

# SAFEProject

## Training Handbook for Professionals in Cyprus

Centre for the Advancement of Research and  
Development in Educational Technology  
(CARDET)



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## Table of Contents

<b>Table of Contents</b> .....	<b>2</b>
<b>INTRODUCTION</b> .....	<b>4</b>
About the project.....	4
About SAFE training .....	4
Purpose of Handbook .....	5
Key terminology I- Unaccompanied children .....	5
Key Terminology II- Immigrant status.....	8
<b>WORKING WITH UNACCOMPANIED AND SEPARATED CHILDREN</b> .....	<b>10</b>
Procedures in Cyprus .....	10
Background Information.....	10
Age assessment of unaccompanied children. ....	10
Access to the national education system for unaccompanied minors.....	11
Schooling challenges.....	11
Guidelines in dealing with children seeking international protection in Cyprus.....	12
Legal representation of unaccompanied minors .....	12
Legal Framework.....	13
The Asylum System.....	14
Shelters .....	14
“Hope For Children” UNCRC Policy Center .....	15
Challenges.....	15
<b>ADULT LEARNING</b> .....	<b>17</b>
Approach.....	17
Effective training delivery .....	17
Cone of learning.....	18
Learning styles – Three main types (Visual, Auditory, Kinesthetic).....	19
<b>INFORMATION FOR THE TRAINERS</b> .....	<b>21</b>
Learning objectives .....	21
Core module: Introduction to working with unaccompanied and separated children.....	21
Country-specific module Introduction to working with unaccompanied and separated children: Cyprus ..	21
Structure & Designing .....	22
For Care Professionals .....	22
For Family-Based Carers .....	22
Preparation .....	23
Trainers: Do’s & Don’ts- Tips for facilitation.....	23



<b>TOOLKIT</b> .....	<b>25</b>
Energizer & Brainstorming Activities .....	25
Tools for SAFE Training .....	27
<b>OVERVIEW OF THE TRAINING PROGRAMME</b> .....	<b>29</b>
Outline of the programme.....	29
<b>HOW TO USE THE E-LEARNING PLATFORM</b> .....	<b>29</b>
How to navigate through the e-modules.....	30
<b>REFERENCES</b> .....	<b>36</b>
<b>FURTHER INFORMATION</b> .....	<b>38</b>



## INTRODUCTION

### About the project

“SAFE - Supporting unaccompanied children with Family-based care and Enhanced protection” is a project funded by the Rights, Equality and Citizenship (REC) Programme of the European Union. SAFE is being implemented by a consortium of four (4) partners consisting of the British Red Cross (UK), which is the project coordinator, CARDET - Centre for Advancement of Research and Development in Educational Technology (Cyprus), KMOP - Family and Childcare Centre (Greece) and the Danish Red Cross (Denmark).

The project’s main objective is to build the knowledge and capacity of professionals and foster carers, kinship and Dublin family caretakers to enhance family-based care, promote welfare and ensure the protection of unaccompanied children in the UK, Cyprus, Denmark and Greece. Through the development and the delivery of e-learning training modules as well as the face-to-face training of professionals, foster carers, kinship/Dublin caretakers as well as through the awareness raising and advocating of policies regarding family-based care for unaccompanied children, with institutional and policy makers, and wider public, the project is expected to:

1. Improve the knowledge and capacity of professionals on implementing family-based care for unaccompanied children
2. Improve the knowledge and capacity of fosters carers, kinship, Dublin family carers to support unaccompanied children
3. Increase the awareness of institutional authorities, policy makers, and wider public on benefits of family-based care for unaccompanied children.

### About SAFE training

Professionals involved in SAFE training will undertake e-learning, face to face ToT training and capacity building workshops. The trainings will help them improve knowledge and understanding of the needs, challenges, situation of the unaccompanied children; their entitlements as looked after children; asylum and legislation policy. This will enable them to provide an effective service to unaccompanied children. Development and integration of learning tools, communication tools & multimedia content: a variety of online interactive tools have been developed in order to facilitate the learning process and to promote social networking and information sharing among target groups and stakeholders. Such tools include social networking applications, peer communication and collaboration, blogs discussion forums, wikis, synchronous chat tools, information sharing, online consultancy tools, profiling and other collaborative tools, in order to establish an online EU Citizens and trainers’ community.

Each of the two e-learning courses comprises of two modules:

**Core module:** this module aims to provide an introduction to overall understanding of the situation of the unaccompanied and separated children, their multidimensional needs and a general approach for working with this group of children.

**Country-specific module:** (individual modules for the UK, Greece, Denmark and Cyprus) this module is tailored to cater for particular country contexts and provide information on national legal frameworks on asylum as well as on care provisions. \*Please be informed that there is e-learning module for family-based carers in



Cyprus. The e-learning modules are estimated to take between 60 -90 minutes to complete. However, it may vary from one person to another.

Upon completion of the course, the learners are expected to have a good understanding of the situation of unaccompanied and separated children, an overview of their specific needs and knowledge on how to address them. Learners will also acquire country-specific information and resources related to care framework in their respective countries

### E-learning platform

SAFE e-learning courses aim to enhance the knowledge and skills of professionals and family-based carers (foster carers and kinship carers) who provide care and support to unaccompanied and separated children in Europe. SAFE e-learning courses are developed to address the learning needs of:

- Family-based carers (commonly referred as foster carers and kinship carers): those who look after unaccompanied and separated children as their primary carers.
- Care professionals: those who work with unaccompanied and separated children, such as social workers, childcare/youth workers, psychologists, law practitioners, non-profit organisation professionals/volunteers etc.

Additionally, SAFE e-learning courses are useful for a wide range of professionals and individuals who wish to enhance their knowledge on the issues related to unaccompanied and separated children in Europe.

### Face-to-face training

Face to face training will be provided using the Training of Trainers (ToT) and multi-sectoral model. Each country will deliver these trainings appropriate to their context. The ToT will be delivered to a wide range of professionals and practitioners from various sectors, who in turn will train other people in their home agency. It will lead to more effective and integrated services. It includes a combination of training and capacity building workshops, and in some countries such as the UK, it will employ a mobile trainer, who could travel across the UK delivering training to local authorities at request.

## Purpose of Handbook

This handbook aims to equip Professionals in Cyprus with the necessary knowledge and tools to better deal with unaccompanied children. The Handbook is structured in such a way so as to provide Professionals with the current procedures, challenges and guidelines for working with unaccompanied and separated children. A general overview on Adult learning is also provided. Information related to SAFE Training is included referring to the Core and Country-specific modules of SAFE project, as well as tips for training facilitation. Finally the toolkit is explained with reference to the programme outline and the E-learning platform

## Key terminology I- Unaccompanied children

*In alphabetical order*

<b>Age Assessment</b>	A procedure through which authorities, when in doubt concerning one's claimed age, seek to establish the chronological age of an unaccompanied child.
<b>Child</b>	Every human being below the age of eighteen years, in line with the <a href="#">UN Convention on the Rights of Child</a> , which was ratified by all four countries in concern of this project.
<b>Dublin family caretaker</b>	A term derived from <a href="#">Dublin III Regulation (EU) No 604/2013</a> . A Dublin family caretaker refers to an adult relative (sibling, aunt/uncle, grandparent) of a child who initially arrived



	<p>unaccompanied in one of the 32 Dublin countries* and was reunited with their adult relative in the host country under the Dublin III Regulation.</p> <p>*28 EU Member States and 4 countries “associated” to the Dublin Regulation (Iceland, Liechtenstein, Norway and Switzerland)</p>
<b>Family-based care</b>	Care provided in a family environment by foster carers, kinship carers, and Dublin family caretakers.
<b>Forced migration</b>	<p>A migratory movement in which an element of coercion exists, including threats to life and livelihood, whether arising from natural or man-made causes (e.g. movements of refugees and internally displaced persons as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects).</p> <p><i>Definition promoted by the <a href="#">International Organisation for Migration</a></i></p>
<b>Foster carer</b> (also referred as ‘foster family’)	A non-related family (person not known to the child) who takes care of the child in the host country; arranged and supervised by a competent authority of the country. Foster care can be provided on short-term or long-term basis.
<b>Kinship carer</b>	A carer who is next of kin or known to the child. They are often relatives such as grandparents, uncles or siblings, step-parents or other adults who have a connection to the child, such as neighbours or a close friend of the child’s family. A kinship carer may or may not have accompanied the child throughout the journey from their country of origin to the host country.
<b>Legal Representative</b>	A legal representation is a barrister or a solicitor, solicitor’s employee or other authorised person who acts for an applicant or appellant in relation to the claim.
<b>Modern slavery</b>	The Home Office states that modern slavery ‘is a complex crime that takes a number of different forms. It encompasses slavery, servitude, forced and compulsory labour and human trafficking.’ The UK government passed the Modern Slavery Act in 2015.
<b>National Referral Mechanism (NRM)</b>	The National Referral Mechanism (NRM) is a framework for identifying and referring victims of human trafficking and ensuring they receive the appropriate care. Authorised agencies, such as the police, the Home Office, social services and certain NGOs, who encounter a potential victim of human trafficking can refer them to the single competent authority (SCA). The initial referrer is known as the ‘first responder’.
<b>National Transfer Scheme (NTS)</b>	A voluntary arrangement between local authorities in relation to the care of unaccompanied children who arrive in the UK and claim asylum. A transfer protocol sets out responsibilities for an unaccompanied child and how transfer are to occur.
<b>Separated Child</b>	A child who has been separated from both parents, or from their previous legal or customary primary caregiver, but not necessarily



	from other relatives.
<b>Sexual and gender based violence</b>	Any act that is perpetrated against a person's will and is based on gender norms and unequal power relationships. It encompasses threats of violence and coercion. It can be physical, emotional, psychological, or sexual in nature, and can take the form of a denial of resources or access to services. It inflicts harm on women, girls, men and boys. <i>This definition is promoted by <a href="#">UNHCR – The UN Agency for Refugees</a></i>
<b>Smuggling (migrant)</b>	Refers to transport of a person (with their consent) from one country to another through illegal means.
<b>Trafficking in persons</b> (also referred as 'Human Trafficking')	"Trafficking in persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.  <i>Taken from the <a href="#">Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime, 2000</a></i>
<b>Trafficking of Children</b>	Trafficking of Children is the recruitment and transportation of people under the age of 18 for the purpose of exploitation. The forms of coercion used is not relevant for the cases of child trafficking.
<b>Unaccompanied Asylum Seeking Child (UASC)</b>	An unaccompanied child who is seeking asylum and a decision on their asylum application is pending.
<b>Unaccompanied child</b> (Also sometimes referred to as 'Unaccompanied Minor' or 'Separated child')	A child who has been separated from both parents and other relatives and is not being cared for by an adult who, by law or custom, is responsible for doing so.



## Key Terminology II- Immigrant status

*In alphabetic order*

<b>Asylum Seeker (AS)</b>	A person who has fled his or her country of origin, lodged an asylum claim and asks for protection but has not received a decision on their application to become a refugee or is waiting for the outcome of an appeal. In the UK, the Home Office is responsible for making the initial decisions on asylum applications.
<b>Calais leave</b>	As part of the clearance of the Calais camp in October 2016, 549 children were transferred to reunite with family in the UK between 17 October 2016 and 13 July 2017. Calais leave is only available to this cohort of children if an individual does not qualify for refugee status or humanitarian protection. Those granted Calais leave, and their dependants who receive leave in line, will receive a residence permit with a validity of 5 years.
<b>Discretionary leave and Leave outside the Rules</b>	Children may be granted discretionary leave or leave outside the rules for 30 months or other period if their case falls within the limited categories outlined by the Home Office. This includes exceptional compassionate circumstances or other compelling reasons.
<b>Humanitarian protection</b>	Humanitarian protection may be granted where an asylum seeker is refused refugee status because the Home Office does not accept that the person meets the criteria laid down in the Refugee Convention, but still decides that it is too dangerous to return them back to their country of origin because they face a real risk of serious harm. Persons who are granted humanitarian protection will normally be granted leave for five years. At the end of the five years, the individual can apply for indefinite leave to remain before their leave expires.
<b>Limited leave to remain on family or private life grounds</b>	A child or young person may be granted limited leave to remain in the UK under the Immigration Rules or on the basis of their right to respect for private and family life under Article 8 of the European Convention on Human Rights. Children and young people who have been in the UK for many years, in particular, may have developed such ties in the UK that they would face difficulties adjusting to life abroad, so leave is granted on the basis that it would be right and fair that the child or young person is allowed to stay in the country. If granted limited leave, this will be for a maximum of 30 months (2½ years). Before the expiry of their leave, they will need to apply for further leave.
<b>Refugee</b> (Also, referred as 'Beneficiary of International Protection')	A person who has been granted protection under the <a href="#">1951 Refugee Convention</a> : 'owing to a well-founded fear of being persecuted for a reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of her or his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country.'
<b>Section 67 leave</b>	Section 67 of the Immigration Act 2016 (known as the 'Dubs amendment') placed a requirement on the Secretary of State to make arrangements to relocate to the United Kingdom and support a



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	<p>specified number of unaccompanied refugee children from other countries in Europe. As a result, a new form of leave to remain in the UK was created for children who were relocated under section 67 who, following an assessment of their asylum claim, have not been granted refugee status or humanitarian protection. Section 67 leave lasts for five years and gives the holder the right to study, work, and to access public funds and healthcare.</p>
<b>Settled status</b>	<p>Where a child or young person is described as settled, they will have been granted indefinite leave to remain (i.e. they have permission to stay in the UK with no time restrictions) or have permanent residence under EU regulations. Short of British citizenship, this is the most secure and stable status a child or young person can have. There are some circumstances where it can be revoked, particularly due to serious criminal offences resulting in becoming liable to deportation, or if status was obtained by deception.</p>
<b>UASC leave</b>	<p>If an unaccompanied child claims asylum and the Home Office does not accept that the child should be granted either refugee status or humanitarian protection, they are commonly given this limited leave to remain. This kind of leave is granted where it is not possible to send them back to their country of origin because safe and adequate reception arrangements are not available there. UASC leave is valid for a period of 30 months or until the child turns 17.5 years old, whichever is shorter.</p>
<b>Undocumented/ Irregular migrant</b>	<p>A person who is not authorised to remain in the host country under the immigration regulations.</p>

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## WORKING WITH UNACCOMPANIED AND SEPARATED CHILDREN

### Procedures in Cyprus

#### Background Information

According to the directive 2011/95/EU of the European parliament and of the council, an unaccompanied minor is a non-EU national or stateless person below the age of 18 who arrives on the territory of the EU States unaccompanied by an adult responsible for him/her, and for as long as s/he is not effectively taken into the care of such a person, including a minor who is le- unaccompanied a-er s/he has entered the territory of the EU States.

According to figures published by Eurostat (April, 2019), about one in four underage asylum seekers applying for international protection in Cyprus in 2018 were unaccompanied. These showed that 260 asylum seekers in Cyprus last year were unaccompanied minors, representing 24% of the total of asylum seekers under 18. In 2017, 225 unaccompanied minors applied for international protection here. Overall, in 2018, 19,700 asylum seekers applying for international protection in the Member States of the European Union (EU) were considered to be unaccompanied minors.

In 2018, a majority of unaccompanied minors in EU were males (86%). Three quarters were aged 16 to 17 (14,800 persons), while those aged 14 to 15 accounted for 17% (3,400 persons) and those aged less than 14 for 7% (1,400 persons). Over half of asylum applicants considered to be unaccompanied minors in the EU in 2018 were the citizens of six countries: Afghanistan (16%), Eritrea (10%), Pakistan or Syria (both 7%) and Guinea or Iraq (both 6%).

#### Age assessment of unaccompanied children.

The Refugee Law provides that the Asylum Service may use medical examinations to decide the age of an unaccompanied child, within the examination of the asylum application when, following general statements or other relevant evidence, there are doubts about the age of the applicant. In the event that, after the medical examination, there are still questions around the age of the candidate, at that point the candidate is considered to be minor. The law requires that any medical examination shall be performed in full respect of the unaccompanied child's dignity, carried out by selecting the less invasive exams and carried out by trained professionals in the health sector so as to achieve the most reliable results possible.

The Asylum Service additionally has the responsibility to make sure unaccompanied minors are informed prior to the examination of the utility in a language which they apprehend or are fairly supposed to understand, about the possibility of age determination by medical examinations. Such records shall include facts on the method of examination, the manageable influence of the results of the medical examinations on the examination of the utility and the have an impact on any refusal of an unaccompanied child to bear scientific examinations. Furthermore, the Asylum Service must make certain that the unaccompanied child and/or representative have consented to carry out an examination to decide the age of the child, and decision rejecting an application of an unaccompanied child who refused to undergo such medical examination shall not be based solely on that refusal.

In practice, not all unaccompanied children are sent for an age assessment, whilst these for whom there are doubts related to age will first have an interview, which is considered with the aid of the authorities as a psychosocial assessment, to decide if they need to be dispatched for clinical examinations. The psychosocial assessment is carried out through an Asylum Service caseworker, in the presence of a social worker / guardian. The caseworker carrying out the assessment will have received training for this purpose but is now not necessarily a certified social worker or psychologist. The evaluation additionally consists of questions related to the asylum application. In Dublin cases, a child may be sent for clinical examination when the country which he or she needs to transfer requires a clinical age evaluation as part of the examination of the Dublin request.



The Commissioner of Children's Rights issued an updated report on age assessment of unaccompanied minors at the end of 2018, in which she states as a positive improvement the method that has been adopted since 2014 when the last report had been issued. However, the Commissioner notes vital gaps that nevertheless continue to be such as: the lack of an overall multidisciplinary method of the procedure and the decision, noting mainly the gaps in the psychosocial aspect of these; the absence of best interest determinations when determining to provoke the age evaluation procedure; the lack of remedy to task the choice that determines the age; troubles relating to the function of the guardian and the representative in the age assessment processes and the conflict of interest that arises as both roles are carried out by the same authority as well as the lack of independency of both of these roles as they also act on behalf of the national authority they represent.

There is no official information on the range on the children that underwent an age assessment, however solely of these finding the applicant to be over the age of 18. This involved 32 persons in 2017. However, evidence from monitoring visits to shelters for unaccompanied minors suggests that no longer all minors undergoing age evaluation are determined to be adults as was once the case in previous years

### Access to the national education system for unaccompanied minors

Unaccompanied and separated children in the shelters in Nicosia and Larnaka are enrolled in special programs in four upper secondary schools when there are places available. Two of the schools are based on technical education and the other two on academic education. These schools are assigned to the children on the basis of availability rather than choice, skills and inclination. Children staying at the shelter in Limassol have not been enrolled in high schools. The shelter came into service in November 2016 and there were no academic or lyceum places at the time. In Greek, Mathematics, and Computer Studies, afternoon classes are attended by the children in Larnaka and Limassol who are not enrolled in school. However, several girls who attend school in Larnaka also attend the classes of the state institution electively as a way of obtaining extra tuition

Considering the Ministry of Education's significant efforts and the schools concerned, the integration of asylum seekers and refugee children into their new school setting appears to be challenging. The reported problems include children's conflicts, absenteeism, language barriers, and adjustment to the new learning system, parent-school community relationship, and discrimination.

### Schooling challenges

It should be noted that the child's best interests are a primary consideration in all child-related acts (United Nations Convention on the Rights of the Child, Article 3). According to UNHCR report (April 2017), to address the above-mentioned difficulties in the education of refugee and asylum seekers, the following is recommended:

- **Educating the educators:** Establishing good practice standards for educators would help schools receive children seeking asylum and refugees and help them learn more effectively
- **Teaching about refugees:** While forced displacement has reached historic levels and schools around the world are welcoming a growing number of refugee children into their classrooms, teachers are also facing the challenging task of teaching refugee, asylum and migration to students. Quality teaching materials that teachers can use to help pupils make sense of forced displacement in all its complexities are all the more relevant at a time of heightened public debate on asylum and migration and increased media coverage of these issues.
- **Developing and implementing education policies:** Different educational policies have been shown to play a significant role in helping refugee children integrate, i.e. continuous language support, building school capacity, preventing the concentration of disadvantaged children, and demonstrating the importance of cultural diversity. It would be possible to establish a working group comprising the Ministry of Education, head teachers, teachers, educational psychologists, parents and students who meet regularly to discuss and fix educational policies and make recommendations. They could also help develop an educational policy manual to help integrate asylum seekers and refugee children into their new school environment.



- **Providing adequate information for parents:** Knowledge leaflets on the education system for migrant parents and asylum seekers in Cyprus may help to answer some of the common questions that parents may have and will also help develop and strengthen the relationship between parents and school.
- **Anti-racism activities at schools:** UNHCR claims that in all schools with a high percentage of refugee and migrant children, the Anti-Racist Code of Conduct and Guide should be introduced. More precisely, the number of racist incidents against refugees, asylum seekers and migrants reported at schools so far and the outcome of handling these incidents at the respective schools should be compiled.

## Guidelines in dealing with children seeking international protection in Cyprus

### Legal representation of unaccompanied minors

Under the law, when an asylum application is submitted by an unaccompanied child, the Aliens and Immigration Unit, which is the authority responsible for receiving asylum applications, must immediately notify the Head of the Asylum Service, who must notify the Director of Social Welfare Services as soon as possible. There is no proper identification system in operation, except for police officers at the Aliens and Immigration Unit having to check the ages on requests for asylum in order to identify children. It is not done systematically, however, nor is there a method for recognizing children who may have entered the country on fraudulent papers indicating that they are over 18 years old. Because of the lack of information both in the Unit where applications for asylum are made and in detention centers, unaccompanied children are not always aware that reporting their real age is to their advantage.

The law provides that the Director of Social Welfare Services serves as a representative of unaccompanied children in the procedures established by the Refugee Legislation, either in person or through an officer of the Social Welfare Services. The Social Welfare Services ensure that children who are not accompanied are treated in legal proceedings in compliance with the Commissioner for the Protection of Children's Rights (Commissioner Appointment by the Court as Child Representative). Consequently, representation remains with the Social Welfare Agency throughout the asylum process except for judicial proceedings where the Children's Rights Commissioner is responsible for assigning legal representation. In view of this, the Children's Rights Commissioner is currently in the process of establishing a procedure in which an attorney will be appointed to represent unaccompanied children in the asylum proceedings where necessary.

According to the law, guardianship has automatic and immediate effect, without a decision or act, whereas representation must be taken up and carried out as soon as possible. There is no procedural formality for the Social Welfare Services to take up either appointment and these appointments apply for all procedures.

The representative's position includes assistance and support during the asylum application's administrative review. Additionally, the law provides that the Asylum Service shall ensure that the agent is given the opportunity to advise the unaccompanied child of the nature and possible consequences of the personal interview and, if appropriate, how to prepare for the personal interview. The Asylum Service allows the delegate to be present at the interview with the first instance and to ask questions or comment within the guidelines provided by the responsible officer / caseworker who performs the interview. The guardian, on the other hand, is responsible for the child's general well-being, including housing, school arrangements, and access to health care.

Regarding the representation carried out by the Social Welfare Services, the appointed officer does not have adequate knowledge or experience on legal or asylum issues, seldom visits the child before the interview and often, even if they do, no information is provided on the interview, the purpose of the interview and its possible consequences. It has been noted that often, without prior notice, children are taken to their interviews on the scheduled day. The representative is always present during the interview, but as they



typically have no previous contact with the child and no knowledge of the particular case, they are not able to make a significant contribution.

The national regulator, who has released two reports on the subject, has repeatedly criticized the legal and policy system for unaccompanied children, noting the discrepancies in both policy and practice.

## Legal Framework

The arrival of migrants in Cyprus has created the urgent need for legislation with long-term goals that will allow the smooth integration of migrants, promote tolerance, respect for the different and prevent the development of racism.

In regards to the Cypriot reality, the most critical international refugee protection texts are the Geneva Convention of 28 July 1951, which was ratified by Cyprus on 16 May 1963 and the relevant New York Protocol of 31 January 1967, which was likewise sanctioned by the Republic of Cyprus on 9 July 1968. The Republic of Cyprus is bound by both, the 1951 Geneva Convention and the New York Convention of 1967 on the Status of Refugees, as well as other important international and regional human rights treaties. It has established national legislation on refugee and asylum issues, the Refugees Law 2000-2009, which incorporates the *acquis communautaire* on asylum issues (Zimmermann, 2010).

In addition to that, The Refugee Law (2000) is a law that offers the acknowledgment of refugees and the better application of the convention relating with the status of refugees. The mentioned law includes six parts as follow: Part I - Introductory Provisions, Part II - Entry of Applicants in the Republic and Permit for Temporary Residence, Part III - Recognition of Refugee Status, Part IV - Rights and Obligations of Refugees, Part V - Refugee Authority and Part VI - Final Provisions.

Cyprus is responsible to provide protection regarding shelter for all the related refugee status given by the Refugee Law. By that, it means that an asylum application is been examined in regards with all the possible protection status provided by the Refugee Law. As mentioned before, the authority in charge of status assurance is the Asylum Service at the main regulatory level, an office under the Ministry of Interior. The Refugee Reviewing Authority is in charge of the second occurrence regulatory level. The Refugee Reviewing Authority was established on the basis of the Refugees Act and by a verdict of the Council of Ministers, which examines second-instance appeals from asylum seekers whose applications are dismissed in the first request by the Asylum Service. Asylum Service and the Refugee Review Authority are, both, staffed with officers who have been properly trained to deal with refugee status claims and other forms of international protection (Civil Registry and Migration Department, 2017).

At the point when an application is rejected on the two levels, there is then the right to challenge the Refugee Reviewing Authority's decision under the watchful eye of the Administrative Court, which is acting in its selective authoritative setting under Article 146 of the Constitution of Cyprus (Kisa, 2011).

Generally, as it is apparent from the above discussion, in Cyprus there is a legal and an institutional framework, where laws and procedures concern only immigrants and refugees. However, there are, also, many issues that lay at the discretion of immigration officers, which can often lead to discriminatory practices against immigrants. Immigration legislation is planned in accordance with the provisions of the Immigration and Aliens Act. This law gives the executive power (i.e. the Cabinet of Ministers) and the Ministry of the Interior a great deal of discretion. Therefore, the relevant decisions and regulations of the Minister of the Interior, as the political head of the Immigration Department (now Aliens and Immigration Unit) and the Asylum Service, as well as the decisions of the Council of Ministers, form part of the regulatory framework.

The Cyprus Constitution part II records "*Fundamental Rights and Freedoms*", integrating verbatim and in some cases expanding them Rights and freedoms protected by the European Convention for the Protection of Human Rights and Fundamental Freedoms. The fundamental rights and freedoms of Part II of the Constitution are expressly guaranteed for "*all*" or "*for all persons*" or for "*any person*", *without distinction or differentiation between citizens or non-citizens of the Republic or between citizens of the Republic and without*



*Discrimination or differentiation due to community or religion or nationality or other trafficking.* Cyprus has certified various other international treaties on human rights and other specific rights in the field of education, refugee rights, and migrant workers' rights (Treaty of IO 143).

## The Asylum System

The Cyprus asylum system is relatively recent as the Cypriot authorities assumed accountability for processing case permits as of the 1<sup>st</sup> of January 2002, when the Cypriot government substituted the High Commission of the United Nations (UNHCR) in the handling of asylum applications. In response to the growing numbers of refugees arriving in Cyprus and upon Cyprus full membership in European Union, an Asylum Service has been established in 2004 to replace the services previously provided by the Office of the UNHCR.

In particular, the Cypriot asylum law provides that applications for international protection are inspected by the Asylum Service of the Ministry of the Interior, while asylum seekers, whose applications are rejected, have the right to appeal against the rejection to the Refugee Reviewing Authority. As indicated by the refuge enactment in Cyprus, asylum applications cannot be submitted from outside the country and no guaranteed section systems or assurance visas exist. Cyprus as a member - country of the European Union, despite the fact that it is not yet a full member of the Schengen zone, needs to implement the strict Schengen visa rules for approved section to Cyprus.

Therefore, a key obstacle regarding the refugee's experience is the fact that the Republic of Cyprus is not a member of the Schengen Agreement and that is causing a major difficulty for the refugees that arrive and settle in the island and wish to travel or resettle to other European or non- European countries. Even though the devastating quantities of refugees and displaced people in 2016 obliged numerous Schengen nations to tighten controls on the borders, theoretically once migrants enter a Schengen area country they cannot be prohibited from moving into other Schengen nations. Hence, if a refugee wants to leave Cyprus, though, he /she should obtain travel documents. Practically, this means that to an undocumented refugee or displaced person escaping a war - zone, being in Cyprus nearly equaled remaining in Cyprus.

In the northern part of the island, there is no asylum system. Those arriving in the northern part of the island without documents are considered as banned immigrants and are deported to their home countries, following a conviction for illegal entry without considering being refugees. This fact explains why most asylum seekers in the northern part cross the controversy row irregularly and enter the southern part of the island to apply for asylum in the Republic of Cyprus.

Briefly, the main responsibilities of the Asylum Service, apart from the primary processing of requests for refugees, are: (a) the application of the Dublin Regulation, setting up the criteria and the instruments for deciding which Member State is in charge of examining an asylum application, (b) the preparation of draft legislation, (c) the participation in working groups and European Union committees and (d) the coordination of the services involved in the asylum procedures. Furthermore, the Asylum Service manages and supervises the administration and operation of reception centers or accommodation spaces for applicants of international protection or other status under the Refugee Law, and members of the family of any such person. Currently, two such centers for refugees exist in Cyprus, of which the one is operating only in case of an emergency (Civil Registry and Migration Department, 2017).

## Shelters

The Cypriot shelter framework is moderately new, as well. In brief, the Cypriot enactment on shelter gives that the Asylum Service inspects the applications for worldwide security of refugees. It is important that, upon submission of an asylum application, until the point of the last assessments by the Asylum Service, in an essential or optional level the asylum seeker is not turned back or expelled. As to methodologies that are followed, it is observed that in all cases regarding the ordinary of non-refoulement, as required by the Refugee Law is guaranteed. The Refugee Law, additionally, gives that in instances of unaccompanied minors that seek refuge in Cyprus, the Director of Social Welfare Services is responsible as a guardian of the minors.



Currently, there are two shelters - in Nicosia and Larnaca - that unaccompanied minors should reside until their adulthood.

### “Hope For Children” UNCRC Policy Center

Establishing a private children's shelter for the safety and care of unaccompanied minors is run by the UNCRC Policy Center "Hope for Children," a program that has been designed to implement good practices in the Cypriot context for the treatment of unaccompanied minors. The center's aim is to provide comprehensive care for unaccompanied boys in Nicosia for several reasons: first, the need for such a setting due to the increase in the arrivals of unaccompanied minors in Cyprus; second, the fulfillment of obligations due to the commitment of the Republic of Cyprus to the European Union.

As recalled in General Comment n6, “Mechanisms developed under national law to ensure alternative treatment for such children in compliance with Article 22 of the Convention shall also cover children outside their country of origin who are not accompanied or separated”. The main objective of the shelter is to fully implement in the Cypriot context the terms of the CRC and other related treaties

## Challenges

During the past couple of years it has been observed an increase on the numbers of refugees that are coming in Cyprus, it is very important to understand firstly the geopolitics of Cyprus and then explore further the issues around the asylum system, as well as the reception centers that exist in this country.

While EU and Member States' legislation offer a solid framework for cover, the recent surge in arrivals has place national systems struggling and exposed gaps and shortcomings. The main challenges that refugees face upon their arrival to Cyprus, as a host community, continue to evolve. However, as the refugee crisis endures, it is important to start focusing on the psychosocial experience of being a refugee.

The main emphasis is on whether the complex needs of asylum seekers are being covered and at what extend. By identifying the needs that these refugees have, it appears that certain gaps and limitations exist that are being covered by other actors in Cyprus. The accomplishments of supporting associations or organizations are positively progressing toward practical help for the refugee's psychosocial prosperity, as they viably recognize the needs of the refugees and enhance refugee inclusion in the hosting community.

Even so, there is a need of the establishment of the provision of psychosocial services for the refugees, as well as the guarantee that they will have access to fair and efficient treatment. As a result of all the above, it is vital to construct a strong working model and protocols to increase efficacy of psychosocial services provided and establish structure management. Additionally, it is significant to develop intervention models to directly meet the psychosocial needs of refugees, not only short-term but long-term as well. However, without fundamental work and useful procedural changes, any development is unimaginable.

Perilla (2003) a professional psychologist, mentioned that *“if we see human beings as existing within the context of their culture, we see how all the different elements of the environment affect the manner in which they perceive and react to the world”*. In Cyprus, though, it is noticed that there is no legally regulated framework for the psychotherapeutic care of refugees and there is clearly the need of all refugees to be treated following the same procedures as locals.

Children in migration are endlessly exposed to risks like violence (including in reception/transit centres), physical abuse, exploitation, sex offense and trafficking for the aim of sexual or different exploitation, going missing or turning into separated from their families. Unaccompanied minors have arrived in Europe with obvious signs of injury, trauma, and physical, sexual and psychological abuse incurred on their journey to and in Europe.

#### **Some of the challenges that unaccompanied minors might face are:**

- ✓ Danger coming into the EU on an irregular basis
- ✓ Lack of protection following EU migration routes unobserved
- ✓ Lack of safe reception, reception capability, correct reception conditions, scrutiny and observance



- ✓ Measures to stop movement to their most well-liked country of destination
- ✓ Procedural and alternative obstacles to family reunification
- ✓ The risk of body detention, together with in inappropriate conditions (such as an absence of separation from adults)
- ✓ Vulnerability to sexual violence, sexual exploitation and trafficking
- ✓ Lack of reliable info and recommendation, together with info concerning trafficking
- ✓ Lack of legal recommendation and support
- ✓ Use of invasive ways to assess age, with variable results and dependableness



## ADULT LEARNING

### Approach

The 2006 European Commission's Communication 'It is never too late to learn' defines adult education as "all forms of learning undertaken by adults after having left initial education and training, however far this process may have gone (e.g., including tertiary education)." The Final report for Study on European Terminology in Adult Learning for a common language and common understanding and monitoring of the sector prepared by the National Research and Development Centre for Adult Literacy and Numeracy, University of London in collaboration with Deutsches Institut für Erwachsenenbildung (DIE), the Agence Nationale de Lutte contre l'Illettrisme (ANLCI) and the University of Warsaw, builds on this definition, but not without introducing some important changes. While adult learning is described as "the entire range of formal, non-formal and informal learning activities which are undertaken by adults (...) which results in the acquisition of new knowledge and skills," it is limited to those activities undertaken after "a break since leaving initial education and training".

A constructivist approach to learning carries the following basic principles:

- 1) Learners have agency in their own learning;
- 2) Learners relate learning to previous experience and context;
- 3) Learning is a reflective process;
- 4) Learning is a collaborative process;
- 5) Learning is a dynamic process;
- 6) Learning is a guided and supported process.

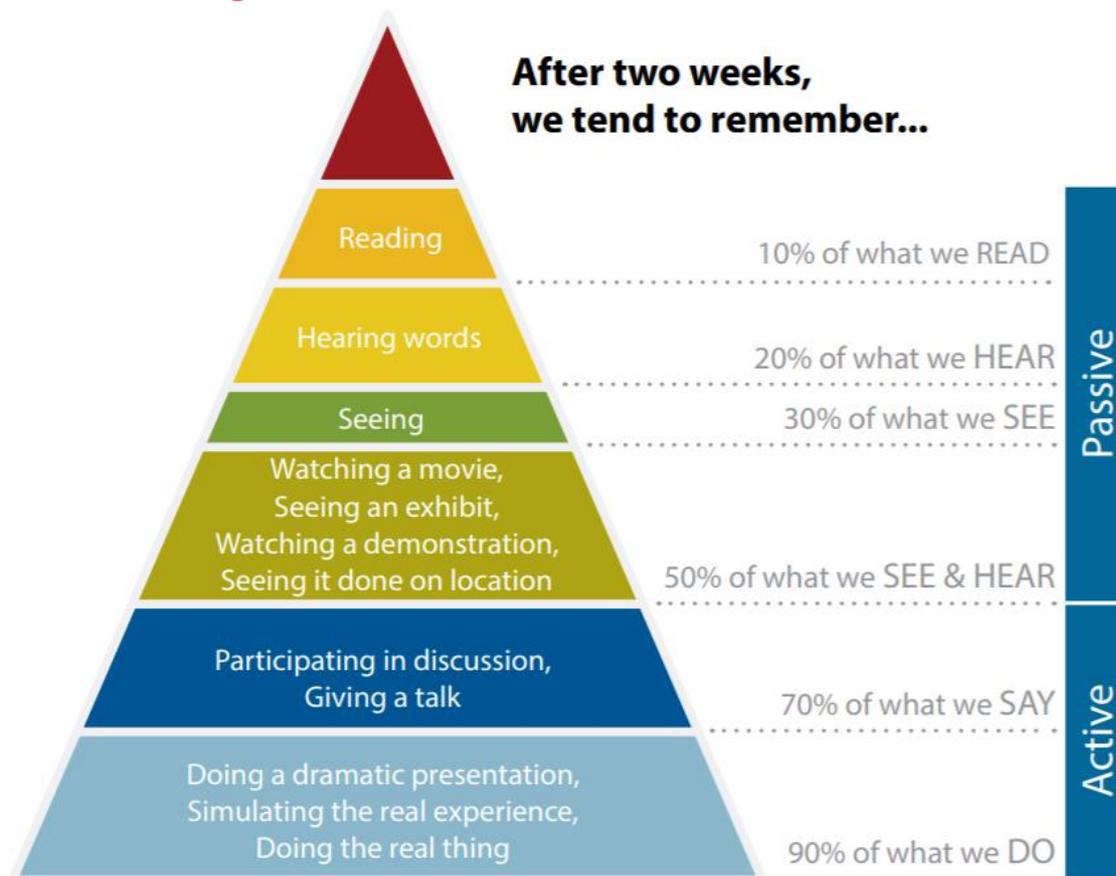
### Effective training delivery

People often remember more when they practice or use their learning compared to when they just read or hear information. The amount of information we remember is in direct proportion to the amount of involvement we had in the learning.

Adults tend to learn when content is practical, relevant to their work and allows them to draw on their own life experiences and knowledge. Therefore, throughout the training, it is important that facilitators encourage participants to share their own experiences through facilitated group work and discussions.



Cone of learning



*(Based on the research of Edgar Dale, originator of "The Cone of Learning.")*

Source: [https://humanservices.ucdavis.edu/sites/default/files/Adult-Education-Toolkit\\_Updated\\_022814.pdf](https://humanservices.ucdavis.edu/sites/default/files/Adult-Education-Toolkit_Updated_022814.pdf)

The Cone of Learning shows that we tend to remember only about 10 percent of what we read. Our memory increases when we hear and see something together—like watching a movie or going to an exhibit. We remember about 90 percent of what we say and do, like practicing what we learned. This is important for you to recognize as you deliver training to your adult learners. Choosing the appropriate methods for delivery is critical in increasing retention.



## Learning styles – Three main types (Visual, Auditory, Kinesthetic)

**Visual Learners** – Visual learners are those who generally think in pictures. They often prefer to see things written down in a handout, text, on an overhead or PowerPoint slide. They find maps, graphs, charts, and other visual learning tools to be extremely effective. They remember things best by seeing something.

**Auditory Learners** – Auditory learners are those who generally learn best by listening. They typically like to learn through lectures, discussions, and reading aloud. They remember best through hearing or saying things aloud.

**Kinesthetic Learners** – Kinesthetic, also called tactile, learners are those who learn best through touching, feeling, and experiencing that which they are trying to learn. They remember best by writing or physically manipulating the information.

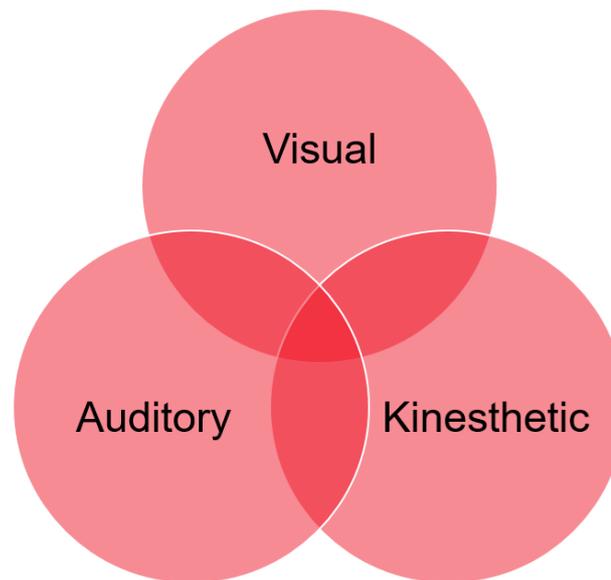
*Examples:*

Someone with a Visual learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

Someone with a/an Auditory learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!

Someone with a Kinesthetic learning style has a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!





It is important to understand how adults learn. It is usually useful to combine activities that address the needs of different types of learners. Some activities cover all the bases for all learners. For example, a group discussion activity will work well for both auditory and kinesthetic learners, and by bulleting the outcomes/ key take away from the activity on a flipchart during feedback, the visual learners will be covered as well. These Adult Learning frameworks and learning styles are suggested as guidelines to adopt when implementing the SAFE Training.



## INFORMATION FOR THE TRAINERS

### Learning objectives

Professionals undertake e-learning, face to face training and capacity building workshops. The trainings help improve knowledge and understanding of the needs, challenges, situation of the unaccompanied children; their entitlements as looked after children; asylum and legislation policy. This will enable them to provide an effective service to unaccompanied children. Professionals will have better understanding of the requirements and challenges of foster care, kinship and Dublin family carers, and as a result be enabled to provide improved support, accurate advice and effective service. This will support caretakers to make positive decisions and prepare for transition phase/leaving care.

### Core module: Introduction to working with unaccompanied and separated children.

This module will introduce the care professionals to overall situation of unaccompanied and separated children, their multidimensional needs and tools to support this group of children.

The learning objectives of this module are to enable Care Professionals to:

- Acquire an overall understanding of the situation of unaccompanied and separated children and their experience within the context of forced migration;
- Be able to draw links between international legislations and your work with the unaccompanied and separated children;
- Have an understanding of the multiple needs of children and how to address them in a holistic manner;
- Have a clearer idea about the actors involved in the lives of these children and who is responsible to do what.

The learning objectives of this module are to enable Family-Based Carers to:

- Acquire an overall understanding of the situation of unaccompanied and separated children and their experience within the context of forced migration;
- Gain knowledge about the main international legal framework related to the rights of children;
- understand the multiple needs of these children and learn how to address them;
- Have a good idea about who are involved around a child and who is responsible to do what.

### Country-specific module Introduction to working with unaccompanied and separated children: Cyprus

This module was developed in order to provide solid information regarding the situation on unaccompanied and separated children in Europe and Cyprus. The main objective of this module is to familiarize the learners with the current national legislation and the rights and entitlements concerning asylum procedures in Cyprus for unaccompanied and separated children. The module also provides an overview on the challenges to integration and inclusion of unaccompanied and separated children and which organizations and stakeholders are active in this certain field in the island.

The learning objectives of this module are to enable Care Professionals to:

- Be able to identify who are unaccompanied and separated children
- Be able to list the factors of why children seek asylum
- Be able to gain knowledge on the exact figures and number on the situation of unaccompanied and separated children in Europe and in Cyprus
- Have an overview of the role and responsibilities of relevant public authorities
- Get more specific knowledge of the Cyprus Refugee Law



- Be able to understand the principle of best interests of the child with unaccompanied and separated children
- Be able to understand the importance of efficient integration programmes and policies for unaccompanied and separated children
- Be able to recognize important stakeholders in the field of unaccompanied and separated children

## Structure & Designing

### For Care Professionals

The structure of **Core module: Introduction to working with unaccompanied and separated children** is as follows:

Chapter 1: Understanding the overall situation of unaccompanied and separated children

1.1. Who are unaccompanied and separated children?

1.2. Background information

1.3. Legal framework

Chapter 2: The multidimensional needs of unaccompanied and separated children

2.1. The overall needs

2.2. Health-related needs

Chapter 3: Responding to the needs of unaccompanied and separated children

3.1. The best interests of the child

3.2. Roles of involved actors

References/Additional resources

Evaluation Survey

The country-specific modules for Care Professionals each follow the above structure translated in the national language and adapted to fit the needs and context of each country. For Cyprus the structure is as follows:

**Country-specific module Introduction to working with unaccompanied and separated children: Cyprus**

Chapter 1: Unaccompanied and Separated Children in Europe and Cyprus: A brief introduction

Chapter 2: Unaccompanied and separated children and the asylum procedure in Cyprus National Asylum procedures for unaccompanied and separated children

Chapter 3: Social Inclusion and Empowerment of Unaccompanied and Separated children in Cyprus: Integration and Social Inclusion

### For Family-Based Carers

The structure of **Core module: Introduction to working with unaccompanied and separated children** is as follows:

Chapter 1: Understanding the overall situation of unaccompanied and separated children

1.1. Who are unaccompanied and separated children?

1.2. Background information

1.3. Legal framework

Chapter 2: The multidimensional needs of unaccompanied and separated children

2.1. The overall needs

2.2. Health-related needs

2.3. Addressing the needs



## Chapter 3: Approach and involved actors

### 3.3. The best interests of the child

### 3.4. Roles of involved actors

## References/ Additional resources

### Evaluation Survey

The country-specific modules for Family-Based Carers each follow the above structure translated in the national language and adapted to fit the needs and context of each country. For Cyprus there is no Family-Based Care, hence there is no module developed for the Cyprus context.

## Preparation

### Target

SAFE Training has been designed for a wide range of professionals and individuals who wish to enhance their knowledge on the issues related to unaccompanied and separated children in Europe. SAFE e-learning courses are developed to address the learning needs of:

- Family-based carers (commonly referred as foster carers and kinship carers): those who look after unaccompanied and separated children as their primary carers.
- Care professionals: those who work with unaccompanied and separated children, such as social workers, childcare/youth workers, psychologists, law practitioners, non-profit organisation professionals/volunteers etc.

### Duration

The e-learning modules are estimated to take between 60 - 90 minutes to complete. However, it may vary from one person to another. The face-to-face training has been developed to last approximately **2 hours (?)**. The duration of the training was agreed by the partnership to ensure the sustainability of the intervention after the project funding comes to an end.

### Type & number of training modules:

- Four E- training core skills for professionals and 3 for foster/family carers
- Four E-training country specific for professionals and 3 for foster/family carers;
- 4 face-to-face training for professionals and 2 for foster/family carers

## Trainers: Do's & Don'ts- Tips for facilitation

### Do's

- ✓ Listen to the views of others
- ✓ Speak clearly and slowly. Repeat information when necessary. Consider the tone of what you say, and implied or unspoken meanings
- ✓ Communicate tactfully. Give honest feedback while considering and respecting other people's feelings and reactions
- ✓ Elicit information by using both open and closed questions
- ✓ Create time to reflect: on feelings and emotions; and about trafficking in human beings
- ✓ Combine listening with 'doing' to embed learning
- ✓ Make use of ice breakers and energizers
- ✓ Maintain eye contact

### Don'ts



- ✘ Distract participants from the subject matter
- ✘ Interrupt or cut participants off when they give their views
- ✘ Ignore or show favour to any individual
- ✘ Think you know best. Participants may have unique or deeper knowledge
- ✘ Ramble
- ✘ Lose track of your argument
- ✘ Put people down or be defensive
- ✘ Fail to stop for breaks
- ✘ Address participants who show signs of emotion in plenary. Invite them to share their emotions in a quiet place. Trainers should make themselves available for up to 30 minutes after the training formally ends, so that participants can talk to them individually (if they wish) about any aspect of the course



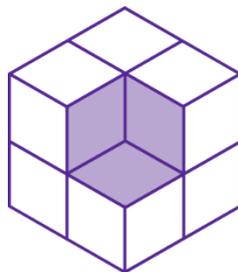
## TOOLKIT

Below are some of the activities that can be carried out during the Face-to-face training of SAFE to create a comfortable atmosphere and group dynamic.

### Energizer & Brainstorming Activities

#### Energiser Example 1: What's in the Bag?<sup>1</sup>

This is a simple energizer game in which participants are asked "What's in the bag?" and seeing who has what. A simple way to engage people and have fun getting to know each other, it gently challenges participants to step into the space together. Each team gets points for each person who has the items called out.



#### Step 1:

##### Pre-Task

The facilitator creates a list of 10 things people could have in their bag:

The list should have about 7 ordinary things like:

- a black phone
- an environmental water bottle
- a hair tie
- a pen
- a lip balm
- a computer with at least 1 sticker on it
- someone else's business card
- a train ticket, etc.

The facilitator should add 3 obscure things like:

- a decorative stone
- a skeleton key
- a rubik's cube
- a candle
- a yellow sharpie, etc...

#### Step 2:

Divide the participants into teams of 3-6 people and ask them to grab their bags/backpacks/etc...

Give them a paper and pen to keep track of their earned points.

#### Step 3:

The Facilitator calls out random items one at a time.

If you have the item get it out of your bag and stand up.

For each item that the group has the team gets one point.

For any obscure item, the team gets 3 points.

Only 1 of each item per person is counted and the team with the most points wins.

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<sup>1</sup> Source: [toolbox.HyperIsland.com](http://toolbox.HyperIsland.com)



You can count things people have on them, ie: in their pocket.

Step 4:

Whoever has the most points wins!

### **Energiser Example 2: Human Machine<sup>2</sup>**

**This fast and physical group activity gets participants moving and working together in a way that generates energy and promotes collaboration. One at a time, members of the group become parts of the “machine”, each one making a distinct physical motion and a sound, until the whole group is working together in motion, as one human machine.**

Step 1:

Stand in a large circle. Explain to the group that their task is to build a human machine. Each individual will become one moving-part of the machine.

Step 2:

One person enters the circle and begins making a repeating sound and a physical movement (eg. a “whoop whoop whoop” sound while flapping one arm.) After 5 seconds, another person enters the circle and connects to the first person, also making a sound and a movement.

Continue building the machine until everyone is connected, everyone making their movements and sounds throughout. If the group is smaller than 20, you can also deconstruct the machine one person at a time

### **Brainstorming**

Below are some rules that we suggest you follow when conducting Brainstorming activities:

1. **Defer Judgment:** This cannot be sufficiently stressed. Thus, create an environment where ideas can grow.
2. **Start Individually:** While teams produce better ideas than a single thinker, the team will still want to plan for the brainstorming session. Get them to think about the subject
3. **Follow with Group Session:** You will find that as the team begins to think together, they will create a creative energy that drives the session. Allow the ideas to continue and see how they evolve.
4. **Enable Ridiculous Ideas:** The team will have some crazy ideas as the session takes off. Let it be. This means that your group thinks outside the box, where the real creativity lies.
5. **Other Industries Transfer:** Don't restrict your brainstorming team to the confines of the industry they're familiar with. Different fields can provide unexpected access to new, creative ideas that can be applied to your work.
6. **Let Ideas Hang:** Give it the opportunity to seed the room whatever idea is generated. See if there are origins in that concept that others can draw on.
7. **Have fun:** Yes, it's a job, but it ought to be fun. Ideas come from a loose approach, not from stiffness. It should be fun to do this process, so make sure it is.
8. **Bridle the Extroverts and Unleash the Introverts:** Each group has in the spotlight those people who thrive and others who prefer to retreat into the shadows. Your job is to keep the extroverts in check and give the introverts their ideas a platform to grow from.
9. **Set a safe environment:** You need to set rules, encourage the process and get people to participate with respect for others in order to make sure everyone is understood.
10. **Be thankful:** To complete a brainstorming session successfully, you should be grateful to everyone who took part. Even if their suggestions don't go anywhere, you're going to want to consider their feedback and note that you can see how their idea could work. It might not, of course, but the next one they come up with could, but only if you make them feel a part of the process.

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<sup>2</sup> Source: [toolbox.HyperIsland.com](http://toolbox.HyperIsland.com)



## Tools for SAFE Training

The Face-to-face training can include the modules already available on the E-learning platform:

- Core Module: Introduction to working with unaccompanied and separated children
- Country specific module for working with unaccompanied and separated children: Cyprus

Through the E-learning platform professionals can find guidance on children facing immediate danger or long-term challenges, ways to listen proactively to unaccompanied children and tips on providing assistance to young people. The E-learning platform can be accessed here: <https://safeproject.eu/elearning>

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**E-LEARNING COURSE**

Home / E-Learning Course

**About SAFE e-learning courses**

SAFE e-learning courses aim to enhance the knowledge and skills of professionals and family-based carers (foster carers and kinship carers) who provide care and support to unaccompanied and separated children in Europe.

**Access the platform**

**Who are these courses for?**

SAFE e-learning courses are developed to address the learning needs of:

- Family-based carers** (commonly referred as foster carers and kinship carers): those who look after unaccompanied and separated children as their primary carers.
- Care professionals**: those who work with unaccompanied and separated children, such as social workers, children's youth workers, psychologists, law practitioners, non-profit organisation professionals/volunteers etc.

Additionally, SAFE e-learning courses might be useful for a wide range of professionals and individuals who wish to enhance their knowledge on the issues related to unaccompanied and separated children in Europe.

**Course Structure**

Each of the two e-learning courses comprised of two modules:

**Core module:** this module aims to provide an introduction to overall understanding of the situation of the unaccompanied and separated children, their multidimensional needs and a general approach for working with this group of children.

**Country-specific module:** (individual modules for the UK, Greece, Denmark and Cyprus) this module is tailored to cater for particular country contexts and provide information on national legal frameworks on asylum as well as on care provisions. \*Please be informed that there is e-learning module for family-based carers in Cyprus. The e-learning modules are estimated to take between 60-90 minutes to complete. However, it may vary from one person to another.

**General learning outcome**

Upon completion of the course, the learners are expected to have a good understanding of the situation of unaccompanied and separated children, an overview of their specific needs and knowledge on how to address them. Learners will also acquire country-specific information and resources related to care frameworks in their respective countries.

**About the developers of e-learning courses:**

These e-learning courses have been developed within the framework of SAFE\* project which is co-funded by the Rights, Equality and Citizenship (REC) Programme of the European Union. SAFE is implemented by a consortium of four partners consisting of the British Red Cross (UK), the project lead, CARDET – Centre for Advancement of Research and Development in Educational Technology (Cyprus), KMOF – Family and Children's Centre (Denmark) and the Danish Red Cross (Denmark). The content of these e-learning courses represents the views of the partners of SAFE only. The European Commission cannot be held responsible for any use which may be made of the information contained therein.

**Key terms:**

**Unaccompanied child:** A child who has been separated from both parents and other relatives and is not being cared for by an adult who, by law or custom, is responsible for doing so.

**Separated child:** A child who has been separated from both parents, or from their previous legal or customary primary caregivers, but not necessarily from other relatives.

**Family-based care:** a care that is provided in a family environment by foster carers, kinship carers, and Dublin family carers.

**Foster care:** A non-related family carer (people not known to the child) who looks after the child in the host country; arranged and supervised by a competent authority of the country. Foster care can be on short-term or long-term basis.

**Kinship care:** A carer who is next of kin or known to the child. They are often relatives such as grandparents, uncles or aunts, step-parents or other adults who have a connection to the child, such as neighbours or a close friend of the child's family. A Kinship carer may or may not have accompanied the child throughout the journey from their country of origin to the host country.

In partnership with: British Red Cross, DANISH RED CROSS, CARDET, KMOF

Funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)

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Through the E-learning platform you will have access to the Core and Culture-specific Modules of SAFE which can provide more knowledge and exercises in relation to the general field of working with unaccompanied and separated children but also information specific to Cyprus.



SAFEProject | eLEARNING

Home / Overview / Core module / Core module for professionals

## Core module: Introduction to working with unaccompanied and separated children

Your progress

**About This Module**

This module will introduce the user professional to overall situation of unaccompanied and separated children, their multidimensional needs and tools to support the group of children.

**Learning Objectives**

On completion of this module you should be able to:

- acquire an overall understanding of the situation of unaccompanied and separated children and their experience within the context of forced migration
- be able to draw links between international legislation and your work with the unaccompanied and separated children
- have an understanding of the multiple needs of children and how to address them in a holistic manner
- have a clear idea about the actors involved in the lives of these children and who is responsible to do what.

**Overview**

**Chapter 1: Understanding the overall situation of unaccompanied and separated children**

- 11 Who are unaccompanied and separated children?
- 12 Background information
- 13 Legal framework

**Chapter 2: The multidimensional needs of unaccompanied and separated children**

- 21 The overall needs
- 22 Health-related needs

**Chapter 3: Responding to the needs of unaccompanied and separated children**

- 31 Incorporating the principle of the best interests of the child
- 32 Addressing the needs of children
- 33 Roles of involved actors

References / Additional resources

Evaluation Survey

Download Resources

**Certificate**

Certificate

Not available unless:

- The activity 1.1 Who are unaccompanied and separated children? is marked complete
- The activity 1.2 Background information is marked complete
- The activity 1.3 Legal framework is marked complete
- The activity 2.1 The overall needs is marked complete
- The activity 2.2 Health-related needs is marked complete
- The activity 3.1 Incorporating the principle of the best interests of the child is marked complete
- The activity 3.2 Addressing the needs of children is marked complete
- The activity 3.3 Roles of involved actors is marked complete

Reset user tour on this page

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Data retention summary



## OVERVIEW OF THE TRAINING PROGRAMME

### Outline of the programme

Upon completion of the course, the learners are expected to have a good understanding of the situation of unaccompanied and separated children, an overview of their specific needs and knowledge on how to address them. Learners will also acquire country-specific information and resources related to care framework in their respective countries.

The programme structure for Care Professionals and Family-Based Carers is as follows:

**Core Module: Introduction to working with unaccompanied and separated children**

**Country specific module for working with unaccompanied and separated children: Cyprus**

**Country specific module for working with unaccompanied and separated children: Denmark**

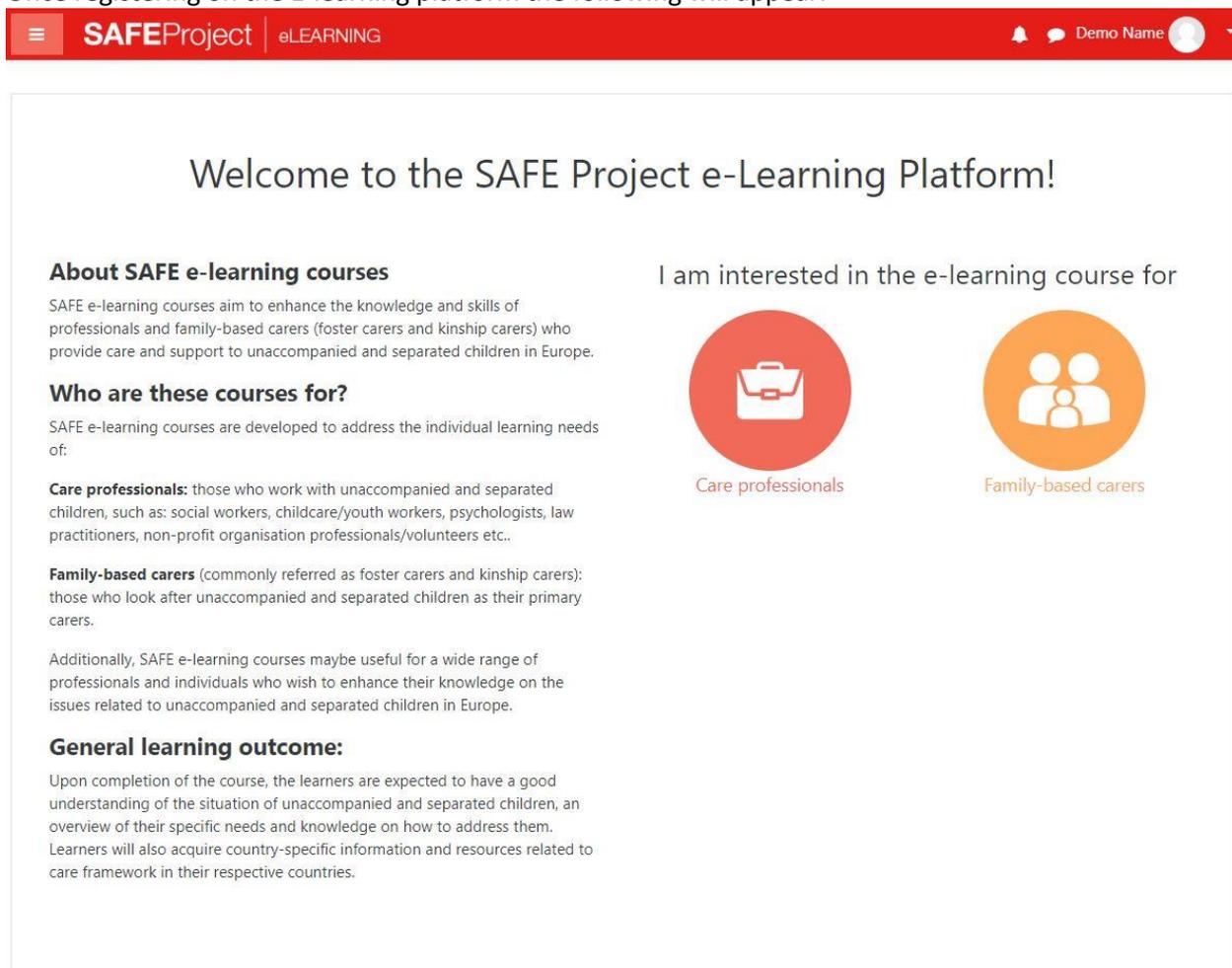
**Country specific module for working with unaccompanied and separated children: Greece**

**Country specific module for working with unaccompanied and separated children: United Kingdom**

Given that Cyprus is a Greek-speaking country you may also wish to go through the module in relation to Greece. However it is recommended to refer to the statistics and other information using the module related to the Cyprus context.

## HOW TO USE THE E-LEARNING PLATFORM

Once registering on the E-learning platform the following will appear:



**About SAFE e-learning courses**

SAFE e-learning courses aim to enhance the knowledge and skills of professionals and family-based carers (foster carers and kinship carers) who provide care and support to unaccompanied and separated children in Europe.

**Who are these courses for?**

SAFE e-learning courses are developed to address the individual learning needs of:

**Care professionals:** those who work with unaccompanied and separated children, such as: social workers, childcare/youth workers, psychologists, law practitioners, non-profit organisation professionals/volunteers etc..

**Family-based carers** (commonly referred as foster carers and kinship carers): those who look after unaccompanied and separated children as their primary carers.

Additionally, SAFE e-learning courses may be useful for a wide range of professionals and individuals who wish to enhance their knowledge on the issues related to unaccompanied and separated children in Europe.

**General learning outcome:**

Upon completion of the course, the learners are expected to have a good understanding of the situation of unaccompanied and separated children, an overview of their specific needs and knowledge on how to address them. Learners will also acquire country-specific information and resources related to care framework in their respective countries.

I am interested in the e-learning course for

Care professionals

Family-based carers

You are required to select whether you are a Care Professional or a Family-Based Carer.



Upon selecting the Care Professional option the following Introduction page will appear:

**Care Professionals**

**Core module**  
**Introduction to working with unaccompanied and separated children**  
 Available in English, Greek and Danish.

**Cyprus**  
 This is a country specific Module for Cyprus.  
 Available in English and Greek.

**Denmark**  
 This is a country specific Module for Denmark.  
 Available in Danish.

**Greece**  
 This is a country specific Module for Greece.  
 Available in English. Coming soon in Greek.

**United Kingdom**  
 This is a country specific Module for the UK.  
 Available in English.

**How to navigate through the e-modules**  
 You are advised to begin the course by taking the core module. Once completed, you can choose a country-specific module of your choice. At the end of each module, a certificate of completion will be made available to you. The main page of each module will show you a list of contents (chapters and units). A blue 'tick' will appear next to each unit once it is completed. You can save your progress at any point and return to resume later.

### How to navigate through the e-modules

You are advised to begin the course by taking the core module 'Introduction to working with unaccompanied and separated children'. Once completed, you can choose a country-specific module of your choice. In the Cyprus case you will choose the module developed for the Cyprus context. At the end of each module, a certificate of completion will be made available to you. The main page of each module will show you a list of contents (chapters and units). A blue 'tick' will appear next to each unit once it is completed. You can save your progress at any point and return to resume later.

Once you select the Core Module option the platform will direct you to the learning objectives and general information about the Module. You then have the option to select which language you wish to navigate through the module: English, Greek, and Danish.



## Core module: Introduction to working with unaccompanied and separated children

Home / My courses / Core module for professionals

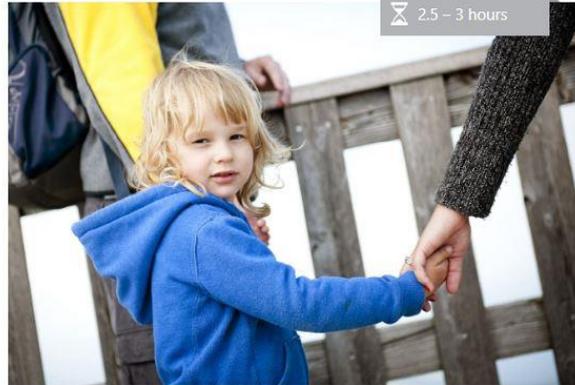
### About This Module

This module will introduce the care professionals to overall situation of unaccompanied and separated children, their multidimensional needs and tools to support this group of children.

### Learning Objectives

On completion of this module you should be able to:

- acquire an overall understanding of the situation of unaccompanied and separated children and their experience within the context of forced migration;
- be able to draw links between international legislations and your work with the unaccompanied and separated children;
- have an understanding of the multiple needs of children and how to address them in a holistic manner;
- have a clearer idea about the actors involved in the lives of these children and who is responsible to do what.



Back to all modules

2.5 – 3 hours

Glossary

### Study the module in your language

English

Greek

Danish



Upon selecting the language of choice you will be directed to the structure of the Module as follows:

The screenshot shows the course structure for 'Core module: Introduction to working with unaccompanied and separated children' in English. The interface includes a navigation bar with the SAFEProject logo and 'eLEARNING' text. The course title is displayed prominently. Below the title, there is a breadcrumb trail: 'Home / My courses / Core module for professionals / English'. The main content area lists the following sections:

- English** (with a 'Back to all languages' button)
- Your progress** (with a progress indicator)
- Chapter 1: Understanding the overall situation of unaccompanied and separated children**
  - 1.1 Who are unaccompanied and separated children? (checked)
  - 1.2 Background information (checked)
  - 1.3 Legal framework (checked)
- Chapter 2: The multidimensional needs of unaccompanied and separated children**
  - 2.1 The overall needs (checked)
  - 2.2 Health-related needs (checked)
- Chapter 3: Responding to the needs of unaccompanied and separated children**
  - 3.1 Incorporating the principle of the best interests of the child (checked)
  - 3.2 Addressing the needs of children (checked)
  - 3.3 Roles of involved actors (checked)
- References / Additional resources**
  - Evaluation Survey (checked)
  - Download Resources
- Certificate**
  - Certificate

By clicking on the Chapter you are re-directed to the contents of the Module chapter where you will also get the chance to assess your knowledge through small quizzes and questions based on Case studies:

The screenshot shows a quiz question titled '1.1 Who are unaccompanied and separated children?' in 'Review mode'. The question is part of a 'Case study – Question 2' and asks: 'What is Mukenge's present immigration status?'. The instruction is 'Select the correct answer from the choices below.' The choices are:

- An asylum seeker
- A refugee
- A tourist
- None of the above

There is a 'Not sure? Read the case study again' button and navigation arrows for 'PREV' and 'NEXT'.



For Care professionals there is also country-specific module for Professionals in Cyprus:



## Country-specific module for Professionals (Cyprus): Introduction to working with unaccompanied and separated children

Home / Courses / Care Professionals / Cyprus

### About This Module

This module was developed in order to provide solid information regarding the situation on unaccompanied and separated children in Europe and Cyprus. The main objective of this module is to familiarize the learners with the current national legislation and the rights and entitlements concerning asylum procedures in Cyprus for unaccompanied and separated children. The module also provides an overview on the challenges to integration and inclusion of unaccompanied and separated children and which organizations and stakeholders are active in this certain field in the island.

### Learning Objectives

On completion of this module, you will:

- Be able to identify who are unaccompanied and separated children
- Be able to list the factors of why children seek asylum
- Be able to gain knowledge on the exact figures and number on the situation of unaccompanied and separated children in Europe and in Cyprus
- Have an overview of the role and responsibilities of relevant public authorities
- Get more specific knowledge of the Cyprus Refugee Law
- Be able to understand the principle of best interests of the child with unaccompanied and separated children
- Be able to understand the importance of efficient integration programmes and policies for unaccompanied and separated children
- Be able to recognize important stakeholders in the field of unaccompanied and separated children

 Glossary

[Back to all modules](#)

 1.5 - 2h



### Study the module in your language

English

Greek



SAFEProject | eLEARNING Demo Name

## Country-specific module for Professionals (Cyprus): Introduction to working with unaccompanied and separated children

Home / My courses / Cyprus / English

**English** [Back to all languages](#)

Your progress

### Chapters

- Chapter 1: Unaccompanied and Separated Children in Europe and Cyprus: A brief Introduction
- Chapter 2: Unaccompanied and separated children and the asylum procedure in Cyprus: National Asylum procedures for unaccompanied and separated children
- Chapter 3: Social Inclusion and Empowerment of Unaccompanied and Separated Children in Cyprus: Integration and Social Inclusion

### Complete the module

Certificate

**Restricted** Not available unless:

- The activity **Chapter 1: Unaccompanied and Separated Children in Europe and Cyprus: A brief Introduction** is marked complete
- The activity **Chapter 2: Unaccompanied and separated children and the asylum procedure in Cyprus: National Asylum procedures for unaccompanied and separated children** is marked complete
- The activity **Chapter 3: Social Inclusion and Empowerment of Unaccompanied and Separated Children in Cyprus: Integration and Social Inclusion** is marked complete

If you have selected the Family-Baed Carers option at the beginning the following introduction page will appear:



## Family-based carers

### Core module



**Introduction to caring for unaccompanied and separated children**  
*Available in English, Greek and Danish.*



### Cyprus

Family-based care not applicable in Cyprus

### Denmark

This is a country specific Module for Denmark.  
*Available in Danish.*



### Greece

This is a country specific Module for Greece.  
*Available in English and Greek.*



### United Kingdom

This is a country specific Module for the UK.  
*Available in English.*



### How to navigate through the e-modules

You are advised to begin the course by taking the core module. Once completed, you can choose a country-specific module of your choice. At the end of each module, a certificate of completion will be made available to you. The main page of each module will show you a list of contents (chapters and units). A blue 'tick' will appear next to each unit once it is completed. You can save your progress at any point and return to resume later.

Please note that Family-based care is not applicable in Cyprus hence it is recommended you follow through the contents of the Core Module for Family-Based Carers.



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## FURTHER INFORMATION

For more information regarding SAFE Project and its implementation in Cyprus please visit:

[www.cardet.org](http://www.cardet.org)

### **Center for the Advancement of Research and Development in Educational Technology (CARDET)**

Is an independent, non-profit, non-governmental, research and development organization based in Cyprus. CARDET is becoming one of the leading institutions in the Euro-Mediterranean region for research, evaluation and development. The CARDET team has successfully completed more than 130 projects in more than 40 countries and it has extensive experience developing and implementing programmes focusing on migrants and integration. CARDET are the founders of Mediterranean Migration Network, Cyprus Focal Point of the European Website on Integration and Cyprus partner for Migrant Integration Policy Index Project.

