participants in Spain (2 groups), 13 in Italy and 12 in Greece. All the young people participating in training pilot test will be issued a YOUTHPASS certificate, the recognition instrument developed for the projects realised in the European youth programmes to recognise as an educational experience and a period of non-formal and informal learning (to know more visit: www.youthpass.eu).

The Pilot Courses included about 74 sessions according to the Modules, Topics and Contents of the Training Curriculum through an innovative theoretical-practical, participatory and experiential methodology. Overall, the organisation of training workshops was basis in group dynamics, reflection, personal growth and support among peers (See image 1. Workshop template).

Image 1. Workshops template

To certify the pilot test, a control form was proposed with the title of the sessions, signed by the responsible trainers and project coordinators (See image 2. Registration sheet).

Image 2. Registration sheet

The duration of the sessions was organized between 90 and 120 minutes following this indicative scheme:

- Introduction: description of the key technical concepts that will be worked on in the session.
- Development of participatory dynamics.
- Closing and positioning of the group: the main ideas worked on during the session will be summarized together. Clarification of doubts.

It was promoted the Open Educational Resources (OER) will for all sessions: documents or multimedia material, audio-visuals resources (short films and videos) and different dynamics and activities. Likewise, project learning and teamwork for group cohesion will be promoted. In addition, the following lines of intervention will be applied:

- Flexibility of the intervention.
- Approach from the globality of each person.
- The participant is protagonist of the educational intervention.
- Incorporation of the gender perspective.

It should be noted that the entire training curriculum has been tested over a period of 6 months in the four countries and among all partners. Likewise, each partner will involve at least 2 associated organisations, public bodies, persons or expert advisers and trainers (youth workers), professionals from participating organizations or associated organizations: psychologists, pedagogues, social workers, educators, etc.

Regarding work placements note that all organisations followed the recommendations and special working conditions for young people who are not yet of legal age in each country. For instance, in Spain the conditions for those who are between the age of sixteen and eighteen are:

- They will not work at night hours: the working day must always be daytime (the night hours are between 10pm and 6am).
- They will not be able to carry out activities that involve any risk.
- It is important to remember that training hours cannot be done outside of agreed timeframe, and that overtime hours cannot be done.
- All working days must have a rest period of 30 minutes, unless the continuous working day lasts less than four and a half hours. They must also have a weekly rest, at least, of two days in a row and uninterrupted.

During the development of the pilot courses a total of 10 youth participated in an internship itinerary in work centres in each country and 7 young participants signed an internship agreement: 3 in Spain, 3 in Italy and 2 in Greece (a volunteer agreement was signed in Spain and Greece due to the administrative difficulty to process an internship agreement.).

The final evaluation of the training pilot course was designed as a common potentially transferable tool developed for the three countries (pre-test / post-test). Also, through the observation and report of the participants. (See image 3. Observation sheet template).

Image 3. Observation sheet template

Through the development and results of the project, youth employment will be fostered by establishing synergies between the professionals of the shelters for minors (eg directors, educators, integrators), social, educational organisations and the Public Administration involved in the care of minors in such facilities.

NATIONAL EVALUATION REPORTS OF TRAINING WORKSHOPS



PILOT COURSE AT ATECA ZARAGOZA (SPAIN) FSC - FOUNDATION HEALTH AND COMMUNITY



To carry out this pilot test, the "Accompanying for the Day After" manual has been used, which is part of the "The Day After 3 Plus (EDD3+) Project", promoted by Fundación Salud y Comunidad (www.fsyc.org) and Grupo Lagunduz (www.lagunduz.com). It should be noted that the design and content of this manual is based on the DAF Project Training Curriculum. Specifically, the workshops that are part of the General Module began on 15th December 2021, ending completely on 3rd May 2022. In addition, these sessions have been held in parallel to the specific workshops of the Module for migrants.

For its part, the sessions of the Professional Competences module began on 9th May 2022 and had not been finished at the date of elaboration of this report. Finally, it should be noted that on average, a total of 12.88 minors have participated for the general modality, a total of 4.28 minors for the specific modality for migrants and a total of 13.18 minors for the professional skills module.

Trainer's profile

A total of 9 professionals have participated in this project, specifically 67% were men compared to 33% of women. Likewise, 67% had the professional category of educator compared to 33% who had the professional category of Educational Technical Assistant (ATE). For its part, in relation to the training of the educators involved, it should be noted that 50% were psychologists, 33% social workers and 17% sociologists. It is also important to underline all the work shifts that have been involved in the implementation of the pilot test of the DAF Project in "CAM Ateca".

Finally, it should be noted that 79.55% of the sessions given have been carried out by a single professional, while in 20.45% of the cases they have been carried out by at least two professionals, one acting as the main facilitator of the session and the other professional acting as support for the control of the group.

Participant's profile

"CAM Ateca" is a residential care centre for boys, girls and adolescents between 13 and 18 years old, who present with serious difficulties of social and/or family adaptation, with serious behavioural problems, self-aggressiveness, hetero-aggressiveness and vulnerable personality, who require therapeutic care to achieve the development of their potential and full personal and social integration.

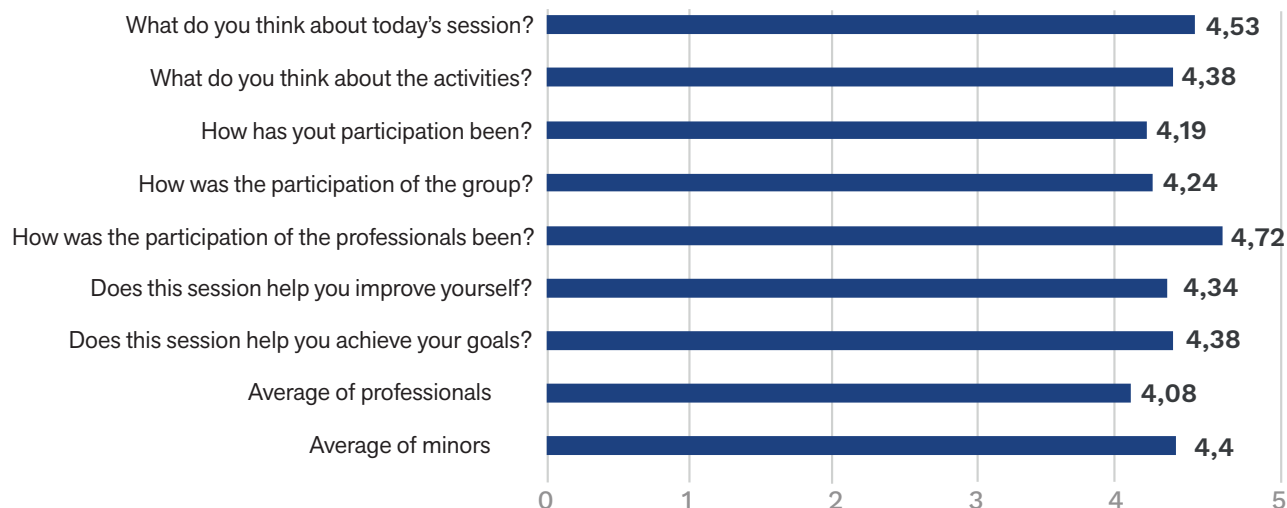
It should be noted that 72% of the users are men compared to 28% of women and the average age of the participants was 15.95 years. Likewise, it should be noted that 39% of the participants in the pilot study were migrants, mostly men of Moroccan origin.

Evaluation

The evaluation has been carried out at two different but complementary levels: On the one hand, the anonymous satisfaction surveys, always carried out at the end of each session by a minimum of 2 participants. On the other hand, an Assessment Questionnaire, completed in this case by the personal facilitator, also carried out at the end of each session

The following attached table summarizes the assessments made by the participants, assessed in this case on a Likert-type scale of 0 to 5 points. As can

be seen, very good evaluations have been obtained at a general level, obtaining an average for the global workshop of 4.40 points. This good rating is maintained by professionals, who have rated the workshop with an average of 4.08 points.



INTERNSHIP IN WORK CENTRES

Among all the participants, a total of 3 young people has started professional internships during the pilot test, which represents 23% of the total number of participants. It is important to point out that 100% of these young people are of migrant origin, specifically, 2 Moroccans and one Algerian.

Specifically, two of these young people began on 9th May 2022 the 80 practical hours corresponding to the external training of Restaurant-Bar Auxiliary Operations at the Hotel GLOBALES Castillo de Ayud in Calatayud (www.hotelesglobales.com). For his part, on 19th May 2022, the third of these young people began 120 practical hours of internships belonging to the external training of Auxiliary Plumbing Operations at the company Instalaciones Tomas García, also located in the town of Calatayud.

It is important to draw attention to the difficulty for companies to offer professional practices to these young people. For solve this situation, a possible solution are volunteer programs. For example, in our case, one of the three young people mentioned above has a volunteer contract of 7 hours a week with the centre since 21th March 2022 for helping with its maintenance tasks. Likewise, he has been in charge of helping the educational team in the delivery of some workshops for his classmates.

CONCLUSIONS

Good practices extracted

- The fact of carrying out the sessions in residential environments is interesting because it guarantees the access to the users which increases the number of participants and keeping it stable in the time.
- Another good practice is the group format, since it allows participatory activities to be carried out where the participants learn from the contributions and experiences of others. In this sense, the playful format of the dynamics carried out allows transversal learning to be carried out in an experiential way, fostering a relaxed atmosphere, and increasing the motivation of the participants.
- It is also necessary to point out the importance of including new technologies in both training and evaluation, because this action increases the motivation of the participants. For example, including audiovisual materials, electronic devices or the Virtual Reality.
- It is also important to point out the relevance of continuous evaluation. In the case of our pilot course, it carried out by computer at the end of each of the sessions. This action allows you to store many data and track each of the sessions in real time.
- To finish this point, the sessions held have always maintained the same structure, which has facilitated the follow-up of the sessions for both the professionals and the participants.

Pitfalls to be avoided

- On one hand, is important to guarantee professionals prior access to the material they are going to work with in the sessions. Likewise, it is important to appreciate that access to content has always been dependent on material means such as a computer, a projector and good internet access. So is essential to plan the sessions in advance to always have the necessary materials for their development.
- On the other hand, despite the advantages of the group format, on many occasions the group has made it difficult for the sessions to take place normally, generating small conflicts during them. In this sense, one proposal would be to limit the number of participants per group. Likewise, it would be interesting to assess the possibility of establishing different working groups based on the profile, needs and/or characteristics of the participants.

Suggestions for the further exploitation of the Standard Training Curriculum

- An interesting idea has to do with the possibility of involving minors not only as participants in the training group but also as active agents when giving sessions for their peers. From our direct experience with

this initiative, it can be noted that it not only increases the involvement of the young participants who teaches the session, but also increases the motivation of the boys, girls and adolescents who receive the training.

- One suggestion has to do with the possibility of including professionals dedicated exclusively to the task of promoting labor insertion, which will allow increasing the number of entities interested in hosting these young people for professional internships and subsequent job hiring.
- The last point refers to the need to work intensively on the language, because without this competence, it becomes very difficult to follow up on training and subsequent access to employment.

PILOT COURSE AT VALLE DE CAYÓN

CANTABRIA (SPAIN)

LAGUNDUZ GROUP



Trainer's profile

Regarding the profile of the professionals who have facilitated the training sessions, it should be noted that a total of 6 professionals have participated. Of these, 4 had the professional category of educator and 2 who had the professional category Educational Technical Assistant (ATE). The professionals are: Social Education, Teacher. and Social Integration.

Participant's profile

The total number of participants was 8 girls and 13 boys. The average attendance is slightly higher in the professional skills workshops -11,47- because they were taught from Monday to Friday and the basic skills -9,93- Saturday and Sunday because there are fewer users in the CAEM that days.

If we had to "draw" a typical profile of the CAEM user, would be a minor 16 years old, from Cantabria -Spain-, with the custody assumed by the Government of Cantabria, would arrive at the CAEM from another center, mainly due to parental inability to manage risk behaviors in their child, and who remains in the CAEM for 390 days -average-, receiving a focused intervention, towards the traits a disruptive disorder of impulse control and behavior, and towards family reunification as exit plan.

When children and adolescents are asked if the activity has been useful and helps to achieve my educational goals and/or my life project, the vast majority answer yes -74 out of 100 surveys-.

Evaluation

After each session, two users have made an evaluation of its development, assigning between one and five points to the following questions, about of the sessions for professional skills -PS- block, and for the general skills -GS- block:

How was the participation of the educational staff in the development of the session? PS 4,54 – GS 4,77

Was the material used to carry out the session adequate? PS 4,63 – GS 4,77

How would you rate the atmosphere during today's session? PS 4,57 – GS 4,75

What has been your level of participation in the dynamics and games? PS 4,70 – GS 4,79

What do you think of today's dynamics and games? PS 4,34 – GS 4,75
In general, what did you think of today's session? PS 4,49 – GS 4,70

Internship

We must wait for the workshops to be implemented in order to assess whether they facilitate internships in companies, and we already have a company -Emancipia S.L.- that is willing to take in minors for internships.

Conclusions

Undoubtedly, the workshops are stimulating, and are also perceived as enjoyable and useful by minors. Likewise, the learning that is acquired in the workshops has positive effects, which are evident in the discourse and the reflections that the minors make in the individual sessions with educators and psychologists.

Pitfalls to be avoided

The type of users of the CAEM -half are not of the legal minimum age to work, need long periods to achieve emotional stability, etc.-, can be an obstacle to a fluid and constant incorporation of users into work practices.

Suggestions for the further exploitation of the Standard Training Curriculum

To achieve excellence, several things could be done, such as users who receive the training can be segmented by intellectual capacity, work/professional interests, academic level achieved... for which more staff is needed.

Good practices extracted

The continuous evaluation of workshops by users can be highlighted as a good practice that is worth keeping.

PILOT COURSE AT LUCERA

APULIA (ITALY)
MONDO NUOVO A.P.S.



The Mondo Nuovo Association started the pilot course on January 10, 2022, despite still having restrictions on covid-19, managed to organize the classroom with 13 students and finished the theoretical lessons on April 13, 2022. Most of our students arrived as unaccompanied foreign minors and were included in the Reception and Integration System (SAI) for foreign minors of the Italian government. The Reception and Integration System aims to guarantee "integrated reception" interventions for MSNAs (Unaccompanied Foreign Minors) and with the provisions issued by the Juvenile Court it is possible to extend the reception until the age of twenty-one, the new adults are subsequently placed in self-managed apartments.

Trainer's profile

The trainers involved is the psychologist who is also Coordinator of the reception of minors, as well as responsible for the staff of social workers the Director General of the Association. The choice of the two professionals was designed to allow a start of the course in order to give a continuity of relationship to our beneficiaries given the relationship already established with them, other group of teachers involved saw the participation of 2 external professionals and four experts within the Association, specifically experts in Cultural Dynamics of Afro-Asian Countries and twenty years of experience in the management of reception projects and social and work integration for foreigners. The Italian language teacher for foreigners within the Association who contributed to the linguistic understanding of the Pilot Course.

The external teacher expert in the reception of unaccompanied foreign minors, who contributed to the explanation of family dynamics and the material management of an apartment. The internal educational resource, with decades of experience in the field of non-formal education for migrants. Another part of the module was managed by the external professional, who developed the concepts of workplaces and social condition. And the last lesson held by the General Manager, and very important moment with a participation of the University professor expert in Skills Balance, group motivation and social mediation.

Participant's profile

Regarding the programming of the pilot course saw the involvement of 13 boys from 18 to 21 years old from (n.1 Togo, n.2 Mali, n. 1 Somalia, n.5 Bangladesh, n.2 Pakistan, n.1 Ghana, n. 1 Guinea) who arrived in Italy between 2020 and 2021

Evaluation

In the context of a constructive educational relationship, the students expressed themselves with ever greater freedom, autonomy and security, opening up to educational dialogue, showing interest in the study of the various disciplines and proactive with respect to initiatives and insights. Even a small group of students, who for personal characteristics have often maintained attitudes of listening and silent attention, have actually always shown capacity for response and personal processing in the various moments of the didactic work.

The collaboration was therefore serene and fruitful, the cultural reflection was very participatory, as evidenced by the request of the students themselves to

participate in conferences, external activities. The course saw the attendance of 13 students, all of whom played 70% of the total number of hours. From a cognitive point of view, the class has always been characterized by a marked heterogeneity, interests, styles and rhythms of learning and expressive skills. The class followed the lessons in a diversified way, not all the students maintained the same degree of attention and interest, for some the participation was constant and profitable, for others a little less. A small group of students has always shown to be able to face the study with constancy and punctuality reaching a good level of preparation and in some excellent disciplines.

Internship

The part of the internship workshops for now has been started for n. 4 young people who have reached the B1 and B2 level of the Italian language, this allowed them to have a chance at work. While for the other 9 young people, they are waiting for the Youth Guarantee program to start at the end of July 2022, it is a European initiative born from the need to face the difficulties of job placement and youth unemployment of NEETs. In this case, the Project staff has already made contact with companies and private employers who have made themselves available to host our students. Specifically, we analyse the 4 guys who started working: A boy from Guinea, after taking the Diploma in the Higher School for Commerce in Lucera enrolled at the University of Foggia, Faculty of Economics and now carries out the 6-month internship began in April (30 hours per week) at the CGIL Tax and Trade Union Assistance Center in Foggia, deals with the translation into language of tax documents and offers assistance to immigrants who turn to the Syndicate. A boy from Mali after attending the course as a pizza maker and during the Course of the Day After Project met the owner of a well-known Pizzeria in Lucera "La Giangeria" who proposed him a real employment contract Pizzaiolo Assistant, the boy signed the contract (24 h for a week). A boy from Ghana was also lucky signed a contract of work (partime 3h for a day) as an assistant cook at the restaurant "Santen". A boy from Bangladesh signed a seasonal contract (30h for a week) until September 30 at the "Agricola Miano" farm in the countryside of Lucera.

Conclusions:

▪ Good practices extracted:

The MODULE 1 General basic skills, has received great interest from the students, the treatments have been developed in order to make the students more involved given the complexity of the topics to be exposed, the two teachers have used a lot the methodology of storytelling of the lesson, (trainer and students are called "tell a story". Through storytelling it is possible to generate significant processes. Ability to narrate, interpret, ability to effectively convey important messages, magnetize the listener by favoring the exchange of experiences and the critical spirit.) The second block of lessons MODULE 2 Specific for migrant minors, received a strong attention, because it dealt with topics already assimilated by students during the Italian language courses and in any case easy to understand given the fact that the modules concerned moments of life lived or useful to their path of autonomy in exit from assisted reception. The MODULE 3 Professional skills (crossworker) is the one that has encountered the greatest difficulties in assimilating concepts because it dealt with topics far from the classical learning

process. To better facilitate the teaching work, the teaching method of Circle Time was followed. As the term says, it is the "circle moment" or the trainer has arranged the students sitting forming a circle (the trainer is also part of this circle).

The teacher becomes a mediator. MODULE 4 was followed with great enthusiasm and interest, because it developed topics useful for their emancipation, such as knowing labor regulations, learning what a payroll is and its parts. Know the documentation necessary to be able to access an employment contract. Learn how to fill in job applications correctly etc. For this module the teacher has followed two very valid methods: the Project based learning project-based learning (PBL). The second TEAL Technology Enhanced Active Learning method. It is a methodology that combines the classic frontal lesson with simulations and laboratory activities. The Teal method also distorts the classroom spaces redefining them for greater comfort and livability and allowing a very effective and performing active collaboration between students.

▪ **Pitfalls to be avoided:**

In a class and there were students with different personal problems related above all to their own experience in the countries of origin: students unable to understand the needs of other classmates, teachers; students with different vehicular languages (English-speaking, French-speaking, Arabic, Bangla); We worked a lot with some "anxious", "lazy" students. The main difficulties encountered were the different levels of competence/learning within the classroom. The difficulty of understanding the Italian language, the need for continuous adaptation to the skills of students with different degrees of learning.

▪ **Suggestions for the further exploitation of the Standard Training Curriculum:**

The suggestion could concern the constant updating on the subjects of the course by teachers, operators and professionals who in various ways interact with this type of user. In order to create a team of professors always in step with the times, and always informed about the dynamics related to the migratory flows that affect Europe. In fact, one of the principles of the Erasmus program is the continuous exchange of best practices and teaching methodologies, the creation of new forms of teaching interconnected between the various sectors of education and no longer static or stuck on fixed topics.

The challenge of the future increasingly involves the use of NT as a tool and means of mass communication, the lesson of tomorrow will be continuously in direct connection with the world of work. Another idea could be the official recognition by the government education system of the skills acquired by the students after the end of the course through an official certification of the skills balance to be included in the Curriculum. Also with the help of companies that could participate at the beginning of each year in days of exchange of ideas in order to create a training offer that goes in the direction of training future workers with the qualifications required by the labor market.

PILOT COURSE AT ATHENS

ATTICA REGION (GREECE)

SOCIAL EMPOWERMENT HUB



We started the workshop on the 10th of January 2022. We worked with 10 to 12 young boys (age 16-18 years old) who live in an Accommodation Shelter for unaccompanied minors and that involves the hospitality of boys aged from 12 to 18 years old, who have arrived in Greece without parents and family.

In the accommodation shelters for unaccompanied minors housing, food, medical and psychological support, education, and entertainment are provided. Also, the main goal of the action is to strengthen the self-confidence and the development of the children's skills, in order to integrate them in the Greek and European reality.

We work with unaccompanied minors from Pakistan, Afghanistan, Bangladesh, Somalia and Egypt

We worked with young people who migrated from countries dominated by famine, war or violence, and they had not the time or space for reflection or being able to calibrate decisions according to an ideal.

We run courses every day from 15 30 until 18 30 ,with two facilitators present and we worked on smaller groups .Also we had many counselling and empowering sessions with the participants. Our facilitators also helped participants who attend Greek school with their schoolwork.

Trainer's profile

A total of 6 professionals have participated in this project, and all were women, we involved educators, a mathematician, a mentor, a psychologist, a social worker and a lawyer.

In all sessions we involved two professionals, and in some cases the mentor also was involved with the participants. We have to mention that it would be important to have men also involved in the trainings especially when working with boys.

Participant's profile

AGE	GENDER	EDUCATIONAL BACKGROUND	NATIONALITY	LANGUAGE PAIRS HAS BEEN USED
17	Male	9 years of schooling	Pakistan	Greek, Urdu
18	Male	4 years of schooling	Pakistan	Urdu ,Greek
16	Male	10 years of schooling	Pakistan	Urdu ,Greek
17	Male	8 years of schooling	Bangladesh	Bangla, English
16	Male		Afghanistan	Dari, English
18	Male	10 years of schooling	Somalia	Somali ,English
16	Male	8 years of schooling	Pakistan	Urdu
17	Male	No schooling	Pakistan	Urdu
16	Male	10 years of schooling	Egypt	Arabic, English
18	Male	No schooling	Somalia	Somali
17	Male	6 years of schooling	Bangladesh	Bangla, English
15	Male	4 yeras of schooling	Pakistan	Urdu

Evaluation

Through the workshop we tried to empower the participants, to make a safe space for them to come back and express themselves, to help them with everyday schoolwork and give them an opportunity to dream. Of course when working with a group of unaccompanied minors who face many problems and in most cases they do not want to stay in Greece but to unite with members of their families in other European countries and feel that learning a new language will not help them, needed to make an extra effort and adjustments to facilitate their needs.

- Many times, we had to adjust the objective and the content of the sessions taking into account what happened in the previous one and to cover the needs of the participants. The facilitators had to design the sessions according to the characteristics of the group with whom they worked.
- We had to change meeting hours according to the school schedule and the workload of students.
- We had to take into consideration cultural aspects of their lives such as the Ramadan and accommodate students who wanted to follow the rules of their religion.
- Many participants reached the age of 18 during the workshops and it was difficult for them to continue because they were reallocated.
- Participants were involved on many different events and some times there was overlapping of activities.
- A big challenge we had to deal with, is gender issues, but with the help of our trainers /facilitators we manage even with some participants who were not feeling comfortable to talk about women's rights, democratic engagement, European values etc to create a safer environment where both facilitators and participants would feel more comfortable or safe to discuss such topics.

Internship

We worked with three participants, they made their CVs, were prepared for interviews and visited the labour office of the area.

We are facing a problem that they are asylum seekers, and they are not able to work, they cannot have a social security number before they get the refugee status.

What we managed to do is place two participants in social companies but with a volunteer agreement and they will be hired as soon as and if they become refugees. One of the participants who was very well prepared he received a negative response to the request to be recognized as a refugee and decided to leave Greece.

Good practices extracted

We aimed to offer a moment of playfulness and exploration, a place where participants have pleasure to come back to. This becomes possible if there is a clear frame made of intentions and values which should be respected, so that

the participants have clear also why it is important for them to take part and participate.

The DAF Curriculum provided a number of possible offers that could be implemented during the sessions of the different modules. Our trainers / facilitators were free to combine them as they like, invent anew their own and bring their own from their background and experience, also, providing the space for participants to come up with their proposals, or tools and the trainers facilitators were the main actors for the best results.

- Facilitators could decide to focus on a specific topic of the module according to the needs of the participants;
- Facilitators could decide to go for a mixed approach, which would entail using different sections of different modules from the DAF curriculum combined together, either within the same session or from a session to another.
- Facilitators should always work in the perspective of prevention rather than intervention, being constantly very sensitive towards any sign of discomfort and uneasiness within the single participants and being able to approach and address the person in order to figure out if it would be possible to make some changes to the structure or to advice the person on how to have a better experience in the process.
- Facilitators should be ready and prepared to manage the possible emotional responses of participants, being aware of the possible fragile nature of the target group and the difficulties they face .
- Facilitators need to be honest with the participants and not promise anything that cannot be done ,because anacompanied minors are very fragile and try to get help from anybody who is available and willing to help ,but there are rules that the State and he organizations have and should be followed .
- The fact that participants had face to face meetings with the facilitators was very important ,because of Covid 19 pandemic they were not in physical contact with anybody and the enjoyed a lot having facilitators in the structure.
- The student center program was very well received ,because we tried to cover the needs of each student .
- The internship part of the project was valued highly ,because most of the participants want to find a job to help themselves and their families .
- The cooperation of our trainers and the team of the structure worked very well .
- Keeping the specific program every day ,ie procedures ,evaluation ,closing of the session gave them a program to follow and that is very important.
- Facilitators involved in the training had acess to the detailed material of DAF and that helped them organize their sessions.

Pitfalls to be avoided

As mentioned earlier we worked with a very diverse group, with low knowledge of Greek language and that made the program very challenging.

- There should be a basic knowledge of the country language in order to

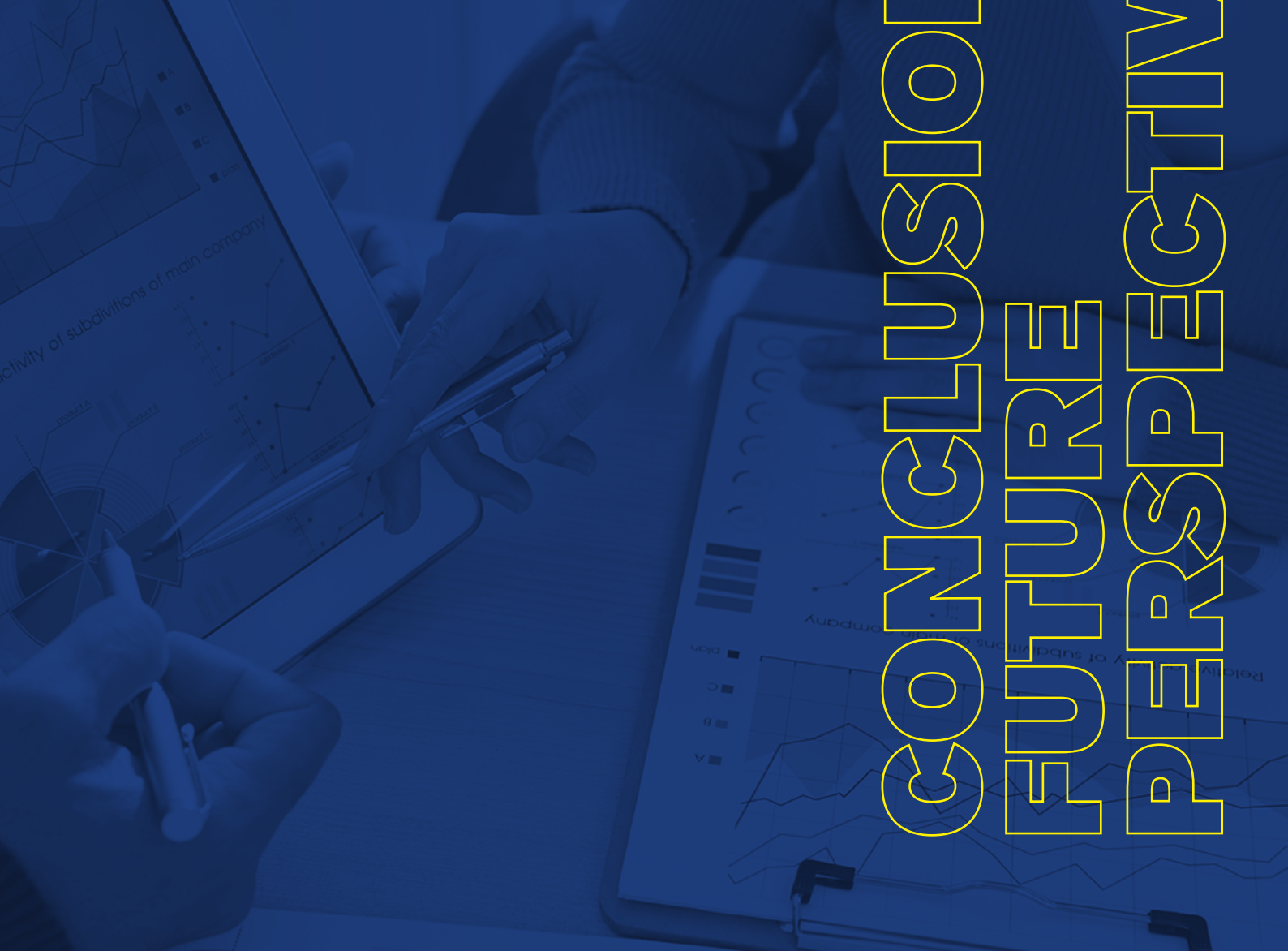
follow the training curriculum.

- There was a turn over of participants at the beginning, so we have to choose participants who are interested .
- Some participants are not interested to follow a program because they are going to leave soon to other countries to be united with members of their families.
- The bureaucratic procedures participants go through takes a lot of their time and energy and some times they were tired and showed not much interest.
- Their schooling experience either in their countries or in the Greek system for the ones who attend school many times is not positive and they came with a negative perspective

Suggestions for the further exploitation of the Standard Training Curriculum

The DAF training curriculum will be used by our organization in the future programs and also organizations we cooperate with are going to use it . We will try to make a consortium of organizations working in the field to use the DAF training curriculum .

CONCLUSIONS AND FUTURE PERSPECTIVES



Future actions and Perspectives

Designing the exit and “building” it from the first day of reception:

- The planning of leave from the reality of young people living under protection, taking into account the personal history of each child and his/her specific needs, should include customized types of support aimed at obtaining the basic skills to face life in self-management and / or reintegration in the family of origin. A further aspect that our beneficiaries perceive as an approach to the “outside reality”, to real life, to the everyday life that awaits them once they leave the protection environment, are the work experiences, internships but also those of voluntary service. In fact, it is these experiences that allow youth to experiment gradually, to get involved, to know, to understand their interests and their attitudes.

Give our guests the opportunities for regular work during the reception:

- Taking into account the numerous difficulties that young people encounter today in trying to enter the world of work, the DAY AFTER partners have conceived specific projects that allow the young people welcomed to have their first work experiences in other organizations, small businesses that collaborate with realities. Reception in social projects and help to the most vulnerable people.
- These are work experiments, which can be considered facilitated because: they allow children and young people to progressively learn how to stay in a work context (rules, relationships with colleagues, responsibilities, etc.);
- Gradually teach them (and according to the times and possibilities of each one) some basic skills necessary to exercise a specific profession;
- They are a context in which young people can experience a regular, legal and dignified work activity that respects the rights and duties of workers;
- They guarantee work experiences adequate to everyone's abilities and personalized work paths able to offer opportunities even to those young people who have health and / or socio-health problems that would hardly be reconciled with an ordinary type of employment;
- Try to give back to young people who are about to leave the administrative protection paths the ability to be significant actors, to do, to carry out a task and to have small responsibilities, which strengthens their self-esteem and prepares them to acquire other practical and professional skills.

Maintain relations with the operators and the structure where they lived the last few periods before going out on their own:

- From the experience of the DAY AFTER Project, some young people have expressed the need to maintain relationships with all those who have played a fundamental part in their growth towards autonomy (social worker, educators, operators, community volunteers). This bond with the staff constitutes a sort of continuity of the bonds that have developed over time but also to have adults with whom to be confronted in case of need or particular difficulties. Such a need is perceived as essential both in the absence of parental and family networks that can offer some support for

young people, and in situations of open opposition of the family of origin. In the latter case, for example, the figure of the educator could have the task of accompanying and facilitating the return of the newly 18 years old to the family unit, sometimes mediating and lowering the level of conflict.

- Provide financial support tools in the phase of leaving protection environments to independent life.
- In order to face autonomous life, it follows that it is essential to be able to adhere to means of economic aid - and not only that - that can put children in the situation of making conscious choices and not dictated solely by the need and urgency to provide for themselves independently. In fact, the transition from protection services to independent life causes enormous costs for the newly 18 years of age, sums that are difficult to measure, especially in the early days of a "single" life, when many aspects of their life are still uncertain: where to live? How to keep your expenses? Abandon your studies or pursue your own interests? How to reconcile the study with the need to have stable income? Being able to count on a small "exit budget", an economic aid would allow them to meet some initial expenses, to maintain relationships with peers and to start looking after their future by gradually facing the many challenges of daily life.

Encourage and strengthen external interpersonal relationships out of reception:

- To help them in effective paths of autonomy of young people there is the need to favour and encourage relations with external networks (local networks, neighbourhood and proximity networks), so that the boys and girls near the exit can recognize people to whom they can turn and a local community that can take care of their possible needs (looking for a job, housing ...). These social and proximity networks can also be exploited to enhance some of their skills and talents, with the possibility of generating other opportunities.
- Accompany them to enter the job market. Imagine tax exemption and contribution reduction tools for those companies that employ young people who come from reception paths. In this way, a certification of "social responsibility" could be recognized for all companies that will promote the training and contract of young people who leave the reception paths.
- Promote paths that officially recognize the skills, attitudes, and even creative abilities of these young people, acquired with the Pilot Course of the DAY AFTER project, supporting them so that their talent, their competence can be transformed over time into work and source of income.
- Encourage experience in the world of work through internships/training, at the same time raising awareness among companies to consider hiring these young people once the internship period has ended.

CONCLUSIONS:

To favour adequate and sustainable actions over time in support of the autonomy paths of young people who have left public protection, it is important to be able to deal with one updated photograph of the out-of-family welcome in Europe that allows to evaluate the subjects interested in their different types of employment and the solutions adopted at regional and local level to guide you

to independent life. Need one systematic and timely data collection that allows know the phenomenon and adapt the interventions.

In Europe, there is no framework law that allows the various national legislations to be standardized on how to accompany young people leaving protected environments (in foster care and in community) with targeted paths. These children, who have faced personal or family difficulties during their childhood, when they reach the age of majority suddenly face the transition to self-sufficient life without economic and / or employment support.

A sustainable exit "conceived," "co-constructed" using the tools of the Pilot Course foreseen by the DAY AFTER project conceived in time, with the beneficiaries, allows them to progressively face the obstacles and challenges posed by the outside world, building the conditions for a gradual autonomy of adolescents confronting adult life without public protection.

The boys and girls are interpreters of their "destiny of autonomy", they have the right to be guided in this welcoming period by stable and significant reference figures (educators, operators, tutors), updated and prepared for the new challenges that modern society poses. That they facilitate them to discover their own predispositions and abilities and to realize their wishes for the future (in terms, for example, of work and study).

All the stakeholders who contribute to the protection and reception of children and young people (Local Authorities, Third Sector Bodies and Associations, local community ...) can take action and be involved in the paths to accompany the autonomy of young people leaving protected environments. Even young people (individually or in groups), already without protection by virtue of their experience, must be able to play a fundamental role in highlighting needs and requirements encountered during the transition from care to independent life and in supporting their peers in the transition to self-sufficient life.

In conclusion we can say that all the architecture of the DAY AFTER Project was successful, the tools created the Information Guide, the Pilot Course, the Internships activated. The great work of the partners and the professionalism of all the operators involved allowed to obtain excellent results, all young people who participated in various capacities have watered more awareness and more self-esteem in being able to face the exit independently.

Thanks to the ERASMUS+ program which contributed to the realization of this initiative, with the hope of presenting a new Erasmus+ proposal that allows the continuity of support and training for youngsters who were formerly under the Care of the Administration -beyond the day after reaching adult life- and who are involved in a process of emancipation and sociolabour integration.

SPECIAL THANKS



Special thanks to the companies for the high sense of solidarity and for the effective and concrete collaboration in the reception of the beneficiaries of The Day After Project to:

- The **Hotel GLOBALES Castillo de Ayud** and the company **Instalaciones Tomas García** from Calatayud (Spain). The Emancipia S.L. (Cantabria, Spain) for offering to take in minors from the CEAM “Valle de Cayón” for professional internships.
- The **Restaurant SANTEN** – St. Alberico Marrone,44 – 71036 Lucera (Fg) and the Pizzeria “La Giangeria” St. Istria,2 – 71036 Lucera (Italy), that have wanted to host some of our beneficiaries for the start of some training internships and for the signing of regular employment contracts.

Thanks to all the entities that have collaborated and participated in the dissemination event in Spain such as: the **Basque Innovation Agency** (INNOBASQUE), the **University of Barcelona** (UB) and the **Research and Innovation Group in Social Work** (GRITS), the **Official College of Social Educators** (COEES) and the **Official College of Psychology of the Valencian Community**, the **European Centres for Innovative Enterprises Castellón** (CEEI Castellón), among others.

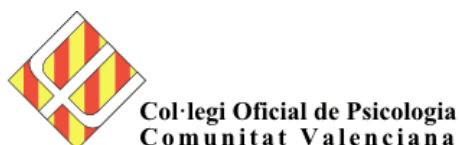
A particular mention goes to the **Employment Center of Lucera** (Italy), and to the operators of the **National Agency for Active Labor Policies** (ANPAL) who contributed to the dissemination of the results.

Special mention the great cooperation we had with **Koinoniko EKAV** (a Greek acronym for “Hellenic Social Welfare Assistance Unit” [in Greece, “EKAV” is the National Direct Aid Center of the public health system]) is an independent social organization aiming at combating any form of social exclusion.

The name “Kinoniko EKAV” refers to the concept of responding to emergencies, where socially marginalized people are literally traumatized in their social status. Kinoniko EKAV aims at reaching out and helping people who have lost the capacity to meet their basic needs by themselves (accommodation, food, health care, etc.), often even the capacity to ask for help and being in deep desperation.

Such groups are, for example, street children, homeless individuals, unaccompanied minor refugees, isolated women, refugees with disabilities, unemployed without support, etc. With Greece remaining in a prolonged crisis, their numbers are growing; social marginalization is now hitting people who belonged to the well-off social groups until recently.

A warm and big thank you to all our associated partners, all people who have collaborated, professionals, **volunteers** and institutions, NGO's and public organizations with which we share the same values to continue working on the social and labour integration of young people under protection. And above all, to the **YOUTH IN PROTECTION** who have participated in the training workshops and who have contributed fundamental elements for the development of the project.





DAF PROJECT

THE DAY AFTER

YOUTH UNDER PROTECTION
REACH ADULTHOOD

www.dayafterproject.eu

THE DAY AFTER PROJECT

Training and support for youth served in residential care institutions for the day after reaching the age of majority.

PROJECT REFERENCE:

2020-2-ES02-KA205-015827

WEBSITE:

www.dayafterproject.eu

WHO WE ARE IN THE DAY AFTER PROJECT?

Our consortium is formed by: two NGOs in Spain, the Health and Community Foundation (FSC), as the organization that assumes the coordination, and the Lagunduz Association, two entities that collaborate in different initiatives in the field of care of young people at risk of exclusion and socio-labour integration; an entity in Italy, Mondo Nuovo A.P.S., with extensive experience in managing training programs and protection resources for children, adolescents and their families; and Social Empowerment of Greece, a social organization with interdisciplinary experience in the field of youth and social sciences.

COORDINATOR:



PARTNER ORGANISATIONS:



CO-FUNDED BY THE ERASMUS+ PROGRAMME OF THE EUROPEAN UNION:



WITH THE SUPPORT OF:



COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES STRATEGIC PARTNERSHIPS FOR YOUTH (KA205)



Attribution-Non-Commercial – No-Derivatives CC BY-NC-ND

Unless otherwise stated, all contents are the copyright of the authors and may not be republished or reproduced without their permission.

All images included in this document are either self-made or licensed without attribution.

